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I-01: ***Center for Improvement in Educational Assessment External Evaluation of North Carolina's IADA Program: The North Carolina Personalized Assessment Tool*** **(August 2024)**

EVALUATION OF NORTH CAROLINA'S INNOVATIVE ASSESSMENT DEMONSTRATION AUTHORITY (IADA): THE NORTH CAROLINA PERSONALIZED ASSESSMENT TOOL (NCPAT)

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National Center for the Improvement of Educational Assessment

August 2024

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EXECUTIVE SUMMARY

In June 2019, the North Carolina Department of Public Instruction (NCDPI) was awarded federal innovative assessment demonstration authority (IADA) to develop a new assessment system. The system, called the North Carolina Personalized Assessment Tool (NCPAT), had a five-year research and development period with full statewide implementation in the 2024-25 school year.[1] NCDPI contracted with the Center for Assessment to conduct an external evaluation of NCPAT. The evaluation is designed to (1) document and determine compliance and (2) inform improvement.

This annual report addresses NCDPI's compliance toward meeting federal and state expectations during the 2023-24 school year.[2] Additionally, the report synthesizes interviews with six principals. Interviews were designed to:

- gauge educators' existing familiarity with the NCPAT,
- understand how the NC Check-Ins 2.0 are administered and used in schools, and
- elicit suggestions about how NCDPI can effectively communicate about the NCPAT to local Public School Units (PSU).

This report concludes by offering recommendations to address how NCDPI can continue building local agencies' capacity to implement NCPAT statewide.

Evaluation Questions and Methodology

The evaluation addresses the following questions:

1. What updates to the NCPAT system occurred in the 2023-24 school year?
2. Is NCDPI on track to implementing the NCPAT system statewide across grades 3-8 in the 2024-25 school year?
3. How are school leaders administering and using the NC Check-Ins 2.0 in their schools?
4. How is NCDPI communicating about the state's full transition to the NCPAT across grades 3-8 in 2024-25?
5. How can NCDPI communicate effectively about the NCPAT to PSUs?
6. What, if any, implementation challenges emerged during the 2023-24 school year?
7. Is the NCPAT likely to achieve its ultimate purposes?

To address these questions, an external evaluator reviewed documents and data files (e.g., school enrollment and test files), facilitated weekly meetings with NCDPI leaders, and completed interviews with North Carolina school principals and selected staff in NCDPI's Office of Accountability and Testing. NCDPI leaders reviewed this report to confirm the accuracy of the information and clarify information in the findings.

[1] In this report "statewide implementation" is defined as implementation of all three components of NCPAT across the 3-8 grade span (i.e., the NC Check-Ins 2.0, multi-staged adaptive summative test, and teacher professional development).
[2] This report represents the third of three annual reports. The prior two annual evaluations are included in North Carolina's fall 2022 and fall 2023 IADA annual performance reports.

Summary of the North Carolina Personalized Assessment Tool

The North Carolina Personalized Assessment Tool (NCPAT) includes three components:

- *Multiple assessments,* including three interim assessment resources (NC Check-Ins 2.0[3]) and an end-of-year (EOY) multistage fixed adaptive summative test,[4]
- *Administration and reporting resources* to support consistency, security, and efficacy when using NCPAT assessment tools, and
- *Professional development* for schools and teachers on the innovative assessment system.

The NC Check-Ins 2.0 are designed to (1) support classroom instruction, (2) monitor student progress toward end-of-year grade-level targets, and (3) assign students to one of three adaptive summative test forms to support a more personalized test experience and a more precise estimate of student performance. Because the NC Check-Ins 2.0 are primarily intended to inform instruction and learning, they are *not* used for high-stakes accountability determinations.

Findings

Below is a summary of key findings for each of the evaluation questions and recommendations for NCDPI as they continue piloting and scaling the NCPAT statewide.

1. What Updates to the NCPAT System Occurred in the 2023-24 School Year?

In 2023-24, NCDPI released the NC Check-Ins 2.0 for statewide use across grades 3-8 in mathematics and reading. Additionally, they used information from the NC Check-Ins 2.0 to assign eligible students in grades 4, 5, 7, and 8 to one of three end-of-year (EOY) multistage adaptive forms. Initial results suggest that the new EOY multistage adaptive tests functioned as designed.

NCDPI also released a series of videos on YouTube to help parents and students understand the NCPAT assessments and reports. They updated resources, including manuals and professional development materials, which are designed to support NCPAT administration and use in schools.

2. Is NCDPI on Track to Implementing the NCPAT System Statewide Across Grades 3-8 in the 2024-25 School Year?

NCDPI is on track to fully rollout the NCPAT statewide in 2024-25; the EOY multistage adaptive test will be fully implemented across grades 3-8. As planned, NCDPI concluded the NCPAT pilot and released the full suite of NC Check-Ins 2.0 across grades 3-8 in Fall 2023. Additionally, in Spring 2024, NC Check-Ins 2.0 results were used to assign students to one of three EOY multistage adaptive forms in grades 4, 5, 7, and 8. Initial results suggest that the adaptive EOY assessments were successfully administered in these grades in Spring 2024.

[3] The NC Check-Ins 2.0 were called the NC Interims during the 2021-22 school year.
[4] NCDPI also refers to the multi-staged adaptive summative test as the "flexible summative."

3. *How are school leaders administering and using the NC Check-Ins 2.0 in their schools?*

Six principals were interviewed about their familiarity with the NCPAT System and how the NC Check-Ins 2.0 are administered and used to support instruction and learning. Interviews were conducted in late fall of 2023. Key findings corroborated results from interview and focus group results conducted in previous years and are summarized below.

Principals reported that they and their teachers were highly familiar with the NC Check-Ins 2.0 assessments. However, they reported being much less familiar with the new EOY multistage adaptive tests, primarily because these new EOY tests (1) had only been implemented at one grade level in Spring 2023 and (2) their administration procedures are identical to the previous EOG tests.[5] Despite their concerns, most principals remained optimistic that the NCPAT would provide a better assessment experience for students. Additionally, all principals indicated that the NC Check-Ins had become a useful instructional tool for teachers. Notably, principals who reported higher levels of familiarity with the NCPAT also reported attending NCDPI-sponsored workshops and webinars. Additionally, they indicated high levels of support from their district leaders (e.g., Directors of Assessment) who kept them updated and informed.

All six principals reported that teachers administer the three NC Check-Ins 2.0 assessments throughout the school year, following a set schedule within established test windows. The assessments were generally treated as formal practice exams for the end-of-grade tests, with high importance placed on the results. Data from the assessments were reviewed by teachers, instructional coaches, and principals to identify mastered concepts and areas needing additional instruction.

4. *How is NCDPI Communicating About the State's Full Transition to the NCPAT Across Grades 3-8 in 2024-25?*

In Fall 2022, the Office of Accountability and Testing established a communication plan to inform PSUs, schools, and families about the NCPAT system transition for grades 3-8. The plan aimed to spread awareness and gather feedback to improve NCPAT assessments and resources. Key strategies included updates through advisories and councils, web-based communication, professional development modules, social media, and in-person or virtual meetings. These efforts ensured broad dissemination of information and engagement with stakeholders to support the implementation and enhancement of the NCPAT system throughout the 2023-24 school year.

5. *How Can NCDPI Effectively Communicate Information About the NCPAT System to PSUs and Schools?*

Interviews with six principals also focused on effective state-district-school communication practices for ensuring implementation fidelity of the NCPAT. Most principals reported learning about NCPAT through district channels. More specifically, they underscored the value of ongoing updates from their district assessment leaders. Interviews suggested that district leaders who filtered and distilled relevant

[5] Under the new NCPAT program, the end-of-grade tests will be replaced by the EOY multistage adaptive tests across grades 3-8 in Spring 2025.

information from NCDPI to schools made it easier for principals to support teachers' implementation of the new NCPAT system. Notably, principals who participated in the pilot reported being much more familiar with the NCPAT system and less concerned about transitioning to a new assessment system.

Principals offered recommendations for NCDPI to continue ongoing strong communication with schools about the NCPAT transition. Key recommendations included (1) establishing a centralized communication hub; (2) continuing to disseminate information using multiple modalities such as the website, webinars, office hours, and conference presentations; and (3) providing explicit instruction and nudges to district leaders when essential information from the state needs to be shared with school-based personnel in a timely manner.

6. What, If Any, Challenges Emerged During the 2023-24 School Year?

No substantial challenges emerged in 2023-24 to delay or obstruct NCDPI's statewide release of the NC Check-Ins 2.0. According to leaders in the NCDPI Office of Accountability and Testing, NCDPI will continue to collect and use feedback from multiple engaged parties to improve NCPAT resources and assessments even after the system is fully implemented in 2024-25.

7. Is the NCPAT Likely to Achieve its Ultimate Purposes?

According to NCDPI, the three main purposes of the NCPAT are to:

1. provide immediate and detailed feedback for teachers to support instruction;
2. provide a progress indicator that reports student progress on the NC Check-Ins 2.0 in relation to their overall grade-level performance expectation; and
3. serve as a reliable indicator for assigning students to an appropriate EOY multistage adaptive summative assessment form.

Evidence suggests that the NC Check-Ins 2.0 fully addresses the first purpose above. Moreover, surveys, interviews, and focus groups with NCPAT users (i.e., principals and teachers) conducted between Spring 2022 and Spring 2024 consistently showed that a high proportion of NCPAT users (1) had positive perceptions of the NCPAT system, (2) found the NC Check-Ins 2.0 to be useful instructional tools, and (3) reported having structures and processes in place for using NC Check-Ins 2.0 results to improve instruction.

Regarding the second purpose, in Fall 2023 NCDPI delayed development of the progress indicator. NCDPI leaders cited concerns that a progress indicator may corrupt the primary purpose of the NC Check-Ins 2.0 to inform instruction. To protect the integrity of the NC Check-Ins 2.0 and guard against potential misuses, NCDPI determined that it would be best to exclude the progress indicator from these assessments for the foreseeable future.

Regarding the third purpose, summative results from the new EOY multistage adaptive tests were analyzed during the 2023-24 school year. NCDPI was able to generate reliable scale scores that demonstrated score comparability to North Carolina's original end-of-grade tests. Scores from the new EOY multistage adaptive tests were used to report individual student level proficiency in Spring 2024 at grade 4, 5, 7, and 8. These scores will also contribute to federal and state accountability designations

in Fall 2024. NCDPI will submit an updated NCPAT technical report using these Spring 2024 EOY results for federal peer review in the coming months.

Summary and Recommendations

NCDPI is on track to successfully implement the NCPAT assessment system statewide in 2024-25. From 2019 through 2024, NCDPI successfully piloted and rolled out the NCPAT system. Additionally, they effectively communicated information to districts and schools about the new NCPAT system. Schools that are using the system generally report very positive feedback about the NC Check-Ins 2.0, and NCDPI has implemented a robust continuous improvement process to address ongoing feedback and iteratively improve the NCPAT system. In summary, NCDPI accomplished what they set out to do; that is, to develop, pilot, and scale a more personalized assessment system that supports instructional decision-making and provides a better testing experience for students. Specific recommendations for ensuring ongoing success of the NCPAT system are summarized below.

- **Consider strategies to increase NC Check-Ins 2.0 completion rates.** NCDPI should consider monitoring NC Check-Ins 2.0 usage rates and developing strategies for increasing these rates over time. Although NC Check-In 2.0 implementation is not required for schools, monitoring usage statistics over time is an important proxy for determining the extent to which they remain useful instructional tools. Usage rates also provide an important measure for monitoring the efficacy of new resources and strategies designed to improve NC Check-Ins 2.0 and associated resources over time.
- **Maintain a strong focus on NCPAT promotion and communication.** Specific communication strategies suggested by school-level personnel include: (1) promoting and using the NCPAT website as a centralized communication hub; (2) disseminating information using multiple modalities, and (3) prioritizing communication that promotes the NC Check-Ins 2.0 as an instructional tool and not a high-stakes assessment.
- **Create banks and other sources for sharing retired NC Check-Ins 2.0 items.** School-based leaders and teachers suggested that NCDPI can improve students testing experiences by (1) creating item banks in which retired test items can be publicly reviewed and used for instructional purposes, (2) providing practice items for students to become familiar with new item types and technology-enhanced features, and (3) reviewing and vetting curriculum that closely aligns with the standards assessed on NC Check-Ins 2.0 and EOY multistage adaptive assessments. Notably, NCDPI has released practice items and developed tutorials for engaging with new technology enhanced items, suggesting that some schools may not be aware of these resources. Therefore, as suggested above, communication strategies to improve dissemination of resources available to support NCPAT implementation should remain a top priority.
- **Sustain continuous improvement practices.** NCDPI has established numerous channels for gathering feedback on NCPAT resources and tools. Additionally, procedures are embedded within NCDPI's Office of Accountability and Testing to review feedback and make improvements. NCDPI should prioritize efforts to sustain these procedures, as such procedures have proven successful in improving the technical quality and usefulness of NCPAT system components over time.

INTRODUCTION

In June 2019, the North Carolina Department of Public Instruction (NCDPI) was awarded federal innovative assessment demonstration authority (IADA) to develop a new assessment system. The system, called the North Carolina Personalized Assessment Tool (NCPAT), has a five-year research and development period with statewide implementation expected in the 2024-25 school year.[6] In November 2021, NCDPI contracted with the Center for Assessment to conduct an external evaluation of NCPAT. This evaluation is designed to address two purposes:

1. ***Document and determine compliance.*** The evaluation describes how North Carolina's (NC) innovative assessment program has unfolded since NC Senate Bill 621 was enacted into law. Additionally, the evaluation reports on NCDPI's adherence to requirements associated with the federal IADA waiver and Senate Bill 621, Part II, sections 2(a), 2(b), and 2(c).[7]
2. ***Inform Improvement.*** Each year, the evaluation includes questions designed to gather educator feedback to inform improvements to the NCPAT system. NCDPI uses feedback reported via numerous methods to improve the NCPAT assessment tools, resources, professional development and communication with local district and school educators.

EVALUATION QUESTIONS

This report builds upon two prior annual evaluation reports by addressing the following questions:

1. What updates to the NCPAT system occurred in the 2023-24 school year?
2. Is NCDPI on track to implementing the NCPAT system statewide in the 2024-25 school year?
3. How are educators administering and using the NC Check-Ins 2.0 in schools?
4. How is NCDPI communicating about the state's full transition to the NCPAT across grades 3-8 in 2024-25?
5. How can NCDPI communicate effectively about the NCPAT to Public School Units (PSU) and Schools?
6. What, if any, challenges emerged during the 2023-24 school year?
7. Is the NCPAT likely to achieve its ultimate purposes?

METHODOLOGY

To address the evaluation questions, an external evaluator reviewed documents listed in Figure 1. The evaluator also met weekly with NCDPI stakeholders to review NCPAT progress and clarify questions that emerged from the document review. Additionally, the evaluator conducted interviews with staff in

[6] In their original plan, NCDPI planned to implement the NCPAT statewide in 2023-24. The federal testing waiver was issued in Spring 2020 due to complications from COVID. This delayed NCDPI's implementation timeline by one year.
[7] Senate Bill 621: https://www.ncleg.gov/EnactedLegislation/SessionLaws/HTML/2019-2020/SL2019-212.html

NCDPI's Office of Accountability and Testing.[8] These interviews focused on clarifying test development procedures, updates to reporting tools, and new professional development offerings. Notes from the document review, weekly meetings, and interviews were synthesized and used to address the evaluation questions. Staff from NCDPI's Office of Accountability and Testing reviewed this report to affirm the accuracy of the information included.

Figure 1: Documents Reviewed in the 2023 NCPAT Evaluation Report

- North Carolina IADA Application, submitted December 14, 2018
- North Carolina IADA Application Addendum, submitted April 2, 2019
- IADA annual performance reports and appendices, 2020 through 2023
- NCDPI presentations on the NCPAT (e.g., Conference presentations, webinar recordings)
- NCPAT design documents (e.g., test specifications, technical documentation)
- NCPAT administration resources and materials (e.g., teacher handbook, proctor guide)
- NCPAT online professional development materials and surveys
- North Carolina testing system documents (e.g., test development reports)
- NCDPI memos and meeting summaries regarding NCPAT.
- NC General Assembly Statute, Ch. 115C – Elementary and Secondary Education[9]
- Correspondences between NCDPI and the U.S. Department of Education during 2021-24.

To address questions 3-5 regarding how school administrators administer and use the NC Check-Ins 2.0 in schools, and how NCDPI is communicating about the state's transition to the NCPAT, interviews were conducted with six school principals across North Carolina. In winter 2023-24, an external evaluator sent an email to principals in select elementary and middle schools. The email indicated that NCDPI was interested in learning more about how principals were using the NC Check-Ins 2.0 and how communication between NCDPI and schools can be improved. The email asked for volunteers to participate in a 60-minute open-ended interview. A total of six principals representing six different counties and four regional areas participated in the interviews. The table below provides information about the schools in which participating principals served.

Table 1: Schools Represented in the Principal Interviews

School ID	Region	Grades Served	Grades Using NC Check-Ins 2.0	Subjects Administered
School 1	Northwest	6-8	6-8	Reading, Math
School 2	Northwest	6-8	7-8	Reading, Math
School 3	Southwest	K-5	3-5	Reading, Math
School 4	Piedmont-Triad	K-8	3-8	Reading, Math
School 5	North Central	K-8	3-8	Reading, Math
School 6	Southeast	K-8	3-8	Reading, Math

[8] The Office of Accountability and Testing and "the Office" are used interchangeably throughout this report.
[9] For more information: https://www.ncleg.gov/Laws/GeneralStatuteSections/Chapter115C; and https://www.ncleg.gov/Sessions/2019/Bills/Senate/PDF/S621v7.pdf

An open-ended interview guide was used to explore how principals support teachers' administration, interpretation, and use of the NC Check-Ins 2.0 to improve student learning. Additionally, principals were asked to share their perceptions of strategies used to communicate about the new NCPAT system. The external evaluator recorded interviews, took detailed notes, and conducted an inductive, line-by-line analysis of notes to identify and describe emergent themes.

In the section below, findings are presented to address each of the evaluation questions.

FINDINGS

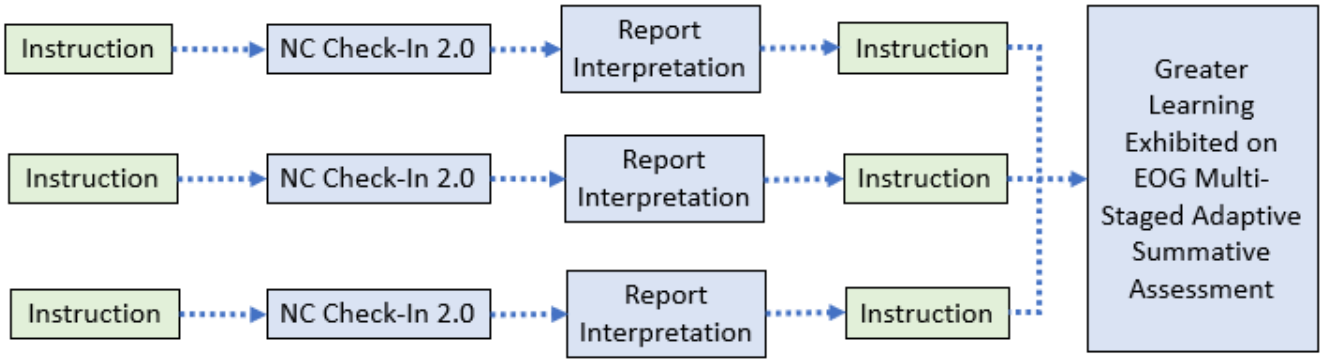
Overview of the North Carolina Personalized Assessment Tool

The NCPAT System is composed of three key components[10]:

- *Multiple assessments*, including three interim assessment resources (NC Check-Ins 2.0) and an end-of-year (EOY) multistage fixed adaptive summative test,
- *Administration and reporting resources* to support consistency, security, and efficacy when using NCPAT assessment tools, and
- *Professional development* to improve educators' assessment literacy and use of reports.

Figure 2 presents an overview of the NCPAT system. The system includes three interim assessments, called the NC Check-Ins 2.0, which are used by teachers to support instruction. Student results on the NC Check-Ins 2.0 are then used to assign students to one of three end-of-year multistage adaptive (MSA) test forms. MSA test results provide an overall end-of-year summative score that determines a student's subject area proficiency and contributes to a school's accountability rating. Although results from the NC Check-Ins 2.0 do not contribute to accountability decisions, they are used to route each student to take one of three end-of-grade MSA test forms. This, in turn, is expected to result in a more precise estimate of a student's end-of-grade performance. Appendix A includes a more detailed theory of action for the NCPAT and its key components.

Figure 2: North Carolina Performance Assessment Tool (NCPAT) Overview[11]



[10] A more comprehensive description of the NCPAT can be found in the Year 1 Evaluation Report.
[11] Source: North Carolina Annual Performance Report 2020-21 Appendix, Part IV, Exhibit IV-01, p. 41.

1. What Updates to the NCPAT System Occurred in the 2023-24 School Year?

NCDPI implemented and oversaw the following updates to the NCPAT system in 2023-24.

Statewide Rollout of NCPAT at Grades 4, 5, 7, and 8

The NCPAT pilot program officially ended after the 2022-23 school year. Beginning in Fall 2023, NCDPI made the NC Check-Ins 2.0 available to all public schools statewide. MSA tests were also administered to pilot schools and field tested in Spring 2023 at grades 4 and 7. Following a technical review of the pilot data and feedback from NCDPI's technical advisory committee (TAC), NCDPI developed MSA tests for grades 5 and 8. The MSA tests were administered statewide in grades 4, 5, 7, and 8 in Spring 2024. Pending a technical review of Spring 2024 assessment results, NCDPI will roll out the comprehensive NCPAT System statewide – including the remaining MSA tests at grade 3 and 6 – in the 2024-25 school year.

Individual student reports (ISR) for the MSA will be identical to prior reports. NCDPI decided to maintain the same look and feel in the new MSA reports for two reasons. First, according to surveys and targeted focus groups, school and community stakeholders generally liked the look and feel of existing ISR reports. Second, NCDPI determined that keeping the same reports would mitigate confusion and reinforce the inherent comparability of the previous end-of-grade (EOG) test results to the new MSA test results.

NCPAT Videos for Parents and Students

NCDPI developed and disseminated three videos for parents and students. The first video is titled *Family Guide To Assessments* and provides information on the intended purposes and uses of NC Check-Ins 2.0 and multi-staged adaptive (MSA) tests. The second video, *What You Need to Know About the North Carolina Personalized Assessment Tool (NCPAT)* is three minutes in length and includes similar content and messaging. A third two-and-a-half minute video, *Understanding the Individual Student Report (NCPAT)*, walks parents through the NC Check-Ins 2.0 individual student report (ISR) and provides guidance for understanding and interpreting the various scores provided in the report.

Updated Manuals and Supplemental Videos to Support NCPAT Use

During Fall of 2023, NCDPI posted several updated resources to the NCPAT website including an updated NC Check-Ins 2.0 teacher handbook, FAQs on the NCPAT and NC Check-Ins 2.0, and an administration brief to support the adoption and use of the NC Check-Ins 2.0 assessments.[12] The updated NC Check-Ins 2.0 teacher's handbook includes detailed directions and screenshots that describe test administration procedures and how to use the new online scoring and reporting platform.

NC Check-Ins 2.0 Online Professional Development

NCDPI partnered with the Friday Institute to update the 30-minute NCPAT online training module called *Understanding Reports*. An updated version of the training module was officially launched in May 2024 and includes four new components:

[12] Materials are updated annually during the summer months.

- Video illustrations for each of the content sections (math, reading).
- Interactive segments on which teachers may click for additional information and/or examples.
- A landing page with interactive buttons that, when clicked, direct a teacher to one of five sections of the training.
- A supplemental facilitators guide that includes instructions and questions to support educators' use of NC Check-Ins 2.0 results.

Federal Peer Review

According to USDE, parts of the through-course assessment that are used to make the annual summative determination are subject to federal peer review (USDE email correspondence, April 1, 2024). Since North Carolina only uses the MSA test for making annual summative determinations, NCDPI's federal peer review submission will incorporate information from the MSA test only (not the Check-Ins 2.0). According to NCDPI, analysis of MSA test results will commence after Spring 2024 statewide MSA test administration concludes. MSA test results from grade 4, 5, 7, 8 will be used to address the federal peer review critical elements. Statewide administration of the MSA tests across grades 3-8 will commence in Spring 2025.

2. Is NCDPI on Track to Implementing the NCPAT System Statewide in the 2024-25 School Year?

Due to COVID-19, North Carolina waived student testing requirements in March 2020 (APR, p. 3) and delayed the NCPAT development process by one year. Figure 3 shows the updated timeline as of the 2021-22 school year. No changes were made to this timeline in the 2023-24 school year. The administration schedule below pertains to reading and mathematics assessments.[13]

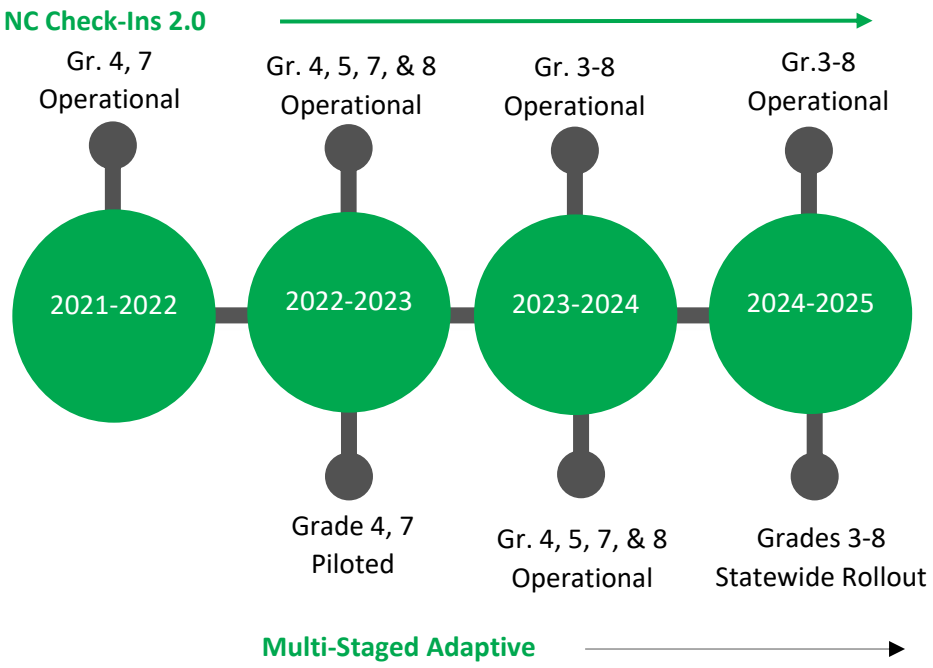
- 2021–22 school year: Release NC Check-Ins 2.0 for statewide use in grades 4 and 7.
- 2022–23 school year: Release NC Check-Ins 2.0 in grades 4, 5, 7, and 8 statewide. Administer the MSA field test to pilot schools in grades 4 and 7.
- 2023–24 school year: Release NC Check-Ins 2.0 for statewide use in grades 3–8. Administer the MSA tests statewide in grades 4, 5, 7, and 8.
- 2024-2025 school year: Administer the NCPAT statewide in grades 3-8.

NCDPI remains on track to roll out the NCPAT statewide in 2024-25. As planned, NCDPI concluded the NCPAT pilot and released the full suite of NC Check-Ins 2.0 across grades 3-8 in Fall 2023. Additionally, in Spring 2024, NC Check-Ins 2.0 results were used to assign students to one of three MSA forms in grades 4, 5, 7, and 8. The MSA was successfully administered in these grades in Spring 2024.

NCDPI plans to submit evidence to address the federal peer review requirements and is also on track to having final MSA test forms in grades 3 and 6 ready for administration in Spring 2025. The comprehensive NCPAT system is on track for statewide implementation across grades 3-8 in 2024-25.

[13] NC Check-Ins 2.0 are being developed for science as well. Although the purpose, design, and intended uses are identical across subject areas, only the reading and mathematics assessments fall under the IADA.

Figure 3: NCPAT Implementation Timeline[14]



3. How are Educators Administering and Using the NC Check-Ins 2.0 in Schools?

To address this question, six principals were interviewed during the 2023-24 school year about their perceptions of the NCPAT.[15] Questions focused on principals' familiarity with the NCPAT system and how the NC Check-Ins 2.0 are administered and used to support instruction and learning. Findings related to principals' familiarity with the NCPAT system and schoolwide use of the NC Check-Ins 2.0 results are summarized below.

Principals' Familiarity with the NCPAT

Principals were asked to rate their familiarity with the NCPAT on a scale from 0 (not familiar at all) to 4 (extremely familiar). Additionally, principals were asked to rate their familiarity with NCPAT's two main components: (1) the NC Check-Ins 2.0 and (2) the end-of-grade (EOG) multistaged adaptive (MSA) test, which replaced the traditional EOG's in grades 4, 5, 7, and 8 in spring 2024. As shown in Table 2 below, principals reported being somewhat *unfamiliar* with both the NCPAT as a "system of assessments" and the MSA tests. Principals' ratings of *teachers'* familiarity with the NC Check-Ins 2.0 were much higher.

[14] The timeline assumes that MSA test results collected in the pilot schools in spring 2023 meet validity criteria.
[15] Six principals were interviewed in spring 2023 and six additional principals were interviewed in 2024. Principal interview transcripts and notes from the Spring 2024 interviews were analyzed separately and later compared to findings from the Spring 2023 interviews. Principal interviews in both years revealed similar themes and descriptions about how NC Check-Ins 2.0 are being administered and used. Notably, the Spring 2024 interviews were conducted before the end-of-grade multi-staged adaptive tests were administered.

Collectively, the six principals provided ratings indicating varying degrees of familiarity with the NCPAT system *as a whole.*

- Three principals rated their familiarity with the NCPAT as very low (1.0 out of 4.0), citing limited exposure and information, particularly related to the MSA test. Notably, two of these three principals indicated this was their first year implementing the NC Check-Ins 2.0 in their schools.
- Two principals rated their familiarity slightly higher (2.0 and 2.5 out of 4.0), mentioning some exposure through workshops, conferences, and district-level information, but they still harbored some questions and skepticism about the NCPAT's ability to provide reliable and valid end-of-year scores.
- One principal rated familiarity at 2.6 out of 4.0, indicating a moderate level of awareness regarding changes to the EOG assessment (i.e., the new MSA tests), but expressed uncertainty about communicating these changes to parents.

Responses suggest a general trend of low to moderate familiarity with the NCPAT among the surveyed principals, with some exposure to information sessions, workshops, and district communications, but lingering questions and uncertainties about implementation and communication with parents.

Table 2: Principals' Reported Familiarity With the NCPAT Program

School ID	Familiarity With NCPAT	Familiarity With Multi-Stage Adaptive (MSA)	Perceptions of Teachers' Familiarity With NC Check-Ins 2.0
School 1 (K-5)	1.0	0.5	2.5
School 2 (K-8)	1.0	1.0	3.0
School 3 (K-8)	2.6	3.0	3.0
School 4 (K-8)	2.0	2.0	2.0
School 5 (6-8)	2.5	2.5	4.0
School 6 (6-8)	1.0	1.0	4.0
Average	1.7	1.7	3.1

Regarding the MSA tests, the average familiarity rating across the six principals was 1.7 out of 4.0. Notably, 4 of 6 principals provided the exact same familiarity rating for both the NCPAT and the MSA tests, suggesting that their lack of overall familiarity with NCPAT was driven by a lack of familiarity with the MSA test component. Notably, although the summative MSA tests were administered in grades 4 and 7 in Spring 2023, these tests had not yet been administered in Spring 2024. Many principals, therefore, indicated that they wanted to reserve judgment about the MSA until after the Spring 2024 MSA administration occurred.

Principals cited concerns about the MSA tests' adaptive nature and their impact on student performance. For example, three of the principals indicated that they understood that the NC Check-Ins 2.0 would be used to assign a specific MSA test form; however, they questioned whether assignment to a specific form might impact a student's final score. Would students assigned to the "easy" form have an advantage over students assigned to the "hard" form? Would a student assigned to the "easy" form

perform better than s/he would have performed had s/he been assigned to the "hard" form? How comparable are the results across the three forms? Although none of the principals indicated major concerns, they noted that these were questions they were hearing from their staff. And although several principals shared these concerns, they all reported being cautiously optimistic that the MSA test results would produce valid results.

Principals' ratings of their teachers' familiarity with the NC Check-Ins 2.0 were relatively high, with an average rating of 3.1 out of 4.0. Ratings varied based on whether the school participated in the pilot program in previous years. For example, two principals rated teachers' familiarity at 4.0 out of 4.0, indicating a high level of familiarity and experience with the NC Check-Ins 2.0 due to their participation in the pilot program. The principals who rated their teachers' familiarity lower (2.0 and 2.5 out of 4.0) were in schools that were not part of the pilot program, and their teachers were still getting familiar with the NC Check-Ins 2.0 tools and reports.

Intended Purposes and Uses of the NC Check-Ins 2.0

All six principals indicated that teachers administer all three NC Check-Ins 2.0 assessments during the school year. Typically, the school administers the first assessment within the first 6-8 weeks after the school year begins. They administer a second form in winter (e.g., December-January), and a third form in spring, before the end-of-grade (EOG) test. Additionally, all six principals reported that their district establishes a test window, and all teachers in the school administer the NC Check-Ins 2.0 at the same time and within a small window of time.

Five of the six principals indicated that their school administers the NC Check-Ins 2.0 formally and in a standardized way. In these schools, each NC Check-In 2.0 experience is treated as a practice exam for the EOG test. One principal indicated that the final NC Check-Ins 2.0 administration was treated as formal EOG practice test, but the first two test administrations (fall and winter) were treated less formally. All six principals also reported that they place a high level of importance on students' NC Check-Ins 2.0 results. In all schools, data and reports from the NC Check-Ins 2.0 are reviewed by the teachers, instructional coaches, and principals. The results are used to identify concepts that students have mastered and concepts for which students may need additional instruction. All six principals described a structured process for reviewing and acting on NC Check-Ins 2.0 assessment results at the school, classroom, and individual student level.

The process that principals described for reviewing and acting on NC Check-Ins results closely resembled the process described in a formative report submitted to NCDPI in August, 2023.[16] The process that schools engage in after administering the NC Check-Ins 2.0 is summarized below.

- **Reviewing Reports.** Principals and teachers study various reports generated by the NC Check-Ins 2.0, including class summaries, class rosters, and class item reports. Elementary principals were more likely to review these reports comprehensively, comparing teacher scores and

[16] See Brandt, W.C. (2023, August). *NC Check-Ins 2.0 Formative Evaluation Report.* National Center for the Improvement of Educational Assessment. This report offers a more detailed description of the processes in which school staff engaged, and the actions they took, based on review and analysis of NC Check-Ins 2.0 results.

school results to state averages, while middle school principals tended to delegate more to instructional coaches and teachers.

- **Action Planning.** Principals and teachers share test results and collaboratively use them to develop plans to support classes, small groups of students, and individuals needing substantial support. This includes allocating resources for teachers to execute plans, offering advice and professional development opportunities, and working with teachers and instructional coaches to monitor instructional plans and support individual student progress.

- **Resource Allocation.** Principals allocate resources to support teachers in executing plans, such as assigning math interventionists to co-plan and co-teach lessons with teachers whose students are falling behind.

- **Professional Development.** Principals offer targeted professional development opportunities for teachers based on assessment results, such as instructional rounds or observations of mentor teachers. They also share ideas learned from book studies, academic conferences, and conversations with other principals.

- **Progress Monitoring.** Principals monitor progress by participating in weekly PLCs and data meetings with teachers and instructional facilitators, allocating additional resources or supports as needed. They may also use assessment results as early warning flags to identify and monitor individual students who are falling behind.

- **Teacher Evaluation.** Principals generally do not use NC Check-Ins 2.0 results to evaluate teachers. Instead, they focus on using the data to inform instructional decisions and support teachers in improving student outcomes. However, consistently low classroom performance may lead to discussions about teacher roles and potential reassignments based on individual strengths and needs.

4. How is NCDPI Communicating About the State's Full Transition to the NCPAT Across Grades 3-8 in 2024-25?

In Fall 2022, the Office of Accountability and Testing leadership established a communication plan to inform PSUs, schools, and families about the state's transition to the NCPAT Program in grades 3-8. NCDPI developed the plan with two primary goals: (1) spreading awareness about the NCPAT to achieve implementation fidelity at scale, and (2) gathering feedback from end users (e.g., school leaders, teachers, and students) to improve the quality and intended uses of NCPAT assessments and resources. Table 3 summarizes the communication strategies implemented during the 2022-23 and 2023-24 school years. The following is a brief description of each strategy.

Advisories and Councils

NCDPI regularly disseminated updates and gathered feedback on NCPAT assessments and resources via statewide advisories and councils. The primary stakeholders represented in these councils include state, district, and school-level educators and policymakers. The information shared through these

councils was documented, summarized, and made available to the public via state board meetings and other councils/panels. The six primary advisory councils through which NCDPI communicated NCPAT updates are described below and include (1) the State Board of Education, (2) the NC Accountability Control Configuration Board, (3) the NC Testing and Growth Advisory Panel, (4) Superintendent Truitt's Parent Advisory Committee, (5) the Council on Educational Services for Exceptional Children, and (6) the State Advisory Council on American Indian Education.

The State Board of Education holds monthly meetings in North Carolina. Annually, state board members invited NCDPI to update board members and the public on the NCPAT. NCDPI presented the NCPAT program and the state's transition plan to the state board of education in October 2022 and again in October 2023. The recorded presentation is available to schools and the public and can be accessed on the NCDPI website under "State Board of Education" – "Meeting Information."[17]

The Accountability Control Configuration Board (CCB) is an advisory group that meets monthly to advise on the state's assessment and accountability system. The CCB is comprised of accountability and testing leaders in PSUs and schools. Each educational region in North Carolina has two designated representatives for the CCB. In 2022-23 and 2023-24 NCDPI staff facilitated the monthly advisory meetings. NCDPI leaders provided updates and gathered feedback from CCB advisory members on the NCPAT as updates occurred or upon request by CCB advisory members.

The Testing and Growth Advisory Panel serves as a steering committee for the NCPAT. The advisory panel includes district superintendents, test coordinators, district chief academic officers, and a teacher. The NCDPI's Office of Accountability and Testing convenes the advisory biannually to review relevant developments and solicit feedback and planning advice. The panel met most recently in October 2023. At this meeting, NCDPI leaders presented updates on the NCPAT, addressed questions about implementation plans and available resources, and documented suggestions for improving NCPAT resources and communication processes.

Superintendent Truitt's Parent Advisory Commission includes 48 parents or guardians (six from each of the state's eight regions) who share their aspirations for public education in North Carolina, provide feedback on policy and pertinent matters affecting K-12 education, and share recommendations and insights with North Carolina's state Superintendent and her designees. The eight regional subgroups hold monthly virtual meetings, and the full committee convenes both in-person and virtually each quarter. The Office of Accountability and Testing's Senior Director presented an overview of the state's assessment and accountability plans to the Parent Advisory Group in September 2022. This group did not convene in 2023-24.

The Council on Educational Services for Exceptional Children is a 25-member group appointed by the Governor, President Pro Tem of the Senate, Speaker of the House and the State Board of Education. The Council advises the State Board of Education with respect to the unmet needs of children with special needs and in the development and implementation of policies related to the

[17] October 2023 state board meeting materials on the NCPAT are available here: View Monthly Meeting of the North Carolina State Board of Education : eBoardsolutions. State board meeting recordings are available on the NCDPI website: https://www.dpi.nc.gov/about-dpi/state-board-education/meeting-information.

coordination of services for students with disabilities. The Council also advises the State Board of Education with respect to developing evaluations, reporting on data, and developing corrective action plans to address findings in federal monitoring reports. The Office of Accountability and Testing's Senior Director last presented NCPAT to the Council in Fall 2022.

The State Advisory Council on American Indian Education is a 15-member advisory group that includes American Indian parents and educators. The council meets quarterly, and their mission is to "create a system that engages state policy leaders, public school personnel, parents, tribal leaders, and communities in providing educational experiences and cultural opportunities that promote high expectations and accountability for the academic achievement of American Indian students for success in a globally competitive environment."[18]The Section Chief for Analysis and Reporting and Test Measurement Specialists from the Office of Accountability and Testing presented on the NCPAT and addressed questions from council member during a quarterly meeting in September, 2023.

Web-Based Communication

NCDPI uses web-based communication methods primarily for the purpose of disseminating information about the NCPAT with PSUs, schools, and parents. Communication delivered through NCDPI's website and the Testing News Network (TNN) for district stakeholders are updated regularly or as pertinent information becomes available. Professional development modules on the NCPAT are updated annually. As described above (see Question 1), NCDPI developed and posted three web-based videos about the NCPAT for North Carolina parents and students in Fall 2023.

An NCPAT Webpage[19] includes an overview of the NCPAT and a timeline for rolling out the NCPAT program statewide. Additionally, educators can access NCPAT learning resources on the website such as:

- NC Check-Ins 2.0 test specification documents;
- NCPAT development timeline;
- samples of NC Check-Ins 2.0 student reports;
- samples and resources to access the NC Check-Ins and Check-Ins 2.0 school and teacher reports; and
- additional resources to support NCPAT adoption such as FAQs, school talking points, and public announcements.

The Testing News Network (TNN) is a secure site managed by NCDPI for district and charter school test coordinators. The TNN provides access to testing news, updates, bulletins, memos, administrative guides, test materials ordering, shipping calendars, and test materials handling information. Updates on NCPAT are sent through the TNN as they become available.

[18] Mission accessed from the State Advisory Council's September 22, 2023 meeting agenda, available at Approved Final - STATE ADVISORY COUNCIL ON INDIAN EDUCATION AGENDA 9_22_2023.docx.pdf - Google Drive

[19] The NCPAT webpage can be accessed at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/north-carolina-personalized-assessment-tool

NCPAT Online Professional Development Modules. NCDPI partnered with the Friday Institute to develop online training for the NCPAT. NCDPI released a short online program and a longer online training program. Both programs are designed to support teachers' interpretation and use of the NC Check-Ins 2.0 results. In April 2024, updated versions of these two online programs were released. The updated modules include video illustrations for each of the content sections, interactive program segments, and a supplemental facilitator guide to facilitate teacher conversation and interactive learning.

Social Media. YouTube is the primary *public* social media application that NCDPI uses for NCPAT updates. Most notably, NCDPI posted the three parent/student videos (e.g., Family Guide to Assessment) described above on YouTube.

In-Person or Virtual Communication

NCDPI primarily relied on in-person and virtual meetings and conferences to expand outreach to public school units (PSU) in 2022-23 and 2023-24. The Office of Accountability and Testing held NCPAT webinars and made themselves available during pre-scheduled "office hours" events. Additionally, the Senior Director of Accountability and Testing reserved time to present on the NCPAT at state conferences and local PSU-sponsored events during both years.

Statewide Webinars were held quarterly in 2022-23. The most recent NCPAT webinar was held in Fall 2023. All public schools across North Carolina were invited. NCDPI sent webinar invitations to PSU leaders who, in turn, shared the invitation with relevant staff. Generally, between 200-300 local agency staff joined these webinars to hear about the latest updates on NCPAT. During these webinars, NCDPI provided important updates, addressed questions, and solicited feedback on the NCPAT. After the webinars, staff in the Office of Accountability and Testing provided "office hour" sessions where staff could attend to ask follow-up questions.

NCDPI Academic Hours Office Hours are also led by content-based staff. Staff from the Office of Accountability and Testing were often invited to content-specific office hours meetings as recurring guests/panelists. At these meetings, Accountability and Testing leads shared information and addressed questions from district-level staff (mostly) and some instructional coaches and school level leads. These meetings occurred monthly in 2023-24.

Regional Training. Regional Educational Service Agencies (RESA) in North Carolina operate as independent organizations. The RESA's structure supports communication between districts and state agencies, professional organizations, elected officials, and education leaders. RESAs also provide direct staff development and technical assistance to PSUs and schools in one of eight designated regions across North Carolina. During 2022-23, at least two RESAs (Northeast and Sandhills) asked NCDPI to present on the NCPAT and NCPAT pilot at a regional training event. NCDPI also communicated their willingness and enthusiasm to support NCPAT dissemination and feedback during RESA events. In 2023–24, NCDPI Test Development staff presented an annual update to NCDPI Regional Support Team staff at a face-to-face meeting. Regional Accountability Coordinators presented the NCPAT model to two RESAs (Western and Central Carolina RESAs) and at Digital Leaders Exchange regional meetings statewide.

State and Regional Conferences. NCDPI presented on the NCPAT at five state conferences in Fall 2022 and four state and regional conferences in 2023. Conferences in which NCDPI presented in 2023-24 included (1) the Accelerate-Invigorate-Motivate (AIM) Conference, (2) The State's Annual Test Coordinator's Conference, and (3) the North Carolina Council for the Teachers of Mathematics (NCCTM) Conference, and (4) The Triangle Math Alliance at North Carolina State University's main campus.

Local District Presentation. The Office of Accountability and Testing regularly offers to present at local PSU meetings during other scheduled events such as those described above. For example, in Fall 2022, the Senior Director in NCDPI's Office of Accountability and Testing shared information and addressed questions about the NCPAT pilot and NCPAT program at a meeting with school leaders in Lee County. In 2023-24, NCDPI staff participated in a local district-led podcast in Wake County and met personally with staff in three additional PSUs.

Table 3: Dissemination and Feedback Methods for Key Stakeholder Groups, 2022-2024

Method	Frequency	State Board Members	Regional Area Service Agencies	PSU Leaders	All Schools	Pilot Schools	Parents & Community Groups
Advisories and Councils							
State Board Meetings	Annually	X			X		
Control Configuration Board	Monthly		X	X			
Testing and Growth Advisory Panel	Biannually			X	X	X	
Superintendent Catherine Truitt's Parent Advisory Commission	Once, Fall 2022						X
Council on Educational Services for Exceptional Children	Once, Fall 2022						X
Web-Based Communication							
Website (e.g., FAQs, Handbooks)	Updated as needed			X	X	X	X
Testing News Network (TNN)	Updates sent as needed			X			
NCPAT Online PD Modules	Updates posted annually			X	X	X	
YouTube Parent Videos	Posted Fall 2023				X	X	X
In-Person or Virtual Communication							
Statewide Webinars	Quarterly in 2022-23			X	X	X	
NCDPI Office Hours	2-3 times/year			X	X	X	
Regional Training Seminars (RESA)	On request		X	X			
State Conferences (e.g., IMPACT, AIM, NCCTM)	Fall 2022			X	X	X	
Local District Presentations	On request			X	X		

5. **How Can NCDPI Communicate Effectively About the NCPAT to PSUs and Schools?**

As described above, six principals were interviewed to understand their perceived familiarity with the NCPAT and teachers' administration and use of the NC Check-Ins 2.0. Additionally, the interviews focused on how NCDPI can effectively communicate information and updates about the NCPAT Program to PSUs and schools. To address communication, principals were asked:

1. Generally, what strategies do you rely on when you want to learn something new?
2. How did you initially learn about the NCPAT Program?
3. What sources or modalities do you rely on for information about the NCPAT Program? How helpful are these sources and modalities for supporting your ability to implement the program?
4. How do you communicate with teachers about the purposes and uses of the NCPAT Program?
5. Are teachers aware of the resources and online training available to them on the NCPAT Program? If so, what feedback have you gathered from teachers about their perceptions of these resources and online training modules?
6. What lingering questions do you have about the NCPAT Program?
7. What suggestions do you have for NCDPI to improve how they share information and updates about the NCPAT Program with schools?

A summary of findings and suggestions to inform NCDPI communication process is provided below.

General Learning Strategies Principals Rely On. Principals relied on a range of resources when learning about new district- or school-based programs. Resources included the internet, printed materials such as handbooks and manuals, interpersonal interactions with colleagues and experts, and online platforms like YouTube and webinars. Principals noted different learning styles. Three principals preferred receiving information through email, webinars, videos, or news briefs. This gave them time to digest the information and follow up with district leadership if necessary. The other three principals preferred direct communication with their district leaders. For example, principals relied on a district test coordinator when they had questions about the NCPAT system. Overall, principals relied on numerous communication methods to learn about NCPAT. Examples cited included paper materials, technology (e.g., phones, computers), and personal connections with district assessment leaders. Not surprisingly, principals also prioritized efficiency and relevance in their learning methods. They preferred resources and interactions that were specific, focused, and directly applicable to their roles and responsibilities as school leaders.

How Principals Learned About the NCPAT Program. Five out of the six principals reported learning about the NCPAT through communication channels facilitated by their district or charter school association, such as interactions with the district test coordinator, professional development sessions, or email updates from district or school personnel. For instance, one principal mentioned receiving information from the district test coordinator over a period of two years, highlighting ongoing

communication efforts to keep principals informed about NCPAT resources and system updates. Another principal indicated hearing about the NCPAT virtually, through information disseminated by NCDPI. This principal noted learning about the full NCPAT system for the first time in Fall 2023.

The interviews suggested that principals were much more confident in the NCPAT when their district's assessment leader kept them abreast of regular updates from NCDPI. Moreover, principals who were involved in the pilot reported being much more comfortable with using NCPAT resources and tools than principals who were new to NCPAT in 2023-24.

Information Sources and Modalities Principals Rely On. For information specific to the NCPAT, principals relied on district administrators, test coordinators, email communications, websites, webinars, and interactions with a regional accountability coordinator (RAC). For example, four principals relied on their district test coordinator and three principals attended webinars from NCDPI. Communication with colleagues, such as other principals and school test coordinators, also proved valuable. Personalized support, such as workshops and conversations with district and regional test coordinators, was highly beneficial for principals in terms of understanding the relationship between the NC Check-Ins 2.0 and the MSA test.

Two principals experienced challenges interpreting materials. For example, one principal found it difficult to navigate the NCPAT webpage. A second principal struggled to find time to sift through the available information about the NCPAT and make sense of it all. Notably, the former principal led a school that had been implementing the NC Check-Ins for several years. The latter principal was a first-year principal whose school had begun implementing the NC Check-Ins 2.0 for the first time in 2023-24.

How Principals Communicate NCPAT Program Information to Teachers. Communication with teachers about the purposes and uses of the NCPAT Program varied among the six principals. Four principals engaged in collaborative efforts with their test coordinators or instructional coaches to ensure teachers were informed about the program, discussing changes, addressing concerns, and emphasizing its importance. For example, principals reported conducting staff meetings to share updates and discuss the NCPAT and address concerns. Additionally, one principal explained how instructional coaches filtered information about the NCPAT for teachers during planning and professional learning community meetings. Principals emphasized the importance of discussing changes introduced via the NCPAT system with teachers; especially changes to the EOG test. As one principal put it, "Teachers are interested [in the MSA test] because their EVAAS scores will come from that."

Teacher Feedback on NCPAT Resources and Training. Five principals reported that teachers were not aware of the online professional development opportunities available on the NCPAT. One principal knew about the online training modules but had forgotten to notify teachers about them. Another principal indicated that the district and school test coordinator implement their own training with teachers. It is possible that the online training programs were used during school-based trainings at these schools; however, if they were, these principals were unfamiliar with them.

Lingering Questions About the New End-of-Year Multistage Adaptive Tests. Principals' questions focused on the new MSA test forms, performance on technology-enhanced items, and how results would be used to support instruction. Principals were most curious about the new MSA test forms. For example, two principals wondered how closely the MSA test forms, and student results, would resemble the traditional EOG tests. Principals also expressed concerns about technology-enhanced items. Specifically, two principals noted that students often understood a concept but would miss the item because they didn't understand the item format. Principals also had questions about how summative test results would be reported and whether domain-level results would be provided. Two principals wondered how useful summative results from the MSA test would be in terms of monitoring school performance and supporting instructional decisions.

Suggestions for Improving State-to-School Communication About the NCPAT Program. Principals provided several suggestions for sharing information with PSUs and schools, which are described below.

Reporting high-stakes information sooner. One principal suggested sharing report card and EVAAS information with teachers sooner, noting the high-stakes nature of the information for informing school improvement and teacher salaries.

Providing more practice materials. Another principal suggested that NCDPI provide more practice materials, specifically for tech-enhanced items, to support students' understanding and familiarity with assessment formats.

Filtering and distilling communication to address school priorities. Three principals emphasized the importance of clear guidance from district administrators. These principals' responses suggested that NCDPI was effectively providing information about the NCPAT system. They were more concerned about whether district leaders were appropriately filtering this information and sending relevant information to principals and teachers. For example, one principal said:

> *I don't pay attention to information from [NCDPI]. I wait and get it from the district after they filter it out. That's when I really focus on the information. A lot of information from [NCDPI] is not relevant for me. Our district accountability director will send me what I need to know.*

Another principal had difficulty accessing webinar recordings about the NCPAT. This principal perceived that it was the district test coordinator's responsibility to provide these recordings promptly and ensure that they were accessible to school staff. Principals also stressed the importance of waiting for concrete information rather than preemptive announcements.

Centralizing communication. One principal suggested having onboarding resources and a centralized hub for accessing information and resources related to the NCPAT such as FAQ responses and webinar recordings. This principal seemed to be unaware of the resources available on the NCPAT webpage; a notable oversight that may be shared by other principals given that most principals were not aware of the NCPAT online training modules.

Disseminating information via multiple modalities. In terms of communication modes currently used, email and direct communication with a district test coordinator was mentioned as the most

effective mode by most principals. Webinars and office hours were also valued; however, two principals noted that scheduling conflicts often prohibited them from attending. Notably, NCDPI records and posts all webinars to the Testing News Network (TNN) website for principals and school personnel access.

In summary, principals generally supported NCDPI communicating information directly with PSU leaders who, in turn, were responsible for distilling and sharing relevant information with principals and schools. Additionally, principals reported an appreciation for the resources and support that NCDPI provided to PSUs and schools. To improve communication processes with PSUs and schools, principals suggested creating a centralized communication hub for NCPAT. They encouraged NCDPI to continue sharing information about the NCPAT Program via multiple channels and modalities.

6. What, If Any, Challenges Emerged in the 2023-24 School Year?

No substantial challenges emerged in 2023-24 to delay or obstruct NCDPI's statewide release of the NC Check-Ins 2.0. Challenges related to the implementation and use of specific NCPAT resources *did* emerge through the communication channels described above such as statewide webinars and office hours. Additionally, NCDPI has contracted annually with the Friday Institute to gather information and feedback on NCPAT tools and resources. NCDPI uses feedback from these sources to annually prioritize, plan, and address tangible improvements to NCPAT tools and score reports, online training modules, and communication and dissemination processes. For example, specific updates to NCPAT resources in 2023-24 are described above in question 1 (updates to NCPAT).

According to leaders in the NCDPI Office of Accountability and Testing, NCDPI staff plans to continue collecting and using feedback from multiple engaged parties to improve NCPAT resources and assessments even after the program is fully implemented in 2024-25.

7. Is the NCPAT Likely to Achieve its Ultimate Purposes?

According to NCDPI, the three main purposes of NCPAT are as follows:[20]

1. Provide educators, students, and stakeholders with immediate and detailed feedback on student performance on grade-level reading and mathematics standards so classroom instruction may be tailored to an individual student's needs;
2. Provide a progress indicator for each interim on individual student performance in relation to overall grade-level performance expectation; and
3. Serve as a reliable indicator to determine the appropriate staged adaptive summative assessment that will provide an academic achievement level for students and for the statewide accountability model.

The NC Check-Ins 2.0 fully addresses the first purpose described above. After students take the NC Check-In 2.0, results are processed overnight and made available the following day. Assessment items are designed to assess grade-level performance against grade-level standards, which are organized according to broad concepts and presented on the class-item report (see Appendix B for score report samples). Classroom reports provide information about students' individual and collective

[20] See https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/north-carolina-personalized-assessment-tool

performance, which teachers can use to examine students' performance across standards/concepts and flexibly group students for instruction. Individual student reports provide an overall determination of students' performance for each concept and may now be accessed by parents and students within 24 hours after the assessment is completed.

Surveys, interviews, and focus groups with NCPAT users (i.e., principals and teachers) were conducted from Spring 2022 through Spring 2024. Results consistently showed that a high proportion of NCPAT users (1) had positive perceptions of the NCPAT Program, (2) found the NC Check-Ins 2.0 to be useful instructional tools, and (3) reported having structures and processes in place for using NC Check-Ins 2.0 results to improve instruction.[21]

Another way to determine whether the NCPAT is achieving its first and third purposes is to examine the percentage of students who completed the NC Check-Ins 2.0 assessments. Schools voluntarily elect to administer and use the NC Check-Ins 2.0. Additionally, when a student completes at least two NC Check-Ins during the year, those scores are then used to assign the student to the most appropriate end-of-year MSA test form. Therefore, when percentages of eligible students who take the NC Check-Ins 2.0 are high, it is an indication that (1) these assessments are working as intended to support classroom instruction and (2) results are available to inform students' end-of-year summative test form assignments.

Table 4 and 5 show the total number of students, by grade and subject area, who completed at least two NC Check-Ins 2.0 during 2023-24. The row titled "Percent of Total Eligible" (row 2) provides the percentage of eligible students statewide, by grade level, who completed at least two NC Check-Ins 2.0 assessments. Results in Table 2 show that over 60% of students statewide completed at least two NC Check-Ins 2.0 assessments in both reading and mathematics.

IADA states must ensure that the percentages of students participating in the innovative assessment program reflect the state's population demographics. To examine whether North Carolina is meeting this requirement, tables 2 and 3 also present the percentages of students from relevant subgroups who took at least two NC Check-Ins 2.0 assessments. Results show that across virtually all grade-levels and subject areas, the percentage of students from each relevant subgroup who took at least two NC Check-Ins assessments reflect overall statewide subgroup percentages within one percentage point. For example, in grade 3 reading, 53.0% of economically disadvantaged students took at least two NC Check-Ins 2.0 assessments. This compares to 52.9% of economically disadvantaged students statewide (see cells in gray bold). The one exception is in grade 8 mathematics, where many students take the end of course exam for Algebra I and are therefore exempt from taking the grade 8 EOY test. In grade 8 mathematics, the percentages of students who took at least 2 NC Check-Ins 2.0 represent the population of students who took the EOY test within +/- 5.3 percentage points or less across all subgroups.

[21] To review the evidence, readers may access multiple studies and reports led by the Center for Assessment and the Friday Institute at North Carolina State University. Reports are publicly available and were included in North Carolina's Innovative Assessment Demonstration Authority (IADA) annual performance reports (APR) for the Department of Education. North Carolina's APRs are accessible on the Office of Elementary and Secondary Education website: https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/iada/

Regarding Purpose #2, in Fall 2023 NCDPI delayed development of the progress indicator. NCDPI leaders cited concerns that a progress indicator may corrupt the primary purpose of the NC Check-Ins 2.0, which is to inform instruction.

Notably, developing a progress indicator for the NC Check-Ins 2.0 was not part of the original design plans for these assessments. The plan to add a progress indicator was added later, based on feedback from local PSU and school leaders on the original NCPAT design. Local leaders indicated that they relied on progress indicators from off-the-shelf interim assessments – products such as i-Ready and NWEA Measures of Academic Progress (MAP) – to predict which students were/were not on track to scoring at a proficient level on the EOG test. Including a progress indicator in the NC Check-Ins 2.0 assessments would make it easier for PSUs to stop using these other off-the-shelf interims, reduce the number of tests administered to students throughout the year, and eliminate testing redundancies.

Notably, findings from annual IADA evaluations and other feedback collected between 2022-2024 suggested that some schools treat the NC Check-Ins as "practice tests" for the EOG tests.[22] Moreover, interview and focus groups suggested that some teachers and school leaders treat the NC Check-Ins 2.0 as formal assessments as opposed to instructional tools. The nature and scale of NC Check-Ins 2.0 misuses are beyond the scope of this evaluation. However, findings from this and prior evaluations prompted NCDPI to rethink whether the progress indicator would be productive, or whether adding the indicator might exacerbate such misuses. To protect the integrity of the NC Check-Ins 2.0 and guard against potential misuses, NCDPI determined that it would be best to exclude the progress indicator from these assessments for the foreseeable future.

Regarding purpose #3, state assessment programs for making annual summative proficiency determinations require federal evaluation. Approval is granted based on a federal peer review process. NCDPI plans to submit evidence required for federal peer review.

NCDPI's timeline for statewide rollout in 2024-25 will remain intact. Given positive results based on the Spring 2024 MSA test administration pilot in grades 4 and 7,[23] NCDPI believes that federal peer reviewers will determine that the NCPAT (and more specifically, the MSA tests) will meet federal requirements described in the Elementary and Secondary Education Act (ESEA). Additionally, analysis of MSA results will reveal the extent to which the use of the NC Check-Ins 2.0 for assigning the MSA forms results in a more precise score on the MSA test.

[22] For example, see Friday Institute. (2024). Summary of Professional Learning Community Observations and Teacher Interviews in Schools Using the NC Check-Ins 2.0. Raleigh, NC: The Friday Institute. See also Brandt, W.C. (2023). Evaluation of North Carolina's Innovative Assessment Demonstration Authority (IADA): The North Carolina Personalized Assessment Tool. Dover, NH: National Center for the Improvement of Educational Assessment.

[23] Information verifying the technical quality of the grade 4 and 7 NC Check-Ins 2.0 and MSA assessments can be found in the NCPAT technical report, located in Section V Appendices of the 2023 Annual Performance Report (p. 1080-1165).

Table 4: Totals and Subgroup Percentages with Two or More Valid NC Check-In Scores, 2023-24 Grades 3-8 Reading

	Students with 2 or More Valid NC Check-In Scores						North Carlina Public School Student Enrollment (Eligible)					
Groups	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**
Student Number	71,688	76,546	76,629	76,163	76,270	77,265	112,774	115,415	115,990	116,250	116,963	119,276
Percent of Total Eligible	63.6%	66.3%	66.1%	65.5%	65.2%	64.8%						
Female	49.1%	48.7%	48.7%	48.5%	48.7%	48.3%	49.2%	48.7%	48.8%	48.7%	48.8%	48.7%
Male	50.9%	51.3%	51.3%	51.5%	51.3%	51.7%	50.8%	51.3%	51.2%	51.3%	51.2%	51.3%
Black	24.3%	24.2%	24.4%	24.5%	24.5%	24.8%	24.2%	24.3%	24.4%	24.4%	24.5%	24.8%
Hispanic	21.2%	21.4%	21.6%	21.9%	21.9%	22.2%	21.4%	21.3%	21.6%	21.9%	21.9%	22.1%
White	42.5%	42.6%	42.2%	42.0%	42.0%	42.3%	42.6%	42.4%	42.1%	42.2%	42.2%	42.3%
Other	11.9%	11.9%	11.8%	11.6%	11.5%	10.7%	11.8%	12.0%	11.9%	11.6%	11.4%	10.8%
Students with Disabilities	15.0%	15.1%	14.7%	13.7%	13.2%	13.4%	15.0%	15.2%	14.7%	13.6%	13.0%	12.6%
Economically Disadvantaged	53.0%	51.8%	51.5%	51.6%	50.8%	50.6%	52.9%	51.9%	51.4%	51.6%	50.7%	50.2%
English Learners	10.3%	10.1%	9.1%	8.1%	8.5%	8.5%	10.4%	10.1%	9.1%	8.1%	8.4%	8.5%

Table 5: Totals and Subgroup Percentages with Two or More Valid NC Check-In Scores, 2023-24 Grades 3-8 Mathematics

	Students with 2 or More Valid NC Check-In Scores						North Carlina Public School Student Enrollment (Eligible)					
Groups	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8[24]**
Student Number	72,336	75,135	75,272	76,137	75,758	53,628	112,774	115,415	115,990	116,250	116,963	87,958
Percent of Total Eligible	64.1%	65.1%	64.9%	65.5%	64.8%	61.0%						
Female	49.1%	48.7%	48.8%	48.5%	48.6%	49.3%	49.2%	48.7%	48.8%	48.7%	48.8%	48.6%
Male	50.9%	51.3%	51.2%	51.5%	51.4%	50.7%	50.8%	51.3%	51.2%	51.3%	51.2%	51.5%
Black	24.4%	24.2%	24.3%	24.6%	24.6%	24.9%	24.2%	24.3%	24.4%	24.4%	24.5%	28.6%
Hispanic	21.3%	21.4%	21.7%	21.9%	21.9%	24.1%	21.4%	21.3%	21.6%	21.9%	21.9%	24.8%
White	42.4%	42.6%	42.1%	41.9%	41.9%	42.6%	42.6%	42.4%	42.1%	42.2%	42.2%	37.3%
Other	11.9%	11.9%	11.9%	11.7%	11.6%	8.4%	11.8%	12.0%	11.9%	11.6%	11.4%	9.4%
Students with Disabilities	15.0%	15.1%	14.7%	13.8%	13.2%	15.2%	15.0%	15.2%	14.7%	13.6%	13.0%	16.4%
Economically Disadvantaged	53.0%	51.8%	51.5%	51.7%	50.8%	59.9%	52.9%	51.9%	51.4%	51.6%	50.7%	57.8%
English Learners	10.3%	10.1%	9.1%	8.1%	8.4%	10.5%	10.4%	10.1%	9.1%	8.1%	8.4%	10.7%

[24] Grade 8 students enrolled in Algebra I are exempt from taking the grade 8 EOY. These students take the Algebra I assessment instead. Therefore, percentages of students with 2 or more valid NC Check-In scores at grade 8 are calculated by dividing by the total number of students who took the grade 8 EOY assessment (excluding students enrolled in Algebra I).

SUMMARY AND RECOMMENDATIONS

NCDPI is on track to successfully implement the NCPAT assessment program statewide in 2024-25. From 2019 through 2024, NCDPI successfully piloted and rolled out the NCPAT system. Additionally, they effectively communicated information to districts and schools about the new NCPAT system. Schools that are using the system generally report very positive feedback about the NC Check-Ins 2.0, and NCDPI has implemented a robust continuous improvement process to address ongoing feedback and iteratively improve the NCPAT program. In summary, NCDPI accomplished what they set out to do: they developed, piloted, and scaled a more personalized assessment program that supports instructional decision-making and provides a better testing experience for students. Specific recommendations for ensuring ongoing success of the NCPAT program are summarized below.

- **Consider strategies to increase NC Check-Ins 2.0 completion rates.** The percentages of students who took NC Check-Ins 2.0 was well over 60% across all grade levels and subjects. Given the intended purposes of the NC Check-Ins 2.0 to improve instruction, NCDPI presumably would like to achieve student completion rates that approach 100. Moving forward, NCDPI should continue monitoring usage rates and consider strategies for increasing these rates over time. Strategies selected can be embedded in NCDPI's existing communication plan and continuous improvement process.

- **Maintain a strong focus on NCPAT promotion and communication.** As described in this report, NCDPI implemented several strategies to communicate about the NCPAT system to a diverse group of interested parties (e.g., PSU leaders, teachers, parents). Feedback from principals and teachers suggest that these strategies have paid off, particularly for communities in which schools participated in the NCPAT pilot program. Moving forward, NCDPI must now ensure that all schools receive and pass along critical information to their schools. Examples of strategies that appear to be effective thus far include:
    - *Promoting and using the NCPAT website as a centralized communication hub.* Continue to ensure that the NCPAT website is frequently updated with new information and resources. The website appears to be a readily available and cost-effective centralized hub to provide information, resources (e.g., FAQs, sample items, training modules), and real-time updates about the NCPAT Program. Although the NCPAT webpage could be used for this purpose, the webpage currently does not provide real-time updates. Moreover, evidence suggests that principals and teachers may not always be aware of this site. According to interviews, principals who visited the website indicated that the site was confusing to navigate and that resources were not always available. For example, flyers promoting the NC Check-Ins 2.0 online training are included on the website, but direct links to access training modules are not available. Also, the webpages for the NC Check-Ins 2.0 and NCPAT are distinct sites, leading educators to occasionally misinterpret the NCPAT as something separate and distinct

from the NC Check-Ins 2.0. Website updates are necessary to streamline information about NCPAT and ensure easy access to all resources. Additionally, regularly monitoring and updating the webpage would likely be necessary to make it a viable centralized hub.

- *Disseminating information using multiple modalities.* Principals acknowledged and appreciated that NCDPI provides multiple options for accessing information about the NCPAT Program. School leaders noted that they rely on PSU and school test coordinators to keep them updated on new and relevant updates. Thus, leveraging PSU leaders and district assessment coordinators as a conduit and key information source for school leaders and teachers is essential. Additionally, NCDPI should continue to communicate via their key advisory groups, committees, and web-based communication channels (e.g., ongoing webinars, office hours, YouTube).
- *Prioritizing communication that promotes the NC Check-Ins 2.0 primary use as an instructional tool, not an assessment.* NCDPI has FAQs, teacher assessment guides, and other resources that clarify the primary purpose and use of the NC Check-Ins 2.0 is for instructional purposes. Evidence from this report suggests that some schools may administer the NC Check-Ins 2.0 with other purposes in mind (e.g., using them primarily as a rehearsal for the EOG assessment). Resources and training to clarify that NC Check-Ins 2.0 are designed as instructional tools is important for ensuring efficacy in use over time. NCDPI has a plethora of these types of resources. Over-communicating this message by disseminating these resources and messages via multiple channels will ensure efficacy in use and prevent the misuse and corruption of the NC Check-Ins 2.0 instructional tools.

- **Create banks and other sources for sharing retired NC Check-Ins 2.0 items.** Principals and teachers repeatedly indicated that access to high-quality assessment items was important for guiding teachers' instruction and for preparing students for high-stakes tests. School-based leaders and teachers suggested that NCDPI can improve students testing experiences by (1) creating item banks in which retired test items can be publicly reviewed and used for instructional purposes, (2) providing practice items for students to become familiar with new item types and technology-enhanced features, and (3) reviewing and vetting curriculum that closely aligns with the standards assessed on NC Check-Ins 2.0 and EOG assessments (i.e., the new MSA assessments). These ideas were suggested by school personnel during focus groups and interviews conducted in 2023-24.

  Notably, regarding the second issue (providing practice items), NCDPI has provided practice items for schools to use at their own discretion to support learning. The Office of Accountability and Testing is working on ways to better communicate the availability of these practice items – which include technology enhanced items (TEI) - and how schools can access them. NCDPI has also developed tutorials that show students how to answer TEIs, in order to mitigate potential construct irrelevant variance associated with these items.

- **Sustain continuous improvement practices.** NCDPI has established numerous channels for gathering feedback on NCPAT resources and tools. Additionally, procedures are embedded within NCDPI's Office of Accountability and Testing to review feedback and make

improvements. This report described several examples of feedback channels (e.g., advisory committees, evaluations) and specific NCPAT updates based on feedback received (e.g., improvements to online PD and teacher guides). NCDPI's improvement process is a key reason why North Carolina has been able to sustain ongoing strong support for the NCPAT, particularly during a time in which perceptions of testing and assessment overall are less than favorable in schools. NCDPI's Office of Accountability and Testing has worked hard to create clear communication and feedback processes. Sustaining these processes is essential for increasing the technical quality, uptake, and utility of the NCPAT system over time.

APPENDIX A: NC PERSONALIZED ASSESSMENT TOOL THEORY OF ACTION

Goal *What is the overarching **goal(s)** of the system?*	**Outcomes** *What specific **outcomes** represent goal attainment?*	**Elements/ Components** *What **approaches**, **initiatives** and **components** need to be in place to support the attainment of outcomes?*	**Mechanisms** *What is the **mechanism** by which each element of the system will support the attainment of desired outcomes?*	**Assumptions** *What **assumptions** underlie the system working as intended?*	**Evidence** *What **evidence** will demonstrate that the system is working as intended?*	**Consequences** *What are the potential intended/unintended **consequences**?*
Intentional through-grade use of assessment data to support teaching and increase student achievement	A balanced assessment system consisting of formative, interim, and summative measures Increased achievement (short term/long term) Reduced achievement gaps Increased assessment and data literacy	Through-grade assessments (interims) Staged-adaptive summative Assessment of higher order thinking skills Professional development in assessment literacy with a common language of formative assessment Immediate teacher feedback Student reports	Variety of item types (e.g., TEI, performance tasks) Online reporting Professional development via training modules that can be accessed at any time: ○ Regional coaching ○ Online PD modules on assessment and data literacy ○ Online PD modules on the assessment system ○ Training on misconceptions	Data will be reviewed and used by educators. The system will provide valid and reliable data. The test is aligned to content standards. Teachers will integrate their increased understanding of assessment and data into their day-to-day practices.	Increased student achievement and growth ○ Higher percentage of districts meeting long-term goals (designed to close achievement gaps) (links to plans – ESSA, SBOE) ○ Reduction of low-performing schools, districts, and charter schools (link to SBOE)	Intended: Students have more timely feedback on their performance so that they can improve. Teachers have actionable information so that they can use it to change instruction for students. Unintended: Interims become high stakes. Increased stress around testing Testing perceived as increased testing (interims) Impact on local pacing guides

APPENDIX B: NC CHECK-IN 2.0 CLASS ITEM REPORTS

Grade 4 Mathematics

NC Interim 1 - 2021-22 - Math Grade 4 Class Item Report	Teacher: Sample Teacher Test Administrator: Teacher, Test	Sample Elementary (012345)

Class Mean: 17.2/25	Class Percent Correct: 68.8%	School Mean: 17.2/25	School Percent Correct: 68.8%

	Geometry		Measurement and Data			Number and Operations in Base 10														Operations & Algebraic Thinking				
ITEM NUMBER	13	25	4	14	16	5	8	15	18	20	2	6	9	10	11	12	19	21	23	24	1	3	7	17	22
CONTENT STANDARD	4.G.1	4.G.1	4.MD.3	4.MD.3	4.MD.3	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.OA.1	4.OA.1	4.OA.1	4.OA.1	4.OA.1
CONTENT STANDARD PERCENT CORRECT	4.G.1 : 50.0		4.MD.3 : 73.3			4.NBT.2 : 72.0					4.NBT.4 : 72.0					4.NBT.7 : 80.0					4.OA.1 : 72.0				
DEPTH OF KNOWLEDGE	1	1	2	1	2	1	1	1	2	2	2	1	2	1	1	2	2	2	1	2	1	2	1	2	2
CLASS PERCENT CORRECT	40.0	60.0	100.0	100.0	20.0	100.0	80.0	40.0	60.0	80.0	60.0	80.0	100.0	60.0	60.0	80.0	100.0	100.0	20.0	100.0	80.0	100.0	60.0	100.0	20.0
SCHOOL PERCENT CORRECT	40.0	60.0	100.0	100.0	20.0	100.0	80.0	40.0	60.0	80.0	60.0	80.0	100.0	60.0	60.0	80.0	100.0	100.0	20.0	100.0	80.0	100.0	60.0	100.0	20.0
CALCULATOR ACTIVE	No	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes
CORRECT ANSWER	A	B	C	D	7	215	TE[2]	A	B	C	D	A	B	34589	97541	C	D	A	B	C	D	A	B	25	TE[2]
STUDENT NAME																									
1 STUDENT A 100000000042	B	B	C	D	3	215	Yes	A	B	C	C	B	B	21	5555	C	D	A	B	C	C	A	A	25	No
2 STUDENT B 100000000055	A	C	C	D	55	215	No	C	A	C	D	A	B	1175	99999	C	D	A	A	C	D	A	B	25	No
3 STUDENT C 100000000072	A	C	C	D	7	215	Yes	A	B	C	C	A	B	34589	97541	C	D	A	C	C	D	A	C	25	Yes
4 STUDENT D 100000000081	A	B	C	D	3	215	Yes	C	C	D	D	A	B	34589	97541	D	D	A	D	C	D	A	B	25	No
5 STUDENT E 100000000098	D	A	C	D	984	215	Yes	C	A	C	D	A	B	34589	97541	C	D	A	A	C	D	A	B	25	No

This report has 25 questions worth one point per question. In the student list, the shaded cells indicate an incorrect response.

[1] Depth of Knowledge: 1 =Recall, 2=Skill / Concept, 3=Strategic Thinking

[2] "TE" indicates that this is a technology enhanced item. Due to the limitations of the report format, the correct answer is not provided. Student responses to TE items are indicated as a "Yes" for a correct answer and a "No" for an incorrect answer.

Grade 4 Reading

NC Interim 1 - 2021-22 - Reading Grade 4 Class Item Report	Teacher: Sample Teacher Test Administrator: Teacher, Test	Sample Elementary (012345)

Class Mean: 17.024	Class Percent Correct: 70.8%	School Mean: 17.024	School Percent Correct: 70.8%

	Language				Reading for Information													Reading for Literature						
ITEM NUMBER	3	19	22	11	2	18	1	17	21	4	20	5	24	8	6	7	23	9	13	15	14	16	10	12
CONTENT STANDARD	4.L.4	4.L.4	4.L.4	4.L.5.a	4.RI.1	4.RI.1	4.RI.2	4.RI.2	4.RI.2	4.RI.3	4.RI.3	4.RI.4	4.RI.4	4.RI.5	4.RI.8	4.RI.8	4.RI.8	4.RL.1	4.RL.1	4.RL.1	4.RL.2	4.RL.3	4.RL.4	4.RL.4
CONTENT STANDARD PERCENT CORRECT	4.L.4: 40.0			4.L.5.1: 100.0	4.RI.1: 70.0		4.RI.2: 60.0			4.RI.3: 90.0		4.RI.4: 60.0		4.RI.5: 80.0	4.RI.8: 66.7			4.RL.1: 80.0			4.RL.2: 80.0	4.RL.3: 80.0	4.RL.4: 90.0	
DEPTH OF KNOWLEDGE	2	2	2	2	2	1	2	2	2	2	1	2	2	3	2	3	2	2	2	2	2	2	2	2
CLASS PERCENT CORRECT	0.0	20.0	100.0	100.0	80.0	60.0	60.0	80.0	40	80	100	20	100.0	80.0	60.0	60.0	80.0	80.0	80.0	80.0	80.0	80.0	80.0	100.0
SCHOOL PERCENT CORRECT	0.0	20.0	100.0	100.0	80.0	60.0	60.0	80.0	40	80	100	20	100.0	80.0	60.0	60.0	80.0	80.0	80.0	80.0	80.0	80.0	80.0	100.0
CORRECT ANSWER	TE[2]	TE[2]	TE[2]	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	TE[2]
STUDENT NAME																								
1 STUDENT A 100000000042	No	No	Yes	D	A	C	C	D	A	C	C	B	A	B	C	D	A	B	C	D	B	C	C	Yes
2 STUDENT B 100000000055	No	Yes	Yes	D	A	B	C	D	B	B	C	B	A	C	A	B	A	B	C	D	A	B	C	Yes
3 STUDENT C 100000000072	No	No	Yes	D	B	A	D	D	C	B	C	B	A	B	C	D	A	B	C	D	A	B	C	Yes
4 STUDENT D 100000000081	No	No	Yes	D	A	B	C	D	D	B	C	B	A	B	C	D	A	B	C	B	A	B	D	Yes
5 STUDENT E 100000000098	No	No	Yes	D	A	B	B	A	A	B	C	D	A	B	D	A	B	C	D	D	A	B	C	Yes

This report has 24 questions worth one point per question. In the student list, the shaded cells indicate an incorrect response.

[1] Depth of Knowledge: 1 =Recall, 2=Skill / Concept, 3=Strategic Thinking

[2] "TE" indicates that this is a technology enhanced item. Due to the limitations of the report format, the correct answer is not provided. Student responses to TE items are indicated as a "Yes" for a correct answer and a "No" for an incorrect answer.

Grade 7 Mathematics

NC Interim 1 - 2021-22 - Math Grade 7 Class Item Report	Teacher: Sample Teacher Test Administrator: Teacher, Test	Sample Middle (678910)

Class Mean: 19.4/25	Class Percent Correct: 77.6%	School Mean: 19.4/25	School Percent Correct: 77.6%

	Geometry					The Number System					Ratio & Proportional Relationships														
ITEM NUMBER	3	13	15	18	24	5	8	9	11	21	1	4	6	17	20	2	14	19	22	23	7	10	12	16	25
CONTENT STANDARD	7.G.1	7.G.1	7.G.1	7.G.1	7.G.1	7.NS.3	7.NS.3	7.NS.3	7.NS.3	7.NS.3	7.RP.1	7.RP.1	7.RP.1	7.RP.1	7.RP.1	7.RP.2	7.RP.2	7.RP.2	7.RP.2	7.RP.2	7.RP.3	7.RP.3	7.RP.3	7.RP.3	7.RP.3
CONTENT STANDARD PERCENT CORRECT	7.G.1:					7.NS.3:					7.RP.1:					7.RP.2:					7.RP.3:				
DEPTH OF KNOWLEDGE	2	2	3	2	2	1	2	1	2	2	1	1	2	1	1	2	1	1	2	2	2	2	1	2	2
CLASS PERCENT CORRECT																									
SCHOOL PERCENT CORRECT																									
CALCULATOR ACTIVE	No	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	No	No	No	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes
CORRECT ANSWER	A	B	C	D	A	-2.345	TE[2]	B	C	20	D	36	A	B	60	C	D	A	B	TE[2]	C	D	TE[2]	156	A
STUDENT NAME																									
1 STUDENT A 100000000042	C	B	C	D	A	-1.5	Yes	B	C	20	C	36	A	B	60	C	D	A	B	Yes	C	D	Yes	165	A
2 STUDENT B 100000000055	A	C	D	D	A	-2.345	Yes	B	C	20	C	36	A	C	60	D	D	A	B	No	D	C	Yes	156	A
3 STUDENT C 100000000072	A	A	A	D	B	-1.5	No	B	C	20	B	36	A	B	60	C	D	A	B	Yes	C	D	Yes	156	A
4 STUDENT D 100000000081	A	B	C	D	A	-2.345	Yes	B	C	20	B	36	A	C	60	C	D	A	B	Yes	C	D	Yes	156	B
5 STUDENT E 100000000098	A	B	C	B	A	-2.345	Yes	B	D	20	A	36	A	C	60	C	D	B	C	No	C	D	Yes	156	A

This report has 25 questions worth one point per question. In the student list, the shaded cells indicate an incorrect response.

[1] Depth of Knowledge: 1 =Recall, 2=Skill / Concept, 3=Strategic Thinking

[2] "TE" indicates that this is a technology enhanced item. Due to the limitations of the report format, the correct answer is not provided. Student responses to TE items are indicated as a "Yes" for a correct answer and a "No" for an incorrect answer.

Grade 7 Reading

NC Interim 1 - 2021-22 - Reading Grade 7 Class Item Report	Teacher: Sample Teacher Test Administrator: Teacher, Test	Sample Middle (678901)

Class Mean: 17.2/24	Class Percent Correct: 71.7%	School Mean: 17.2/24	School Percent Correct: 71.7%

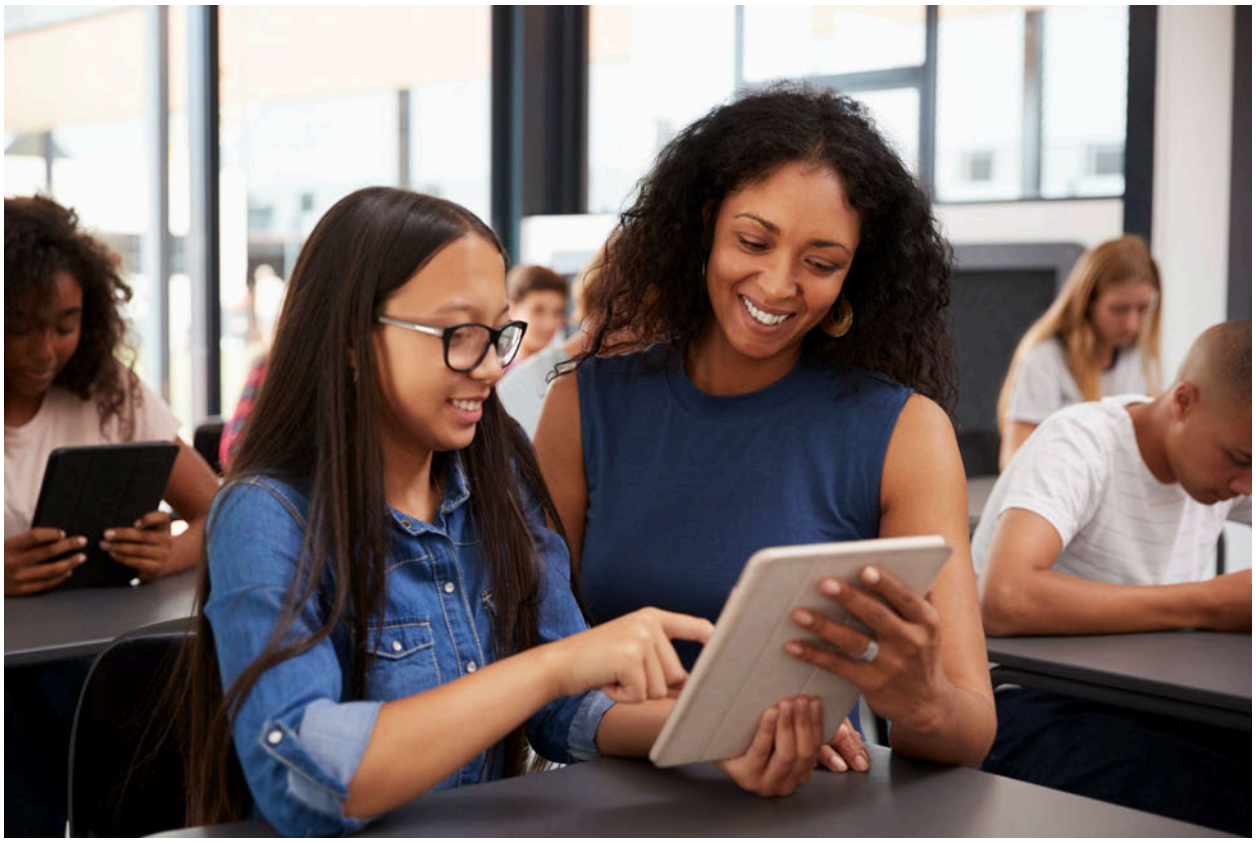
	Language				Reading for Information												Reading for Literature							
ITEM NUMBER	2	22	13	24	7	21	1	18	3	20	5	8	6	19	4	23	10	16	9	14	15	11	12	17
CONTENT STANDARD	7.L.4	7.L.4	7.L.5.a	7.L.5.a	7.RI.1	7.RI.1	7.RI.2	7.RI.2	7.RI.3	7.RI.3	7.RI.4	7.RI.5	7.RI.6	7.RI.6	7.RI.8	7.RI.8	7.RL.1	7.RL.1	7.RL.2	7.RL.3	7.RL.3	7.RL.4	7.RL.5	7.RL.6
CONTENT STANDARD PERCENT CORRECT	7.L.4: 50.0		7.L.5.a: 80.0		7.RI.1: 50.0		7.RI.2: 90.0		7.RI.3: 90.0		7.RI.4: 40.0	7.RI.5: 80.0	7.RI.6: 60.0		7.RI.8: 90.0		7.RL.1: 60.0		7.RL.2: 80.0	7.RL.3: 100.0		7.RL.4: 80.0	7.RL.5: 40.0	7.RL.6: 40.0
DEPTH OF KNOWLEDGE	2	2	2	2	2	2	2	2	2	3	2	3	3	2	3	3	2	2	2	2	2	2	3	2
CLASS PERCENT CORRECT	60.0	40.0	80.0	80.0	80.0	40.0	100.0	80.0	100.0	80.0	40.0	80.0	60.0	60.0	100.0	80.0	80.0	40.0	80.0	100.0	100.0	80.0	40.0	40.0
SCHOOL PERCENT CORRECT	60.0	40.0	80.0	80.0	80.0	40.0	100.0	80.0	100.0	80.0	40.0	80.0	60.0	60.0	100.0	80.0	80.0	40.0	80.0	100.0	100.0	80.0	40.0	40.0
CORRECT ANSWER	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	TE[2]	B	TE[2]	C	D	A	TE[2]	B	C
STUDENT NAME																								
1 STUDENT A 100000000042	B	D	A	B	C	C	A	B	C	D	B	B	C	D	A	Yes	B	No	C	D	A	Yes	C	D
2 STUDENT B 100000000055	C	C	C	C	C	D	A	C	C	D	C	B	C	D	A	No	C	No	B	D	A	Yes	B	B
3 STUDENT C 100000000072	C	D	A	B	C	C	A	B	C	D	A	B	B	D	A	Yes	B	Yes	C	D	A	Yes	C	C
4 STUDENT D 100000000081	D	D	A	B	C	B	A	B	C	A	B	A	B	C	A	Yes	B	No	C	D	A	Yes	B	C
5 STUDENT E 100000000098	C	D	A	B	B	D	A	B	C	D	A	B	C	B	A	Yes	B	Yes	C	D	A	No	C	B

This report has 24 questions worth one point per question. In the student list, the shaded cells indicate an incorrect response.

[1] Depth of Knowledge: 1 =Recall, 2=Skill / Concept, 3=Strategic Thinking

[2] "TE" indicates that this is a technology enhanced item. Due to the limitations of the report format, the correct answer is not provided. Student responses to TE items are indicated as a "Yes" for a correct answer and a "No" for an incorrect answer.

I-02: ***Friday Institute for Educational Innovation: Annual Evaluation Report*** **(August 2024)**



Innovative Assessments

Annual Evaluation Report

August 2024

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Executive Summary

The Friday Institute's PEER Group partnered with the Accountability and Testing team at the North Carolina Department of Public Instruction for a continuation of the Innovative Assessments project during the 2023 - 2024 academic year. Over the course of the year, the Friday Institute conducted research and evaluation efforts related to three key areas: (1) educators' experiences using the NC Check-Ins 2.0 Class Item Report, (2) parents' use and understanding of the NC Check-Ins 2.0 individual student reports (ISRs), and (3) educators' experiences with the online Diving Deeper courses. This year's evaluation findings complemented previous data collection and analysis efforts, and it led to new findings. Major highlights are provided below.

PLC observations and Follow-up Focus Groups

- Educators are satisfied with the data they receive on their Class Item Reports.
- Data on the class item reports are complete and actionable.
- The Class Item Report helps educators gauge student performance and helps them decide next instructional steps.
- Educators use class item reports to exchange instructional ideas, track individual students, and work together across subjects to promote student learning.
- Issues remain regarding treating the NC Check-Ins 2.0 as a high-stakes test, or a practice EOG, likely contributing to educator and student anxiety.

Individual Student Reports

- Survey results indicate parents received the ISR more positively this year than the previous year, though issues remain.
- Parents remain unconvinced by the report's usefulness and are unsure of how they should use it to help their children.
- Many parents indicated that they did not value giving standardized tests in general, revealing that they do not fully understand the purpose of the NC Check-Ins 2.0 as a formative assessment.
- Compared to last year, a larger percentage of respondents agreed that the report was clear and understandable.

Diving Deeper Courses

- Traction for the courses has been slow to pick up, indicating educators may be unaware of the courses or may not have time to complete them.
- End-of-course surveys indicate extremely positive results, with high ratings for both the content of the course as well as its construction and organization.

Introduction

During the 2023 - 2024 academic year, the Friday Institute's PEER Group partnered with the Accountability and Testing team at the North Carolina Department of Public Instruction for a continuation of the Innovative Assessments project. Now in its fourth year, the partners agreed that the Friday Institute would continue much of the work that had begun in the 2022 - 2023 academic year. This included similar data collection activities, such as (1) conducting observations of discussions surrounding the NC Check-Ins 2.0 Class Item Report during schools' professional learning communities time, (2) collecting and analyzing survey responses from parents about their experiences with the Individual Student Reports, and (3) collecting and analyzing survey responses from teachers, coaches, and administrators who had completed the Diving Deeper courses, which were available to educators on Canvas.

Taken together, this second year of data collection not only confirmed some of the findings from the previous year but also provided new insights and evidence related to previous findings. Additionally, it led to uncovering new findings.

Overall, PLC observations and follow-up focus groups made it clear that educators are satisfied with the data they receive on their Class Item Reports. They find the information to be complete and actionable. While some concerns remain surrounding the NC Check-Ins 2.0 (e.g., educators feeling anxiety when their students do not perform well, students experiencing test anxiety, etc.), many educators find the NC Check-Ins 2.0 to be a helpful tool to gauge their students' performance, and the data they receive helps them decide what their next steps should be when working with individual students. Further, taking the time to discuss the data during PLCs helps educators assist one another and provides a space for them to learn from one another.

Perhaps the most mixed feedback about aspects of the NC Check-Ins 2.0 has come from parents who have accessed the Individual Student Reports (ISR). While there are many positive aspects of these reports, parents remain unconvinced by the report's usefulness, unsure of how they should use it to help their children. Many parents also indicated that they did not value giving standardized tests in general. While the NC Check-Ins 2.0 are not tests, parents do not view it this way, noting that their children spend a lot of the time in the classroom completing state-given assessments throughout the year. Even with this feedback, parents also had positive feedback about the ISR, with more respondents agreeing or strongly agreeing this year that they felt that the report was clear and understandable.

Educators have also been pleased with the materials that DPI has released through the Diving Deeper courses. While traction for the courses has been slow to pick up, those who have taken them have reported how useful the courses were, indicating that both the content as well as the construction and organization of the course are of high quality.

Overall, the PEER Group carried out five different data collection activities during the 2023 - 2024 academic year. Data collection activities are listed in the table below.

Table 1

Data Collection Activity	Administration	Participants
Professional Learning Community (PLC) observations	October 2023 - April 2024	Eight schools
Professional Learning Community (PLC) focus groups	October 2023 - April 2024	Eight schools
Individual Student Report Survey	December 2023 - July 2024	3614 survey respondents
Diving Deeper Survey: Coaches/Administrators	July 2023 - June 2024	29 survey respondents
Diving Deeper Survey: Teachers	August 2023 - May 2024	16 survey respondents

Professional Learning Communities (PLCs)

Background

During the fourth year of collaboration between NCDPI and the Friday Institute in NCDPI's Innovative Assessments project, the two partners agreed to expand upon the prior year's focus and data collection activities. This included gaining a better understanding of how educators viewed the Class Item Report and examining how they used data from the NC Check-Ins 2.0 in their classroom instruction.

To do this, members of the Friday Institute's Program Evaluation and Education Research (PEER) Group conducted site visits to eight schools around the state to observe professional learning community (PLC) sessions and took extensive field notes. Researchers then connected with educators in follow-up focus group sessions. These sessions gave educators the chance to explain or expand upon their work during PLC sessions. Further, the researchers asked for educator feedback on how they viewed the utility of the Class Item Report, and they had opportunities to share both advantages and disadvantages of the NC Check-Ins 2.0 process as a whole.

Methods

With approval from NCDPI, the PEER Group selected eight schools that had adopted the NC Check-Ins 2.0. Throughout the 2023 - 2024 academic year, PEER Group researchers visited one school in each of North Carolina's eight geographical regions to ensure that all areas of the state were represented.

Multiple schools were available to select in the regions. To ensure the team received diverse feedback, the researchers selected a small number of schools from each region and then compared the demographics of each across the other regions. Demographics the team considered included grade levels, size of the student population, percentage of students receiving free and reduced lunch, racial demographics, community type (i.e., rural, urban), and the type of school (i.e., public school or charter school).

After receiving permission from NCDPI and after the Accountability and Testing Office reached out to each of the eight school district superintendents, the research team selected and contacted four elementary schools and four middle/high schools. Leadership at all eight schools agreed to participate.

The PEER Group worked with each school district to set up school site visit times that worked for their schedules. Schools were instructed to choose a date when they would be discussing the results of their students' NC Check-Ins 2.0 data during professional learning community (PLC) sessions. While all eight were tentatively planned to take place after administering the first NC Check-In 2.0, scheduling preferences led to two schools requesting a visit from the Friday Institute after the second NC Check-In 2.0 administration. This difference in timing is relevant for some of the findings the researchers noted, which will be expanded upon in the General Findings section. After PLC observations, the PEER Group conducted focus groups with PLC participants via Zoom in the weeks following.

Data Analysis

Researchers analyzed site visit fieldnotes and transcriptions from recorded follow-up focus groups using Atlas.ti, a qualitative coding software that helps organize findings into themes. As this was an expansion of last year's research and evaluation study, the team chose to use the previous year's set of codes while also remaining open to discussing new ones. Team members each coded their own fieldnotes and focus groups they had conducted. Then, the researchers exchanged focus group transcripts so that each one was reviewed twice. The researchers then came together to discuss questions, major findings, and discrepancies and then consolidated their codes. While there are similarities to last year's findings, which will be noted throughout the general findings section, teachers brought up new ideas for NCDPI to consider as the NCPAT expands to the entire state.

General Findings

The NC Check-Ins 2.0 data provides educators with opportunities to collaborate and learn from one another. Similar to last year, researchers noted that when educators spent time discussing students' performance on the NC Check-Ins 2.0, they shared different teaching and review strategies with one another. Teachers were able to discuss the particular challenges their students faced and bounce ideas off each other to address them effectively. Some teachers also shared effective teaching strategies for particular standards, which provided an opportunity for other teachers to adapt these practices in their classrooms.

> *I love when [TEACHER NAME] shared how she breaks through the problem and going back to talk and discuss about which questions were commonly missed and actually having the kids get that 'aha' moment themselves. So being able to hear those other strategies from other teachers to be able to also implement that back with my own instruction, I think that was very helpful.* - Educator focus group interview

The information gathered and shared about students' performance on the NC Check-Ins 2.0 also allowed teachers who worked with the same students in different subjects or disciplines to collaborate across classes to address students' specific needs.

> *Well, as the EC teacher, I'm the one on the outside looking in, but I do collaborate with teachers who have children that are on my caseload. And how the children are doing the Check-Ins, that's an important piece of data, not just they can use, but I can use to help inform what I do with them, the skills I work on or that I might put in their IEP.* - Educator focus group interview

The Class Item Reports helped educators humanize and personalize student data. Another notable finding similar to last year's was the level of personalized student data discussions educators had. Teachers could supply contextual information for specific students, which provided other educators an understanding of student scores. For example, one school created a spreadsheet with all of their students' scores, and during their PLC session, they could explain to their administrators why specific students performed in certain ways. In using the Class Item Reports, teachers identified students who might have had an off day, differentiating them from those who actually needed additional support. They could also decide which forms of support might be best, given the individual student's needs.

> *We were able to see which kids struggled with what specific domain as well as where they were headed for the EOG, who might be passing, who's the bubble, [and] who needs more assistance in different topics. We were able to look at that with the data.* - Educator focus group interview

The Class Item Reports also allowed teachers to have conversations with specific students to further understand their performance and needs and set goals for future NC Check-Ins 2.0.

> *We look specifically at, "What did you miss? How did you miss it? You're not expected to know everything right now, but I want you to see where we can grow," and having those conversations and setting those goals, just like I mentioned before, next week my kids will get a card with their name on it, very privately, that shows them this is how many you got right last time, this is your goal for me for next time. And it's not a perfect score. I want them to do better than they did last time. That's the goal.* - Educator focus group interview

Class Item Reports were used to identify students who needed additional support and resources. Classroom teachers had in-depth conversations about their classes' overall performance. Teachers used the data to identify the gaps in knowledge among their students and which students might need additional help outside of class time. For example, one school used their PLC session to identify students who needed tutoring and the specific areas in which students needed tutoring.

> *One way that the information from the Check-In has helped talking across grade levels. As a third grade teacher, I helped tutor some of the fourth and fifth graders after school in math, so knowing what they've done and what their scores were has helped me and given me some more information to work with those students specifically ...* - Educator focus group interview

Educators used NC Check-Ins 2.0 data to empower and encourage students. Teachers expressed that their framing of students' NC Check-Ins 2.0 scores was important for impacting student success. Whether students were below or above the proficiency level, teachers framed student scores in a positive manner, celebrating students' progress and setting new goals for future NC Check-Ins 2.0.

> *It's empowering for the students, one, to know that people are paying attention, and I think when they see all that data especially, they're typically a little bit surprised that it even exists. Then it just gives them goal-setting abilities to be able to say, "This is where I was, this is where I'm at now, and what do I want try to achieve the next time?"* - Educator focus group interview

Educators use the Class Item Reports to determine their next steps. Educators frequently shared how the data they received helped them decide ways to approach classroom instruction. They found Class Item Reports useful for understanding where their students needed additional practice, and they adopted various techniques to meet their students' individual needs.

> *In a way it can be a jumping-off point for us as a team, that's a good place to start and then how do we grow from there? How does this affect us in our entire curriculum in the*

> *school, our entire everything? How do we adjust this in the individual classroom as a team? How can we support each other doing cross-curricular things? Because that's been a big thing that's been really helpful for us is even just to understand the other standards.* - Educator focus group interview

Small groups helped teachers meet the needs of all students in their classrooms. Perhaps the most frequently suggested idea for ways to adjust their instruction after analyzing data from Class Item Reports was placing students into smaller groups. The report helped teachers see which students were struggling with the same concepts. This finding is similar to last year, but we noted that administrators were more involved in some of the discussions this year. Administrators recommended using small groups to their teachers, with some of them volunteering to help model or demonstrate how these would work for newer teachers who were not incorporating small groups in their instruction.

> *I would just say that we've also, as a middle school team, we've really been focusing on intervention and supporting students this year. And so the data from the Check-Ins and from several other assessments that we do is a good barometer and starting point for those groups and doing the Check-Ins several times throughout the year. And it allows for flexible grouping and moving students as needed.* - Educator focus group interview

Educators and students experience anxiety surrounding the NC Check-Ins 2.0. It was notable that teachers appeared more anxious when discussing the NC Check-Ins 2.0 compared to last year. This could be due to a variety of reasons, one of them being the timing of the Friday Institute team's observations. While in the 2022-2023 school year, most of the observations and interviews occurred after the second administration of the NC Check-Ins 2.0, during the 2023-2024, six of the eight schools were observed after the first administration of the NC Check-Ins 2.0. This may have skewed some of the results because some teachers were still learning how to administer the NC Check-Ins 2.0 and figuring out what to expect from them. Given this, it is still important to note that there is high anxiety surrounding at least the first administration, and addressing this in the future will be important.

> *So this year... I'm just going to be honest, the data was really low. And so I taught sixth grade here, and now I'm eighth grade and I'm not... I don't know, the regular eighth grade, I was really pleased with my Math 1 data, but my eighth grade, I just kind of felt defeated just looking over it because so many kids need help. Okay? So I'm having trouble really getting a focus group when you've got a whole class that needs work during IE time on an objective.* - Educator focus group interview

Areas of Growth

Providing more state-created technology-enhanced practice items will help educators and students. Throughout the two years of this study, it has been clear that schools have different levels of access to resources related to testing, with some schools having a lack of resources. Some schools explained how they used various programs that had similar types of technology-enhanced items to the NC Check-Ins 2.0, while other schools rarely used these programs. Therefore, it would be useful to provide teachers and students with more released items created by the state so they have opportunities to practice how to answer these types of questions.

> *I think it goes back to, yes, we need more resources, but we need actual State resources that are obtainable and line up to their expectations of this test. And if the State isn't going to make them, they need to find a way to make their questions line up with resources that already exist … Like, other schools can buy and get things if they need it. We don't have that luxury of doing that. So, we have to find the resources that are available to us, but if there's none available to us, we don't have anything to use but what we've been using. … And so, it puts our kids at a disadvantage, and it makes us look incompetent sometimes because it's like, "Well, what have you guys been doing?" But we've been doing the best we can with what we have.* - Educator focus group interview

Educators questioned whether some items were testing students' knowledge or their test-taking skills. They wondered what exactly was being examined in the NC Check-Ins 2.0. For example, they thought that some of their students may have been able to correctly answer math questions, but because it was framed as a word problem, students who were weak in reading got the question wrong. This made it difficult for classroom teachers to know whether the student misunderstood the mathematical concept or if it was just an aspect of taking an assessment.

> *Well, typically in our discussions with the reading teachers, it seems the trend that myself and [TEACHER NAME] have seen over the years is that the EOG, the math, it seems to also assess their reading ability because some of those word problems are so complex. You step back and you think, are they assessing their ability to do math computation or to read?* - Educator focus group interview

Differences between vocabulary on the NC Check-Ins 2.0 and in the classroom lead to student misconceptions. Frequently, educators shared that one of the biggest issues they noticed when looking at students' performance on the NC Check-Ins 2.0 was they were unfamiliar with some of the vocabulary. Specific wording differs from how educators teach students in the classroom. Teachers believed their students may have actually understood the concept and overall standard, but the results on the Class Item Reports do not reflect that. For example, in multiplication questions, teachers shared how the NC Check-Ins 2.0 uses the word

"by," but in the classroom, they use the word "times." Small differences like this confuse students during an assessment and may not accurately reflect their knowledge.

> *One difficulty for us … is when they rewrite the test, they might rewrite the types of questions, but we don't know what they're going to ask. And it's not teaching to the test, but it's, what can I do to make sure the kids are most prepared. Because if every material that I have access to asks one way, then it's going to be really hard for them to feel successful when they're presented with something that uses completely different vocabulary …*
> - Educator focus group interview

Schools continue treating the NC Check-Ins 2.0 as a test, leading to mixed perceptions about the assessment among students and teachers. During PLC observations, the researchers noticed that the majority of educators referred to the NC Check-Ins 2.0 as a test, which has created anxiety among teachers when reviewing students' scores. For example, some teachers explained that the NC Check-Ins 2.0 were used as a test grade at their school. Some educators made the decision to do this because otherwise, their students would not take the NC Check-Ins 2.0 seriously, seeing it as a waste of time.

> *I mean, I think it's really a shock factor because moving into it, I knew that this was a testing grade and moving forward to this Check-In, it was like a bunch of anxiety because, not for just my students, but for myself, 'cause I was like, oh gosh, a million thoughts were going through my head. What if they don't do good? What if they do good? You know? What if they don't try? What if they guess?* - Educator focus group interview

This has also caused students to feel a certain level of pressure when it comes to taking the NC Check-Ins 2.0, which has either led students to have anxiety or reduced motivation on the assessments.

> *So they've taken these tests so many years and they look at them and they just feel defeated from the start. And so they rush through and they put an answer and they don't care and they shut [their] computer. So trying to also… How do you motivate them too to want to do well for themselves?* - Educator focus group interview

Technology-enhanced items continue causing issues for students. Similar to last year's report, educators and students alike struggled with aspects of the technology-enhanced items. Students experienced problems inputting their answers correctly. For example, students thought they needed to fill in all boxes so that none were left empty in math items, or they thought the comma between the list of items was an option, or they substituted commas with periods to hold a decimal place. Teachers recognized this was an area of growth for themselves as they were more aware that they needed to thoroughly prepare their students for how to answer technology-enhanced items. Additionally, educators noted watching their students type in symbols like negative signs, and the computer changed their answers to a

positive number. Altogether, these technology issues made the data feel less reliable to educators, especially when their students understood the concepts being assessed.

> *The students put decimals for the commas they wanted to use (even AIG), instructional coach said they will need to discuss in class.* - Excerpt from PLC fieldnotes

> *Empty boxes- students think if they don't fill in the boxes then they have something incorrect.* - Excerpt from PLC fieldnotes

> *The commas in problem 3 between the numbers were confusing to students because they thought a comma was an option.* - Excerpt from PLC fieldnotes

While infrequent, some students faced problems with the technology itself. Specifically, students who used iPads were regularly logged out if they swiped too far on their screen. Teachers were forced to repeatedly log their students in throughout the NC Check-Ins 2.0 administration.

Teachers want more specific data from technology-enhanced items. While the Class Item Report still receives positive feedback, like last year, teachers find that some of the information they receive related to technology-enhanced questions is not useful. They consistently note how data they receive on certain questions simply shows a "yes" or "no" if the students answered correctly. However, educators do not know what to do with this information, especially when considering "select all answers that apply" items. They explained how they did not know if their students completely misunderstood the concept or if they were only missing a small part of it.

> *One thing I don't love about the data is the tech-enhanced questions either say yes or no. And so we have no knowledge of what our kids answered. So if it's a question that says, click two, did they choose two or did they choose three and not read that at all or choose four or did they choose one? And so that data for the tech-enhanced questions is not helpful.* - Educator focus group interview

Educators expressed a lack of understanding about how the NC Check-Ins 2.0 would inform the End-of-Grade test. Similar to last year, one of the questions the researchers most often received during PLC observations concerned the formative aspect of the NC Check-Ins 2.0. Educators were confused about how students' NC Check-Ins 2.0 performance would affect the test they would receive at the end of the year. Additionally, some teachers were not fully informed about when the adaptive End-of-Grade test would be implemented, demonstrating a gap in communication.

> *I remember there was talk at the beginning of the year that these tests would impact their EOG. Is that still happening? Do we know?.... [D]oes that mean if they showed big-time*

mastery on a standard over the course of the year, will there be less of those questions on the EOG? - Educator focus group interview

Further, I was asked how it would be an accurate depiction of students' performance during the year that would feed them into a multi-staged adaptive test. If they simply had not gotten to the content, they might be placed on a lower EOG, which would not actually accurately reflect the students' abilities. - Excerpt from site visit field notes

Pacing was a challenge for math teachers. Alignment between the curriculum and the NC Check-Ins 2.0 was a source of frustration for math teachers, especially when they had yet to get to certain concepts. While this may not be something DPI can fix, especially as each district handles the timing of the NC Check-Ins 2.0 individually, it is worth mentioning as a frequently shared concern. This may point to the broader idea of ensuring that the main points of contact between the regions, RACs, and DPI are effectively communicating about the logistics of administration, especially related to the open testing administration windows.

There were frustrations specifically around the pacing of the Check-Ins 2.0 and the Eureka curriculum. They liked the Eureka curriculum, but it did not align with the Check-Ins 2.0. This feels frustrating because teachers noted that their students get down when they don't answer questions correctly. - Excerpt from site visit field notes

Recommendations

Educator Recommendations

Provide more tools within the NC Check-Ins 2.0 to help students. Educators teach their students a number of test-taking strategies, but sometimes, they are unable to apply them within the NC Check-Ins 2.0. One such strategy is crossing out answers they think are wrong. Adding this feature may help students think through their responses in a visual way.

Provide separate data breakouts for reading literature (RL) and reading for information (RI) items. Educators noted how useful it would be to have the two types of reading comprehension separated within the Class Item Report. While they were able to separate it themselves, it took them extra time.

Create state-made technology-enhanced practice items. As was noted above, schools around the state do not have equal access to resources. Therefore, it would be helpful for DPI to provide more examples of questions that teachers can use with their students so they become more familiar with the specific vocabulary used and the various question types.

Show elapsed time per item in the Class Item Report. Last year, one group of educators shared how helpful it would be if DPI showed how long students took on each item. This year, this finding was much more frequent. Teachers wanted to see if their students were taking the

time to think through the problems or not, which would better help them diagnose issues in their classrooms. Further, it would also show them if one of the problems was testing stamina, a frequently mentioned issue throughout the PLCs and follow-up focus groups.

Friday Institute Recommendations

Add data breakouts to the current Class Item Report. Overall, educators were satisfied with the data they received on the Class Item Reports. They felt they had enough to impact their classroom instruction and understand their students' current understanding. Adding extra breakouts, however, such as elapsed time and differentiating RL and RI, would make the report even more user-friendly and informative.

Show students' answers to technology-enhanced items. Currently, the Class Item Report does not show students' actual answers to some of the technology-enhanced items. For example, in the select all that apply questions, it only displays whether or not the students got the answer correct or incorrect. Teachers then have to figure out if students missed the whole concept, if it was just a small misunderstanding, or if students simply did not follow directions. Although teachers can have students log back into the assessment to check their answers, adding this feature to the report would make it more accessible and informative to teachers.

Provide state-created technology-enhanced practice items. Echoing educators' requests, it will be important to provide more state-made examples of items so that students and teachers have an understanding of the vocabulary used and the types of questions that will be asked of them.

Expand communication pathways to explain the connection between the NC Check-Ins 2.0 and the EOG adaptive test. There continues to be anxiety and a lack of clarity surrounding how student performance on the NC Check-Ins 2.0 will impact the test form they receive on the EOG. Expanding communication channels or thinking about alternative ways of messaging may be useful as the NCPAT expands to the entire state.

Individual Student Report Survey

Background

For the 2023-24 academic year, the survey developed by the PEER Group in collaboration with NCDPI in 2022-23 was used to understand parents' perceptions of and feedback about the NC Check-Ins 2.0 ISR. The survey included questions regarding parents' source(s) of information about the ISRs, their students' grade level, perceptions about the clarity and understandability of the reports, and suggestions for improvement.

Methods

The survey was opened for responses from parents in December 2023 with access provided via QR codes and anonymous links. The survey data used for this report was downloaded from Qualtrics on July 24, 2024, after the survey was completed.

Data Analysis

There were a total of 5,221 respondents who accessed the survey. However, only 3,614 individuals (69%) responded to whether they were aware of the student Check-In 2.0 reports or provided additional survey feedback. The remaining individuals who accessed the survey (n=1,607, 31%) did not provide any information on the survey. The completion rate (i.e., respondents completing the entire survey) was 52% (n=2,735). Most respondents used the English version of the survey (n=3,555), while 59 respondents used the Spanish version. For the two open-ended questions, 239 individuals responded to at least one question, and 427 individuals responded to both questions on the survey.

The PEER Group used Stata/BE 18.0 for Windows to analyze quantitative responses, Excel for data visualization, and Atlas.ti, a qualitative coding software, to analyze open-ended survey responses.

General Findings

Demographics

Of the respondents who provided information about their awareness regarding the NC Check-Ins 2.0 ISR (n=3,614), 48% (n=1,731) indicated they had heard of the ISR, 13% (n=481) were not sure, and 39% (n=1,402) indicated they had not heard of the NC Check-Ins 2.0 ISR (Figure 1). The respondents who had not heard of the ISR did not answer additional survey questions.

Of the respondents who were aware of the NC Check-Ins 2.0 ISR, only 1% (n=48) indicated they had accessed the Spanish version of the ISR. Interestingly, 23 of the respondents who had reviewed the Spanish version of the NC Check-Ins 2.0 ISR for their students used the English language version of the Qualtrics survey.

Figure 2 shows the distribution of students' grade levels for respondents to the ISR survey. The largest percentage of respondents had students in middle school (n=940; 54%). There were similar percentages of respondents with students in elementary (n=601, 35%) and high school (n=563, 34%).

Figure 1. Have you heard about the NC Check-Ins 2.0 individual student report (ISR) for your child(ren)?

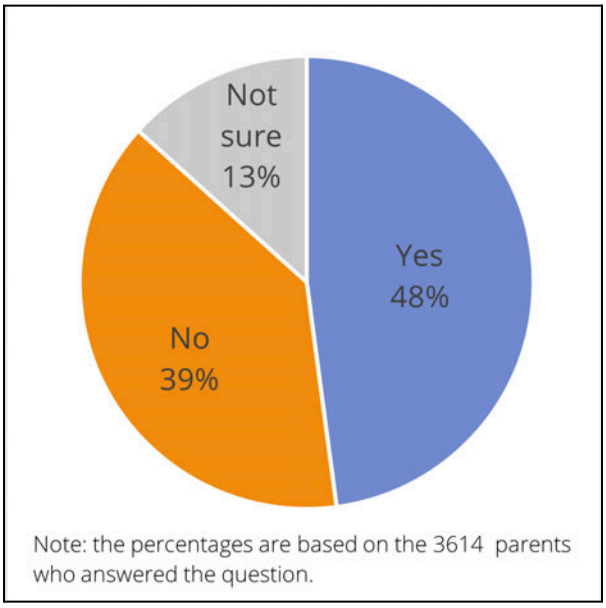
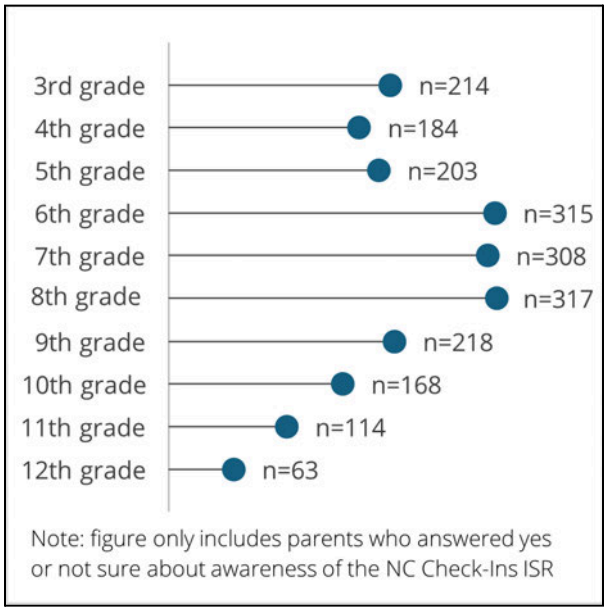
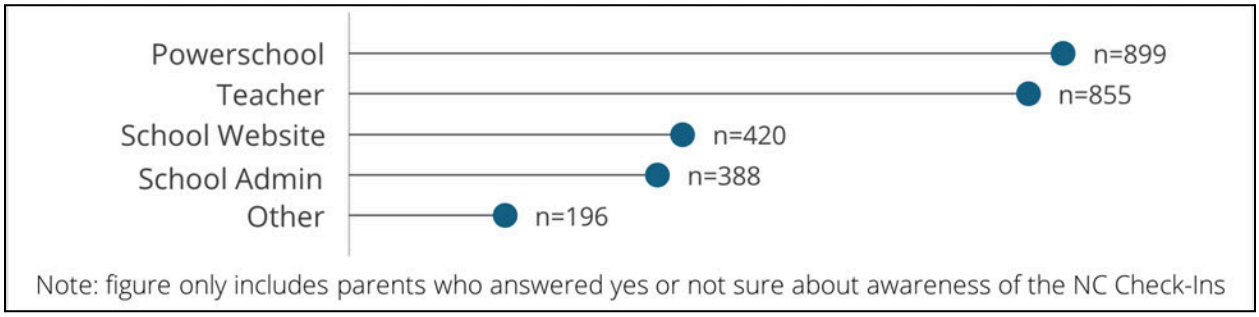


Figure 2. Students' Grade Level for Parent Respondents on ISR Survey



Of parents who had heard about NC Check-Ins 2.0 ISRs, 33% indicated that they learned about them from Powerschool (Figure 3). The second most common source was from their children's teacher (n=855, 31%). Other sources listed by parents included awareness due to their role in the field of education (e.g., teachers), social media (e.g., Facebook and Parentsquare), communication from their child, and general media.

Figure 3. How Parents Learned about NC Check-Ins 2.0 Individual Student Reports



Likert-scale Question Responses

Four questions on the survey asked parents to indicate their perceptions about the clarity and understandability of the ISR with Likert-type ratings (strongly disagree, disagree, agree, or strongly agree). Table 1 summarizes the responses from parents who indicated yes or not sure to the question about awareness of the ISR.

Table 1. Summary of parent responses about clarity and understandability of NC Check-Ins 2.0 ISR

The individual student report I received about the NC Check-Ins 2.0 …				
	Strongly Disagree	Disagree	Agree	Strongly Agree
contains clear directions on how to interpret my child's progress.	17%	14%	55%	14%
provides a clear explanation of how my child is performing.	15%	16%	53%	15%
is easy for me to understand.	14%	17%	54%	14%
clearly explains the meaning of the performance levels included on the report	15%	16%	53%	15%

Note: rows may not add up to 100 due to rounding.

Compared to the 2022-23 academic year, in which over half of the parents either disagreed or strongly disagreed for all of the question stems, the surveyed parents for the 2023-24 academic year were more positive about the clarity and understandability of the Check-Ins 2.0 ISR. At least 68% of respondents selected agree or strongly agree to all four survey questions. Tables with the responses by grade level can be found in Appendix A. Only parents of 4th grade students were not more positive about the NC Check-Ins 2.0; they were divided, with 50% either disagreeing or strongly disagreeing.

Open-ended Question Responses

The survey included two open-ended questions for parents to provide feedback regarding the NC Check-Ins 2.0 ISR. The first question asked parents to provide suggestions or recommendations that might improve how student performance levels are shared with them. The second question asked for other recommendations to improve the individual student report as a whole (e.g., information provided, how information is presented, etc.).

Of the answers provided for either open-ended question, 53% were provided by parents who responded more negatively to the Likert-scale questions about the ISR, which were

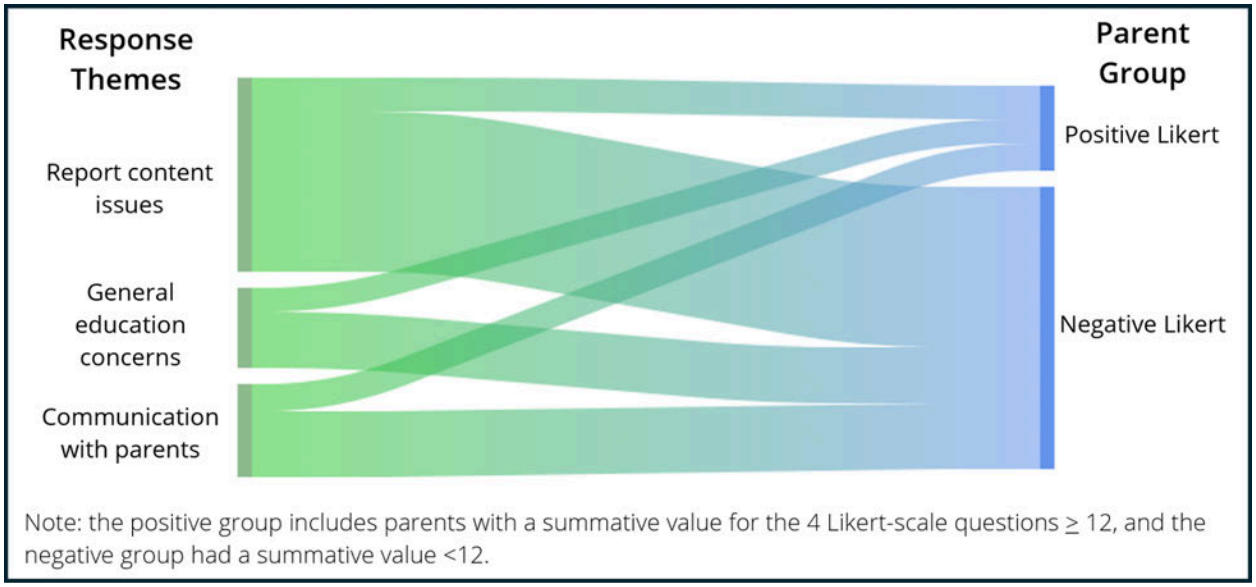
summarized in Table 1, and 47% were provided by parents who were more positive about the ISR. However, 45% of the provided open-ended answers were not recommendations for change (e.g., na, none, nothing). After accounting for these responses, 74% of the open-ended responses were provided by parents who responded more negatively to the Likert-scale questions versus 26% from parents who responded positively. Overall the feedback from parents was similar to their responses from the 2022-23 survey.

Three overall themes were identified for their suggestions or recommendations in the open-ended questions, including a) report content, b) communication with parents, and c) general education concerns. The distribution of the responses based on themes and groups of parents is shown in Figure 4. Respondents were grouped based on the sum of the four Likert-scale questions with individual answer values ranging from one for strongly disagree to four for strongly agree. A summative value of 12 and higher for the four questions was defined as an overall positive perception of agree/strongly agree, while less than 12 was defined as a more negative perception of disagree/strongly disagree. For the parents whose summative score on the Likert-scale items was more negative (<12), the majority of their comments were related to the report content. They had slightly more recommendations related to communication issues than general education concerns. The recommendations and suggestions from parents who were more positive on the Likert-scale items (≥12) were distributed fairly equally among the three themes, with slightly more about the report content.

While this year's survey did not include an open-ended question asking parents what they liked best, which was included in the 2022-23 survey, approximately 40% of the open-ended responses indicated that no changes were suggested for the reports. In addition, some indicated their appreciation of the information about their children's performance levels.

> [The ISR is] *excelente.*
>
> *Thank you so much [for] improving my child's intelligence.*

Figure 4. Sankey Diagram of Parents' Open-Ended Responses Based on Themes



The comment themes for each question are summarized in the following sections based on the frequency of suggestions and recommendations from each of the parent groups.

Report Content

Parents request quantitative scores to make sense of their child's performance. Most suggestions and recommendations from parents for how to improve sharing student performance levels were related to the inclusion of additional information to make the report useful or meaningful for understanding their child's academic performance. The most frequently mentioned suggestion both from parents who were more negative (disagree/strongly disagree) on Likert questions and who were more positive was their desire for quantitative data on student performance (n=127). Parents requested information about percentage correct, overall score, and a comparison of scores with other students in the school, district, or state.

> *The scale is very vague and it is not clear how my child performed. It would be helpful to at least have a benchmark. A numerical score with a scale of performance levels would be a better approach.*

Parents also requested quantitative information that reflected their students' growth versus a single performance indicator.

> *I really would like to be able to compare my student's progress. Is my student improving from the last Check-In? Where is the student at and where does the student still need to grow? How much? The data is not clear, it doesn't appear to compare the same information from Check-In to Check-In, and the scale is not clear on whether the student is in a satisfactory place.*

Parents want additional information to help their children. Requests for quantitative information, in some cases, were related to concerns about how to support their students academically. Many parents (n=54) requested the ISRs include recommendations for content on which students needed additional support based on their Check-In 2.0 performance levels. One parent who was more negative in the Likert-scaled questions stated:

> *[The ISR] gives the illusion of providing assessment feedback to parents/guardians, without actually providing information they can and should use to make decisions about their child's education.*

Another parent noted that they could easily read the report for their child, who has typically scored level 5 on EOGs, but that:

> *The purpose of an assessment is to target what areas a student needs to work on, not to draw an arbitrary line in the sand.*

Parents hoped to have a better understanding of concepts in which their child struggles. Some of the additional information that parents (n=45) suggested regarding academic support for their students were examples of questions missed to allow them to support their students' improvement at home.

> *Without knowing what areas a child had difficulty in or what questions were missed it is useless and impractical at best and harmful at worst.*

> *Give parents benchmark numbers explaining their child's testing results. Also explain if the results reported are based on what a child should know at the end of the grade or at that point of the year. In addition, list several strategies parents can implement in each area of testing that their student needs support.*

Parents frequently reported confusion regarding how to interpret the information in the report. Similar to the 2022-23 ISR parent survey, parents frequently discussed (n=54) issues with making meaning about the visual scale indicating performance levels in the report. They noted the scale was not meaningful for them to understand how their child was doing if not presented relative to some other measure. One parent noted that:

> *I wish there were clear numbers because when you look at the scale it isn't super clear on if my child needs a lot more help or if they are doing okay. I understand that there is a scale.*

I understand the farther to the right the better but I am unsure if my child is doing okay if they are in the center or only if they are all the way to the right. Also I don't know how many questions are asked. So if my kid missed one thing or 50 things I have no idea. It would also be nice if they showed how the rest of the school or the county did as well. I like the way the EOG lays everything out. It is much clearer if my child is doing well or struggling.

Communication with Parents

The next most frequently cited recommendations and suggestions for how to improve sharing student performance levels were related to communication issues (n=193), including communication about access to the ISR and interpretation of the report content.

Some parents hope for better communication surrounding access to the ISR (n=29). The request for better communication regarding access to the reports is consistent with findings shown in Figure 1, in which 39% of respondents were not aware of the ISRs, and an additional 13% were not sure. In addition, the majority of respondents used the English version of the ISRs and the parent survey, which may indicate access issues for parents of Hispanic students, who may not be aware of or have difficulty interpreting the reports.

The comments related to accessibility of the ISRs addressed both an overall lack of awareness of the reports, as well as barriers to access, including issues with navigating Powerschool or locating the reports online. Based on the comments, the ISRs appear to be shared with parents in a variety of ways, depending on the school.

These reports are not shared with us by our school. I only get results because they are posted in PowerSchool. Most parents don't even know they can find them there.

In addition, some parents appear to only be aware due to their professional roles as educators or by happenstance as they peruse online information for their students' schools or learning management systems.

Ensure the school informs the parents/guardians and students about the Student Performance Levels. Inform us where to get this information online or send a printed copy home. I just so happened to stumble upon this information. I was not made aware of the Students Performance Levels report.

However, being aware of the ISRs did not necessarily ensure that parents had access to them. There were parent respondents who noted a lack of information about the ISRs.

[I] haven't received any literature this year regarding the NC Checkin.

Parents would like clarity around how to interpret the contents of the ISRs. In addition to access to the reports, parents also commented on the desire to have a better explanation about the content of the ISRs and what the findings mean.

> *The schools my children attend do not provide the parents with scores or an understanding of what the Check-Ins are for- I recommend this be clear across districts and schools.*

> *[I had] to reach out to the teacher to ask how to read results. Also sometimes they are tested on items they have not learned about them receive poor scores this should be clear.*

Parents provided several actionable ideas about ways to effectively share performance levels. Several parents made recommendations to distribute paper versions to parents via mail or to their students, because not all have access to computers. Others recommended the use of text or emails to alert parents about the ISRs or email distribution of directions for online access or the report itself. Some (n=18) also expressed a desire for parent-teacher conferences to discuss their students' performance.

> *Bring the parents in and go over with them as some parents are not use to this information. This way they can ask questions.*

General Education Concerns

Parents also expressed some concerns that were not necessarily specific to the Check-Ins 2.0 or the ISR but are noteworthy because they relate to communication about the purpose of the assessments.

Parents view the NC Check-Ins 2.0 as a high-stakes test. The comments reflect parents' or their students' perceptions of the Check-Ins 2.0 as high-stake summative assessments versus formative assessments, which is associated with communication about the assessment and performance levels. Many respondents mentioned concern (n=95) about the frequency of standardized testing and recommended that it be reduced or eliminated in public schools. They noted that both the testing process and test results are stressful to students and that the testing time could be better used for instruction. For example, one parent commented that

> *With just two weeks before the start of winter break, students will be bombarded with assessment testing to include five tests for 5th graders.... Teacher's observation and knowledge of student course work to date should provide a more holistic measure of how a student is progressing on the curriculum*

Recommendations

While the Likert-scale items indicated more positive perceptions of the ISR by the parents this year compared to the 2022-23 academic year, the percentage of respondents not aware of the ISRs and the comments on the open-ended questions suggest a continued need to improve communication about access to the reports and their content, as well as about the purpose of the NC Check-Ins 2.0.

Ensure that parents of all students have clear and easy access to ISR reports. Parents' access to the ISRs varied, as shown in Figure 3 and discussed in open-ended questions. For the purpose of transparency and treating parents as partners, the information on how to access the ISR should be clear for all parents who want it, regardless of whether it is available online or distributed directly to parents. Several ideas from parents, such as text or email alerts with access information or distribution of paper copies, could increase awareness about the availability of the reports. This need for improved communication and access to ISRs is particularly of concern for parents of Hispanic students. Based on the ISR language-version, only 1% of respondents used the Spanish version of the ISR report, which is significantly lower than the portion of Hispanic students (19.8%) in the NC public school system (Rash et al., 2024).

Clearly communicate the purpose of the NC Check-Ins 2.0 and ISR to parents. The initial findings from the survey show that parent respondents have either not been given or somehow missed messaging about the purpose of the NC Check-Ins 2.0, which is a tool used for planning and progress monitoring. Parents who do not know what formative assessment is and are accustomed to receiving NCDPI-generated reports about the EOGs may assume that the state generated report is about a high-stakes test, the results of which will follow the student in official records and may be used to determine success or failure of teaching and learning for the year. The high frequency of parents requesting quantitative information about their students' performance levels likely reflects parents' misunderstanding of the NC Check-Ins 2.0's purpose.

Include recommendations for student improvement in the ISR. Parents' request for information either in the ISR or from their children's teachers to support their students academically based on their performance levels is consistent with the purpose of the NC Check-Ins 2.0 as a formative assessment. While the example questions from the assessment, as requested by parents, can understandably not be provided, general information about content to focus on could be beneficial. However, it is not recommended that teachers be responsible for providing this information, but rather that performance-based guidance be developed by project leaders for inclusion in the ISR. Recommendations for students' improvement, along with visual feedback on performance, may help communicate the formative nature of the Check-In 2.0 assessments.

End-of-Course Surveys

In 2022, the Professional Learning and Leading Collaborative (PLLC) launched two online modules related to understanding data and using it to inform their instructional practices. These two courses, which take approximately ten hours each to complete, contained a survey at the end, which was completed by 29 coaches/administrators and 16 teachers. The end-of-course surveys asked for participant feedback about the usefulness of the course and the quality of the online modules. The sections below provide an explanation of the survey's background, followed by a detailed analysis of findings from the two surveys.

Diving Deeper Surveys Logistics

The process for collecting and summarizing feedback from parents on the NC Check-Ins 2.0 Diving Deeper course is described briefly below.

1. **Survey instruments:** The end-of-module survey instruments were developed in collaboration between the Friday Institute's Program Evaluation and Education Research (PEER) Group and the Professional Learning and Leading Collaborative (PLLC). The instruments received feedback and approval from NCDPI.

2. **Data collection:** The surveys were available as soon as the two courses were launched. Due to the low interactivity rate with the two courses, only 29 coaches and administrators and 16 teachers completed the surveys.

3. **Analysis:** The PEER Group conducted an analysis of survey data to provide DPI with feedback about the courses. The researchers used Qualtrics and Excel to analyze quantitative responses and Atlas.ti, a qualitative coding software, to analyze open-ended survey responses.

Overview of the Findings

Both participant groups, (1) coaches and administrators and (2) teachers, had positive experiences with the courses. The tables below demonstrate that participants found the course provided them with useful knowledge they could implement into their work. They also indicated that the modules themselves were of high quality.

There were some differences between the two respondent populations. In general, coaches and administrators were consistently positive. While teachers were also generally positive, there were a few questions that yielded less positive feedback than from coaches and administrators. However, it should be noted that there were very few respondents to the teacher survey (n=16), so one or two responses can have a large impact on the survey's results.

Quantitative Findings

Coaches/Administrators: Overall, how useful was this module for improving your teachers' use of NC Check-Ins 2.0 formative data in their professional practice

Teachers: Overall, how useful was this module for improving your use of NC Check-Ins 2.0 formative data in your professional practice?

Coaches/Administrators (n=29)		Teachers (n=16)	
Not At All Useful/Slightly Useful	Very Useful/Useful	Not At All Useful/Slightly Useful	Very Useful/Useful
3%	97%	25%	75%

Participants were asked their opinions on the course overall, with slight wording differences. Overall, coaches and administrators found the course to be more useful than did teachers.

As a result of my participation in this module, I have improved my knowledge and/or skills related to …

	Coaches/Administrators (n=29)		Teachers (n=16)	
	Strongly Disagree/ Disagree	Strongly Agree/Agree	Strongly Disagree/ Disagree	Strongly Agree/Agree
using data literacy for planning instruction.	3%	97%	0%	100%
using best practices for data-driven decision making.	3%	97%	6%	94%
interpreting the NC Check-Ins 2.0 class item report.	7%	93%	0%	100%
using the NC Check-Ins 2.0 individual student report.	7%	93%	0%	100%
support teachers in using NC Check-Ins 2.0 data to foster student learning.	3%	97%	-	-
discuss data from the NC Check-Ins 2.0 with others (e.g., teachers, students, parents).	3%	97%	-	-
support a culture of data driven instruction at my school.	3%	97%	-	-

Note: Coaches/Administrators and Teachers were asked some different questions. Those marked by (-) indicate it was not a question on the respective survey.

Responses to questions were generally very positive regarding knowledge and skills gained. For example, all teachers felt like they learned how to (1) use data literacy for planning instruction, (2) interpret the NC Check-Ins 2.0 class item report, and (3) use the NC Check-Ins 2.0 individual student report. These responses were echoed in the open-ended questions.

As a result of my participation in this module, I feel more confident in my ability to …				
	Coaches/Administrators (n=29)		Teachers (n=16)	
	Strongly Disagree/ Disagree	Strongly Agree/Agree	Strongly Disagree/ Disagree	Strongly Agree/Agree
support teachers in using NC Check-Ins 2.0 data to foster student learning.	3%	97%	-	-
discuss data from the NC Check-Ins 2.0 with others (e.g., teachers, students, parents).	3%	97%	-	-
support a culture of data driven instruction at my school.	3%	97%	-	-
personalize learning by targeting individual students' needs.	-	-	0%	100%
collaborate with others (e.g., teachers, students, parents) to drive informed decision making in the classroom.	-	-	13%	88%

Note: Only coaches/administrators were asked the questions related to how they could support teachers

Coaches and administrators agreed that they could support teachers as well as encourage the accurate use of data at their schools, and all teachers agreed they felt more confident in their abilities to collaborate with others as a result of participating in the online module.Further, open-ended questions reflected these quantitative data, with coaches and administrators explaining how they plan to take materials from this course and use them to drive data discussions with teachers.

To what extent was the module useful in achieving the following objectives …				
	Coaches/Administrators (n=29)		Teachers (n=16)	
	Not At All Useful/Slightly Useful	Very Useful/Useful	Not At All Useful/Slightly Useful	Very Useful/Useful
Explaining the purposes and uses of various assessment types?	10%	90%	25%	75%
Describing how to have data conversations with (other) teachers?	7%	93%	38%	63%
Describing how to have data conversations with students?	10%	90%	13%	88%
Providing clear examples that illustrate how to use NC Check-Ins 2.0 materials (i.e., class item report, individual student report)?	7%	93%	0%	100%
Providing usable administrator/coach support materials (e.g., NC Check-Ins 2.0 interims, sample learner profile)?	7%	93%	-	-
Providing usable teacher support materials (e.g., learner profile)?	-	-	19%	81%

Note: Coaches/Administrators and Teachers were asked some different questions. Those marked by (-) indicate it was not a question on the respective survey.

Coaches and administrators largely responded more positively to questions related to course objectives than did teachers. For example, they felt like the materials they were provided were helpful for having data conversations with teachers, while teachers were less likely to find this aspect to be as useful, with only 63% agreeing or strongly agreeing. Further, both participant groups had the lowest rate of agreement when asked if the course had been useful in explaining the purposes and uses of various assessment types.

This module …				
	Coaches/Administrators (n=29)		Teachers (n=16)	
	Strongly Disagree/Disagree	Strongly Agree/Agree	Strongly Disagree/Disagree	Strongly Agree/Agree
was relevant to my professional development needs.	0%	100%	13%	88%
was at the same level of quality or better than other professional development opportunities in which I have participated.	0%	100%	25%	75%

Note: Coaches/Administrators and Teachers were asked some different questions. Those marked by (-) indicate it was not a question on the respective survey.

In general, participants were satisfied with the courses. Once again, administrators and coaches viewed the course more positively than did teachers, with 100% agreeing that the course was relevant and of high quality. On the other hand, only 75% (n=4) of teachers found the quality of the course to be at the same level or better than other professional development they have experienced.

Qualitative Findings

How do you plan to use the information you learned through this professional development?

Administrators and coaches will take what they learned back to their teams, with an emphasis on discussing student learning. Notably, respondents indicated how the ultimate goal for them was to improve student learning. They want to be able to support students' individual development using the information from this module.

> *I liked the links that were available that had different information to download that I can use with my teachers and use when discussing data.*
>
> *Be able to coach the teachers on intentional planning that involves using data to drive instruction and meet the needs of the students based on their current levels.*

Administrators and coaches plan to have focused data conversations. They learned the importance of using data, and with effective use, they plan to help guide their teachers to build effective instructional practices.

> *This information will help me as I facilitate data discussions with teachers.*
>
> *Ensure that our conversations around data focus on the whole child and their understanding of what information to collect and how to use it.*
>
> *I am very much looking forward to working with my administration to revisit our school's vision around data talks and refocusing our energy around the elements of practice for a data focused culture. Our data culture is there but there is not a cohesiveness across the building.*
>
> *I am able to use the information I have learned to better understand NC Check-Ins, how to look at the data and use it to help teachers and administrators make informed decisions as they relate to students.*

Teachers frequently mentioned how the information will positively impact their students. Student success is very important to teachers, and they shared that they would use the information from the modules to improve their own instructional practices by interpreting data more effectively to meet student needs.

> *I will use the data as a tool to adjust my curriculum and give support to my students.*

Module materials will help teachers change instructional practices to meet individual student needs. Teachers shared that a big takeaway from the course was that effective data analysis can be a powerful tool for them. They will use data to change their instructional practices, such as creating small groups and individualized lessons to meet all students' needs.

> *The individual student reports will help facilitate conversations that need to happen in my classroom. I'm hoping to use those for one on one conferencing, as well as to drive some of the groupings in my room for small group instruction.*

> *I plan to use the information for creating remediation and small group plans for struggling students in certain content areas.*

What was the most valuable aspect of this module in supporting your personal or professional learning goals?

Administrators and coaches liked the usable resources in the module. They noted how they appreciated the ability to take the resources they were given in the course. It was helpful that they could download and make copies for their own use.

> *I truly enjoyed the templates to help drive schools to be more data centered and for them to take the assessments more seriously*

Administrators and coaches appreciated the examples within the course. Participants found it helpful when they could apply the resources to their own school contexts.

> *I like the Learner Profile guide and examples. As a school we have a student data sheet but this provides a more holistic and student engaging data sheet.*

Administrators and coaches felt the emphasis on data better prepared them to be effective with their students. They thought that understanding each individual student's data would help them support and target their needs.

> *Learning about and understanding data is a very important aspect of the teaching and learning culture. Understanding the importance of data will have more tailored instructions to help students succeed.*

Teachers appreciated gaining a better understanding of how to interpret the data they receive. Explanations about how to read the reports they receive from DPI were particularly useful. This helped them then implement changes in their instruction.

> *Understanding the reports and how to use them to improve student knowledge.*

What additional professional learning features, activities, and/or resources would have helped you gain more knowledge about using student data to drive your instruction? Please explain.

There were very few ideas for adding new features to the courses. However, there were a few notable suggestions:

1. Provide interactive quizzes for first-year administrators and coaches.
   I think interactive quizzes through an example would be beneficial for first year academic coaches and staff.

2. Provide examples of implementation next steps.
   I need specific strategies for what to do with the data once we have it and analyze it. What are best practices for meeting specific student needs?

3. Add example demonstration videos.
   Having some videos in to model it in action

4. Give ideas for ways to find additional related resources.
   How to locate resources that will help the students better understand the concepts that are not completely understood.

What recommendations, if any, do you have for improving the user experience in this module (e.g., navigation, visual design, unit organization, etc.)?

Administrators and coaches recommended breaking up the pages with more visuals. Pages of only text could be daunting for participants. Adding more variety could make the module more visually engaging and appealing.

> *Visually, I think breaking up the pages into smaller sections would also help to retain more information.*

Participants suggested adding more videos to the modules. Having opportunities to hear the information could help make the module more interactive and engaging. Including videos that model not only what the data mean but also how it could be used to implement changes in the classroom would be useful.

> *Videos of data talks may be useful to some learners.*

Recommendations

The following recommendations are from the FI team in response to the data which was gathered and presented above. These recommendations are also informed by the work of the 2022 - 2023 academic year as much of the work in 2023 - 2024 was a continuation of the past year's work, especially regarding PLC observations and feedback related to the ISR survey.

Clarify and emphasize the formative aspect of these assessments. As has been apparent, there is vast confusion surrounding the purpose of the formative nature of the NC Check-Ins 2.0. It will be helpful for DPI to continue making its messaging around the NC Check-Ins 2.0 clear.

Provide explanations around the adaptive EOGs. Related to the previous recommendation, it is difficult for educators not to treat these assessments like high-stakes tests, especially when they have been told that their students' performance on them will feed into which form they receive on the adaptive EOGs. If educators are unaware of exactly how their students' performance will impact their EOG, it will be unsurprising when they continue to treat the NC Check-Ins 2.0 as a high-stakes assessment.

Ensure that public-facing documents (e.g., the ISR) are accessible for the public to understand. As was found from analyzing the ISR survey, the information that parents are presented with is not simple to understand. The performance scales confuse parents, especially when they are not presented with additional data, such as the number of questions students were asked for each standard. Without enough information, parents feel unprepared to help their students succeed.

Provide accessible resources and materials to educators and parents to support student growth. The PLCs and ISR findings revealed that educators and parents alike need additional resources to meet their students' needs. Resources supporting understanding of assessment organization, structure, and content could help educators feel at ease when preparing students. Parent resources may include providing them with specific content areas where their students need additional reinforcement so that they can support their learning at home.

Appendix A

Likert Questions by Grade Level

The individual student report I received about the NC Check-Ins 2.0 contains clear directions on how to interpret my child's progress.

Grade	Strongly Disagree	Disagree	Agree	Strongly Agree
3rd	17%	16%	52%	15%
4th	24%	20%	44%	12%
5th	15%	19%	52%	14%
6th	16%	14%	56%	14%
7th	22%	14%	53%	11%
8th	16%	18%	52%	15%
9th	16%	11%	58%	14%
10th	17%	13%	53%	17%
11th	11%	11%	61%	18%
12th	11%	15%	59%	15%

The individual student report I received about the NC Check-Ins 2.0 provides a clear explanation of how my child is performing.

Grade	Strongly Disagree	Disagree	Agree	Strongly Agree
3rd	16%	21%	51%	12%
4th	25%	25%	39%	12%
5th	14%	25%	47%	14%
6th	16%	15%	56%	13%
7th	17%	18%	51%	13%
8th	15%	18%	51%	16%
9th	14%	15%	57%	14%
10th	15%	12%	51%	22%
11th	11%	13%	56%	20%
12th	13%	17%	55%	15%

The individual student report I received about the NC Check-Ins 2.0 clearly explains the meaning of the performance levels included on the report (i.e., approaching to satisfactory).

Grade	Strongly Disagree	Disagree	Agree	Strongly Agree
3rd	16%	19%	51%	14%
4th	25%	24%	39%	13%
5th	13%	25%	49%	13%
6th	16%	15%	56%	13%
7th	17%	15%	54%	14%
8th	16%	14%	54%	16%
9th	14%	16%	56%	14%
10th	14%	17%	48%	21%
11th	11%	14%	56%	19%
12th	13%	15%	57%	15%

The individual student report I received about the NC Check-Ins 2.0 is easy for me to understand.

Grade	Strongly Disagree	Disagree	Agree	Strongly Agree
3rd	15%	19%	50%	15%
4th	21%	23%	44%	12%
5th	14%	21%	55%	10%
6th	16%	16%	54%	14%
7th	15%	19%	55%	11%
8th	13%	16%	53%	18%
9th	13%	20%	54%	13%
10th	12%	13%	55%	20%
11th	13%	14%	58%	15%
12th	15%	13%	56%	15%

Appendix B

2023 - 24 NC Check-Ins 2.0 PLC Observation

Public School Unit:	Click or tap here to enter text.	
School Name:	Click or tap here to enter text.	
Date:	Click or tap to enter a date.	
Observer Name:	Click or tap here to enter text.	
PLC Observed:	☐ Grade 4 Reading ☐ Grade 4 Mathematics ☐ Grade 5 Reading ☐ Grade 5 Mathematics	☐ Grade 7 Reading ☐ Grade 7 Mathematics ☐ Grade 8 Reading ☐ Grade 8 Mathematics
Start Time:	Click or tap here to enter text.	
End Time:	Click or tap here to enter text.	
Follow up scheduling:		

1. How many teachers were present? Click or tap here to enter text.

2. Describe what artifacts, resources, reports, or other PLC notes materials were used. (e.g., ISRs, Class reports, team notes documents, etc.). Click or tap here to enter text.

3. How many students completed the NC Check-In 2.0 before ninety minutes? Click or tap here to enter text.

4. Did any technology disruptions occur (e.g., unable to access a report)? ☐Yes ☐ No
   If yes, explain the disruption(s) and how it was handled. Click or tap here to enter text.

5. Record scripted notes here. Periodically note the time. Click or tap here to enter text.

Salient features and notable aspects will be noted–
Spring memo focused on potential themes:

- Collaborative culture, team processes
- Focus on learning and teaching
- Instructional strategies and interventions

- Support and resource allocation
- Overall impact

Questions for reflection:

- What did the teachers notice in the data?
- What successes do the teachers share with each other?
- What challenges do they identify with either the process, the check-in itself, or helping students address the content needing attention?
- In what ways are the reports impacting the teachers' practice and student success?
- In what ways do the teachers offer each other and students support, and in what ways do they allocate resources to offer targeting instruction?

Appendix C

NC Check-Ins 2.0 Reports Focus Groups with Pilot Schools
Protocol - Fall 2023 - Spring 2024

Script Read to Teachers by Friday Institute
Hello, my name is [XXX], and I work for the Friday Institute for Educational Innovation at NC State University. Thank you for taking time out of your schedule to be here today. We value your feedback, and we plan to use only 45 minutes of your time. If you need to leave early, we understand as well.

We have been asked by the North Carolina Department of Public Instruction to help collect information about how data in the NC Check-Ins 2.0 class item report is used by PLCs in their work.

Your participation in this interview is voluntary. You don't have to answer any questions you feel uncomfortable with, and please feel free to ask clarifying questions at any time.

I'd also like to ask if you would be okay with me recording our conversation? Only members of the research team will have access to the recordings. When reporting to the North Carolina Department of Public Instruction, we will remove all names and potentially identifiable information. These recordings help us have a complete record of the interview, so we don't miss anything you say. Is that okay with you?

Focus Group Questions

Data Use

1. What do you think was most notable, or most successful, about the PLC session that we were able to spend with you?
    a. Why do you think this?
    b. How did you use the data from the NC Check-Ins 2.0 to inform this discussion?

2. In what ways have you and your colleagues been able to offer each other support as a result of using the NC Check-Ins 2.0 data?
    a. What does this look like? (if they ask for examples, it could be in instructional strategies or interventions, support and resource allocation)
    b. How often do you use NC Check-Ins 2.0 data to drive your conversations with one another? (either inside or out of the PLC meeting?)

3. What challenges do you find with **using data** from the NC Check-Ins 2.0 to address students' needs? Why are these barriers to your work?
    a. What might you need to help you (or your colleagues or students) overcome these barriers?

Impact

4. In what ways do you think the use of the NC Check-Ins 2.0 data impacts your classroom practice?
    a. How does the class item report inform your classroom practice?
    b. Does the individual student report help guide your conversations with parents about areas of strength and opportunities for growth for their student? How so?

5. In what ways do you think the use of the NC Check-Ins 2.0 data impacts your students' success?

Support/Needs

6. How could school leadership, whether administrator or instructional coach, better support your understanding and use of data for targeting students' academic needs during PLC?

7. What, if any, data do you wish you had on the reports (class item report and individual student report) that are not currently available to you?

8. Is there anything else that you would like to share that we haven't asked you about?

Paper Manipulative Kits

1. Did you have a student take the NCCI 2.0 on paper?
2. If so, why was the student not able to access the online test?
3. Is this student able to access online content during classwork instruction? If not, what accommodations are provided to help them access online class materials. Why did you select the manipulative form you chose for the student (repositionable note or Velcro for paper, magnet or Velcro for braille)?
4. Was the manipulative kit appropriate for your student?
5. Were there any issues with the paper kits?
6. Were there any issues transferring student responses into the online system?
7. Are any additional directions needed for the process to function?
8. Did the practice kit adequately prepare your student to interact with the manipulatives?
9. Do you have any suggestions for improvements?

Appendix D

Individual Student Report (ISR)
Parent Survey
2023-2024

Introduction

On behalf of the North Carolina Department of Public Instruction (NCDPI) and the Friday Institute for Educational Innovation, we thank you in advance for your participation in this survey. Your feedback is extremely valuable and will be used to inform the development of the individual student reports provided by NCDPI.

This survey will take approximately 3-5 minutes to complete.

Your individual responses will be kept strictly confidential and will not be provided to any other person or group. Your participation is completely voluntary, and you may withdraw from this survey at any time by closing your browser window.

Demographics

Have you heard about the NC Check-Ins 2.0 individual student report (ISR) for your child(ren)?

- Yes
- No
- Not sure

How did you learn about the individual student report (ISR) (*select all that apply*)?

- Directly from my child(ren)'s teacher(s)
- School website
- School administration (i.e., school principal, assistant principal, etc.)
- PowerSchool on my own
- Other [please specify]

Please select the current grade(s) of your child(ren) from the list. *(Select all that apply)*? (*list K-12)*

Did you use the English, or Spanish version of the individual student report? (*dropdown*)

Individual Student Report

The individual student report I received about the NC Check-Ins 2.0…	Strongly Disagree	Disagree	Agree	Strongly Agree
contained clear directions on how to interpret my child(ren)s progress.	○	○	○	○
provided a clear explanation of how my child(ren) is performing.	○	○	○	○
was easy for me to understand.	○	○	○	○
clearly explained the meaning of performance levels included on the report (i.e., approaching to satisfactory).	○	○	○	○

Open-Ended General ISR Feedback

What other recommendations, if any, do you have for how to improve the sharing of **student performance levels** with parents/guardians?

[ ]

What other recommendations, if any, do you have for improving the individual student **report as a whole** (e.g., information provided, how information is presented, etc.)?

[ ]

Appendix E

NC Check-Ins 2.0 End-of-Module Survey
Diving Deeper into Formative Assessments
Teachers

GoLink: https://go.ncsu.edu/divingdeeper_teachers

Introduction
On behalf of the North Carolina Department of Public Instruction and the Friday Institute for Educational Innovation, we thank you in advance for your participation in this survey. Your feedback is extremely valuable and will be used to inform future professional development opportunities related to the North Carolina Personalized Assessment Tool.

This survey will take approximately 10 minutes to complete. Your individual responses will be kept strictly confidential and will not be provided to any other person or group. Your participation is completely voluntary, and you may withdraw from this survey at any time by closing your browser window.

	Not at all useful	Slightly useful	Useful	Very useful
Overall, how useful was this module for improving your use of NC Check-Ins 2.0 formative data in your professional practice?	○	○	○	○

As a result of my participation in this module, I have improved my knowledge and/or skills related to...	Strongly Disagree	Disagree	Agree	Strongly Agree
using data literacy for planning instruction.	○	○	○	○
using best practices for data-driven decision making.	○	○	○	○
interpreting the NC Check-Ins 2.0 **class item report.**	○	○	○	○
using the NC Check-Ins 2.0 **individual student report.**	○	○	○	○

As a result of my participation in this module, I feel more confident in my ability to use NC Check-Ins 2.0 data to...	Strongly Disagree	Disagree	Agree	Strongly Agree
personalize learning by targeting individual students' needs.	○	○	○	○
Collaborate with others (e.g., teachers, students, parents) to drive informed decision making in the classroom.	○	○	○	○

How do you plan to use the information you learned through this professional development?

[ ]

To what extent was the module useful in achieving the following objectives:	Not useful at all	Slightly useful	Useful	Very Useful
Explaining the purposes and uses of various assessment types	○	○	○	○
Describing how to have data conversations with other teachers	○	○	○	○
Describing how to have data conversations with students	○	○	○	○
Providing clear examples that illustrate how to use NC Check-Ins 2.0 materials (i.e., class item report, individual student report)	○	○	○	○
Providing usable teacher support materials (e.g., learner profile)	○	○	○	○

This module ...	Strongly Disagree	Disagree	Agree	Strongly Agree
was relevant to my professional development needs.	○	○	○	○

was at the same level of quality or better than other professional development opportunities in which I have participated.	○	○	○	○

What was the most valuable aspect of this module in supporting your personal or professional learning goals?

[ ]

What additional professional learning features, activities, and/or resources would have helped you gain more knowledge about using student data to drive your instruction? Please explain.

[ ]

What recommendations, if any, do you have for improving the user experience in this module (e.g. navigation, visual design, unit organization, etc.)?

[ ]

Appendix F

NC Check-Ins 2.0 End-of-Module Survey
Diving Deeper into Formative Assessments
Administrators and Coaches

GoLink: https://go.ncsu.edu/divingdeeper_coachesadmin

Introduction
On behalf of the North Carolina Department of Public Instruction and the Friday Institute for Educational Innovation, we thank you in advance for your participation in this survey. Your feedback is extremely valuable and will be used to inform future professional development opportunities related to the North Carolina Personalized Assessment Tool.

This survey will take approximately 10 minutes to complete. Your individual responses will be kept strictly confidential and will not be provided to any other person or group. Your participation is completely voluntary, and you may withdraw from this survey at any time by closing your browser window.

	Not at all useful	Slightly useful	Useful	Extremely useful
Overall, how useful was this module for improving your teachers' use of NC Check-Ins 2.0 formative data in their professional practice?	○	○	○	○

As a result of my participation in this module, I have improved my knowledge and/or skills related to...	Strongly Disagree	Disagree	Agree	Strongly Agree
Using data literacy for planning instruction.	○	○	○	○
Using best practices for data-driven decision making.	○	○	○	○
Interpreting the NC Check-Ins 2.0 **Class Item Report**.	○	○	○	○
Using the NC Check-Ins 2.0 **Individual Student Report**.	○	○	○	○

As a result of my participation in this module, I feel more confident in my ability to...	Strongly Disagree	Disagree	Agree	Strongly Agree
Support teachers in using NC Check-Ins 2.0 data to foster student learning.	○	○	○	○
Discuss data from the NC Check-Ins 2.0 with others (e.g., teachers, students, parents).	○	○	○	○
Support a culture of data driven instruction at my school.	○	○	○	○

How do you plan to use the information you learned through this professional development?

[ ]

To what extent was the module useful in achieving the following objectives:	Not useful at all	Slightly useful	Very Useful	Extremely Useful
Explaining the purposes and uses of various assessment types?	○	○	○	○
Describing how to have data conversations with teachers?	○	○	○	○
Describing how to have data conversations with students?	○	○	○	○
Providing clear examples that illustrate how to use NC Check-Ins 2.0 materials (i.e., class item report, individual student report)?	○	○	○	○
Providing usable administrator/coach support materials (e.g., NC Check-Ins 2.0 interims, sample learner profile)?	○	○	○	○

This module ...	Strongly Disagree	Disagree	Agree	Strongly Agree

was relevant to my professional development needs.	○	○	○	○
was at the same level of quality or better than other professional development opportunities in which I have participated.	○	○	○	○

What was the most valuable aspect of this module in supporting your personal or professional learning goals?

[ ]

What additional professional learning features, activities, and/or resources would have helped you gain more knowledge about using student data to drive your instruction? Please explain.

[ ]

What recommendations, if any, do you have for improving the user experience in this module (e.g. navigation, visual design, unit organization, etc.)?

[ ]

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Friday Institute for Educational Innovation

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I-03: NC Check-Ins 2.0 Observation Reports

2023–24 NC Check-Ins 2.0
Observation Feedback

State Board of Education Regions Represented	☐ District 1: Northeast ☐ District 2: Southeast ☒ District 3: North Central (1) ☒ District 4: Sandhills (6)	☐ District 5: Piedmont-Triad ☐ District 6: Southwest ☒ District 7: Northwest (1) ☒ District 8: Western (1)
PSUs Observed	Academy of Moore County, Haywood County Schools, Montgomery County Schools, Voyager Academy, Wilkes County Schools	
Administration Date Range	October 2023, April 2024	
NC Check-In 2.0 Administrations Observed:	☒ Grade 4 Reading (2) ☒ Grade 4 Mathematics (4) ☐ Grade 5 Reading ☒ Grade 5 Mathematics (2)	☐ Grade 7 Reading ☒ Grade 7 Mathematics (1) ☐ Grade 8 Reading ☐ Grade 8 Mathematics
Proctors Present	☒ Yes (1)	☒ No (8)
Administration Type	☒ Online (9)	☐ Paper
Online Login	☒ Teacher or Designee Credential (7)	☒ Student Access Code (2)
Sample Script Read	☒ Yes (9)	☐ No
All Students Complete Administration Timing	☒ Within 90 minutes (3)	☒ Beyond 90 minutes (6)
Technology Disruptions (online administration)	☒ Yes (3)	☒ No (6)

Overall Summary
The NC Check-Ins 2.0 interims and reports are well received by teachers and principals.

Overall, most classrooms were relaxed and quiet for the interim administration. The atmosphere was relaxed with desks cleared of other materials, but not rearranged. Six of the nine classrooms did not post a *Testing—Do Not Disturb* sign. One interim administration was more formal and was like an end-of-grade administration. All classrooms used the optional administration script.

Seven classrooms used the teacher credential login process; two classrooms used student access codes. There were no issues with either login method.

Across classrooms, students read books after finishing the interim.

Technology Disruptions Summary
Technology disruptions occurred in three administrations; these were resolved by the teacher logging the student back into the test session without issue.

NCTest Tools Summary
Students were observed using various tools (e.g., highlighters, strikeout feature) across classrooms. Utilization of tools varies across classrooms. In some classrooms, many students use the tools and in others few students.

2023–24 NC Check-Ins 2.0
Observation Feedback

Public School Unit:	The Academy of Moore, 63A	
School Name:	The Academy of Moore, 63A	
Date:	10/18/2023	
Observer Name:	Amanda Hobbs	
NC Check-In 2.0 Observed:	☐ Grade 4 Reading ☒ Grade 4 Mathematics (2) ☐ Grade 5 Reading ☐ Grade 5 Mathematics	☐ Grade 7 Reading ☐ Grade 7 Mathematics ☐ Grade 8 Reading ☐ Grade 8 Mathematics
Number of Administrations Observed	Two	
Start Time:	8:15 a.m.	
End Time:	9:03 a.m.	

1. How many students are being administered the NC Check-In 2.0 in this classroom? *14*
2. Proctors are not required, nor should one be used. Was a proctor present? ☐Yes ☒ *No*
3. Describe the classroom environment (e.g., Testing—Do Not Disturb sign used, displays and bulletin boards covered, furniture rearranged). *A "Do Not Disturb" sign was not used. No displays were on the bulletin boards. Most students sat in regular seats. One student was moved to a different table. Study carrels were used for the assessment. Students placed belongings along the wall. Nothing was on the desk, except the computer. Each student had a book to read (mostly graphic novels) after the completion of the test that was kept in the desk during the assessment. No cell phones or smart watches were observed in the test site.*
4. Describe the login process. Did the teacher, designee, or students login? *Students brought their assigned computer and launched NCTest. They typed in the teacher username. The teacher typed in the password. Testing occurred on HP Chromebooks.*
5. Did the teacher read the sample script provided? ☒*Yes* ☐ No *The teacher added local elements to the instructions as permitted.*
6. Enter the time the first student completed the NC Check-In 2.0. *8:46 (31 minutes)*
7. How many students completed the NC Check-In 2.0 before ninety minutes? *The last student completed the test at 9:24 (69 minutes)*
8. How many students did not complete the NC Check-In 2.0 before ninety minutes? *None*
9. Did any technology disruptions occur (e.g., unexpected exit)? ☒*Yes* ☐ No
   If yes, explain the disruption(s) and how it was handled. *This occurred twice. The teacher logged the students back into the test and the student resumed.*
10. Did students use the toolbar options (e.g., Reset, Flag, Strike, Highlight) to annotate and show work? ☒*Yes* ☐*No Only a couple of students used these features.*
11. Record other observations from the administration below (e.g., student questions, teacher's monitoring, students' procedures after they completed the NC Check-In 2.0). *I observed two*

class periods taking the test in a teacher's classroom. The administrations were very similar. The teacher provided hand-held calculators (TI-15) in addition to the online embedded calculator. Seven students asked the teacher individually (at different times) about the use of commas. She reminded them of the instructions during the tutorial that commas could not be entered. The teacher suggested that commas be added to the programming for numeric entry questions. She noted that the ability to enter mixed numbers this year was a great improvement. The school test coordinator suggested that the naming of the tests be abbreviated; the naming is wordy and makes it easy to select the incorrect test.

2023–24 NC Check-Ins 2.0
Observation Feedback

Public School Unit:	Montgomery County Schools	
School Name:	Star Elementary	
Date:	11/7/2023	
Observer Name:	Deborah McKee	
NC Check-In 2.0 Observed:	☐ Grade 4 Reading ☒ Grade 4 Mathematics (2) ☐ Grade 5 Reading ☒ Grade 5 Mathematics (2)	☐ Grade 7 Reading ☐ Grade 7 Mathematics ☐ Grade 8 Reading ☐ Grade 8 Mathematics
Number of Administrations Observed:	Four administrations observed • Two grade 4 classes • Two grade 5 classes	
Start Time:	8:15 (4th Grade), 8:30 (5th Grade)	
End Time:	10:30 (4th Grade), 10:25 (5th Grade)	

1. How many students are being administered the NC Check-In 2.0 in this classroom? *Grade 4– 1st Class (14), 2nd Class (15); Grade 5– 1st Class (21), 2nd Class (23)*
2. Proctors are not required, nor should one be used. Was a proctor present? ☐*Yes* ☒ *No*
3. Describe the classroom environment (e.g., Testing—Do Not Disturb sign used, displays and bulletin boards covered, furniture rearranged). *The classroom environment appeared to be unchanged. There was nothing covered up and there were no "Do Not Disturb" signs on the doors.*
4. Describe the login process. Did the teacher, designee, or students login? *The teachers logged the students in while the students were eating breakfast in the cafeteria.*
5. Did the teacher read the sample script provided? ☒*Yes* ☐ *No*
6. Enter the time the first student completed the NC Check-In 2.0. *Grade 4– 9:00; Grade 5– 9:25*
7. How many students completed the NC Check-In 2.0 before ninety minutes? *Grade 4– 1st Class (10), 2nd Class (14); Grade 5– 1st Class (10), 2nd Class (20)*
8. How many students did not complete the NC Check-In 2.0 before ninety minutes? *Grade 4– 1st Class (4), 2nd Class (1); Grade 5– 1st Class (11), 2nd Class (3)*
9. Did any technology disruptions occur (e.g., unexpected exit)? ☐*Yes* ☒ *No*
   If yes, explain the disruption(s) and how it was handled. Click or tap here to enter text.
10. Did students use the toolbar options (e.g., Reset, Flag, Strike, Highlight) to annotate and show work**?** ☒*Yes* ☐ *No*
11. Record other observations from the administration below (e.g., student questions, teacher's monitoring, students' procedures after they completed the NC Check-In 2.0). *The atmosphere was very studious yet relaxed. There was no check-in or out process conducted. The teachers had their NC Check-Ins 2.0 handbook, scratch paper, pencils and calculators already in the classrooms. The students were engaged throughout the test. Several students*

asked for extra scratch paper. There was one 4th grader moved to a separate room at 10:30 to complete his test. Very few students used the toolbar options. The students were given books to read, or they sat quietly once they completed their test. The Principal, School Test Coordinator and a few other staff members were visible periodically in the hallways to ensure things were going smoothly.

The principal stated she really liked the NC Check-Ins 2.0 and score reports. She was also happy to hear the students will take the NCPAT this spring for the selected grades.

2023–24 NC Check-Ins 2.0
Observation Feedback

Public School Unit:	32L	
School Name:	Voyager Academy, Middle School	
Date:	1/31/2024	
Observer Name:	Paul Davis	
NC Check-In 2.0 Observed:	☒ Grade 4 Reading ☐ Grade 4 Mathematics ☐ Grade 5 Reading ☐ Grade 5 Mathematics	☐ Grade 7 Reading ☐ Grade 7 Mathematics ☐ Grade 8 Reading ☐ Grade 8 Mathematics
Number of Administrations Observed:	One	
Start Time:	8:40 am	
End Time:	9:50 am	

1. How many students are being administered the NC Check-In 2.0 in this classroom? *18*
2. Proctors are not required, nor should one be used. Was a proctor present? ☐*Yes* ☒*No*
3. Describe the classroom environment (e.g., Testing—Do Not Disturb sign used, displays and bulletin boards covered, furniture rearranged). *There was a Testing-Do Not Disturb sign on the outside of the classroom, but otherwise the room was in its normal set up for daily instruction.*
4. Describe the login process. Did the teacher, designee, or students login? *The students were provided with a small piece of paper with their name, ID #, and test access code. The teacher explained to the students how to enter the information. The students did this with ease, there was little additional assistance needed from the teacher.*
5. Did the teacher read the sample script provided? ☒*Yes* ☐ No
6. Enter the time the first student completed the NC Check-In 2.0. *9:05 am.*
7. How many students completed the NC Check-In 2.0 before ninety minutes? *All 18 students completed the NC Check-In 2.0 in under 90 minutes. The last student ended the session at 9:50 am, 70 minutes.*
8. How many students did not complete the NC Check-In 2.0 before ninety minutes? *All students completed the NC Check-In 2.0 within the session.*
9. Did any technology disruptions occur (e.g., unexpected exit)? ☒*Yes* ☐*No*
   If yes, explain the disruption(s) and how it was handled. *One student experienced the highlight tool not working properly. The teacher exited the NC Check-In 2.0 on the Chromebook and logged the student in on another device. The student completed the NC Check-In 2.0 with no further technology issues.*
10. Did students use the toolbar options (e.g., Reset, Flag, Strike, Highlight) to annotate and show work? ☒*Yes* ☐*No*

11. Record other observations from the administration below (e.g., student questions, teacher's monitoring, students' procedures after they completed the NC Check-In 2.0). *The administration of the NC Check-In 2.0 went smoothly. All students seemed engaged, took their time, and many reviewed their answers before finalizing their session. All the students at some point in the NC Check-In 2.0 use the various tools provided in the online system. The number of questions the students asked during the administration were minimal and generally confirmation type questions to ensure they were doing what was expected.*

2023–24 NC Check-Ins 2.0
Observation Feedback

Public School Unit:	Haywood County Schools	
School Name:	Waynesville Middle School	
Date:	2/1/2024	
Observer Name:	Brent Caldwell	
NC Check-In 2.0 Observed:	☐ Grade 4 Reading ☐ Grade 4 Mathematics ☐ Grade 5 Reading ☐ Grade 5 Mathematics	☐ Grade 7 Reading ☒ Grade 7 Mathematics ☐ Grade 8 Reading ☐ Grade 8 Mathematics
Number of Administrations Observed:	One	
Start Time:	8:26 am	
End Time:	10:26 am	

1. How many students are being administered the NC Check-In 2.0 in this classroom? *20*
2. Proctors are not required, nor should one be used. Was a proctor present? ☒*Yes* ☐*No*
3. Describe the classroom environment (e.g., Testing—Do Not Disturb sign used, displays and bulletin boards covered, furniture rearranged). *Student tables/chairs were not rearranged; students sat at multi-student tables. Classroom displays and bulletin boards were not covered. A Testing—Do Not Disturb sign was used. Start/break/stop times were posted on the board. Atmosphere in the classroom felt standardized and test-like; very similar to actual EOG administration.*
4. Describe the login process. Did the teacher, designee, or students login? *Students used access codes to log into the test. No login issues were observed.*
5. Did the teacher read the sample script provided? ☒*Yes* ☐*No*
6. Enter the time the first student completed the NC Check-In 2.0. *9:50 am*
7. How many students completed the NC Check-In 2.0 before ninety minutes? *5*
8. How many students did not complete the NC Check-In 2.0 before ninety minutes? *15*
9. Did any technology disruptions occur (e.g., unexpected exit)? ☐Yes ☒*No*
   If yes, explain the disruption(s) and how it was handled. Click or tap here to enter text.
10. Did students use the toolbar options (e.g., Reset, Flag, Strike, Highlight) to annotate and show work? ☒*Yes* ☐ No
11. Record other observations from the administration below (e.g., student questions, teacher's monitoring, students' procedures after they completed the NC Check-In 2.0). *Test administrator circulated throughout the entire administration. Three-minute breaks were provided at 40-minute intervals. When a student left the room for a restroom break, the Pause button was clicked and materials secured prior to leaving the room. Two different roving proctors were utilized and were in the room every 10 minutes. Students with read aloud accommodation were using earphones/earbuds in the regular classroom. The Strike*

option was utilized by several students throughout the test. Administrator reminded students of what to do when they finished their test (read a book). A student had a question about test-item content, but the administrator said she couldn't answer that question or provide help. Both handheld and online calculators were utilized. As students completed the test, they read a book or placed their head on their desk. After 120 minutes of testing, there were five students who hadn't completed the assessment and they were moved to a central location to complete testing.

2023–24 NC Check-Ins 2.0
Observation Feedback

Public School Unit:	Wilkes County Schools	
School Name:	Moravian Falls Elementary	
Date:	4/25/2024	
Observer Name:	John Worley	
NC Check-In 2.0 Observed:	☒ Grade 4 Reading ☐ Grade 4 Mathematics ☐ Grade 5 Reading ☐ Grade 5 Mathematics	☐ Grade 7 Reading ☐ Grade 7 Mathematics ☐ Grade 8 Reading ☐ Grade 8 Mathematics
Number of Administrations Observed:	One	
Start Time:	8:29 am	
End Time:	10:05 am	

12. How many students are being administered the NC Check-In 2.0 in this classroom? *18*
13. Proctors are not required, nor should one be used. Was a proctor present? ☐Yes ☒ *No*
14. Describe the classroom environment (e.g., Testing—Do Not Disturb sign used, displays and bulletin boards covered, furniture rearranged). *Standard classroom setting, no rearrangement of student desks, etc. All bulletin boards and displays were not covered. Testing do not disturb sign was posted on the outside door.*
15. Describe the login process. Did the teacher, designee, or students login? *Teacher completed the log-in steps for each student.*
16. Did the teacher read the sample script provided? ☒*Yes* ☐ *No*
17. Enter the time the first student completed the NC Check-In 2.0. *9:05 am*
18. How many students completed the NC Check-In 2.0 before ninety minutes? *15*
19. How many students did not complete the NC Check-In 2.0 before ninety minutes? *3*
20. Did any technology disruptions occur (e.g., unexpected exit)? ☐*Yes* ☒ *No*
    If yes, explain the disruption(s) and how it was handled. Click or tap here to enter text.
21. Did students use the toolbar options (e.g., Reset, Flag, Strike, Highlight) to annotate and show work? ☒*Yes* ☐ *No*
22. Record other observations from the administration below (e.g., student questions, teacher's monitoring, students' procedures after they completed the NC Check-In 2.0). *Students were quiet and seated during as the teacher completed the log-in procedures. Teacher circulated through the room during the administration attending to student needs as presented. Upon completion, students raised their hands for final instructions before closing out the assessment. Computers were closed and students read at their desks until the class was finished testing.*

I-04: Cherokee PLC Observation Report

2023 - 24 NC Check-Ins 2.0
PLC Observations

Public School Unit:	Cherokee Central Schools	
School Name:	Cherokee Elementary and Cherokee Middle	
Date:	3/20/24	
Observer Name:	Jaime Kelley	
PLC Observed:	☒ Grade 3 Reading ☒ Grade 3 Mathematics ☐ Grade 4 Reading ☐ Grade 4 Mathematics ☒ Grade 5 Reading ☒ Grade 5 Mathematics	☐ Grade 6 Reading ☐ Grade 6 Mathematics ☒ Grade 7 Reading ☒ Grade 7 Mathematics ☒ Grade 8 Reading ☒ Grade 8 Mathematics
Start Time:	8:00 am	
End Time:	11:00 am	
Follow up scheduling:	None	

1. **How many teachers were present?**
   - Grade 3: 6
   - Grade 5: 5
   - Grade 7: 6
   - Grade 8: 3

2. **Describe what artifacts, resources, reports, or other PLC notes materials were used. (e.g., ISRs, Class reports, team notes documents, etc.).**
   - Grades 3 and 5 referenced sample excel charts and graphs used to look at data for the grade level.
   - Grades 7 and 8 did not conduct a true PLC and held a discussion session. No artifacts or resources used.

3. **Record scripted notes here.**
   Questions for reflection:
   - What did the teachers notice in the data?
   - What successes do the teachers share with each other?
   - What challenges do they identify with either the process, the check-in itself, or helping students address the content needing attention?
   - In what ways are the reports impacting the teachers' practice and student success?
   - In what ways do the teachers offer each other and students support, and in what ways do they allocate resources to offer targeting instruction?

Grade 3
During the PLC session, the grade 3 teachers shared that Cherokee Elementary shifted to the NCTools for Teachers/NC2ML framework for curriculum and sequencing for this year. This curriculum shift better aligns to the NC Check-Ins 2.0. Using data from the DPI reports, teachers reviewed the NC Check-Ins 2.0 scores and compared student performance, what standards students should reengage with, and performance from the first and second NC Check-In 2.0 interims. Teachers in this PLC used data to inform small group and whole group reteaching after the first NC Check-In 2.0.

The grade 3 teachers sent NC Check-Ins 2.0 results home to parents for the first time with the second interim. The PLC shared they had previously been reluctant to share data with the parents, citing concerns that parents may misinterpret results or make incorrect assumptions about a student's performance.

The group shared this feedback on the testing and reporting platforms: presentation of some items within the platform was difficult. Students would benefit from additional drag and drop items available for practice.

The PLC group requested these enhancements: ability to view all-grade data to compare student performance across classroom so teachers may reach out to colleagues for suggestions on other ways to present particular content, seeing scores from year to year to track content standards performance over time to identify curriculum gaps, and timing data (by item and overall testing time).

Grade 5
The grade 5 PLC convenes to review NC Check-Ins 2.0 data and discuss results on the day following the interim administration. For the PLC session, teachers recreated the data contained in the class item report to manipulate and compile the data (DPI Class Item Reports are available online and as a PDF are not available for export). The PLC reviews individual sheets and graphs to determine where to focus reengagement efforts and provide support to fellow teachers on how to approach standards with students. The group suggested an export feature be included on the DPI reports.

Cherokee Elementary School realigned local pacing to better align to the NC Check-Ins 2.0 this year.

Grade 7
The grade 7 PLC shared that the Reading NC Check-Ins 2.0 interims aligned well with the school's pacing as assessed standards are spiraled throughout the year. Teachers use the data to conduct mini conferences and small groups with students.

The math NC Check-Ins 2.0 are not fully aligned to the school's curriculum and pacing. The mathematics interims' blueprint that addresses major concepts over two interims are helpful to gauge student progress for these standards over the year. The teachers review problems with the entire class.

The grade 7 PLC indicated no issues accessing reports.

Grade 8

The grade 8 PLC met as a grade block (one teacher per subject). The school has adjusted its pacing guide for mathematics to better align with the NC Check-Ins 2.0. The grade level PLC partners ELA and social studies teachers, math and science teachers. The class item reports are reviewed to identify content that students are improving or in need of additional support. NC Check-In 2.0 data is shared with students.

II-01: NCDPI Accountability and State Reports webpage

IV-01: September 2023, NC Technical Advisors Meeting Agenda

NC Technical Advisors Meeting Agenda (Day 1)
Monday, September 18, 2023
Education Building
State Board Lounge

	Topic	**Lead***	**Action**
9:00 – 9:15 am	Welcome & Introductions. Review and Updates	Dr. Tammy Howard	Information
9:15 –10:15 am	EOG and EOC 2023 State Results Summary	Dr. Tammy Howard Mr. Curtis Sonneman	Presentation and Discussion
10:15 – 10:45 am	NCPAT Pilot Results 2023	Dr. Kinge Mbella	Presentation and Discussion
10:45 – 11:00 am	Break		
11:00 – 12:00 noon	NCPAT and EOG Scale Comparability Analysis	UNCG OAERS	Presentation and Discussion
12:00 – 1:15 pm	Lunch		
1:15 – 2:00 pm	IADA Feedback	The Friday Institute	Presentation and Discussion
2:00 – 2:45 pm	IADA Evaluation Update Overview for 2023	Dr. Chris Brandt	Presentation and Discussion
2:45 – 3:00 pm	Break		
3:00 – 4:00 pm	Through Grade Design For New Science Assessments	Dr. Thakur Karkee	Discussion
4:00 pm	Adjourn for the day		

*The Psychometric Team for the North Carolina Department of Public Instruction/Office of Accountability and Testing includes Dr. Tammy Howard, Senior Director, Dr. Kinge Mbella, Lead Psychometrician, and Dr. Thakur Karkee

NC Technical Advisors Meeting Agenda (Day 2)
Tuesday, September 19, 2023
Education Building
State Board Lounge

	Topic	**Lead***	**Action**
9:00 – 10:00 am	New Science and Alternate Standards	Test Development	Information and Discussion
10:00 – 10:45 am	Redesign EOG and EOC Assessment Specifications	Dr. Thakur Karkee	Presentation and Discussion
10:45 – 11:00 am	Break		
11:00 – 12:00 pm	Cognitive Complexity New Science Assessment	Psychometric Team	Discussion and Recommendations
12:00 – 1:00 pm	Lunch		
1:00 – 2:00 pm	NCExtend1 Science Redesign	Dr. Thakur Karkee	Discussion and Recommendations
2:00 – 2:30 pm	Science Timeline	Psychometric Team	Information and Wrap Up
2:30 pm	Other Business, Next Meeting	Dr. Tammy Howard	

* The Psychometric Team for the North Carolina Department of Public Instruction/Office of Accountability and Testing includes Dr. Tammy Howard, Senior Director, Dr. Kinge Mbella, Lead Psychometrician, and Dr. Thakur Karkee

IV-02: March 2024, NC Technical Advisors Meeting Agenda

NC Technical Advisors Meeting Agenda (Day 1)
Tuesday, March 12, 2024
Education Building
Room 501

	Topic	**Lead***	**Action**
9:00 – 9:15 am	Welcome & Introductions. Review and Updates	Dr. Tammy Howard	Information
9:15 – 10:15 am	GA Opportunity Scholarship Evaluation	Dr. Jeni Corn	Information and Discussion
10:15 – 10:45am	NCPAT Development Debrief	Dr. Kinge Mbella	Presentation and Discussion
10:45 – 11:00 am	Break		
11:00 – 11:45am	NCPAT Routing	UNCG OAERS	Presentation and Discussion
11:45 – 1:00 pm	Lunch with Accountability		
1:00 – 2:45 pm	Science Test Specification	DPI	Presentation and Discussion
2:45 – 3:00 pm	Break		
3:00 – 4:00 pm	New Science Alternate Assessments	Dr. Thakur Karkee	Presentation and Discussion
4:00 pm	Adjourn for Day 1		

*The Psychometric Team for the North Carolina Department of Public Instruction/Office of Accountability and Testing includes Dr. Tammy Howard, Senior Director, Dr. Kinge Mbella, Lead Psychometrician, and Dr. Thakur Karkee

NC Technical Advisors Meeting Agenda (Day 2)
Wednesday, March 13, 2024
Education Building
Room 501

	Topic	**Lead***	**Action**
9:00 – 10:00 am	School Performance Grade Redesign Update	Dr. Tammy Howard Curtis Sonneman	Information and Discussion
10:00 – 10:45 am	Assessment Engineering Cognitive Complexity Framework	Psychometric Team	Discussion and Recommendations
10:45 – 11:00 am	Break		
11:00 – 12:00 pm	Science Item Writing Training Overview	TOPS/DPI	Review and Discussion
12:00 – 1:00 pm	Lunch		
1:00 – 2:00 pm	Online Accessibility Options	Shannon Jordan Molly Britt	Discussion and Recommendations
2:00 – 2:30 pm	Assessment Updates	Psychometric Team	Information and Wrap Up
2:30 pm	Other Business, Next Meeting	Dr. Tammy Howard	

* The Psychometric Team for the North Carolina Department of Public Instruction/Office of Accountability and Testing includes Dr. Tammy Howard, Senior Director, Dr. Kinge Mbella, Lead Psychometrician, and Dr. Thakur Karkee

IV-03: September 2023, Technical Advisors Meeting Minutes Excerpt

FOR: North Carolina Department of Public Instruction
FROM: OAERS
SUBJECT: Technical Advisory Meeting Notes (Fall 2023)
DATE: September 22, 2023

DAY 1 (September 18, 2023)

1. **NC PAT Pilot Results**

Summary:

Multistage Pilot Summary Results:

- Overall, pilot results for grades 4 and 7 are consistent with trends from the traditional EOG.
- Test administration times for all forms were well within the three hours maximum test item.
- Achievement level distribution shows all forms span the full achievement scales.
- Results from scale comparability analysis confirms both the multistage and traditional EOG scale procedures comparable results.
- Both quantitative and qualitative conversations need to make
- Qualitative: Teachers share their concerns in practice with students. Teachers worried about dealing the students who routed to the easiest form.
- Even though student who are routed to the easiest form but encourage students to be excellent.

Recommendations:

- May need to include items that targeting different types of group.
- Suggest to add adaptive test - hard and easy test.

2. **NCPAT and EOG Scale Comparability Analysis**

Summary:

- Mean scale scores and achievement level distributions are similar between pilot and non-pilot schools.
- Some differences are statistically significant, but their effect sizes are small indicating no practical differences.

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Recommendations:

- Examine person fit between pilot and non-pilot schools.
- Provide only the results based on matched data.
- Provide actual scale score means instead of the test results.
- Are we expecting the scale score distributions to be the same between NCPAT and EOG?
- Examining DIF can be another way to compare NCPAT and EOG.
- What is the predicting power for each NCPAT form? Is it better than the traditional EOG?
- The matched data shows that pilot schools have more students with low scale scores (more students in the NP category). Can we say that NCPAT and EOG are comparable?
- If the covariates are not true confounders, this might increase the variance of propensity score matching.

4. Innovative Assessment Evaluation and Professional Development

Summary:

- Purpose - To understand how schools use data from the NC Check-Ins 2.0 to inform learning.
- Findings:
  - Education uses PLCs to collaborate and learn teaching strategies from one another.
  - Class item reports received positive feedback from educators, and they inform instructional steps.
  - Education uses the class item reports in PLCs to guide their discussion at a personalized student level and identify students who need extra help and interventions.
  - Data on the class item report were easy to manipulate, an improvement from the original NC Check-ins.
  - Recommendations from educators: Break down reading literature and reading for information questions/ Provide more vetted practice TEI/ Display elapsed time.
  - Recommendation from the Friday Institute: Add data breakout on the class items.

Recommendations:

- Utilization of CANVAS:
  - Add these instructional materials in CANVAS so that everyone has access to these materials.
  - Machine learning to increase interactivity.
- The expectation should be that the teacher has access: first time of this year.

EXCERPT

- The time might be the first day of school; every school has different the first day.
- Interim assessment has been administered for a long time: students learn and practice to outperform on the final assessment instead of interim assessments or less structured assessment.

5. NCPAT Evaluation Update

Teacher Results Annual Survey in Spring 2023:

- Administered to teachers and district test coordinators.
- Surveys gather feedback on participants' experience.
- 603 of 1220 teachers 49.4 response rate (61.5% for 4-5th teachers and 38.5 for 6-7th teachers)
- 90% reported feeling well prepared to administer the NC Check Ins 2.0
- 96.4% reported that they are easy to administer.
- 10.9% reported experiencing major technical related issue during at least on administration.
- 90% reported that the items were high quality and reflected a wide range of difficulty levels.
- 90% reported that reports were useful for classroom instruction.
- Teachers reported primarily using the NC Check Ins 2.0 for whole group re-teaching (78.9%), small group reaching(71.3%), and personalized instruction (53.1%).
- Comments on area for improvement:
  - Online training was helpful in supporting the use of reporting tools.
  - 90% reported feeling well prepared to support teacher administration of the NC Check-ins 2.0.
  - Test items ware high quality, and the arrangement of the test is well organized.
- Spring 2023 principal interview results:
  - All six principals indicated that the NCPAT pilot has been a positive experience for their school.
  - Middle school principals expressed concerns about the multistage adaptive test and whether it will work as intended.
  - All six principals reported that teacher participation in formal training the NC Check ins.
  - All six principals reported that their schools prepared for the NC Check-ins by aligning curriculum and pacing guides to the test content.
    - Principals reported acting on results in 3 ways:
    - They allocate resources for teacher to execute plans.
    - They offered coaching and professional development opportunities to teachers They worked with teachers and instructional coaches to monitor instructional plans and support individual students.
  - Five principals reported that results were not used to evaluate teachers.
- Suggestions for improvement:

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- Provide opportunities to connect principals.
- Improve communication strategies, and
- Consider updating the individual student report.

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DAY 2 (September 19, 2023)

1. IADA - NCPAT Feedback and Final Comments:

Comments and Recommendations:

- Emphasize that the same blueprint was used and the idea of "comparable enough":
- Distinction was if you have different versions of assessments occurring at the same time, it is more important that they are comparable to each other.
- In some districts those who take IADA versus those who did not; different standard of comparability if you are transitioning from one thing to the next. The new edition, you can have a state assessment that is different from existing and that is okay because it is rigorous in different ways. But here the NCPAT is to replace EOG. Our precision is not exactly the same with NCPAT.
- Are the two tests equateable? Extreme version of comparability.
- Emphasize that the two tests are going to be going on at the same time on visibly different scales. Highlight this in the report – comparability through blueprint and content and less of the equatable nature of the two.
- Say that this year only pilot schools took NCPAT but from next year it will be all schools who take it to address the issue about the two tests not being equatable.
- In tables/graphs, visualize or mention that pilot schools did this but state wide they did this to see if they produced different accountability.
- Encourage the Friday Institute to include in their evaluation report specific things about what the teachers understand about the students.

EXCERPT

IV-04: March 2024, Technical Advisors Meeting Minutes Excerpt

FOR: North Carolina Department of Public Instruction
FROM: OAERS
SUBJECT: Technical Advisory Meeting Notes (Spring 2024)
DATE: March 19, 2024

DAY 1 (March 12, 2024)

2. NCPAT Development Debrief

Summary:

- Spring 2024, multistage form based on EOG model will be available for reading and mathematics 4,5,7, and 8.
- Blueprint alignment.
- The current EOG blueprints were specified to build equivalent fixed form.
- Item banks is small to have 40% of common items.
- The emphasis of the fixed form item banks was mostly focused on the target grade level expectations between achievement level 3 and 4.
- Comparability was a primary goal during this transition.
- The goal moving forward is to prioritize meeting the statical target.
- Even though there are multiple forms, there is only one blueprint per each grade.
- Differentiated content: In every 2 years new reading standard and adaptive form would be constructed.

Recommendations:

- Develop more items to measure different level of ability.
- Include the cut score in the Test information and test characteristic curve graphs.
- Include classic test information for different level.
- Check point could be used to determine which domain score should be used.
- Send back the report to school so they can use the assessment result to improve their progress.
- The 3rd math textbook: Based on the survey, different curriculums were used across states. There was no one dominant curriculum. Check-ins are based on the state standard.
- MST forms should align with EOG.
- Content item bank seemed not to be representative (DOK Strategic thinking is small 77/424): content team has a struggle with DOK. Mot of standards only go around.
- Achievement level distribution level, b parameter was aligned. discrimination parameter also needs to be aligned with achievement level distribution.

- In the graph of difficulty and the number of item distribution, more tail shaped data (items) might be better for measuring students' ability more precisely.
- Error is quite acceptable level: Even though we could see the cuts between Form A&B, and cuts between Form B & C.
- With fixed form, NP students spend less time on the assessment.; Timing data for pilot showed that student whose AL is level 5 spend more time.
- For the future, domain scores reporting could be helpful.
    - how to report students test results is a discussion point.
    - Subscore reporting for teachers would be also helpful.
    - Domain scores were available for teacher level, starting from MST adaptive form, we cannot provide report for teachers.

3. Evaluation of Routing Criteria for NCPAT

Recommendations:

- We need to include the reliability.
- The correlation between two interims for 2023 SY and 2024 SY mathematics and reading for grades 4 and 7 is around 0.8 and it is because the content of each interim is different.
- It premature to say the data is identical.
- What is the difference or preference with different order of interim administration
    - The order of math interims is random, some of schools take A, B, and C, but other schools take the order of C, B, and A. Note that the contents are same for all three interims.
    - The order of reading interim is almost A B and C as the content are different for three interims. A few school administer the interims in a different way.
- Handling missing data
    - Need to investigate the characteristic of the missing values such as completely missing and intentionally missing.
    - Many literatures say that < 5% missing values are negligible but consider the imputation even with <5% missing data.
- Reporting the scale score to know how much growing.
    - In the data section, the three interim score could be drawn as a scale of the scale score.
    - Need to figure out the mean of scale score for each interim are different from the mean of the raw score scale.
- How do you deal with merging interim scores, what about the between the average scores.
    - Averaged all possible interim scores (a student has only one interim score, route them to the Form B, and average students' two more interim scores.)
    - Students' average interim score is less then or equal to the 30th quantile, they were routed to the Form A. Students average interim score is greater than 30th

quantile and less than or equal to the 70th quantile, they were routed to the Form B. Students' average interim score is greater than the 70th quantile, they were routed to the Form C.

- The problem might happen from converging the theta to expected value.
- For Reading grade 4, the second interim score distribution shows more frequency in the high score than the first interim.
- Third interim score is higher than the first and second interim score.
    - By using the regression, figure out the relationship between the interim score, and scale score and AL.
    - Or, it would be meaningful to use only third interim scores to route students to the multistage form.
- Update the cut scores every year.
    - By merging three interim responses, estimate ability and calibrate the item parameters every year.

IV-05: Scope of Work with Office of Assessment, Evaluation, and Research Services (OAERS)

Scope of Work with Office of Assessment, Evaluation, and Research Services (OAERS)

Title: Special Projects in Development and Maintenance of Statewide Assessments

OAERS Contact: Robert A. Henson, Associate Dean of Research

NCDPI Contact: Kinge Mbella, Lead Psychometrician

Scope

The Office of Assessment, Evaluation, and Research Services (OAERS) in the Department of Educational Research Methodology (ERM) at University of North Carolina at Greensboro (UNCG) will provide technical assistance and conduct research to support North Carolina Department of Public Instruction (NCDPI) in the design, development, and pilot of a comprehensive system for the North Carolina Personalized Assessment Tool (NCPAT) in reading and mathematics. In addition, OAERS will continue to provide technical support in psychometrics for all state general and alternate assessments by performing independent replication and quality control on statistical procedures used for item calibration and scoring of EOG / EOC test forms.

OAERS is a division of the Department of ERM and delivers research and evaluation support to organizations while providing a training ground for students in the fields of measurement, data analysis, and program evaluation. The assistant for this project will be primarily provided by Dr. Robert Henson, Dr. Kyung Yong Kim, one post-doctoral researcher, and three graduate students (two Ph.D. students and one MS/Ph.D. student):

- Robert Henson is Professor, Department of Educational Research Methodology, School of Education, University of North Carolina at Greensboro. His primary research interests include diagnostic classification models, latent variable models, and psychometrics.

- Kyung Yong Kim is Assistant Professor, Department of Educational Research Methodology, School of Education, University of North Carolina at Greensboro. His primary research interests include item response theory, classical test theory, and test equating.

Background of NCPAT

In June 2019, the U.S Department of Education granted an Innovative Assessment Demonstration Authority (IADA) to NCDPI. Under this authority, North Carolina is developing a system of through-course assessment opportunities aimed towards a balanced assessment system that will provide granular data for immediate feedback about students' performance throughout the year. The NCPAT is currently being developed as a pilot for Grades 4 and 7 reading and mathematics in selected schools across the state. The current pilot phase is expected to run through 2024. Assuming that the NCPAT pilot is successful, NCDPI will scale to a statewide system for Grades 3 to 8 reading and mathematics. The NCPAT system consists of two components: Three Interim Resources and Flexible Summative.

- ***Interim Resources***: Three Interim resources will be available for classroom use throughout the school year. The main purpose of these interim resources is to provide formative feedback data for instructional use throughout the year so that instruction could be tailored to students' needs. Additionally, NCDPI will investigate if data from each interim resource could be used to generate a reliable progress indicator for each student in relation to end of year grade-level performance standards expectations.
- ***Flexible Summative***: Flexible summative is a multi-staged fixed adaptive summative assessment that will be based on grade level content standards and administered to students at the end of the year in lieu of the traditional EOG. Flexible summative will use

information from interim resources as a reliable start point to match students with targeted fixed forms designed to maximize measurement precision for all students across the entire ability scale.

Tasks

- ***Psychometric Support for the IADA***: Throughout the duration of the pilot, OAERS will serve as an external technical psychometric partner to support all related measurement requirements. OAERS will work with NCDPI to design, evaluate, and recommend statistical procedures for the NCPAT. Psychometric support will include, but not limited to, the following tasks:
    a. ***Design of flexible summative test forms***: OAERS will work with the NCDPI psychometric team to design, evaluate, and recommend sound technical models to create flexible summative test forms that satisfy the measurement goals of the NCPAT. This will include proposing and conducting mini experimental designs, documenting procedures and findings, and presenting the findings to the NCDPI Technical Advisor Committee. Additionally, OAERS will submit the final reports in the form of white papers to support documentation of the NCPAT.
    b. ***Scale linking of flexible summative forms***: In the NCPAT, students will be routed to different flexible summative test forms based on their performance on the interim resources. As groups of students routed to different test forms will show differences in mean ability, the item parameter estimates obtained from different flexible summative test forms will be on different IRT scales, making the ability estimates incomparable across groups. To handle this issue, a statistical procedure called scale linking should be used to place item parameter estimates on a common scale.

OAERS will compare various scale linking methods in terms of the parameter estimates for the common items in the flexible summative test forms. Based on the results, OAERS will recommend a method that best suits the NCPAT.

c. ***Routing methodology for NCPAT***: Using data obtained from the interim resources administered in 2022, OAERS will conduct a routing study to examine the impact of different routing rules, cutoffs, and scores used for routing (e.g., raw scores, IRT abilities) on student classification. Based on the results from these analyses, OAERS will recommend a robust methodology for NCDPI to use for routing students to the flexible summative test forms. OAERS will deliver reports and white papers documenting all steps of the related research.

d. ***Progress indicator from interim resources***: One of the purposes of the interim resources is to investigate whether students' performance data could be used to report a reliable progress indicator estimate that projects students overall standing towards meeting appropriate achievement grade level standards. OAERS will use data from interim resources to explore appropriate methodology to generate reliable progress indicator estimates. Analyses will include investigation of valid ways of interpreting the generated estimates and testing their level of accuracy.

- **Psychometric Support for EOG / EOC and NCEXTEND1 Assessments:** OAERS will perform independent replication and quality control on statistical procedures used for item calibration and scoring for the EOG / EOC assessments and item analysis for the NCEXTEND1 assessment. Additionally, for the EOG / EOC assessments, OAERS will take all necessary quality control steps when conducting field test item analysis to ensure

that field test items can be used operationally for future administrations. Psychometric support will include, but not limited to, the following item and test level analyses:

a. Classical item and form analysis including p-values and item-total correlations;
b. Item response theory item / test form analysis including item calibration, model-to-item fit analysis, and person fit analysis;
c. Linking field test item parameter estimates to the base scale;
d. Item drift analysis across years; and
e. Differential item functioning analysis across demographic sub-groups.

OAERS will conduct analysis for selected grade levels and forms and provide reports to NCDPI. The generated results and reports will be used to validate estimates generated by NCDPI.

Scope of Work with Office of Assessment, Evaluation, and Research Services (OAERS)

Title: Special Projects in Development and Maintenance of Statewide Assessments

OAERS Contact: Robert A. Henson, Associate Dean of Research

NCDPI Contact: Kinge Mbella, Lead Psychometrician

Scope

The Office of Assessment, Evaluation, and Research Services (OAERS) in the Department of Educational Research Methodology (ERM) at University of North Carolina at Greensboro (UNCG) will provide technical assistance and conduct research to support North Carolina Department of Public Instruction (NCDPI) in the design, development, and pilot of a comprehensive system for the North Carolina Personalized Assessment Tool (NCPAT) in reading and mathematics. In addition, OAERS will continue to provide technical support in psychometrics for all state general and alternate assessments by performing independent replication and quality control on statistical procedures used for item calibration and scoring of EOG / EOC test forms.

OAERS is a division of the Department of ERM and delivers research and evaluation support to organizations while providing a training ground for students in the fields of measurement, data analysis, and program evaluation. The assistant for this project will be primarily provided by Dr. Robert Henson, Dr. Kyung Yong Kim, one post-doctoral researcher, and three graduate students (two Ph.D. students and one MS/Ph.D. student):

- Robert Henson is Professor, Department of Educational Research Methodology, School of Education, University of North Carolina at Greensboro. His primary research interests include diagnostic classification models, latent variable models, and psychometrics.

- Kyung Yong Kim is Assistant Professor, Department of Educational Research Methodology, School of Education, University of North Carolina at Greensboro. His primary research interests include item response theory, classical test theory, and test equating.

Background of NCPAT

In June 2019, the U.S Department of Education granted an Innovative Assessment Demonstration Authority (IADA) to NCDPI. Under this authority, North Carolina is developing a system of through-course assessment opportunities aimed towards a balanced assessment system that will provide granular data for immediate feedback about students' performance throughout the year. The NCPAT is currently being developed as a pilot for Grades 4 and 7 reading and mathematics in selected schools across the state. The current pilot phase is expected to run through 2024. Assuming that the NCPAT pilot is successful, NCDPI will scale to a statewide system for Grades 3 to 8 reading and mathematics. The NCPAT system consists of two components: Three Interim Resources and Flexible Summative.

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- ***Flexible Summative***: Flexible summative is a multi-staged fixed adaptive summative assessment that will be based on grade level content standards and administered to students at the end of the year in lieu of the traditional EOG. Flexible summative will use

information from interim resources as a reliable start point to match students with targeted fixed forms designed to maximize measurement precision for all students across the entire ability scale.

Tasks

- ***Psychometric Support for the IADA***: Throughout the duration of the pilot, OAERS will serve as an external technical psychometric partner to support all related measurement requirements. OAERS will work with NCDPI to design, evaluate, and recommend statistical procedures for the NCPAT. Psychometric support will include, but not limited to, the following tasks:
    a. ***Design of flexible summative test forms***: OAERS will work with the NCDPI psychometric team to design, evaluate, and recommend sound technical models to create flexible summative test forms that satisfy the measurement goals of the NCPAT. This will include proposing and conducting mini experimental designs, documenting procedures and findings, and presenting the findings to the NCDPI Technical Advisor Committee. Additionally, OAERS will submit the final reports in the form of white papers to support documentation of the NCPAT.
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c. Linking field test item parameter estimates to the base scale;
d. Item drift analysis across years; and
e. Differential item functioning analysis across demographic sub-groups.

OAERS will conduct analysis for selected grade levels and forms and provide reports to NCDPI. The generated results and reports will be used to validate estimates generated by NCDPI.

IV-06: NC Enhancement Requests Supporting NCPAT for 2023–24

2023–24 NC Education and NCTest Enhancement Items to Support NCPAT (including NC Check-Ins 2.0)

The NCDPI receives enhancement requests internally and from the field throughout the year. A Test Development Operations consultant facilitates a series of meetings to discuss suggested enhancements and maintains a list of enhancement requests throughout the year. The NCDPI annually submits a prioritized enhancement request list to NCSU-TOPS Programming staff for changes to the NCEducation sites and NCTest system.

Online accessibility feature update

- Beginning with the 2024–25 school year, students may receive test read-aloud (in English) on mathematics and science tests as a designated feature. Designated features are part of North Carolina's *Accessibility Framework* and are available to certain students when the need has been indicated by an educator (or a team of educators) who are familiar with the student.
- Also for the 2024–25 school year, NCTest will undergo a change in architecture impacting the read aloud functionality. Content that is read aloud will be rendered locally, as opposed to being composed of audio files downloaded to the student's device during the test.

Two factor authentication

- NCEducation and its associated sites will require two-factor authentication for all users in the 2024–25 school year.

Online system updates

- The course drop-down menu in NCTest is updated to be easier to navigate by users. For instance, once a test window closes, the test no longer appears as an option in a test administrator's drop-down list. NC Check-Ins 2.0 interims are now organized by grade level.
- Mathematics tests will be updated in 2024–25 to sequential item numbering across calculator inactive and active sections. This update aligns to the reporting system.

Online reporting

- Implemented statewide for the NCPAT end-of-grade tests (grades 4, 5, 7, and 8 in 2023–24)

IV-07: Amended Task Order

NCDPI CONTRACT NO. PR12164528-V2
Amendment No 1

TASK ORDER
Issued Under the North Carolina Department of Public Instruction, University of North Carolina Master Agreement, Version 002

Project Personnel

UNC Institution

Principal Investigator
University: North Carolina State University (NCSU)
Name, Title: Dr. Emmy Coleman, Senior Research Scholar and Interim Director of the Professional Learning and Leading Collaborative
Co-Principal Investigator – Dr. Kevin Winn
Address: 1890 Main Campus Dr., Campus Box 7249
City, State, Zip: Raleigh, NC 27695
Phone, fax: 919-513-8552
Email: elcolem2@ncsu.edu; kwinn@ncsu.edu

NCDPI

Project Coordinator
N.C. Department of Public Instruction
Name, Title: Tammy Howard, Senior Director, Office of Accountability and Testing
Address: 6307 Mail Service Center
City, State, Zip: Raleigh, NC 27699-6307
Phone, fax: P/984-236-2716
Email: tammy.howard@dpi.nc.gov

Contract Administrator
University: NCSU
Name, Title: Sherrie Settle and other Sponsored Programs Authorized Representatives
Address: 2601 Wolf Village Way, Suite 240
City, state, zip: Raleigh, NC 27695
Phone, fax: 919.515.2444
Email: sps@ncsu.edu

Contract Administrator
North Carolina Department of Public Instruction
Name, Title Krystle Rice, Procurement Specialist
Address: 6336 Mail Service Center
City, State, Zip: Raleigh, NC 27699-6336
Phone, fax: 984-236-2363
Email: procurement@dpi.nc.gov

Project Description

Project Title: Focus Groups and Professional Development for the Innovative Assessment Pilot
Project Contact for University: Dr. Emmy Coleman and Dr. Kevin Winn
Project Start/End Dates: October 1, 2023 – May 31, 2025

Incorporation

The Terms and Conditions of the NCDPI/UNC Master Agreement, Version 002 are incorporated by reference. This Task Order also includes any Appendices or addendums attached hereto, including Appendix A "Recipient Scope of Work," Appendix B "the Funding Source Award Notice" (if applicable), Appendix C "Contractor Certifications" (if applicable), and Appendix D "Detailed Budget – including allowable Facilities and Administrative Cost recovery."

IN WITNESS THEREOF, the Parties have caused the Task Order to be executed by their authorized representatives.

ATTEST:

North Carolina Department of Public Instruction

By: DocuSigned by: 176641486C494F4... 6/30/2023 | 12:45:03 PM EDT
Alexis Schauss
Chief Financial Officer
Date

By: DocuSigned by: 972337BBCC384D9... 6/30/2023 | 1:10:24 PM EDT
Catherine Truitt
NC Superintendent of Public Instruction
Date

UNC Institution

Stefanie D. Saunders, Associate Director, Ops. - Sponsored Programs
Digitally signed by Stefanie D. Saunders, Associate Director, Ops. - Sponsored Programs
Date: 2023.06.26 10:59:34 -04'00'
06/26/2023
Stefanie D. Saunders
Associate Director, Operations - Sponsored Programs
Date

Total funding this Task Order: 383,177
Total Project Costs: *717,412
Total previous funding to date: *334,235
Cost share required with this action:N/A
Cost share to date: N/A

*Previous funding via prior Task Orders.

Funding Source: Federal
Agency #: N/A
CFDA#: N/A
Title: N/A

Recipient Fiscal Agent

Name, Title: Justo Torres, Contracts and Grants
Address: 2601 Wolf Village Way, Admin. Services Bldg. III, Box 7214
City, state, zip: Raleigh, NC 27695-7214
Phone, fax: 919.515.2153
Email: cngacctsrec@ncsu.edu

Special Terms and Conditions

See Appendix C, Contractor Certifications

Invoicing

Cost reimbursement under this Task Order will require periodic invoices submitted no more frequently than monthly and a final invoice submitted within 30 days of the project end date listed on page 1. All invoices are subject to the approval of the "NCDPI Project Coordinator." Invoices will be addressed to NCDPI, Accounts Payable, 6336 Mail Services Center, Raleigh, NC 27699-6331, but the envelope in which the invoice is enclosed will be addressed and mailed to the Project Coordinator listed on page 1 of this Task Order.

Amendment Description

Describe the reason for amending this Task Order:

The Office of Accountability and Testing will need to extend the current contract (PR12164528/EP5171566) with the Friday Institute to help ensure proper roll-out of the NCPAT. During the past several years the Friday Institute has helped with communication, interaction with schools, students and parents, and professional development needs. The implementation of this extension will enable our Office to continue to do this work with the field.

Current Contract - Year 1: January 1, 2022 – September 30, 2023 (1 year) – $334,235.00
Year 2: October 1, 2023 – September 30, 2024 (1 year) - $222,205.00
Year 3: October 1, 2024 – May 30, 2025 (8 months) – $160,972.00

Budget Code: 0801-532150-160037950315
Budget Source: Federal
Strategic Priority:

APPENDIX A
GENERAL SCOPE OF WORK
Proposed Deliverables for the Friday Institute
October 1, 2023-May 30, 2025

Task	PROPOSED DELIVERABLE	RATIONALE
• Develop a plan to transfer ownership of PD modules to the Office of Accountability and Testing. • Train staff members on how to update PD modules' format and content.	Incorporate feedback and edits to update Professional Development (PD) modules.	Professional Development
• Update, implement, and analyze statewide surveys for districts and school stakeholders, and parents, that gathers feedback aligned to specific purposes of the NCPAT component on stakeholders' awareness of the NCPAT. (For example, continue to administer the teacher survey to gather feedback aligned to uses of NC Check-Ins 2.0 what is working and what could be improved. A parent survey on ISR and a school/district survey on system resources). • Gather feedback during NCDPI conducted webinars that ask pointed questions about (1) how/what format(s) different stakeholder groups prefer to receive communication, (2) content of messaging sent via different formats, and (3) resources or communication to encourage and support the spread of information. • Create a parent survey (link on NC Check-In 2.0 Individual Student Reports). • Other surveys as needed. • Gather, facilitate, and analyze information from parent focus groups.	Final report with a survey (with links to Qualtrics reports) and interview protocol.	Communication Plan
• Update observation guidance and conduct observations of student data used during Professional Learning Communities or team meetings. • Conduct follow up interviews with pilot districts/schools. • Collaborate with NCDPI for State Board of Education presentation. • Provide a summarized report of all work conducted from 2021–25 (e.g., focus groups, cognitive labs, survey feedback, observations, online courses) to NCDPI.		Evaluation
• Conduct a gap analysis based on the embedded course surveys from early 2023 data and develop a set of recommendations for additional professional development offerings from NCDPI.	Final Report	Evaluation and Professional Development
• Design and develop a communication "package" to help support NCDPI's statewide launch of the NC Personalized Assessment Tool; this would include print materials or visual and/or web-based resources: ○ Social media posts ○ Video clips ○ One-pager(s) ○ Newsletters ○ Infographics ○ Flyers	Visual and/or web-based resources	Professional Development

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APPENDIX C
CONTRACTOR CERTIFICATIONS
INSTRUCTIONS

The person who signs this document should read the text of the statutes listed below and consult with counsel and other knowledgeable persons before signing.

- The text of Article 2 of Chapter 64 of the North Carolina General Statutes can be found online at: http://www.ncga.state.nc.us/EnactedLegislation/Statutes/PDF/ByArticle/Chapter_64/Article_2.pdf
- The text of G.S. 105-164.8(b) can be found online at: https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_105/GS_105-164.8.pdf
- The text of G.S. 143B-1350(k) can be found online at: http://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_143B/GS_143B-1350.pdf
- The text of G.S. 143-59.1 can be found online at: http://www.ncga.state.nc.us/EnactedLegislation/Statutes/PDF/BySection/Chapter_143/GS_143-59.1.pdf
- The text of G.S. 143-59.2 can be found online at: http://www.ncga.state.nc.us/EnactedLegislation/Statutes/PDF/BySection/Chapter_143/GS_143-59.2.pdf

CERTIFICATIONS

(1) Pursuant to N.C.G.S. 147-33.95(g), the State shall not enter into a contract unless the awarded Vendor and each of its subcontractors comply with the E-Verify requirements of N.C.G.S. Chapter 64, Article 2. Vendors are directed to review the foregoing laws. Any awarded Vendor must submit a certification of compliance with E-Verify to the awarding agency, and on a periodic basis thereafter as may be required by the State.

(2) Pursuant to G.S. 147-33.95(g), the undersigned hereby certifies that the Contractor named below, and the Contractor's subcontractors, complies with the requirements of Article 2 of Chapter 64 of the NC General Statutes, including the requirement for each employer with more than 25 employees in North Carolina to verify the work authorization of its employees through the federal E-Verify system." E-Verify System Link: www.uscis.gov

(3) The undersigned hereby certifies that the Contractor named below is not an "ineligible Contractor" as set forth in G.S. 143-59.1(a) because:

(a) Neither the Contractor nor any of its affiliates has refused to collect the use tax levied under Article 5 of Chapter 105 of the General Statutes on its sales delivered to North Carolina when the sales met one or more of the conditions of G.S. 105-164.8(b); **and**

(b) [check **one** of the following boxes]

☒ Neither the Contractor nor any of its affiliates has incorporated or reincorporated in a "tax haven country" as set forth in G.S. 143-59.1(c)(2) after December 31, 2001; **or**

☐ The Contractor or one of its affiliates **has** incorporated or reincorporated in a "tax haven country" as set forth in G.S. 143-59.1(c)(2) after December 31, 2001 **but** the United States is not the principal market for the public trading of the stock of the corporation incorporated in the tax haven country.

(4) The undersigned hereby certifies that none of the Contractor's officers, directors, or owners (if the Contractor is an unincorporated business entity) has been convicted of any violation of Chapter 78A of the General Statutes or the Securities Act of 1933 or the Securities Exchange Act of 1934 within 10 years immediately prior to the date of the bid solicitation.

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(5) The undersigned hereby certifies further that:

(a) He or she is a duly authorized representative of the Contractor named below;

(b) He or she is authorized to make, and does hereby make, the foregoing certifications on behalf of the Contractor; and

(c) He or she understands that any person who knowingly submits a false certification may be guilty of a Class I felony.

NAME OF VENDOR: North Carolina State University

SIGNATURE OF AUTHORIZED AGENT: Stefanie D. Saunders Stefanie D. Saunders, Associate Director, Ops. - Sponsored Programs Digitally signed by Stefanie D. Saunders, Associate Director, Ops. - Sponsored Programs Date: 2023.06.26 10:59:54 -04'00'

TITLE OF AUTHORIZED AGENT: Associate Director, Operations - Sponsored Programs

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APPENDIX D
CONTRACT BUDGET

North Carolina State University-Friday Institute for Educational Innovation
Sponsor Legal Name: North Carolina Department of Public Instruction
Principal Investigator: Emmy Coleman; Co-PI: Kevin Winn
Project Title: Focus Groups and Professional Development for the Innovative Assessment Pilot
Project Period: October 1, 2023 through May 31, 2025
NCSU PIN Number: 131511
Budget for full Project Period:

			Year 2	Year 3 (8mth)	Total
			Amendment #1		
Object Code	**Salaries ***				
51119	Emmy Coleman (PI, 40%)		$ 41,068	$ 28,200	$ 69,268
51119	Kevin Winn (co-PI 35%)		$ 26,864	$ 18,447	$ 45,311
51119	Jaclyn Stevens (30%)		$ 25,992	$ 17,848	$ 43,840
51119	Brittany Miller (20%)		$ 16,541	$ 11,358	$ 27,900
51119	Rebekah Davis (30%)		$ 22,989	$ 16,838	$ 39,827
	Total Salaries		**$ 133,455**	**$ 92,691**	**$ 226,146**
	Fringe Benefits * (estimated using percentage of salary)				
51899	EHRA & SHRA Benefits - 32.24%		$ 43,026	$ 29,884	$ 72,910
51899	EHRA & SHRA Health Insurance - $7,397 per year		$ 13,204	$ 13,864	$ 27,067
	Total Fringe Benefits		**$ 56,229**	**$ 43,748**	**$ 99,977**
53999	Current Services - Transcription Services - Rev ($75 x30hrs)		$ 2,250	$ 2,250	$ 4,500
	Total Current Services		**$ 2,250**	**$ 2,250**	**$ 4,500**
53120	Domestic Travel (see travel tab) (site visits to schools)		$ 1,287	$ 1,287	$ 2,574
	Total Travel		**$ 1,287**	**$ 1,287**	**$ 2,574**
	Total Direct Costs		**$ 193,221**	**$ 139,976**	**$ 333,197**
	Base* **		**$ 193,221**	**$ 139,976**	**$ 333,197**
	Facilities and Administrative Costs (Indirect) Rate: 15% of appropriate Base ******		**$ 28,983**	**$ 20,996**	**$ 49,980**
	Total Project Costs		**$ 222,205**	**$ 160,972**	**$ 383,177**

IV-08: July 7, 2024, Memorandum

College of Education
Friday Institute for Educational Innovation
www.fi.ncsu.edu
1890 Main Campus Drive
Raleigh, NC 27606
P: 919.513.8500

To: Jaime Kelly, Shannon Jordan, Molly Britt, Lindsay May
From: Kevin Winn, Joy Alcantara, and Teresa Leavens
CC: Jackie Stevens and Brittany Miller

Subject: Findings from the 2023 -2024 NC Check-Ins 2.0 PLC Observations and Focus Group Interviews

Date: June 7, 2024

The purpose of this memo is to provide DPI with a summary of findings from the professional learning community (PLC) observations and follow-up focus group interviews conducted by the Friday Institute's Program Evaluation and Education Research (PEER) Group from October 2023 to April of 2024. This memo is organized into six sections:

1. Background: The first section describes the history and context of the project.
2. Methods: The second section shares the methods used to collect the data.
3. Data analysis: This section describes how the team analyzed the data.
4. General Findings: This part of the report provides a description of the major findings.
5. Areas of Growth: The fifth section provides examples of ways the NC Check-Ins 2.0 process could continue to improve and grow.
6. Recommendations: Broken up into two parts, this section provides recommendations from educators as well as Friday Institute researchers.

Background

During the fourth year of collaboration between NCDPI and the Friday Institute in NCDPI's Innovative Assessments project, the two partners agreed to expand upon the prior year's focus. This included gaining a better understanding of how educators viewed the Class Item Report and examining how they used data from the NC Check-Ins 2.0 in their classroom instruction.

To do this, members of the Friday Institute's Program Evaluation and Education Research (PEER) Group conducted site visits to eight schools around the state to observe professional learning community (PLC) sessions. Using the field notes taken during these school visits, researchers connected with educators in follow-up focus group sessions. These sessions gave educators the chance to explain or expand upon their work during PLC sessions. Further, the researchers asked for educator feedback on how they viewed the utility of the Class Item Report, and they had opportunities to share both advantages and disadvantages of the NC Check-Ins 2.0 process as a whole.

Methods

With approval from NCDPI, the PEER Group selected eight schools that had adopted the NC Check-Ins 2.0. Throughout the 2023 - 2024 academic year, PEER Group researchers visited one school in each of North Carolina's eight geographical districts. This was done to ensure that all areas of the state were represented.

Multiple schools were available to select in the districts. To ensure the team received diverse feedback, the researchers selected a small number of schools from each district and then compared the demographics of each across the other districts. Demographics the team considered included grade levels, size of the student population, percentage of students receiving free and reduced lunch, racial demographics, community type (i.e., rural, urban), and whether or not the school was a regular public school or a charter school.

After receiving permission from NCDPI and after the Testing and Accountability department reached out to each of the superintendents of the eight school districts, the research team selected and contacted four elementary schools and four middle/high schools. Leadership at all eight schools agreed to participate.

The PEER Group worked with each school district to set up school site visit times that worked for their schedules. Schools were instructed to choose a date when they would be discussing the results of their students' NC Check-Ins 2.0 data during professional learning community (PLC) sessions. While all eight were tentatively planned to take place after administering the first NC Check-In 2.0, scheduling preferences led to two schools requesting a visit from the Friday Institute after the second NC Check-In 2.0. This difference in timing was important for some of the findings the researchers noted, which will be expanded upon in the General Findings section. After PLC observations, the PEER Group conducted focus groups with PLC participants via Zoom in the weeks following.

Data Analysis

Researchers analyzed site visit fieldnotes and transcriptions from recorded follow-up focus groups using Atlas.ti, a qualitative coding software that helps organize findings into themes. As this was an expansion of last year's research and evaluation study, the team decided to use last year's set of codes while also remaining open to discussing new ones. Team members each coded their own fieldnotes and focus groups they had conducted. Then, the researchers exchanged focus group transcripts so that each one was reviewed twice. The researchers then came together to discuss questions, major findings, and discrepancies and then consolidated their codes. While there are similarities to last year's findings, which will be noted throughout the general findings section, teachers brought up new ideas for NCDPI to consider as the NCPAT expands to the entire state.

General Findings

The NC Check-Ins 2.0 data provides educators with opportunities to collaborate and learn from one another. Similar to last year, researchers noted that when educators spent time discussing students' performance on the NC Check-Ins 2.0, they would share different teaching and review strategies with one another. Teachers were able to discuss the particular challenges their students faced and bounce ideas off each other to address them effectively. Some teachers also shared effective teaching strategies for particular standards, which provided an opportunity for other teachers to adapt these practices in their classrooms.

> *I love when [TEACHER NAME] shared how she breaks through the problem and going back to talk and discuss about which questions were commonly missed and actually having the kids get that 'aha' moment themselves. So being able to hear those other strategies from other teachers to be able to also implement that back with my own instruction, I think that was very helpful.* - Educator focus group interview

The information gathered and shared about students' performance on the NC Check-Ins 2.0 also allowed teachers who worked with the same students in different subjects or disciplines to collaborate across classes to address students' specific needs.

> *Well, as the EC teacher, I'm the one on the outside looking in, but I do collaborate with teachers who have children that are on my caseload. And how the children are doing the Check-Ins, that's an important piece of data, not just they can use, but I can use to help inform what I do with them, the skills I work on or that I might put in their IEP.* - Educator focus group interview

The Class Item Reports allowed educators to humanize and personalize student data. Another notable finding similar to last year's was the level of personalized student data discussions educators had. Teachers could supply contextual information for specific students, which provided other educators with an understanding of student scores. For example, one school created a spreadsheet with all of their students' scores, and during their PLC session, they could explain why specific students performed in certain ways to their administrators. In using the Class Item Reports, teachers identified students who might have had an off day and those who actually needed additional support and what type of support might be best given the type of student.

> *We were able to see which kids struggled with what specific domain as well as where they were headed for the EOG, who might be passing, who's the bubble, [and] who needs more assistance in different topics. We were able to look at that with the data.* - Educator focus group interview

The Class Item Reports also allowed teachers to have conversations with specific students to further understand their performance and needs and set goals for future NC Check-Ins 2.0.

> *We look specifically at, "What did you miss? How did you miss it? You're not expected to know everything right now, but I want you to see where we can grow," and having those conversations and setting those goals, just like I mentioned before, next week my kids will get a card with their name on it,*

very privately, that shows them this is how many you got right last time, this is your goal for me for next time. And it's not a perfect score. I want them to do better than they did last time. That's the goal. - Educator focus group interview

Class Item Reports were used to identify students who needed additional support and resources. Classroom teachers had in-depth conversations about their classes' overall performance. Teachers used the data to identify the gaps in knowledge among their students and which students might need additional support outside of class time. For example, one school used their PLC session to identify students who needed tutoring and the specific areas in which students needed tutoring.

One way that the information from the check-in has helped talking across grade levels. As a third grade teacher, I helped tutor some of the fourth and fifth graders after school in math, so knowing what they've done and what their scores were has helped me and given me some more information to work with those students specifically ... - Educator focus group interview

Educators used NC Check-Ins 2.0 data to empower and encourage students. Teachers expressed that their framing of students' NC Check-Ins 2.0 scores was important for impacting student success. Whether students were below or above proficiency level, teachers framed student scores in a positive manner, celebrating students' progress and setting new goals for future NC Check-Ins 2.0.

It's empowering for the students, one, to know that people are paying attention, and I think when they see all that data especially, they're typically a little bit surprised that it even exists. Then it just gives them goal-setting abilities to be able to say, "This is where I was, this is where I'm at now, and what do I want try to achieve the next time?" - Educator focus group interview

Educators use the Class Item Reports to determine their next steps. Educators frequently shared how the data they received helped them decide ways to approach classroom instruction. They found Class Item Reports useful for understanding where their students needed extra support, and they adopted a variety of techniques to meet their students' individual needs.

In a way it can be a jumping-off point for us as a team, that's a good place to start and then how do we grow from there? How does this affect us in our entire curriculum in the school, our entire everything? How do we adjust this in the individual classroom as a team? How can we support each other doing cross-curricular things? Because that's been a big thing that's been really helpful for us is even just to understand the other standards. - Educator focus group interview

Small groups helped teachers meet the needs of all students in their classrooms. Perhaps the most frequently suggested idea for ways to adjust their instruction after analyzing data from Class Item Reports was placing students into smaller groups. The report helped teachers see which students were struggling with the same concepts. This finding is similar to last year, but we noted that administrators were more involved in some of the discussions this year, and it was a strategy that they also recommended to their teachers, with some volunteering to help model or demonstrate how these would work for newer teachers who were not using small groups.

> *I would just say that we've also, as a middle school team, we've really been focusing on intervention and supporting students this year. And so the data from the Check-Ins and from several other assessments that we do is a good barometer and starting point for those groups and doing the Check-Ins several times throughout the year. And it allows for flexible grouping and moving students as needed.* - Educator focus group interview

Educators and students experience anxiety surrounding the NC Check-Ins 2.0. It was notable that when compared to last year, teachers appeared more anxious when talking about the NC Check-Ins 2.0. This could be due to a variety of reasons, one of them being the timing of the Friday Institute team's observations. While in the 2022-2023 school year, most of the observations and interviews occurred after the second administration of the NC Check-Ins 2.0, during the 2023-2024, six of the eight schools were observed after the first administration of the NC Check-Ins 2.0. This may have skewed some of the results because some teachers were still learning how to administer the NC Check-Ins 2.0 and figuring out what to expect from them. Given this, it is still important to note that there is high anxiety surrounding at least the first administration, and addressing this will be valuable for the future.

> *So this year... I'm just going to be honest, the data was really low. And so I taught sixth grade here, and now I'm eighth grade and I'm not... I don't know, the regular eighth grade, I was really pleased with my Math 1 data, but my eighth grade, I just kind of felt defeated just looking over it because so many kids need help. Okay? So I'm having trouble really getting a focus group when you've got a whole class that needs work during IE time on an objective.* - Educator focus group interview

Areas of Growth

Providing more state-created technology-enhanced practice items will help educators and students. Throughout the two years of this study, it is clear that schools have different levels of access to resources related to testing. Some schools explained how they used various programs that had similar types of technology-enhanced items to the NC Check-Ins 2.0, while other schools rarely used these programs. Therefore, it would be useful to provide teachers and students with more released items created by the state so they have opportunities to practice how to answer these types of questions.

> *I think it goes back to, yes, we need more resources, but we need actual State resources that are obtainable and line up to their expectations of this test. And if the State isn't going to make them, they need to find a way to make their questions line up with resources that already exist ... Like, other schools can buy and get things if they need it. We don't have that luxury of doing that. So, we have to find the resources that are available to us, but if there's none available to us, we don't have anything to use but what we've been using. ... And so, it puts our kids at a disadvantage, and it makes us look incompetent sometimes because it's like, "Well, what have you guys been doing?" But we've been doing the best we can with what we have.* - Educator focus group interview

Educators questioned whether some items were testing students' knowledge or their test-taking skills. They wondered what exactly was being examined in the NC Check-Ins 2.0. For example, they thought that some of their students may have been able to correctly answer math questions, but

because it was framed as a word problem, students who were weak in reading got the question wrong. This made it difficult for classroom teachers to know for sure whether or not the student misunderstood the mathematical concept or if it was just an aspect of taking an assessment.

> *Well, typically in our discussions with the reading teachers, it seems the trend that myself and [TEACHER NAME] have seen over the years is that the EOG, the math, it seems to also assess their reading ability because some of those word problems are so complex. You step back and you think, are they assessing their ability to do math computation or to read?* - Educator focus group interview

Differences between vocabulary on the NC Check-Ins 2.0 and the classroom lead to student misconceptions. Frequently, educators shared that one of the biggest issues they notice when looking at students' performance on the NC Check-Ins 2.0 is they are unfamiliar with some of the vocabulary. Specific wording differs from how educators teach students in the classroom. Teachers believed their students may have actually understood the concept and overall standard, but the results on the Class Item Reports do not reflect that. For example, in multiplication questions, teachers shared how the NC Check-Ins 2.0 uses the word "by," but in the classroom, they use the word "times." Small differences like this confuse students during an assessment and may not accurately reflect their knowledge.

> *One difficulty for us ... is when they rewrite the test, they might rewrite the types of questions, but we don't know what they're going to ask. And it's not teaching to the test, but it's, what can I do to make sure the kids are most prepared. Because if every material that I have access to asks one way, then it's going to be really hard for them to feel successful when they're presented with something that uses completely different vocabulary ...* - Educator focus group interview

Schools continue treating the NC Check-Ins 2.0 as a test, leading to mixed perceptions about the assessment among students and teachers. During PLC observations, the researchers noticed that the majority of educators referred to the NC Check-Ins 2.0 as a test, which has created anxiety among teachers when reviewing students' scores. For example, some teachers explained that the NC Check-Ins 2.0 were used as a test grade at their school, which caused teachers to be concerned about the level of seriousness among students taking the assessment.

> *I mean, I think it's really a shock factor because moving into it, I knew that this was a testing grade and moving forward to this Check-In, it was like a bunch of anxiety because, not for just my students, but for myself, 'cause I was like, oh gosh, a million thoughts were going through my head. What if they don't do good? What if they do good? You know? What if they don't try? What if they guess?* - Educator focus group interview

This has also caused students to feel a certain level of pressure when it comes to taking the NC Check-Ins 2.0, which has either led students to have anxiety or reduced motivation on the assessments.

> *So they've taken these tests so many years and they look at them and they just feel defeated from the start. And so they rush through and they put an answer and they don't care and they shut [their] computer. So trying to also... How do you motivate them too to want to do well for themselves?* - Educator focus group interview

Technology-enhanced items continue causing issues for students. Similar to last year's report, educators and students alike struggled with aspects of the technology-enhanced items. Students experienced problems inputting their answers correctly. For example, students thought they needed to fill in all boxes so that none were left empty in math items, or they thought the comma between the list of items was an option, or they substituted commas with periods to hold a decimal place. Teachers recognized this was an area of growth for themselves as they were more aware that they needed to thoroughly prepare their students how to answer technology-enhanced items. Additionally, educators noted watching their students type in symbols like negative signs, and the computer changed their answers to a positive number. Altogether, these technology issues made the data feel less reliable to educators, especially when their students knew the concepts being assessed.

> *The students put decimals for the commas they wanted to use (even AIG), instructional coach said they will need to discuss in class.* - Excerpt from PLC fieldnotes

> *Empty boxes- students think if they don't fill in the boxes then they have something incorrect.* - Excerpt from PLC fieldnotes

> *The commas in problem 3 between the numbers were confusing to students because they thought a comma was an option.* - Excerpt from PLC fieldnotes

While infrequent, some students faced problems with the technology itself. Specifically, students who used iPads were regularly logged out if they swiped too far on their screen. Teachers repeatedly logged their students in throughout the NC Check-Ins 2.0 administration.

Teachers want more specific data from technology-enhanced items. While the Class Item Report still receives positive feedback, similar to last year, teachers find that some of the information they receive related to technology-enhanced questions is not useful. They consistently note how data they receive on certain questions simply shows a "yes" or "no" if the students answered the question correctly. However, educators do not know what to do with this information, especially when considering "select all answers that apply" items. They noted how they did not know if their students completely misunderstood the concept or if they were only missing just a small part of it.

> *One thing I don't love about the data is the tech-enhanced questions either say yes or no. And so we have no knowledge of what our kids answered. So if it's a question that says, click two, did they choose two or did they choose three and not read that at all or choose four or did they choose one? And so that data for the tech-enhanced questions is not helpful.* - Educator focus group interview

Educators expressed a lack of understanding about how the NC Check-Ins 2.0 would inform the End-of-Grade test. Similar to last year, one of the questions the researchers most often received during PLC observations was concerning the formative aspect of the NC Check-Ins 2.0. Educators were confused about how students' NC Check-Ins 2.0 performance would affect the test they would receive at the end of the year. Additionally, some teachers were not fully informed about when the adaptive End-of-Grade test would be administered, demonstrating a gap in communication.

> *I remember there was talk at the beginning of the year that these tests would impact their EOG. Is that still happening? Do we know?.... [D]oes that mean if they showed big-time mastery on a standard over the course of the year, will there be less of those questions on the EOG?* - Educator focus group interview

> *Further, I was asked how it would be an accurate depiction of students' performance during the year that would feed them into a multi-staged adaptive test. If they simply had not gotten to the content, they might be placed on a lower EOG, which would not actually accurately reflect the students' abilities.* - Excerpt from site visit field notes

Pacing was a challenge for math teachers. Alignment between the curriculum and the NC Check-Ins 2.0 was a source of frustration for math teachers, especially when they had not gotten to certain concepts. While this may not be something DPI can fix, especially as each district handles the timing of the NC Check-Ins 2.0 individually, it is worth mentioning as a frequently shared concern. This may point to the broader idea of ensuring that the main points of contact between the districts, RACs, and DPI are communicating about the logistics of administration effectively, especially related to the open testing administration windows.

> *There were frustrations specifically around the pacing of the Check-Ins 2.0 and the Eureka curriculum. They liked the Eureka curriculum, but it did not align with the Check-Ins 2.0. This feels frustrating because teachers noted that their students get down when they don't answer questions correctly.* - Excerpt from site visit field notes

Recommendations

Educator Recommendations

Provide more tools within the NC Check-Ins 2.0 to help students. Educators teach their students a number of test-taking strategies, but sometimes, they are unable to apply them within the NC Check-Ins 2.0. One such strategy was crossing out answers they thought were wrong. Adding this feature may help students think through their responses in a visual way.

Provide separate data breakouts for reading literature (RL) and reading for information (RI) items. Educators noted how useful it would be to have the two types of reading comprehension separated within the Class Item Report. While they were able to do it themselves, it took them extra time.

Create state-made technology-enhanced practice items. As was noted above, schools around the state do not have equal access to resources. Therefore, it would be useful for DPI to provide more examples of questions that teachers can use with their students so that they become more familiar with the specific vocabulary used and types of questions.

Show elapsed time per item in the Class Item Report. Last year, one group of educators shared how helpful it would be if DPI showed how long students took on each item. This year, this finding was much more frequent. Teachers wanted to see if their students were taking the time to think through the problems or not, which would better help them diagnose issues in their classrooms. Further, it would also show them if one of the problems was testing stamina, a frequently mentioned issue throughout the PLCs and follow-up focus groups.

Friday Institute Recommendations

Add data breakouts to the current Class Item Report. Overall, educators were satisfied with the data they received on the Class Item Reports. They felt like they had enough to impact their classroom instruction and understand their students' current state of understanding. Adding extra breakouts, however, such as elapsed time and differentiating RL and RI, would make the report even more user-friendly and informative.

Show students' answers to technology-enhanced items. Currently, the Class Item Report does not show students' actual answers to some of the technology-enhanced items. For example, in the select all that apply questions, it only displays whether or not the students got the answer correct or incorrect. Teachers then have to figure out if students missed the whole concept or if it was just a small misunderstanding or if students simply did not follow directions. Although teachers can have students log back into the assessment to check their answers, adding this feature to the report would make it more accessible and informative to teachers.

Provide state-created technology-enhanced practice items. Echoing educators' requests, it will be important to provide more state-made examples of items so that students and teachers have an understanding of the vocabulary used and the types of questions that will be asked of them.

Expand communication pathways to explain the connection between the NC Check-Ins 2.0 and the EOG adaptive test. There continues to be anxiety and a lack of clarity surrounding how student performance on the NC Check-Ins 2.0 will impact the test form they receive on the EOG. Expanding communication channels or thinking about alternative ways of messaging may be useful as the NCPAT expands to the entire state.

# # #

The mission of the William & Ida Friday Institute for Educational Innovation at NC State's College of Education is to advance education through innovation in teaching, learning, and leadership. Bringing together educational professionals, researchers, policy-makers, and other community members, the Friday Institute is a center for fostering collaborations to improve education. We conduct research, develop educational resources, provide professional development programs for educators, advocate to improve teaching and learning, and help inform policy-making.

Visit fi.ncsu.edu to learn more.

IV-09: September 2023, NCSBE NCPAT Presentation

IV-10: October 2023, NCSBE NCPAT Presentation

IV-11: September 6, 2023, NCSBE Meeting Recording

IV-12: October 4, 2023, NCSBE Meeting Recording

IV-13: 2023–24 CCB Recommendations Summary

2023–24 CCB Agenda Items and Recommendations for NCPAT

July 2023

Review NC Check-Ins 2.0 District Level Report and Data Extract

Decisions and Discussions

Representatives from the NCDPI Analysis and Reporting presented online reporting updates or the 2023–24 school year, including teacher-level reports, school-level and district-level reports, teacher report verification at the district level, and a district-level data extract.

CCB representatives sought clarification about what reporting options should be limited to district test coordinators and expand to test coordinators, the roster creation process, and a denotation for manually added accommodations.

August 2023

Archiving EOG Reports in the New Reporting System

Decisions and Discussions

In regards to moving away from the legacy scoring system (WinScan), EOG and EOC reports would be made available like the NC Check-Ins 2.0 reports. DPI would archive the reports for one year so that they would still be available to teachers and districts for one year afterwards. CCB members shared a concern about maintaining flexibility to create local code reports; the NCDPI Analysis and Reporting Team will continue to explore the feasibility of local code reports in the online system.

October 2023

NC Check-Ins 2.0 Individual Student Report Parent Surveys

Decisions and Discussions

NCDPI included a survey for parents to provide feedback on the NC Check-Ins ISRs. DPI would like to increase the responses from the short survey (increase parental responses) what is the best way to get these to parents. CCB members shared a Google form with districts and charter schools in their regions to submit feedback.

NC Check-Ins 2.0 Reports

Decisions and Discussions

A CCB representative requested NC Check-Ins 2.0 class item reports have an export to .csv file option for data analysis. NCDPI shared that this is not available and will not be included in future enhancements as class item reports include the answer keys are not available for third party vendor applications.

November 2023

NC Check-Ins 2.0 Reports for Reading

Decisions and Discussions

A CCB member asked if Lexile scores could be added to NC Check-Ins 2.0 reporting as some schools find Lexile reporting a valuable tool. Lexile reporting is only available on End-of-Grade reporting as we have a

current linking study in place to support those measures at this time; the NC Check-Ins were created to be interims with formative uses rather than summative assessments.

A CCB member inquired if reports from previous school years could be accessed in subsequent years. This data is not available on the online reporting system for prior years.

NC Check-Ins 2.0 Export File Request

Decisions and Discussions

An error has been reported for a teacher listed in the extract who was not an active teacher in the district on a student report. A student tested in the current district, but the report is coming in from a previous teacher in a different district. TOPS programming is working to resolve the issue.

December 2023

NC Check-Ins 2.0 Roles Chart

Decisions and Discussions

A CCB member requested a document outlining the user permissions associated with each role for NC Check-Ins 2.0 within NCTest. Additional information will be incorporated into the upcoming version of the *NCTest Admin Guide*.

NC Check-Ins 2.0 Test Window Scheduler

Decisions and Discussions

PSUs would like to open a test window for a specific NC Check-In 2.0 and specific grade levels rather than the current broad windows that list all available assessments. In some cases, students have taken the incorrect NC Check-In 2.0 despite training and strategies to help teachers select the correct test. This request was submitted previously and is on the long-term enhancement list.

February 2024

NC Check-Ins 2.0 Scores from Previous Schools

Decisions and Discussions

A CCB member requested NC Check-Ins 2. results taken at a previous school be shared the current school and for the LEA test coordinator be able to reset the test for the transfer student to retake a Check-In 2.0. This is included on the enhancement list.

NC Check-Ins 2.0 Test Window Scheduler

Decisions and Discussions

PSUs would like to open a test window for a specific NC Check-In 2.0 and specific grade levels rather than the current broad windows that list all available assessments. In some cases, students have taken the incorrect NC Check-In 2.0 despite training and strategies to help teachers select the correct test. This request was submitted previously and is on the long-term enhancement list.

April 2024

NC Check-Ins 2.0 Reporting

Decisions and Discussions

A CCB member requested the NC Check-Ins 2.0 class reports reflect the same item numbering sequence as the student mathematics NC Check-Ins 2.0 forms, in which are numbering restarts between calculator inactive and active sections. This was added to the enhancement list.

NC Check-Ins 2.0 Student Access Codes

Decisions and Discussions

NC Education student access later changed after LEA test coordinators shared with schools. DPI explained this was caused by an error in the data feed that triggered courses to repopulate. If this occurs in the future, DPI will notify the field.

NC Check-Ins 2.0 Report Guidance

Decisions and Discussions

A CCB member suggested replacing the reporting portion of the NC Check-Ins 2.0 Teacher's Handbook with a digital guide that can be updated as changes are made to the reporting system. DPI responded that updated online reporting guidance will be included in upcoming EOG training and resources are available for teachers and school users in the accountability services management site.

NC Check-Ins 2.0 Teacher Rosters

Decisions and Discussions

A CCB member asked about the feasibility of incorporating sort and filter options to the NCTest Admin View Test Window Schedular page. When test windows (especially for NC Check-Ins) need to be modified, it would be helpful for users to be able to sort the Test Window Scheduler by Start Time or End Time to find and edit the windows more efficiently. NCDPI staff provided an overview of how to do this in the current system and will consider an update as a future enhancement request.

May 2024

NC Check-Ins 2.0 and EOG Reporting

Decisions and Discussions

A CCB member requested an additional online reporting option that would include teacher scores (averages) at the school level. Administrator teams have requested to review teacher scores and the current reporting options only support NC Check-Ins 2.0 reporting at the classroom level. The NCDPI will consider this for future development.

Test Window Scheduler Sort and Filter Request

Decisions and Discussions

A CCB member asked about the feasibility of incorporating sort and filter options to the NCTest Admin View Test Window Schedular page. When test windows (especially for NC Check-Ins) need to be modified, it would be helpful for users to be able to sort the Test Window Scheduler by Start Time or End Time to find and edit the windows more efficiently. NCDPI staff provided an overview of how to do this in the current system and will consider an update as a future enhancement request.

June 2024

Two Factor Authentication

Decisions and Discussions

NC Education and associated systems (NCTest) will implement two factor authentication for users in July. NCSU-TOPS Programming staff provided the CCB with a demonstration.

IV-14: September 22, 2023, SACIE Presentation

Office of Accountability and Testing

September 22, 2023

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Resources on the DPI Testing and School Accountability Site

Test Specifications

Table 1. EOG Mathematics grades 3–5 domain weight distributions.

Domain	Grade 3	Grade 4	Grade 5
Operations and Algebraic Thinking	32–36%	14–18%	9–13%
Number and Operations in Base Ten	9–13%	25–29%	25–29%
Number and Operations – Fractions	28–32%	30–34%	39–43%
Measurement and Data, Geometry	23–27%	23–27%	19–23%
Total	**100%**	**100%**	**100%**

Table 2. EOG Mathematics grades 6–8 domain weight distributions.

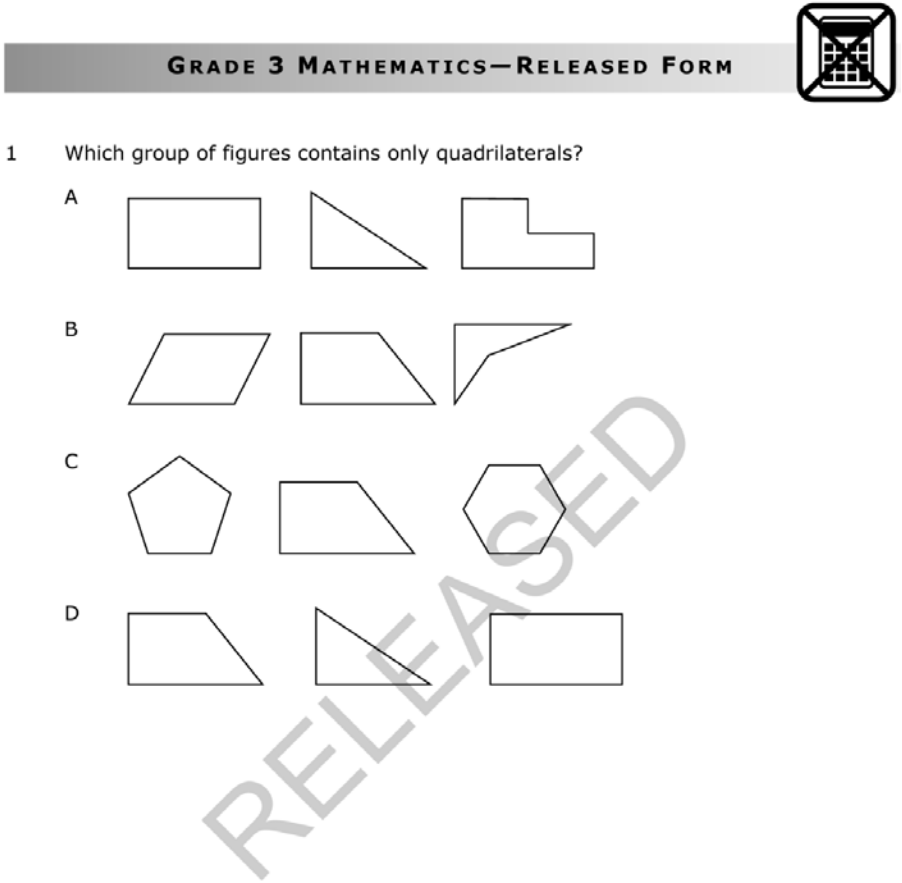
Domain	Grade 6	Grade 7	Grade 8
Ratios and Proportional Relationships	24–28%	24–28%	—
The Number System	20–24%	8–12%	—
Expressions and Equations	22–26%	20–24%	—
The Number System, Expressions and Equations	—	—	24–28%
Functions	—	—	28–32%
Geometry	12–16%	16–20%	24–28%
Statistics and Probability	12–16%	22–26%	16–20%
Total	**100%**	**100%**	**100%**

Table 3. EOG Mathematics grades 3–8 item by DOK distribution.

Grade	DOK 1	DOK 2	DOK 3
3	40–50%	50–60%	—
4	35–45%	50–60%	5%
5	30–40%	50–60%	8–10%
6	25–35%	50–60%	8–15%
7	25–35%	50–60%	8–15%
8	25–35%	50–60%	8–15%

- EOG Test Specifications
- EOC Test Specifications
- NC Check-Ins 2.0 Specifications
- NCEXTEND1 Test Specifications

Released Tests


GRADE 3 MATHEMATICS—RELEASED FORM

1 Which group of figures contains only quadrilaterals?

A

B

C

D

RELEASED

- We release one form of each assessment each time the standards change.
- Released EOG Forms
- Released EOC Forms
- Released NCEXTEND1 Items

Achievement Level Descriptors

Achievement Level	Meets On-Grade-Level Proficiency Standard	Meets Career-and-College Readiness Standard
Level 5	Yes	Yes
Level 4	Yes	Yes
Level 3	Yes	No
Not Proficient	No	No

Math Grades 3–8 Achievement Level Ranges (Cut Scores)

Test	Grade	Not Proficient	Level 3	Level 4	Level 5
General Education Mathematics	3	≤ 544	545-550	551-559	≥ 560
	4	≤ 546	547-551	552-559	≥ 560
	5	≤ 545	546-550	551-560	≥ 561
	6	≤ 545	546-550	551-560	≥ 561
	7	≤ 545	546-549	550-559	≥ 560
	8	≤ 542	543-547	548-554	≥ 555

- Adopted by the State Board of Education for the life of the standards
  - Math 2019
  - Reading 2021

Achievement Level Descriptors

Mathematics Achievement Level Descriptors – Grade 3

Level 5

*Students at Level 5 demonstrate **comprehensive** understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course.*

Level 5 students can:

- Interpret and apply the properties of multiplication and division to solve real-world problems;
- Solve and interpret one-step real-world problems with unknowns involving addition, subtraction, and multiplication;
- Multiply and divide with factors, quotients, and divisors up to and including 10, using the relationship between multiplication and division;

- Describe knowledge, skills, and abilities students at each ability level are expected to demonstrate
- Specific for each grade/course
- ALDs for EOGs
- ALDs for EOCs
- ALDs for NCEXTEND1s

Lexiles and Quantiles

Lexile Tools and Resources

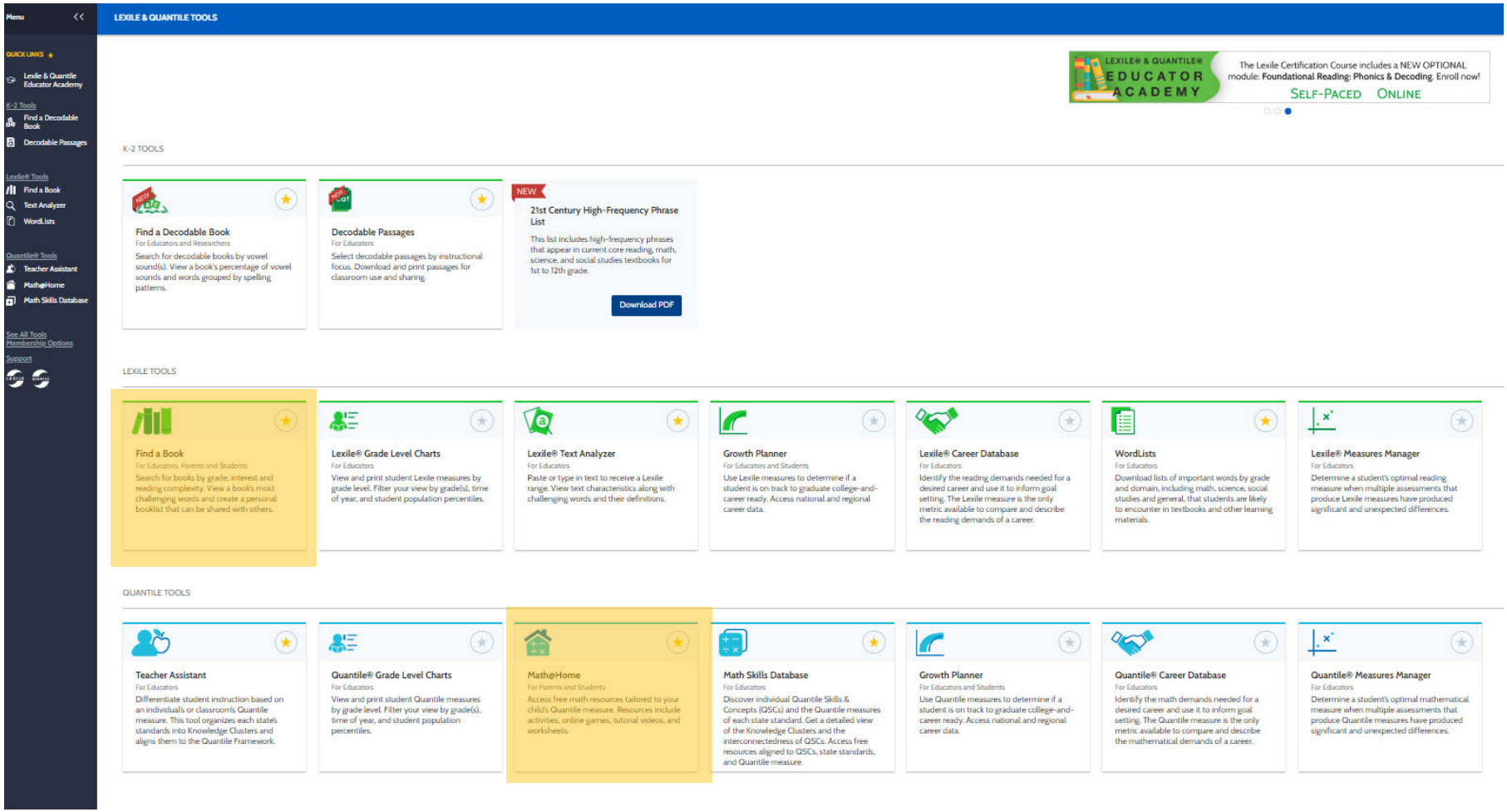
Show 10 entries

Search:

Link to Resource	Description of Resource
An Introduction to the Lexile® Framework for Reading	This video introduces the Lexile Framework for Reading, how the Lexile Framework and Lexile measures can be used, and shows free tools and research-based resources for utilizing the Lexile measures.
The Lexile® & Quantile® Hub	The new Hub platform provides access to all of the free Lexile and Quantile tools that support student learning and growth in reading and math. Read tool descriptions below or visit the Hub at hub.lexile.com. NC Webinars on The Hub • An Introduction to the Lexile® & Quantile® Hub: Tools for Elementary Level Educators • An Introduction to the Lexile® & Quantile® Hub: Lexile Tools for Secondary Teachers of Reading in All Content Areas • Slide Deck for Webinars

- Lexile and Quantile Tool webinars (free premium access for NC teachers who sign up using their school email address)
  - Lexiles
  - Quantiles

Lexile and Quantile Hub



Family Resources on Assessment

- Family Guide to Assessment (5 page guide)
- Family Guide to Assessment (en espanol)

FAMILY GUIDE TO ASSESSMENT

This guide discusses why assessments are important, provides an overview of the different assessments that students take, and reviews questions families can ask teachers about assessments. Finally, the guide looks at how North Carolina ensures assessments are fair and accessible for all students.

WHAT IS ASSESSMENT?

Assessment is a tool used to measure, track, and monitor student progress or mastery of particular learning objectives and expectations over time. Assessment may be ongoing and informal like those used by teachers during daily instruction or formal like those given at a specific time such as at the end of a unit, semester, or year. This guide will look at both informal and formal assessment that takes place across the state.

WHY DO WE ASSESS?

Assessment gives stakeholders a picture of how students are performing. Charting a student's progress can also allow teachers and school leaders to make informed decisions.

STUDENTS

Students, in discussions with their teachers, get an idea of how they are progressing, where they need to spend extra time, and areas where they might benefit from enrichment work.

FAMILIES

Families use data to understand how their student is progressing. It can be a good discussion point in a teacher-family conference. Data from assessments can show families how they may support work being done in the classroom.

TEACHERS

Teachers can use assessment data to drive their planning and instruction. For example, data can help a teacher decide when students are ready to move to the next topic, or when more time and instruction is needed. Also, students who have shown they understand a topic can be offered acceleration activities.

SCHOOLS & DISTRICTS

School and district leaders can use data to gauge how classrooms and schools are performing. This data can be used to identify resources or professional development that would help teachers help students; it can also help administrators make personnel decisions to improve quality of learning and evaluation of how state academic standards are being implemented through local curriculum.

Test Development 1 August 2022

WHAT QUESTIONS CAN YOU ASK EDUCATORS TO LEARN ABOUT YOUR STUDENT'S PROGRESS?

BEGINNING OF THE SCHOOL YEAR

- What assessments will my student take this school year?
- What is the purpose of each assessment?
- How will you use the information gathered from the assessment to support my student?
- How should I expect to receive updates on my student's progress?
- Are there areas where my student needs extra support or acceleration?
- What can we do at home to support my student?

DURING THE SCHOOL YEAR

- What can you tell me about my student's learning?
- Has my student made progress this year?
- Is my student meeting grade-level expectations?
- What are my student's strengths and needed areas of improvement?
- Can I see some examples of my student's work?
- Based on my student's classwork, can you share any other insights about my student's progress?
- Which skills and concepts from this school year are important for my student's success next school year?
- Is there any extra help or enrichment available for my student?
- What can I do to help my student outside of school?

WHAT ARE THE REQUIRED STATE TESTS?

Grade →		3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
BOG3[1]	BOG3[1] Reading	✓									
EOG[2]	Reading	✓	✓	✓	✓	✓	✓				
	Math	✓	✓	✓	✓	✓	✓				
	Science			✓			✓				
EOC[2, 3]	English II								✓		
	NC Math 1							✓			
	NC Math 3*								✓		
	Biology								✓		
ACT	PreACT[4]								✓		
	The ACT[4]									✓	
	ACT WorkKeys							For students who complete a concentration in Career and Technical Education courses[5]			

[1] Beginning of Grade 3 Reading

[2] Or associated NCEXTEND1 alternate assessment; high school alternate assessments are taken at Grade 10

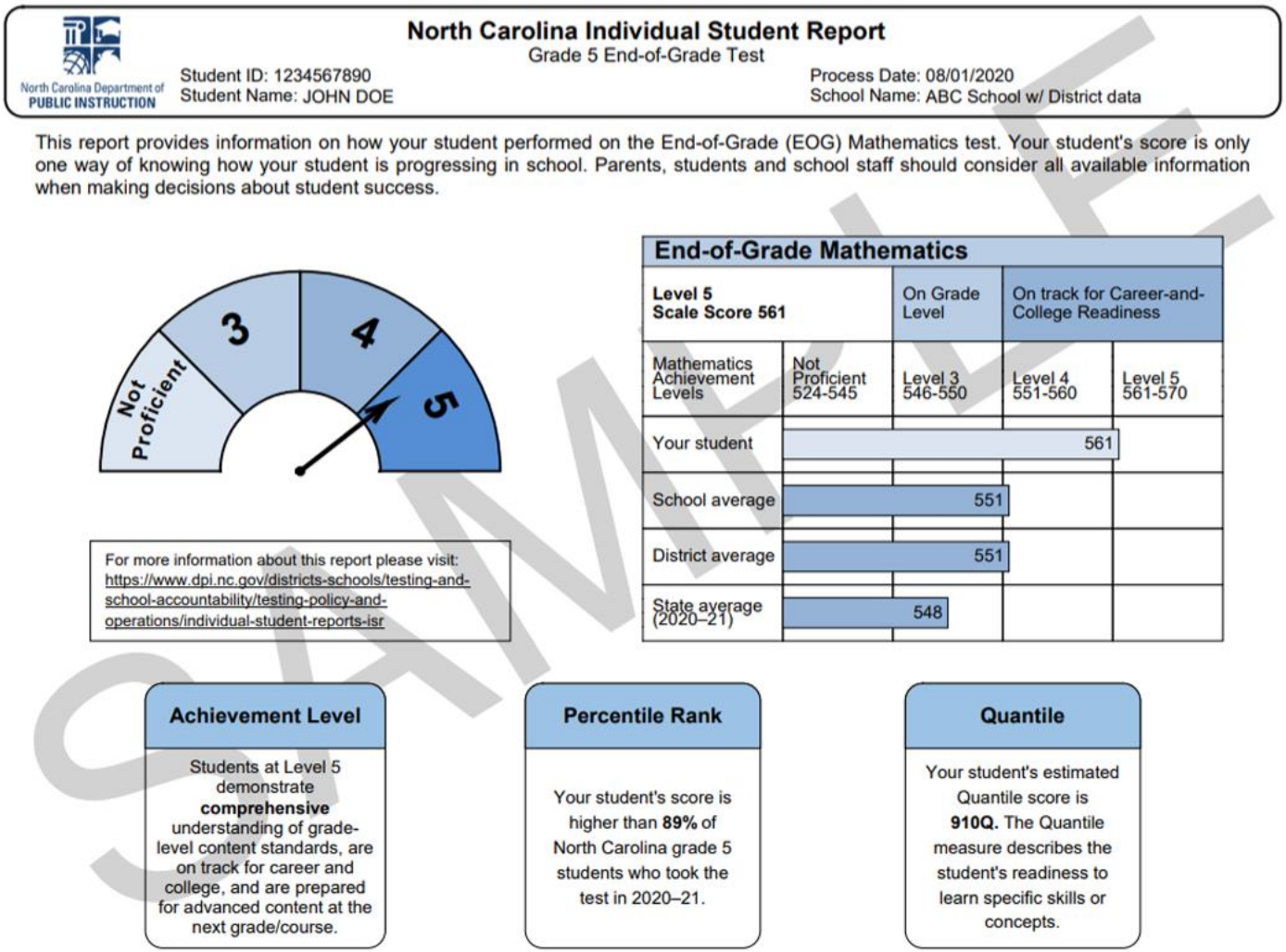
[3] For accountability purposes - English II by Grade 10 and one high school math and biology by Grade 11

* For students who took NC Math 1 prior to Grade 9

[4] PreACT and The ACT (or the College and Career Readiness Alternate Assessments at Grades 10 and 11) are administered to students as part of the state accountability model

[5] Per § 115C-174.25

Individual Student Report



North Carolina Individual Student Report
Grade 5 End-of-Grade Test

North Carolina Department of PUBLIC INSTRUCTION

Student ID: 1234567890
Student Name: JOHN DOE

Process Date: 08/01/2020
School Name: ABC School w/ District data

This report provides information on how your student performed on the End-of-Grade (EOG) Mathematics test. Your student's score is only one way of knowing how your student is progressing in school. Parents, students and school staff should consider all available information when making decisions about student success.

For more information about this report please visit: https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/individual-student-reports-isr

End-of-Grade Mathematics

Level 5 Scale Score 561		On Grade Level	On track for Career-and-College Readiness	
Mathematics Achievement Levels	Not Proficient 524-545	Level 3 546-550	Level 4 551-560	Level 5 561-570
Your student			561	
School average		551		
District average		551		
State average (2020–21)	548			

Achievement Level

Students at Level 5 demonstrate **comprehensive** understanding of grade-level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course.

Percentile Rank

Your student's score is higher than **89%** of North Carolina grade 5 students who took the test in 2020–21.

Quantile

Your student's estimated Quantile score is **910Q.** The Quantile measure describes the student's readiness to learn specific skills or concepts.

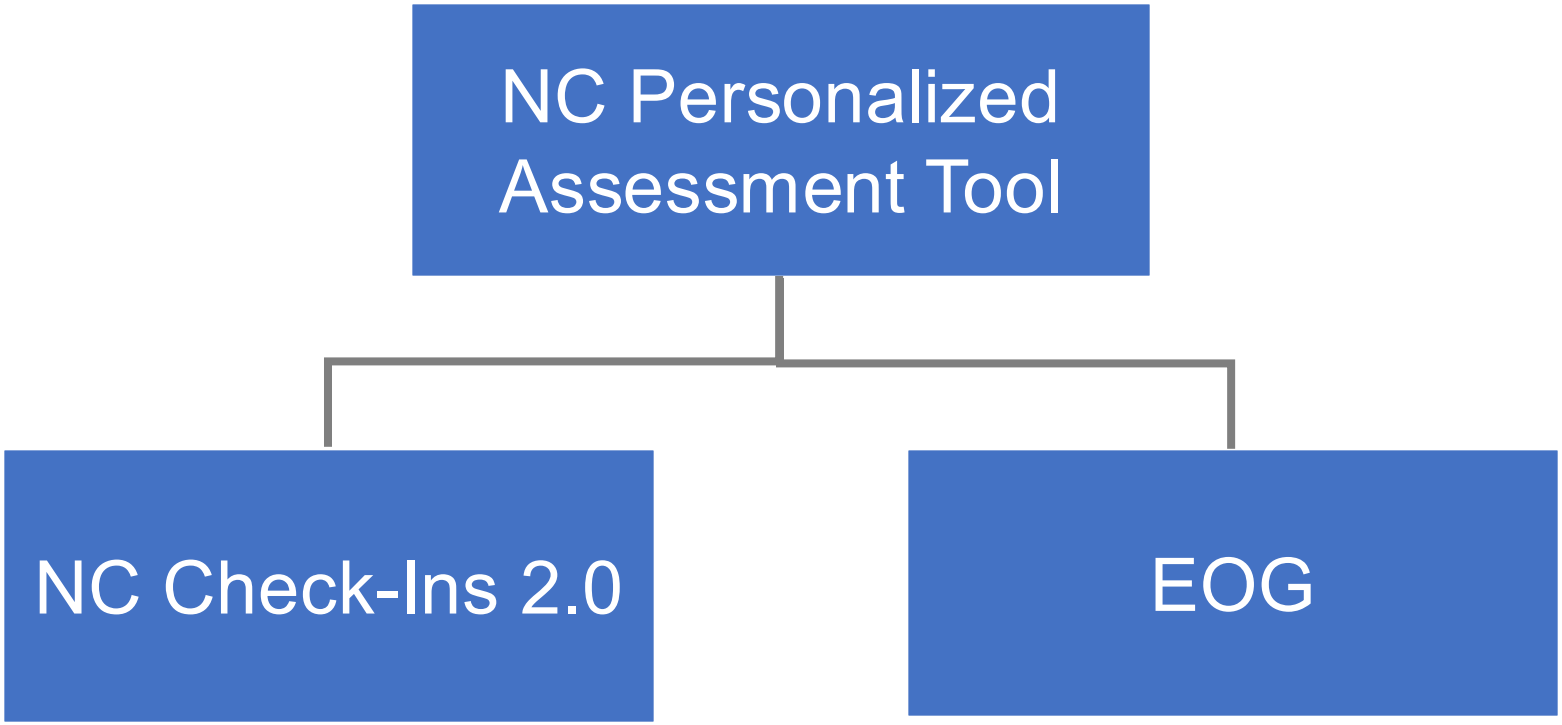
SAMPLE

[Parent Guide to ISRs]

https://www.youtube.com/watch?v=h4qGPXyeNhA

Purposes and Design of NC Check-Ins 2.0

North Carolina Personalized Assessment Tool*



*Currently piloting in grades 3–8 mathematics and reading

Intended Purposes
NC Check-Ins 2.0

"The NC Check-Ins 2.0 assessments are designed to provide students, teachers, and parents with immediate, in-depth, actionable data and a reliable estimate of students' current performance on selected subsets of the content standards."

NC Check-Ins 2.0

- Available for classroom use throughout the school year
  - Online reporting and review forms are available to teachers the next day
- Provide **formative** feedback data for instructional uses
  - Results are not used for accountability
- Designed for online administration
  - Paper based interims are available for students who cannot access online
  - Paper based items are designed to mimic the online experience
- May provide a progress indicator for each student in relation to grade-level performance standards

NC Check-Ins 2.0

- Grades 3 – 8 math and reading*
  - 3 NCCI 2.0 – suggested use at the end of each of the first three quarters
- NC Math 1, NC Math 3, English II
  - 2 NCCI 2.0 – suggested use at the end of quarter
- Grades 5 and 8 science
  - 3 NCCI 2.0 – grouped by life, physical, and earth science
- Biology
  - 4 NCCI 2.0 – grouped by structure and function of living things, ecosystems, evolution and genetics, and molecular biology

*tied to NCPAT system

NCPAT Timeline

- For the 2023–24 school year, all NC schools may choose to participate in the NC Check-Ins 2.0 at grades 3–8 (mathematics and reading).

- Following a thorough review of Spring 2023 pilot administration data, the NCDPI will announce by October 6, 2023, if the NCPAT system will be implemented statewide for the 2023–24 school year at grades 4, 5, 7, and 8 (mathematics and reading).

- Students must complete at least two NC Check-Ins 2.0 by April 1, 2024, for their data to be used to determine an informative starting point on the end-of-grade assessment.

NC Check-Ins 2.0 Online Reports

Intended Purposes
NC Check-Ins 2.0 Teacher Reports

- Teacher-level reports are intended to provide information for teachers to individualize support and instruction for student learning throughout the year.
- For reading, the reading levels of the passages in each NC Check-Ins 2.0 are based on end-of-year expectations.
- For mathematics, alignment of each NC Check-Ins 2.0 will depend on local pacing and time of year when standards are taught.

NC Check-Ins 2.0 Reports

- Class Item Report
- Class Roster Report
- Class Summary Report

Class Item Report

- SHOW METADATA	Geometry, Measurement and Data					Number and Operations in Base 10															Operations and Algebraic Thinking				
- ITEM NUMBER	13	25	4	14	16	5	8	15	18	20	2	6	9	10	11	12	19	21	23	24	1	3	7	17	22
- CONTENT STANDARD	4.G.1	4.G.1	4.MD.3	4.MD.3	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.OA.1	4.OA.1	4.OA.1	4.OA.1	4.OA.1
- CORRECT ANSWER	B	D	B	C	12	500	TE	B	B	D	C	C	C	231	95	B	A	A	C	D	A	C	A	20	TE

- SHOW METADATA	Geometry, Measurement and Data					Number and Operations in Base 10															Operations and Algebraic Thinking				
- ITEM NUMBER	13	25	4	14	16	5	8	15	18	20	2	6	9	10	11	12	19	21	23	24	1	3	7	17	22
- CONTENT STANDARD	4.G.1	4.G.1	4.MD.3	4.MD.3	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.OA.1	4.OA.1	4.OA.1	4.OA.1	4.OA.1
- CONTENT STANDARD PERCENT CORRECT	4.G.1 : 41.5		4.MD : 7.1			4.NBT : 41.3					4.NBT.4 : 68.1					4.NBT.7 : 46.8					4.OA.1 : 37.5				
- DEPTH OF KNOWLEDGE	1	1	2	1	2	1	1	1	2	2	2	1	2	1	1	2	2	2	1	2	1	2	1	2	2
- CLASS PERCENT CORRECT	42.6	40.4	4.3	10.6	6.4	25.5	72.3	55.3	40.4	12.8	80.9	91.5	38.3	57.4	72.3	70.2	12.8	51.1	53.2	46.8	27.7	36.2	70.2	31.9	21.3
- SCHOOL PERCENT CORRECT	42.6	40.4	4.3	10.6	6.4	25.5	72.3	55.3	40.4	12.8	80.9	91.5	38.3	57.4	72.3	70.2	12.8	51.1	53.2	46.8	27.7	36.2	70.2	31.9	21.3
- STATE PERCENT CORRECT	41.4	37.1	18.5	43.0	19.0	21.5	56.4	52.6	47.0	16.2	53.7	61.6	27.1	41.9	55.3	63.3	12.8	48.4	52.6	38.5	31.5	16.5	54.5	20.6	21.9
- CALCULATOR ACTIVE	No	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes
- CORRECT ANSWER	B	D	B	C	12	500	TE	B	B	D	C	C	C	231	95	B	A	A	C	D	A	C	A	20	TE

Class Roster Report

NC Check-Ins 2.0 Review Reports [redacted] Logout

Export CSV

Download PDF

NC Check-In 2.0 Mathematics Grade 4 A: Class Roster

Teacher:
Class Period: ALL

			25 Points Possible			Calculator Use		Item Type			Domains				Standards					
SNo	Student Name		Number Correct	Percent Correct	Number Items Attempted	CA [12]	CI [13]	MC [18]	NE [5]	TE [2]	G [2]	MD [3]	NBT [15]	OA [5]	4.G.1 [2]	4.MD.3 [3]	4.NBT.2 [5]	4.NBT.4 [5]	4.NBT.7 [5]	4.OA.1 [5]
1	Student A	1000000001	25	100.0	25	12	13	18	5	2	2	3	15	5	2	3	5	5	5	5
2	Student B	1000000002	1	4.0	2	0	1	1	0	0	0	0	1	0	0	0	0	1	0	0
3	Student C	1000000003	13	52.0	25	6	7	6	5	2	1	1	7	4	1	1	2	3	2	4
4	Student D	1000000004	19	76.0	25	9	10	12	5	2	1	2	11	5	1	2	4	4	3	5
5	Student E	1000000005	7	28.0	25	3	4	0	5	2	0	1	4	2	0	1	2	2	0	2
6	Student F	1000000006	13	52.0	25	4	9	6	5	2	1	2	6	4	1	2	2	3	1	4
7	Student G	1000000007	25	100.0	25	12	13	18	5	2	2	3	15	5	2	3	5	5	5	5
8	Student H	1000000008	19	76.0	25	11	8	?	5	2	2	2	12	3	2	2	5	3	4	3
9	Student I	1000000009	25	100.0	25	12	13	18	5	2	2	3	15	5	2	3	5	5	5	5
	Class Mean		**16.2**	**64.8**		**7.5**	**8.7**	**9.3**	**5**	**2**	**1.1**	**2.0**	**9.6**	**3.5**	**1.1**	**2.0**	**3.5**	**3.6**	**2.5**	**3.5**

Class Summary Report

Export CSV

Download PDF

NC Check-In 2.0 Reading Grade 7 A: Class Summary

Teacher: **Class Period: ALL**	
Class Mean: **17.4**	High Score : **24**
Number of Valid Scores: **101**	Low Score : **1**

	Number Points Possible	Mean Percent Correct
	24	**73.2**

Domains		
Language	4	**70.0**
Reading for Information	12	**71.7**
Reading for Literature	8	**76.3**

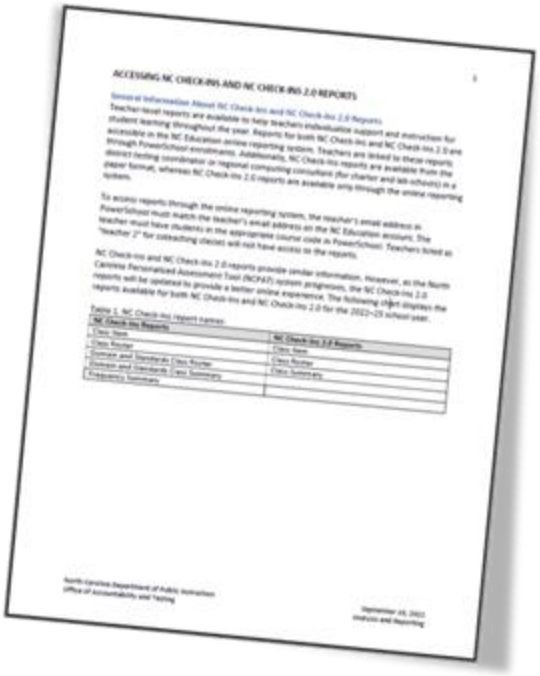
Class Summary Report

Standards		
7.L.4	2	70.0
7.L.5.a	2	70.0
7.RI.8	2	85.0
7.RL/RI.1	4	77.5
7.RL/RI.2	3	66.7
7.RL/RI.3	4	67.5
7.RL/RI.4	2	85.0
7.RL/RI.5	2	70.0
7.RL/RI.6	3	73.3

Calculator Use		
Calculator Active	13	70.0
Calculator Inactive	12	75.0

Online Report Resource

- Accessing NC Check-Ins 2.0 Reports
  - Step-by-step directions
  - Detailed descriptions
  - Screenshots



ACCESSING NC CHECK-INS AND NC CHECK-INS 2.0 REPORTS

General Information About NC Check-Ins and NC Check-Ins 2.0 Reports

Teacher-level reports are available to help teachers individualize support and instruction for student learning throughout the year. Reports for both NC Check-Ins and NC Check-Ins 2.0 are accessible in the NC Education online reporting system. Teachers are linked to these reports through PowerSchool enrollments. Additionally, NC Check-Ins reports are available from the district testing coordinator or regional computing consultant (for charter and lab schools) in a paper format, whereas NC Check-Ins 2.0 reports are available only through the online reporting system.

To access reports through the online reporting system, the teacher's email address in PowerSchool must match the teacher's email address on the NC Education account. The teacher must have students in the appropriate course code in PowerSchool. Teachers listed as "teacher 2" for coteaching classes will not have access to the reports.

NC Check-Ins and NC Check-Ins 2.0 reports provide similar information. However, as the North Carolina Personalized Assessment Tool (NCPAT) system progresses, the NC Check-Ins 2.0 reports will be updated to provide a better online experience. The following chart displays the reports available for both NC Check-Ins and NC Check-Ins 2.0 for the 2022–23 school year.

Table 1. NC Check-Ins report names

NC Check-Ins Reports	NC Check-Ins 2.0 Reports
1. Class Roster	Class Roster
2. Course and Standards Class Roster	Class Roster
3. Course and Standards Class Summary	Class Summary
4. Frequency Summary	

North Carolina Department of Public Instruction
Office of Accountability and Testing

September 26, 2022
Analysis and Reporting

Reporting Updates for NC Check-Ins 2.0 for 2023–24

Summary of NC Check-ins 2.0 Reporting System

- Three classroom level reports (Already available)
  - Class Item Report
  - Class Roster Report
  - Class Summary Report
- One school-level report (New for 2023-24)
- One district-level report (New for 2023-24)

NC Check-ins 2.0 Report Access

NC Check-Ins 2.0 User Roles

Report Name	LEA TC/TA	STC	Teacher	School Report Reviewer	District Report Reviewer
Class Item Report	Yes	Yes	Yes	Yes	Yes
Class Roster Report	Yes	Yes	Yes	Yes	Yes
Class Summary Report	Yes	Yes	Yes	Yes	Yes
New School-Level Report	Yes	Yes	No	Yes	Yes
New District Level Report	Yes	No	No	No	Yes

Intended Purposes
NC Check-Ins 2.0 School and District Reports

- School-level and district-level reports are intended to provide additional tools for school and district leadership to use in their support of classroom instruction and should be interpreted within the context of each classroom.

- Descriptive school-level and district-level summary reports show snapshots of student performance based on a limited sample of items that are aligned to grade level content standards and performance expectations.

Intended Purposes
NC Check-Ins 2.0 School and District Reports

- Questions from NC Check-Ins 2.0 are available to teachers for review with students after they have completed testing.

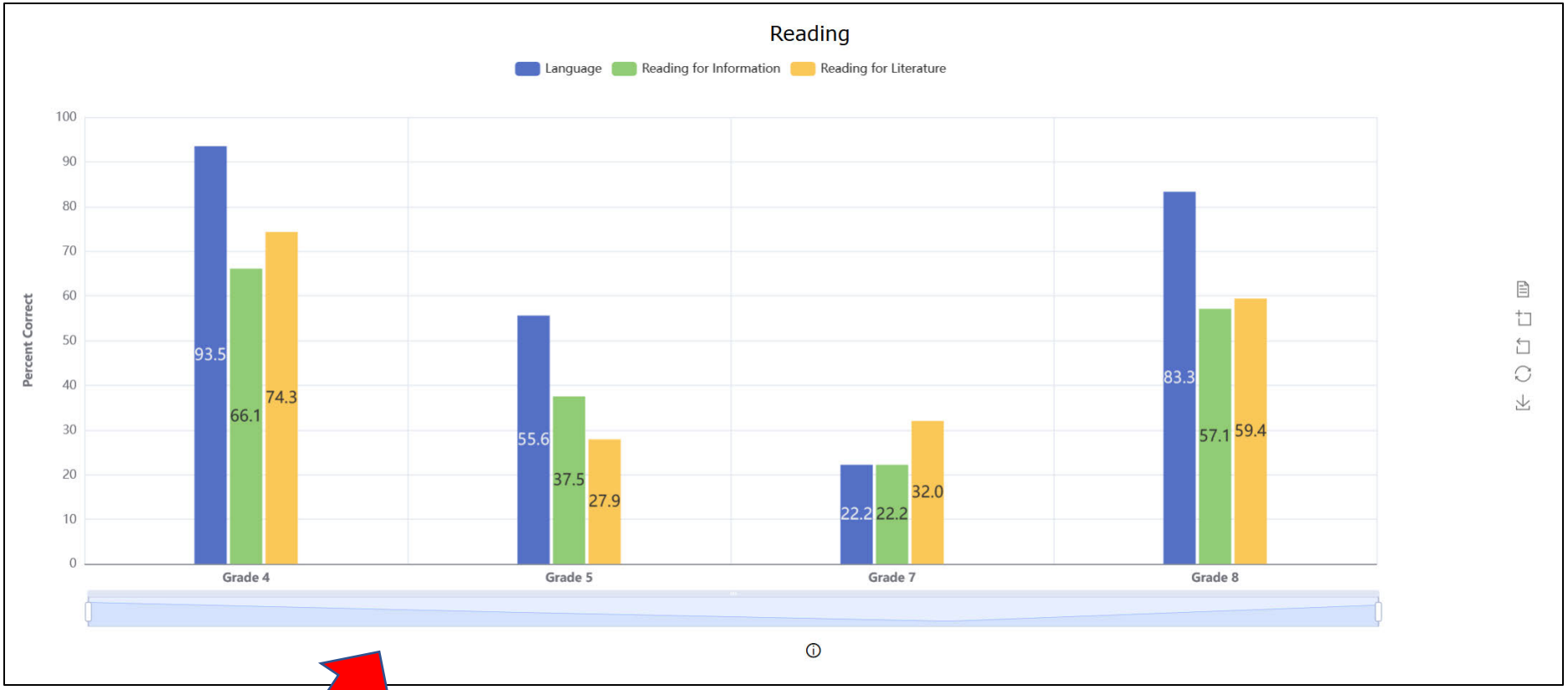
- These reports alone should not be used to make long-term inferences about student, teacher, or school performance.

NCCI 2.0 School-Level and District-Level Reports

- The report provides the following information:
  - School-Level Reports
    - Domain mean
    - Standards mean
    - Review table (similar to class roster)
  - District-Level Reports
    - Domain mean
    - Standards mean
    - Summary statistics

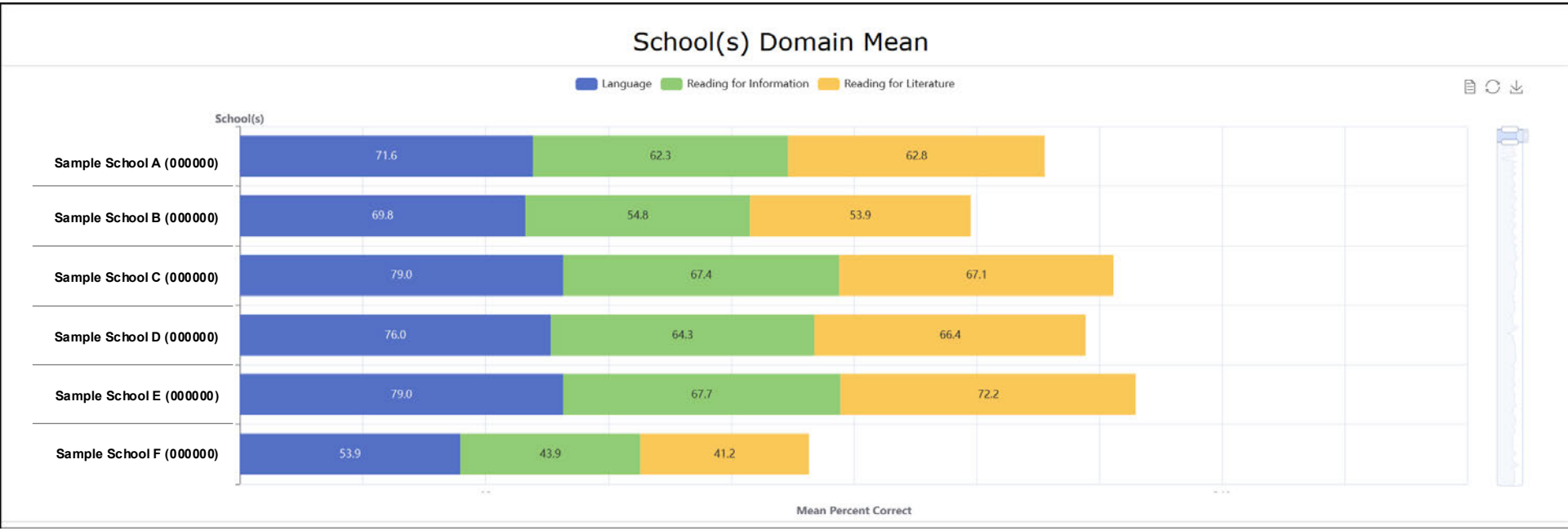
School-Level Report

School Results by Domain



Allows the user to adjust the number of grades visible.

NCCI 2.0 District-Level Report



Questions & Answers

North Carolina Department of
PUBLIC INSTRUCTION

IV-15: October 23, 2023, Testing and Growth Advisory Presentation

North Carolina Personalized Assessment Tool (NCPAT) Communications

Testing and Growth Advisory
October 23, 2023

Welcome and Introductions

Michael Maher
Deputy State Superintendent, Division of Standards, Accountability, and Research

Tom Tomberlin
Senior Director, Office of Education Preparation, Licensure, and Performance

Tammy Howard
Senior Director, Office of Accountability and Testing

Andrew Smith
Assistant Superintendent, Office of Innovation

Shannon Jordan
Section Chief, Testing Policy and Operations

Maxey Moore
Section Chief, Test Development

Curtis Sonneman
Section Chief, Analysis and Reporting

Communications

NCPAT System

- State Board of Education (September 6 and October 6)
- Testing Coordinator Conference (September 25)
- AIM Conference (October 10)
- Academic Standards
  - Office Hours - Mathematics (October 17)
  - Newsletters – ELA and Mathematics (November)
- Accountability and Testing Webinar (October 19)
- Accountability and Testing Office Hours for Q & A
  - October 30, 4:00–5:00
  - November 14, 1:00–2:00

NCPAT System

- NC Conference for Teachers of Mathematics (November 9)
  - Parent video
- Various RESA Presentations
- C&I/CAO Newsletter (November)
- Academic Standards ELA and Mathematics Newsletters (November)
- DPI Website
  - Parent video

Questions

- Is the current communication plan effective?
- What other communication avenues should we pursue?
- How can we assist districts in communicating with parents?

Professional Development

- Two training courses are available to all school staff at both pilot and non-pilot schools.
  - Understanding Reports
  - Diving Deeper into Formative Assessments
- Both courses are optional, and it is a local decision as to how they are used.
- Participants will receive a certificate of participation. It is a local decision to award participants with continuing education units.

Resources

NC Check-Ins 2.0 | NC DPI

- NC Check-Ins 2.0 Professional Development Video
  - Understanding Reports Promo: NCPAT - YouTubeDiving Deeper into
- Understanding Reports
  - Copy of IA PD Flyer (nc.gov)
- Diving Deeper into Formative Assessments
  - Copy of IA PUnderstanding ReportsD Flyer (nc.gov)

Questions

- Are the professional development resources utilized?
- The Diving Deeper course has not been accessed by many people, should we continue to offer it?
- Are there other types of professional development courses we should consider offering?

NC Check-Ins 2.0 Reporting

- NC Check-ins 2.0 reporting system
  - Online reporting through NCEducation
    - Teacher, school and district level reports
  - District data file containing student level information distributed through accountability secure server
    - Does not contain item level data
  - Documentation Available
    - Accessing NC Check-ins 2.0 Reports
      - Teacher edition (currently available)
      - School and district edition (under final review)

EOG Reporting

- New EOG Reporting System
  - For grades 4, 5, 7, and 8 reading and mathematics
    - All other EOG/EOC assessments processed through WinScan
  - System under development for end of year release
  - Similar platform design as NC Check-ins 2.0
    - Reports contain same elements as EOG/EOCs from WinScan
      - Not same level of detail that is available on NC Check-ins 2.0
  - Reports beta tested by pilot schools at end of 2022–23
  - Documentation created for accessing reports in new system and updated data files available to PSUs through accountability secure server
- Public school units will receive test data traditionally available through WinScan by accessing files on the accountability secure server

Questions

- What suggestions do you have as we transition to the online reporting system?
- How can we ensure this transition is seamless?

Wrap up

- Is there any additional feedback regarding any aspect of accountability and testing?
- Is there any feedback regarding EVAAS?

IV-16: October 23, 2023, Testing and Growth Advisory Meeting Summary

Testing and Growth Advisory Meeting

October 23, 2023
9:00 AM – 12:00 PM

Objectives:
1) Gather feedback on accountability, testing, and growth for the 2022–23 school year
2) Gather feedback on the redesign of the school performance grades
3) Gather feedback on the Innovative Assessment Demonstration Authority (IADA)

Attendees
External
- Chris Barnes, Onslow County Schools Chief Academic Officer
- Kelly Burgess, Cabarrus County Schools, Director of Accountability
- Caroline Davis, Madison County Schools, Director of Testing and Accountability
- Stephen Earwood, Buncombe County Schools, Director of Testing and Accountability
- Melissa Fields, Perquimans County Schools, Chief Academic Officer of Curriculum and Instruction
- Erin Foil, Davie County Schools Accountability Officer
- Chad Hunt, Hoke County Schools Assistant Superintendent
- Anthony Jackson, Chatham County Schools Superintendent
- Kim Nash, Cumberland County Schools, Executive Director of Data and Accountability
- Donald Phipps, Caldwell County Schools Superintendent
- Rhonda Schuhler, Franklin County Schools, Superintendent,
- Lisa Thompson, Onslow County Schools, Director of Accountability and Academic Improvement
- Molly White, Brunswick County Schools, Deputy Superintendent

NCDPI
- Scott Frye, Office of Accountability and Testing, Regional Accountability Coordinator (Southwest Region)
- Shannon Jordan, Office of Accountability and Testing, Testing Policy and Operations Section Chief
- Lindsay May, Office of Accountability and Testing, Testing Policy and Operations Consultant
- Maxey Moore, Office of Accountability and Testing, Test Development Section Chief
- Curtis Sonneman: Accountability and Testing, Office of Analysis and Reporting Section Chief
- Thomas Tomberlin, Office of Educator Preparation and Licensure Senior Director

NCPAT Agenda Items Summary

Communications for NCPAT

The NCDPI has been communication updates to various audiences through these channels:

- Annual presentations to the State Board of Education,
- Annual presentations at the statewide Testing Coordinators' Conference for district personnel,
- Annual presentations at various RESAs (Regional Educational Support Agencies),
- NCDPI Office Accountability and Testing statewide webinars and office hours for district level personnel,
- NCDPI Academic Standards' field communications, including newsletters and office hours sessions,
- Annual presentations at the statewide conference for NC Council of Teachers of Mathematics, and
- NCDPI website updates and Family Guide to Assessment video.

Is the current communication plan effective?
Advisory members shared the repeated presentation and webinars explaining the NCPAT system have been helpful and lead to increased understanding over time. The presentations and office hours serve as valuable resources to test coordinators and superintendents. Going forward, NCDPI should consider developing additional communication resources for classroom teachers.

What other communication avenues should we pursue?
Additional resources to share with parents would be helpful, using approachable language that explains how NCPAT will be better for a parent's child, etc.

How can we assist districts in communications with parents?
Create and share a district and charter school toolkit that includes communication resources developed for teacher and parent audiences that use simple language. Suggestions include: regularly updated FAQs, scripts that school leaders can refer to when discussing frequent concerns (form assignment, easier and harder forms), template letters, and infographics to share.

Is the decision to use NC Check-Ins 2.0 a district decision or are some districts leaving it up to the schools?
Some districts are implementing NC Check-Ins 2.0 districtwide, other districts have school-level participation based on a principal's decision (for low-performing schools, participation is required by district).

NCPAT Online Professional Development Courses

NCDPI has two training courses that are optional and a local decision on how they are used:

1. Understanding Reports, designed for teachers, and
2. Diving Deeper into Formative Assessments, designed for data literacy and data-driven decision making.

Participants receive a certificate of completion; awarding continuing education credits for the courses is a local decision.

Are the professional development courses useful?
Some districts have used the courses, but overall, the courses are not being widely utilized. The advisors suggested maintaining the courses, increasing messaging around the courses and directing to curriculum directors and Chief Academic Officers.

Advisory members shared the concern of more training for staff in addition to required trainings.

NC Check-Ins 2.0 Reporting
The online reporting system has been available for NC Check-Ins 2.0 throughout the last year; the new online reporting system for EOGS will be in place for grades 4, 5, 7, 8 reading and math tests in the spring. The system for summative reporting was beta tested by pilot schools in 2022-23 and does not include the same level of detail as NC Check-Ins 2.0 reporting

What suggestions do you have as we transition to the online reporting system?
Advisory members expressed concerns to transition systems as soon as possible and to maintain current capabilities and reports in the new system (e.g., re-rostering and exporting to Excel). A FAQ document that explains the different reports and how to access the reports would be helpful for district and charter school personnel.

How can we ensure this transition is seamless?
Maintain existing fields and abilities to export to Excel or csv files. The timeline is the beginning of 2025-26 school year for all assessments to be in the new online reporting platform.

IV-17: July 25, 2023, Regional Support Team Presentation

Office of Accountability and Testing

July 25, 2023

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Submit Questions Here

http://bit.ly/725Questions

Resources on the DPI Testing and School Accountability Site

Test Specifications

- Links
  - EOG Test Specifications
  - EOC Test Specifications
  - NC Check-Ins 2.0 Specifications
  - NCEXTEND1 Test Specifications

Released Tests

- We release one form of each assessment each time the standards change.
- Links
  - Released EOG Forms
  - Released EOC Forms
  - Released NCEXTEND1 Items

Achievement Level Descriptors

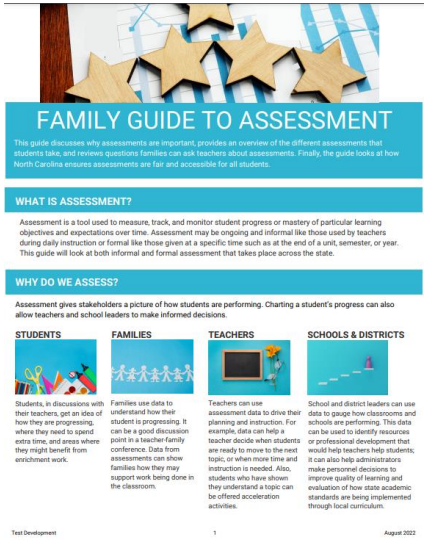
- Describe knowledge, skills, and abilities students at each ability level are expected to demonstrate
- Specific for each grade/course
- Adopted by the State Board of Education for the life of the standards
- Links
  - ALDs for EOGs
  - ALDs for EOCs
  - ALDs for NCEXTEND1s

Desmos and MetaMetrics

- Embedded calculator (Desmos) webinars
- MetaMetrics webinars and Lexile and Quantile Tools (free premium access for NC teachers who sign up using their school email address)
  - Lexiles
  - Quantiles

Family Resources on Assessment

- Family Guide to Assessment (5 page guide)
- Family Guide to Assessment (en espanol)



FAMILY GUIDE TO ASSESSMENT

This guide discusses why assessments are important, provides an overview of the different assessments that students take, and reviews questions families can ask teachers about assessments. Finally, the guide looks at how North Carolina ensures assessments are fair and accessible for all students.

WHAT IS ASSESSMENT?

Assessment is a tool used to measure, track, and monitor student progress or mastery of particular learning objectives and expectations over time. Assessment may be ongoing and informal like those used by teachers during daily instruction or formal like those given at a specific time such as at the end of a unit, semester, or year. This guide will look at both informal and formal assessment that takes place across the state.

WHY DO WE ASSESS?

Assessment gives stakeholders a picture of how students are performing. Charting a student's progress can also allow teachers and school leaders to make informed decisions.

STUDENTS

Students, in discussions with their teachers, get an idea of how they are progressing, where they need to spend extra time, and areas where they might benefit from enrichment work.

FAMILIES

Families use data to understand how their student is progressing. It can be a good discussion point in a teacher-family conference. Data from assessments can show families how they may support work being done in the classroom.

TEACHERS

Teachers can use assessment data to drive their planning and instruction. For example, data can help a teacher decide when students are ready to move to the next topic, or when more time and instruction is needed. Also, students who have shown they understand a topic can be offered acceleration activities.

SCHOOLS & DISTRICTS

School and district leaders can use data to gauge how classrooms and schools are performing. This data can be used to identify resources or professional development that would help teachers help students; it can also help administrators make personnel decisions to improve quality of learning and evaluation of how state academic standards are being implemented through local curriculum.

Test Development 1 August 2022

NCTest Enhancements

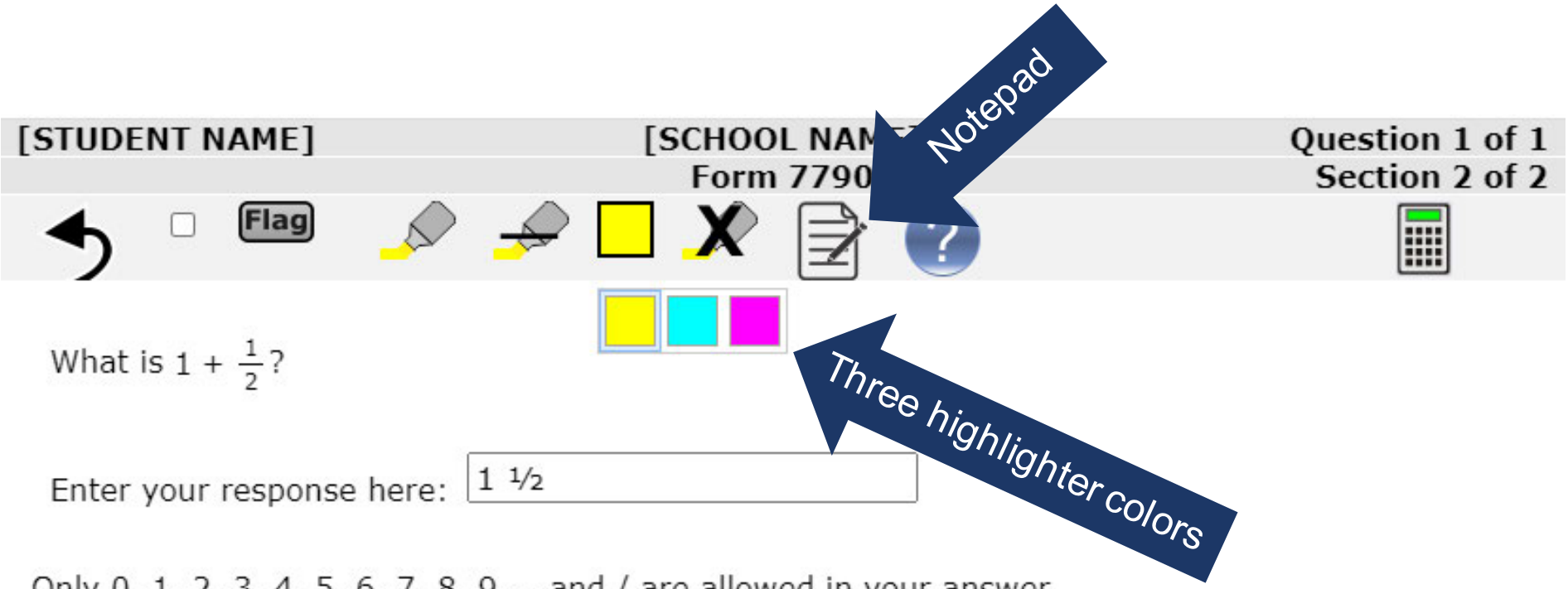
Entering Mixed Numbers for Online Testing

- https://data.ncsu.edu/nctest/Destination.html

- Available for:
  - Online testing
  - All grade levels
  - For NC Check-Ins 2.0, EOGs, EOCs, NCEXTEND1s

- Students testing online may still enter improper fractions. All equivalent answers are accepted.

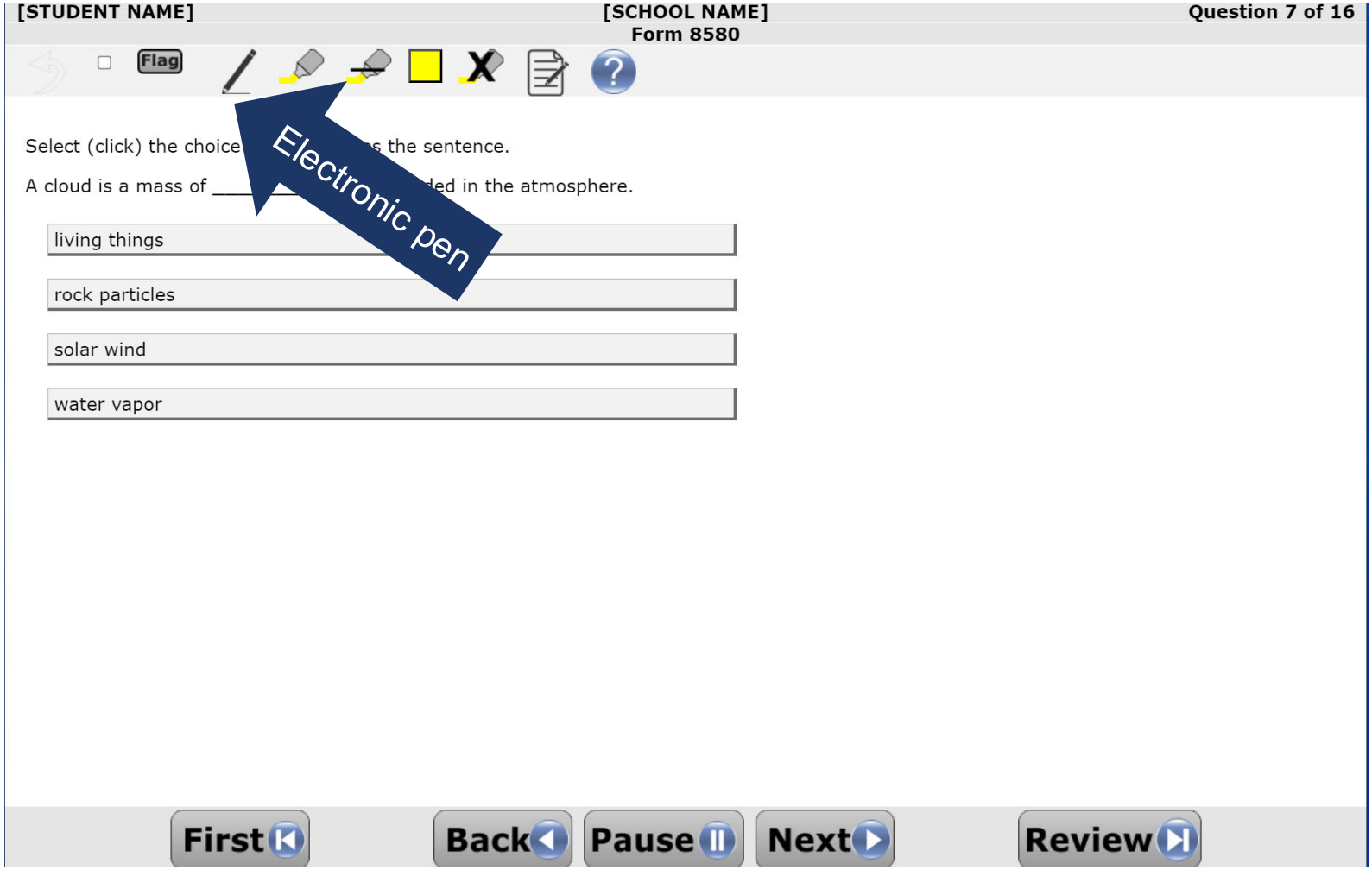
2022 NCTest Enhancements



Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., and / are allowed in your answer.

Mixed numbers are entered by adding a space after the whole number. Spaces are only allowed between whole numbers and fractions.

2023 NCTest Enhancements



Flag

A print shop has an order for 902 signs. The shop has already printed 705 signs. How many more signs does the print shop need to print to complete the order?

(A) 107

(B) 197

(C) 203

(D) 207

$$\begin{array}{r} \overset{8}{\cancel{9}}\overset{1}{\cancel{0}}2 \\ -\ 705 \\ \hline 197 \end{array}$$

First Back Pause Next Review

Technology Enhanced Item Types

TEI Item Sets in NCTest Tutorial

Public Schools of North Carolina
North Carolina Testing Program
Online Testing

Tutorial Login

North Carolina schools must ensure every student participating in an online state test has completed the Online Assessment Tutorial at least one time per school year before the test administration (either before test day or on test day prior to testing). The tutorial may be completed in-school or as part of remote instruction. Answers to tutorial questions will not be saved or scored.

- Beginning-of-Grade 3 Reading Tutorial
- Beginning-of-Grade 3 Reading Tutorial Video
- Grades 3-12 Tutorial
- Grades 3-12 Tutorial Video
- CTE SAP w/Algebraic-Scientific Calculator Tutorial
- Calculator Practice Enviroment
- CTE SAP w/Four Function Calculator Tutorial
- Grade 3 Technology Enhanced Item Tutorial
- Grade 4 and 5 Technology Enhanced Item Tutorial
- Middle School Technology Enhanced Item Tutorial
- High School Technology Enhanced Item Tutorial

☐ Enable Test Read Aloud (in English)*

* Available only to students with this accommodation documented on current IEPs | Section 504 Plans | EL Plans. Audio is not available for ELA/Reading tutorial questions.

Change Font Size (optional): ◉ Regular Font ○ Large Font

Change Theme for Accessibility (optional):

Share this window

Exit

https://data.ncsu.edu/nctest/Destination.html

Text Selection/Text Identify

Select (click) each number that is greater than 5.

10 4 8 6 2 3

Selected:

Text Selection/Text Identify

Two functions are shown below.

$$f(x) = 3x^2 + 14x - 5$$

$$g(x) = 11x + 13$$

Select (click) the points at which the graphs of the two functions intersect.

(⁻5, 0) (⁻3, ⁻20) (2, 35) (6, 79)

Selected:

Text Selection/Text Identify

Select (click) each situation that can be modeled with a linear function.

A taxi charges an initial fee of $2.00, and $1.50 for each additional mile.

The population in a town decreases by 15% each year.

An airplane flying at an altitude of 33,000 feet descends at a rate of 20 feet per minute.

A pizza restaurant charges $5.50 per pizza, and $0.50 for each additional topping.

A cell doubles in size every 2 hours.

Selected:

Text Selection/Text Identify

A high school randomly selected 75 of the 200 seniors at the school to take a sample college entrance exam. The mean grade point average (GPA) of the seniors selected was 2.85, and the standard deviation was 0.4. Select (click) all of the statements that are true.

(Note: Margin of error $\approx 2\frac{s}{\sqrt{n}}$, where s is the standard deviation and n is the sample size.)

The margin of error for the mean grade point average is about 0.057.

The margin of error for the mean grade point average is about 0.092.

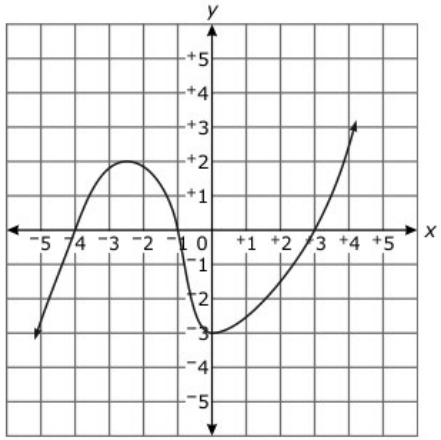
The margin of error would decrease if the sample size were changed to 125 seniors.

The margin of error would increase if the sample size were changed to 125 seniors.

Selected:

Drag and Drop

The graph of a function is shown below.



Place (click and drag) each interval into the column that describes the function on that interval.

Decreasing	Increasing	Positive	Negative

(⁻4, ⁻1)	[⁻2, 0)	(0, 2]	(0, 4]

Drag and Drop

Three systems of equations are shown in the table below.

Place (click and drag) the choice that describes the number of solutions of each system into the appropriate column in the table below.

$2x + 2y = 16$ $4x + 3y = 27$	$2x + 2y = 8$ $4x + 4y = 16$	$2x + 3y = 12$ $2x + 3y = 18$

one solution	**no solution**	**infinitely many solutions**

Drag and Drop

Place (click and drag) the data sets below into the appropriate rows in the table.

Symmetric about the Mean	
Skewed Left	
Skewed Right	

15, 25, 35, 45, 55, 115	15, 75, 85, 95, 105, 115
15, 25, 35, 45, 55, 65	

Drag and Drop

Three systems of equations are shown in the table below.

Place (click and drag) the choice that describes the number of solutions of each system into the appropriate column in the table below.

$2x + 2y = 16$ $4x + 3y = 27$	$2x + 2y = 8$ $4x + 4y = 16$	$2x + 3y = 12$ $2x + 3y = 18$

one solution	**no solution**	**infinitely many solutions**

Targeted Drop

Place (click and drag) one option from each of the lists below into its corresponding box to create an equation of the line that passes through the point (1, ¯10) and is perpendicular to $y = {}^{-}\frac{1}{3}x + 5$.

	1	2	3
$y =$			

1	2	3
$^{-}\frac{1}{5}x$	+	1
$^{-}\frac{1}{3}x$	–	5
$3x$		10
$5x$		13

Targeted Drop

Place (click and drag) one option from each of the lists below into its corresponding box to create an expression that is equal to $x^2 + 4 + x^2 + 1$.

1	2		3
☐	☐	+	☐

1	2	3
1	x	0
2	x^2	1
3	x^3	4
5		5

2022–23 Technology-Enhanced Question Types by Test

The online tests include technology-enhanced (TE) questions. The following table indicates in which tests the TEs will appear. Though a TE may be available for a test, not all forms have the same TE types, so students may not see all the TEs listed here for the test.

Question Type by Elementary and Middle School Test

Test	Multiple-Choice	Numeric Entry	Short Answer (Constructed Response)	Text Selection (Text Identify)	Text Replacement	Drag and Drop	Targeted Drop
Beginning-of-Grade 3 Reading (BOG3) and Read to Achieve	Yes						
Read to Achieve	Yes						
End-of-Grade (EOG)							
Reading (3–5)	Yes				Yes	Yes	
Reading (6–8)	Yes			Yes	Yes	Yes	Yes
Mathematics (3–5)	Yes	Yes		Yes		Yes	
Mathematics (6–8)	Yes	Yes		Yes		Yes	Yes
Science (5 and 8)	Yes			Yes	Yes	Yes	Yes
NC Check-Ins							
Reading Grades 3 and 6	Yes						
Mathematics Grade 3	Yes						

NCTest Question Types

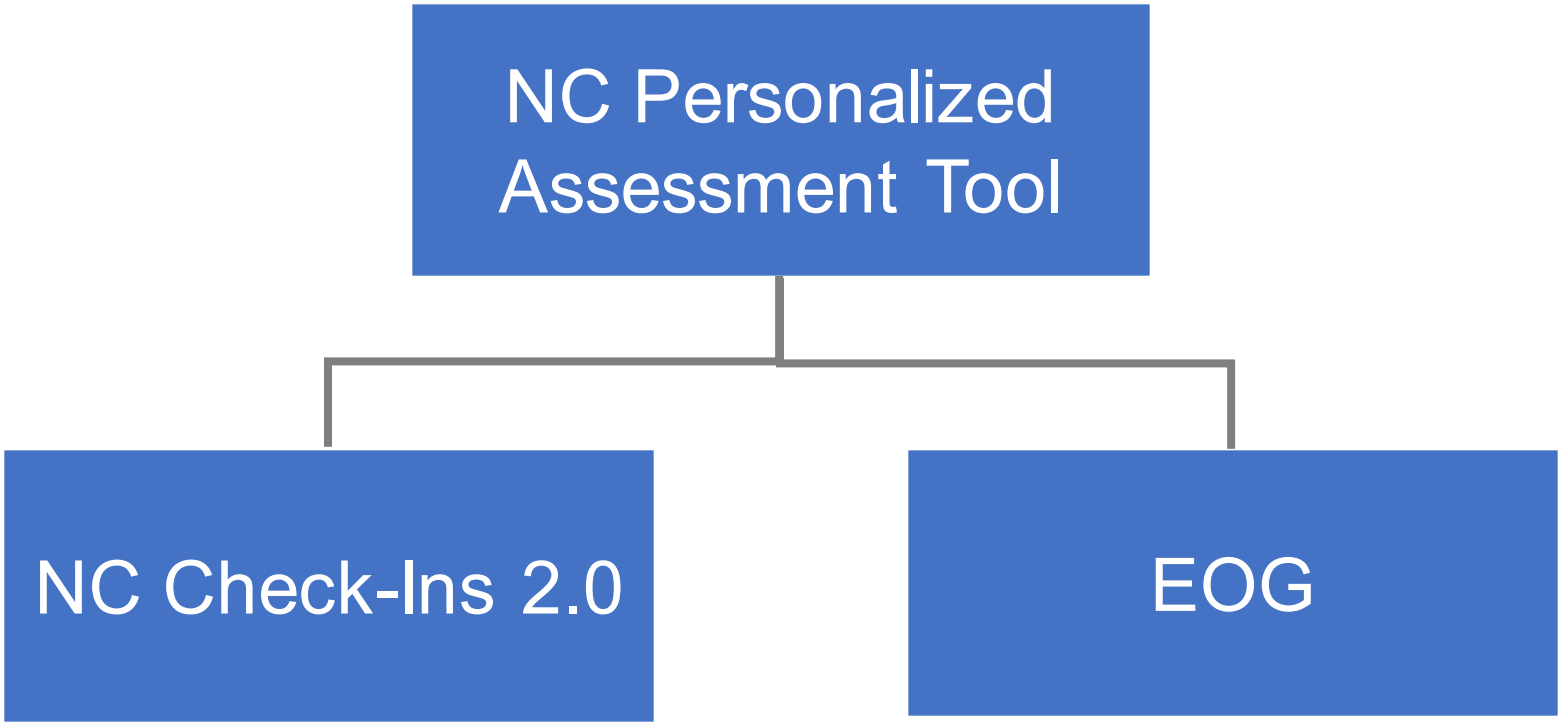
Contents

Overview 1
Multiple-Choice Questions 1
Numeric Entry Questions 2
Short Answer Questions 3
Text Selection Questions 4
Text Replacement Questions 6
Drag and Drop Questions 7
Targeted Drop Questions 9

http://bit.ly/725Questions

Purposes and Design of NC Check-Ins 2.0

North Carolina Personalized Assessment Tool*



*Currently piloting in grades 3–8 mathematics and reading

Intended Purposes
NC Check-Ins 2.0

"The NC Check-Ins 2.0 assessments are designed to provide students, teachers, and parents with immediate, in-depth, actionable data and a reliable estimate of students' current performance on selected subsets of the content standards."

NC Check-Ins 2.0

- Grades 3 – 8 math and reading*
  - 3 NCCI 2.0 – suggested use at the end of each of the first three quarters
- NC Math 1, NC Math 3, English II
  - 2 NCCI 2.0 – suggested use at the end of quarter
- Grades 5 and 8 science
  - 3 NCCI 2.0 – grouped by life, physical, and earth science
- Biology
  - 4 NCCI 2.0 – grouped by structure and function of living things, ecosystems, evolution and genetics, and molecular biology

*tied to NCPAT system

NC Check-Ins 2.0

- Available for classroom use throughout the school year
  - Online reporting and review forms are available to teachers the next day
- Provide **formative** feedback data for instructional uses
  - Results are not used for accountability
- Designed for online administration
  - Paper based interims are available for students who cannot access online
  - Paper based items are designed to mimic the online experience
- May provide a progress indicator for each student in relation to grade-level performance standards

NCPAT Timeline

- For the 2023–24 school year, all NC schools may choose to participate in the NC Check-Ins 2.0 at grades 3–8 (mathematics and reading).

- Following a thorough review of Spring 2023 pilot administration data, the NCDPI will determine by September 29, 2023 if the NCPAT system will be implemented statewide for the 2023–24 school year at grades 4, 5, 7, and 8 (mathematics and reading).

- Students must complete at least two NC Check-Ins 2.0 by April 1, 2024, for their data to be used to determine an informative starting point on the end-of-grade assessment.

NC Check-Ins 2.0 Online Reports

NC Check-Ins 2.0 Reports

- Class Item Report
- Class Roster Report
- Class Summary Report

Intended Purposes
NC Check-Ins 2.0 Teacher Reports

- Teacher-level reports are intended to provide information for teachers to individualize support and instruction for student learning throughout the year.

- For reading, the reading levels of the passages in each NC Check-Ins 2.0 are based on end-of-year expectations.

- For mathematics, alignment of each NC Check-Ins 2.0 will depend on local pacing and time of year when standards are taught.

Class Item Report

- SHOW METADATA	Geometry, Measurement and Data					Number and Operations in Base 10															Operations and Algebraic Thinking				
- ITEM NUMBER	13	25	4	14	16	5	8	15	18	20	2	6	9	10	11	12	19	21	23	24	1	3	7	17	22
- CONTENT STANDARD	4.G.1	4.G.1	4.MD.3	4.MD.3	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.OA.1	4.OA.1	4.OA.1	4.OA.1	4.OA.1
- CORRECT ANSWER	B	D	B	C	12	500	TE	B	B	D	C	C	C	231	95	B	A	A	C	D	A	C	A	20	TE

- SHOW METADATA	Geometry, Measurement and Data					Number and Operations in Base 10															Operations and Algebraic Thinking				
- ITEM NUMBER	13	25	4	14	16	5	8	15	18	20	2	6	9	10	11	12	19	21	23	24	1	3	7	17	22
- CONTENT STANDARD	4.G.1	4.G.1	4.MD.3	4.MD.3	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.OA.1	4.OA.1	4.OA.1	4.OA.1	4.OA.1
- CONTENT STANDARD PERCENT CORRECT	4.G.1 : 41.5		4.MD : 7.1			4.NBT : 41.3					4.NBT.4 : 68.1					4.NBT.7 : 46.8					4.OA.1 : 37.5				
- DEPTH OF KNOWLEDGE	1	1	2	1	2	1	1	1	2	2	2	1	2	1	1	2	2	2	1	2	1	2	1	2	2
- CLASS PERCENT CORRECT	42.6	40.4	4.3	10.6	6.4	25.5	72.3	55.3	40.4	12.8	80.9	91.5	38.3	57.4	72.3	70.2	12.8	51.1	53.2	46.8	27.7	36.2	70.2	31.9	21.3
- SCHOOL PERCENT CORRECT	42.6	40.4	4.3	10.6	6.4	25.5	72.3	55.3	40.4	12.8	80.9	91.5	38.3	57.4	72.3	70.2	12.8	51.1	53.2	46.8	27.7	36.2	70.2	31.9	21.3
- STATE PERCENT CORRECT	41.4	37.1	18.5	43.0	19.0	21.5	56.4	52.6	47.0	16.2	53.7	61.6	27.1	41.9	55.3	63.3	12.8	48.4	52.6	38.5	31.5	16.5	54.5	20.6	21.9
- CALCULATOR ACTIVE	No	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes
- CORRECT ANSWER	B	D	B	C	12	500	TE	B	B	D	C	C	C	231	95	B	A	A	C	D	A	C	A	20	TE

Class Roster Report

NC Check-Ins 2.0 Review Reports [redacted] Logout

Export CSV

Download PDF

NC Check-In 2.0 Mathematics Grade 4 A: Class Roster

Teacher:
Class Period: ALL

			25 Points Possible			Calculator Use		Item Type			Domains				Standards					
SNo	Student Name		Number Correct	Percent Correct	Number Items Attempted	CA [12]	CI [13]	MC [18]	NE [5]	TE [2]	G [2]	MD [3]	NBT [15]	OA [5]	4.G.1 [2]	4.MD.3 [3]	4.NBT.2 [5]	4.NBT.4 [5]	4.NBT.7 [5]	4.OA.1 [5]
1	Student A	1000000001	25	100.0	25	12	13	18	5	2	2	3	15	5	2	3	5	5	5	5
2	Student B	1000000002	1	4.0	2	0	1	1	0	0	0	0	1	0	0	0	0	1	0	0
3	Student C	1000000003	13	52.0	25	6	7	6	5	2	1	1	7	4	1	1	2	3	2	4
4	Student D	1000000004	19	76.0	25	9	10	12	5	2	1	2	11	5	1	2	4	4	3	5
5	Student E	1000000005	7	28.0	25	3	4	0	5	2	0	1	4	2	0	1	2	2	0	2
6	Student F	1000000006	13	52.0	25	4	9	6	5	2	1	2	6	4	1	2	2	3	1	4
7	Student G	1000000007	25	100.0	25	12	13	18	5	2	2	3	15	5	2	3	5	5	5	5
8	Student H	1000000008	19	76.0	25	11	8	?	5	2	2	2	12	3	2	2	5	3	4	3
9	Student I	1000000009	25	100.0	25	12	13	18	5	2	2	3	15	5	2	3	5	5	5	5
	Class Mean		**16.2**	**64.8**		**7.5**	**8.7**	**9.3**	**5**	**2**	**1.1**	**2.0**	**9.6**	**3.5**	**1.1**	**2.0**	**3.5**	**3.6**	**2.5**	**3.5**

Class Summary Report

Export CSV

Download PDF

NC Check-In 2.0 Reading Grade 7 A: Class Summary

Teacher: **Class Period: ALL**	
Class Mean: **17.4**	High Score : **24**
Number of Valid Scores: **101**	Low Score : **1**

	Number Points Possible	Mean Percent Correct
	24	**73.2**

Domains		
Language	4	**70.0**
Reading for Information	12	**71.7**
Reading for Literature	8	**76.3**

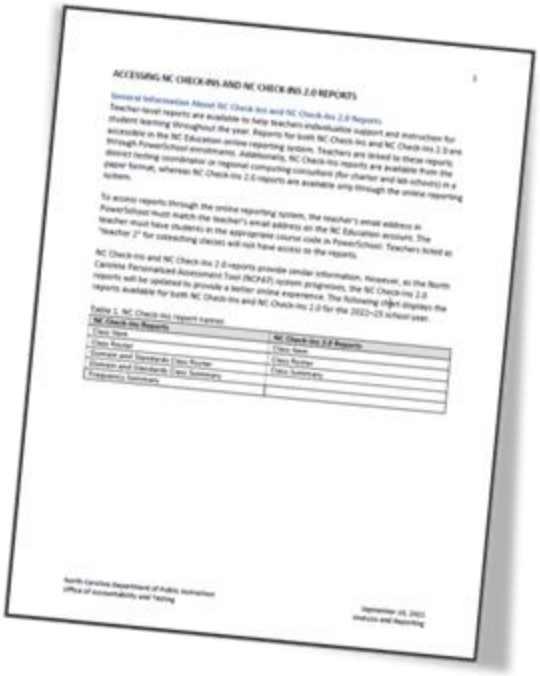
Class Summary Report

Standards		
7.L.4	2	70.0
7.L.5.a	2	70.0
7.RI.8	2	85.0
7.RL/RI.1	4	77.5
7.RL/RI.2	3	66.7
7.RL/RI.3	4	67.5
7.RL/RI.4	2	85.0
7.RL/RI.5	2	70.0
7.RL/RI.6	3	73.3

Calculator Use		
Calculator Active	13	70.0
Calculator Inactive	12	75.0

Online Report Resource

- Accessing NC Check-Ins 2.0 Reports
  - Step-by-step directions
  - Detailed descriptions
  - Screenshots



ACCESSING NC CHECK-INS AND NC CHECK-INS 2.0 REPORTS

Reporting Updates for NC Check-Ins 2.0 for 2023–24

NC Check-ins 2.0 Report Access

NC Check-Ins 2.0 User Roles

Report Name	LEA TC/TA	STC	Teacher	School Report Reviewer	District Report Reviewer
Class Item Report	Yes	Yes	Yes	Yes	Yes
Class Roster Report	Yes	Yes	Yes	Yes	Yes
Class Summary Report	Yes	Yes	Yes	Yes	Yes
New School-Level Report	Yes	Yes	No	Yes	Yes
New District Level Report	Yes	No	No	No	Yes

Summary of NC Check-ins 2.0 Reporting System

- Three classroom level reports (Already available)
  - Class Item Report
  - Class Roster Report
  - Class Summary Report
- One school-level report (New for 2023-24)
- One district-level report (New for 2023-24)

Intended Purposes
NC Check-Ins 2.0 School and District Reports

- School-level and district-level reports are intended to provide additional tools for school and district leadership to use in their support of classroom instruction and should be interpreted within the context of each classroom.

- Descriptive school-level and district-level summary reports show snapshots of student performance based on a limited sample of items that are aligned to grade level content standards and performance expectations.

Intended Purposes
NC Check-Ins 2.0 School and District Reports

- The distribution of item difficulty and or cognitive complexity are not intended to be equivalent across standards and content domain.
- Questions from NC Check-Ins 2.0 are available to teachers for review with students after they have completed testing.
- These reports alone should not be used to make long-term inferences about student, teacher, or school performance.

School-Level Report

- The School-Level Report is designed to provide an overview of the NC Check-In 2.0 tests administered at a school.
- The report contains three sections:
  - School Results by Domain
  - School Results by Standard
  - Frequency Distribution by Item Number
- The report will be available beginning with HS NCCI 2.0 opening on September 1st.

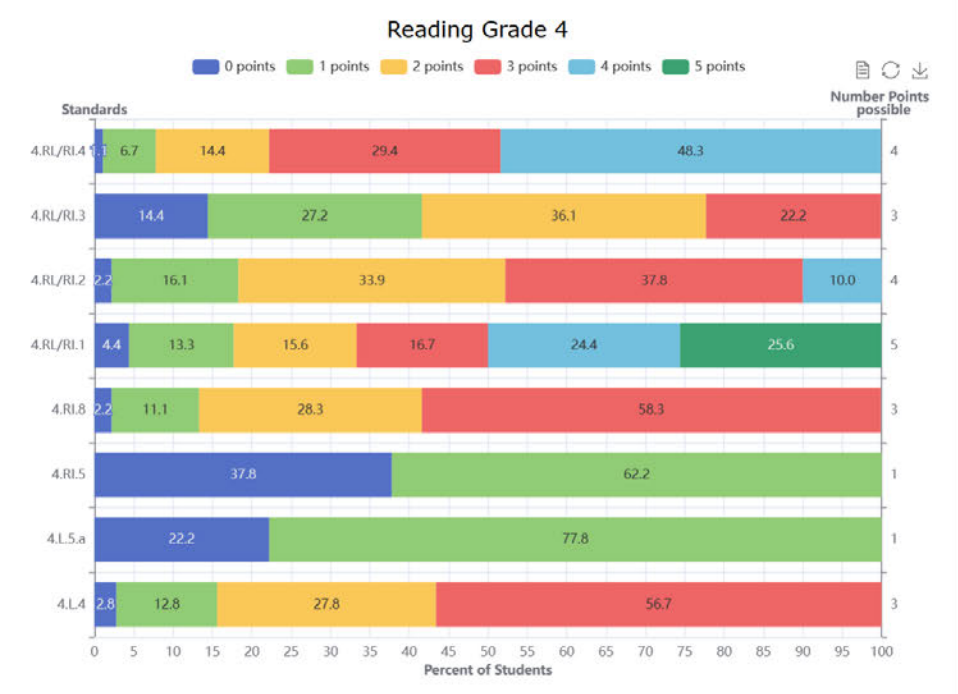
School-Level Report

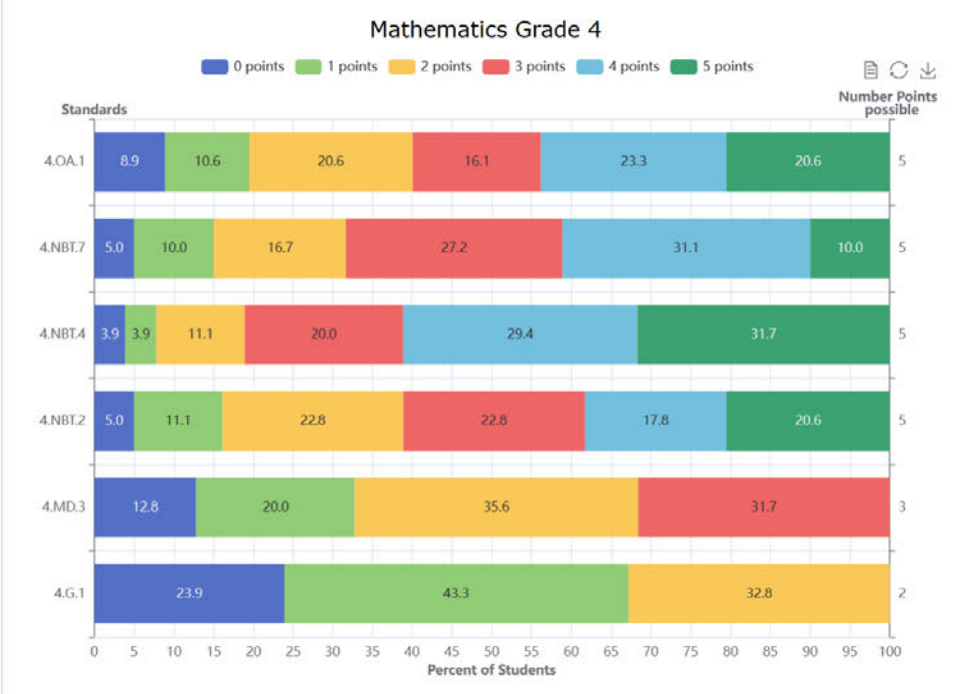
School Results by Domain

Allows the user to adjust the number of grades visible.

School-Level Report

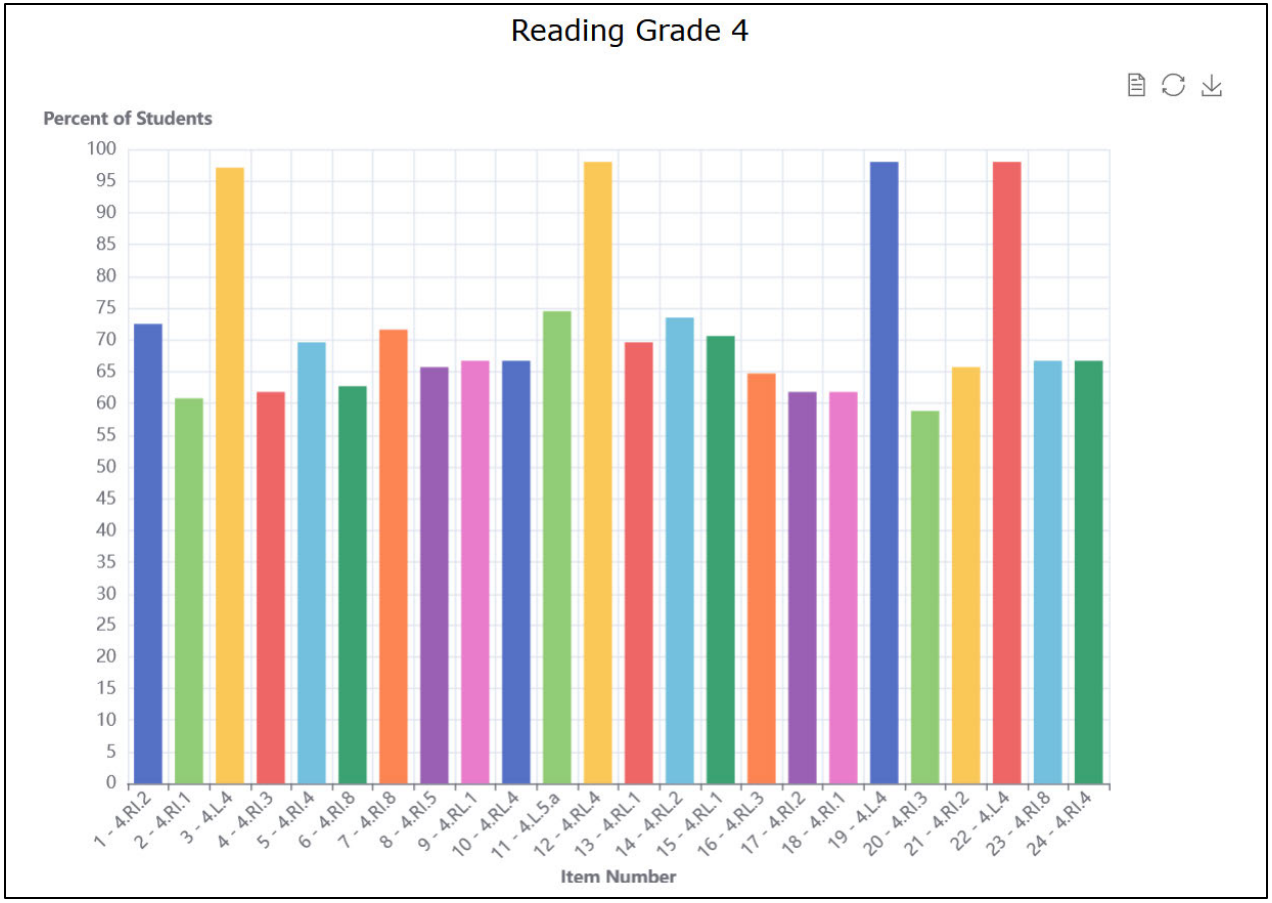
School Results by Standard





School-Level Report

Frequency Distribution by Item Number



NCCI 2.0 District-Level Report

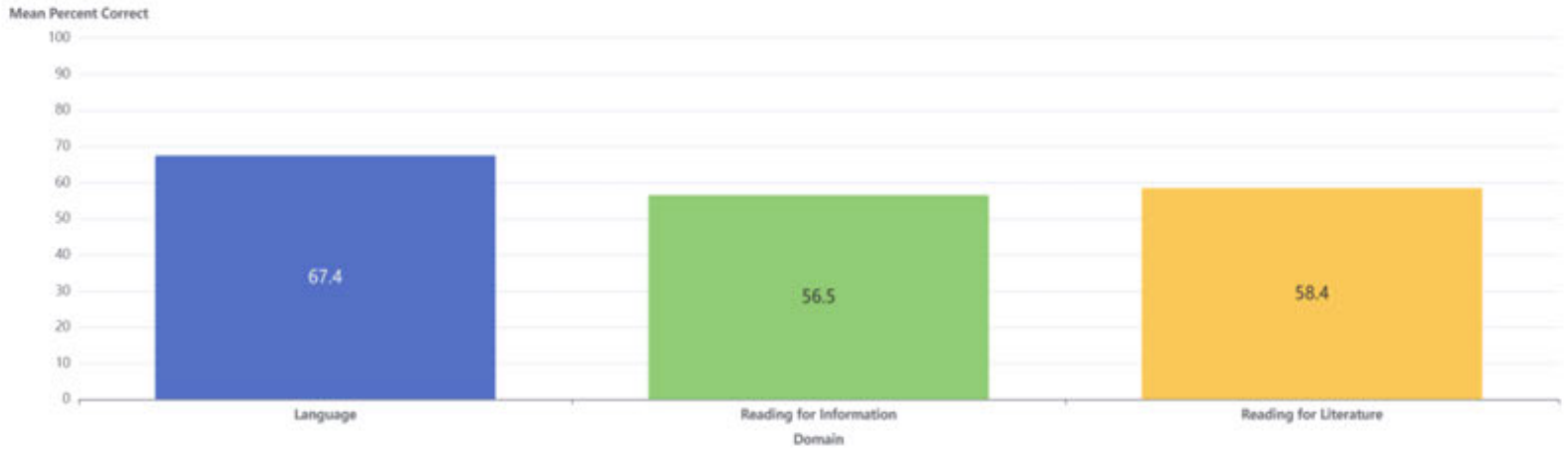
- A district-level report has been added to the NC Check-Ins 2.0 platform.
- The report provides the following information:
  - District
    - Domain mean
    - Standards mean
    - Summary statistics
  - School
    - Domain mean
    - Standards mean
    - Review table (similar to class roster)

NCCI 2.0 District-Level Report

NC Check-In 2.0 Reading Grade 4 A: District Summary

Sample County Schools (000)

District Domain Mean



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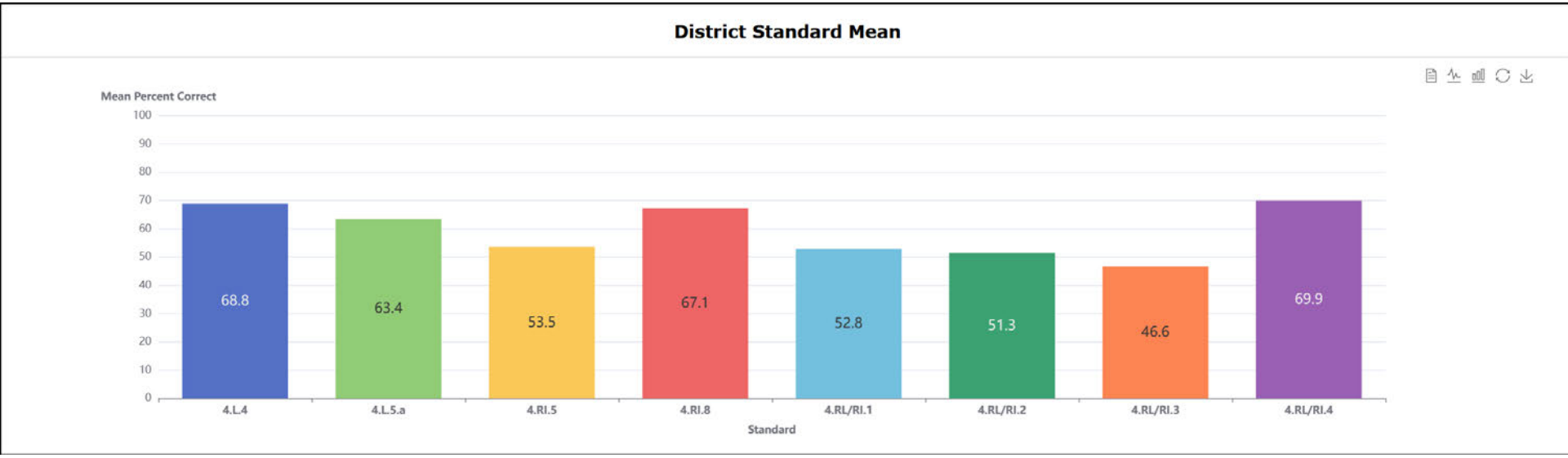
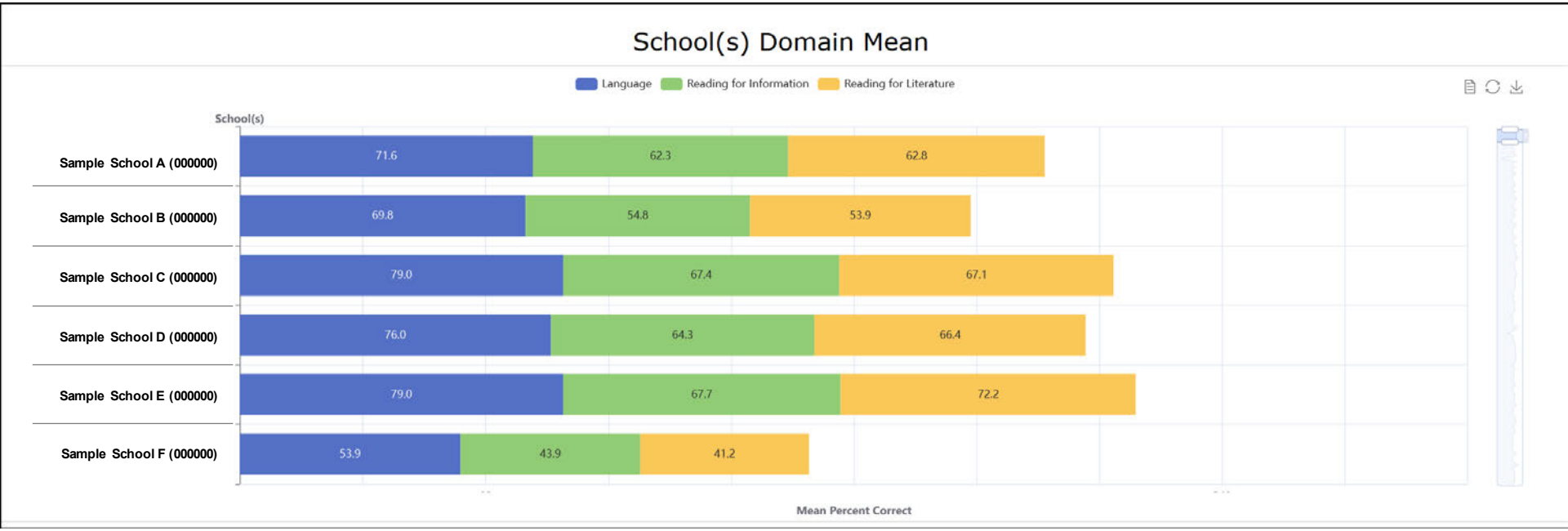


District Summary Statistics	
Number of Students with Valid Scores : **10852**	High Score : **24**
Number Correct District Mean : **14.1**	Low Score : **0**
Standard Deviation : **5.78**	

NCCI 2.0 District-Level Report



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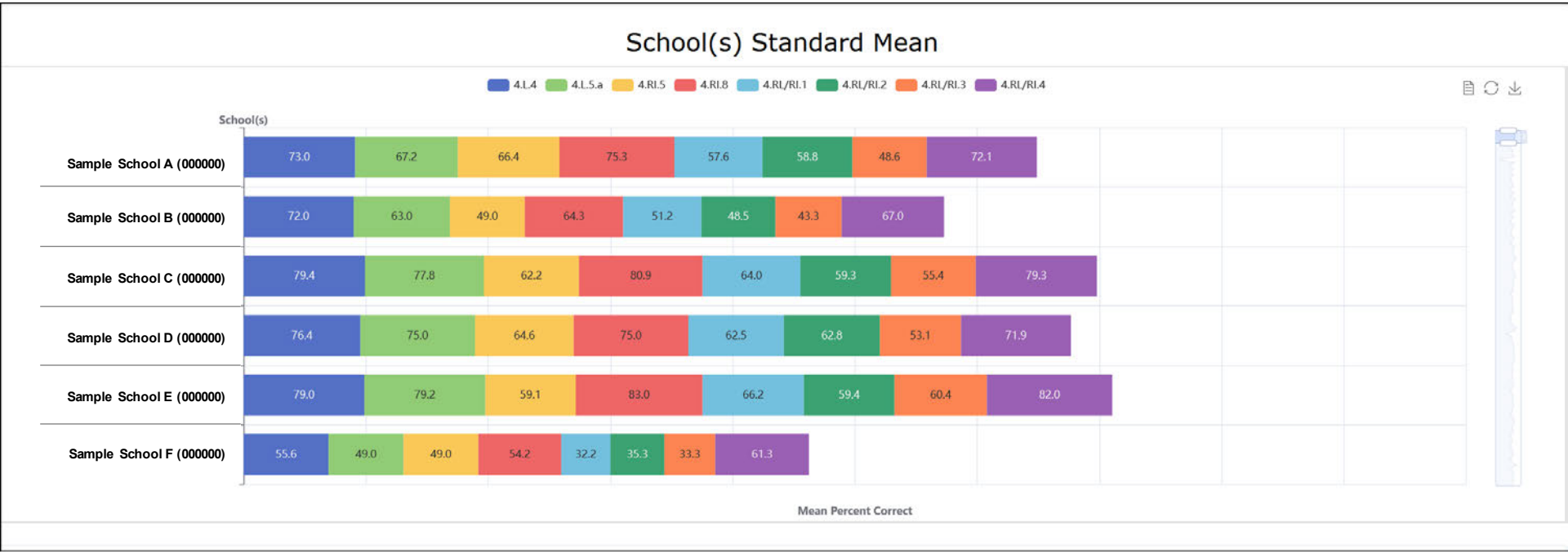


NCCI 2.0 District-Level Report

			24 Points Possible		Domains			Standards							
#	School Name	Number of students with valid scores	Number Correct Mean	Percent Correct Mean	L [4]	RI [13]	RL [7]	4.L.4 [3]	4.L.5.a [1]	4.RI.5 [1]	4.RI.8 [3]	4.RL/RI.1 [5]	4.RL/RI.2 [4]	4.RL/RI.3 [3]	4.RL/RI.4 [4]
1	Sample School A (000000)	104	11.0	45.6	2.2	5.8	3.0	1.7	0.5	0.4	1.7	1.9	1.7	1.0	2.1
2	Sample School B (000000)	47	14.9	62.0	2.7	7.9	4.3	2.1	0.6	0.6	2.1	2.8	2.2	1.6	2.9
3	Sample School C (000000)	69	14.7	61.1	2.8	7.8	4.1	2.1	0.7	0.7	2.0	2.7	2.2	1.4	2.9
4	Sample School D (000000)	111	14.1	58.8	2.7	7.4	4.1	2.0	0.7	0.7	1.9	2.6	2.0	1.5	2.7
5	Sample School E (000000)	49	14.0	58.3	2.8	7.2	4.0	2.3	0.6	0.6	1.9	2.5	2.1	1.3	2.8
6	Sample School F (000000)	83	12.8	53.3	2.7	6.4	3.6	2.0	0.7	0.5	1.6	2.3	1.9	1.2	2.6
7	Sample School G (000000)	100	10.5	43.8	2.2	5.5	2.9	1.8	0.4	0.4	1.5	1.7	1.6	0.9	2.2
8	Sample School H (000000)	134	18.9	78.6	3.5	9.9	5.5	2.6	0.8	0.7	2.7	3.7	2.8	1.9	3.5
9	Sample School I (000000)	110	14.1	58.9	2.6	7.4	4.2	2.0	0.6	0.6	1.9	2.7	2.1	1.3	2.8
10	Sample School J (000000)	61	10.3	42.8	2.1	5.5	2.7	1.5	0.5	0.4	1.6	1.7	1.5	0.9	2.1

Online Courses

Courses

- Two training courses are available to all school staff at both pilot and non-pilot schools.
- Both courses are optional, and it is a local decision as to how they are used.
- The first course focuses on understanding reports and is designed to be completed in approximately 30 minutes.
- The second course focuses on digging deeper into formative assessments. This course is longer and has been broken down into smaller, manageable sections to help facilitate completion.
- Certificate of completion awarded (CEUs not offered).

Access to Courses

- Diving Deeper into Formative Assessments
- Understanding Reports

Questions & Answers

PDF of today's presentation

https://bit.ly/725TestingUpdates

North Carolina Department of
PUBLIC INSTRUCTION

IV-18: October 13, 2023, Western RESA Presentation

North Carolina Personalized Assessment Tool (NCPAT) Update

Tammy Howard, Ph.D.
Senior Director, Office of Accountability and Testing

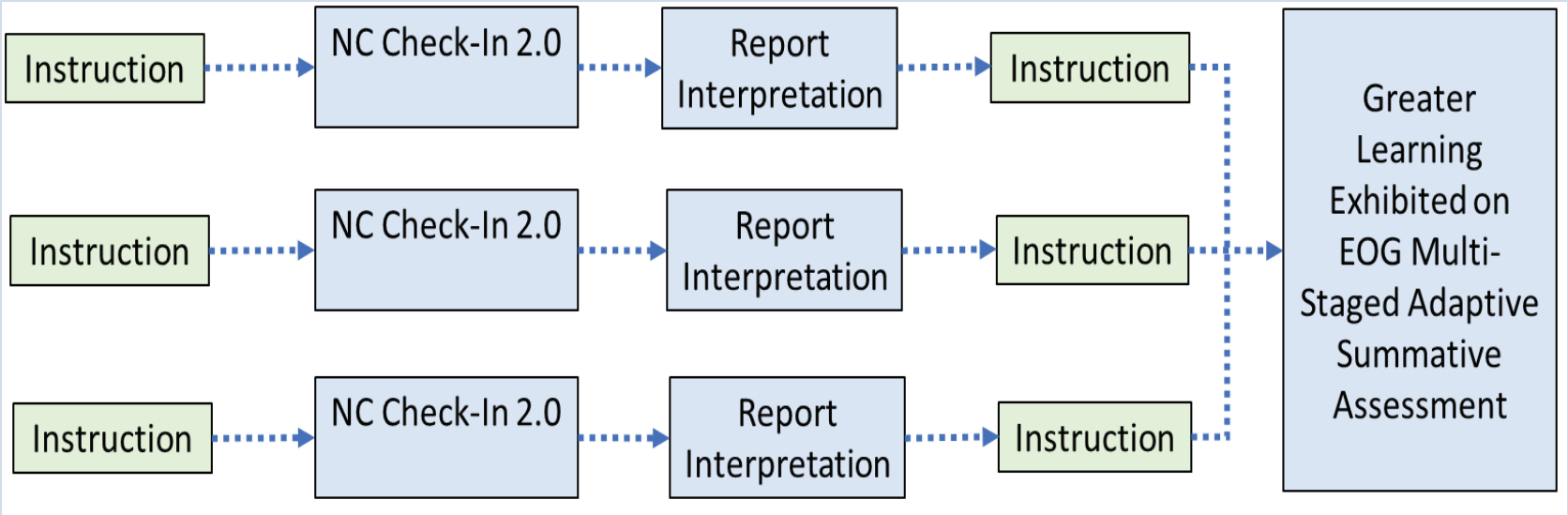
WRESA
October 13, 2023

North Carolina Department of
PUBLIC INSTRUCTION

Innovative Assessment

- In June 2019, the U.S. Department of Education (USED) granted an Innovative Assessment Demonstration Authority (IADA) to North Carolina.
- North Carolina General Assembly Session Law 2019-212 (SB 621) states, “It is the intent of the General Assembly that the State **move toward** a through-grade assessment model, in which the State-mandated assessments are administered in multiple short testing events throughout the school year rather than a single long testing event at the end of the year.”

North Carolina Personalized Assessment Tool (NCPAT)



NC CHECK-INS 2.0 Formative Evaluation Report: *National Center for the Improvement of Educational Assessment, August 2023*

NCPAT: Multi-staged Adaptive EOG

- The redesigned EOG is the accountability component of the NCPAT through-grade system. It was administered as a pilot (grades 4 and 7 reading and mathematics) to a volunteer sample of schools across the state in Spring of 2023.
- Key characteristics about this version of the EOG are:
  - Same test content blueprint and standards as measured on the current EOG
  - Same test format and test length
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NCPAT: Multi-staged Adaptive EOG

- New design features of the EOG are:
  - Updating from parallel/equivalent forms to multi-staged adaptive forms that are designed to maximize precision at different points on the EOG scale.
  - Moving from randomly assigning forms to using scores, when available, from NC Check-Ins 2.0 through a statistical process to assign students to most informative multi-staged form.
  - Student's assigned EOG form does not make it easier or harder to demonstrate proficiency.
  - All forms measure the full range of achievement levels but at varying **acceptable** reliabilities.

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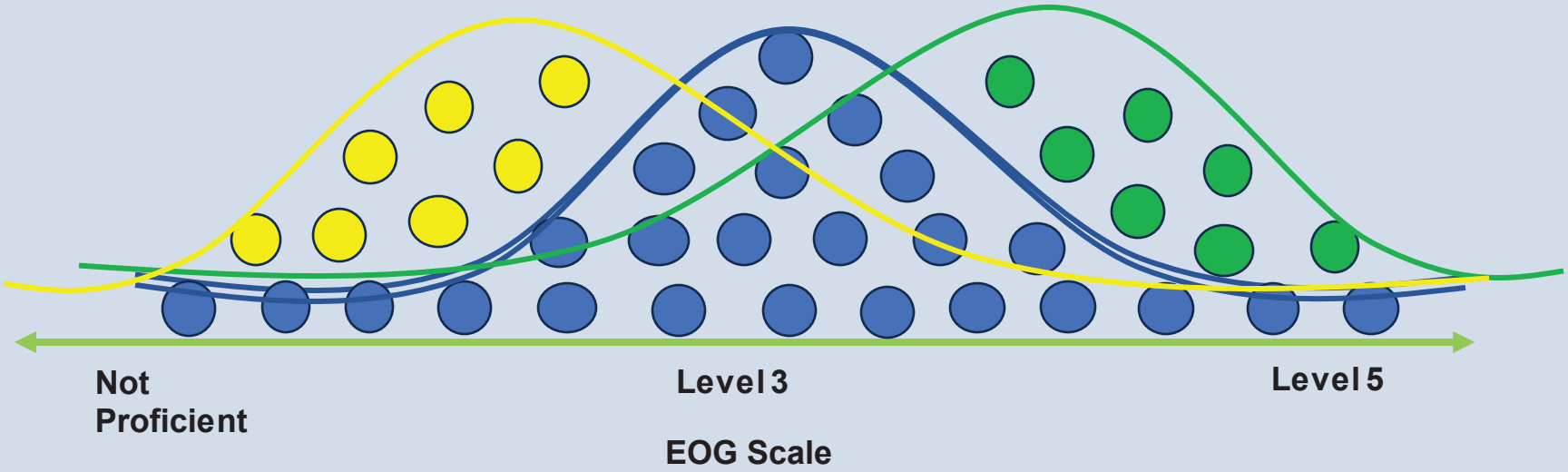
- Key advantages of the redesigned EOG are:
  - Increase in the breadth and depth of items administered in the EOG without adding to the total items for each student.
  - Improvement in test experience for all students particularly those at the top and bottom end of the achievement scale as each test form is adapted to be most informative at different ability ranges along the scale.
  - The through-grade component allows for a reliable connection between student performance and classroom activity throughout the year with end-of-year performance on the EOG.

NCPAT: Multi-staged Adaptive EOG

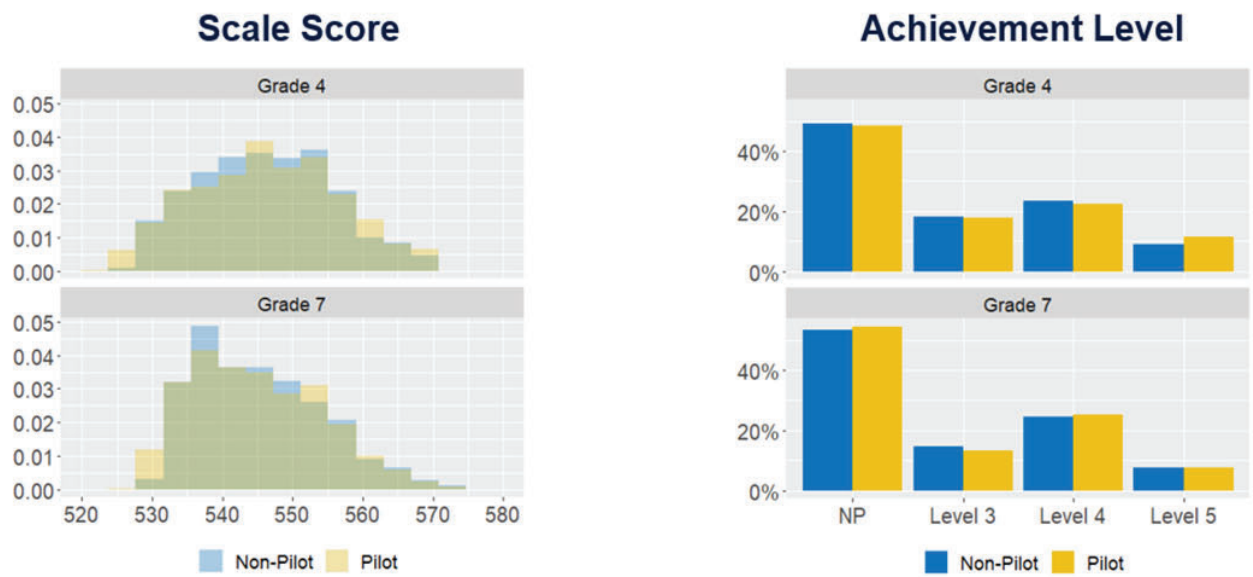


Spring 2023 Pilot

UNCG

Find your way here

Results: Outcome variable comparison for matched data - Mathematics



19

Design Validation and Technical Review

- The Friday Institute for Educational Innovation surveys and conducts focus groups with teachers and principals to inform data usage, report design, professional development, and fidelity of the interim administrations.
- The National Center for Improvement of Educational Assessment serves as an external evaluator, and similar to the Friday Institute for Educational Innovation, gathered feedback from teachers and principals.

Design Validation and Technical Review

- UNC-Greensboro Office of Assessment, Evaluation, and Research reviews all data (1) for comparability and reliability and (2) to validate the form assignment methodology
- The North Carolina Technical Advisors review and provide feedback on the design, development, and the data outcomes to ensure technical compliance with the American Psychological Testing standards.

Next Steps

- Provide on-going communication including an FAQ and webinars for educators
  - NC Check-Ins 2.0 continue to be optional (local decision)
  - Continue to gather feedback from public school units (PSUs) on how to best assist with implementation and communication around updates on EOG
  - Webinar on October 19 (posted on TNN)

NC Check-Ins 2.0 Courses

- Two training courses are available to all school staff at both pilot and non-pilot schools.
  - *Understanding Reports*
    - Takes approximately 30 minutes to complete
  - *Diving Deeper into Formative Assessments*
    - Takes approximately 10 hours to complete
    - Broken down into smaller, manageable sections to help facilitate completion
- Both courses are optional, and it is a local decision as to how they are used.
- Participants will receive a Certificate of Participation. It is a local decision to award participants with continuing education units.

Unlocking Student Achievement: The North Carolina Personalized Assessment Tool and Understand Reports Training

- Learn more about North Carolina's Department of Public Instructions' NC Check-Ins 2.0 and how the Understanding Reports training can support you as an educator.
- https://youtu.be/4qzq3-9cfjE

Understanding Reports

NEW TO NC CHECK-INS 2.0?

The Understanding Reports training module can help!

The North Carolina Personalized Assessment Tool has two components, NC Check-Ins 2.0 and an end-of-grade or end-of-course test. The NC Check-Ins 2.0 gathers granular student data for immediate feedback on performance throughout the school year.

The Understanding Reports training module focuses on reports from the NC Check-Ins 2.0 and will enable you to:

- **Engage** the NC Check-Ins 2.0 to collect data aligned to grade-level content standards for reading and mathematics.
- **Provide** learning supports to utilize data conversations with students' families around learning priorities using the Individual Student Report.
- **Dive** deeper into the Class Item Report and student responses; examining the question context and student misconceptions.
- **Develop** strategies using data to personalize student's instructional needs in reading and mathematics.
- **Determine** how to hold data conversations with students and families.

Through this training opportunity, you will gain an understanding in analyzing student data from the NC Check-Ins 2.0 and apply strategies to support student learning in classrooms.

Learn more about the NC Check-Ins 2.0:

tinyurl.com/ncpat

Access training:

North Carolina Department of PUBLIC INSTRUCTION

Diving Deeper into Formative Assessments

NEW TO NC CHECK-INS 2.0?

The NC Department of Public Instruction has developed an online training to provide teachers, coaches, and administrators an opportunity to understand data literacy, data-driven decision-making, and practical data analysis through the NC Check-Ins 2.0.

The *Diving Deeper into Formative Assessments* training module will enable you through role-defined learning pathways to:

TEACHERS

- Investigate how data has a direct impact on teaching and learning.
- Explore different kinds of data and apply them.
- Enhance student performance by diving into specific reporting forms for the NC Check-Ins 2.0.
- Experience strategies in how to evaluate and transfer data into actionable information.
- Develop and use learner profiles.
- Use NC Check-Ins 2.0 data to analyze progress.
- Utilize data cycles to inform conversations with students and their families.

ADMINISTRATORS & COACHES

- Investigate how data has a direct impact on teaching and learning.
- Explore different kinds of data and how to apply them.
- Understand student performance data by diving into specific reporting forms for the NC Check-Ins 2.0.
- Develop an understanding of how to use learner profiles school wide to enhance data communication.
- Reflect on strategies to create a data culture and hold data-driven conversations.
- Utilize data cycles to inform data conversations with teachers, students, and families.

Learn more about the NC Check-Ins 2.0:

tinyurl.com/ncpat

Access training:

North Carolina Department of PUBLIC INSTRUCTION

QUESTIONS

IV-19: November 28, 2023, Central Carolina RESA Presentation

North Carolina Personalized Assessment Tool (NCPAT) Update

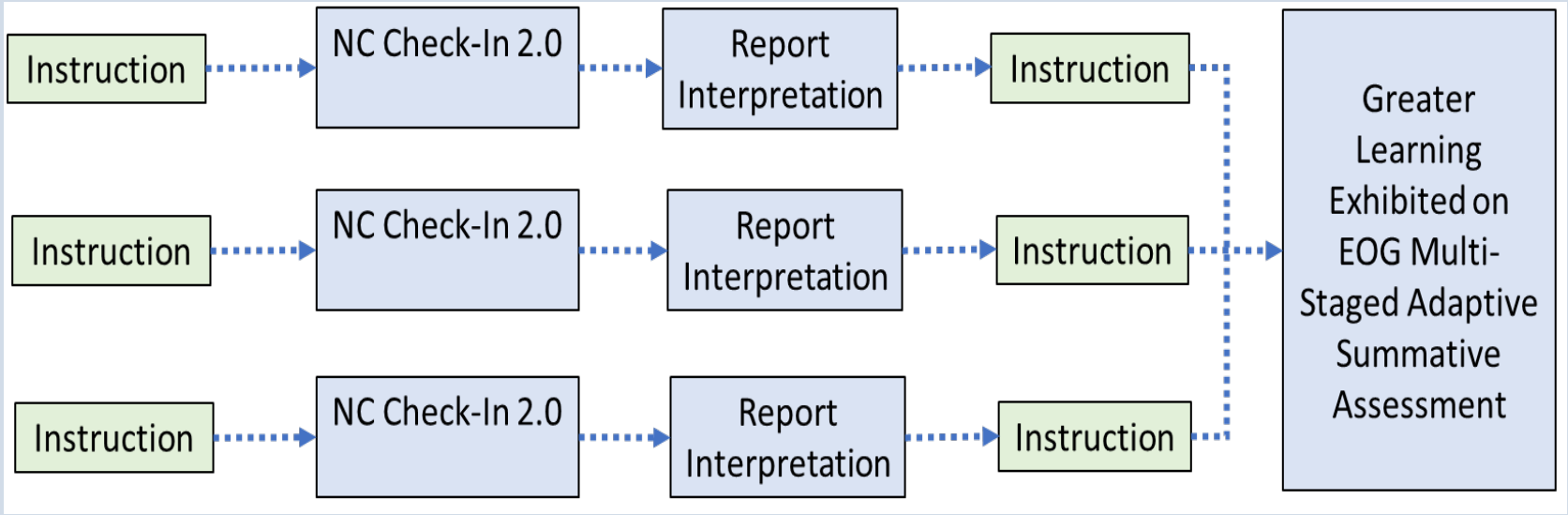
Tammy Howard, Ph.D.
Senior Director, Office of Accountability and Testing

CCRESA
November 28, 2023

Innovative Assessment

- In June 2019, the U.S. Department of Education (USED) granted an Innovative Assessment Demonstration Authority (IADA) to North Carolina.
- North Carolina General Assembly Session Law 2019-212 (SB 621) states, “It is the intent of the General Assembly that the State **move toward** a through-grade assessment model, in which the State-mandated assessments are administered in multiple short testing events throughout the school year rather than a single long testing event at the end of the year.”

North Carolina Personalized Assessment Tool (NCPAT)



NC Check-Ins 2.0

NCPAT: NC Check-Ins 2.0

- NC Check-Ins 2.0 are the through-grade component of the NCPAT balanced assessment system.
- For reading and mathematics at grades 3–8, three interims are available for classroom use throughout the school year
  - Interims may be administered in any order
  - Two interims should be administered by April 1 or the opening of the test window scheduler to assign a multistage adaptive EOG form
- Provide immediate formative data to support instruction (primary purpose)
  - Online reporting and review forms are available to teachers the next day
  - Teachers can review test items and individual student responses
  - Interim results are not used for accountability

Mathematics NC Check-Ins 2.0

- **Format**
  - Assesses a subset of content standards from 3 domains on each interim (5–6 standards)
  - 25 questions four-option multiple-choice items, open-ended numeric entry items, and technology-enhanced questions
  - Calculator active and inactive sections
  - Suggested time of 90 minutes

NC Check-Ins 2.0 Mathematics at Grades 3–8 Specifications

Reading NC Check-Ins 2.0

- **Format**
  - Assesses a sampling of same content standards as EOG
  - 24 questions
  - 3 reading selections, including distinct selection types (Informational, Literature, or Poetry (6–8))
  - For each selection, there will be 6 to 9 four-option multiple-choice questions or technology-enhanced questions
  - Suggested time of 90 minutes

NC Check-Ins 2.0 Reading at Grades 3–8 Specifications

NCPAT: NC Check-Ins 2.0

Subject	Grade	2022–23 NC Check-Ins 2.0 (Percentage of Students Participating)		
		Form A	Form B	Form C
Reading	3	52%	59%	59%
	4	59%	64%	62%
	5	60%	64%	62%
	6	57%	58%	57%
	7	58%	60%	57%
	8	58%	59%	57%
Math	3	58%	61%	58%
	4	59%	63%	59%
	5	59%	63%	59%
	6	58%	58%	54%
	7	59%	59%	53%
	8	55%	59%	54%

Multistage Adaptive EOG

NCPAT: Multistage Adaptive EOG

- The redesigned EOG is the accountability component of the NCPAT through-grade system. It was administered as a pilot (grades 4 and 7 reading and mathematics) to a volunteer sample of schools across the state in Spring of 2023.
- Key characteristics about this version of the EOG are:
  - Same test content blueprint and standards as measured on the current EOG (grade level content standards)
  - Same test format and test length
  - Same score scale and academic achievement levels as reported on the current EOG
  - Same expectations for student performance as on the current EOG

Multistage Adaptive EOG

- The multistage adaptive EOG tests in reading and mathematics will be administered statewide in grades 4, 5, 7, and 8 in the 2023–24 school year.
- All scores from the multistage adaptive EOG reading and mathematics tests in grades 4, 5, 7, and 8 will be used for school performance grades and other accountability reports in the 2023–24 school year.

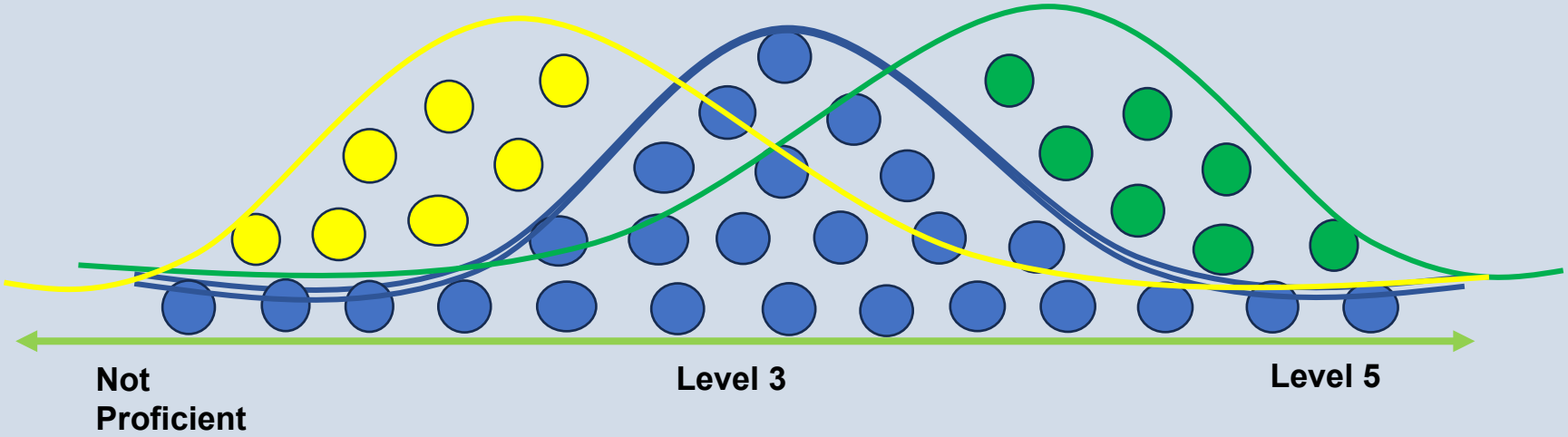
NCPAT: Multistage Adaptive EOG

- New design features of the EOG are:
  - Updating from parallel/equivalent forms to multistage adaptive forms that are designed to maximize precision at different points on the EOG scale.
  - Moving from randomly assigning forms to using scores, when available, from NC Check-Ins 2.0 through a statistical process to assign students to most informative multistage form.
  - Student's assigned EOG form does not make it easier or harder to demonstrate proficiency.
  - All forms measure the full range of achievement levels but at varying **acceptable** reliabilities.

Multistage Adaptive EOG

- Each multistage adaptive EOG will have three forms. Students will be assigned to one of these three forms based on performance information gathered throughout the year from NC Check-Ins 2.0. Each form of the multistage adaptive EOG is designed with a range of items that are aligned to grade-level content standards and are most appropriate for students in that range. All forms of the multistage adaptive EOG will allow students to score at any of the four academic achievement levels (Not Proficient, Level 3, Level 4, and Level 5).

NCPAT: Multistage Adaptive EOG



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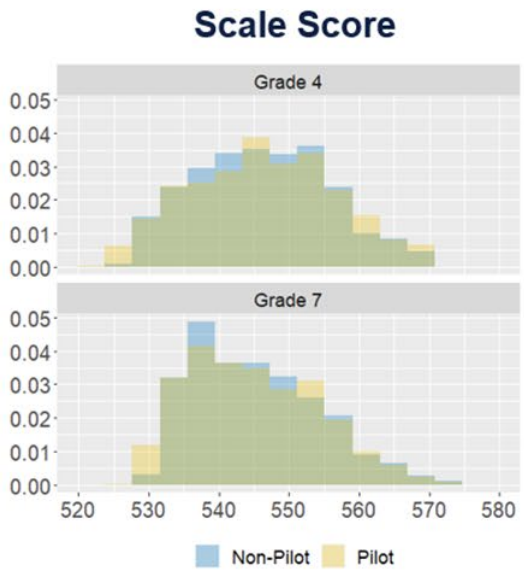

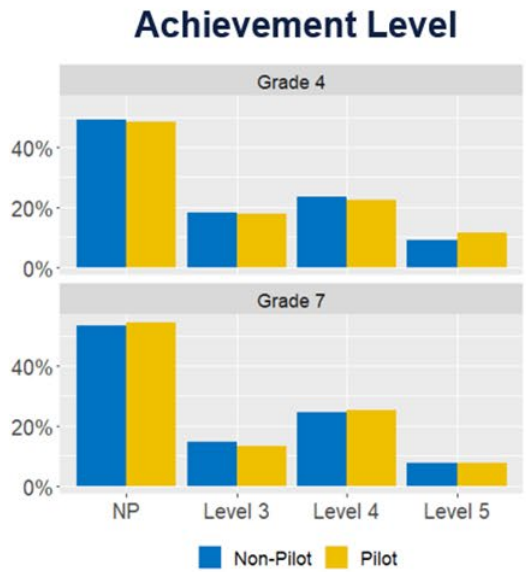

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NCPAT: Multistage Adaptive EOG

- Key advantages of the redesigned EOG are:
  - Increase in the breadth and depth of items administered in the EOG without adding to the total items for each student.
  - Improvement in test experience for all students particularly those at the top and bottom end of the achievement scale as each test form is adapted to be most informative at different ability ranges along the scale.
  - The through-grade component allows for a reliable connection between student performance and classroom activity throughout the year with end-of-year performance on the EOG.

NCPAT: Multistage Adaptive EOG

- Using data from NC Check-Ins 2.0 allows students to benefit from the full range of measurement enhancements offered by the multistage adaptive design of the EOG. Students will be assigned to a form that allows for an improved testing experience by presenting a range of items to match their expected performance. However, the range of items on each form support students being able to achieve any of the four academic achievement levels.

Design Validation and Technical Review

FAQ

Do students have an advantage or a disadvantage based on the multistage adaptive EOG form assigned?

- No, all students, regardless of the multistage adaptive EOG form assigned can score anywhere on the full range of academic achievement levels.

What happens if a student does not have data from at least two NC Check-Ins 2.0s? Does this disadvantage a student?

- Students without at least two NC Check-Ins 2.0 test scores are assigned a standard EOG equivalent form. It is not a disadvantage for any student because all students are assessed on the same content standards and measured on the same scale regardless of the test form administered.

Will students who completed NC Check-Ins 2.0 in a school other than the one where the multistage adaptive EOG is administered be assigned a form based on their NC Check-Ins 2.0 scores?

- Yes, all students' test scores for NC Check-Ins 2.0 will be used even if administered at multiple schools. However, all scores must be finalized in NCTest Admin by April 1 or by the date the test window scheduler opens for end-of-grade test administrations. For the 2023–24 school year, the test window scheduler opens April 18.

If students have not completed at least two NC Check-Ins 2.0, do they need to be manually enrolled for an EOG test?

- No, all students will be assigned the appropriate form regardless of whether two NC Check-Ins 2.0 scores are available. Participation in NC Check-Ins 2.0 is not required.

Do test coordinators need to provide any different information in the Test Window Scheduler for the reading and mathematics tests at grades 4, 5, 7, and 8?

- No, with the statewide implementation of the NCPAT, there are no additional steps or processes required. The system will deliver the assessments as is typically done for EOG tests.

What test administration guide will be used for the grades in the statewide implementation of the multistage adaptive EOGs?

- Test administrators will use the *End-of-Grade Test Administration Guide* and scripts.

What academic achievement levels will be reported for students in the statewide implementation of the multistage adaptive EOG?

- As with the previous year's EOG tests, students' final scores will be reported using the academic achievement levels (Not Proficient, Level 3, Level 4, and Level 5) set by the State Board of Education.

If a student scores Not Proficient on the multistage adaptive EOG test in reading or mathematics, will the student be able to participate in a locally-approved summer program?

- Yes, students who are Not Proficient may participate in the locally approved summer program.

Will the reports for the multistage adaptive EOGs for grades 4, 5, 7, and 8 differ from the reporting for the EOGs for grades 3 and 6?

- No, the reports will contain the same information for all grades. Because reporting will be available through an online platform, the information may be presented in a different format than traditional paper copies of reports (WinScan). However, the reports for the grades 3 and 6 EOGs will be provided in WinScan.

Is online reporting available with the multistage adaptive EOGs?

- Yes, for the statewide implementation of multistage adaptive EOG tests at grades 4, 5, 7, and 8 in the 2023–24 school year, an online reporting system is available. Tests administered for these grades will not be available in the WinScan application used for other tests.

Will PSUs have the option to download reports with one click for all schools for Spring 2024 in the online reporting system?

- No, PSUs will receive data through the accountability secure shell.

Will the online report releaser generate Individual Student Reports?

- No, the Individual Student Reports are in a separate system.

What training is available for school-level staff on how to access reports within the new system?

- PSU test coordinators will receive instructions on accessing the reports. PSU test coordinators can then train other staff on accessing the reports.

Professional Development

NC Check-Ins 2.0 Courses

- Two training courses are available to all school staff at both pilot and non-pilot schools.
  - *Understanding Reports*
  - *Diving Deeper into Formative Assessments*
- Both courses are optional, and it is a local decision as to how they are used.
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Resources

NC Check-Ins 2.0 | NC DPI

- Understanding Reports
  - Copy of IA PD Flyer (nc.gov)
- Diving Deeper into Formative Assessments
  - Copy of IA PD Flyer (nc.gov)
- NC Check-Ins 2.0 Professional Development Video
  - Understanding Reports Promo: NCPAT - YouTube

Next Steps

- NC Check-Ins 2.0 continue to be optional (local decision)
- Continue to gather feedback from PSUs on how to best assist with implementation and communication around updates on EOG

QUESTIONS

IV-20: December 4–7, 2023, Digital Leaders Exchange Presentation

NORTH CAROLINA DIGITAL LEADERS EXCHANGE

December 2023

North Carolina Personalized Assessment Tool (NCPAT) Update

Agenda

- Introduction
- NC Check-Ins 2.0
- Multistage Adaptive Summative
- FAQ
- Professional Development
- Questions

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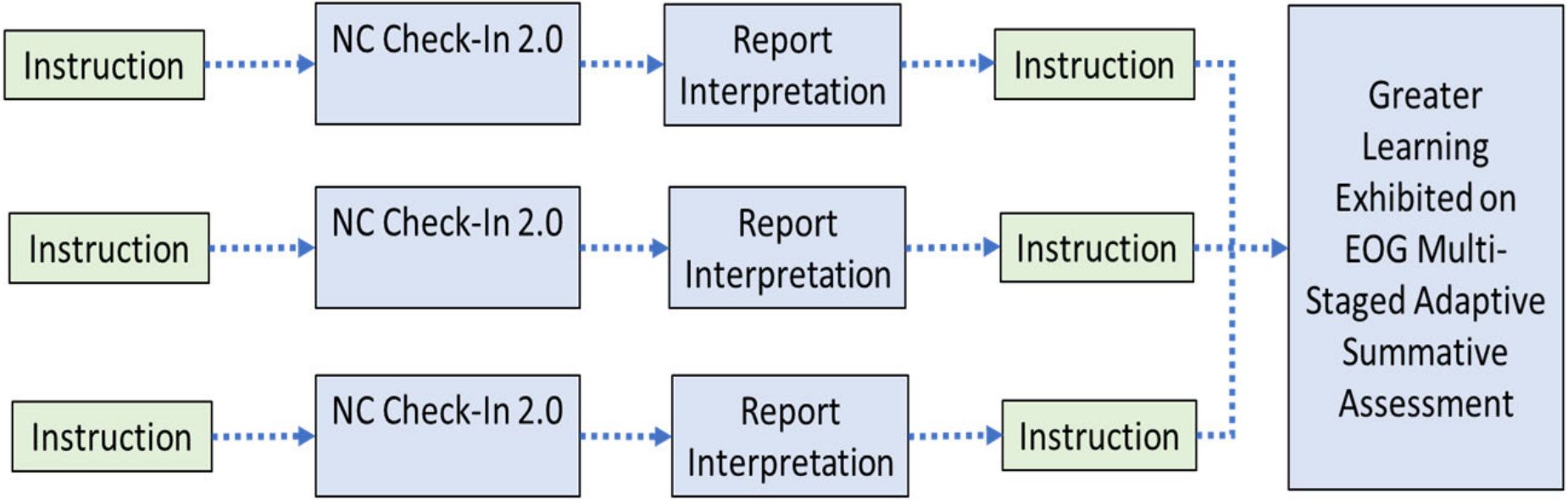

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	6	57%	58%	57%
	7	58%	60%	57%
	8	58%	59%	57%
Math	3	58%	61%	58%
	4	59%	63%	59%
	5	59%	63%	59%
	6	58%	58%	54%
	7	59%	59%	53%
	8	55%	59%	54%

350

Multistage Adaptive EOG

NCPAT: Multistage Adaptive EOG

- The redesigned EOG is the accountability component of the NCPAT through-grade system. It was administered as a pilot (grades 4 and 7 reading and mathematics) to a volunteer sample of schools across the state in Spring of 2023.
- Key characteristics about this version of the EOG are:
  - Same test content blueprint and standards as measured on the current EOG (grade level content standards)
  - Same test format and test length
  - Same score scale and academic achievement levels as reported on the current EOG
  - Same expectations for student performance as on the current EOG

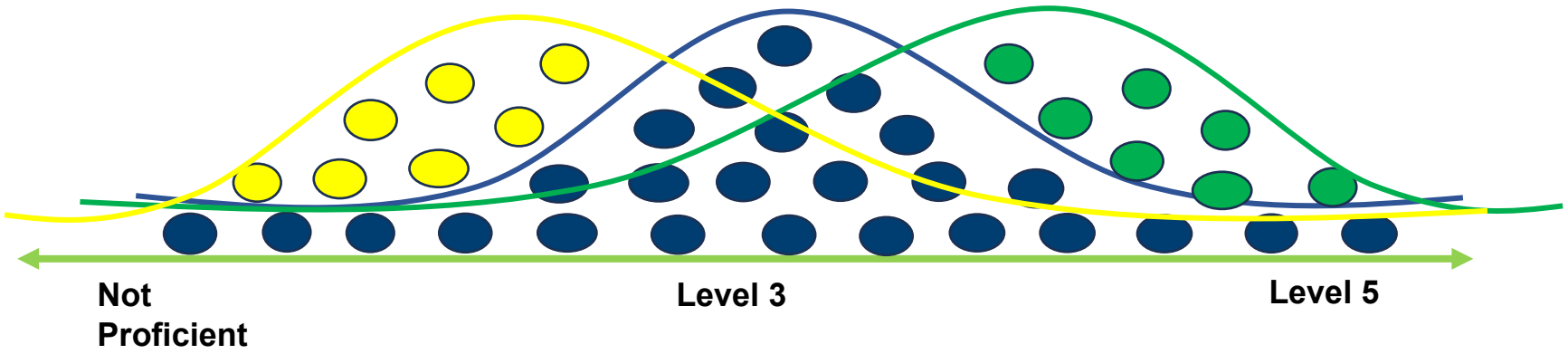
Multistage Adaptive EOG

- The multistage adaptive EOG tests in reading and mathematics will be administered statewide in grades 4, 5, 7, and 8 in the 2023–24 school year.
- All scores from the multistage adaptive EOG reading and mathematics tests in grades 4, 5, 7, and 8 will be used for school performance grades and other accountability reports in the 2023–24 school year.

Multistage Adaptive EOG

Each multistage adaptive EOG will have three forms. Students will be assigned to one of these three forms based on performance information gathered throughout the year from NC Check-Ins 2.0. Each form of the multistage adaptive EOG is designed with a range of items that are aligned to grade-level content standards and are most appropriate for students in that range. All forms of the multistage adaptive EOG will allow students to score at any of the four academic achievement levels (Not Proficient, Level 3, Level 4, and Level 5).

NCPAT: Multistage Adaptive EOG

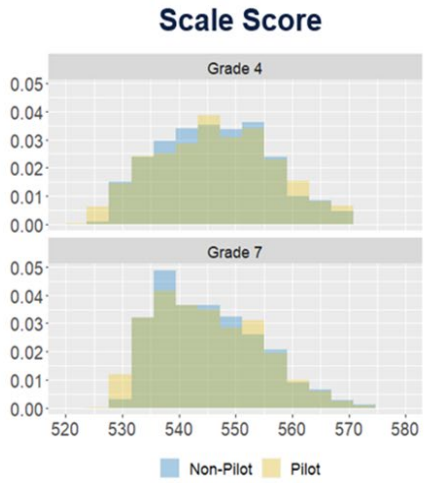


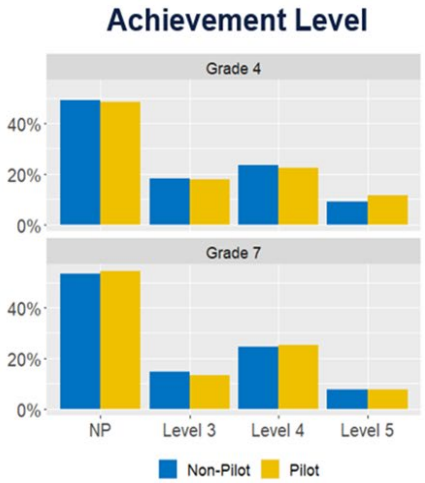
Spring 2023 Pilot

UNCG

Find your way here

Results: Outcome variable comparison for matched data - Mathematics





NCPAT: Multistage Adaptive EOG

Key advantages of the redesigned EOG are:

- Increase in the breadth and depth of items administered in the EOG without adding to the total items for each student.
- Improvement in test experience for all students particularly those at the top and bottom end of the achievement scale as each test form is adapted to be most informative at different ability ranges along the scale.
- The through-grade component allows for a reliable connection between student performance and classroom activity throughout the year with end-of-year performance on the EOG.

NCPAT: Multistage Adaptive EOG

Using data from NC Check-Ins 2.0 allows students to benefit from the full range of measurement enhancements offered by the multistage adaptive design of the EOG. Students will be assigned to a form that allows for an improved testing experience by presenting a range of items to match their expected performance. However, the range of items on each form supports students being able to achieve any of the four academic achievement levels.

Design Validation and Technical Review

FAQ

Do students have an advantage or a disadvantage based on the multistage adaptive EOG form assigned?

- No, all students, regardless of the multistage adaptive EOG form assigned can score anywhere on the full range of academic achievement levels.

What happens if a student does not have data from at least two NC Check-Ins 2.0s? Does this disadvantage a student?

- Students without at least two NC Check-Ins 2.0 test scores are assigned a standard EOG equivalent form. It is not a disadvantage for any student because all students are assessed on the same content standards and measured on the same scale regardless of the test form administered.

Will students who completed NC Check-Ins 2.0 in a school other than the one where the multistage adaptive EOG is administered be assigned a form based on their NC Check-Ins 2.0 scores?

- Yes, all students' test scores for NC Check-Ins 2.0 will be used even if administered at multiple schools. However, all scores must be finalized in NCTest Admin by April 1 or by the date the test window scheduler opens for end-of-grade test administrations. For the 2023–24 school year, the test window scheduler opens April 18.

If students have not completed at least two NC Check-Ins 2.0, do they need to be manually enrolled for an EOG test?

- No, all students will be assigned the appropriate form regardless of whether two NC Check-Ins 2.0 scores are available. Participation in NC Check-Ins 2.0 is not required.

Do test coordinators need to provide any different information in the Test Window Scheduler for the reading and mathematics tests at grades 4, 5, 7, and 8?

- No, with the statewide implementation of the NCPAT, there are no additional steps or processes required. The system will deliver the assessments as is typically done for EOG tests.

What test administration guide will be used for the grades in the statewide implementation of the multistage adaptive EOGs?

- Test administrators will use the *End-of-Grade Test Administration Guide* and scripts.

What academic achievement levels will be reported for students in the statewide implementation of the multistage adaptive EOG?

- As with the previous year's EOG tests, students' final scores will be reported using the academic achievement levels (Not Proficient, Level 3, Level 4, and Level 5) set by the State Board of Education.

If a student scores Not Proficient on the multistage adaptive EOG test in reading or mathematics, will the student be able to participate in a locally-approved summer program?

- Yes, students who are Not Proficient may participate in the locally approved summer program.

Will the reports for the multistage adaptive EOGs for grades 4, 5, 7, and 8 differ from the reporting for the EOGs for grades 3 and 6?

- No, the reports will contain the same information for all grades. Because reporting will be available through an online platform, the information may be presented in a different format than traditional paper copies of reports (WinScan). However, the reports for the grades 3 and 6 EOGs will be provided in WinScan.

Is online reporting available with the multistage adaptive EOGs?

- Yes, for the statewide implementation of multistage adaptive EOG tests at grades 4, 5, 7, and 8 in the 2023–24 school year, an online reporting system is available. Tests administered for these grades will not be available in the WinScan application used for other tests.

Will PSUs have the option to download reports with one click for all schools for Spring 2024 in the online reporting system?

- No, PSUs will receive data through the accountability secure shell.

Will the online report releaser generate Individual Student Reports?

- No, the Individual Student Reports are in a separate system.

What training is available for school-level staff on how to access reports within the new system?

- PSU test coordinators will receive instructions on accessing the reports. PSU test coordinators can then train other staff on accessing the reports.

Professional Development

NC Check-Ins 2.0 Courses

- Two training courses are available to all school staff at both pilot and non-pilot schools.
  - *Understanding Reports*
  - *Diving Deeper into Formative Assessments*
- Both courses are optional, and it is a local decision as to how they are used.
- Participants will receive a Certificate of Participation. It is a local decision to award participants with continuing education units.

Resources

NC Check-Ins 2.0 | NC DPI

- Understanding Reports
  - Copy of IA PD Flyer (nc.gov)
- Diving Deeper into Formative Assessments
  - Copy of IA PD Flyer (nc.gov)
- NC Check-Ins 2.0 Professional Development Video
  - Understanding Reports Promo: NCPAT - YouTube

Next Steps

QUESTIONS

A recording of the October 19, 2023 North Carolina Personalized Assessment Tool Update webinar is available:

Recording link:
https://ncgov.webex.com/ncgov/ldr.php?RCID=c3420abc407337f016539b805b5ad46e

Password: 43Nm3FRt

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IV-21: September 25, 2023, Test Coordinators Conference Presentation

North Carolina Personalized Assessment Tool (NCPAT) Update

Test Coordinator Conference
September 25, 2023

Agenda

- Introduction
- NC Check-Ins 2.0
- Multi-staged Adaptive Summative
- Professional Development
- Reports

Welcome and Introductions

Tammy Howard, Ph.D.
Senior Director, Office of Accountability and Testing

Curtis Sonneman
Section Chief, Analysis and Reporting

Shannon Jordan
Section Chief, Testing Policy and Operations

Beth Nash
Education Consultant, Test Development

Dan Auman
Education Consultant, Test Development

Alesia Burnette
Education Consultant, Analysis and Reporting

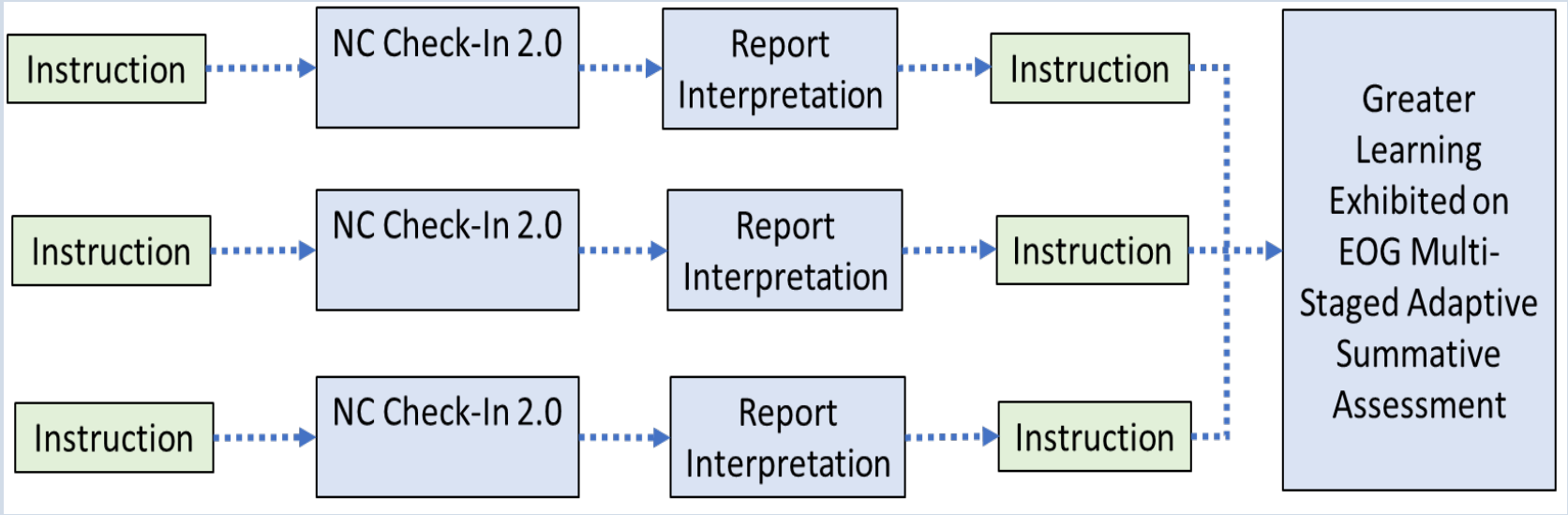
Jaime Kelley
Education Consultant, Testing Policy and Operations

Access the Padlet

Innovative Assessment

- In June 2019, the U.S. Department of Education (USED) granted an Innovative Assessment Demonstration Authority (IADA) to North Carolina.
- North Carolina General Assembly Session Law 2019-212 (SB 621) states, “It is the intent of the General Assembly that the State **move toward** a through-grade assessment model, in which the State-mandated assessments are administered in multiple short testing events throughout the school year rather than a single long testing event at the end of the year.”

North Carolina Personalized Assessment Tool (NCPAT)



NCPAT: NC Check-Ins 2.0

- NC Check-Ins 2.0 are the through-grade component of the NCPAT balanced assessment system.
- Three interims available for classroom use throughout the school year
- Provide immediate formative feedback data to support instruction (primary purpose)
  - Online reporting and review forms are available to teachers the next day
  - Teachers can review test items and individual student responses
  - Interim results are not used for accountability

Mathematics NC Check-Ins 2.0

- **Format**
  - Assesses a subset of content standards from 3 domains on each interim (5–6 standards)
  - 25 questions four-option multiple-choice items, open-ended numeric entry items, and technology-enhanced questions
  - Calculator active and inactive sections
  - Suggested time of 90 minutes

NC Check-Ins 2.0 Mathematics at Grades 3–8 Specifications

Content Specifications

NC Check-Ins 2.0 Mathematics Grade 6 Assessed Standards		
A	**B**	**C**
NC.6.RP.1	NC.6.RP.4	NC.6.NS.6
NC.6.RP.3	NC.6.NS.1	NC.6.EE.2
NC.6.NS.4	NC.6.NS.2	NC.6.EE.6
NC.6.G.1	NC.6.NS.3	NC.6.EE.7
NC.6.G.4	NC.6.EE.1	NC.6.G.3

Reading NC Check-Ins 2.0

- **Format**
  - Assesses a sampling of same content standards as EOG
  - 24 questions
  - 3 reading selections, including distinct selection types (Informational, Literature, or Poetry (6–8))
  - For each selection, there will be 6 to 9 four-option multiple-choice questions or technology-enhanced questions
  - Suggested time of 90 minutes

NC Check-Ins 2.0 Reading at Grades 3–8 Specifications

Content Specifications

Reading for Literature	Grade 3	Grade 6
RL.1	✓	✓
RL.2	✓	✓
RL.3	✓	✓
RL.4	✓	✓
RL.5		✓
RL.6		✓

Reading for Information	Grade 3	Grade 6
RI.1	✓	✓
RI.2	✓	✓
RI.3	✓	✓
RI.4	✓	✓
RI.5		✓
RI.6		✓
RI.8	✓	✓

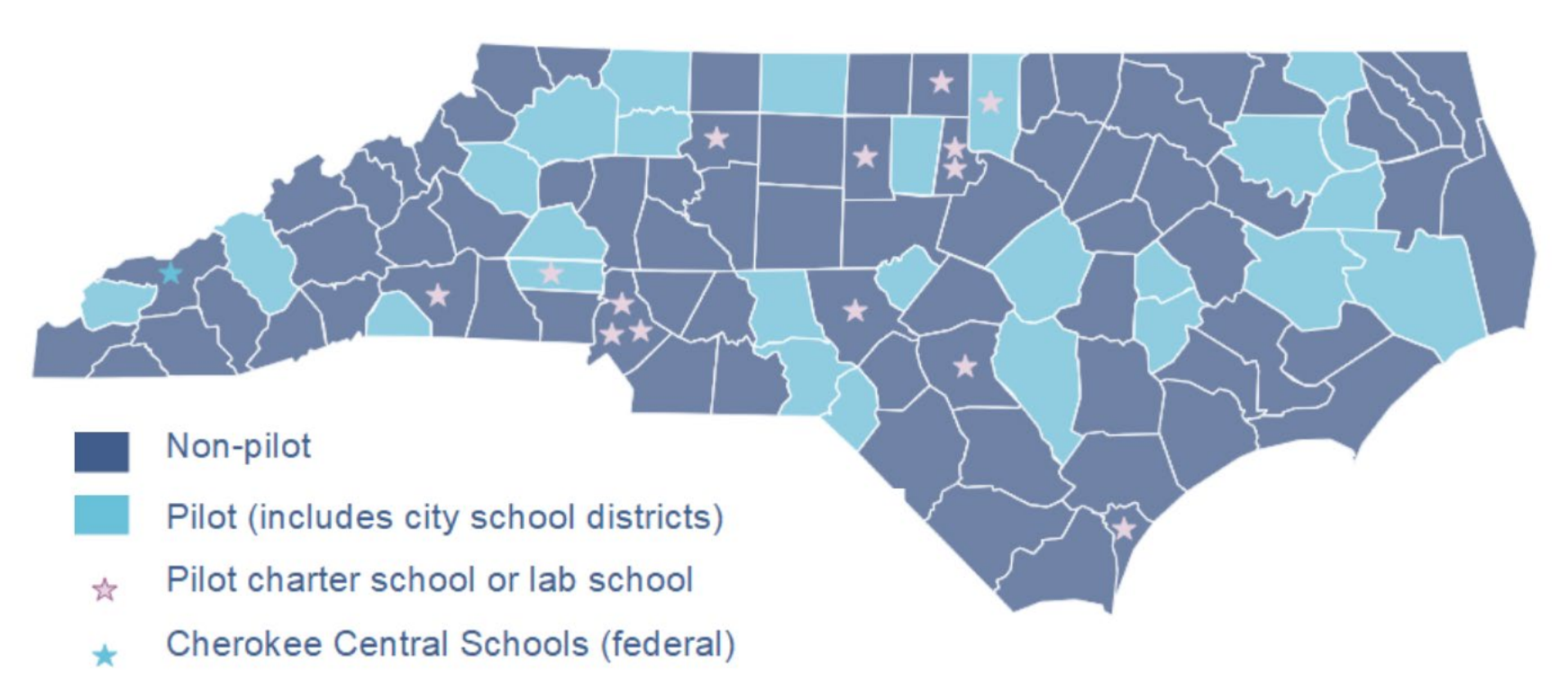
Language	Grade 3	Grade 6
L.4	✓	✓
L.5.a	✓	✓

NCPAT: NC Check-Ins 2.0

Subject	Grade	2022–23 NC Check-Ins 2.0 (Percentage of Students Participating)		
		Form A	Form B	Form C
Reading	3	52%	59%	59%
	4	59%	64%	62%
	5	60%	64%	62%
	6	57%	58%	57%
	7	58%	60%	57%
	8	58%	59%	57%
Math	3	58%	61%	58%
	4	59%	63%	59%
	5	59%	63%	59%
	6	58%	58%	54%
	7	59%	59%	53%
	8	55%	59%	54%

2022–23 Pilot Volunteers

- 189 schools across 27 districts, 14 charter and lab schools, and Cherokee Central Schools



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- Key characteristics about this version of the EOG are:
  - Same test content blueprint and standards as measured on the current EOG
  - Same test format and test length
  - Same score scale and academic achievement levels as reported on the current EOG
  - Same expectations for student performance as on the current EOG

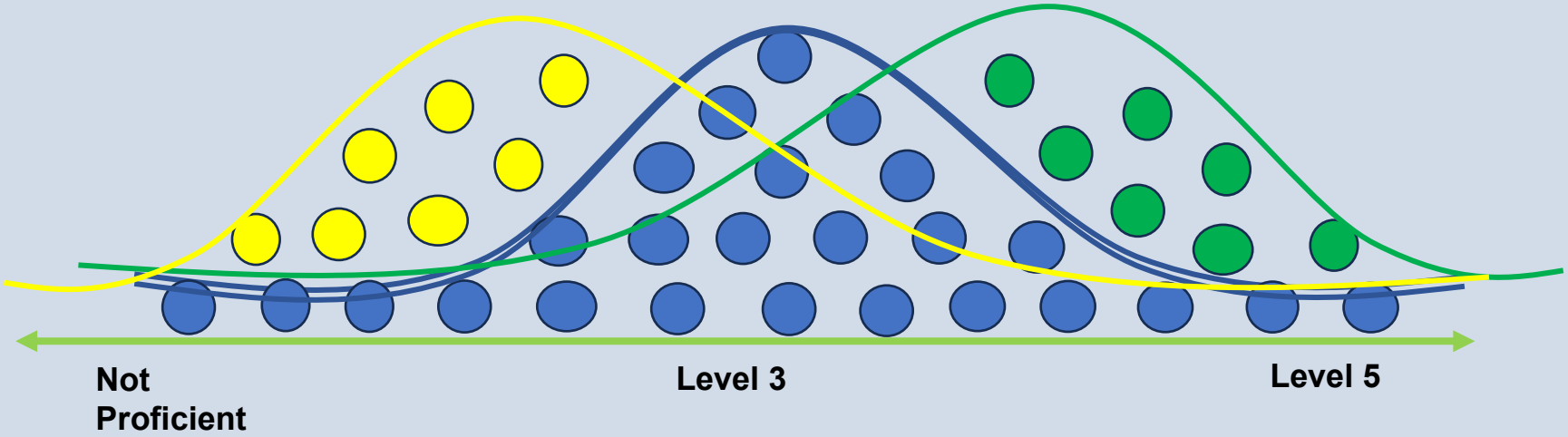
NCPAT: Multi-staged Adaptive EOG

- New design features of the EOG are:
  - Updating from parallel/equivalent forms to multi-staged adaptive forms that are designed to maximize precision at different points on the EOG scale.
  - Moving from randomly assigning forms to using scores, when available, from NC Check-Ins 2.0 through a statistical process to assign students to most informative multi-staged form.
  - Student's assigned EOG form does not make it easier or harder to demonstrate proficiency.
  - All forms measure the full range of achievement levels but at varying **acceptable** reliabilities.

NCPAT: Multi-staged Adaptive EOG

- Key advantages of the redesigned EOG are:
  - Increase in the breadth and depth of items administered in the EOG without adding to the total items for each student.
  - Improvement in test experience for all students particularly those at the top and bottom end of the achievement scale as each test form is adapted to be most informative at different ability ranges along the scale.
  - The through-grade component allows for a reliable connection between student performance and classroom activity throughout the year with end-of-year performance on the EOG.

NCPAT: Multi-staged Adaptive EOG

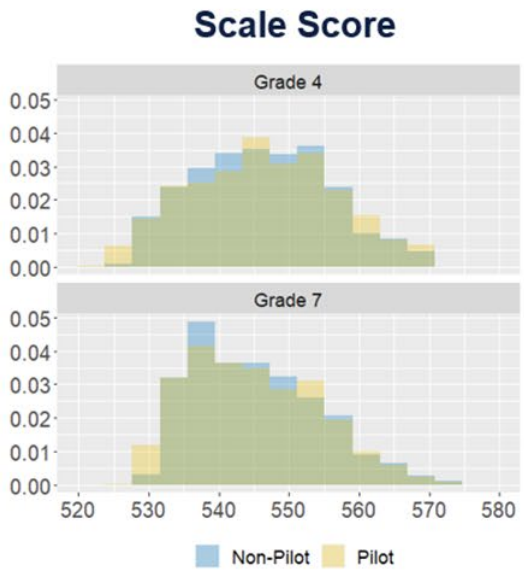


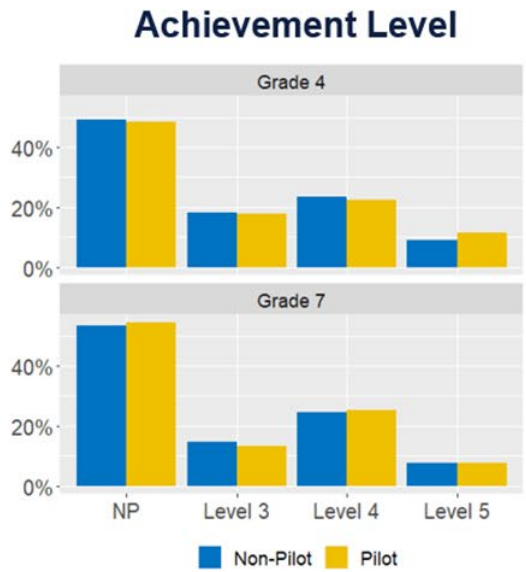
Spring 2023 Pilot

UNCG

Find your way here

Results: Outcome variable comparison for matched data - Mathematics





19

Design Validation and Technical Review

- The Friday Institute for Educational Innovation surveys and conducts focus groups with teachers and principals to inform data usage, report design, professional development, and fidelity of the interim administrations.
- The National Center for Improvement of Educational Assessment serves as an external evaluator, and similar to the Friday Institute for Educational Innovation, gathered feedback from teachers and principals.

Design Validation and Technical Review

– Next meeting is mid-September

Next Steps

- NC Check-Ins 2.0 continue to be optional (local decision)
- Continue with systematic scaling of NCPAT in reading and mathematics grades 5 and 8 in 2023–24.
- Continue to gather feedback from PSUs on how to best assist with implementation and communication around updates on EOG

Professional Development

NC Check-Ins 2.0 Courses

- Two training courses are available to all school staff at both pilot and non-pilot schools.
  - *Understanding Reports*
    - Takes approximately 30 minutes to complete
  - *Diving Deeper into Formative Assessments*
    - Takes approximately 10 hours to complete
    - Broken down into smaller, manageable sections to help facilitate completion
- Both courses are optional, and it is a local decision as to how they are used.
- Participants will receive a Certificate of Participation. It is a local decision to award participants with continuing education units.

Understanding Reports

NEW TO NC CHECK-INS 2.0?

The Understanding Reports training module can help!

The North Carolina Personalized Assessment Tool has two components, NC Check-Ins 2.0 and an end-of-grade or end-of-course test. The NC Check-Ins 2.0 gathers granular student data for immediate feedback on performance throughout the school year.

The Understanding Reports training module focuses on reports from the NC Check-Ins 2.0 and will enable you to:

- **Engage** the NC Check-Ins 2.0 to collect data aligned to grade-level content standards for reading and mathematics.
- **Provide** learning supports to utilize data conversations with students' families around learning priorities using the Individual Student Report.
- **Dive** deeper into the Class Item Report and student responses; examining the question context and student misconceptions.
- **Develop** strategies using data to personalize student's instructional needs in reading and mathematics.
- **Determine** how to hold data conversations with students and families.

Through this training opportunity, you will gain an understanding in analyzing student data from the NC Check-Ins 2.0 and apply strategies to support student learning in classrooms.

Learn more about the NC Check-Ins 2.0:

tinyurl.com/ncpat

Access training:

North Carolina Department of PUBLIC INSTRUCTION

NEW TO NC CHECK-INS 2.0?

The NC Department of Public Instruction has developed an online training to provide teachers, coaches, and administrators an opportunity to understand data literacy, data-driven decision-making, and practical data analysis through the NC Check-Ins 2.0.

The *Diving Deeper into Formative Assessments* training module will enable you through role-defined learning pathways to:

TEACHERS

- Investigate how data has a direct impact on teaching and learning.
- Explore different kinds of data and apply them.
- Enhance student performance by diving into specific reporting forms for the NC Check-Ins 2.0.
- Experience strategies in how to evaluate and transfer data into actionable information.
- Develop and use learner profiles.
- Use NC Check-Ins 2.0 data to analyze progress.
- Utilize data cycles to inform conversations with students and their families.

ADMINISTRATORS & COACHES

- Investigate how data has a direct impact on teaching and learning.
- Explore different kinds of data and how to apply them.
- Understand student performance data by diving into specific reporting forms for the NC Check-Ins 2.0.
- Develop an understanding of how to use learner profiles school wide to enhance data communication.
- Reflect on strategies to create a data culture and hold data-driven conversations.
- Utilize data cycles to inform data conversations with teachers, students, and families.

Learn more about the NC Check-Ins 2.0:

tinyurl.com/ncpat

Access training:

North Carolina Department of PUBLIC INSTRUCTION

Unlocking Student Achievement: The North Carolina Personalized Assessment Tool and Understand Reports Training

- Learn more about North Carolina's Department of Public Instructions' NC Check-Ins 2.0 and how the Understanding Reports training can support you as an educator.
- https://youtu.be/4qzq3-9cfjE

NC Check-Ins 2.0 Reports

Reports in NC Check-Ins 2.0

- Teacher-Level Reports
  - Teacher-level reports are intended to provide information for teachers to individualize support and instruction for student learning throughout the year.
  - Reports for all subjects are available on the NC Check-Ins 2.0 platform.
- School-Level and District-Level Reports
  - School-level and district-level reports are intended to provide additional tools for school and district leadership to use in their support of classroom instruction and should be interpreted within the context of each classroom.
  - Descriptive school-level and district-level summary reports show snapshots of student performance based on a limited sample of items that are aligned to grade level content standards and performance expectations.
  - These reports alone should not be used to make any long-term inferences about student performance nor used for any type of evaluative purpose.

New Online Reports

- District-Level Report
  - The report provides domain, standards and summary reporting for a district.
  - The report also provides users the ability to view information by school.
- School-Level Report
  - The School-Level Report is designed to provide an overview of the NC Check-In 2.0 tests administered at a school.
  - The report contains three sections:
    - School Results by Domain
    - School Results by Standard
    - Frequency Distribution by Item Number

New Teacher Report Verification

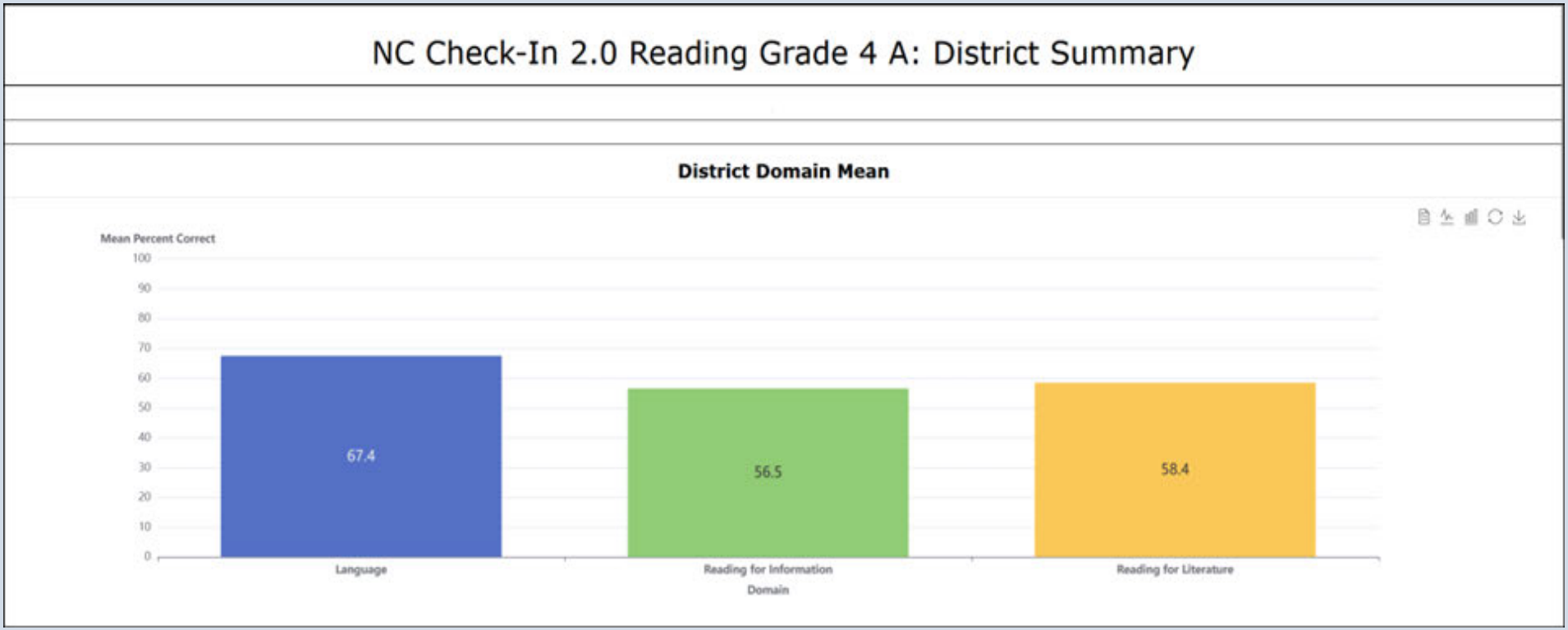
- Correct a student ID if the student tested before their PowerSchool ID was added to NCTest Admin. (DTC)
- View teacher rosters and add students if needed, (DTC and STC)
- Create rosters for a teacher who is not the teacher of record in PowerSchool (i.e., EC teacher, AIG teacher, Title I reading teacher, etc.). (DTC and STC)

New District-Level Data Extract

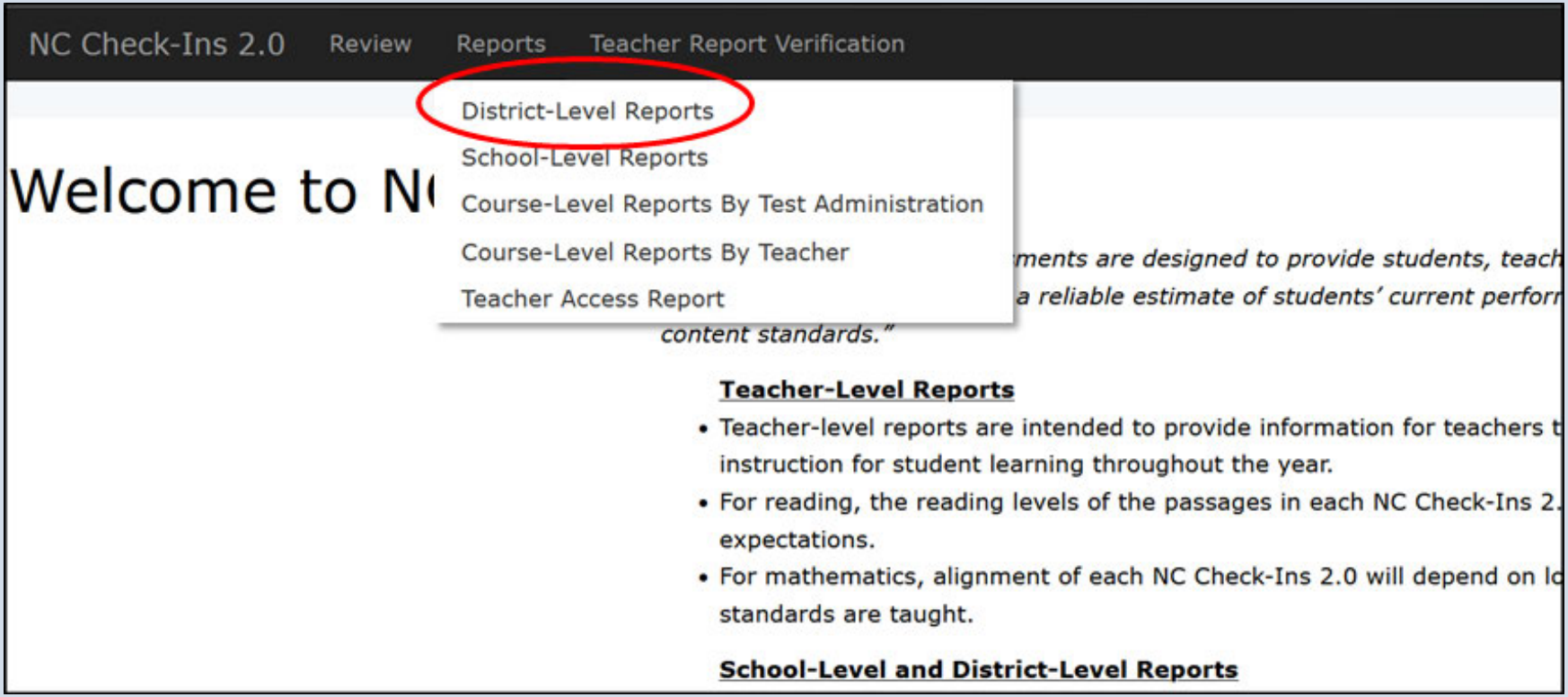
- A district-level data extract file for NC Check-Ins 2.0 will be made available for download.
- The extract file will contain student data similar to the data that could be exported via WinScan.
  - Student, school, and test information
  - Accommodations and special codes information
  - Results by score, standard, and domain
- The file will be placed in folders on the SSH.

District-Level Reports

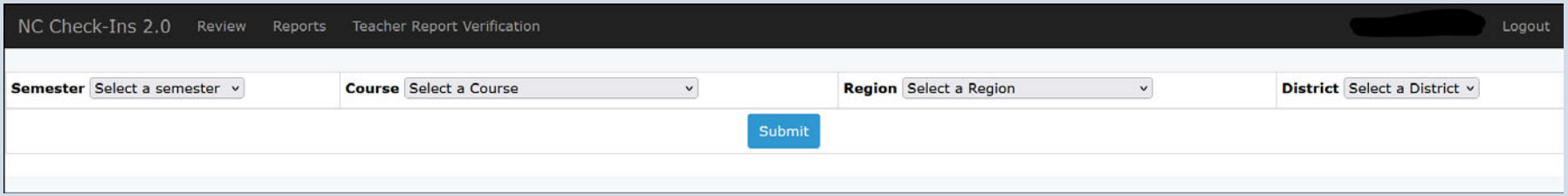
District-Level Reports



District-Level Reports

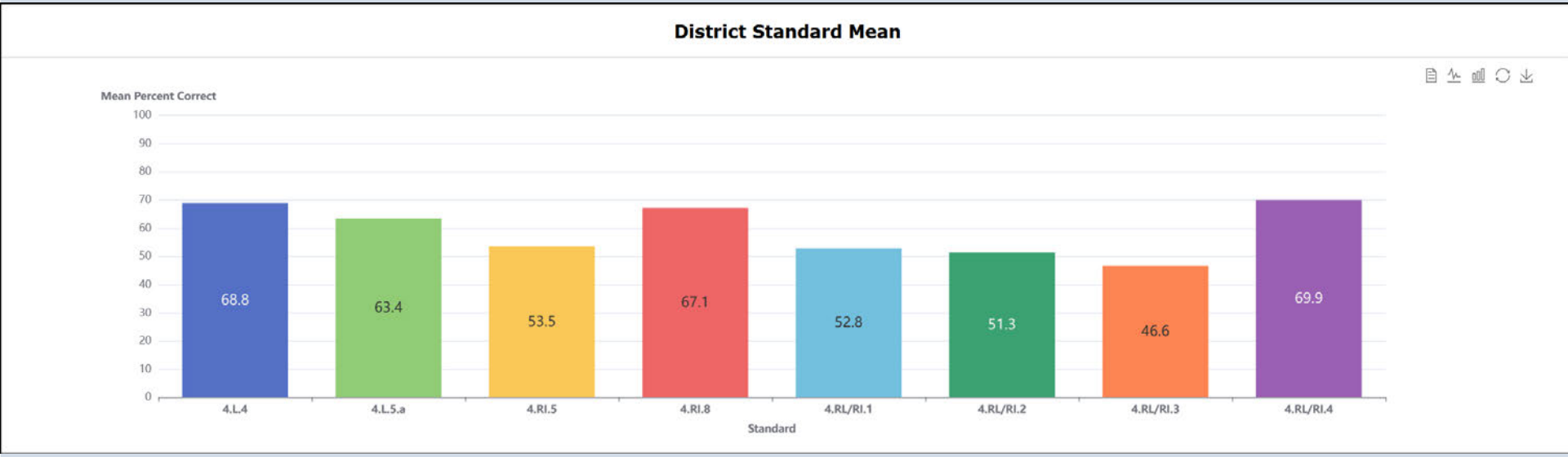


District-Level Reports



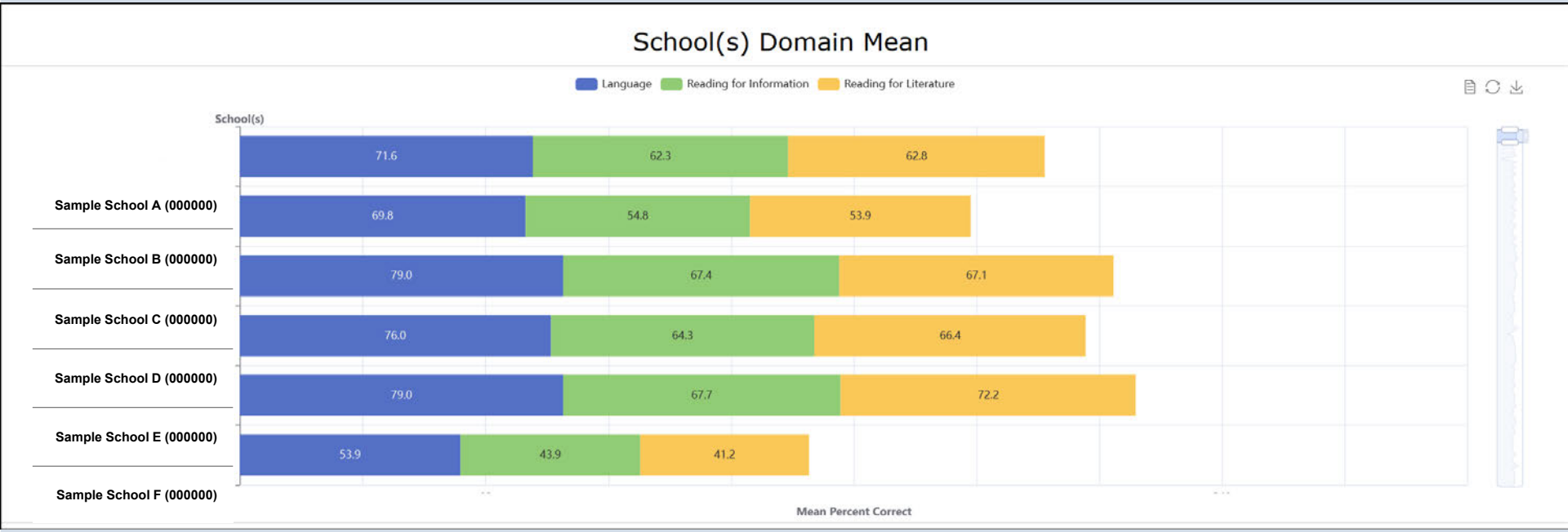
- Semester – test version (A, B, C, Earth, Life, Molecular Biology, etc.)
- Course – grade or subject
- Region – preset for PSU's region
- District – present for PSU

District-Level Reports

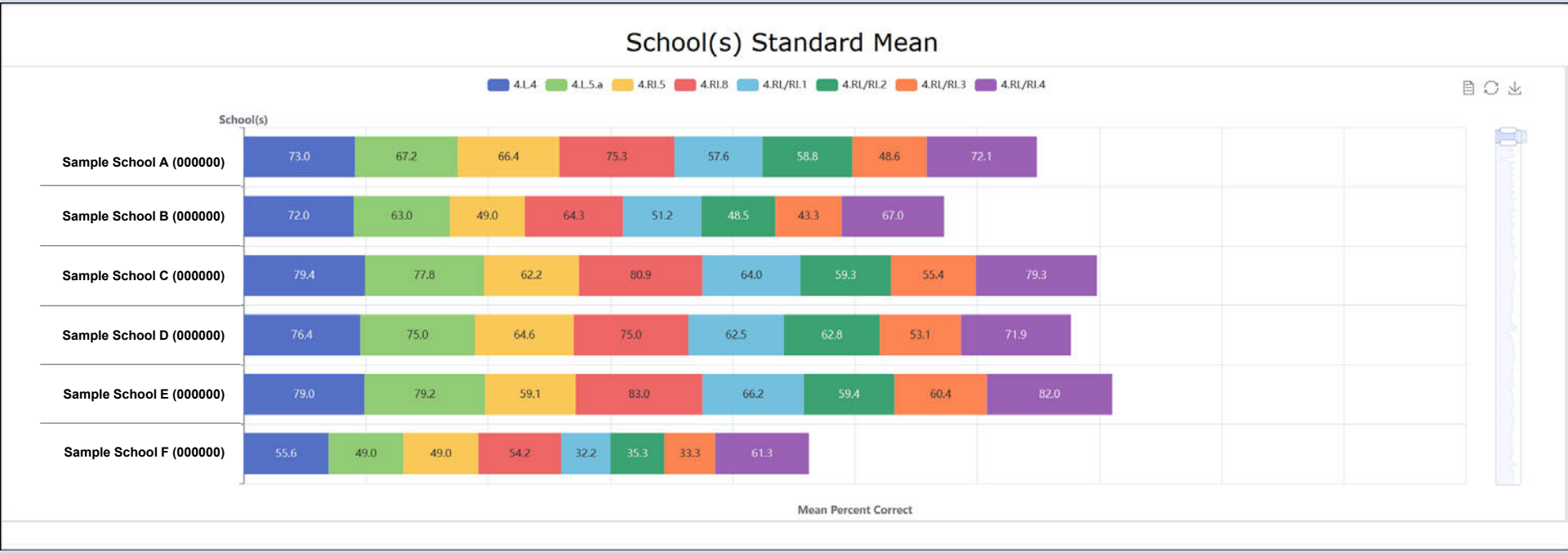


District Summary Statistics	
Number of Students with Valid Scores : **10852**	High Score : **24**
Number Correct District Mean : **14.1**	Low Score : **0**
Standard Deviation : **5.78**	

District-Level Reports



District-Level Reports



District-Level Reports

			24 Points Possible		Domains			Standards							
#	School Name	Number of students with valid scores	Number Correct Mean	Percent Correct Mean	L [4]	RI [13]	RL [7]	4.L.4 [3]	4.L.5.a [1]	4.RI.5 [1]	4.RI.8 [3]	4.RL/RI.1 [5]	4.RL/RI.2 [4]	4.RL/RI.3 [3]	4.RL/RI.4 [4]
1	Sample School A (000000)	104	11.0	45.6	2.2	5.8	3.0	1.7	0.5	0.4	1.7	1.9	1.7	1.0	2.1
2	Sample School B (000000)	47	14.9	62.0	2.7	7.9	4.3	2.1	0.6	0.6	2.1	2.8	2.2	1.6	2.9
3	Sample School C (000000)	69	14.7	61.1	2.8	7.8	4.1	2.1	0.7	0.7	2.0	2.7	2.2	1.4	2.9
4	Sample School D (000000)	111	14.1	58.8	2.7	7.4	4.1	2.0	0.7	0.7	1.9	2.6	2.0	1.5	2.7
5	Sample School E (000000)	49	14.0	58.3	2.8	7.2	4.0	2.3	0.6	0.6	1.9	2.5	2.1	1.3	2.8
6	Sample School F (000000)	83	12.8	53.3	2.7	6.4	3.6	2.0	0.7	0.5	1.6	2.3	1.9	1.2	2.6
7	Sample School G (000000)	100	10.5	43.8	2.2	5.5	2.9	1.8	0.4	0.4	1.5	1.7	1.6	0.9	2.2
8	Sample School H (000000)	134	18.9	78.6	3.5	9.9	5.5	2.6	0.8	0.7	2.7	3.7	2.8	1.9	3.5
9	Sample School I (000000)	110	14.1	58.9	2.6	7.4	4.2	2.0	0.6	0.6	1.9	2.7	2.1	1.3	2.8
10	Sample School J (000000)	61	10.3	42.8	2.1	5.5	2.7	1.5	0.5	0.4	1.6	1.7	1.5	0.9	2.1

District-Level Reports

Select Schools(s) to View

Select schools

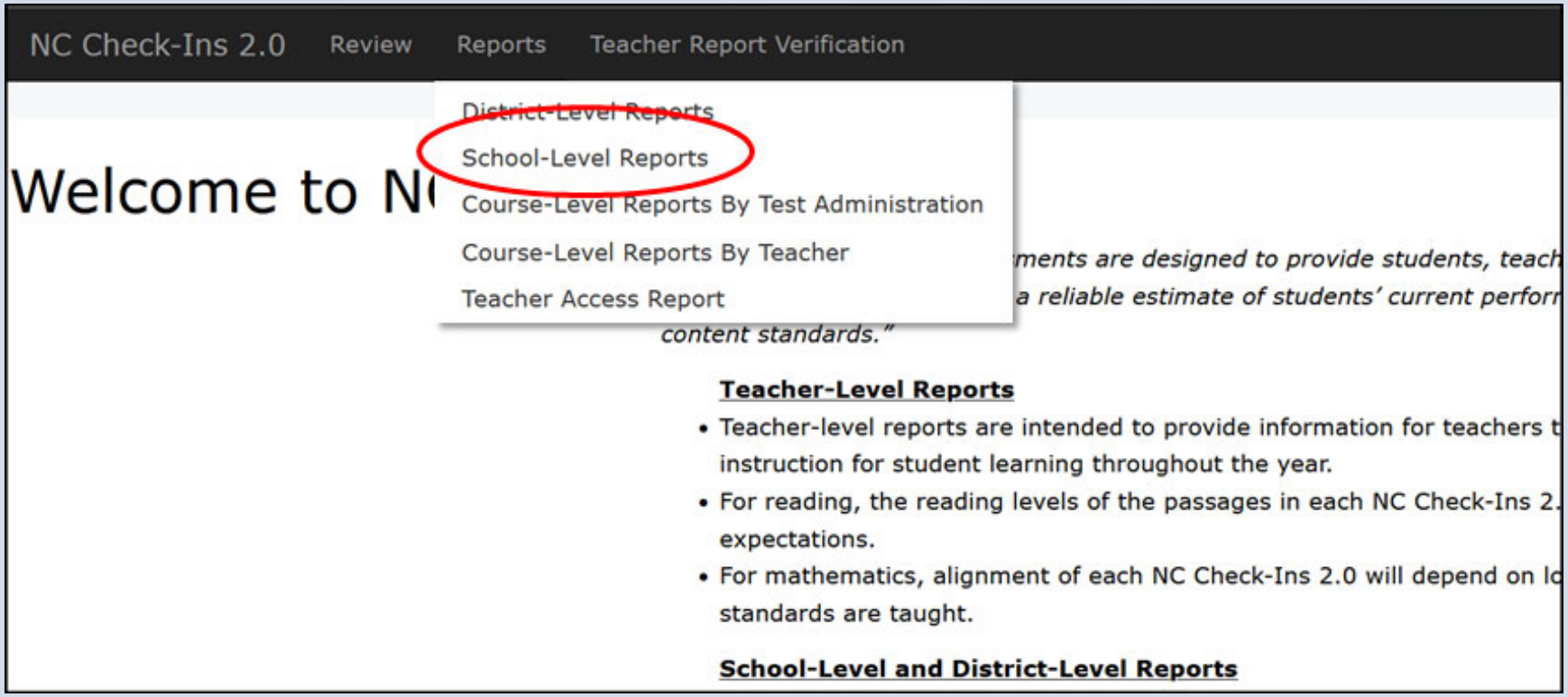
Submit

Select schools

Sample Elementary A (000000)	Sample Elementary D (000000)	Sample Elementary H (000000)	Sample Elementary L (000000)
Sample Elementary B (000000)	Sample Elementary E (000000)	Sample Elementary I (000000)	Sample Elementary M (000000)
Sample Elementary C (000000)	Sample Elementary F (000000)	Sample Elementary J (000000)	Sample Elementary N (000000)
Sample Elementary D (000000)	Sample Elementary G (000000)	Sample Elementary K (000000)	Sample Elementary O (000000)

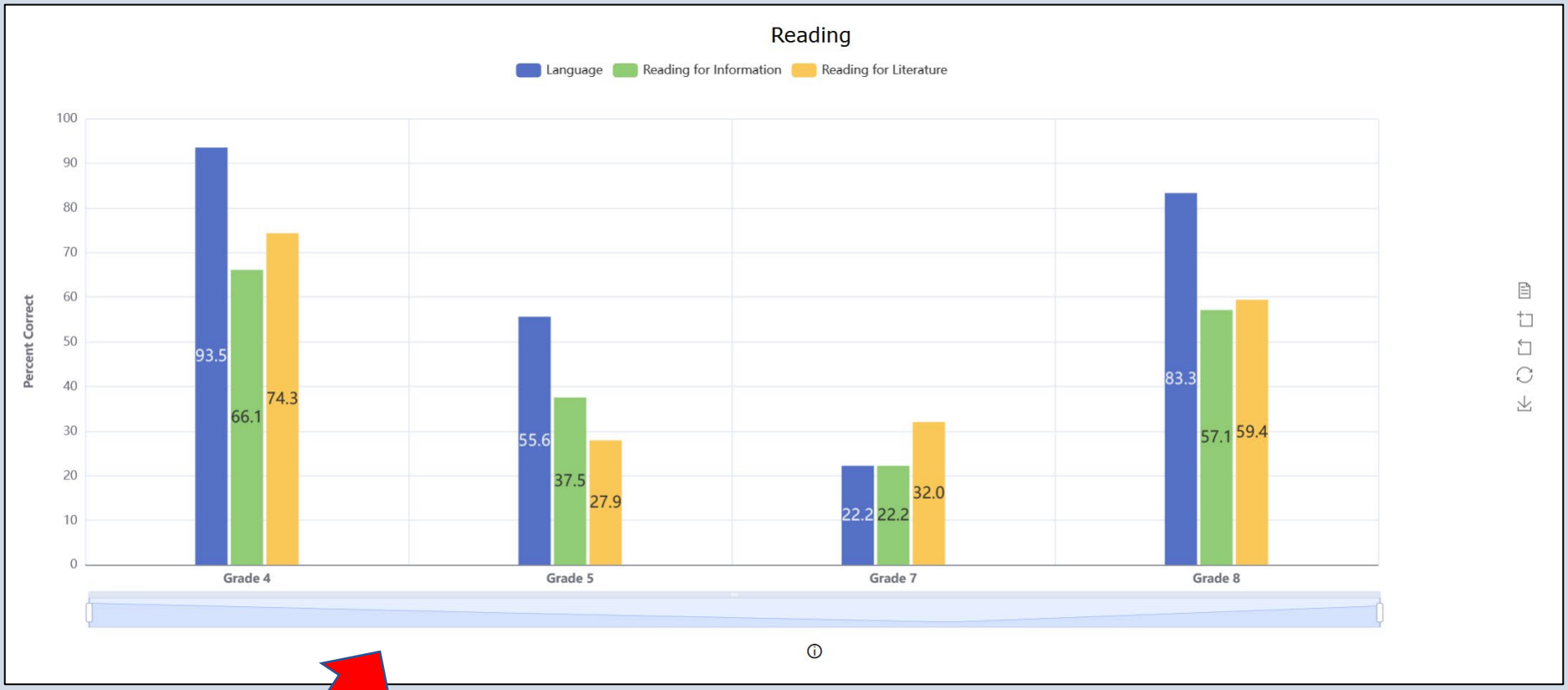
School-Level Reports

School-Level Reports

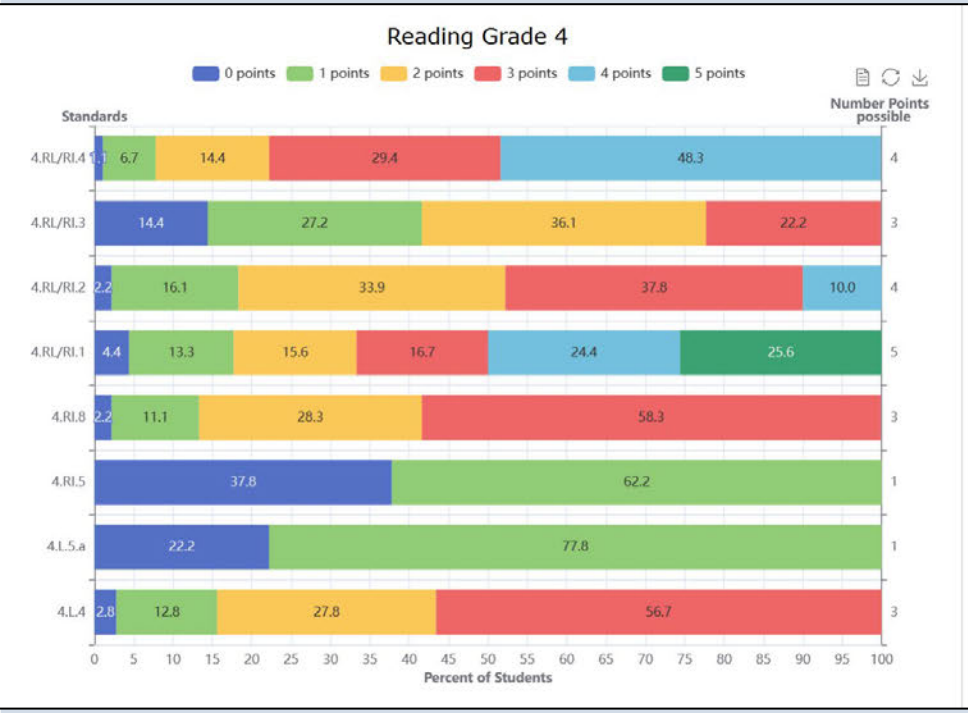


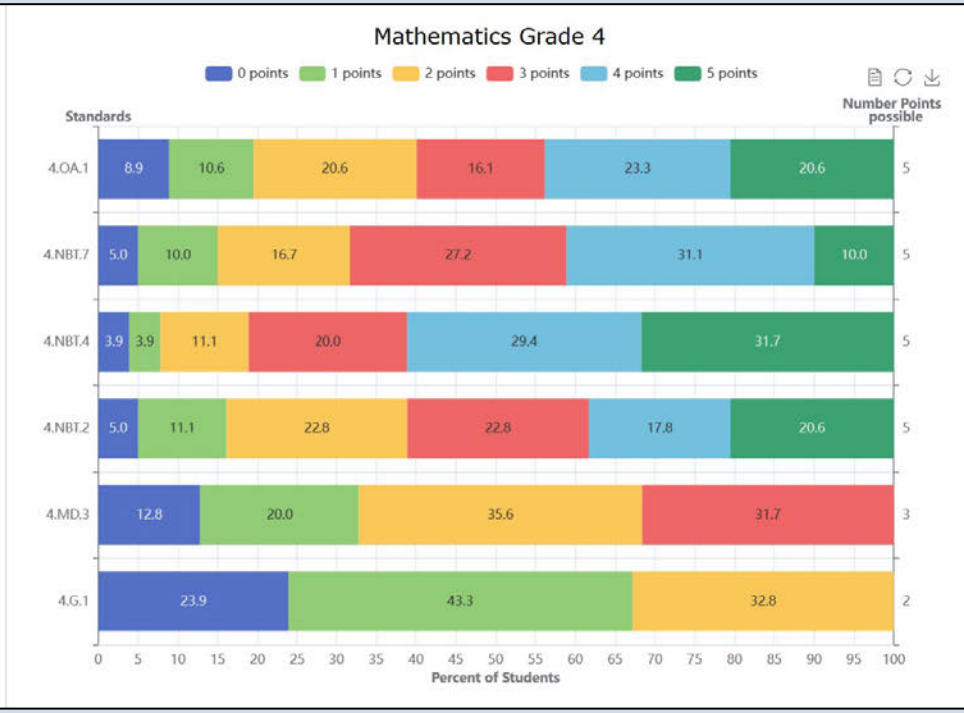
School-Level Reports

School Results by Domain

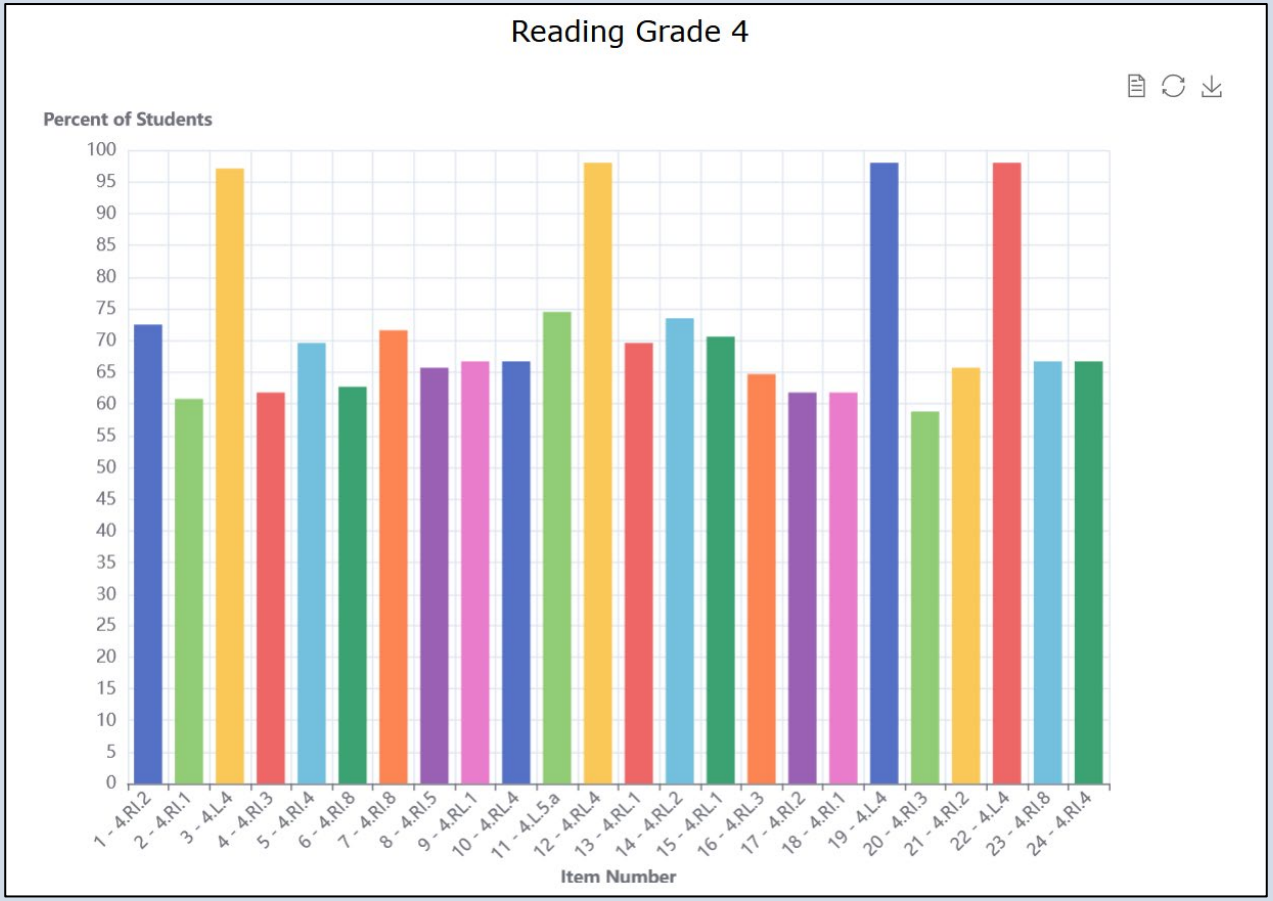


School Results by Standard



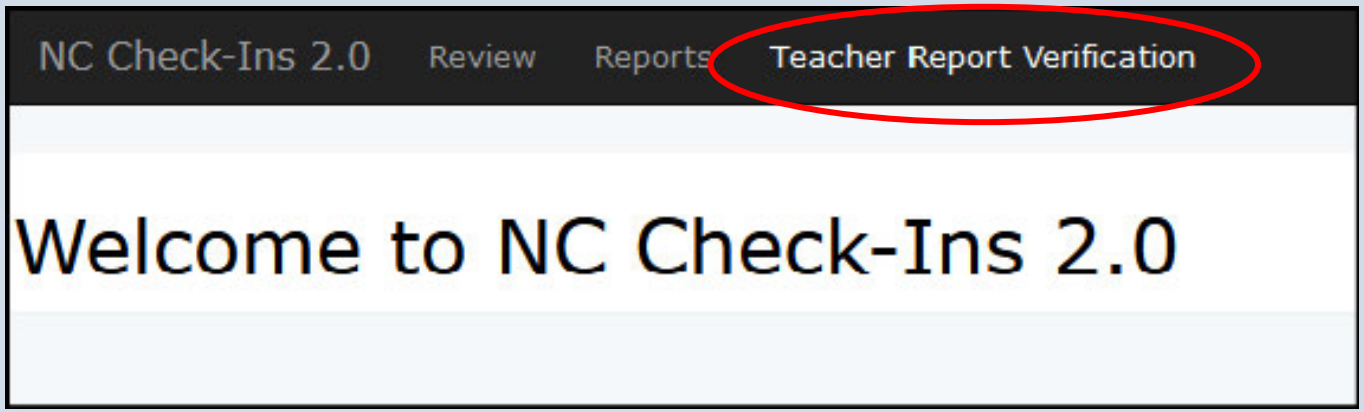


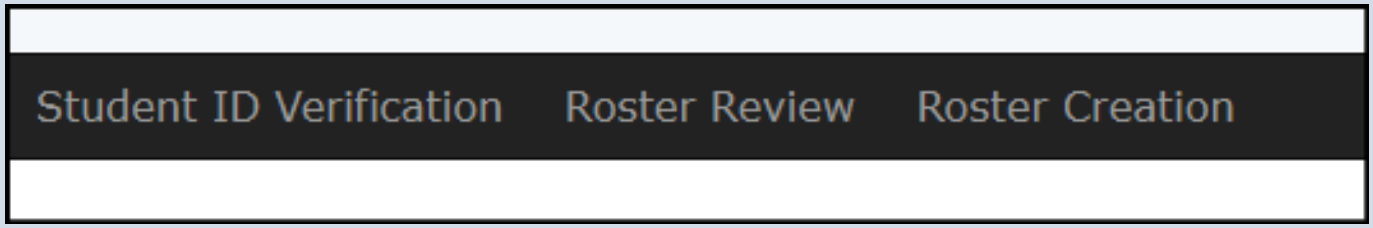
Frequency Distribution by Item Number



Teacher Report Verification Tool

Teacher Report Verification





Teacher Report Verification

NC Check-Ins 2.0 Review Reports Teacher Report Verification Alesia Burnette Logout

Student ID Verification Roster Review Roster Creation

Student ID Verification

Student Name	Student Grade	School Name	Unofficial NCTest ID	PowerSchool ID
Student A	4	Sample School A (**000000**)	1000000554147	Find
Student B	4	Sample School B (**000000**)	1000000554152	Find
Student C	5	Sample School C (**000000**)	1000000554159	Find
Student D	5	Sample School D (**000000**)	1000000554160	Find
Student E	4	Sample School E (**000000**)	1000000554162	Find
Student F	5	Sample School F (**000000**)	1000000554163	Find
Student G	5	Sample School G (**000000**)	1000000554166	Find
Student H	8	Sample School H (**000000**)	1000000554167	Find
Student I	8	Sample School I (**000000**)	1000000554177	Find
Student J	7	Sample School J (**000000**)	1000000554178	Find

Matched Student IDs

Student Name	Student Grade	School Name	Unofficial NCTest ID	Matched NCTest ID
Student A	4	Sample School A (**000000**)	1000000554162	6195921149

Teacher Report Verification

Student ID Verification | Roster Review | Roster Creation

Roster Review

Course Select a Course | **Region** Select a Region | **District** Select a District | **School** Select a School

Submit

Student ID Verification | Roster Review | Roster Creation

Roster Review

Course Reading Grade 4 | **Region** Demo Region [999000] | **District** Demo LEA [999] | **School** Demo Early College [999011]

Submit

Test Administered	PowerSchool Teacher Name	Teacher PowerSchool Email	Teacher NCTest Admin Email	PowerSchool Class Period	PowerSchool Semester	Roster
NC Check-In 2.0 Reading Grade 4 A - Demo Early College [999011]	Other Teacher	other_teacher@cuacsmail.ncsu.edu	other_teacher@cuacsmail.ncsu.edu		Other	View Edit
NC Check-In 2.0 Reading Grade 4 A - Demo Early College [999011]	Demo Teacher	demo_tchr@cuacsmail.ncsu.edu	demo_tchr@cuacsmail.ncsu.edu		Other	View Edit
NC Check-In 2.0 Reading Grade 4 A - Demo Early College [999011]	Demo Teacher	demo_tchr@cuacsmail.ncsu.edu	other_teacher@cuacsmail.ncsu.edu		Other	View Edit
NC Check-In 2.0 Reading Grade 4 B - Demo Early College [999011]	Demo Teacher	demo_tchr@cuacsmail.ncsu.edu	demo_tchr@cuacsmail.ncsu.edu		Other	View Edit
NC Check-In 2.0 Reading Grade 4 B - Demo Early College [999011]	Other Teacher	other_teacher@cuacsmail.ncsu.edu	other_teacher@cuacsmail.ncsu.edu		Other	View Edit
NC Check-In 2.0 Reading Grade 4 C - Demo Early College [999011]	Demo Teacher	demo_tchr@cuacsmail.ncsu.edu	demo_tchr@cuacsmail.ncsu.edu		Other	View Edit

Teacher Report Verification

View

Roster View

Teacher: Other Teacher [other_teacher@cuacsmail.ncsu.edu]

Enrolled Student(s) [11]

Regular Demo1 [10000000003]

- Student A (000000000)
- Student B (000000000)
- Student C (000000000)
- Student D (000000000)
- Student E (000000000)
- Student F (000000000)
- Student G (000000000)
- Student H (000000000)
- Student I (000000000)
- Student J (000000000)

Edit

Students Available to Add

Roster Review

Select a Teacher

Other Teacher [other_teacher@cuacsmail.ncsu.edu]

Note: Please check the role assignment at entity [**999011**]/user account information in NCTest Admin for intended teacher if **NOT** found in above dropdown list.

Available Student(s) [0]

Search...

Enrolled Student(s) [11]

Search...

- Student A (000000000)
- Student B (000000000)
- Student C (000000000)
- Student D (000000000)
- Student E (000000000)
- Student F (000000000)
- Student G (000000000)
- Student H (000000000)
- Student I (000000000)
- Student J (000000000)

Teacher Report Verification

Student ID Verification Roster Review Roster Creation

Roster Creation

Course	Region	District	School
Reading Grade 4	Demo Region [999000]	Demo LEA [999]	Demo Early College [999011]

Submit

Roster Creation

Test Administered	Create Roster
NC Check-In 2.0 Reading Grade 4 A - Demo Early College [999011]	Create
NC Check-In 2.0 Reading Grade 4 B - Demo Early College [999011]	Create
NC Check-In 2.0 Reading Grade 4 C - Demo Early College [999011]	Create

Created Rosters

No rosters created!

Teacher Report Verification

Students Available to Add

Roster Creation

Select a Teacher

Select an option

Note: Please check the role assignment at entity [**999011**]/user account information in NCTest Admin for intended teacher if **NOT** found in above dropdown list.

Available Student(s) [101]

Search...

Student A (000000000)
Student B (000000000)
Student C (000000000)
Student D (000000000)
Student E (000000000)
Student F (000000000)
Student G (000000000)
Student H (000000000)
Student I (000000000)
Student J (000000000)
Student K (000000000)
Student L (000000000)
Student M (000000000)
Student N (000000000)
Student O (000000000)
Student P (000000000)
Student Q (000000000)
Student R (000000000)
Student S (000000000)
Student T (000000000)
Student U (000000000)
Student V (000000000)
Student W (000000000)
Student X (000000000)
Student Y (000000000)
Student Z (000000000)
Student AA (000000000)
Student BB (000000000)
Student CC (000000000)

Select a Semester Type

Select an option

Modify/Enter a Class Period

Modify/Enter a valid class period....

Select a Teacher Type

Select an option

Close Submit

New Roster for Teacher

Roster Creation

Select a Teacher

Demo Teacher [demo_tchr@cuacsmail.ncsu.edu]

Note: Please check the role assignment at entity [**999011**]/user account information in NCTest Admin for intended teacher if **NOT** found in above dropdown list.

Available Student(s) [101]

Search...

Student A (000000000)
Student C (000000000)
Student D (000000000)
Student F (000000000)
Student I (000000000)
Student J (000000000)
Student K (000000000)
Student L (000000000)
Student M (000000000)
Student N (000000000)
Student O (000000000)
Student P (000000000)
Student S (000000000)
Student T (000000000)
Student U (000000000)
Student V (000000000)
Student W (000000000)
Student X (000000000)
Student Y (000000000)
Student Z (000000000)
Student AA (000000000)
Student BB (000000000)
Student CC (000000000)

Student B (000000000)
Student E (000000000)
Student G (000000000)
Student H (000000000)
Student Q (000000000)
Student R (000000000)

Select a Semester Type

Year - Long

Modify/Enter a Class Period

Modify/Enter a valid class period....

Select a Teacher Type

EC (Exceptional Children Teacher)

Close Submit

Teacher-Level Reports

NC Check-Ins 2.0 Review Reports Teacher Report Verification [redacted] Logout

Download PDF

NC Check-In 2.0 Reading Grade 4 A: Class Item

Teacher: Teacher, Demo
Class Period: ALL

Demo Early College
999011

Select Student(s)

All Students

-	SHOW METADATA	Language				Reading for Information													Reading for Literature						
-	ITEM NUMBER	3	19	22	11	2	18	1	17	21	4	20	5	24	8	6	7	23	9	13	15	14	16	10	12
-	CONTENT STANDARD	4.L.4	4.L.4	4.L.4	4.L.5	4.RI.1	4.RI.1	4.RI.2	4.RI.2	4.RI.2	4.RI.3	4.RI.3	4.RI.4	4.RI.4	4.RI.5	4.RI.8	4.RI.8	4.RI.8	4.RL.1	4.RL.1	4.RL.1	4.RL.2	4.RL.3	4.RL.4	4.RL.4
-	CORRECT ANSWER	TE	TE	TE	A	A	C	D	B	C	C	B	B	A	A	C	D	D	D	C	B	D	C	B	TE
18	Student A (000000000)	Yes	Yes	Yes	A	A	C	D	B	C	C	B	B	A	A	C	D	D	D	C	B	D	C	B	Yes
19	Student B (000000000)	Yes	Yes	Yes	A	A	C	D	B	C	C	B	B	A	A	C	D	D	D	C	B	D	C	B	Yes
20	Student C (000000000)	Yes	Yes	Yes	A	A	C	D	B	C	C	B	B	A	A	C	D	D	D	C	B	D	C	B	Yes
21	Student D (000000000)	Yes	Yes	Yes	A	A	C	B	B	C	C	A	B	C	A	C	B	D	D	C	C	D	C	B	Yes
22	Student E (000000000)	Yes	Yes	Yes	A	A	C	D	B	D	C	B	D	D	A	B	D	D	C	C	B	D	D	B	Yes
23	Student F (000000000)	Yes	Yes	Yes	A	B	C	C	B	C	C	B	D	C	A	C	D	B	D	A	B	D	C	B	Yes
24	Student G (000000000)	Yes	Yes	Yes	A	A	C	D	B	C	C	B	B	A	A	C	D	D	D	C	B	D	C	B	Yes
25	Student H (000000000)	Yes	Yes	Yes	B	A	C	A	A	C	D	B	B	A	A	C	D	D	D	C	B	D	C	B	Yes
26		Yes	Yes	Yes	A	A	C	D	B	C	C	B	D	B	D	D	D	C	D	C	B	D	C	B	Yes

NC Check-Ins 2.0 Review Reports Teacher Report Verification [redacted] Logout

Export CSV Download PDF

NC Check-In 2.0 Mathematics Grade 5 A: Class Roster

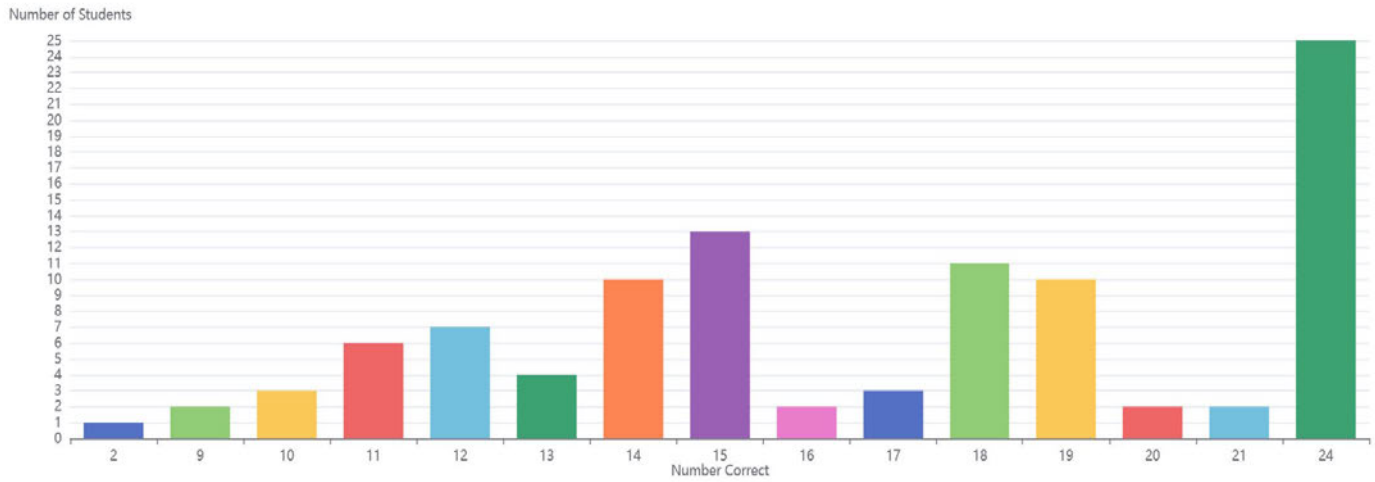
Teacher: Teacher, Demo
Class Period: ALL

Demo Early College
999011

		25 Points Possible			Calculator Use		Item Type			Domains				Standards				
#	Student Name	Number Correct	Percent Correct	Number Items Attempted	CA [16]	CI [9]	MC [15]	NE [6]	TE [4]	G [5]	MD [5]	NBT [5]	OA [10]	5.G.1 [5]	5.MD.5 [5]	5.NBT.5 [5]	5.OA.2 [5]	5.OA.3 [5]
1	Student A	0	0.0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	Student B	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
3	Student C	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
4	Student D	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
5	Student E	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
6	Student F	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
7	Student G	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
8	Student H	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
9	Student I	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
10	Student J	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5

Summary Statistics	
Number of Students with Valid Scores : **101**	High Score : **24**
Number Correct Class Mean : **17.2**	Low Score : **2**
Standard Deviation : **4.89**	

Bar/Line Chart



Frequency Distribution

Not Taken / Incomplete Tests

	Student Name	
1	Student A	1000000001
2	Student D	1000000004
3	Student G	1000000007
4	Student I	1000000009
5	Student J	1000000010
6	Student M	1000000013

Export CSV

Download PDF

NC Check-In 2.0 Reading Grade 8 A: Class Summary

Teacher: Teacher, Demo **Class Period: ALL**	**Demo Early College** **999011**
Class Mean: **17.2**	High Score : **24**
Number of Valid Scores: **100**	Low Score : **9**

	Number Points Possible	Mean Percent Correct
	24	**71.5**

Domains		
Language	3	**70.0**
Reading for Information	7	**72.0**
Reading for Literature	14	**71.6**

Standards		
8.L.4	2	**71.0**
8.L.5	1	**68.0**
8.RI.8	1	**68.0**
8.RL/RI.1	6	**78.3**
8.RL.2	3	**67.0**
8.RL/RI.3	4	**77.5**
8.RL/RI.4	5	**66.0**
8.RL/RI.6	2	**65.0**

QUESTIONS

IV-22: September 25, 2023, Test Coordinators Conference Presentation Audience Questions

September 9, 2023 Test Coordinators' Meeting
NCPAT Session (1:15–3:00 p.m.)

Audience Questions related to the NCPAT system
Attendees submitted questions via a Padlet; NCDPI staff addressed during the questions during the presentation.

Timeline and Participation

1. If schools let teachers decide whether to give the Check-Ins, could some have the adaptive assessment EOG while others would not be in the pilot in the same building?
2. If you opt to give the Check-Ins, are you in the pilot, or do you have to get on a list?
3. So is it for sure that we will be going statewide with the adaptive EOG in grades 4, 5, 7, and 8 reading and math?
4. If we opt to not participate in the Check-Ins 2.0 this year, will our students automatically receive the middle form of the summative assessment?
5. For those who are not currently participating in the pilot, could you state what the expectations are for us this school year (2023–24)?
6. Is it too late to start taking Check-Ins? My charter school went through an administration change. The old principal did not want to use Check-Ins. If the new principal approves using Check-Ins, is it too late in the year to opt into the program?

NCPAT Model and Multistage Adaptive EOG

1. Is there ever the possibility of a pre and post version to evaluate the effectiveness of the instruction?
2. Three NCPAT forms: Will the "cut" score or average score ever be released to show who would get the yellow, blue, or green curve NCPAT forms?
3. Manipulating forms: What is to stop schools from giving the NC Check-Ins before the corresponding instruction so that all students would then fall into the low form for the purpose of getting higher summative EOG scores?
4. EOG levels: We heard Dr. Howard say there is a low, medium, and a high level of the EOG; that some questions are easier for low performing students. Is that a correct understanding? If so, how is giving some students easier questions fair, equitable, and at the same standard?
5. How does this impact the re-administration during Summer Program? Will they automatically get a different version?
6. Does this mean that NC Check-Ins will provide a scale score?

7. NCPAT adaptiveness: it is my assumption that the current scale score model is linear; each item impacts the scale score equally. Does the new design use a non-linear scale score model, with some items impacting the scale score more or less than others, based on the student's achievement on the Check-Ins?
8. Results of Check-Ins influence on NCPAT EOG: how does a student's results on NC Check-Ins at grades 3–8 influence the NCPAT EOG version?
9. Will the end-of-year assessments for the NCPAT be shortened in length compared to the current EOGs and EOCs?
10. Will high school EOCs move towards this model in the near future?
11. If NC Check-Ins are not mandated for all districts, can you explain how the summative will not be a "long testing event"

NC Check-Ins Test Window Scheduler and reviews

1. Check-In review windows: Are teachers and students still able to see the NC Check-Ins for review purposes after the window closes in the Test Window Scheduler? If yes, can we have the ability to close it? If no, can we create a "review window" where the NC Check-Ins can be reviewed by not assessed?
2. If we give the Math Check-Ins in any order, can we please have the Test Window Scheduler changed to allow assigning the A, B, and C NC Check-Ins 2.0 to individual grade levels? It's very confusing to have two tests open when grade 7 is taking B and grade 8 is taking A.

Reporting

1. Will the roster stay for future NC Check-Ins 2.0 or do you have to manually have to create a roster for each? (For example, EC teachers)
2. Item analysis: Teachers would like the class item report in item order. Is that possible?
3. Instead of making EC/EL teachers a "report reviewer" this year, we will need to make them rosters with their students. Is this correct?
4. Projected score: will there be a report from the NC Check-Ins 2.0 that will show how a student is expected to perform on the EOG assessments?
5. Report reviewer access: is there a way to assign our Central Office district staff "report reviewer" roles within NCTest to where they can see district-level reports?
6. School district reports: is there an option to export student data by school and teacher, student percent correct, or student standards percent correct?
7. NCTest reports: if a teacher leaves mid-year, after the first NC Check-Ins 2.0 is given, how would the principal be able to continue to see

that teacher's reports if they are no longer in PowerSchool as the teacher of record?

8. Reports: once rosters are created, for example academically gifted, do they stay from Check-In 1 to Check-In 2 or do they have to be created each cycle?
9. EOG results: based on getting the item analysis results for 2.0s, will teachers get a similar report for EOGs in the future?

IV-23: October 9, 2023, AIM Conference Presentation: Transitioning to a New Assessment Model

AIM 2023

Accelerate • Invigorate • Motivate

#NCAIM2023

October 9 - 11, 2023 • Raleigh Convention Center

North Carolina Department of PUBLIC INSTRUCTION

North Carolina Personalized Assessment Tool (NCPAT) Update

Tammy Howard, Ph.D.
Senior Director, Office of Accountability and Testing

AIM Conference
October 9, 2023

Agenda

- Introduction
- NC Check-Ins 2.0
- Multi-staged Adaptive Summative
- Professional Development
- Reports

Welcome and Introductions

Tammy Howard, Ph.D.
Senior Director, Office of Accountability and Testing

Curtis Sonneman
Section Chief, Analysis and Reporting

Maxey Moore, Ph.D.
Section Chief, Test Development

Alesia Burnette
Education Consultant, Analysis and Reporting

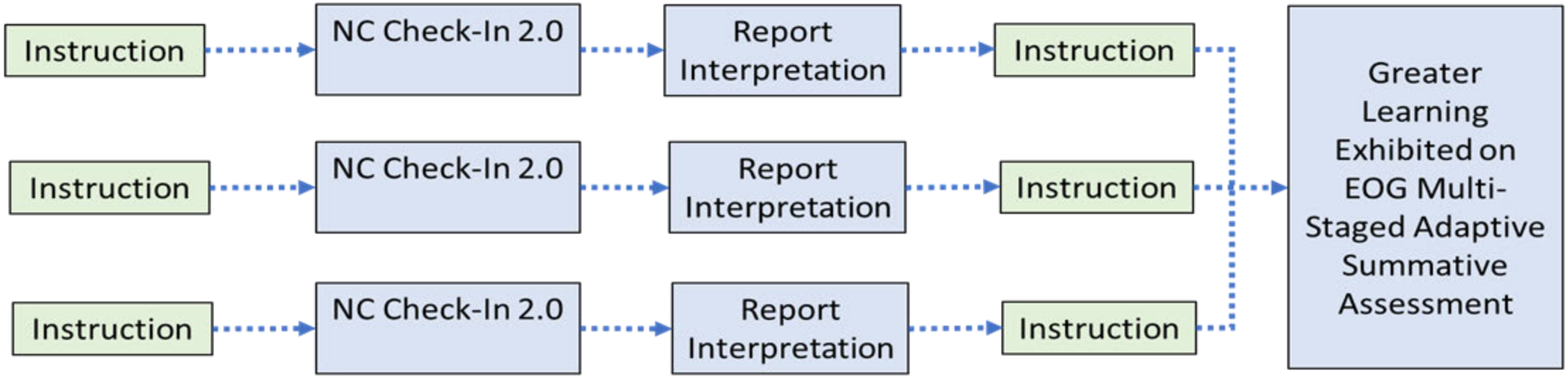
Jaime Kelley
Education Consultant, Testing Policy and Operations

Innovative Assessment

- In June 2019, the U.S. Department of Education (USED) granted an Innovative Assessment Demonstration Authority (IADA) to North Carolina.
- North Carolina General Assembly Session Law 2019-212 (SB 621) states, “It is the intent of the General Assembly that the State **move toward** a through-grade assessment model, in which the State-mandated assessments are administered in multiple short testing events throughout the school year rather than a single long testing event at the end of the year.”

North Carolina Department of PUBLIC INSTRUCTION

North Carolina Personalized Assessment Tool (NCPAT)



NC CHECK-INS 2.0 Formative Evaluation Report: *National Center for the Improvement of Educational Assessment, August 2023*

North Carolina Department of PUBLIC INSTRUCTION

NCPAT: NC Check-Ins 2.0

- NC Check-Ins 2.0 are the through-grade component of the NCPAT balanced assessment system.
- Three interims available for classroom use throughout the school year
- Provide immediate formative feedback data to support instruction (primary purpose)
  - Online reporting and review forms are available to teachers the next day
  - Teachers can review test items and individual student responses
  - Interim results are not used for accountability

North Carolina Department of PUBLIC INSTRUCTION

Mathematics NC Check-Ins 2.0

- **Format**
  - Assesses a subset of content standards from 3 domains on each interim (5–6 standards)
  - 25 questions four-option multiple-choice items, open-ended numeric entry items, and technology-enhanced questions
  - Calculator active and inactive sections
  - Suggested time of 90 minutes

NC Check-Ins 2.0 Mathematics at Grades 3–8 Specifications

North Carolina Department of PUBLIC INSTRUCTION

Reading NC Check-Ins 2.0

- **Format**
  - Assesses a sampling of same content standards as EOG
  - 24 questions
  - 3 reading selections, including distinct selection types (Informational, Literature, or Poetry (6–8))
  - For each selection, there will be 6 to 9 four-option multiple-choice questions or technology-enhanced questions
  - Suggested time of 90 minutes

NC Check-Ins 2.0 Reading at Grades 3–8 Specifications

North Carolina Department of PUBLIC INSTRUCTION

NCPAT: NC Check-Ins 2.0

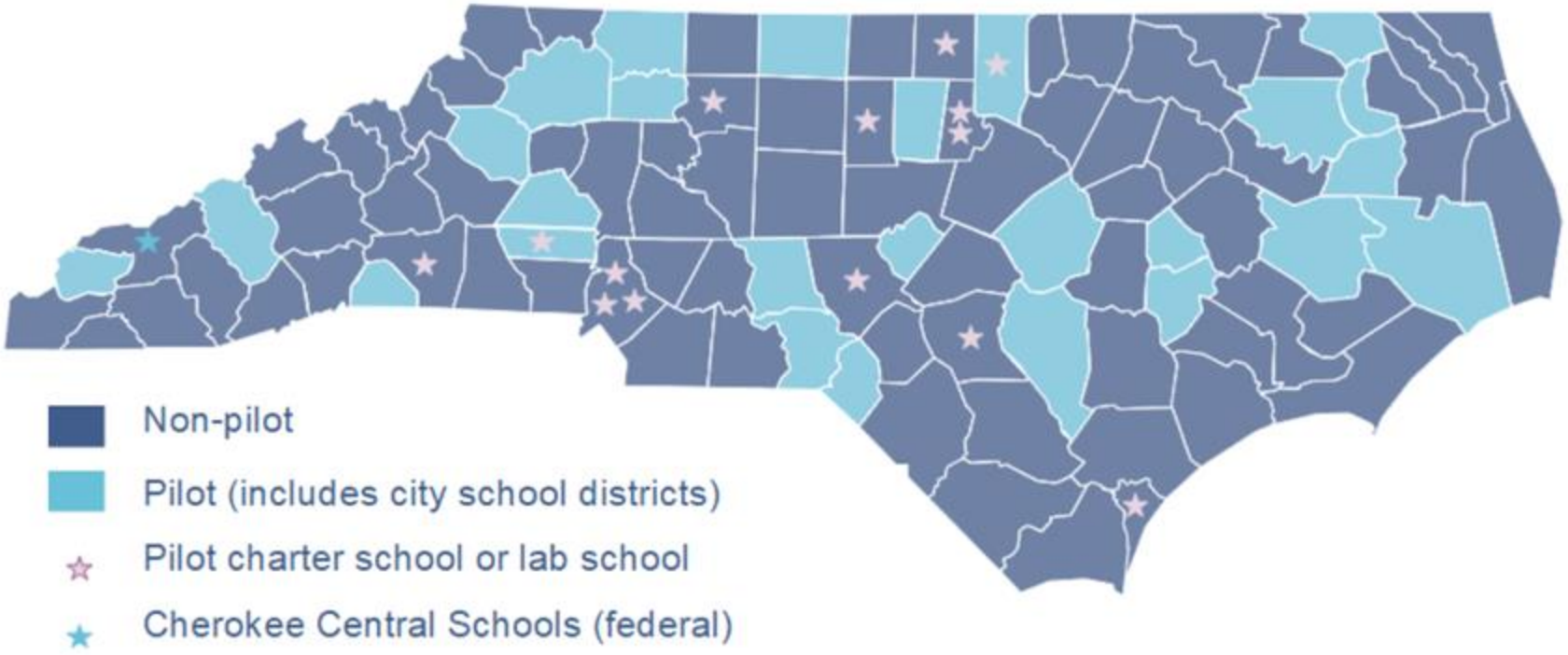
Statewide Participation

Subject	Grade	2022–23 NC Check-Ins 2.0 (Percentage of Students Participating)		
		Form A	Form B	Form C
Reading	3	52%	59%	59%
	4	59%	64%	62%
	5	60%	64%	62%
	6	57%	58%	57%
	7	58%	60%	57%
	8	58%	59%	57%
Math	3	58%	61%	58%
	4	59%	63%	59%
	5	59%	63%	59%
	6	58%	58%	54%
	7	59%	59%	53%
	8	55%	59%	54%

North Carolina Department of PUBLIC INSTRUCTION

2022–23 Pilot Volunteers

- 189 schools across 27 districts, 14 charter and lab schools, and Cherokee Central Schools



North Carolina Department of PUBLIC INSTRUCTION

NCPAT: Multi-staged Adaptive EOG

- The redesigned EOG is the accountability component of the NCPAT through-grade system. It was administered as a pilot (grades 4 and 7 reading and mathematics) to a volunteer sample of schools across the state in Spring of 2023.
- Key characteristics about this version of the EOG are:
  - Same test content blueprint and standards as measured on the current EOG
  - Same test format and test length
  - Same score scale and academic achievement levels as reported on the current EOG
  - Same expectations for student performance as on the current EOG

North Carolina Department of PUBLIC INSTRUCTION

NCPAT: Multi-staged Adaptive EOG

- New design features of the EOG are:
  - Updating from parallel/equivalent forms to multi-staged adaptive forms that are designed to maximize precision at different points on the EOG scale.
  - Moving from randomly assigning forms to using scores, when available, from NC Check-Ins 2.0 through a statistical process to assign students to most informative multi-staged form.
  - Student's assigned EOG form does not make it easier or harder to demonstrate proficiency.
  - All forms measure the full range of achievement levels but at varying **acceptable** reliabilities.

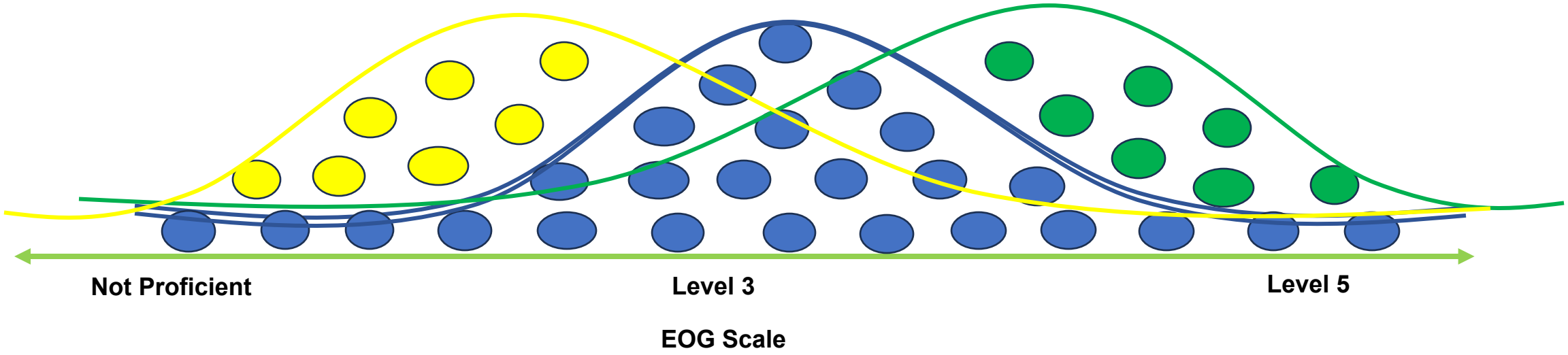
North Carolina Department of PUBLIC INSTRUCTION

NCPAT: Multi-staged Adaptive EOG

- Key advantages of the redesigned EOG are:
  - Increase in the breadth and depth of items administered in the EOG without adding to the total items for each student.
  - Improvement in test experience for all students particularly those at the top and bottom end of the achievement scale as each test form is adapted to be most informative at different ability ranges along the scale.
  - The through-grade component allows for a reliable connection between student performance and classroom activity throughout the year with end-of-year performance on the EOG.

North Carolina Department of PUBLIC INSTRUCTION

NCPAT: Multi-staged Adaptive EOG



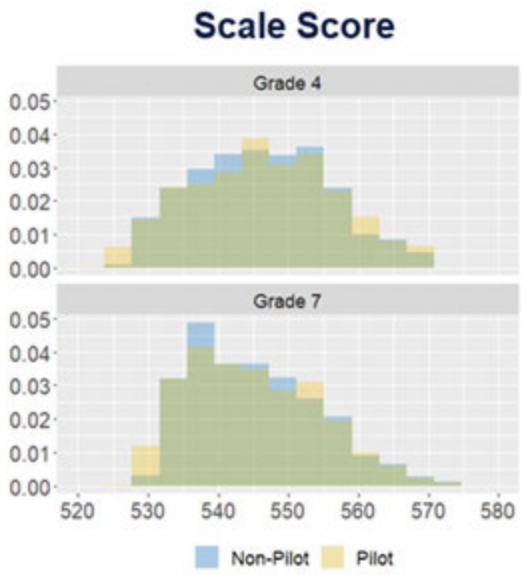
North Carolina Department of PUBLIC INSTRUCTION

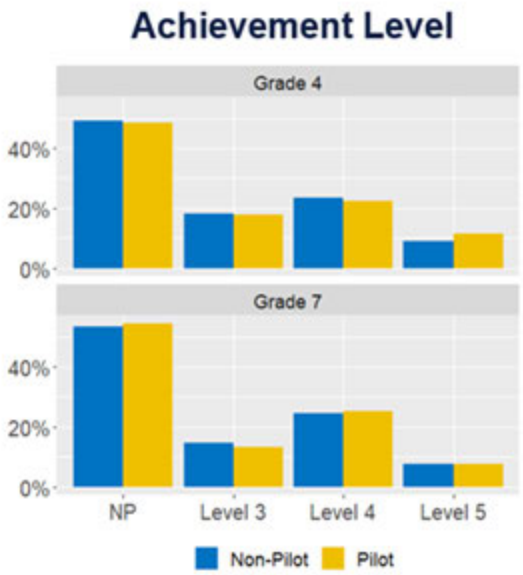
Spring 2023 Pilot

UNCG

Find your way here

Results: Outcome variable comparison for matched data - Mathematics





19

North Carolina Department of PUBLIC INSTRUCTION

Design Validation and Technical Review

- The Friday Institute for Educational Innovation surveys and conducts focus groups with teachers and principals to inform data usage, report design, professional development, and fidelity of the interim administrations.
- The National Center for Improvement of Educational Assessment serves as an external evaluator, and similar to the Friday Institute for Educational Innovation, gathered feedback from teachers and principals.

Design Validation and Technical Review

- UNC-Greensboro Office of Assessment, Evaluation, and Research reviews all data (1) for comparability and reliability and (2) to validate the form assignment methodology
- The North Carolina Technical Advisors review and provide feedback on the design, development, and the data outcomes to ensure technical compliance with the American Psychological Testing standards.

North Carolina Department of PUBLIC INSTRUCTION

Next Steps

- Provide on-going communication including an FAQ and webinars for educators
  - NC Check-Ins 2.0 continue to be optional (local decision)
  - Continue with systematic scaling of NCPAT in reading and mathematics grades 5 and 8 in 2023–24.
  - Continue to gather feedback from PSUs on how to best assist with implementation and communication around updates on EOG

Professional Development

North Carolina Department of PUBLIC INSTRUCTION

NC Check-Ins 2.0 Courses

- Two training courses are available to all school staff at both pilot and non-pilot schools.
  - *Understanding Reports*
    - Takes approximately 30 minutes to complete
  - *Diving Deeper into Formative Assessments*
    - Takes approximately 10 hours to complete
    - Broken down into smaller, manageable sections to help facilitate completion
- Both courses are optional, and it is a local decision as to how they are used.
- Participants will receive a Certificate of Participation. It is a local decision to award participants with continuing education units.

North Carolina Department of PUBLIC INSTRUCTION

Understanding Reports

NEW TO NC CHECK-INS 2.0?

The Understanding Reports training module can help!

The North Carolina Personalized Assessment Tool has two components, NC Check-Ins 2.0 and an end-of-grade or end-of-course test. The NC Check-Ins 2.0 gathers granular student data for immediate feedback on performance throughout the school year.

The Understanding Reports training module focuses on reports from the NC Check-Ins 2.0 and will enable you to:

- **Engage** the NC Check-Ins 2.0 to collect data aligned to grade-level content standards for reading and mathematics.
- **Provide** learning supports to utilize data conversations with students' families around learning priorities using the Individual Student Report.
- **Dive** deeper into the Class Item Report and student responses; examining the question context and student misconceptions.
- **Develop** strategies using data to personalize student's instructional needs in reading and mathematics.
- **Determine** how to hold data conversations with students and families.

Through this training opportunity, you will gain an understanding in analyzing student data from the NC Check-Ins 2.0 and apply strategies to support student learning in classrooms.

Learn more about the NC Check-Ins 2.0:

tinyurl.com/ncpat

Access training:

North Carolina Department of
PUBLIC INSTRUCTION

Diving Deeper into Formative Assessments

NEW TO NC CHECK-INS 2.0?

The NC Department of Public Instruction has developed an online training to provide teachers, coaches, and administrators an opportunity to understand data literacy, data-driven decision-making, and practical data analysis through the NC Check-Ins 2.0.

The *Diving Deeper into Formative Assessments* training module will enable you through role-defined learning pathways to:

TEACHERS

- Investigate how data has a direct impact on teaching and learning.
- Explore different kinds of data and apply them.
- Enhance student performance by diving into specific reporting forms for the NC Check-Ins 2.0.
- Experience strategies in how to evaluate and transfer data into actionable information.
- Develop and use learner profiles.
- Use NC Check-Ins 2.0 data to analyze progress.
- Utilize data cycles to inform conversations with students and their families.

ADMINISTRATORS & COACHES

- Investigate how data has a direct impact on teaching and learning.
- Explore different kinds of data and how to apply them.
- Understand student performance data by diving into specific reporting forms for the NC Check-Ins 2.0.
- Develop an understanding of how to use learner profiles school wide to enhance data communication.
- Reflect on strategies to create a data culture and hold data-driven conversations.
- Utilize data cycles to inform data conversations with teachers, students, and families.

Learn more about the NC Check-Ins 2.0:

tinyurl.com/ncpat

Access training:

North Carolina Department of
PUBLIC INSTRUCTION

Unlocking Student Achievement: The North Carolina Personalized Assessment Tool and Understand Reports Training

- Learn more about North Carolina's Department of Public Instructions' NC Check-Ins 2.0 and how the Understanding Reports training can support you as an educator.
- https://youtu.be/4qzq3-9cfjE

North Carolina Department of PUBLIC INSTRUCTION

NC Check-Ins 2.0 Reports

North Carolina Department of PUBLIC INSTRUCTION

Reports in NC Check-Ins 2.0

- Teacher-Level Reports
  - Teacher-level reports are intended to provide information for teachers to individualize support and instruction for student learning throughout the year.
  - Reports for all subjects are available on the NC Check-Ins 2.0 platform.
- School-Level and District-Level Reports
  - School-level and district-level reports are intended to provide additional tools for school and district leadership to use in their support of classroom instruction and should be interpreted within the context of each classroom.
  - Descriptive school-level and district-level summary reports show snapshots of student performance based on a limited sample of items that are aligned to grade level content standards and performance expectations.
  - These reports alone should not be used to make any long-term inferences about student performance nor used for any type of evaluative purpose.

North Carolina Department of PUBLIC INSTRUCTION

New Online Reports

- District-Level Report
  - The report provides domain, standards and summary reporting for a district.
  - The report also provides users the ability to view information by school.
- School-Level Report
  - The School-Level Report is designed to provide an overview of the NC Check-In 2.0 tests administered at a school.
  - The report contains three sections:
    - School Results by Domain
    - School Results by Standard
    - Frequency Distribution by Item Number

North Carolina Department of PUBLIC INSTRUCTION

New Teacher Report Verification

- A teacher report verification process has been added to the NC Check-Ins 2.0 platform for district test coordinator use.
- The process allows the district and/or school TC to:
  - Correct a student ID if the student tested before their PowerSchool ID was added to NCTest Admin. (DTC)
  - View teacher rosters and add students if needed, (DTC and STC)
  - Create rosters for a teacher who is not the teacher of record in PowerSchool (i.e., EC teacher, AIG teacher, Title I reading teacher, etc.). (DTC and STC)

North Carolina Department of PUBLIC INSTRUCTION

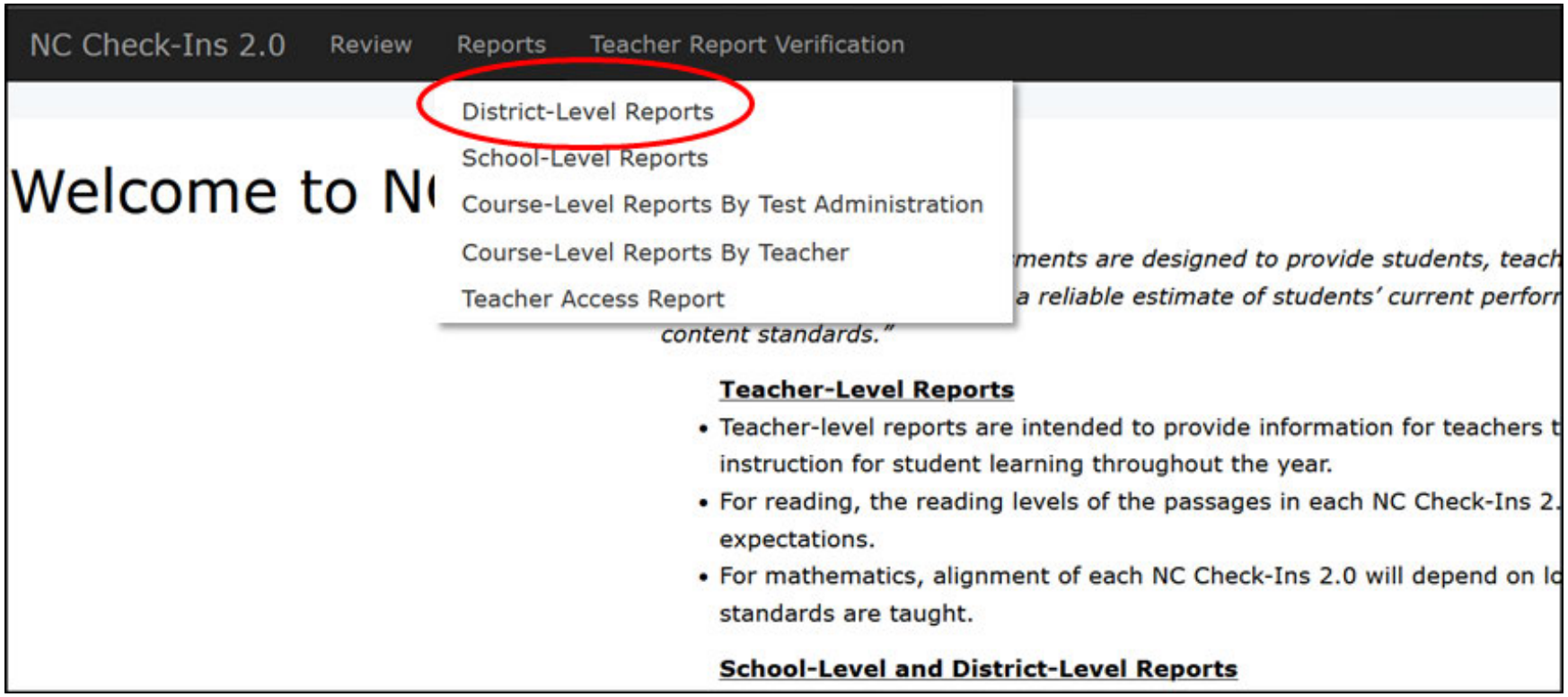
New District-Level Data Extract

- A district-level data extract file for NC Check-Ins 2.0 will be made available for download.
- The extract file will contain student data similar to the data that could be exported via WinScan.
  - Student, school, and test information
  - Accommodations and special codes information
  - Results by score, standard, and domain
- The file will be placed in folders on the SSH.

North Carolina Department of PUBLIC INSTRUCTION

District-Level Reports

District-Level Reports



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District-Level Reports

- Users will see four selection boxes:
  - Semester – test version (A, B, C, Earth, Life, Molecular Biology, etc.)
  - Course – grade or subject
  - Region – preset for PSU's region
  - District – present for PSU
- Charter schools should use school-level report.

North Carolina Department of PUBLIC INSTRUCTION

District-Level Reports

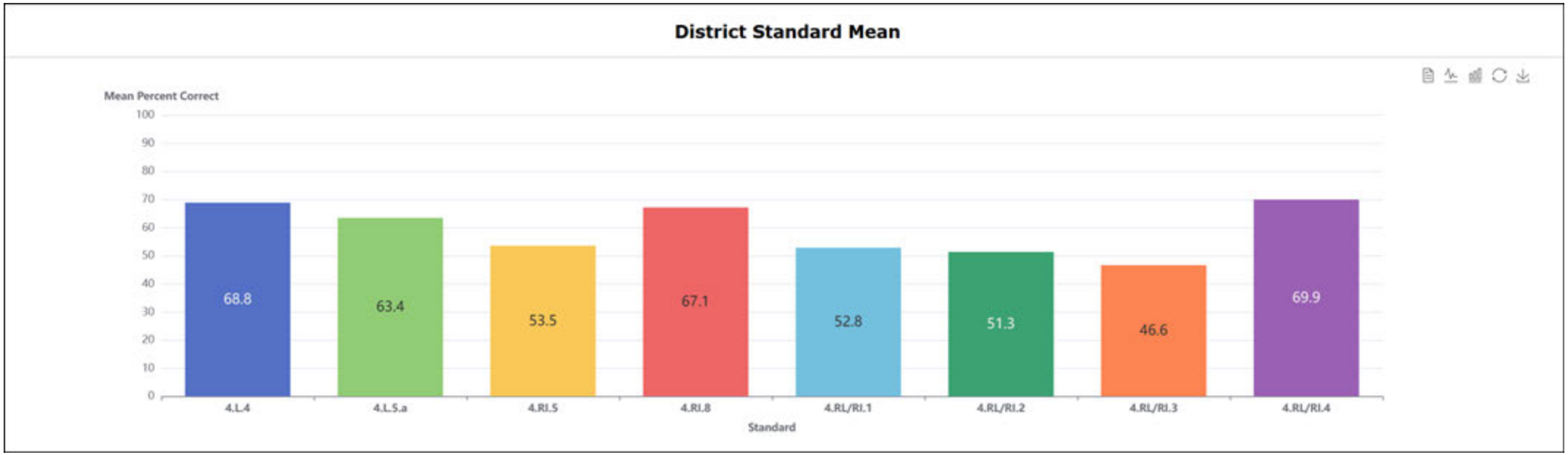
NC Check-In 2.0 Reading Grade 4 A: District Summary

Sample County Schools (000)

District Domain Mean

North Carolina Department of PUBLIC INSTRUCTION

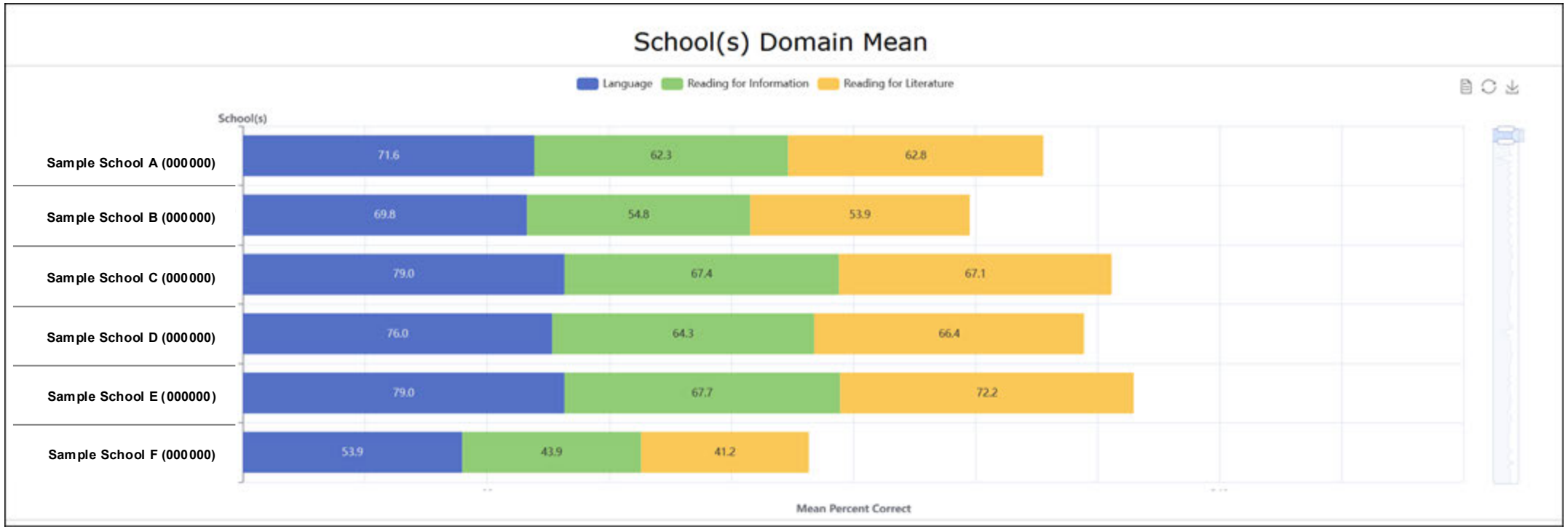
District-Level Reports



District Summary Statistics	
Number of Students with Valid Scores : **10852**	High Score : **24**
Number Correct District Mean : **14.1**	Low Score : **0**
Standard Deviation : **5.78**	

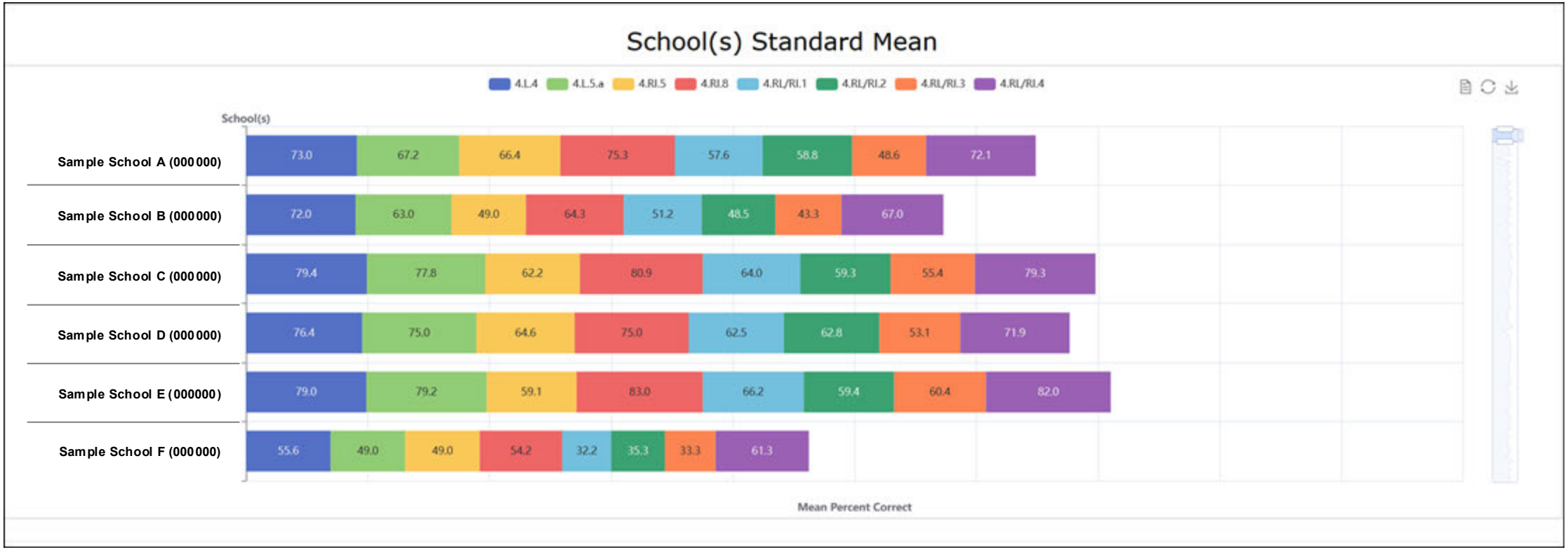
North Carolina Department of PUBLIC INSTRUCTION

District-Level Reports



North Carolina Department of PUBLIC INSTRUCTION

District-Level Reports



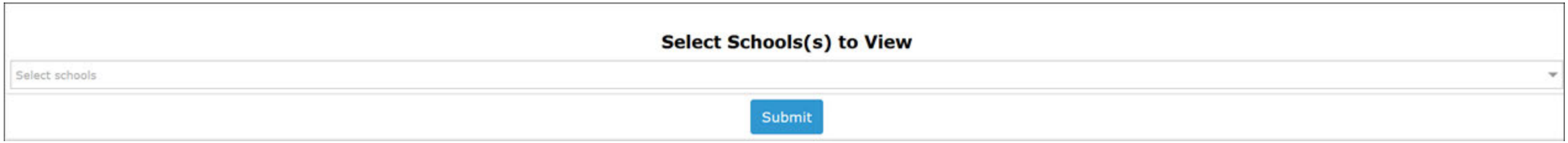
North Carolina Department of PUBLIC INSTRUCTION

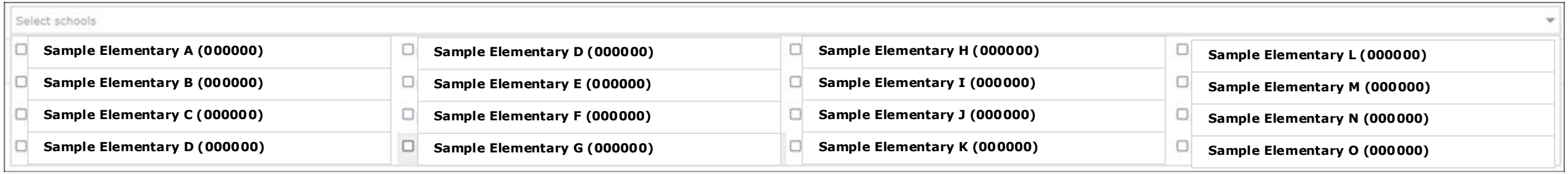
District-Level Reports

			24 Points Possible		Domains			Standards							
#	School Name	Number of students with valid scores	Number Correct Mean	Percent Correct Mean	L [4]	RI [13]	RL [7]	4.L.4 [3]	4.L.5.a [1]	4.RI.5 [1]	4.RI.8 [3]	4.RL/RI.1 [5]	4.RL/RI.2 [4]	4.RL/RI.3 [3]	4.RL/RI.4 [4]
1	Sample School A (000000)	104	11.0	45.6	2.2	5.8	3.0	1.7	0.5	0.4	1.7	1.9	1.7	1.0	2.1
2	Sample School B (000000)	47	14.9	62.0	2.7	7.9	4.3	2.1	0.6	0.6	2.1	2.8	2.2	1.6	2.9
3	Sample School C (000000)	69	14.7	61.1	2.8	7.8	4.1	2.1	0.7	0.7	2.0	2.7	2.2	1.4	2.9
4	Sample School D (000000)	111	14.1	58.8	2.7	7.4	4.1	2.0	0.7	0.7	1.9	2.6	2.0	1.5	2.7
5	Sample School E (000000)	49	14.0	58.3	2.8	7.2	4.0	2.3	0.6	0.6	1.9	2.5	2.1	1.3	2.8
6	Sample School F (000000)	83	12.8	53.3	2.7	6.4	3.6	2.0	0.7	0.5	1.6	2.3	1.9	1.2	2.6
7	Sample School G (000000)	100	10.5	43.8	2.2	5.5	2.9	1.8	0.4	0.4	1.5	1.7	1.6	0.9	2.2
8	Sample School H (000000)	134	18.9	78.6	3.5	9.9	5.5	2.6	0.8	0.7	2.7	3.7	2.8	1.9	3.5
9	Sample School I (000000)	110	14.1	58.9	2.6	7.4	4.2	2.0	0.6	0.6	1.9	2.7	2.1	1.3	2.8
10	Sample School J (000000)	61	10.3	42.8	2.1	5.5	2.7	1.5	0.5	0.4	1.6	1.7	1.5	0.9	2.1

North Carolina Department of PUBLIC INSTRUCTION

District-Level Reports



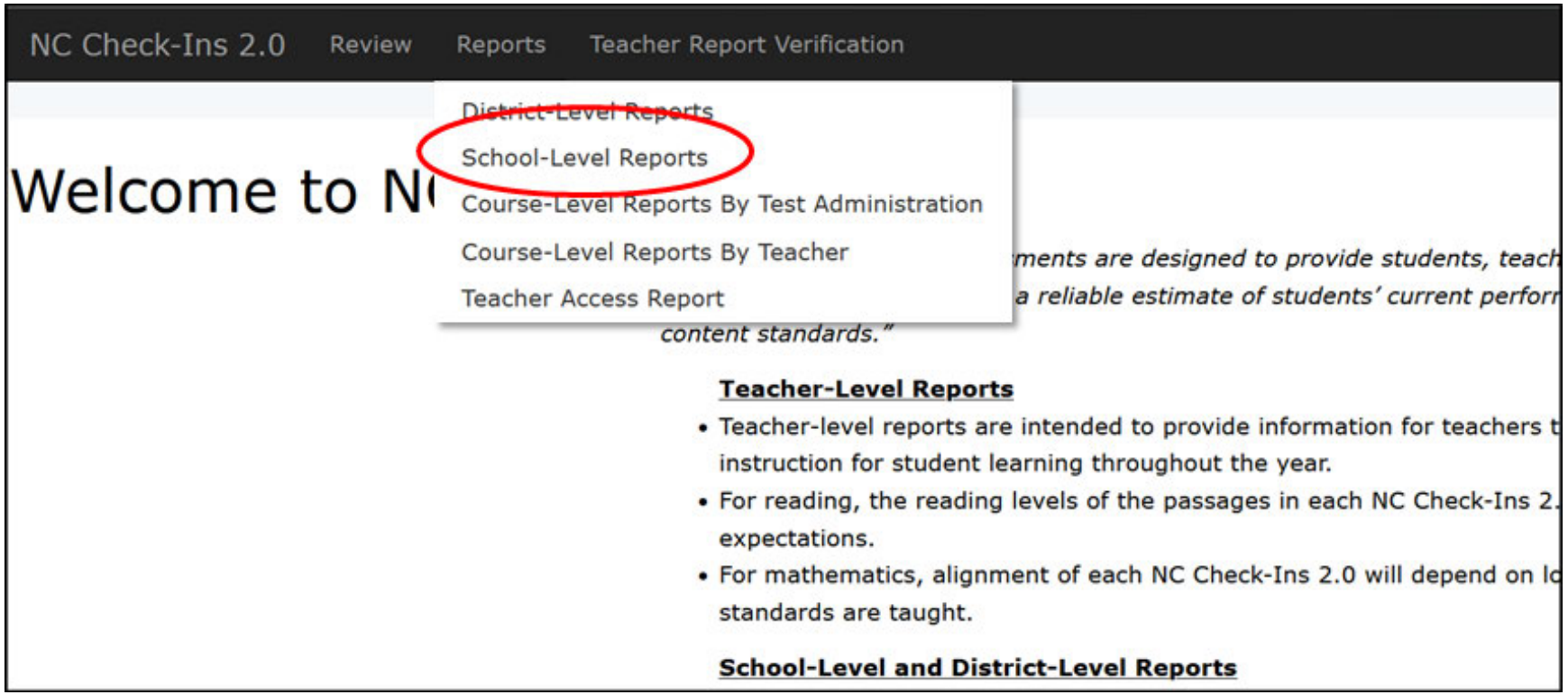


North Carolina Department of PUBLIC INSTRUCTION

School-Level Reports

North Carolina Department of PUBLIC INSTRUCTION

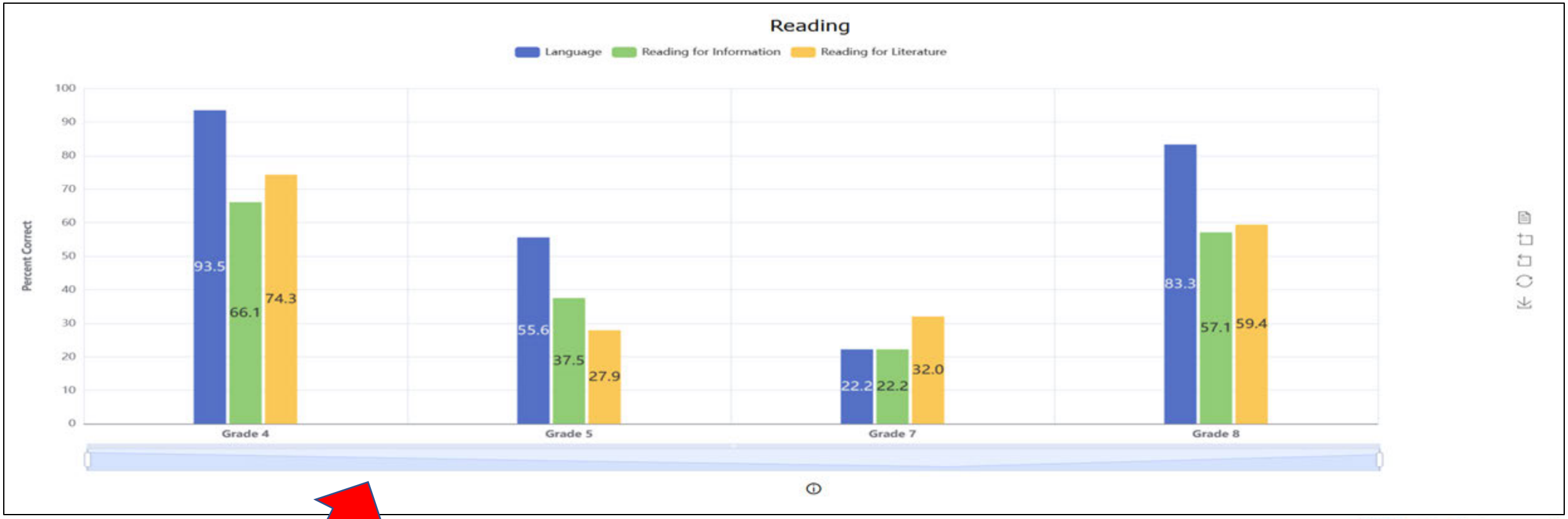
School-Level Reports



North Carolina Department of PUBLIC INSTRUCTION

School-Level Reports

School Results by Domain

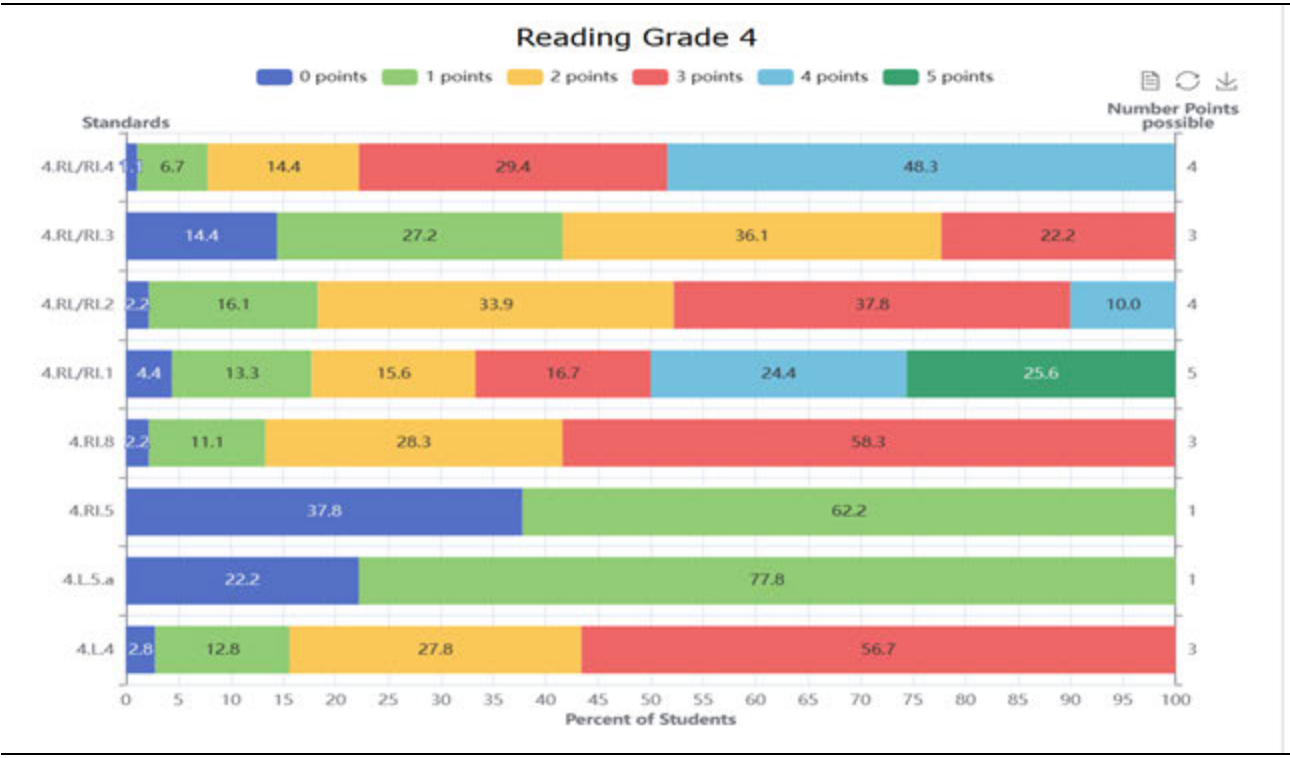


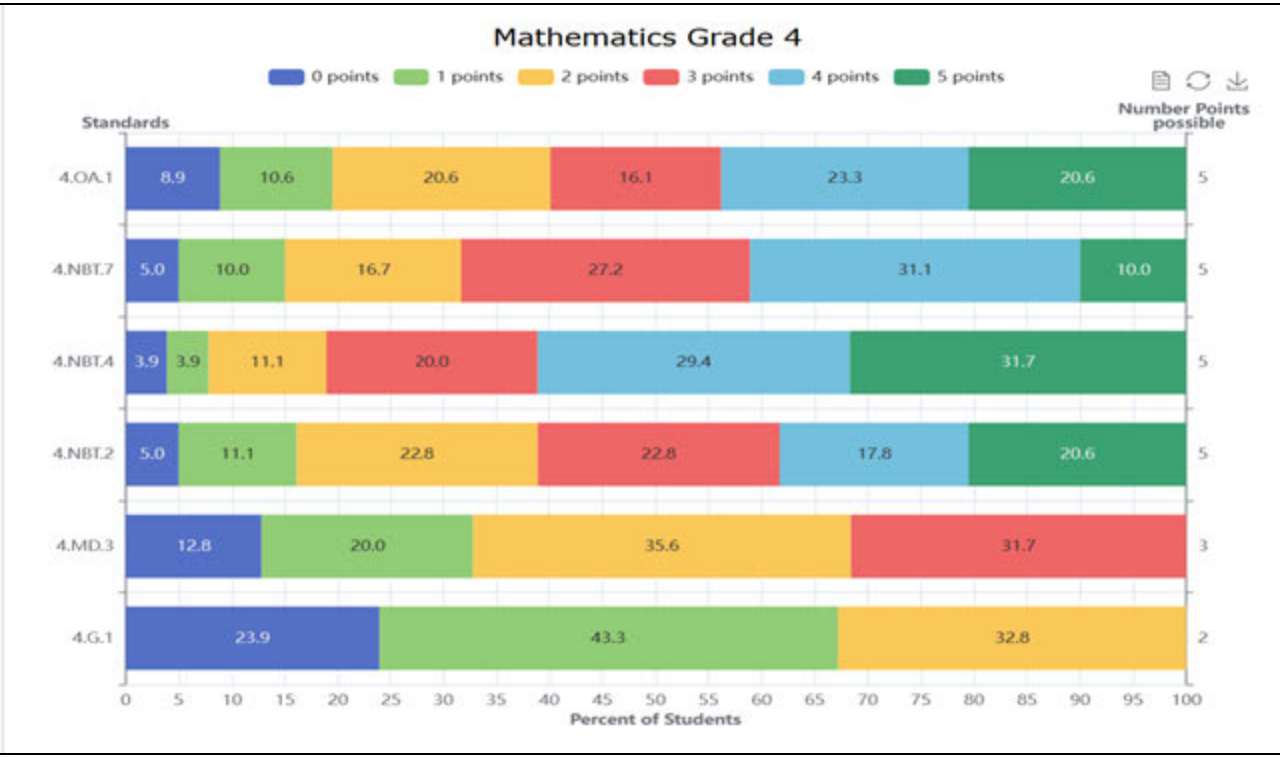
Allows the user to adjust the number of grades visible.

North Carolina Department of PUBLIC INSTRUCTION

School-Level Reports

School Results by Standard





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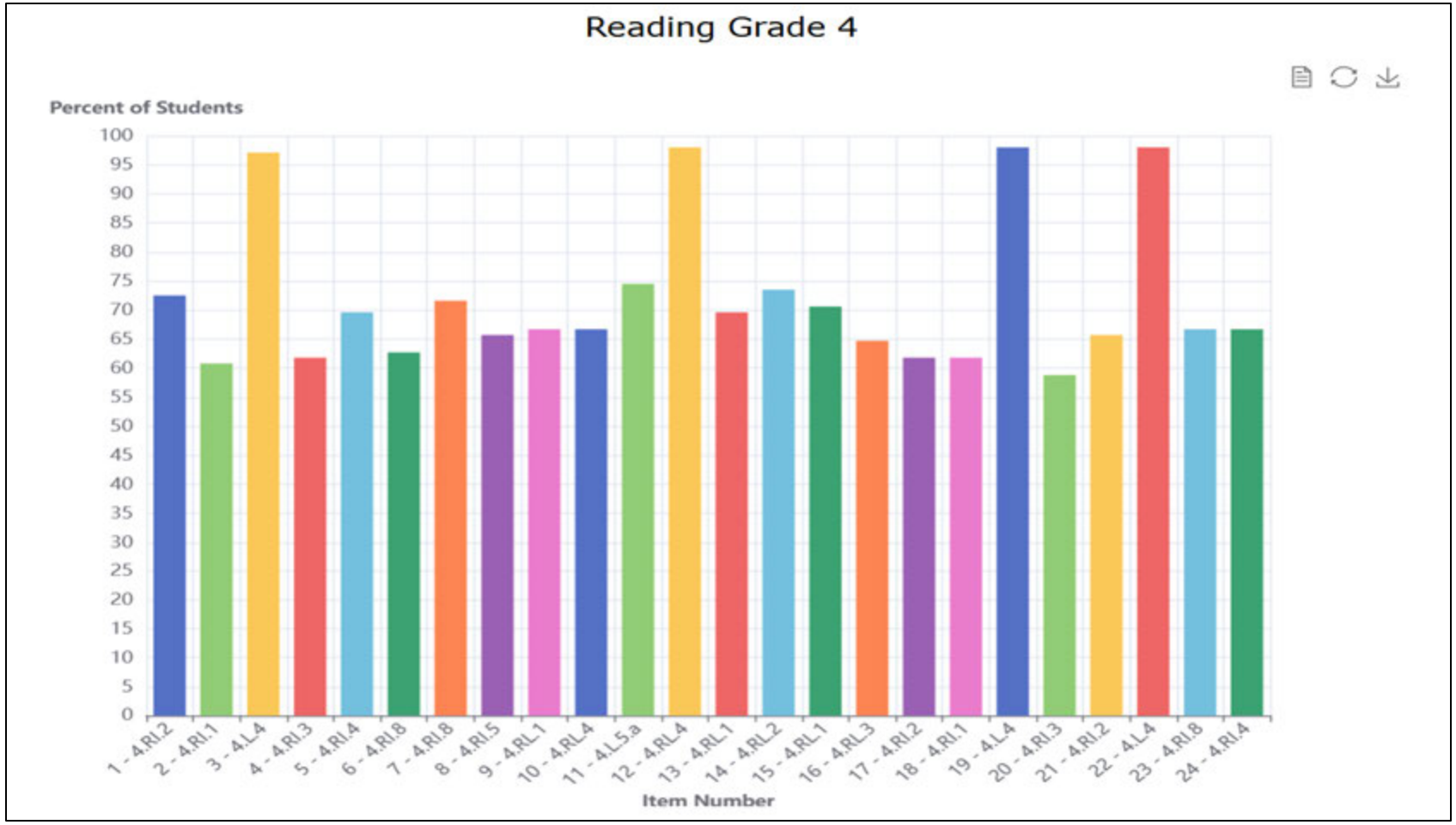
School-Level Reports

Frequency Distribution by Item Number

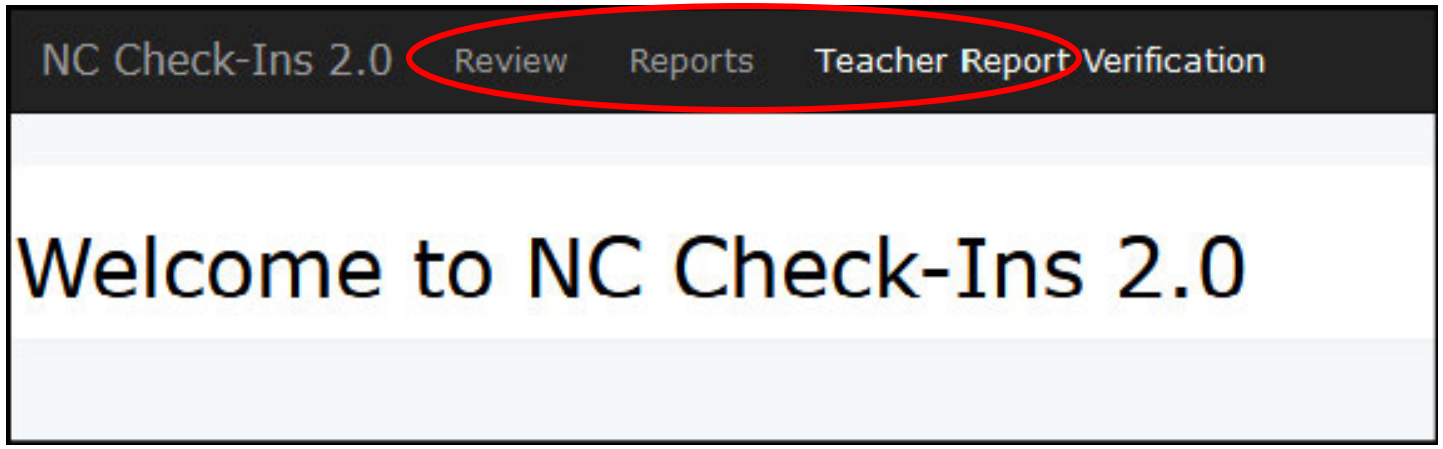


North Carolina Department of PUBLIC INSTRUCTION

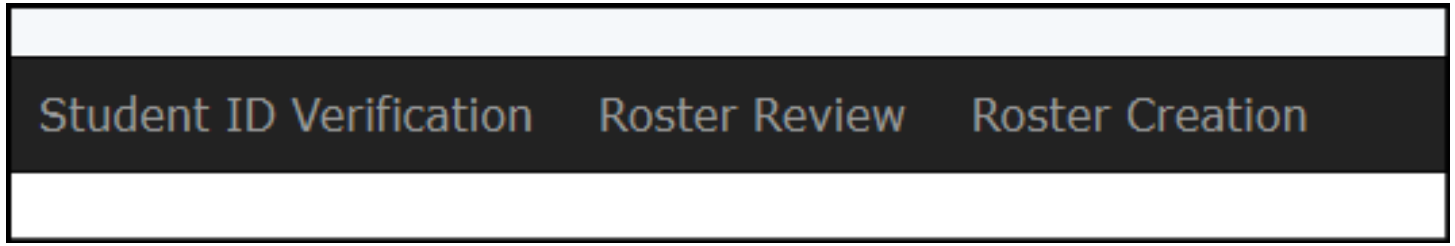
Teacher Report Verification Tool

North Carolina Department of PUBLIC INSTRUCTION

Teacher Report Verification



There are three sections in this tool:



North Carolina Department of PUBLIC INSTRUCTION

Teacher Report Verification

NC Check-Ins 2.0 Review Reports Teacher Report Verification Alesia Burnette Logout

Student ID Verification Roster Review Roster Creation

Student ID Verification

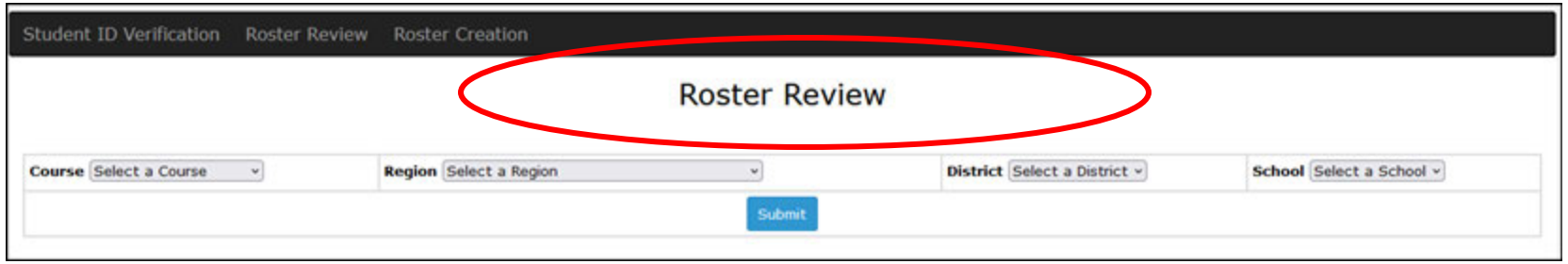
Student Name	Student Grade	School Name	Unofficial NCTest ID	PowerSchool ID
Student A	4	Sample School A (**000000**)	1000000554147	Find
Student B	4	Sample School B (**000000**)	1000000554152	Find
Student C	5	Sample School C (**000000**)	1000000554159	Find
Student D	5	Sample School D (**000000**)	1000000554160	Find
Student E	4	Sample School E (**000000**)	1000000554162	Find
Student F	5	Sample School F (**000000**)	1000000554163	Find
Student G	5	Sample School G (**000000**)	1000000554166	Find
Student H	8	Sample School H (**000000**)	1000000554167	Find
Student I	8	Sample School I (**000000**)	1000000554177	Find
Student J	7	Sample School J (**000000**)	1000000554178	Find

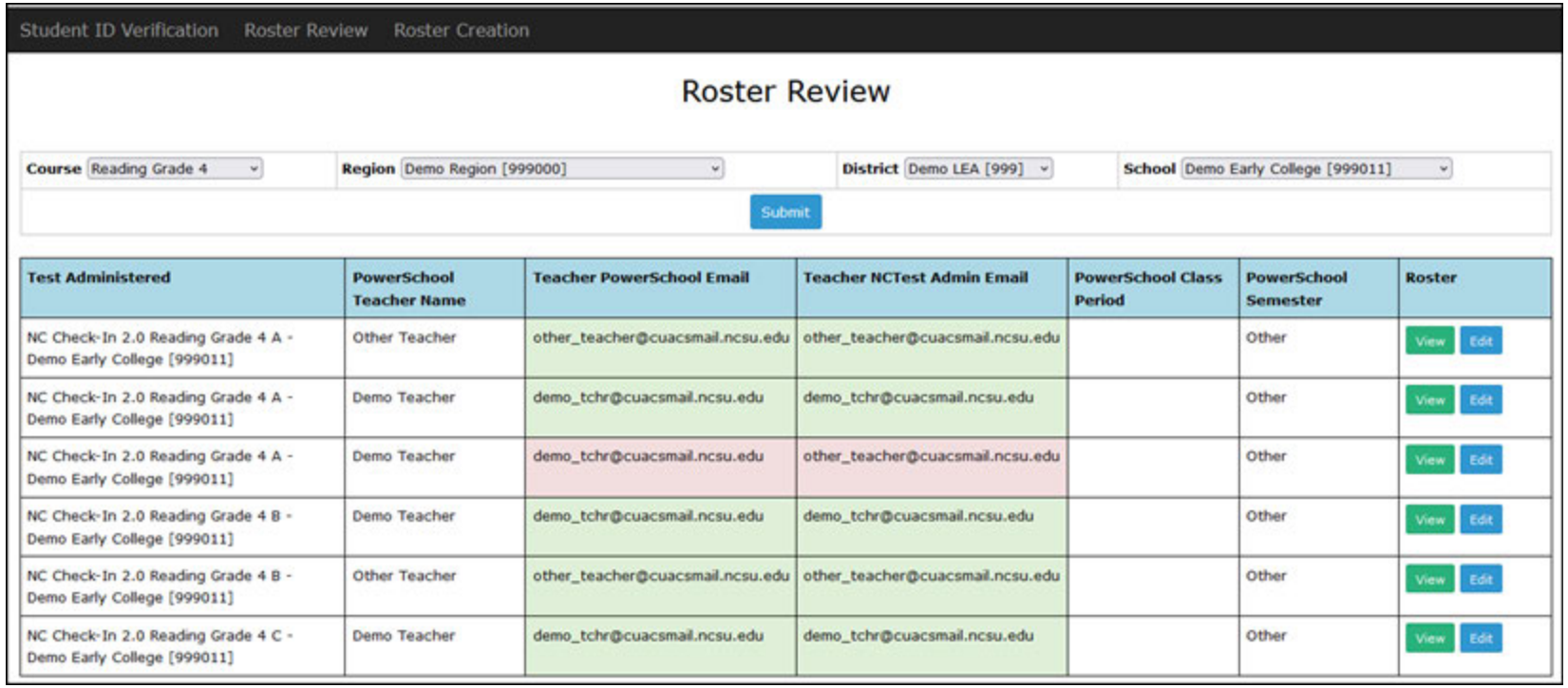
Matched Student IDs

Student Name	Student Grade	School Name	Unofficial NCTest ID	Matched NCTest ID
Student A	4	Sample School A (**000000**)		

North Carolina Department of PUBLIC INSTRUCTION

Teacher Report Verification





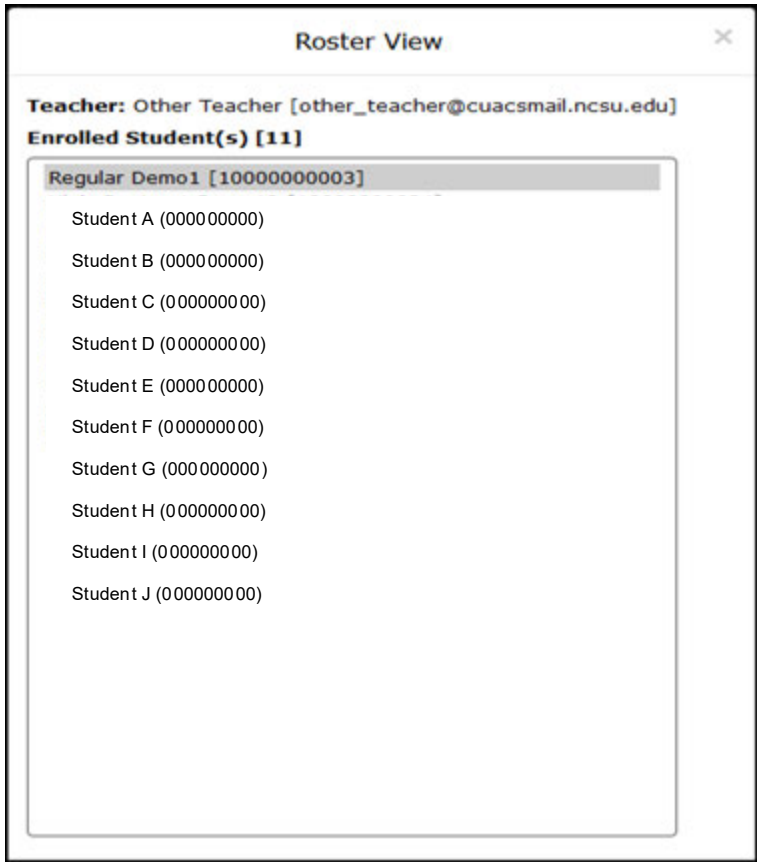
Test Administered	PowerSchool Teacher Name	Teacher PowerSchool Email	Teacher NCTest Admin Email	PowerSchool Class Period	PowerSchool Semester	Roster
NC Check-In 2.0 Reading Grade 4 A - Demo Early College [999011]	Other Teacher	other_teacher@cuacsmail.ncsu.edu	other_teacher@cuacsmail.ncsu.edu		Other	View Edit
NC Check-In 2.0 Reading Grade 4 A - Demo Early College [999011]	Demo Teacher	demo_tchr@cuacsmail.ncsu.edu	demo_tchr@cuacsmail.ncsu.edu		Other	View Edit
NC Check-In 2.0 Reading Grade 4 A - Demo Early College [999011]	Demo Teacher	demo_tchr@cuacsmail.ncsu.edu	other_teacher@cuacsmail.ncsu.edu		Other	View Edit
NC Check-In 2.0 Reading Grade 4 B - Demo Early College [999011]	Demo Teacher	demo_tchr@cuacsmail.ncsu.edu	demo_tchr@cuacsmail.ncsu.edu		Other	View Edit
NC Check-In 2.0 Reading Grade 4 B - Demo Early College [999011]	Other Teacher	other_teacher@cuacsmail.ncsu.edu	other_teacher@cuacsmail.ncsu.edu		Other	View Edit
NC Check-In 2.0 Reading Grade 4 C - Demo Early College [999011]	Demo Teacher	demo_tchr@cuacsmail.ncsu.edu	demo_tchr@cuacsmail.ncsu.edu		Other	View Edit

North Carolina Department of PUBLIC INSTRUCTION

Teacher Report Verification

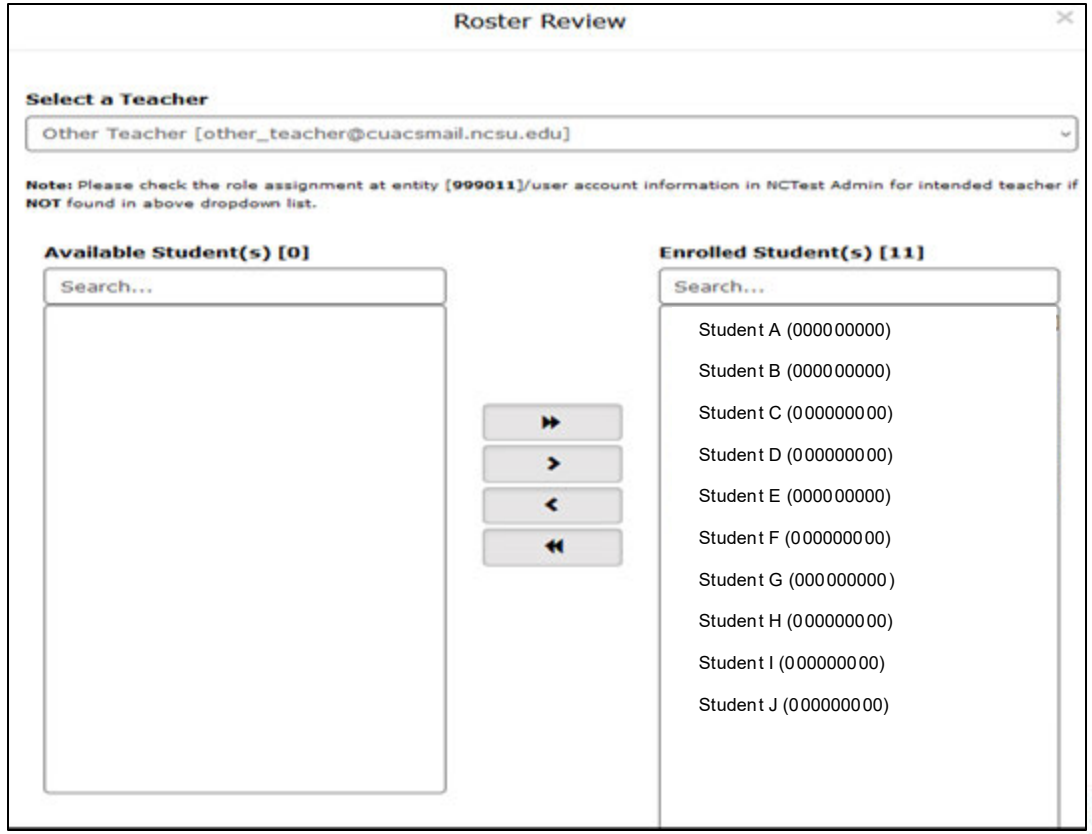
View

Current Roster for Teacher



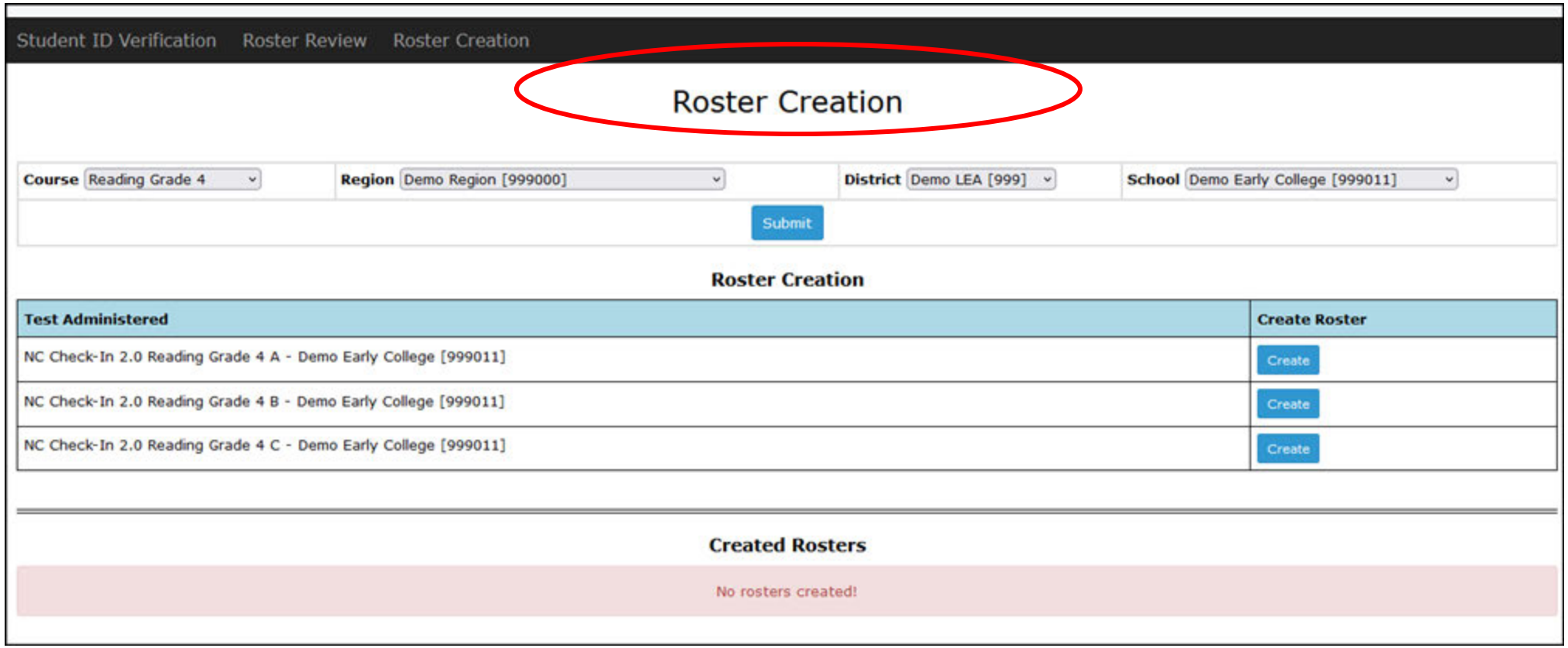
Edit

Students Available to Add



North Carolina Department of PUBLIC INSTRUCTION

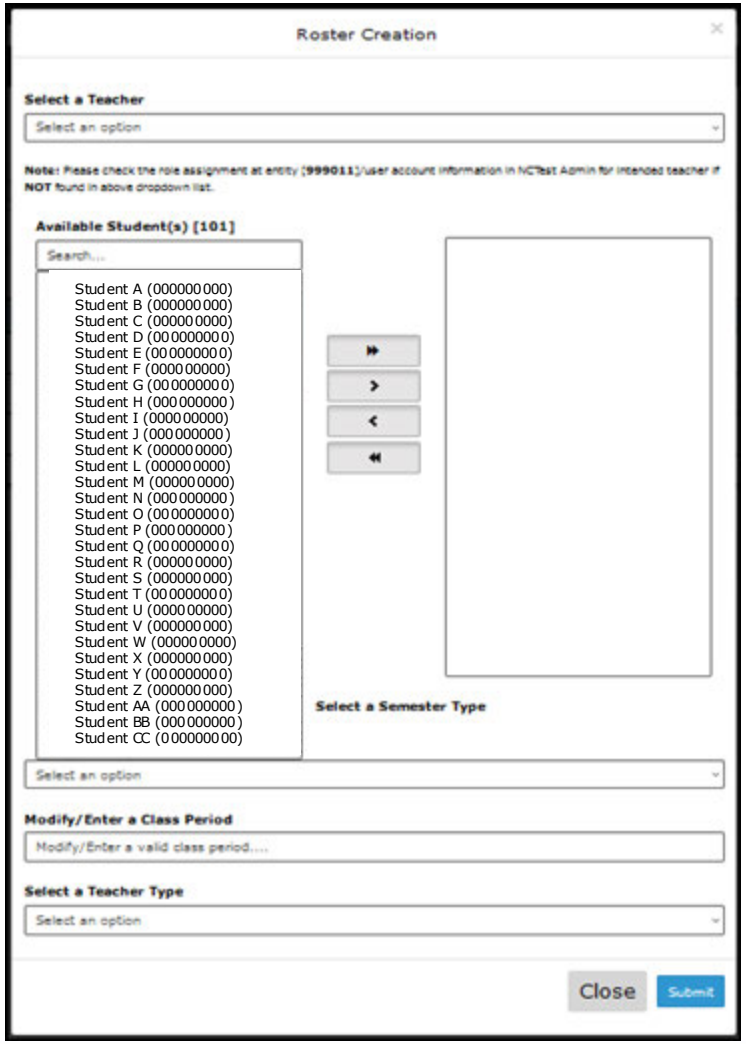
Teacher Report Verification



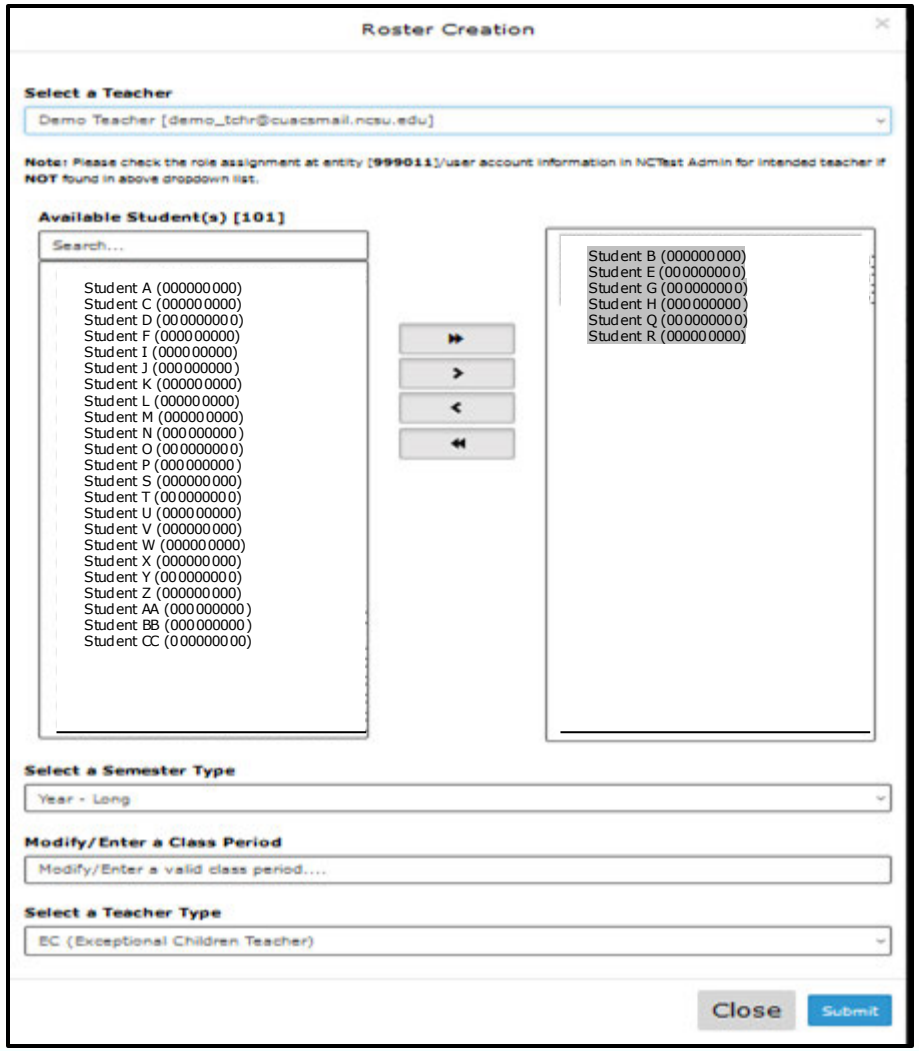
North Carolina Department of PUBLIC INSTRUCTION

Teacher Report Verification

Students Available to Add



New Roster for Teacher



North Carolina Department of PUBLIC INSTRUCTION

Teacher-Level Reports

North Carolina Department of PUBLIC INSTRUCTION

Teacher-Level Reports

NC Check-Ins 2.0 Review Reports Teacher Report Verification [redacted] Logout

Download PDF

NC Check-In 2.0 Reading Grade 4 A: Class Item

Teacher: Teacher, Demo
Class Period: ALL

Demo Early College
999011

Select Student(s)

All Students

-	SHOW METADATA	Language				Reading for Information													Reading for Literature						
-	ITEM NUMBER	3	19	22	11	2	18	1	17	21	4	20	5	24	8	6	7	23	9	13	15	14	16	10	12
-	CONTENT STANDARD	4.L.4	4.L.4	4.L.4	4.L.5	4.RI.1	4.RI.1	4.RI.2	4.RI.2	4.RI.2	4.RI.3	4.RI.3	4.RI.4	4.RI.4	4.RI.5	4.RI.8	4.RI.8	4.RI.8	4.RL.1	4.RL.1	4.RL.1	4.RL.2	4.RL.3	4.RL.4	4.RL.4
-	CORRECT ANSWER	TE	TE	TE	A	A	C	D	B	C	C	B	B	A	A	C	D	D	D	C	B	D	C	B	TE
18	Student A (000000000)	Yes	Yes	Yes	A	A	C	D	B	C	C	B	B	A	A	C	D	D	D	C	B	D	C	B	Yes
19	Student B (000000000)	Yes	Yes	Yes	A	A	C	D	B	C	C	B	B	A	A	C	D	D	D	C	B	D	C	B	Yes
20	Student C (000000000)	Yes	Yes	Yes	A	A	C	D	B	C	C	B	B	A	A	C	D	D	D	C	B	D	C	B	Yes
21	Student D (000000000)	Yes	Yes	Yes	A	A	C	B	B	C	C	A	B	C	A	C	B	D	D	C	C	D	C	B	Yes
22	Student E (000000000)	Yes	Yes	Yes	A	A	C	D	B	D	C	B	D	D	A	B	D	D	C	C	B	D	D	B	Yes
23	Student F (000000000)	Yes	Yes	Yes	A	B	C	C	B	C	C	B	D	C	A	C	D	B	D	A	B	D	C	B	Yes
24	Student G (000000000)	Yes	Yes	Yes	A	A	C	D	B	C	C	B	B	A	A	C	D	D	D	C	B	D	C	B	Yes
25	Student H (000000000)	Yes	Yes	Yes	B	A	C	A	A	C	D	B	B	A	A	C	D	D	D	C	B	D	C	B	Yes
26		Yes	Yes	Yes	A	A	C	D	B	C	C	B	D	B	D	D	D	C	D	C	B	D	C	B	Yes

North Carolina Department of PUBLIC INSTRUCTION

Teacher-Level Reports

NC Check-Ins 2.0 Review Reports Teacher Report Verification [redacted] Logout

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NC Check-In 2.0 Mathematics Grade 5 A: Class Roster

Teacher: Teacher, Demo
Class Period: ALL

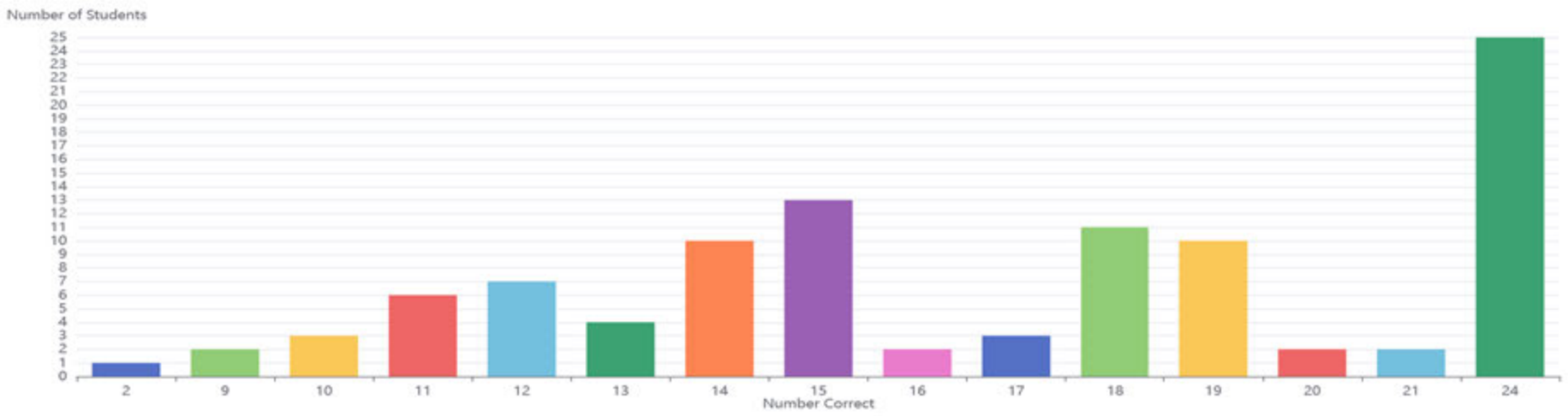
Demo Early College
999011

		25 Points Possible			Calculator Use		Item Type			Domains				Standards				
#	Student Name	Number Correct	Percent Correct	Number Items Attempted	CA [16]	CI [9]	MC [15]	NE [6]	TE [4]	G [5]	MD [5]	NBT [5]	OA [10]	5.G.1 [5]	5.MD.5 [5]	5.NBT.5 [5]	5.OA.2 [5]	5.OA.3 [5]
1	Student A	0	0.0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	Student B	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
3	Student C	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
4	Student D	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
5	Student E	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
6	Student F	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
7	Student G	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
8	Student H	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
9	Student I	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
10	Student J	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5

Teacher-Level Reports

Summary Statistics	
Number of Students with Valid Scores : **101**	High Score : **24**
Number Correct Class Mean : **17.2**	Low Score : **2**
Standard Deviation : **4.89**	

Bar/Line Chart



Frequency Distribution

Not Taken / Incomplete Tests

	Student Name	
1	Student A	1000000001
2	Student D	1000000004
3	Student G	1000000007
4	Student I	1000000009
5	Student J	1000000010
6	Student M	1000000013

North Carolina Department of PUBLIC INSTRUCTION

Teacher-Level Reports

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NC Check-In 2.0 Reading Grade 8 A: Class Summary

Teacher: Teacher, Demo **Class Period: ALL**	**Demo Early College** **999011**
Class Mean: **17.2**	High Score : **24**
Number of Valid Scores: **100**	Low Score : **9**

	Number Points Possible	Mean Percent Correct
	24	**71.5**

Domains		
Language	3	**70.0**
Reading for Information	7	**72.0**
Reading for Literature	14	**71.6**

Standards		
8.L.4	2	**71.0**
8.L.5	1	**68.0**
8.RI.8	1	**68.0**
8.RL/RI.1	6	**78.3**
8.RL.2	3	**67.0**
8.RL/RI.3	4	**77.5**
8.RL/RI.4	5	**66.0**
8.RL/RI.6	2	**65.0**

QUESTIONS

North Carolina Department of PUBLIC INSTRUCTION

IV-24: November 9, 2023, NCCTM Conference Presentation: Leveraging the NC Check-Ins 2.0 Data in the Classroom

Leveraging NC Check-Ins 2.0 Data in the Classroom

NCCTM Conference
November 9, 2023

Welcome and Introductions

Michael Mahoney
Test Measurement Specialist, elementary
Michael.Mahoney@dpi.nc.gov

Beth Nash
Test Measurement Specialist, middle school and high school mathematics and science
Elizabeth.Nash@dpi.nc.gov

NC Check-Ins 2.0 Reports

Reports in NC Check-Ins 2.0

- Teacher-Level Reports
  - Teacher-level reports are intended to provide information for teachers to individualize support and instruction for student learning throughout the year.
  - Reports for all subjects are available on the NC Check-Ins 2.0 platform.
- School-Level and District-Level Reports
  - School-level and district-level reports are intended to provide additional tools for school and district leadership to use in their support of classroom instruction and should be interpreted within the context of each classroom.
  - Descriptive school-level and district-level summary reports show snapshots of student performance based on a limited sample of items that are aligned to grade level content standards and performance expectations.
  - These reports alone should not be used to make any long-term inferences about student performance nor used for any type of evaluative purpose.

New Online Reports

- District-Level Report
  - The report provides domain, standards and summary reporting for a district.
  - The report also provides users the ability to view information by school.
- School-Level Report
  - The School-Level Report is designed to provide an overview of the NC Check-In 2.0 tests administered at a school.
  - The report contains three sections:
    - School Results by Domain
    - School Results by Standard
    - Frequency Distribution by Item Number

Teacher-Level Reports

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NC Check-In 2.0 NC Math 1 A Fall: Class Item

Teacher:
Class Period: ALL

Select Student(s)

All Students

-	SHOW METADATA	Expressing Geometric Properties with Equations				Interpreting Categorical & Quantitative Data				Interpreting Functions														Reasoning with Equations and Inequalities				
-	ITEM NUMBER	16	20	23	26	1	18	21	22	3	4	6	9	11	2	5	7	14	10	12	15	24	8	13	17	19	25
-	CONTENT STANDARD	G-GPE .5	G-GPE .5	G-GPE .5	G-GPE .5	S-ID.7	S-ID.7	S-ID.7	S-ID.7	F-IF.2	F-IF.2	F-IF.2	F-IF.2	F-IF.2	F-IF.4	F-IF.4	F-IF.4	F-IF.4	F-IF.6	F-IF.6	F-IF.6	F-IF.6	A-REI. 3	A-REI. 3	A-REI. 3	A-REI. 3	A-REI. 3
-	CORRECT ANSWER	A	D	B	D	A	A	B	C	D	40	1.00	76	7	C	5	2	D	75	A	B	C	-7.5	C	B	B	A
9		C	B	A	D	A	C	B	C	B	30	1.30	76	3	B	5	4	D	93	A	B	B	4.2	C	C	B	A
10		B	A	B	B	C	D	B	A	D	320	50	32.4	12	B	42	12	B	3	D	C	C	7.5	C	C	B	B
11		D	D	D	B	D	C	B	A	D	200	6.50	76	-29	B	15	5	B	200.00	A	C	C	-7.5	C	B	B	A
12		C	D	C	C	B	A	B	C	C	10	5	76	-29	B	2	6	D	0.8	A	B	B	-1.1	D	B	A	A
13		A	D	C	C	A	A	B	B	D	40	1	-68	7	D	5	4	B	-93.75	A	B	D	-7.5	C	B	B	A
14		D	A	C	C	D	C	B	C	D	1000	1.00	76	-8	B	10	12	B	375.00	A	C	C	-4	C	B	A	A
15		A	D	B	A	B	A	B	C	B	40	1.00	200	6.6	B	5	3	D	187	A	C	D	7.5	C	B	B	A
16		C	D	B	D	D	C	D	C	D	40	6.50	76	29	B	5	2	D	93.75	A	B	C	-7.5	C	B	B	A

Teacher-Level Reports – Class Item with Metadata

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NC Check-In 2.0 NC Math 1 A Fall: Class Item

Teacher:
Class Period: ALL

Select Student(s)

All Students

-	HIDE METADATA	Expressing Geometric Properties with Equations				Interpreting Categorical & Quantitative Data				Interpreting Functions													Reasoning with Equations and Inequalities				
-	ITEM NUMBER	16	20	23	26	1	18	21	22	3	4	6	9	11	2	5	7	14	10	12	15	24	8	13	17	19	25
-	CONTENT STANDARD	G-GPE.5	G-GPE.5	G-GPE.5	G-GPE.5	S-ID.7	S-ID.7	S-ID.7	S-ID.7	F-IF.2	F-IF.2	F-IF.2	F-IF.2	F-IF.2	F-IF.4	F-IF.4	F-IF.4	F-IF.4	F-IF.6	F-IF.6	F-IF.6	F-IF.6	A-REI.3	A-REI.3	A-REI.3	A-REI.3	A-REI.3
-	CONTENT STANDARD PERCENT CORRECT	G-GPE.5 : 38.2				S-ID.7 : 48.7				F-IF.2 : 33.7					F-IF.4 : 31.6				F-IF.6 : 36.9				A-REI.3 : 58.9				
-	DEPTH OF KNOWLEDGE	2	2	2	2	2	2	2	2	2	1	1	1	2	1	2	2	1	3	2	2	2	1	1	1	1	1
-	CLASS PERCENT CORRECT	31.6	63.2	36.8	21.1	31.6	31.6	68.4	63.2	47.4	36.8	42.1	36.8	5.3	5.3	47.4	21.1	52.6	0.0	68.4	47.4	31.6	26.3	73.7	78.9	52.6	63.2
-	SCHOOL PERCENT CORRECT	27.5	52.5	40.0	20.0	60.0	37.5	57.5	67.5	27.5	32.5	32.5	32.5	15.0	20.0	40.0	15.0	32.5	5.0	57.5	45.0	25.0	22.5	60.0	62.5	55.0	47.5
-	STATE PERCENT CORRECT	23.0	41.0	33.0	29.0	64.0	54.0	58.0	72.0	11.0	46.0	44.0	56.0	31.0	14.0	61.0	43.0	31.0	14.0	60.0	31.0	28.0	33.0	60.0	46.0	55.0	38.0
-	CALCULATOR ACTIVE	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	No	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
-	CORRECT ANSWER	A	D	B	D	A	A	B	C	D	40	1.00	76	7	C	5	2	D	75	A	B	C	-7.5	C	B	B	A

NC Check-Ins 2.0 Review Reports Teacher Report Verification [redacted] Logout

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NC Check-In 2.0 Mathematics Grade 5 A: Class Roster

Teacher: Teacher, Demo
Class Period: ALL

Demo Early College
999011

		25 Points Possible			Calculator Use		Item Type			Domains				Standards				
#	Student Name	Number Correct	Percent Correct	Number Items Attempted	CA [16]	CI [9]	MC [15]	NE [6]	TE [4]	G [5]	MD [5]	NBT [5]	OA [10]	5.G.1 [5]	5.MD.5 [5]	5.NBT.5 [5]	5.OA.2 [5]	5.OA.3 [5]
1	Student A	0	0.0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	Student B	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
3	Student C	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
4	Student D	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
5	Student E	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
6	Student F	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
7	Student G	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
8	Student H	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
9	Student I	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5
10	Student J	25	100.0	25	16	9	15	6	4	5	5	5	10	5	5	5	5	5

Teacher-Level Reports: Class Roster

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NC Check-In 2.0 NC Math 1 A Fall: Class Roster

Teacher:
Class Period: ALL

		26 Points Possible			Calculator Use		Item Type		Domains				Standards					
#	Student Name	Number Correct	Percent Correct	Number Items Attempted	CA [19]	CI [7]	MC [18]	NE [8]	GPE [4]	ID [4]	IF [13]	REI [5]	A-REI.3 [5]	F-IF.2 [5]	F-IF.4 [4]	F-IF.6 [4]	G-GPE.5 [4]	S-ID.7 [4]
1		6	23.1	26	6	0	6	0	2	2	1	1	1	0	0	1	2	2
2		11	42.3	26	7	4	9	2	1	4	5	1	1	3	1	1	1	4
3		11	42.3	26	10	1	10	1	3	2	3	3	3	0	2	1	3	2
4		3	11.5	26	3	0	3	0	0	1	0	2	2	0	0	0	0	1
5		12	46.2	26	9	3	10	2	2	2	5	3	3	1	2	2	2	2
6		19	73.1	26	13	6	13	6	2	4	9	4	4	4	3	2	2	4
7		8	30.8	26	7	1	7	1	3	0	3	2	2	1	0	2	3	0
8		4	15.4	26	3	1	3	1	1	0	2	1	1	1	1	0	1	0
9		12	46.2	26	10	2	10	2	1	3	5	3	3	1	2	2	1	3

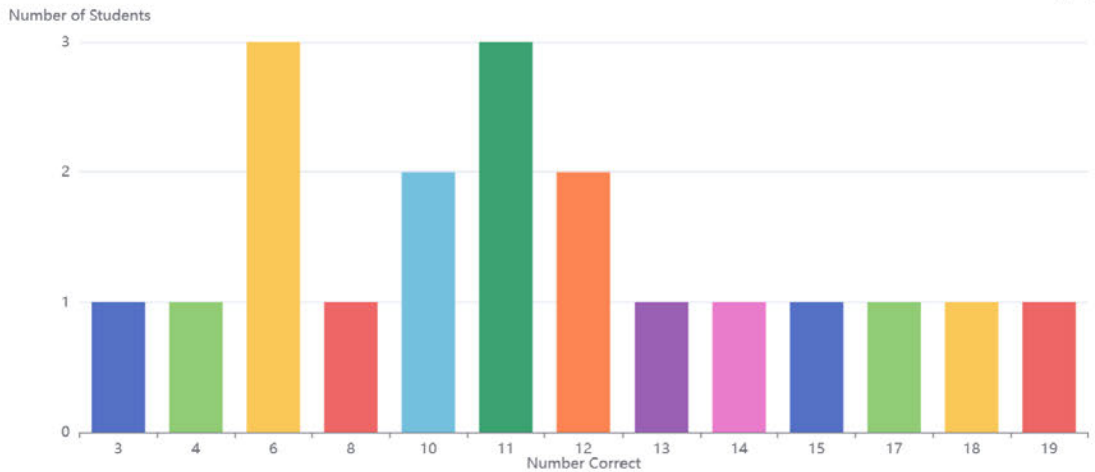
Summary Statistics

Number of Students with Valid Scores : **19**	High Score : **19**
Number Correct Class Mean : **10.8**	Low Score : **3**
Standard Deviation : **4.46**	

Not Taken / Incomplete Tests

#	Student Name	
1	Student A	1000000001
2	Student D	1000000004
3	Student G	1000000007
4	Student I	1000000009
5	Student J	1000000010
6	Student M	1000000013

Bar/Line Chart



Frequency Distribution

Export CSV

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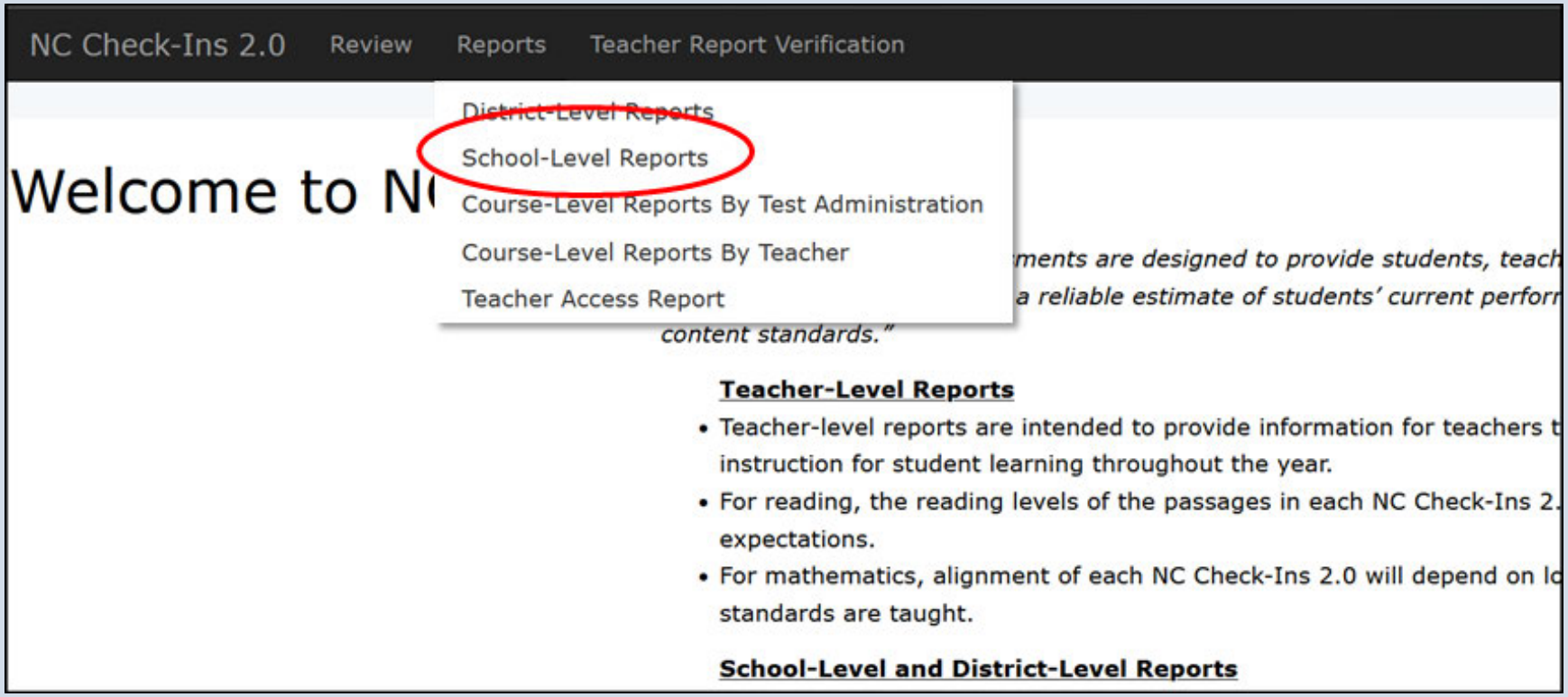
NC Check-In 2.0 NC Math 1 A Fall: Class Summary

Teacher: [redacted] **Class Period: ALL**	[redacted]
Class Mean: **10.8**	High Score : **19**
Number of Valid Scores: **19**	Low Score : **3**

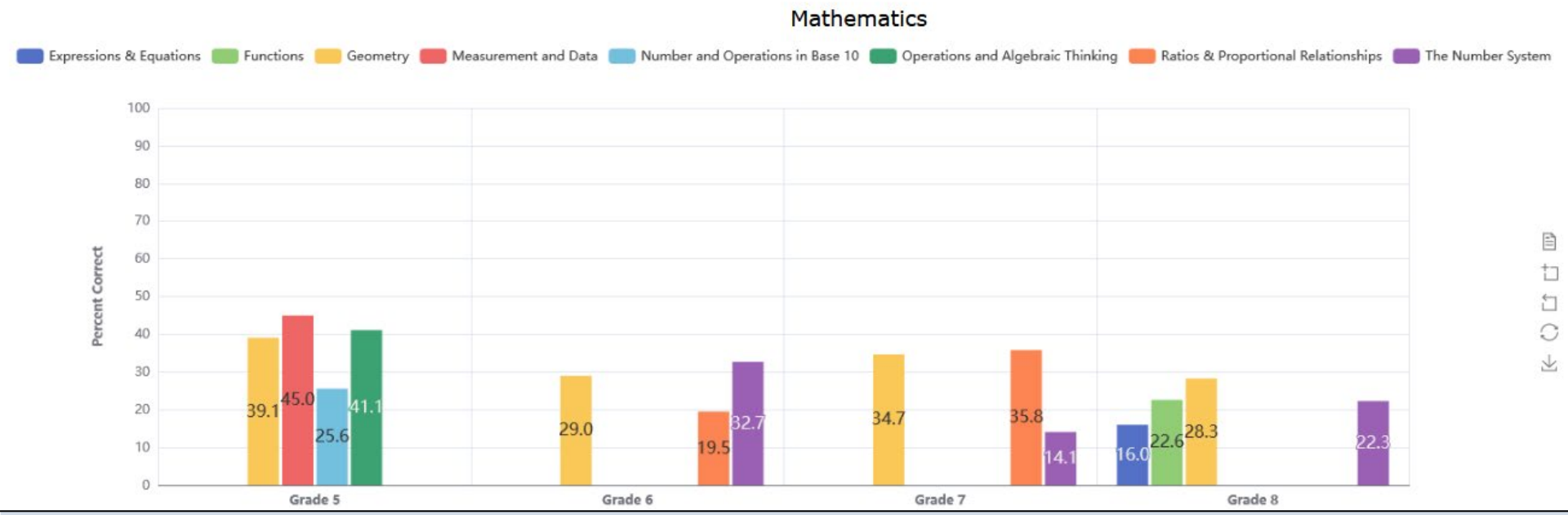
	Number Points Possible	Mean Percent Correct
	26	**41.7**
Calculator Use		
Calculator Active	19	**44.7**
Calculator Inactive	7	**32.9**
Item Type		
Numeric Entry	8	**27.5**
Multiple Choice	18	**48.3**
Domains		
Expressing Geometric Properties with Equations	4	**38.2**
Interpreting Categorical & Quantitative Data	4	**48.7**
Interpreting Functions	13	**34.0**
Reasoning with Equations and Inequalities	5	**58.9**
Standards		
A-REI.3	5	**58.9**
F-IF.2	5	**33.7**
F-IF.4	4	**31.6**
F-IF.6	4	**36.8**
G-GPE.5	4	**38.2**
S-ID.7	4	**48.7**

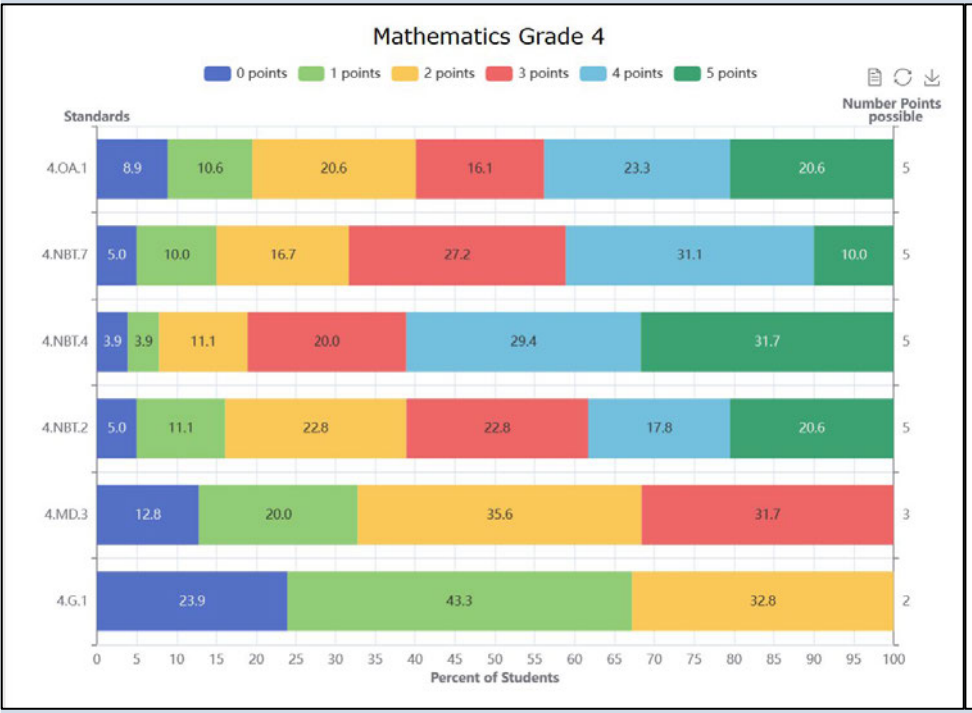
School-Level Reports

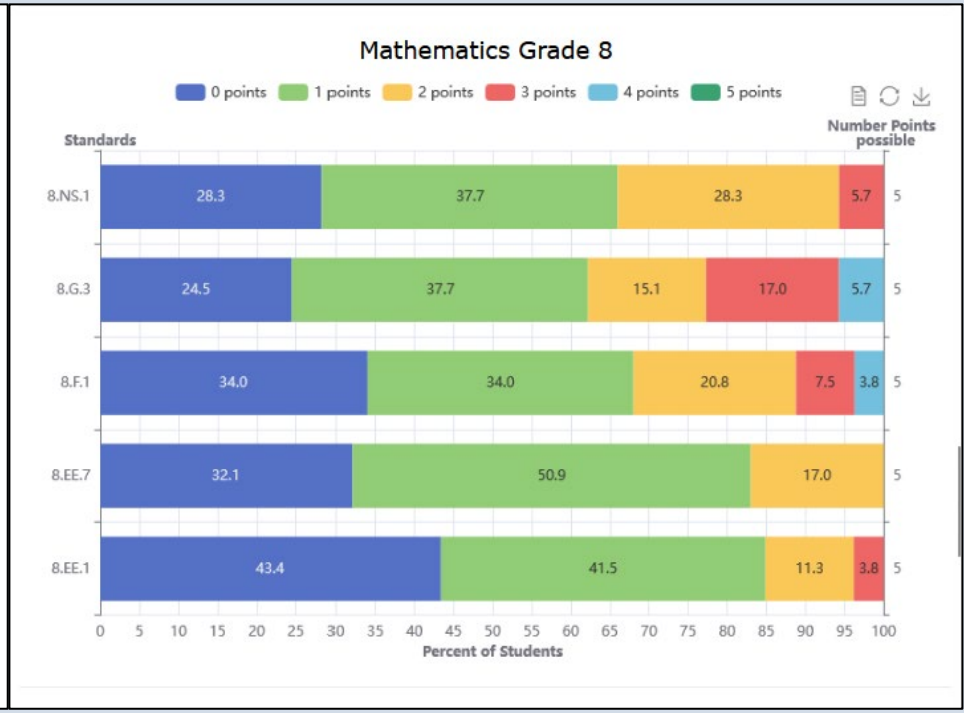
School-Level Reports

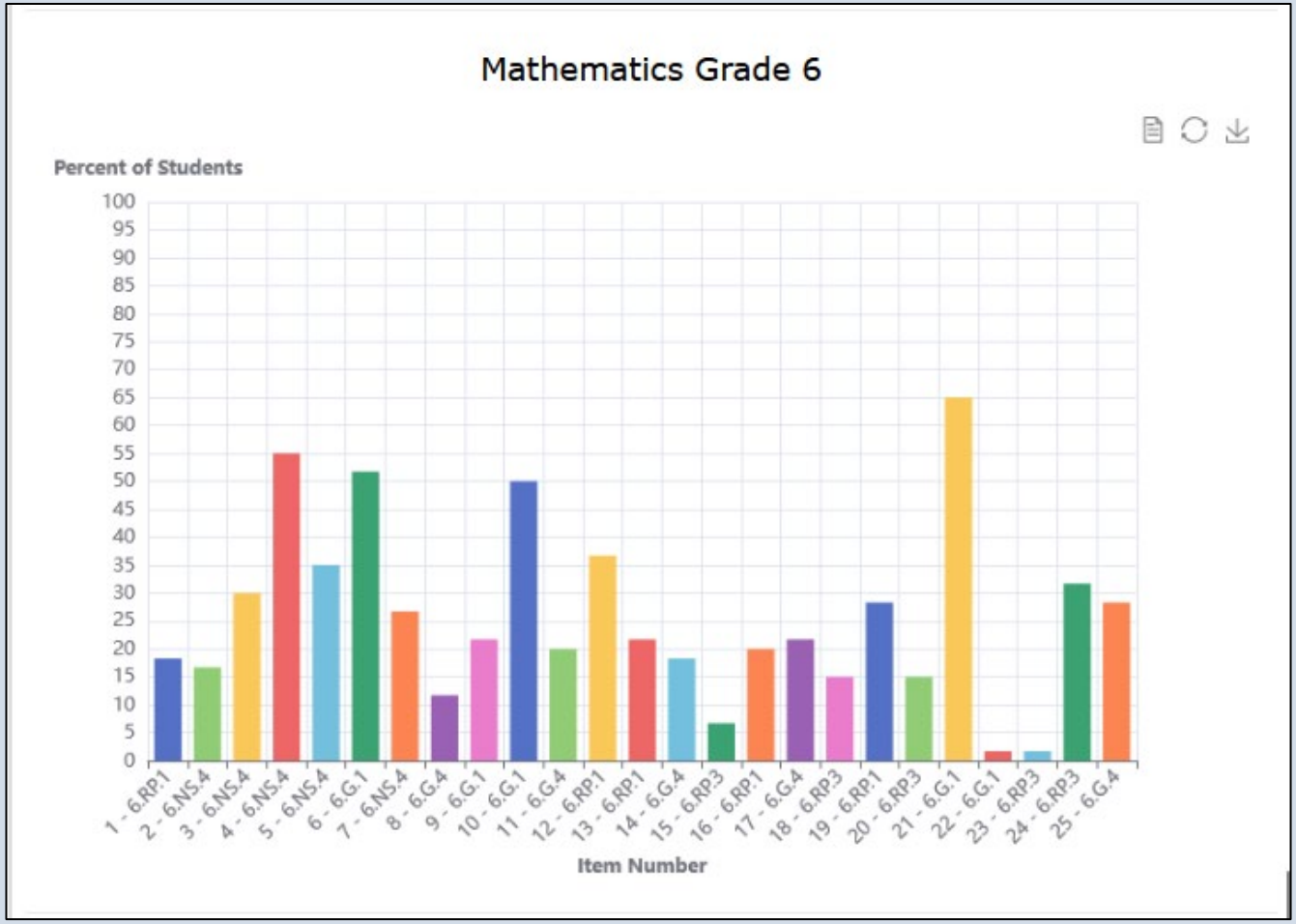


School-Level Reports: School Results by Domain



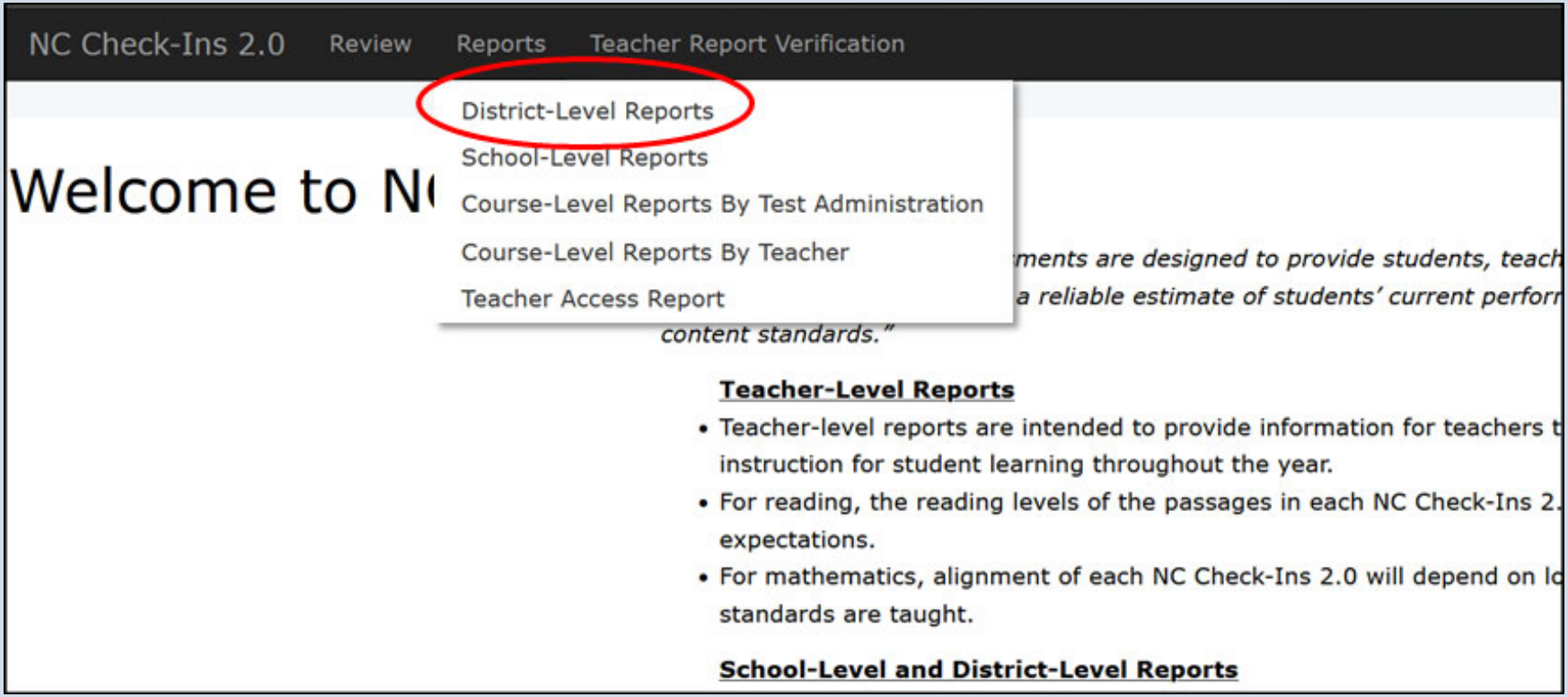

Mathematics Grade 4
0 points
1 points
2 points
3 points
4 points
5 points
Standards
Number Points possible
4.OA.1
8.9
10.6
20.6
16.1
23.3
20.6
5
4.NBT.7
5.0
10.0
16.7
27.2
31.1
10.0
5
4.NBT.4
3.9
3.9
11.1
20.0
29.4
31.7
5
4.NBT.2
5.0
11.1
22.8
22.8
17.8
20.6
5
4.MD.3
12.8
20.0
35.6
31.7
3
4.G.1
23.9
43.3
32.8
2
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
Percent of Students


Mathematics Grade 8
0 points
1 points
2 points
3 points
4 points
5 points
Standards
Number Points possible
8.NS.1
28.3
37.7
28.3
5.7
5
8.G.3
24.5
37.7
15.1
17.0
5.7
5
8.F.1
34.0
34.0
20.8
7.5
3.8
5
8.EE.7
32.1
50.9
17.0
5
8.EE.1
43.4
41.5
11.3
3.8
5
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
Percent of Students


Mathematics Grade 6
Percent of Students
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
1 - 6.RP.1
2 - 6.NS.4
3 - 6.NS.4
4 - 6.NS.4
5 - 6.NS.4
6 - 6.G.1
7 - 6.NS.4
8 - 6.G.4
9 - 6.G.1
10 - 6.G.1
11 - 6.G.4
12 - 6.RP.1
13 - 6.RP.1
14 - 6.G.4
15 - 6.RP.3
16 - 6.RP.1
17 - 6.G.4
18 - 6.RP.3
19 - 6.RP.1
20 - 6.RP.3
21 - 6.G.1
22 - 6.G.1
23 - 6.RP.3
24 - 6.RP.3
25 - 6.G.4
Item Number

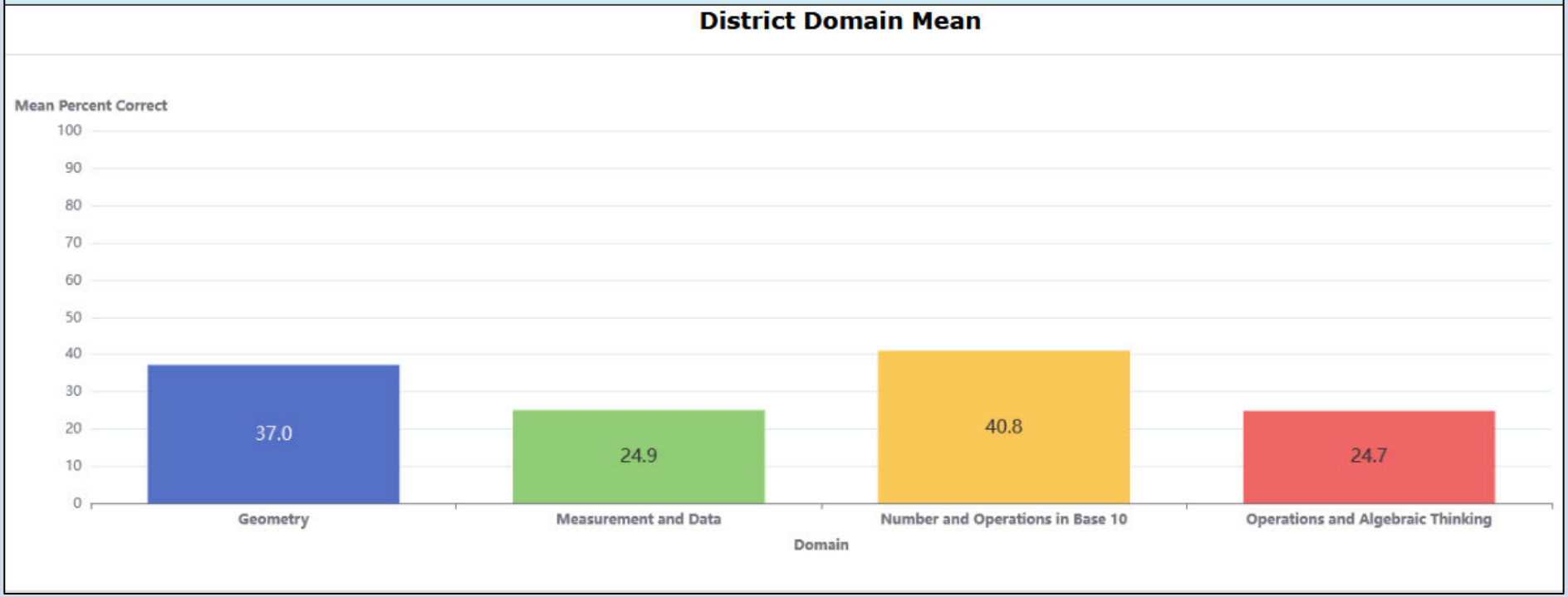
District-Level Reports

District-Level Reports

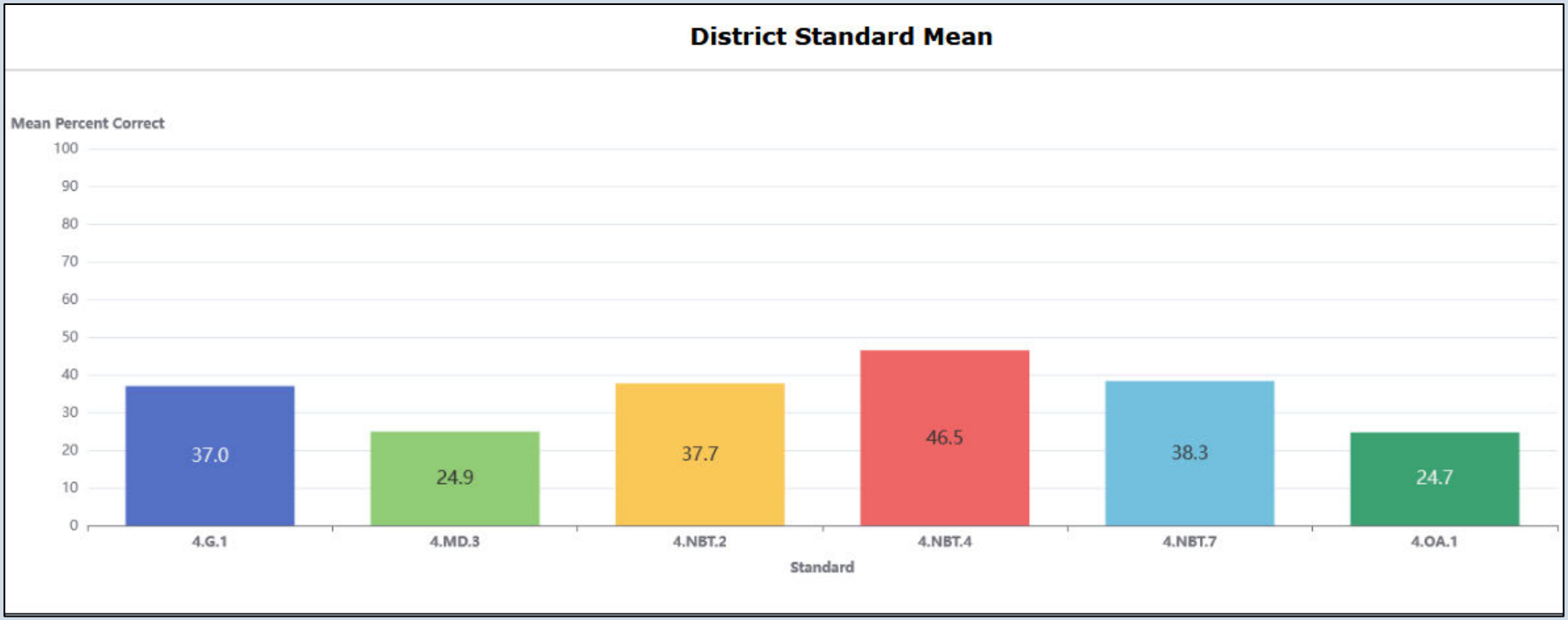


District-Level Reports: District Summary

NC Check-In 2.0 Mathematics Grade 4 A: District Summary

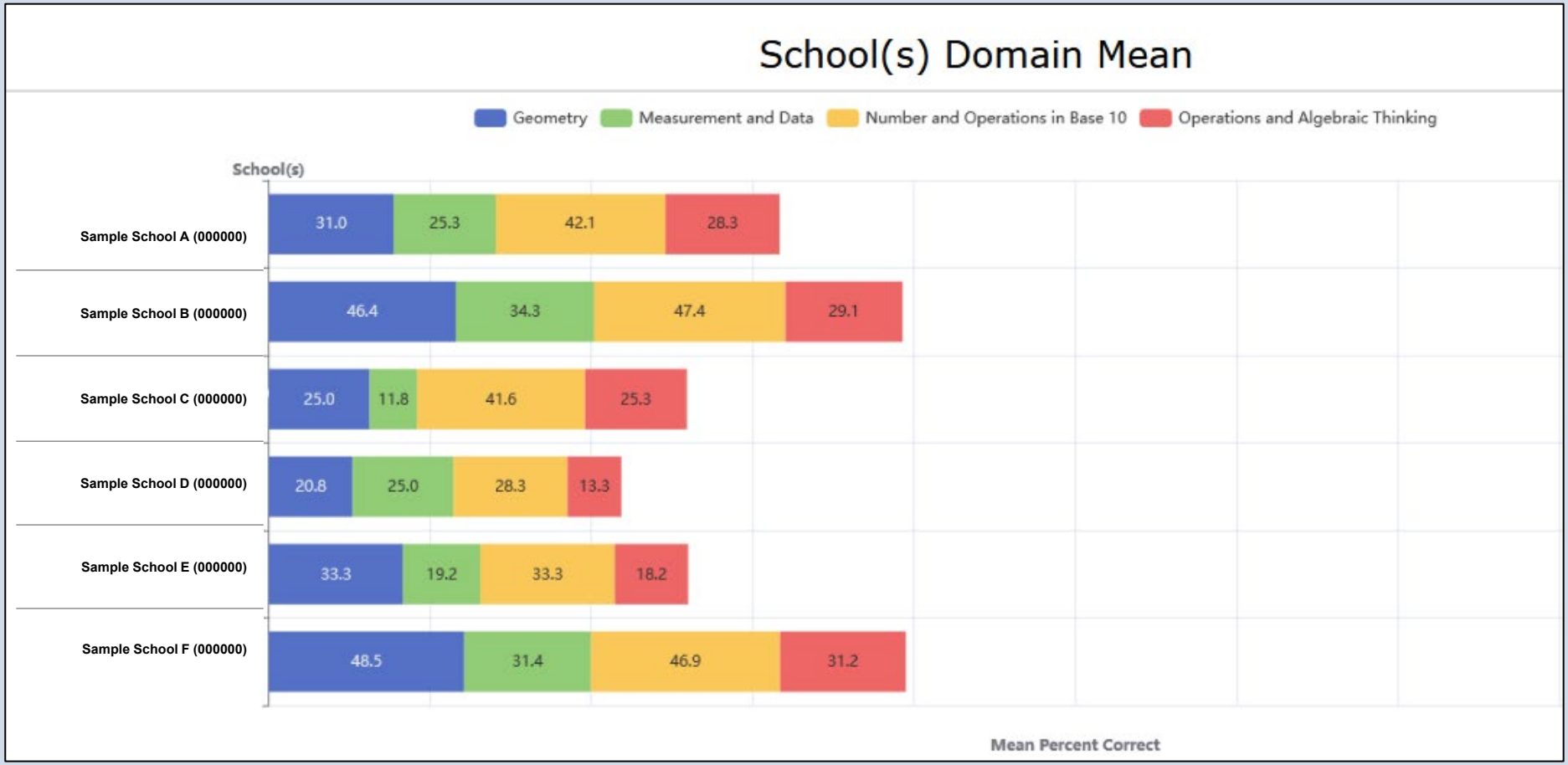


District-Level Reports: District Standard Mean

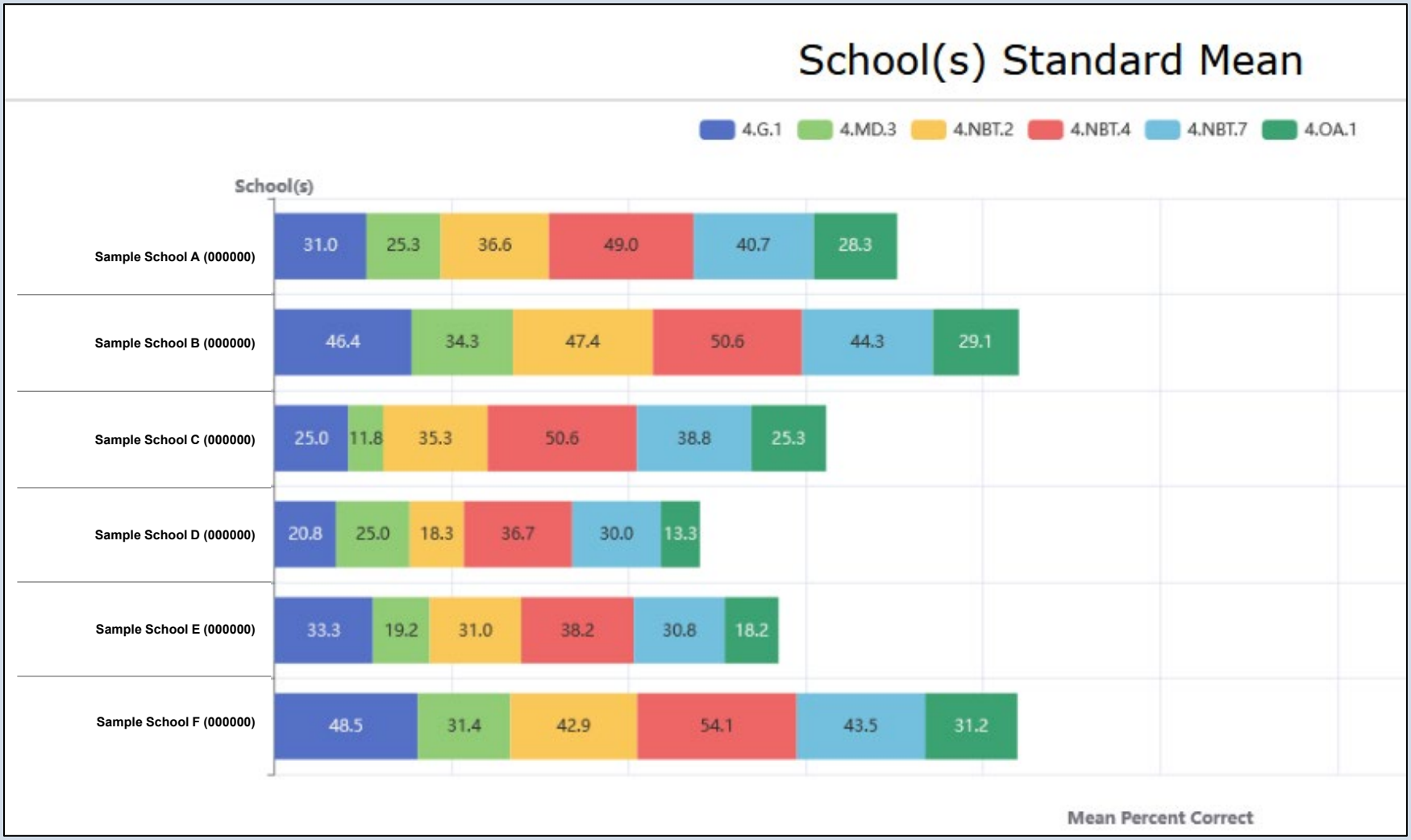


District Summary Statistics	
Number of Students with Valid Scores : **257**	High Score : **25**
Number Correct District Mean : **8.8**	Low Score : **0**
Standard Deviation : **4.90**	

District-Level Reports: School(s) Domain Mean



District-Level Reports: School(s) Standard Mean



District-Level Reports

			25 Points Possible		Calculator Use		Item Type			Domains				Standards					
#	School Name	Number of students with valid scores	Number Correct Mean	Percent Correct Mean	CA [24]	CI [26]	MC [36]	NE [10]	TE [4]	G [2]	MD [3]	NBT [15]	OA [5]	4.G.1 [2]	4.MD.3 [3]	4.NBT.2 [5]	4.NBT.4 [5]	4.NBT.7 [5]	4.OA.1 [5]
1	Sample School A (000000)	29	9.1	36.4	3.8	5.3	6.6	1.6	0.9	0.6	0.8	6.3	1.4	0.6	0.8	1.8	2.4	2.0	1.4
2	Sample School B (000000)	70	10.5	42.1	4.7	5.9	8.0	1.7	0.8	0.9	1.0	7.1	1.5	0.9	1.0	2.4	2.5	2.2	1.5
3	Sample School C (000000)	34	8.4	33.4	3.3	5.0	5.9	1.5	0.9	0.5	0.4	6.2	1.3	0.5	0.4	1.8	2.5	1.9	1.3
4	Sample School D (000000)	12	6.1	24.3	2.2	3.9	4.6	1.0	0.5	0.4	0.8	4.3	0.7	0.4	0.8	0.9	1.8	1.5	0.7
5	Sample School E (000000)	78	7.2	28.6	3.1	4.1	5.4	1.0	0.8	0.7	0.6	5.0	0.9	0.7	0.6	1.6	1.9	1.5	0.9
6	Sample School F (000000)	34	10.5	42.0	4.6	5.9	7.6	1.8	1.1	1.0	0.9	7.0	1.6	1.0	0.9	2.1	2.7	2.2	1.6

QUESTIONS

IV-25: November 9, 2023, NCCTM Conference Presentation: Update on the NCPAT

Updates on the North Carolina Personalized Assessment Tool (NCPAT)

NC Check-Ins 2.0 and Multistage Adaptive EOG

NCCTM Conference
November 9, 2023

Welcome and Introductions

Maxey Moore
Section Chief, Test Development

Michael Mahoney
Test Measurement Specialist, elementary

Beth Nash
Test Measurement Specialist, middle school and high school mathematics and science

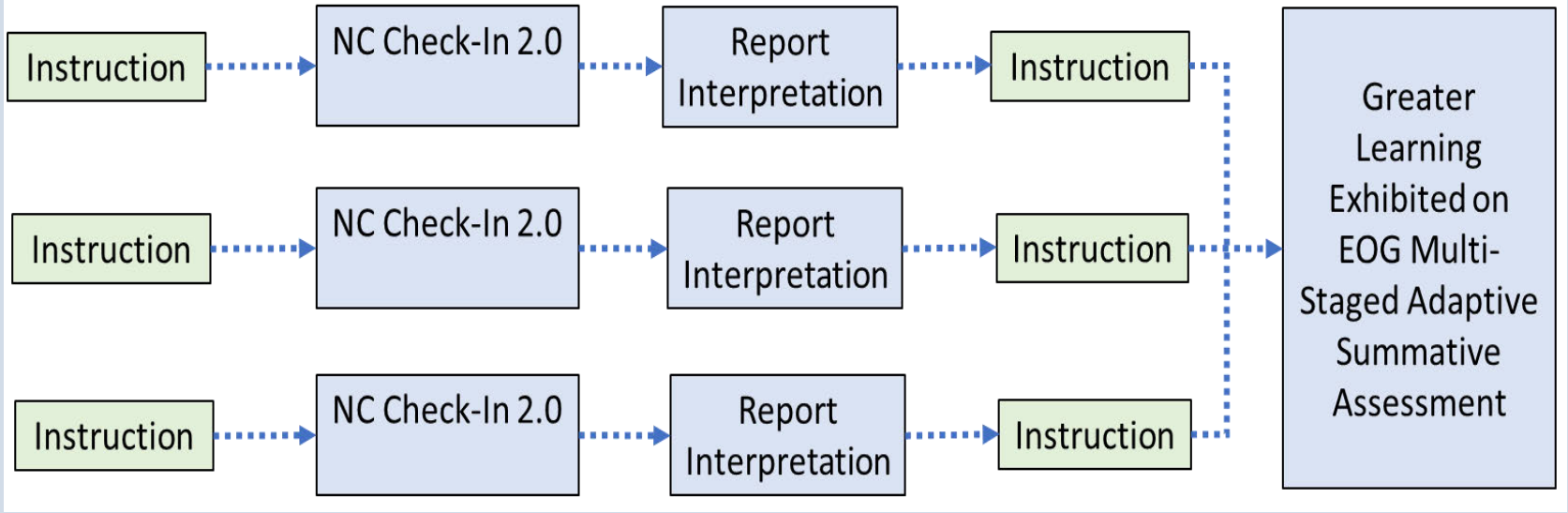
Agenda

- Introduction
- NC Check-Ins 2.0
- Multi-staged Adaptive Summative
- Professional Development

Innovative Assessment

- In June 2019, the U.S. Department of Education (USED) granted an Innovative Assessment Demonstration Authority (IADA) to North Carolina.
- North Carolina General Assembly Session Law 2019-212 (SB 621) states, “It is the intent of the General Assembly that the State **move toward** a through-grade assessment model, in which the State-mandated assessments are administered in multiple short testing events throughout the school year rather than a single long testing event at the end of the year.”

North Carolina Personalized Assessment Tool (NCPAT)



NC CHECK-INS 2.0 Formative Evaluation Report: *National Center for the Improvement of Educational Assessment, August 2023*

NCPAT: NC Check-Ins 2.0

- NC Check-Ins 2.0 are the through-grade component of the NCPAT balanced assessment system.
- Three interims available for classroom use throughout the school year
- Provide immediate formative feedback data to support instruction (primary purpose)
  - Online reporting and review forms are available to teachers the next day
  - Teachers can review test items and individual student responses
  - Interim results are not used for accountability

Mathematics NC Check-Ins 2.0

- **Format**
  - Assesses a subset of content standards from 3 domains on each interim (5–6 standards)
  - 25 questions four-option multiple-choice items, open-ended numeric entry items, and technology-enhanced questions
  - Calculator active and inactive sections
  - Suggested time of 90 minutes

NC Check-Ins 2.0 Mathematics at Grades 3–8 Specifications

Content Specifications

NC Check-Ins 2.0 Mathematics Grade 6 Assessed Standards		
A	**B**	**C**
NC.6.RP.1	NC.6.RP.4	NC.6.NS.6
NC.6.RP.3	NC.6.NS.1	NC.6.EE.2
NC.6.NS.4	NC.6.NS.2	NC.6.EE.6
NC.6.G.1	NC.6.NS.3	NC.6.EE.7
NC.6.G.4	NC.6.EE.1	NC.6.G.3

NCPAT: Multi-staged Adaptive EOG

- The redesigned EOG is the accountability component of the NCPAT through-grade system. It was administered as a pilot (grades 4 and 7 reading and mathematics) to a volunteer sample of schools across the state in Spring of 2023.
- Key characteristics about this version of the EOG are:
  - Same test content blueprint and standards as measured on the current EOG
  - Same test format and test length
  - Same score scale and academic achievement levels as reported on the current EOG
  - Same expectations for student performance as on the current EOG

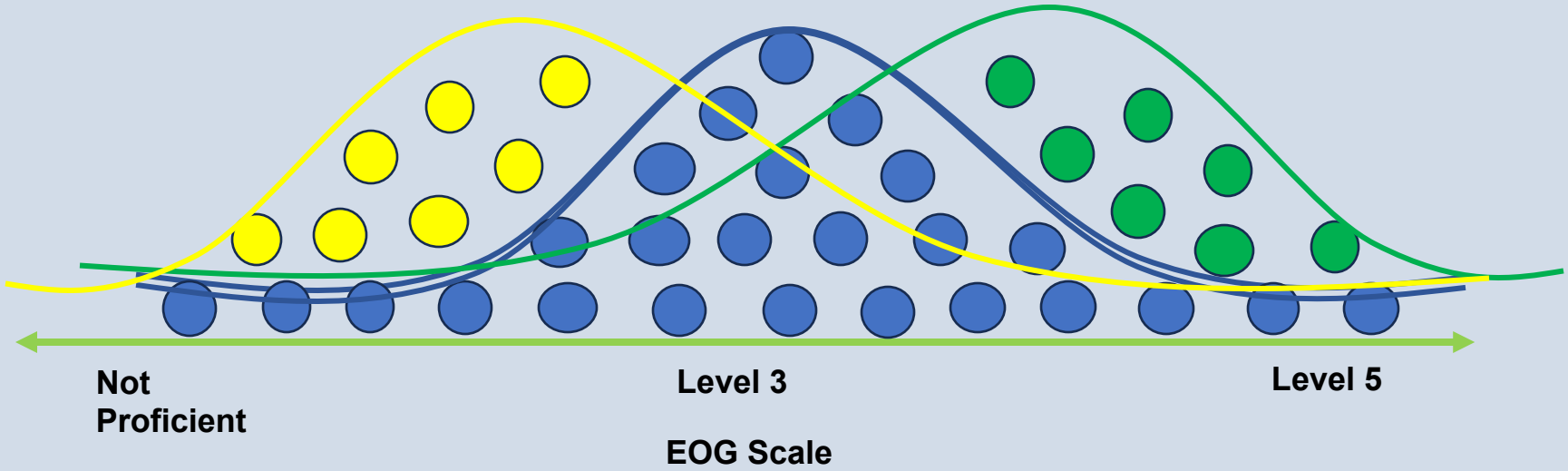
NCPAT: Multi-staged Adaptive EOG

- New design features of the EOG are:
  - Updating from parallel/equivalent forms to multi-staged adaptive forms that are designed to maximize precision at different points on the EOG scale.
  - Moving from randomly assigning forms to using scores, when available, from NC Check-Ins 2.0 through a statistical process to assign students to most informative multi-staged form.
  - Student's assigned EOG form does not make it easier or harder to demonstrate proficiency.
  - All forms measure the full range of achievement levels but at varying **acceptable** reliabilities.

NCPAT: Multi-staged Adaptive EOG

- Key advantages of the redesigned EOG are:
  - Increase in the breadth and depth of items administered in the EOG without adding to the total items for each student.
  - Improvement in test experience for all students particularly those at the top and bottom end of the achievement scale as each test form is adapted to be most informative at different ability ranges along the scale.
  - The through-grade component allows for a reliable connection between student performance and classroom activity throughout the year with end-of-year performance on the EOG.

NCPAT: Multi-staged Adaptive EOG



Design Validation and Technical Review

- UNC-Greensboro Office of Assessment, Evaluation, and Research reviews all data (1) for comparability and reliability and (2) to validate the form assignment methodology
- The North Carolina Technical Advisors review and provide feedback on the design, development, and the data outcomes to ensure technical compliance with the American Psychological Testing standards.
  - Next meeting is mid-September

Next Steps

- Provide on-going communication including an FAQ, newsletters, and webinars for educators
  - NC Check-Ins 2.0 continue to be optional (local decision)
  - Continue with systematic scaling of NCPAT in reading and mathematics grades 5 and 8 in 2023–24.
  - Continue to gather feedback from PSUs on how to best assist with implementation and communication around updates on EOG
- Office hours for district staff on November 14 (1-2 pm)

Professional Development

NC Check-Ins 2.0 Courses

- Two training courses are available to all school staff at both pilot and non-pilot schools.
  - *Understanding Reports*
    - Takes approximately 30 minutes to complete
  - *Diving Deeper into Formative Assessments*
    - Takes approximately 10 hours to complete
    - Broken down into smaller, manageable sections to help facilitate completion
- Both courses are optional, and it is a local decision as to how they are used.
- Participants will receive a Certificate of Participation. It is a local decision to award participants with continuing education units.

Understanding Reports

NEW TO NC CHECK-INS 2.0?

The Understanding Reports training module can help!

The North Carolina Personalized Assessment Tool has two components, NC Check-Ins 2.0 and an end-of-grade or end-of-course test. The NC Check-Ins 2.0 gathers granular student data for immediate feedback on performance throughout the school year.

The Understanding Reports training module focuses on reports from the NC Check-Ins 2.0 and will enable you to:

- **Engage** the NC Check-Ins 2.0 to collect data aligned to grade-level content standards for reading and mathematics.
- **Provide** learning supports to utilize data conversations with students' families around learning priorities using the Individual Student Report.
- **Dive** deeper into the Class Item Report and student responses; examining the question context and student misconceptions.
- **Develop** strategies using data to personalize student's instructional needs in reading and mathematics.
- **Determine** how to hold data conversations with students and families.

Through this training opportunity, you will gain an understanding in analyzing student data from the NC Check-Ins 2.0 and apply strategies to support student learning in classrooms.

Learn more about the NC Check-Ins 2.0:

tinyurl.com/ncpat

Access training:

North Carolina Department of **PUBLIC INSTRUCTION**

Diving Deeper into Formative Assessments

NEW TO NC CHECK-INS 2.0?

The NC Department of Public Instruction has developed an online training to provide teachers, coaches, and administrators an opportunity to understand data literacy, data-driven decision-making, and practical data analysis through the NC Check-Ins 2.0.

The *Diving Deeper into Formative Assessments* training module will enable you through role-defined learning pathways to:

TEACHERS

- Investigate how data has a direct impact on teaching and learning.
- Explore different kinds of data and apply them.
- Enhance student performance by diving into specific reporting forms for the NC Check-Ins 2.0.
- Experience strategies in how to evaluate and transfer data into actionable information.
- Develop and use learner profiles.
- Use NC Check-Ins 2.0 data to analyze progress.
- Utilize data cycles to inform conversations with students and their families.

ADMINISTRATORS & COACHES

- Investigate how data has a direct impact on teaching and learning.
- Explore different kinds of data and how to apply them.
- Understand student performance data by diving into specific reporting forms for the NC Check-Ins 2.0.
- Develop an understanding of how to use learner profiles school wide to enhance data communication.
- Reflect on strategies to create a data culture and hold data-driven conversations.
- Utilize data cycles to inform data conversations with teachers, students, and families.

Learn more about the NC Check-Ins 2.0:

tinyurl.com/ncpat

Access training:

North Carolina Department of **PUBLIC INSTRUCTION**

Unlocking Student Achievement: The North Carolina Personalized Assessment Tool and Understand Reports Training

- Learn more about North Carolina's Department of Public Instructions' NC Check-Ins 2.0 and how the Understanding Reports training can support you as an educator.
- https://youtu.be/4qzq3-9cfjE

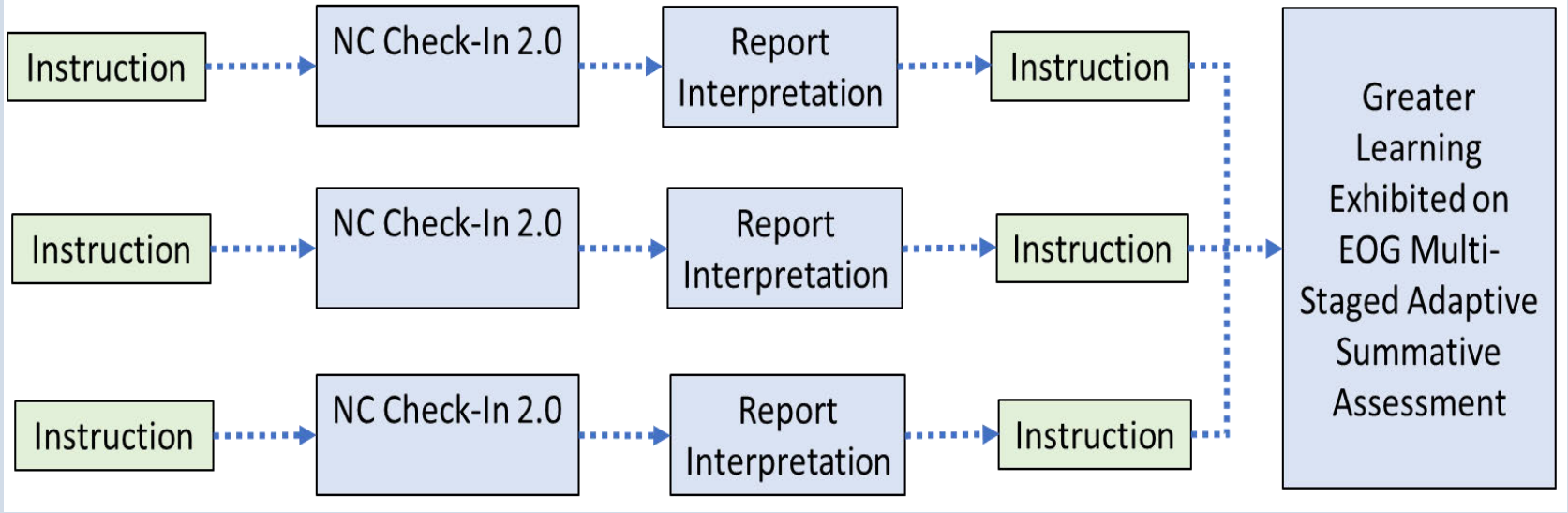
North Carolina Personalized Assessment Tool (NCPAT) Update

Tammy Howard, Ph.D.
Senior Director, Office of Accountability and Testing

Innovative Assessment

- In June 2019, the U.S. Department of Education (USED) granted an Innovative Assessment Demonstration Authority (IADA) to North Carolina.
- North Carolina General Assembly Session Law 2019-212 (SB 621) states, “It is the intent of the General Assembly that the State **move toward** a through-grade assessment model, in which the State-mandated assessments are administered in multiple short testing events throughout the school year rather than a single long testing event at the end of the year.”

North Carolina Personalized Assessment Tool (NCPAT)



NC CHECK-INS 2.0 Formative Evaluation Report: *National Center for the Improvement of Educational Assessment, August 2023*

NC Check-Ins 2.0

NCPAT: NC Check-Ins 2.0

- NC Check-Ins 2.0 are the through-grade component of the NCPAT balanced assessment system.
- For reading and mathematics at grades 3–8, three interims are available for classroom use throughout the school year
  - Interims may be administered in any order
  - Two interims should be administered by April 1 or the opening of the test window scheduler to assign a multistage adaptive EOG form
- Provide immediate formative data to support instruction (primary purpose)
  - Online reporting and review forms are available to teachers the next day
  - Teachers can review test items and individual student responses
  - Interim results are not used for accountability

Mathematics NC Check-Ins 2.0

- **Format**
  - Assesses a subset of content standards from 3 domains on each interim (5–6 standards)
  - 25 questions four-option multiple-choice items, open-ended numeric entry items, and technology-enhanced questions
  - Calculator active and inactive sections
  - Suggested time of 90 minutes

NC Check-Ins 2.0 Mathematics at Grades 3–8 Specifications

Reading NC Check-Ins 2.0

- **Format**
  - Assesses a sampling of same content standards as EOG
  - 24 questions
  - 3 reading selections, including distinct selection types (Informational, Literature, or Poetry (6–8))
  - For each selection, there will be 6 to 9 four-option multiple-choice questions or technology-enhanced questions
  - Suggested time of 90 minutes

NC Check-Ins 2.0 Reading at Grades 3–8 Specifications

NCPAT: NC Check-Ins 2.0

Statewide Participation

Subject	Grade	2022–23 NC Check-Ins 2.0 (Percentage of Students Participating)		
		Form A	Form B	Form C
Reading	3	52%	59%	59%
	4	59%	64%	62%
	5	60%	64%	62%
	6	57%	58%	57%
	7	58%	60%	57%
	8	58%	59%	57%
Math	3	58%	61%	58%
	4	59%	63%	59%
	5	59%	63%	59%
	6	58%	58%	54%
	7	59%	59%	53%
	8	55%	59%	54%

Multistage Adaptive EOG

NCPAT: Multistage Adaptive EOG

- The redesigned EOG is the accountability component of the NCPAT through-grade system. It was administered as a pilot (grades 4 and 7 reading and mathematics) to a volunteer sample of schools across the state in Spring of 2023.
- Key characteristics about this version of the EOG are:
  - Same test content blueprint and standards as measured on the current EOG (grade level content standards)
  - Same test format and test length
  - Same score scale and academic achievement levels as reported on the current EOG
  - Same expectations for student performance as on the current EOG

Multistage Adaptive EOG

- The multistage adaptive EOG tests in reading and mathematics will be administered statewide in grades 4, 5, 7, and 8 in the 2023–24 school year.
- All scores from the multistage adaptive EOG reading and mathematics tests in grades 4, 5, 7, and 8 will be used for school performance grades and other accountability reports in the 2023–24 school year.

Multistage Adaptive EOG

- Each multistage adaptive EOG will have three forms. Students will be assigned to one of these three forms based on performance information gathered throughout the year from NC Check-Ins 2.0. Each form of the multistage adaptive EOG is designed with a range of items that are aligned to grade-level content standards and are most appropriate for students in that range. All forms of the multistage adaptive EOG will allow students to score at any of the four academic achievement levels (Not Proficient, Level 3, Level 4, and Level 5).

NCPAT: Multistage Adaptive EOG

- Using data from NC Check-Ins 2.0 allows students to benefit from the full range of measurement enhancements offered by the multistage adaptive design of the EOG. Students will be assigned to a form that allows for an improved testing experience by presenting a range of items to match their expected performance. However, the range of items on each form support students being able to achieve any of the four academic achievement levels.

NCPAT: Multistage Adaptive EOG

- Key advantages of the redesigned EOG are:
  - Increase in the breadth and depth of items administered in the EOG without adding to the total items for each student.
  - Improvement in test experience for all students particularly those at the top and bottom end of the achievement scale as each test form is adapted to be most informative at different ability ranges along the scale.
  - The through-grade component allows for a reliable connection between student performance and classroom activity throughout the year with end-of-year performance on the EOG.

Do test coordinators need to provide any different information in the Test Window Scheduler for the reading and mathematics tests at grades 4, 5, 7, and 8?

- No, with the statewide implementation of the NCPAT, there are no additional steps or processes required. The system will deliver the assessments as is typically done for EOG tests.

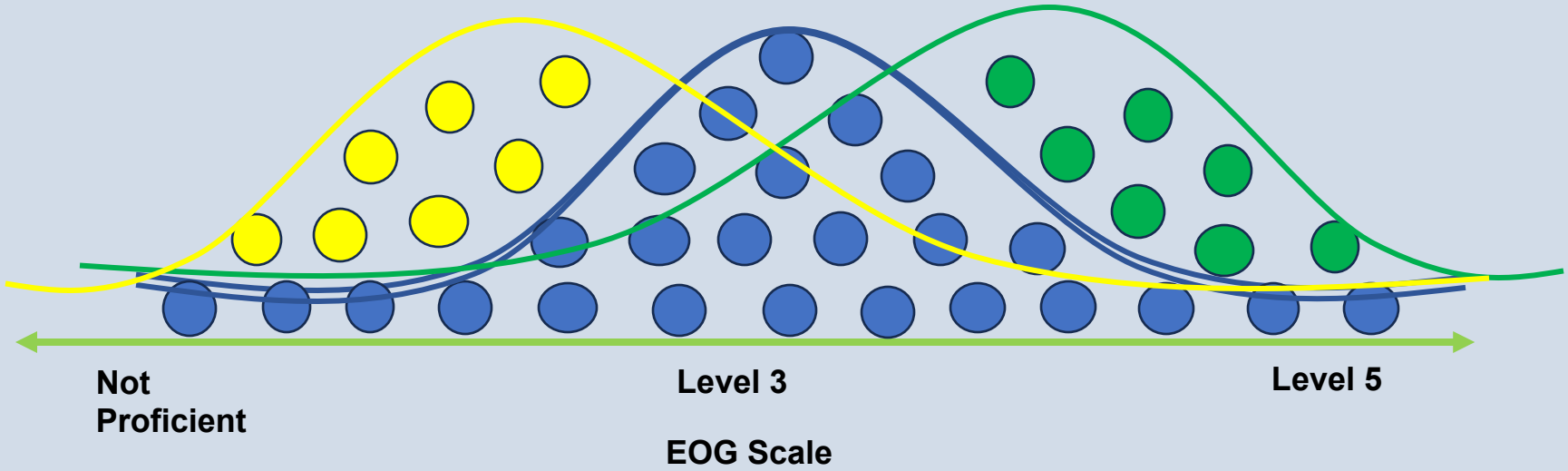
NCPAT: Multistage Adaptive EOG

- New design features of the EOG are:
  - Updating from parallel/equivalent forms to multistage adaptive forms that are designed to maximize precision at different points on the EOG scale.
  - Moving from randomly assigning forms to using scores, when available, from NC Check-Ins 2.0 through a statistical process to assign students to most informative multistage form.
  - Student's assigned EOG form does not make it easier or harder to demonstrate proficiency.
  - All forms measure the full range of achievement levels but at varying **acceptable** reliabilities.

Will students who completed NC Check-Ins 2.0 in a school other than the one where the multistage adaptive EOG is administered be assigned a form based on their NC Check-Ins 2.0 scores?

- Yes, all students' test scores for NC Check-Ins 2.0 will be used even if administered at multiple schools. However, all scores must be finalized in NCTest Admin by April 1 or by the date the test window scheduler opens for end-of-grade test administrations. For the 2023–24 school year, the test window scheduler opens April 18.

NCPAT: Multistage Adaptive EOG



Do students have an advantage or a disadvantage based on the multistage adaptive EOG form assigned?

- No, all students, regardless of the multistage adaptive EOG form assigned can score anywhere on the full range of academic achievement levels.

Design Validation and Technical Review

- UNC-Greensboro Office of Assessment, Evaluation, and Research reviews all data (1) for comparability and reliability and (2) to validate the form assignment methodology
- The North Carolina Technical Advisors review and provide feedback on the design, development, and the data outcomes to ensure technical compliance with the American Psychological Testing standards.

What happens if a student does not have data from at least two NC Check-Ins 2.0s? Does this disadvantage a student?

- Students without at least two NC Check-Ins 2.0 test scores are assigned a standard EOG equivalent form. It is not a disadvantage for any student because all students are assessed on the same content standards and measured on the same scale regardless of the test form administered.

If students have not completed at least two NC Check-Ins 2.0, do they need to be manually enrolled for an EOG test?

- No, all students will be assigned the appropriate form regardless of whether two NC Check-Ins 2.0 scores are available. Participation in NC Check-Ins 2.0 is not required.

If a student scores Not Proficient on the multistage adaptive EOG test in reading or mathematics, will the student be able to participate in a locally-approved summer program?

- Yes, students who are Not Proficient may participate in the locally approved summer program.

What test administration guide will be used for the grades in the statewide implementation of the multistage adaptive EOGs?

- Test administrators will use the *End-of-Grade Test Administration Guide* and scripts.

What academic achievement levels will be reported for students in the statewide implementation of the multistage adaptive EOG?

- As with the previous year's EOG tests, students' final scores will be reported using the academic achievement levels (Not Proficient, Level 3, Level 4, and Level 5) set by the State Board of Education.

Is online reporting available with the multistage adaptive EOGs?

- Yes, for the statewide implementation of multistage adaptive EOG tests at grades 4, 5, 7, and 8 in the 2023–24 school year, an online reporting system is available. Tests administered for these grades will not be available in the WinScan application used for other tests.

Will PSUs have the option to download reports with one click for all schools for Spring 2024 in the online reporting system?

- No, PSUs will receive data through the accountability secure shell.

What training is available for school-level staff on how to access reports within the new system?

- PSU test coordinators will receive instructions on accessing the reports. PSU test coordinators can then train other staff on accessing the reports.

Will the reports for the multistage adaptive EOGs for grades 4, 5, 7, and 8 differ from the reporting for the EOGs for grades 3 and 6?

- No, the reports will contain the same information for all grades. Because reporting will be available through an online platform, the information may be presented in a different format than traditional paper copies of reports (WinScan). However, the reports for the grades 3 and 6 EOGs will be provided in WinScan.

Will the online report releaser generate Individual Student Reports?

- No, the Individual Student Reports are in a separate system.

QUESTIONS

NC Check-Ins 2.0 Courses

- Two training courses are available to all school staff at both pilot and non-pilot schools.
  - *Understanding Reports*
  - *Diving Deeper into Formative Assessments*
- Both courses are optional, and it is a local decision as to how they are used.
- Participants will receive a Certificate of Participation. It is a local decision to award participants with continuing education units.

Resources

NC Check-Ins 2.0 | NC DPI

- Understanding Reports
  - Copy of IA PD Flyer (nc.gov)
- Diving Deeper into Formative Assessments
  - Copy of IA PD Flyer (nc.gov)
- NC Check-Ins 2.0 Professional Development Video
  - Understanding Reports Promo: NCPAT - YouTube

Next Steps

- Provide on-going communication including the FAQ and webinars for educators
  - NC Check-Ins 2.0 continue to be optional (local decision)
  - Continue to gather feedback from PSUs on how to best assist with implementation and communication around updates on EOG

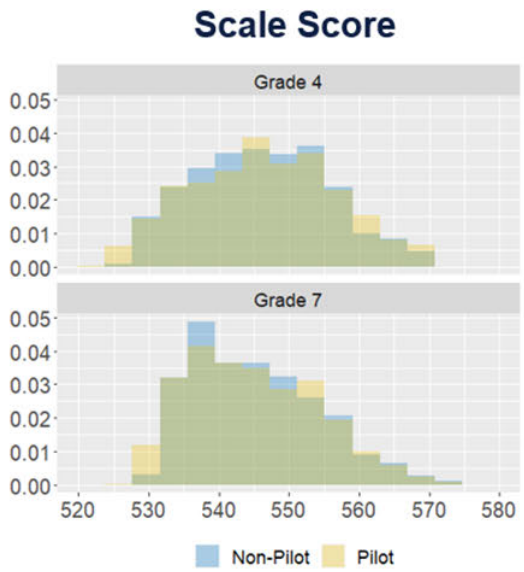
FAQ

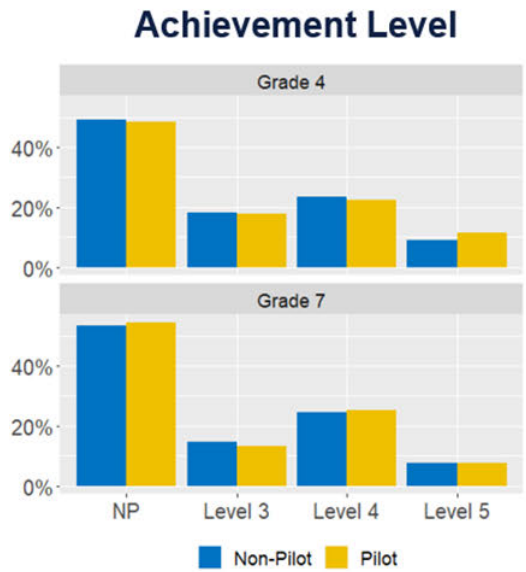
Spring 2023 Pilot

UNCG

Find your way here

Results: Outcome variable comparison for matched data - Mathematics





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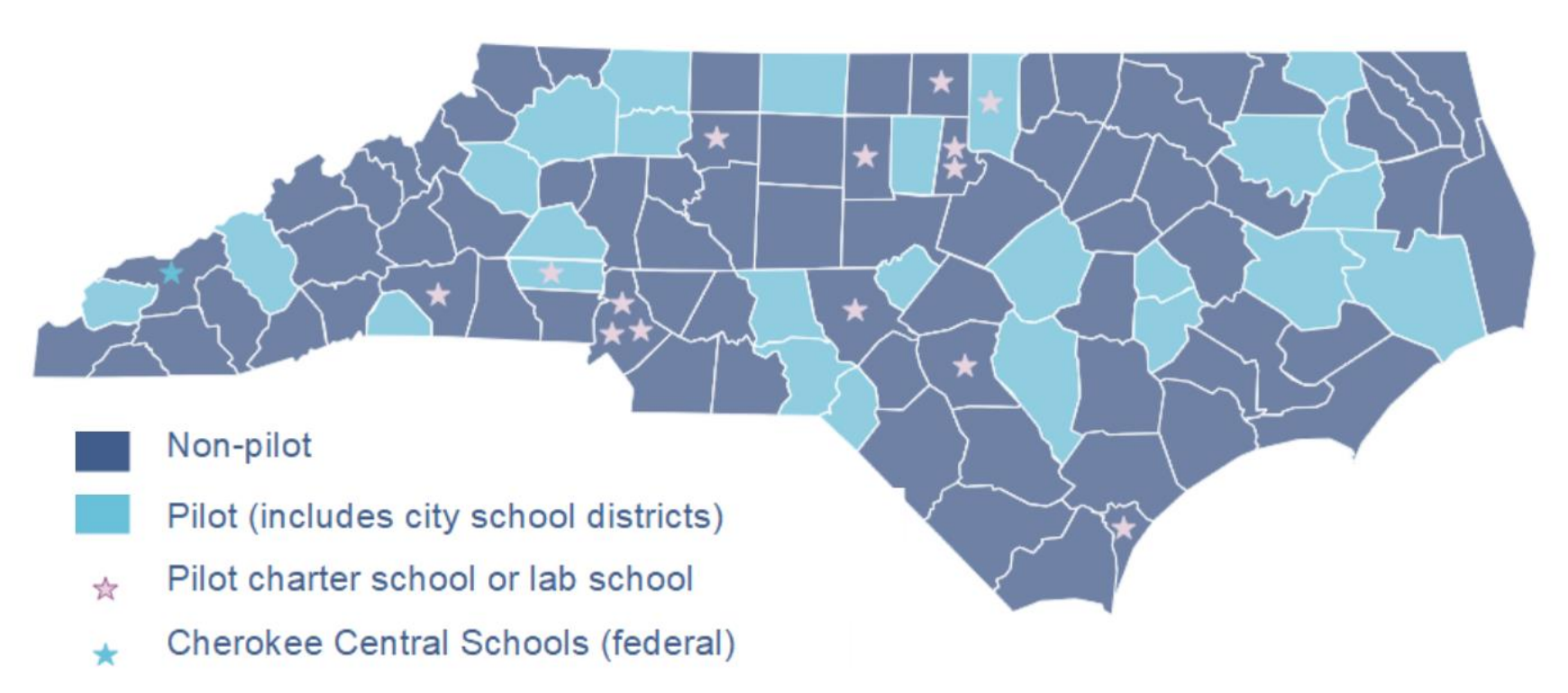
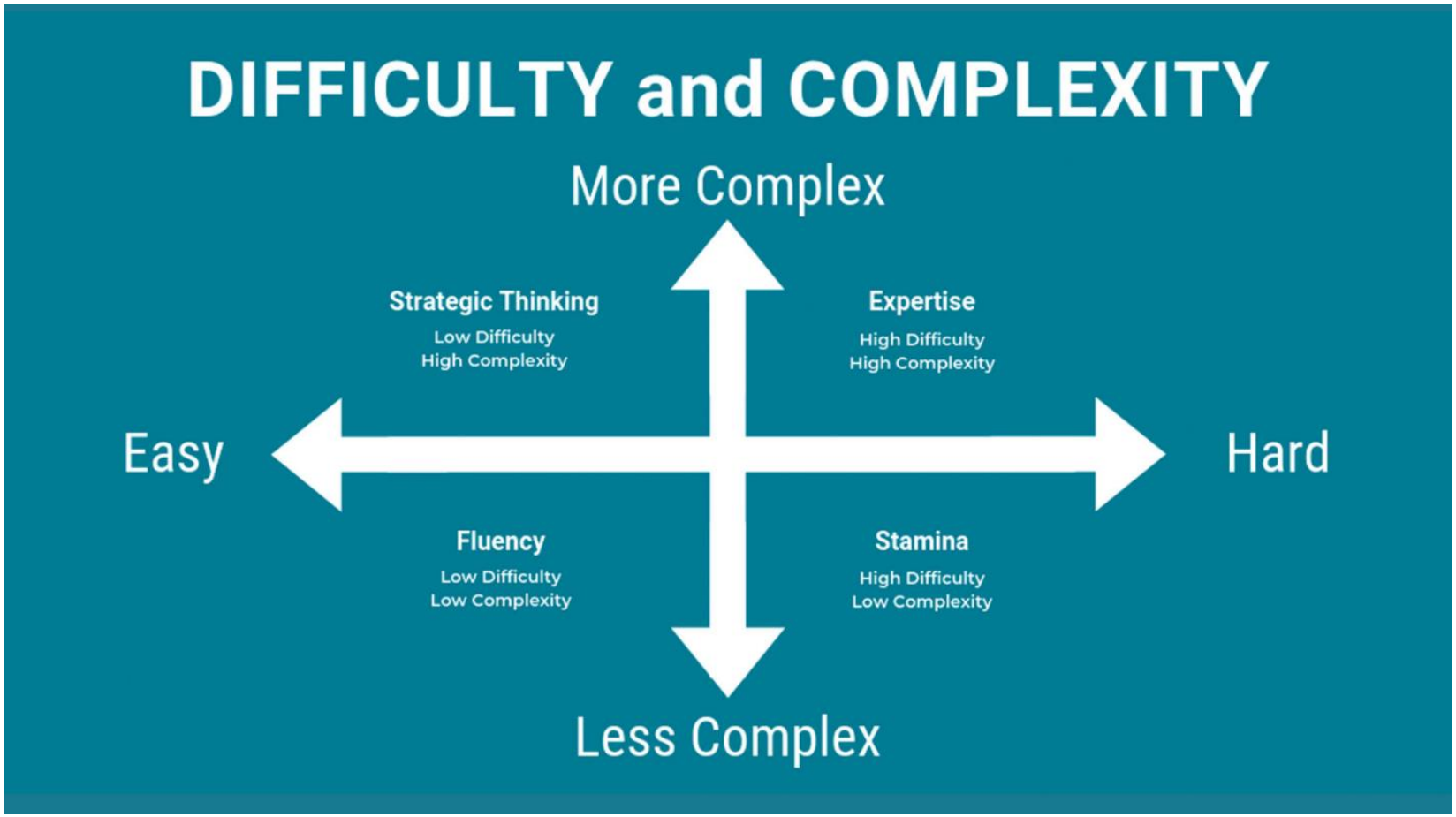
Professional Development

QUESTIONS

2022–23 Pilot Volunteers

- 189 schools across 27 districts, 14 charter and lab schools, and Cherokee Central Schools




DIFFICULTY and COMPLEXITY
More Complex
Strategic Thinking
Low Difficulty
High Complexity
Expertise
High Difficulty
High Complexity
Easy
Hard
Fluency
Low Difficulty
Low Complexity
Stamina
High Difficulty
Low Complexity
Less Complex

More Complex

Strategic Thinking

Low Difficulty

High Complexity

Make the smallest difference by filling in the boxes using the whole numbers 1–9 no more than one time each.

$$5\frac{4}{5} - \square\frac{\square}{\square}$$

Expertise

High Difficulty

High Complexity

Make the smallest difference by filling in the boxes using the whole numbers 1–9 no more than one time each.

$$\square\frac{\square}{\square} - \square\frac{\square}{\square}$$

Easy **Hard**

Find the difference:

$$5\frac{1}{2} - 4\frac{2}{3} =$$

Automaticity

Low Difficulty

Low Complexity

Fluency

Create 3 different mixed numbers that make the equation true using the whole numbers 1–9 no more than 1 time each.

$$5\frac{4}{5} - \square\frac{\square}{\square} = 3\frac{1}{20}$$

Perseverance

High Difficulty

Low Complexity

Stamina

Less Complex

Strategic Thinking

Low Difficulty

High Complexity

More Complex

Expertise

High Difficulty

High Complexity

Make 47¢ using exactly 6 coins with either quarters, dimes, nickels, or pennies.

In how many different ways can you make 27¢ with either quarters, dimes, nickels, or pennies?

Easy

Hard

If you have 3 dimes and 4 pennies, how many cents do you have?

Make 47¢ in 3 different ways using either quarters, dimes, nickels, or pennies.

Automaticity

Low Difficulty

Low Complexity

Fluency

Less Complex

Perseverance

High Difficulty

Low Complexity

Stamina

Strategic Thinking

Low Difficulty

High Complexity

More Complex

Expertise

High Difficulty

High Complexity

From just the equation below, describe what you know about the zeroes of the function:

$$f(x) = 2x^2 + 3x - 5$$

Find the largest and smallest integers that will make the expression factorable.

$$2x^2 + 3x + \_\_$$

Easy

Hard

Factor:

$$2x^2 + 7x + 3$$

Find all integers that make the expression factorable.

$$x^2 + \_\_x + 4$$

Automaticity

Low Difficulty

Low Complexity

Fluency

Less Complex

Perseverance

High Difficulty

Low Complexity

Stamina

North Carolina Personalized Assessment Tool (NCPAT) Update

Tammy Howard, Ph.D.
Senior Director, Office of Accountability and Testing

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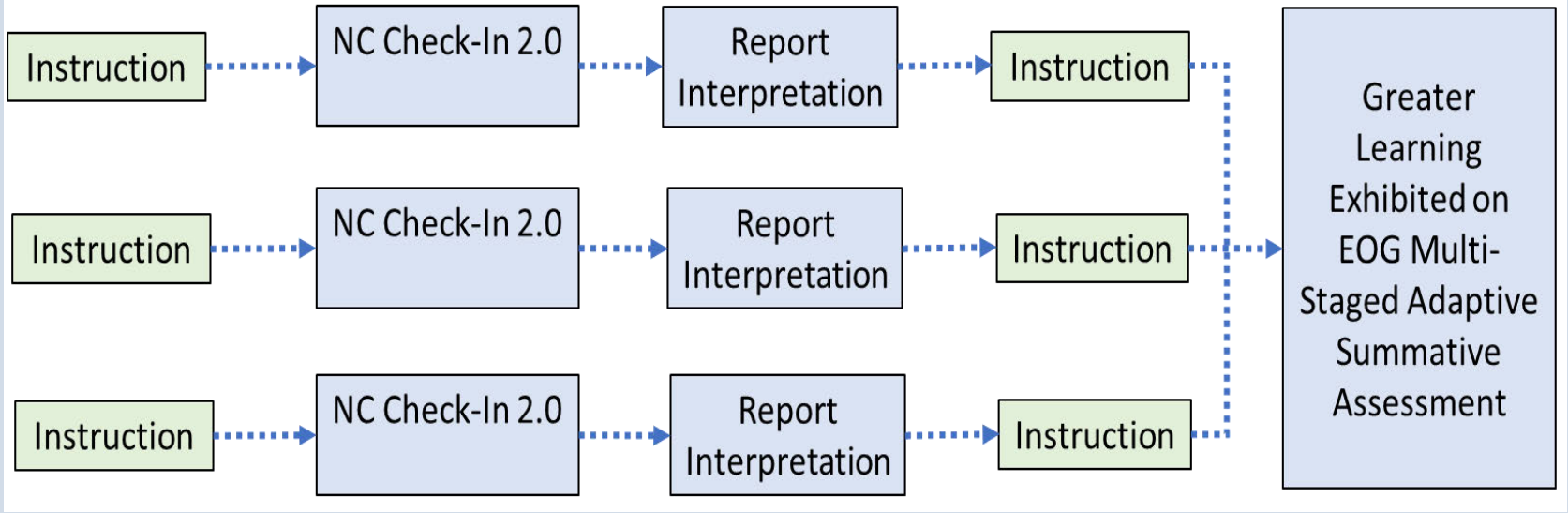
North Carolina Personalized Assessment Tool (NCPAT)



NC CHECK-INS 2.0 Formative Evaluation Report: *National Center for the Improvement of Educational Assessment, August 2023*

NC Check-Ins 2.0

NCPAT: NC Check-Ins 2.0

- NC Check-Ins 2.0 are the through-grade component of the NCPAT balanced assessment system.
- For reading and mathematics at grades 3–8, three interims are available for classroom use throughout the school year
  - Interims may be administered in any order
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- Provide immediate formative data to support instruction (primary purpose)
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  - Teachers can review test items and individual student responses
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Mathematics NC Check-Ins 2.0

- **Format**
  - Assesses a subset of content standards from 3 domains on each interim (5–6 standards)
  - 25 questions four-option multiple-choice items, open-ended numeric entry items, and technology-enhanced questions
  - Calculator active and inactive sections
  - Suggested time of 90 minutes

NC Check-Ins 2.0 Mathematics at Grades 3–8 Specifications

Reading NC Check-Ins 2.0

- **Format**
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  - For each selection, there will be 6 to 9 four-option multiple-choice questions or technology-enhanced questions
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NC Check-Ins 2.0 Reading at Grades 3–8 Specifications

NCPAT: NC Check-Ins 2.0

Statewide Participation

Subject	Grade	2022–23 NC Check-Ins 2.0 (Percentage of Students Participating)		
		Form A	Form B	Form C
Reading	3	52%	59%	59%
	4	59%	64%	62%
	5	60%	64%	62%
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	4	59%	63%	59%
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Multistage Adaptive EOG

NCPAT: Multistage Adaptive EOG

- The redesigned EOG is the accountability component of the NCPAT through-grade system. It was administered as a pilot (grades 4 and 7 reading and mathematics) to a volunteer sample of schools across the state in Spring of 2023.
- Key characteristics about this version of the EOG are:
  - Same test content blueprint and standards as measured on the current EOG (grade level content standards)
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Multistage Adaptive EOG

- The multistage adaptive EOG tests in reading and mathematics will be administered statewide in grades 4, 5, 7, and 8 in the 2023–24 school year.
- All scores from the multistage adaptive EOG reading and mathematics tests in grades 4, 5, 7, and 8 will be used for school performance grades and other accountability reports in the 2023–24 school year.

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- New design features of the EOG are:
  - Updating from parallel/equivalent forms to multistage adaptive forms that are designed to maximize precision at different points on the EOG scale.
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- Each multistage adaptive EOG will have three forms. Students will be assigned to one of these three forms based on performance information gathered throughout the year from NC Check-Ins 2.0. Each form of the multistage adaptive EOG is designed with a range of items that are aligned to grade-level content standards and are most appropriate for students in that range. All forms of the multistage adaptive EOG will allow students to score at any of the four academic achievement levels (Not Proficient, Level 3, Level 4, and Level 5).

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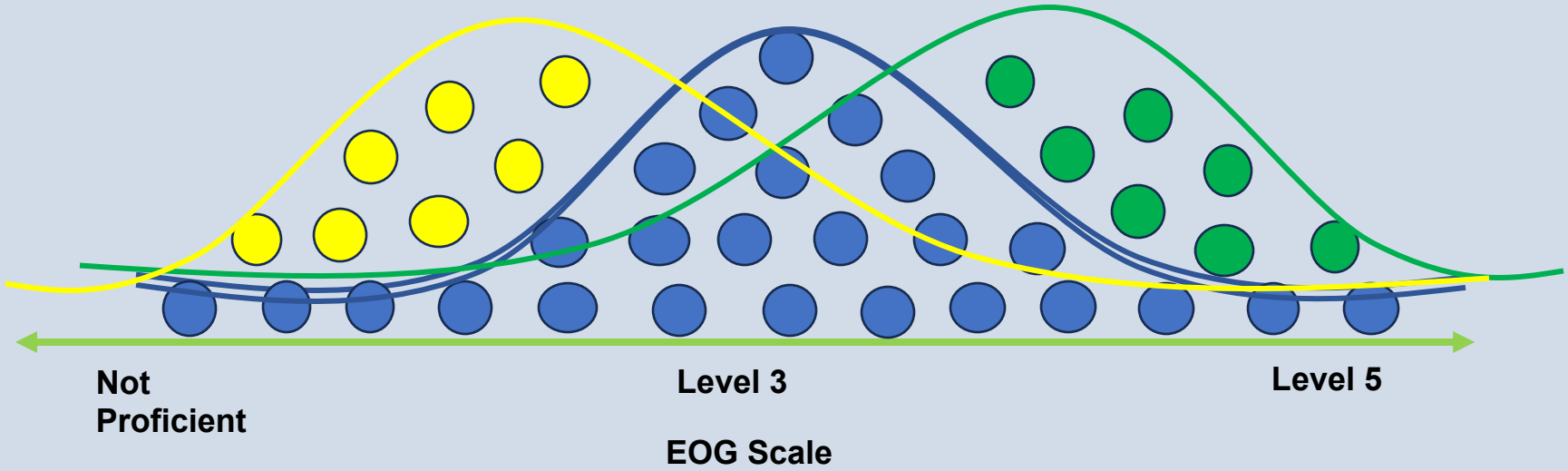
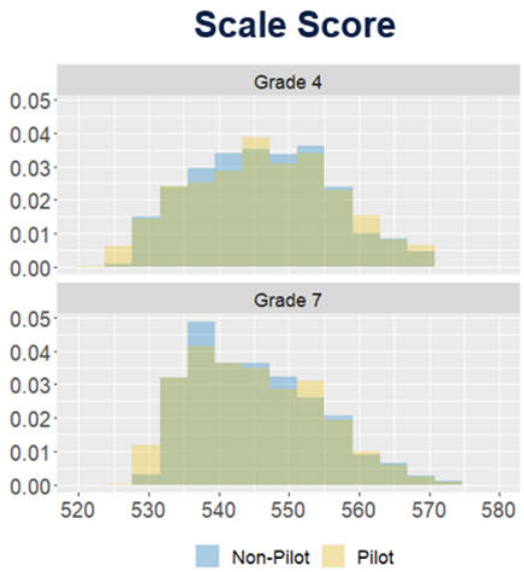


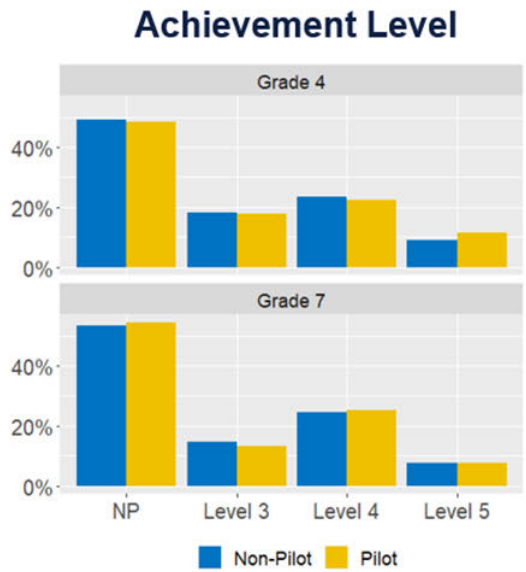
Spring 2023 Pilot

UNCG

Find your way here

Results: Outcome variable comparison for matched data - Mathematics





19

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- Key advantages of the redesigned EOG are:
  - Increase in the breadth and depth of items administered in the EOG without adding to the total items for each student.
  - Improvement in test experience for all students particularly those at the top and bottom end of the achievement scale as each test form is adapted to be most informative at different ability ranges along the scale.
  - The through-grade component allows for a reliable connection between student performance and classroom activity throughout the year with end-of-year performance on the EOG.

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UNCG

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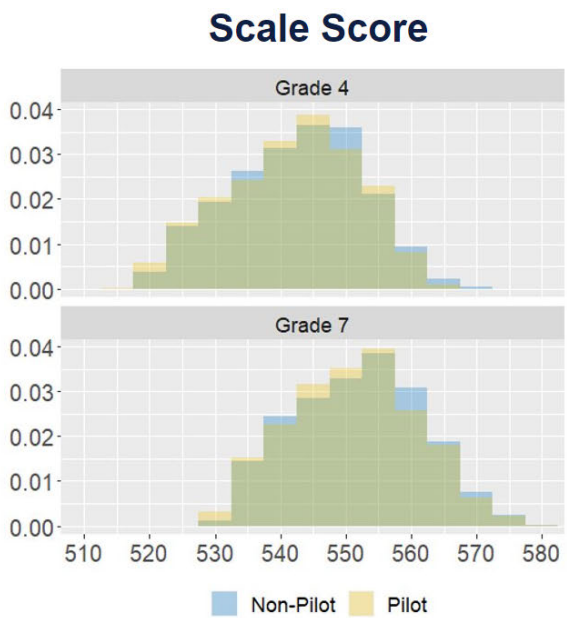

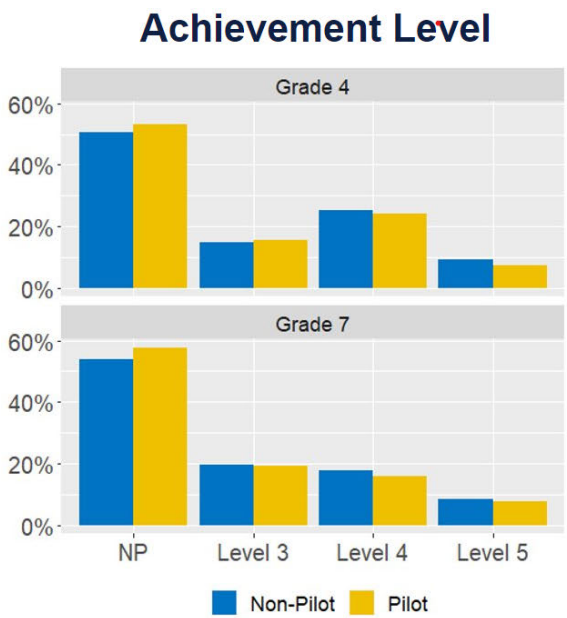

25

NCPAT: Multistage Adaptive EOG

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Design Validation and Technical Review

- UNC-Greensboro Office of Assessment, Evaluation, and Research reviews all data (1) for comparability and reliability and (2) to validate the form assignment methodology
- The North Carolina Technical Advisors review and provide feedback on the design, development, and the data outcomes to ensure technical compliance with the American Psychological Testing standards.

FAQ

Do students have an advantage or a disadvantage based on the multistage adaptive EOG form assigned?

- No, all students, regardless of the multistage adaptive EOG form assigned can score anywhere on the full range of academic achievement levels.

What happens if a student does not have data from at least two NC Check-Ins 2.0s? Does this disadvantage a student?

- Students without at least two NC Check-Ins 2.0 test scores are assigned a standard EOG equivalent form. It is not a disadvantage for any student because all students are assessed on the same content standards and measured on the same scale regardless of the test form administered.

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- NC Check-Ins 2.0 Professional Development Video
  - Understanding Reports Promo: NCPAT - YouTube

Next Steps

- Provide on-going communication including the FAQ and webinars for educators
  - NC Check-Ins 2.0 continue to be optional (local decision)
  - Continue to gather feedback from PSUs on how to best assist with implementation and communication around updates on EOG

QUESTIONS

IV-26: 2023–24 NCDPI Academic Standards Office Hours for Mathematics NCPAT Items Summary

NCDPI Academic Standards for Mathematics Office Hours 2023–24 NCPAT Item Summaries

Overview

The NCDPI Office of Accountability and Testing's two math Test Measurement Specialists participated monthly in statewide office hours hosted by the NCDPI Office of Academic Standards. These virtual sessions are attended by district level mathematics content leads. Participants may submit questions for each session via a Google document, which are answered during the virtual meeting. In the instance where questions are submitted late or if additional information needs to be verified, participant questions are answered within 24 hours via email.

October 2023

NCPAT Update (15 minutes)

Test Development mathematics content specialists provided an update on the NC Personalized Assessment Tool, shared the recent FAQ and registration for the upcoming webinar, and answer audience questions on interim participation, professional development resources, and online reporting. .

November 2023

Monthly Updates (10 minutes)

Test Development mathematics content specialists provided an update on NCTest enhancements and calculator webinars for the year. They also answered questions related to item types and reporting for NCCI 2.0.

February 2024

Monthly Updates (10 minutes)

Test Development mathematics content specialists shared the two NCPAT videos developed by the Friday Institute. There were no audience questions posed.

IV-27: October 19, 2023, NCPAT Webinar Presentation

North Carolina Personalized Assessment Tool (NCPAT) Update

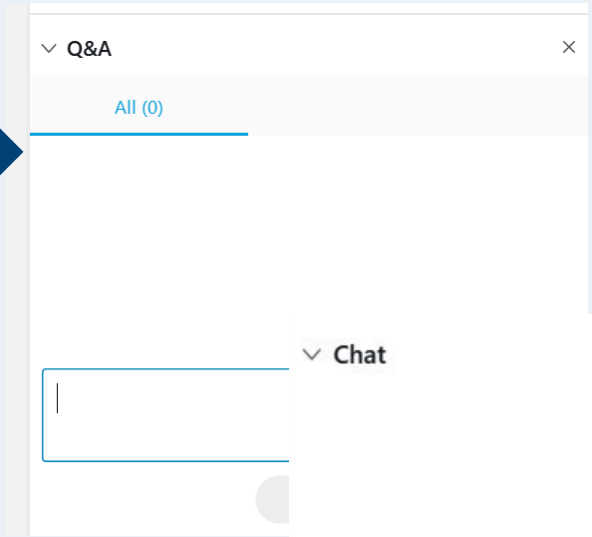
Office of Accountability and Testing
October 19, 2023

Housekeeping

- Everyone is defaulted to mute due to the size of this webinar.
- Today's webinar will be recorded and posted to TNN.

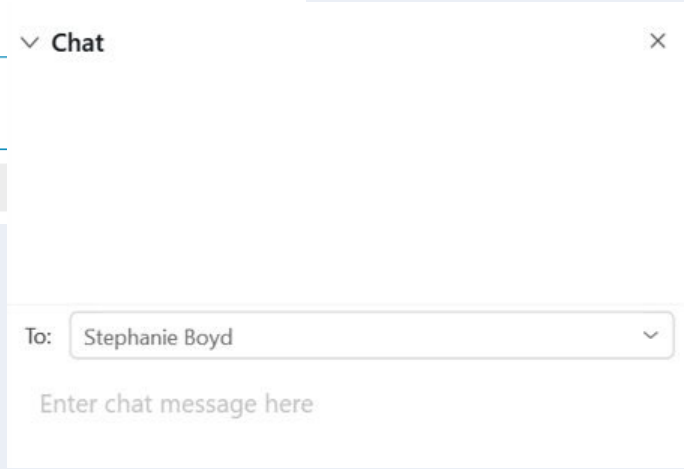
Technical Issues? Questions?

- Please use the **Q&A feature** to ask content questions.



- NCDPI will use the **Chat feature** to share links and resources.

- For technical difficulties, send a <u>private</u> chat to Stephanie Boyd.



Welcome and Introductions

Thakur Karkee
Psychometrician

Jaime Kelley
Education Consultant, Testing Policy and Operations

Alesia Burnette
Education Consultant, Analysis and Reporting

Agenda

Innovative Assessment

- In June 2019, the U.S. Department of Education (USED) granted an Innovative Assessment Demonstration Authority (IADA) to North Carolina.
- North Carolina General Assembly Session Law 2019-212 (SB 621) states, “It is the intent of the General Assembly that the State **move toward** a through-grade assessment model, in which the State-mandated assessments are administered in multiple short testing events throughout the school year rather than a single long testing event at the end of the year.”

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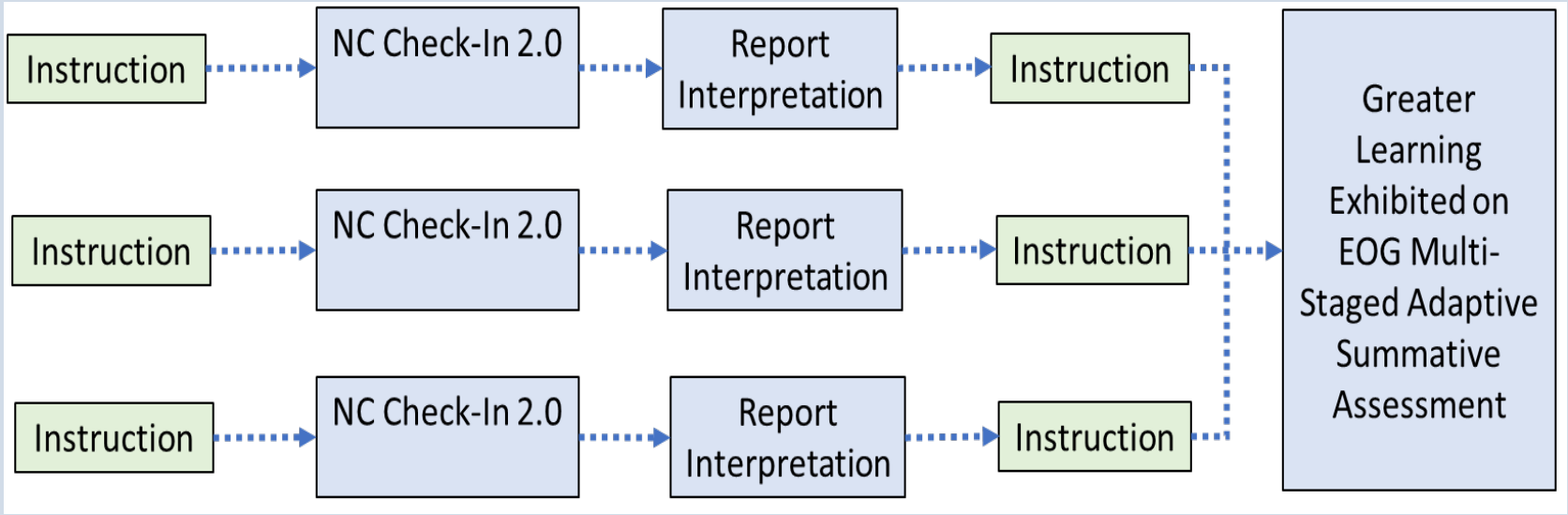

NC Check-Ins 2.0

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NC Check-Ins 2.0 Mathematics at Grades 3–8 Specifications

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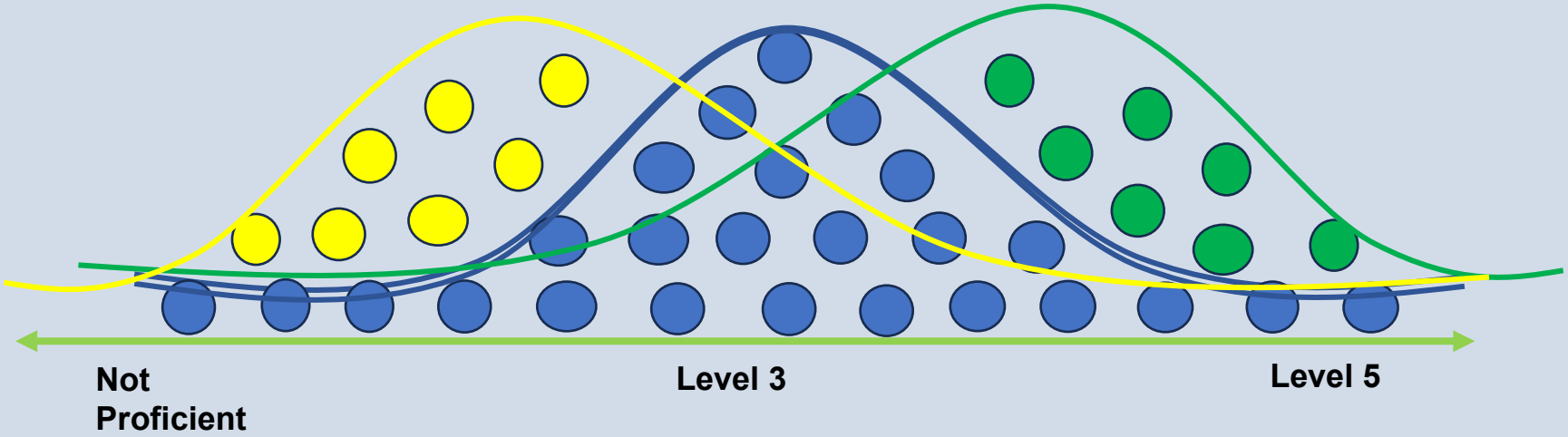

Spring 2023 Pilot

UNCG

Find your way here

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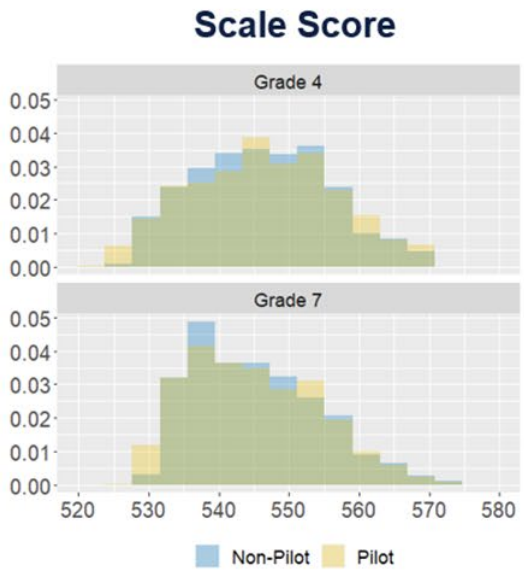

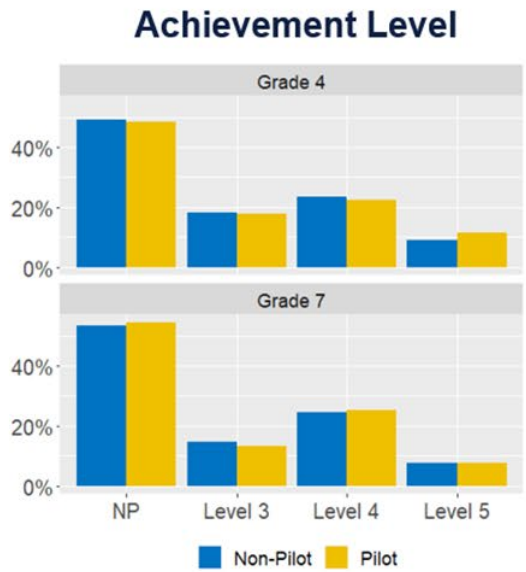

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Next Steps

- NC Check-Ins 2.0 continue to be optional (local decision)
- Continue to gather feedback from PSUs on how to best assist with implementation and communication around updates on EOG

- Monday, October 30: 4:00-5:00 p.m.
  - https://ncgov.webex.com/weblink/register/r9e8dc47f09d51b4c400826f9d72b828b

  - https://ncgov.webex.com/weblink/register/r5169a2971966b88b414455bb9bd81c50

QUESTIONS

Please place your comments in the Q&A field.
We will address questions as they come in.

IV-28: October 19, 2023, NCPAT Webinar Audience Questions

NCPAT Webinar Questions Addressed

October 19, 2023

Webinar attendees submitted questions via the WebEx Q&A feature. NCDPI staff responded to the questions below during the webinar session.

General

1. Will this presentation be archived/recorded?
2. How will these changes be communicated with all stakeholders?
3. So only for EOGs...not EOCs?
4. If we did the pilot program last year for 4th grade, is this year going to look any different?
5. Will grades 3 and 6 be added next year? Would adding grade 3 reading have any impact on the Read to Achieve or the RTA assessment?
6. How many students did you say were included in the Spring 2023 Pilot? Is the list of schools/districts available? Also, was the data shared to show the comparisons for reading like it was for math. (Sorry, I may have missed the reading data slide.)
7. My question is, just to be clear. School s have a choice to use NC Check-Ins 2.0 this year? If you do use Checkins2.0, all students can use it? Everyone will still take the EOG's at the end of the year?

NC Check-Ins 2.0

1. Do all grade levels 3-8 in both reading and math have the 2.0 tests available now?
2. Will there be a future requirement for all PSUs to participate in NC CHECKINS 2.0? Math is not in alignment across the state.
3. Is there an achievement level/scale score assigned to the NC Check-Ins yet?
4. How does this affect our NC Check-In windows? Should the administration of NC Check-Ins be more formal and secure since they are influencing EOGs?
5. Are Lexile levels different on the reading assessments?
6. Is there a way for schools to know which EOG form that students are trending towards based on their Check-In performance? Is there a formula as to how many items a student gets correct on the Check-In that correlates to each EOG form. Will we see this?
7. Can we take the Check-In 2.0s but not do the adaptive test?
8. Can you please clarify the April 1st date vs. the opening of the test window scheduler regarding how the scores will or will not be used.
9. Will DPI share what constitutes 'doing well' or 'did not do as well' on the NCCI 2.0s that would yield the higher or lower form of the EOG? How will that be determined based on the scores of two NCCIs.
10. Will the NCCI 2.0 data indicate the DOKs for each question?

Multistage Adaptive Summative

1. How can the lower form and the higher form be equal in regards to how difficult it is to score a level 5? How can I explain that to teachers?
2. Is there a certain % of questions a student must get correct in order to be on each specific form or level of the NCPAT?
3. Is the bell curve the same for all forms?
4. This still feels very confusing. I am still confused on how the three tests will be different. What do you mean that you are adding items? Will there be more questions for some and less for others. What do you mean by the term "stronger " items?
5. Will schools know which form a student is receiving?
6. Are there additional sub-forms within each assigned multistage form? Similar to what we had with paper; ex. purple A 26-31....or are there exactly 3 forms?
7. Can you give more details on how this will be a better test experience for our lower students?
8. What is the question format? multiple choice/drag and drop? Any change from last year's EOG's?
9. Would it be possible to assign an NCPAT form based on the score from their EOG/NCPAT score from the prior year?
10. I know Dr. Howard keeps emphasizing form assignments providing no advantage/disadvantage per students and the distribution of different forms of the assessment, but does that distribution shift for higher or lower achieving districts (the outliers)?
11. How does having a more precise scale score for students at the bottom or the top of the scale benefit teachers? Can more precise scale scores be used as a tool to improve instruction in future years?
12. How would we order an adaptive EOG for a paper student if they are assigned a specific form? How does NCPAT impact students who have paper and pencil option per IEPs?
13. Is the difference between the 3 tests complexity then? I am trying to ensure that I can describe what the difference is, the similarity between the old and new are well explained and easy to share, but how the 3 tests will differ will be what I am asked about. If they don't differ in length, format, expectations-how do they differ?
14. It sounds like our Level 1 and 2 students will receive less test questions than last year's EOG. Is this correct? Will our Level 5 students be asked more questions? Or will the EOG be adjusted based on the Check-Ins 2.0 before the test begins?
15. For students who get the more challenging form, how is a child's stamina factored in? We are seeing students who consistently score a level 4 and 5 on EOG Math to use all available time. We are concerned that they will run out of time if more items are at a higher difficulty level. Can you address this?
16. Will the new assessments be normed? If so, when?

17. Just confirming that all 3 forms follow the same test specs that are posted on DPI's website.
18. Will released tests be created and shared with all stakeholders?
19. So, just to clarify, there is no "ceiling" on how high a student can score, no matter which test form they are given. I think that is what the yellow and green dots were trying to demonstrate.
20. Will the Level 5 Math Legislation change for students scoring a 5 on the lower level or will we be expected to offer them advanced math the following year?
21. Do students who take a Check-In 2.0 remotely also participate in the adaptive EOG or do they all receive the standard form? Is there a ceiling on the different forms? If yes, does one form have a higher ceiling from the other forms?
22. So will the added items in the lower and higher forms replace the field test items?
23. Will the forms differ in the level of question complexity (DOK) for students based on their level of test?
24. When we have had paper tests, there have been multiple forms, when we have had the online EOGs, have there been multiple forms, digitally as well? Or is this a re-introduction of multiple forms?
25. Dr. Howard indicated that the middle form is the most used form. If a district is a higher/lower achieving district, will they see a different distribution of test forms than the districts that typically cluster around level 3.
26. The student with a paper test and taking check-ins 2.0 will get a paper EOG based on the paper check-ins 2.0 they take just as if they tested online, correct?

Professional Development

1. In the Understanding Report PD, there were questions about which pilot we were in. Has this been removed before we ask our PSUs to complete the training?
2. Where were the courses located?

Accountability and EVAAS

1. How will this process impact reliability of EVAAS data, especially considering that EVAAS is calculated on a 3-year rolling. Can we compare an adaptive EOG to the last two years of regular EOG data and have reliable growth data? Also, do we anticipate overall more green and blue growth data due to the adaptive nature of the "new" EOG?
2. Are we moving to a model where all the Check-ins are taken into account for the over all level and not just the EOY assessment (check-in or EOG)

Reporting

1. Will we be able to move back to true 5-achievement level reporting? OR will we still have NP, 3,4,5? If not, how will the reporting take advantage of the improved reliability to make the results more meaningful/specific?

2. Will online reporting be closed to district level PSU accountability offices to verify accuracy prior to be released to the school level?
3. So for all EOGs in grade 4,5,7 and 8 - reporting will be through NC Education even if the district and/or school did not participate in Check Ins??? No longer has to be processed through WinScan?

IV-29: NCPAT Statewide Office Hours Audience Questions

NCPAT Statewide Office Hours Audience Questions

October 30, 2023 | WebEx Webinar

Multistage Adaptive Summative

1. Will there be released forms of all three levels?
2. My teachers are concerned in their students do well on the Check-Ins, then their EOG will be more difficult…which would not be equitable. Can you please respond to that?
3. If a student begins with the "yellow" and not proficient form, in order to show proficiency and possibly a level 5 will I need to answer a set number of questions to be considered proficient? It seems they will have less changes to get questions right based on this graphic.
4. If a student takes all three NC Check-Ins, which two will be used to determine the multistage adaptive EOG?
5. Does each question correct equal a point correct towards proficiency? Even if I'm on the lower level?
6. How will EVAAS be tied with different forms of the test?

Cognitive complexity

7. So how will the questions be easier if DOK is the same…will it be with small digits, not multistep? Could you provide some examples?
8. I think it would be helpful to for teacher to be able to see the same standard for a grade level with three different questions with the same DOK but different difficulty.
9. I have a question about the different forms and the question types of each form. Will the form for students who had lower percentages correct on the Check-In, will they have lower DOK questions? And in the same sense, would the higher level students have higher DOK levels?
10. On the different forms are there different DOK questions based on their Check-In scores?

November 14, 2023 | WebEx Webinar

Multistage Adaptive Summative

1. We have some staff that viewed the webinar and in particular the slide with the three curves. As a result, we have folks thinking there is an easy, middle, and hard form. How do we help teachers understand that this is not the case?
2. When will there be a released test for the multistage EOG?
3. If two students both get twenty five questions correct, could the scale score differ based on the test taken?
4. Are the questions weighted differently in each form?
5. We have a perception in our district that it would benefit students to get a lower form. How can we combat this idea?

6. In response to the three forms explanation, if a student with the blue form gets 50% correct, and the student from the yellow form gets 50% correct, they won't receive the same score?
7. We have heard staff say that with the "low' form, students need to get more correct to show proficiency. Is that true based on what you are saying about the scale score?
8. Would you please repeat what was just said about the different forms and scale scores?
9. Is it accurate to say students who get the yellow form have a very limited possibility of making a level 5?
10. Will there be sub-forms of the three form types? Like will there be a green/purple/red version of the lower one, a green/purple/red version of the middle one, etc.?
11. I want to make sure that I heard this correctly…there is no date set to release these multistage adaptive EOGs? It won't happen this school year?
12. I may should change my wording…there is no set date to start giving these assessments?

Cognitive complexity

1. Another notion that is floating around is that the lower form has mostly DOK 1 & 2, while the higher form has mostly DOK 3s. Is this true? Do the DOK level play into the forms?
2. How do you explain difficulty to teachers?

Communication

1. Is DPI collecting some of the misconceptions that are arising with the correct responses so we can share with staff?

IV-30: NCDPI NCPAT Office Hours with LEAS Audience Questions

NCDPI NCPAT Office Hours with LEAs Audience Questions

1. Released forms are available on the NCDPI website. Will we see additional released forms for the three levels?
2. Will the NC Check-Ins remain the same? Could the third Check-In be leveled or remain the same Check-In for all students?
3. Will the NCPAT system be available for the EOCs?
4. Will the NCPAT system includes grades 3 and 6 in the 2024–25 school year?
5. How does the administration environment for the NC Check-Ins compare to the EOG?
6. Will there be any changes to the length of the reading test?
7. Is there a plan to add science?
8. Will students get a different version of the test based on how they do on the NC Check-Ins interims?
9. Is it correct to correlate a scale score to the number of items answered correctly on the assessment?
10. On the new way [NCPAT multistage adaptive EOG], is that still true? Still the total number of items correct to convert on the scale score?
11. On the screen with the curve with the forms to the left and right, using the example of a student on the left side (towards Not Proficient) , receives fewer DOK 3 and 4 questions and more DOK 1 and 2 questions. If proficiency is based on total correct questions, does that not factor into their score? Does it matter that they can get the Level 4 and 5 questions correct? How could a student on the lower form have the same opportunity to score a Level 5?
12. The purpose is not to have an easy, medium, or hard test. If there are more higher DOK items on the various forms, how is one not more challenging or less challenging simply to the nature of the items?
13. For English Language Arts, for a child that has not scored as well on the NC Check-Ins and they get a from with fewer difficult items, the students may have better stamina? The lower level student may not face as many frustrating items and may have more success on the items they can access? How do we say that students on the lower form and upper form that both score a Level 5 are the same?
14. Will students participating in the summer program receive the same form?
15. Will the highest two scores from NC Check-Ins be used for the NCPAT EOG form assignment?
16. How will students with no NC Check-Ins history participate in the NCPAT EOG?
17. Will the NCPAT EOG be used for growth?
18. If a multistage adaptive EOG test is more accessible for the student, why do we not see them perform better on the test?

V.A-01: NCPAT Draft Technical Report

North Carolina Personalized Assessment Tools (NCPAT)

Draft Technical Report

September 28, 2023

North Carolina Department of
PUBLIC INSTRUCTION

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CHAPTER 1. INTRODUCTION

The intent of this technical report is to provide comprehensive and detailed evidence in support of the validity and reliability of the multistage fixed adaptive summative component of the North Carolina Personalized Assessment Tools (NCPAT) system. North Carolina Department of Public Instruction (NCDPI) has partnered with the Office of Assessment, Evaluation, and Research Services (OAERS) at the University of North Carolina at Greensboro to provide psychometric and technical support in the design, development, and pilot of the NCPAT system in mathematics and reading for grades 4 and 7. Specifically, this report provides detailed evidence of the technical processes used to develop multistage adaptive End-of-Grade (EOG) forms with corresponding validity evidence in support of score interpretation.

For a comprehensive detail on purpose and background of the North Carolina state testing program, test design, item development, field-test plan, test administration, scoring and scale development, and standard setting, refer to the NCDPI Technical Reports for mathematics and reading on the NCDPI website (https://www.dpi.nc.gov) and search technical report or access directly via the link provided below:

Technical Report for EOG Mathematics and EOC Math I 2018–19 (Edition 5).pdf
NCDPI_Edition5_Reading_TechnicalReport_2020-21.pdf

1.1. Overview of the Technical Report

Chapter 2 summarizes procedures used to evaluate field-test items that were embedded within operational administrations for the development of NCPAT multistage EOG forms. The field test analysis followed standard NCDPI established evaluation criteria based on Classical Test Theory (CTT), Item Response Theory (IRT), as well as differential item functioning analysis. The main goal was to evaluate and filter out items with less-than-optimal characteristics. The final section briefly described the IRT fixed parameter calibration method used to put field test items onto the operational EOG scale.

Chapter 3 starts with IRT-based form assembly process based on EOG test blueprint with additional constraints used to build multistage fixed adaptive EOG forms that are aligned to grade

level blueprint. The next section documents form characteristics, such as test characteristic curves, test information functions, and conditional standard error of measurement for the multistage fixed adaptive EOG forms developed for the NCPAT system. The final section of this chapter briefly describes the routing procedures used to route students to one of the three multistage fixed adaptive EOG forms based on performance data collected throughout the year from NC Check-Ins 2.0.

Chapter 4 presents the scoring procedure for the NCPAT system and discusses scale comparability between the multistage fixed adaptive EOG administered under the NCPAT system and the traditional EOG.

Chapter 5 presents validity evidence collected in support of the interpretation of the multistage fixed adaptive EOG test scores. The first two sections in this chapter present validity evidence in support of internal structure of EOG assessments. Evidence presented in this section includes reliability, standard error estimates at cut scores, classification consistency and accuracy of the reported achievement levels, and results of principal component analysis with a confirmatory factor analysis in support of the unidimensional interpretation of scores.

CHAPTER 2. ITEM ANALYSIS

This chapter summarizes procedures and criteria that the NCDPI uses to analyze and evaluate the statistical and psychometric characteristic of newly developed test items, which hereinafter will be referred to as field-test items. Item analysis serves as the final quantitative process for item review and establishing grade level operational item pool for form development. Standard 4.10 (AERA, APA, & NCME, 2014) states, *"When a test developer evaluates the psychometric properties of items, the model used for that purpose should be documented. The process by which items are screened and the data used for screening, such as item difficulty, item discrimination, or differential item functioning (DIF) for major examinee groups, should also be documented"* (p.89). Most large-scale assessment programs rely on two measurement theories–CTT and IRT–to screen and evaluate items for calibration, form assembly, and scoring. Another important procedure in traditional item analysis is the statistical evaluation of DIF, which is commonly used to evaluate fairness and potential item bias across subgroups. The NCDPI psychometric specifications for item review use statistical criteria from both CTT and IRT in addition to Mantel-Haenszel (MH) DIF statistics. These procedures and their various criteria used for item screening and analysis are described in the following sections.

2.1. Statistical Item Flagging Criteria

All field-test items are classified into one of three NCDPI item flagging categories (Keep, Reserve, and Weak), with the goal to rank items in the final pool based on overall statistical quality during form assembly. These specifications are routinely updated to continuously ensure that only items that meet the expected technical specifications are selected into the final item pool for operational form development.

- *Keep*: These are items with acceptable statistical properties from CTT, IRT, and DIF statistical procedures used for item analysis. Items flagged as "Keep" are first choice from the item pool during form assembly. Their main statistical properties are within the established NCDPI ranges considered as optimal items.
- *Reserve*: These are items with at least one major statistical parameter that is barely outside the range to be considered as "Keep" items. These items are only included in the final form assembly pool if they are needed to meet content or statistical specifications of the

operational form. When any item flagged as "Reserve" from field tests is placed on a new form, it must undergo additional content review to ensure the content is accurate.

- *Weak*: These are items with at least one major statistical parameter being significantly outside the range to be considered as optional items based on field-test analysis. When complete field-test data are available, these items are generally not included in the item pool used for form assembly. The only exception to this rule is when exceptional circumstances cause field-test data to be incomplete or unreliable. In such situations, thorough vetting is required from the content experts and psychometricians.

2.2. Field-Test Item Calibration Procedure

During each EOG test administration window, multiple alternate forms are administered in every grade level. Using a matrix sampling design, subsets of field-test items are embedded in base forms shown in Figure 2.1 to test a large number of field test items without increasing the test length. All form and flavor combinations are randomly spiraled within schools at the student level across the state. This ensures that base forms with field-test items are randomly administered to a representative sample of students at the grade level. Tables 2.1 and 2.2 show demographic information of the field-test samples that were used to obtain the CTT- and IRT-based item statistics for mathematics and reading grades 4 and 7. It shows that the sample sizes and distributions of sex, ethnicity, and EDS are very similar within each grade.

Figure 2.1. Data collection for embedded field–test design.

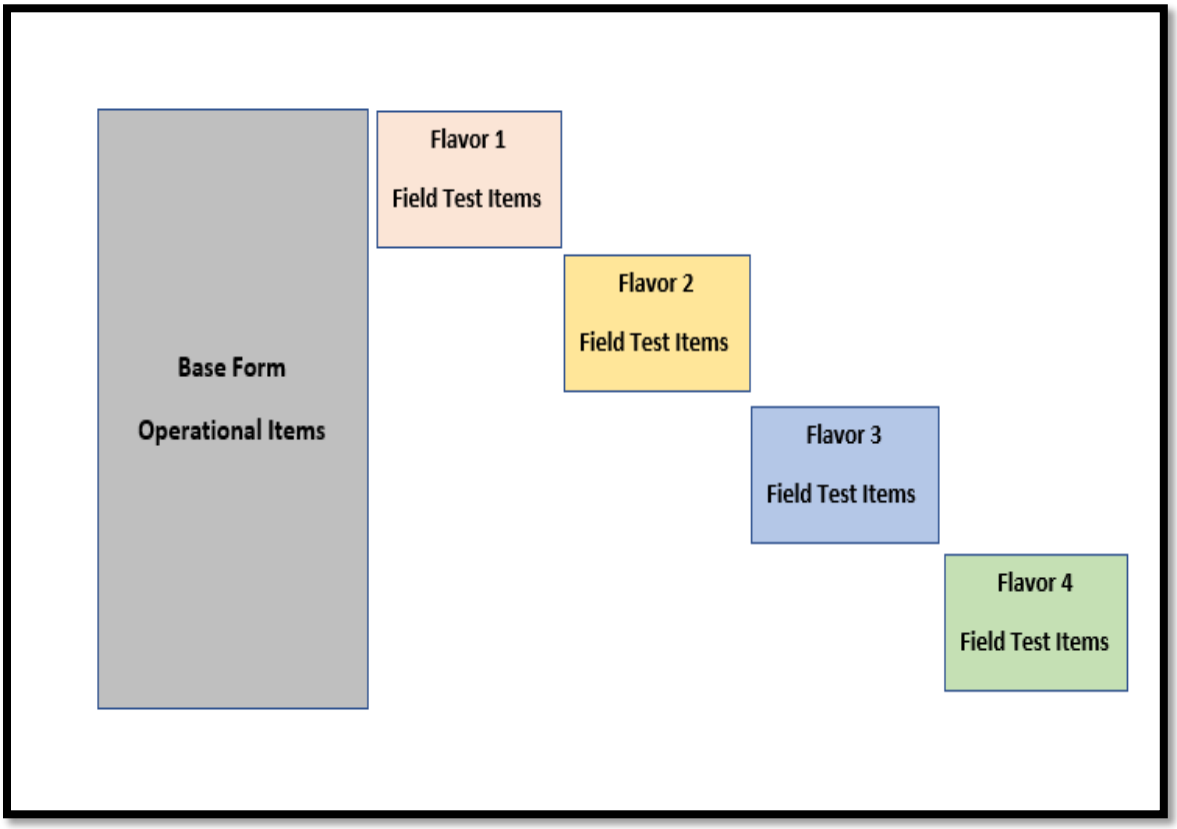


Table 2.1. Demographic information of the field–test sample for EOG mathematics grades 4 and 7, spring 2022.

Grade	Form	Total	Ethnicity				Gender		EDS
			W	B	H	Other	M	F	
4	M	42,797	47.3	25.5	15.2	11.9	48.6	51.3	38.0
	O	41,768	48.0	24.9	15.3	11.7	48.8	51.1	37.5
	All	84,565	47.7	25.2	15.2	11.8	48.7	51.2	37.7
7	M	48,133	45.4	25.2	18.4	11.0	49.0	50.9	36.8
	O	47,358	45.5	25.7	18.3	10.3	48.9	51.0	36.8
	All	95,491	45.5	25.4	18.4	10.7	49.0	50.9	36.8

Note. W = White, B = Black, H = Hispanic, M = Male, F = Female, EDS = Economically disadvantaged student.

Table 2.2. Demographic information of the field–test sample for EOG reading grades 4 and 7, spring 2022.

Grade	Form	Total	Ethnicity				Gender		EDS
			W	B	H	Other	M	F	
4	M	42,797	43.9	23.9	21.1	10.9	50.9	49.0	41.2
	O	41,768	43.9	24.1	20.9	10.9	51.0	48.9	41.1
	All	84,565	43.9	24.0	21.0	10.9	51.0	48.9	41.1
7	M	48,133	43.5	25.3	20.9	10.2	51.2	48.7	39.1
	O	47,358	43.7	25.6	20.7	10.0	51.4	48.5	38.9
	All	95,491	43.6	25.4	20.8	10.1	51.3	48.6	39.0

Note. W = White, B = Black, H = Hispanic, M = Male, F = Female, EDS = Economically disadvantaged student.

2.2. CTT-Based Item Analysis

Item level CTT statistics such as proportion correct (p-value), item-to-total correlation (biserial correlation), and distractor analysis are used as a first step to screen item quality following field tests. The first step involves conducting a series of CTT analysis to determine if these items meet the minimum psychometric requirements to be considered for further evaluation. Brief descriptions of item p-value and biserial correlation are provided below.

- Item *p-value* summarizes the proportion of examinees from a given sample that answers the item correctly and is used as an indicator of preliminary item difficulty. Item p-value for dichotomously scored items ranges from 0 to 1, where values close to 0 indicate more difficult items (few students selected the correct response) and values close to 1 indicate easier items (almost all students answered correctly).
- The *biserial correlation* describes the relationship between a dichotomous variable (item score) and a continuous variable (test score). The biserial correlation provides evidence of item discrimination or more specifically, the strength of the relationship between an item and the unidimensional construct being measured. Theoretical range for biserial correlation is –1 to 1. Negative biserial correlation generally indicates that the item might be measuring a separate unintended construct.

Table 2.3 shows the CTT-based item flagging criteria based on item p-value and biserial correlation. The CTT descriptive statistics for mathematics and reading field-test item pool in the 2021–22 school year are provided in Tables 2.4 and 2.5, respectively. The initial CTT results

indicate that most of the field-test items are classified as meeting the NCDPI optimal standards of "Keep." Moreover, the range of p-values and biserial correlations show that the item pool had items with a wide range of item difficulty and discrimination for high quality operational form assembly.

Table 2.3. CTT-Based item flagging criteria.

CTT Statistics	Flagging Criteria
Item p-value	
0.150 ≤ p-value ≤ 0.850	Keep
0.100 ≤ p-value ≤ 0.149 or 0.851≤ p-value ≤ 0.900	Reserve
p-value ≤ 0.099 or p-value ≥ 0.901	Weak
Biserial Correlation	
biserial ≥ 0.250	Keep
0.150 ≤ biserial ≤ 0.249	Reserve
biserial < 0.150	Weak

Table 2.4. CTT p-values and biserial correlations for mathematics grades 4 and 7 field-test item pool, spring 2022.

Grade	CTT Flag	# of Items	P–value				Biserial Correlation			
			Mean	SD	Min	Max	Mean	SD	Min	Max
4	Keep	186	.57	.16	.17	.84	.61	.10	.27	.78
	Reserve	36	.58	.23	.10	.88	.50	.12	.24	.71
	Weak	18	.63	.30	.02	.97	.36	.22	.04	.79
7	Keep	223	.44	.17	.15	.84	.57	.13	.25	.81
	Reserve	46	.41	.22	.10	.79	.48	.18	.20	.81
	Weak	51	.22	.22	.01	.71	.42	.26	-.07	.92

Table 2.5. CTT p-values and biserial correlations for reading grades 4 and 7 field-test item pool, spring 2022.

Grade	CTT Flag	# of Items	P–value				Biserial Correlation			
			Mean	SD	Min	Max	Mean	SD	Min	Max
4	Keep	366	.63	.13	.22	.85	.57	.10	.26	.78
	Reserve	63	.59	.17	.20	.90	.43	.15	.15	.79
	Weak	23	.41	.12	.17	.58	.19	.09	.05	.32
7	Keep	330	.59	.13	.24	.84	.54	.10	.26	.77
	Reserve	86	.53	.15	.12	.86	.37	.10	.15	.73
	Weak	58	.47	.12	.17	.71	.22	.09	-.10	.38

2.3. IRT-Based Item Analysis

Compared to CTT, which uses relatively weak assumptions based on the relationship between observed score, true score, and measurement error, IRT offers a more robust approach to item analysis. A limitation of CTT is that it focuses on properties of a given test and results are often group dependent (Hambleton, 2000; Yen & Fitzpatrick, 2006). The IRT-based item parameters, on the other hand, are assumed to be sample independent, and item performance is related to a latent trait called "ability" measured by the test (Anastasi & Urbina, 1997). IRT offers many features to the testing program that may be difficult to get with CTT, mostly because IRT defines a scale for the underlying ability on which both student performance and items can be placed. This aspect of IRT means comparable scores may be computed for examinees who did not take the same set of items without intermediate equating steps (Thissen & Orlando, 2001).

In IRT, a series of statistical models are used to describe the relationship between an individual's response to a single item and their ability based on the location of the item on the ability scale. All IRT models assume this relationship to be monotonic, meaning that as the ability level increases, the probability of a correct response also increases. According to Yen and Fitzpatrick (2006, p. 112), all IRT models can be classified by item type (e.g., dichotomous item, polytomous item), the number of abilities that an item measures (e.g., unidimensional, multidimensional), and the relationship between item and each ability.

The current field-test item pools for mathematics and reading were made up of all dichotomously scored (only two possible outcomes: correct or incorrect) items. Based on the current test format

and established NCDPI psychometric procedures, the unidimensional three-parameter logistic (3PL) model for multiple-choice and technology enhanced items and the two-parameter logistic (2PL) model for numeric or gridded response items were used to calibrate all field-test items. These two IRT models make three major assumptions:

- Unidimensionality: There is one dominant ability being measured (e.g., math ability for mathematics and reading ability for reading), and this single ability is the dominant factor accounting for variability in examinee's performance on each item.
- Local independence: Responses to different items on the test are independent given the underlying ability; that is, the correlation of responses to different items can be explained entirely by the ability being measured by the items.
- Measurement invariance: Item parameters are invariant to any group of subjects who have answered the items.

The mathematical function for the 3PL model is:

$$P_i(\theta) = c_i + \frac{1 - c_i}{1 + \exp\left[-Da_i(\theta - b_i)\right]},$$

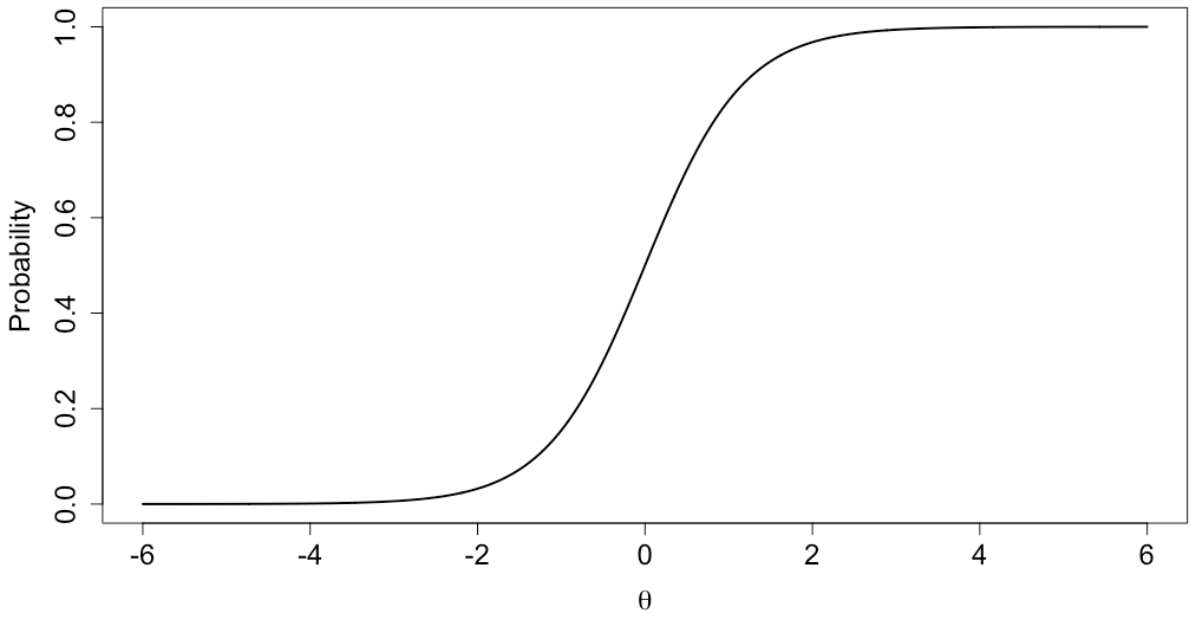
where $P_i(\theta)$ is the probability that an examinee with ability θ answers item i correctly; a_i is the discrimination parameter of item i; b_i is the difficulty parameter of item i; c_i is the guessing parameter for item i; and D is a scaling factor of either 1.0 or 1.7 (NCDPI sets D equal to 1.0). The major difference between the 2PL and 3PL models is that the 2PL model does not account for guessing. The 2PL model can be expressed as a special case of the 3PL model with $c_i = 0$ (see the equation below). For numeric and gridded response items, students are required to provide their answers rather than to select an answer from several choices, and therefore, the chance to get an item correct by guessing is near zero. The mathematical function for the 2PL model is:

$$P_i(\theta) = \frac{1}{1 + \exp[-Da_i(\theta - b_i)]}.$$

Once item parameters are estimated, a probabilistic relationship between each item along the ability continuum of -∞ to +∞ can be represented with a nonlinear monotonically increasing curve $P_i(\theta)$, which is often referred to as the item characteristic curve (ICC; Hambleton & Swaminathan,

1985). The ICC represent a summary figure, which can be used to evaluate the statistical properties for each item. Inferences about difficulty, discrimination, and guessing for each item can be made for examinees at different abilities along the ability continuum. Such inferences are critical during form assembly when items are selected to match a statistical target. An example of an ICC is shown in Figure 2.2. The vertical axis represents the probability of correct response, and the horizontal axis represents the underlying ability scale. In Figure 2.2, the item difficulty parameter is the ability level halfway between the lower and upper asymptotes, the item discrimination parameter is related to the slope of the ICC at the item difficulty parameter, and the guessing parameter is the value of the lower asymptote. Typically, the ability scale is set so that the mean and standard deviation of the abilities for the group at hand are 0 and 1, respectively. The ICC in Figure 2.2 shows an item with moderate difficulty in which an examinee with average ability of 0 will have a 50% chance to answer the item correctly.

Figure 2.2. Graphical representation of an item characteristic curve for the 2PL model.



To evaluate final item quality, the NCDPI has established several flagging criteria based on IRT item parameters to classify field-test items into one of the three categories (see Table 2.6). As stated earlier, the final item pool for form development is made of items flagged as psychometric "Keep" and "Reserve." During form assembly, however, priority is given to items with a "Keep" status.

Table 2.6. IRT-based items flagging criteria.

IRT Parameters	Flagging Criteria
Item Difficulty (b)	
$-2.500 \leq b \leq 2.500$	Keep
$-3.000 \leq b \leq -2.501$ or $2.501 \leq b \leq 3.000$	Reserve
$b \leq -3.001$ or $b \geq 3.001$	Weak
Item Discrimination (a)	
$1.190 \geq a$	Keep
$0.850 \leq a \leq 1.189$	Reserve
$a \leq 0.849$	Weak
Guessing (c)	
$c \leq 0.350$	Keep
$0.351 \leq c \leq 0.450$	Reserve
$c > 0.451$	Weak

2.4. IRT Parameter Estimation

IRT parameters of the embedded field-test items are estimated by calibrating item responses using the software IRTPRO® (Cai, Thissen, & du Toit, 2011) with a Bayesian prior for the guessing parameters (c) set to a beta distribution with shape parameters 5 and 15. This Bayesian prior ensures that the guessing parameter estimates in the 3PL model does not carry too far away from 0.25 for a four-option multiple-choice item. The IRT calibration phase to serve two main purposes:

- Form Development: The first main purpose of calibration is to develop an item bank with items of known statistical properties that are on the same IRT grade-level ability scale. These calibrated items expressed on the same IRT scale offers the NCDPI the flexibility to build multiple alternate forms without the need for traditional post equating.
- Scaling: The second purpose of calibration is to establish final IRT parameters for field-test items that are later used to create an IRT raw-to-scale score table for new forms before they are operationally administered. This is the essence of the NCDPI decentralized and immediate scoring for EOG assessments.

Prior to 2020, the NCDPI used random groups design to calibrate new field-test items for the purpose of building parallel forms for the same edition. The main assumption of the random groups design was that students' ability distributions were equivalent across years, and therefore,

calibrating IRT parameters independently each year by treating students as randomly equivalent groups will place all IRT parameters on the scale of the base year. However, due to the impact of COVID-19 that affected the normal functioning of schools and had significant negative impact on student performance, the students' ability distributions from EOG tests between pre- and post-COVID-19 were different. As a result, the item parameter estimates for the EOG tests obtained with pre- and post-COVID-19 student populations were no longer on the same scale. To handle this issue, especially for new field-test items, the NCPDI opted to change the item calibration method to fixed parameter calibration (Kim, 2006). Fixed parameter calibration fixes the parameter estimates for operational items to their existing values and calibrates the field-test items along with the ability distribution. This procedure ensures that parameter estimates from newly administered field-test items are placed on the same base scale as the operational items. The rationale is because the estimated ability distribution that is used to estimate the parameters for the field-test items is on the scale of the operational items. Thus, using fixed parameter calibration, the NCDPI was able to create an item bank with new field-test items that are on the base scale.

Tables 2.7 and 2.8 show descriptive statistics for the field-test item IRT parameters for mathematics and reading, respectively. The items flagged as "Keep" and "Reserve" were considered acceptable and made up the final item pool for form assembly.

Table 2.7. Fixed parameter calibration field-test item statistics for mathematics grades 4 and 7, spring 2022.

				Discrimination (*a*)				Difficulty (*b*)				Guessing (*c*)			
Grade	Flags	N	%	Mean	SD	Min	Max	Mean	SD	Min	Max	Mean	SD	Min	Max
4	Keep	186	78	1.92	0.46	1.19	3.13	-0.19	0.67	-1.52	1.47	0.19	0.07	0.02	0.35
	Reserve	36	15	1.39	0.53	0.86	2.96	-0.15	1.11	-1.92	2.12	0.25	0.11	0.02	0.45
	Weak	18	8	1.66	1.26	0.12	4.47	-0.28	2.21	-3.66	3.60	0.33	0.15	0.17	0.62
7	Keep	223	70	2.23	0.56	1.22	3.70	0.28	0.66	-1.32	1.59	0.20	0.09	0.01	0.35
	Reserve	46	15	2.06	0.94	0.90	3.98	0.54	0.92	-1.48	1.93	0.24	0.13	0.01	0.41
	Weak	48	15	1.87	0.87	0.23	3.38	1.64	1.22	-1.59	3.93	0.24	0.15	0.01	0.52

Note. Items with CTT negative biserial correlations were excluded from IRT calibration; summary statistics for guessing (*c*) are based on only the items calibrated with the 3PL model.

Table 2.8. Fixed parameter calibration field-test items statistics for reading grades 4 and 7, spring 2022.

Grade	Flags	N	%	Discrimination (*a*)				Difficulty (*b*)				Guessing (*c*)			
				Mean	SD	Min	Max	Mean	SD	Min	Max	Mean	SD	Min	Max
4	Keep	366	81	2.13	0.62	1.19	4.35	-0.22	0.57	-1.44	1.36	0.20	0.05	0.03	0.34
	Reserve	63	14	1.43	0.76	0.85	3.83	-0.06	1.02	-1.70	1.93	0.19	0.07	0.08	0.39
	Weak	23	5	0.99	0.72	0.36	3.05	1.44	1.06	-0.16	4.31	0.19	0.08	0.10	0.47
7	Keep	330	70	1.99	0.54	1.19	3.64	-0.10	0.60	-1.41	1.40	0.20	0.05	0.04	0.33
	Reserve	86	18	1.21	0.43	0.85	2.80	0.20	0.91	-1.49	2.42	0.18	0.06	0.09	0.38
	Weak	56	12	0.76	0.44	0.22	2.91	0.94	1.07	-1.16	3.35	0.19	0.05	0.10	0.30

Note. Items with CTT negative biserial correlations were excluded from IRT calibration; summary statistics for guessing (*c*) are based on only the items calibrated with the 3PL model.

2.5. Bias and Sensitivity DIF Analysis

The final step in item analysis is a statistical evaluation of potential bias. The Standard 3.3 (AERA, APA, & NCME, 2014) states "*Those responsible for test development should include relevant subgroups in validity, reliability/precision, and other preliminary studies used when constructing the test"* (p. 64). Statistical DIF procedure, which is often referred to as bias analysis, examines the degree to which students of various subgroups (e.g., males versus females) perform differently on an item. It is expected that students with the same latent trait level should have similar probability for answering items correctly, regardless of their background characteristics. An item is flagged as exhibiting DIF when students from different socioeconomic or demographic backgrounds with similar estimated knowledge and skill on the overall construct being measured perform substantially different on the same item (AERA, APA, & NCME, 2014). It is important to remember that the presence or absence of true bias is a qualitative decision based on the content of the item and the context within which it appears.

The NCDPI has adopted the Mantel-Haenszel (Holland & Thayer, 1988; Mantel & Haenszel, 1959) DIF detection method with the ETS Delta classification scheme to identify potential DIF items (Camilli & Sheppard, 1994) for further qualitative bias and sensitivity scrutiny by expert panels. The data used by the MH method are in the form of K 2×2 contingency tables, where K is the number of score levels on the matching variable. For the MH method, test score is typically used as the matching variable. Table 2.9 shows a 2×2 contingency table for the kth level of the

matching variable. In Table 2.9, A_k and C_k are the number of examinees in the reference and focal groups, respectively, who answer the studied item correctly, and B_j and D_j are the number of examinees in the reference and focal groups, respectively, who answer the item incorrectly.

Table 2.9. A 2×2 contingency table for the kth level of the matching variable.

Group	Score on Studied Item		Total
	1	0	
Reference (R)	A_k	B_k	n_{Rk}
Focal (F)	C_k	D_k	n_{Fk}
Total	m_{1k}	m_{0k}	T_k

The MH method tests the null hypothesis that the correct response probabilities for the studied item are equal between the reference and focal groups for all test scores; that is,

$$H_0: \frac{A_j}{n_{Rk}} = \frac{C_j}{n_{Fk}}, \quad k = 1, \dots, K.$$

Alternatively, the null hypothesis can be expressed in terms of odds ratio as follows:

$$H_0: \frac{A_k/B_k}{C_k/D_k} = \frac{A_k D_k}{B_k C_k} = 1, \quad k = 1, \dots, K.$$

Mantel and Haenszel (1959) also provided an overall odds ratio, which for a given studied item is defined by:

$$\alpha_{MH} = \frac{\sum_{k=1}^{K} A_k D_k / T_k}{\sum_{k=1}^{K} B_k C_k / T_k}.$$

The overall odds ratio α_{MH} is an estimate of DIF effect size that ranges from 0 to ∞, with a value of 1 indicating that the studied item is DIF free. In general, the natural logarithm of α_{MH} is used instead of α_{MH} because $\ln(\alpha_{MH})$ ranges from $-\infty$ to ∞ and is centered at 0.

As hypothesis tests are sensitive to sample size, NCDPI uses the ETS classification scheme (Holland & Thayer, 1985) instead, which is based on $\Delta_{\mathrm{MH}} = -2.35 \ln(\alpha_{MH})$, to identify DIF items. The ETS classification scheme classifies items into the following three categories:

- A: An item with no substantial difference between the two matched groups. An item is identified as an "A" item if $|\Delta_{MH}| < 1.0$.
- B: An item with small to moderate differences between the two matched groups. An item is identified as a "B" item if $1.0 < |\Delta_{MH}| < 1.5$. An item with positive values of Δ_{MH} favors the focal group, whereas an item with negative values favors the reference group.
- C: An item with substantial differences between the two matched groups. An item is identified as a "C" item if $1.5 < |\Delta_{MH}|$. An item with positive values of Δ_{MH} favors the focal group, whereas an item with negative values favors the reference group.

All field-test items are quantitatively evaluated for DIF based on five main demographic and socioeconomic groupings identified by NCDPI:

- Demographic grouping:
    - Male (reference group) and Female (focal group)
    - White (reference group) and Black (focal group)
    - White (reference group) and Hispanic (focal group)
- Socioeconomic grouping:
    - Urban schools (reference group) and Rural schools (focal group)
    - Not Economically Disadvantaged (reference group) and Economically Disadvantaged (focal group)

Tables 2.10 and 2.11 show EOG mathematics and reading field-test item pool DIF results for the 2021–22 school year, respectively, based on the ETS classification scheme. For both subjects and grades, more than 90% of the items were classified as "A" items, indicating that the items are DIF free. The NCDPI rule is to exclude all items from the final pool that are flagged as "C" items, which indicate significant DIF. These items are either retired or sent back to the item writing process to undergo significant revisions and a new round of field tests and analysis. Items flagged as "B" are kept in the pool but will need to undergo further bias review by a panel if selected to be placed on a form. The panel decides whether the items are free of implied bias.

Table 2.10. Mantel-Haenszel DIF results for the mathematics grades 4 and 7 field-test items, spring 2022.

Grade	Gender			Ethnicity						EDS		
				White/Black			White/Hispanic					
	A	B	C	A	B	C	A	B	C	A	B	C
4	219	19	2	212	23	5	223	15	2	239	1	0
7	288	24	8	270	33	17	301	12	7	310	6	4

Note. EDS = Economically disadvantaged student.

Table 2.11. Mantel-Haenszel DIF results for the reading grades 4 and 7 field-test items, spring 2022.

Grade	Gender			Ethnicity						EDS		
				White/Black			White/Hispanic					
	A	B	C	A	B	C	A	B	C	A	B	C
4	425	24	3	425	26	1	413	30	9	447	5	0
7	450	22	2	462	8	4	448	22	4	473	1	0

Note. EDS = Economically disadvantaged student.

At the conclusion of item analysis based on field-test data, the final item pool for form assembly consisted of items flagged as psychometric "Keep" or "Reserve" and a DIF flagging classification of "A" or "B." All items with field-test psychometric classification flag of "Weak" or DIF classification of "C" are excluded from consideration during form assembly.

CHAPTER 3. OPERATIONAL FORM ASSEMBLY, ANALYSIS, AND ROUTING PROCEDURE

AERA, APA, & NCME (2014) states, "*The test developer is responsible for documenting that the items selected for the test meet the requirements of the test specifications. In particular, the set of items selected for a new test form or an item pool for an adaptive test must meet both content and psychometric specifications*" (p. 82). To adhere to the Standard, this chapter documents the form assembly procedures that are used to create the multistage fixed adaptive forms for the NCPAT system.

3.1. Form Assembly

The NCPAT system is comprise of two main components: NC Check-Ins 2.0 interims and multistage fixed adaptive EOG. The NC Check-Ins 2.0 interim component consists of three interims with a primary purpose to provide teachers and students with immediate feedback on selected grade level standards so that instruction can be adjusted throughout the year. The multistage fixed adaptive EOG component consists of three levels that are made up of a common item set and a unique subset. Each student is only expected to complete one full set that consists of the common set and one unique subset. All three forms for each grade are built based on the same grade level blueprint used for traditional EOG forms (see the link provided in Appendix A for more details).

Major requirements of IADA are that states provide evidence to show their innovative system is valid, reliable, and comparable. The test specification is technically sound and aligns to the depth and breadth of content standards. In the current design of the NCPAT multistage fixed adaptive EOG forms, the goal was to align each form to the current grade level test specification. To accommodate the current EOG fixed form test specifications to fit an adaptive test design, the main components were divided into primary and secondary test specifications constraints.

- Primary test specification constraints - These are features of the multistage fixed adaptive EOG forms designed to align with current EOG fixed form test specifications. The following components were set as primary constraints during form assembly:

- Content domain - Content domains for each form are aligned to EOG content blueprint. All three levels of the multistage fixed adaptive EOG form are aligned to grade level content standards adopted by NC State Board of Education. There is no off-grade level content for any of the levels. As with the regular EOG all multistage forms are grade level specific.
- Test length - For each subject and grade level, test lengths for all three levels of the multistage fixed adaptive EOG form are fixed and matched the length of the current EOG fixed forms.
- Test format - For mathematics, the number of calculator active items is set equal to current EOG specifications. For reading, the distribution of selection type (Information and Literature) matches current EOG specifications.

- Secondary test specification constraints - These are features of the multistage fixed adaptive EOG forms that were allowed to vary across the three levels during test assembly. The following components of the multistage fixed adaptive EOG form specifications are categorized as secondary constraints:
  - Cognitive complexity - For each level of the multistage fixed adaptive EOG form, the Depth of Knowledge (DOK) ranges are allowed a certain degree of variability. The design goal is for DOK to progress from form levels aligned to the lower end of the scale to form levels aligned to the upper end of the scale while at the same time not exceeding the maximum range of DOK expectation specified in the grade level blueprint.
  - Form difficulty - The current design of the multistage fixed adaptive EOG has three levels currently labeled as A, B and C. Each level is set to a different statistical target. The statistical target for level A is designed to maximize information at the lower range of the ability scale. Level B maximizes information in the middle range of the scale and is statistically equivalent to the current EOG fixed forms. Level C is designed to maximize information at the higher range of the scale. The three levels of the multistage fixed adaptive EOG will hereinafter be referred to as Forms A, B, and C.
  - Item type - Item type can differ from form to form with MC items being the dominant item type.

- Standards within domain – The distribution of items by standard varies across forms.

An additional design constraint for all multistage fixed adaptive EOG forms within each grade is that the three forms share 40-50% of the total items. These items are selected to closely match the average statistical property of the base year EOG fixed form. Complete form summary of the multistage fixed adaptive EOG forms is presented in Appendices B, C, D and E, which show the alignment of each form to the content level content and specification blueprint. The item statistics of the three forms are provided in Tables 3.1 and 3.2 for mathematics and reading, respectively.

Table 3.1. Item statistics of the three multistage fixed adaptive EOG forms for mathematics grades 4 and 7.

		Discrimination (*a*)				Difficulty (*b*)				Guessing (*c*)			
Grade	Form	Mean	SD	Min	Max	Mean	SD	Min	Max	Mean	SD	Min	Max
4	A	1.84	0.45	1.07	2.97	-0.56	0.58	-1.48	0.81	0.18	0.08	0.01	0.37
	B	1.97	0.42	1.14	2.97	-0.23	0.65	-1.48	1.22	0.16	0.10	0.01	0.46
	C	1.89	0.48	1.10	2.97	0.22	0.74	-1.48	1.90	0.19	0.09	0.01	0.45
7	A	2.07	0.52	0.90	3.31	-0.19	0.51	-1.32	0.95	0.20	0.09	0.03	0.35
	B	2.12	0.51	1.07	3.57	0.11	0.52	-1.13	1.42	0.22	0.08	0.06	0.44
	C	2.18	0.57	1.22	3.26	0.42	0.55	-0.64	1.66	0.22	0.08	0.06	0.37

Note. Item statistics for guessing (*c*) are based on only the items calibrated with the 3PL model.

Table 3.2. Item statistics of the three multistage fixed adaptive EOG forms for reading grades 4 and 7.

		Discrimination (*a*)				Difficulty (*b*)				Guessing (*c*)			
Grade	Form	Mean	SD	Min	Max	Mean	SD	Min	Max	Mean	SD	Min	Max
4	A	1.93	0.61	1.07	4.11	-0.39	0.72	-1.70	1.21	0.19	0.06	0.03	0.39
	B	1.91	0.63	0.90	4.32	-0.14	0.76	-1.42	1.34	0.18	0.06	0.03	0.31
	C	1.91	0.58	0.99	3.46	0.21	0.73	-1.13	1.93	0.20	0.07	0.03	0.36
7	A	1.83	0.54	0.93	3.05	-0.24	0.68	-1.44	1.75	0.18	0.06	0.07	0.33
	B	1.89	0.61	1.03	3.26	0.02	0.72	-0.89	2.05	0.20	0.06	0.08	0.32
	C	1.80	0.52	0.99	3.14	0.27	0.67	-0.89	1.75	0.20	0.06	0.11	0.32

Note. Item statistics for guessing (*c*) are based on only the items calibrated with the 3PL model.

3.1.1. Test Characteristic Curve

In IRT, test characteristic curves (TCCs) are essential for form assembly and scaling. A TCC is an 'S-shaped' curve with flatter ends that depict the expected summed score as a function of ability (Thissen, Nelson, Rosa, & Mcleod, 2001). Mathematically, a TCC is the sum of ICCs over all items in a given test; that is,

$$\mathrm{TCC}(\theta) = \sum_{i=1}^{n} P_i(\theta),$$

where n is the number of items; θ is a given ability level; and $P_i(\theta)$ is the ICC for item i (see Item Analysis chapter for description of ICC). The TCCs for the three multistage fixed adaptive EOG forms are provided in Figures 3.1 and 3.2 for mathematics and reading, respectively. The location of TCCs for the three forms varies because they are designed to maximize information at different parts of the ability scale. For example, the TCC for Form A is located on the left side of the ability scale to better serve students with abilities located on the lower end of the ability scale, whereas the TCC for Form C is located on the right side of the scale to better serve students with abilities located on the upper end of the scale.

Figure 3.1. TCCs of the three multistage fixed adaptive EOG forms for mathematics grades 4 and 7.

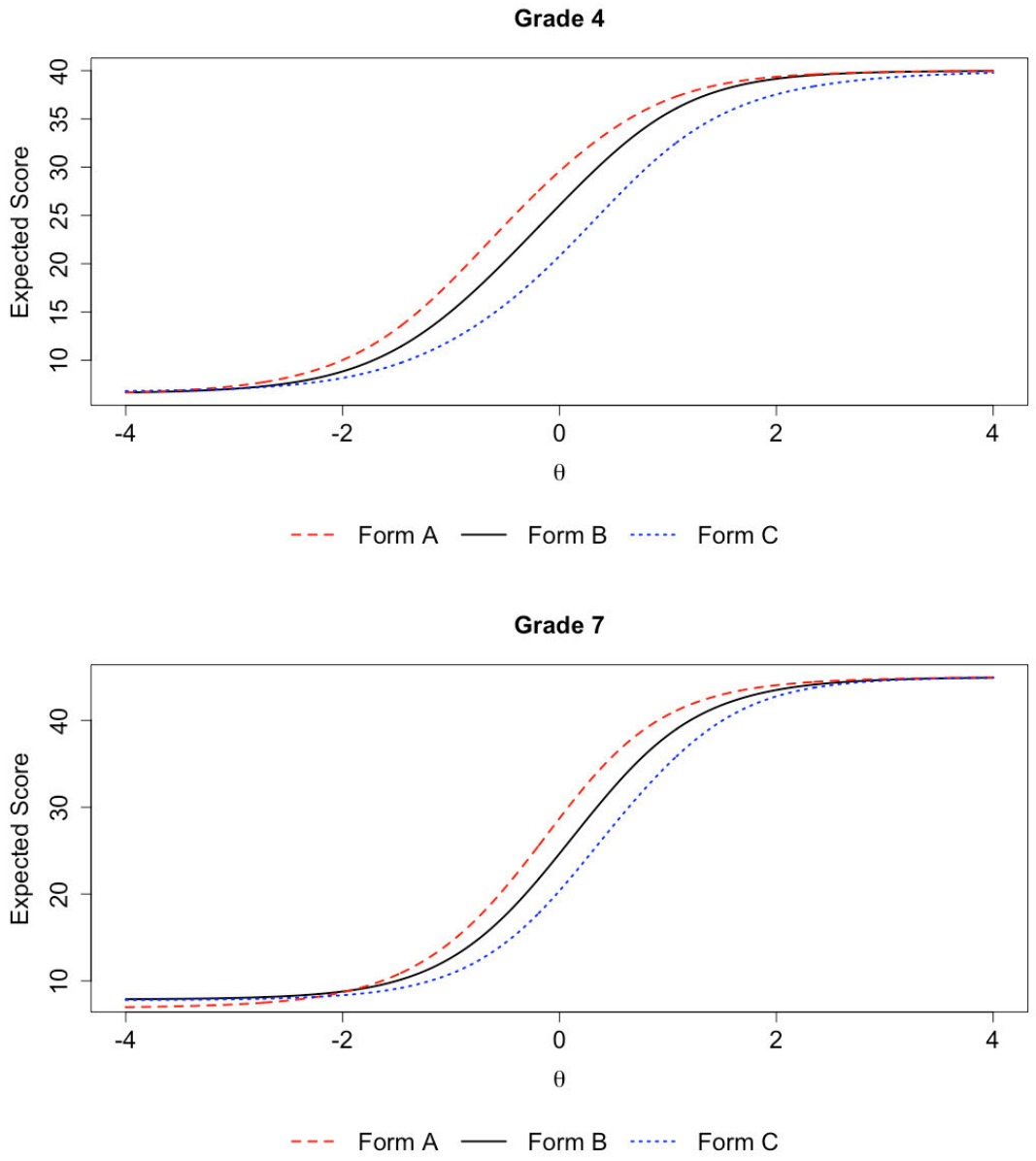
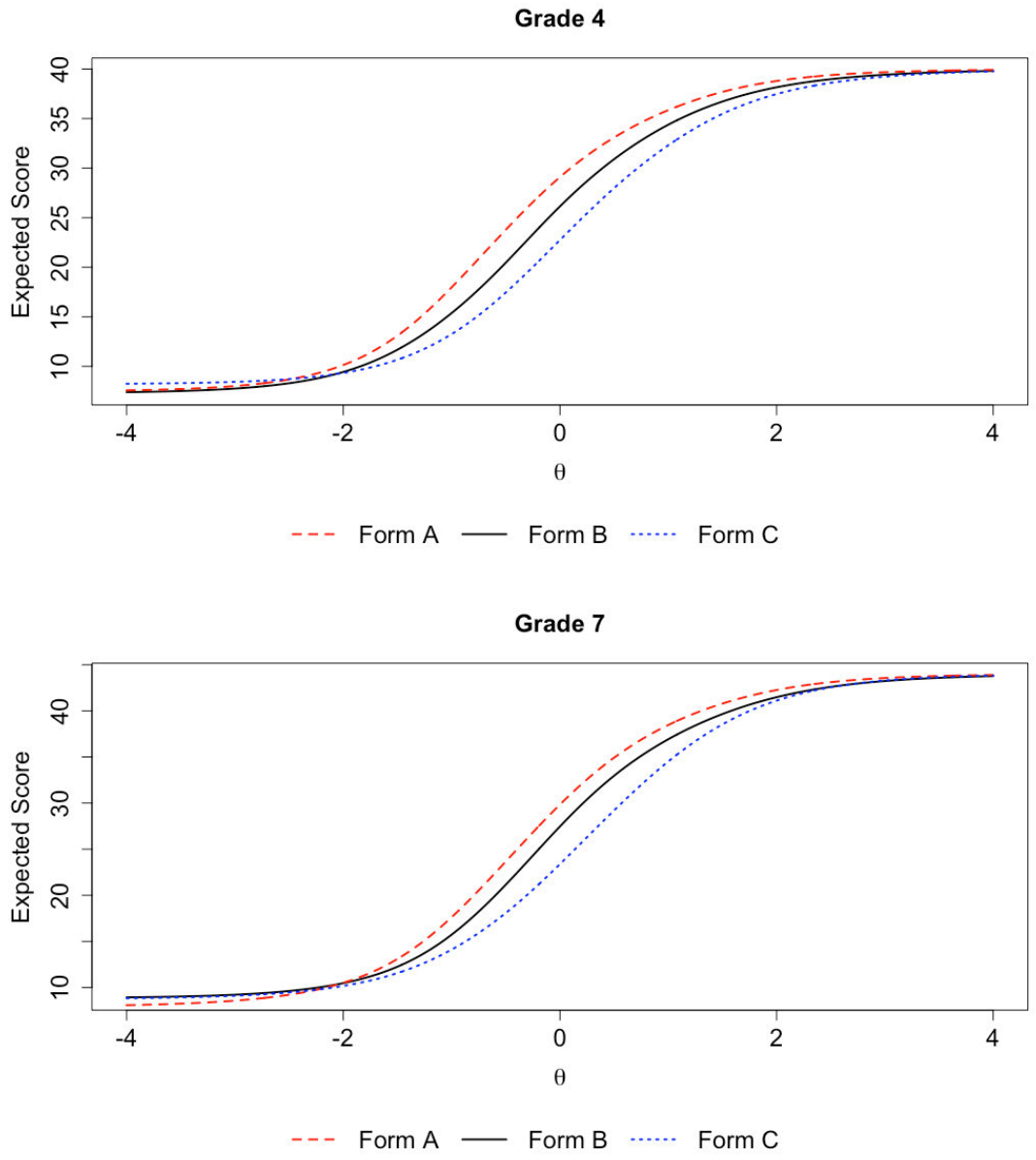


Figure 3.2. TCCs of the three multistage fixed adaptive EOG forms for reading grades 4 and 7.



3.1.1. Test Information Function and Conditional Standard Error of Measurement

The concept of test reliability is central in CTT when evaluating the overall consistency of scores over repeated measurement. A concept related to reliability in CTT is the standard error of measurement (SEM), which is the standard deviation of the observed scores around the true score over repeated measurement. Reliability and SEM in CTT are not a property of a specific test

because they are both test and population dependent. In addition, it is generally assumed that SEM is identical for all examinees regardless of where they are located on the score scale. However, examinees with different response patterns or at different points on the score scale might show variations in the amount of measurement precision. In IRT, the test information function (TIF) is a similar concept to reliability but provides local measures of accuracy. Specifically, the TIF provides how much information the test provides in estimating ability over the entire ability scale and is defined by:

$$I(\theta) = \sum_{i=1}^{n} \frac{[P'_i(\theta)]^2}{P_i(\theta)Q_i(\theta)},$$

where $P_i(\theta)$ is the ICC for item i at a given ability level θ; $Q_i(\theta) = 1 - P_i(\theta)$; and $P_i'(\theta)$ is the first derivative of $P_i(\theta)$. For more information about the TIF, see Hambleton and Swaminathan (1985), and Thissen and Orlando (2001).

Using the TIF, the measurement precision at a given value θ, which is often referred to as the conditional SEM (CSEM), is computed as follows:

$$\mathrm{CSEM}(\theta) = \frac{1}{\sqrt{I(\theta)}}.$$

If a test provides more information in estimating ability at a given θ, then the CSEM at that θ will be small. As depicted in the left panels of Figures 3.3 and 3.4, for both mathematics and reading, Form A provides more information below the mean ability of 0, Form B provides more information at abilities around the mean, and Form C provides higher information at abilities above the mean. To put it differently, Form A, B, and C provide more precise ability estimates (i.e., ability estimates with smaller CSEMs) on the lower end, in the middle, and on the upper end of the ability scale, respectively.

Figure 3.3. TIFs (left panels) and CSEMs (right panels) of the three multistage fixed adaptive EOG forms for mathematics grades 4 and 7.

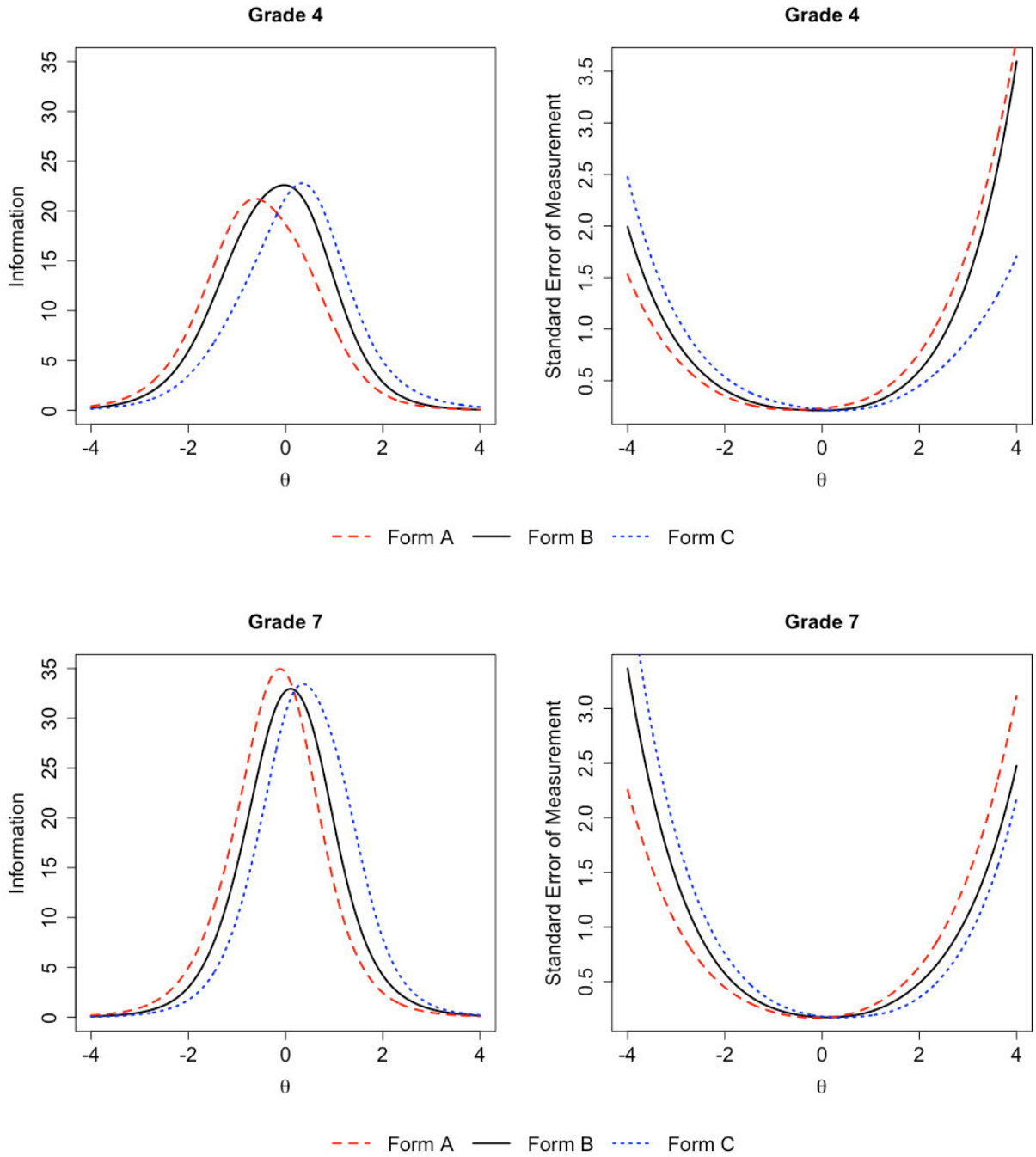
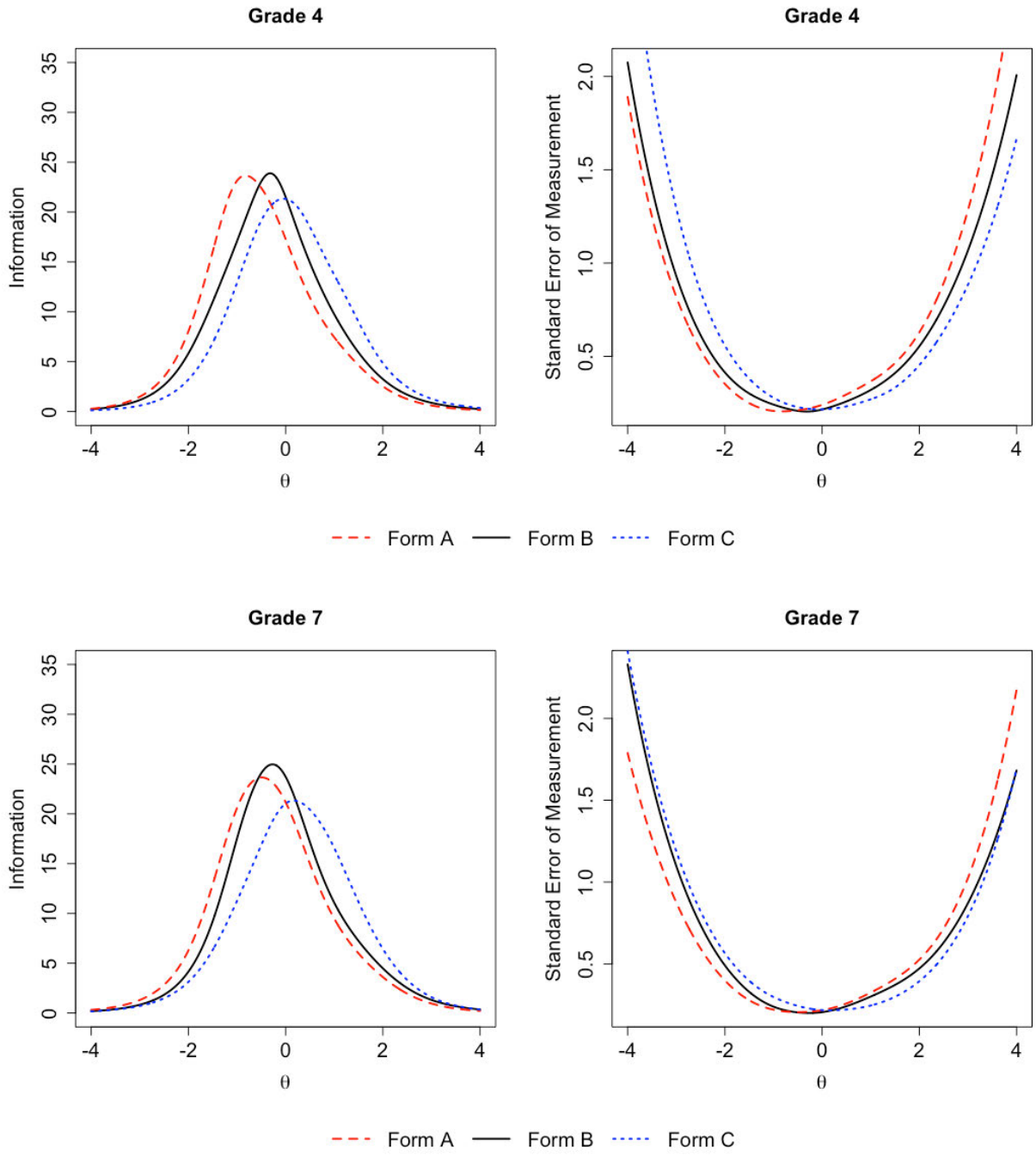


Figure 3.4. TIFs (left panels) and CSEMs (right panels) of the three multistage fixed adaptive EOG forms for reading grades 4 and 7.



3.2. Routing Procedures

This section outlines the procedures used to obtain cut scores and route students to the three multistage fixed adaptive EOG forms for the NCPAT system. Data from NC Check-Ins 2.0 serve as a reliable prior of student ability for the multistage fixed adaptive EOG forms. The goal of routing is to ensure students are assigned to the form that best matches their expected ability and is tailored to enhance testing experience. The plan is to continuously monitor the relationship between the NC Check-Ins 2.0 and multistage fixed adaptive EOG forms and adjust the routing methodology as needed.

3.2.1. Routing Method

The three multistage fixed adaptive EOG forms are designed to enhance students' testing experience and improve measurement precision across the entire ability scale. Students are routed to one of the three forms based on their performance on the NC Check-Ins 2.0. Among a variety of routing methods, the *defined population intervals* method (Luecht, Brumfield, & Breithaupt, 2006) is used for the NCPAT system, which assigns a predefined proportion of students to each of the three forms. The proportion currently used for the NCPAT system is 30%-40%-30%; that is, approximately 30% of the students are routed to Form A, approximately 40% of the students are routed to Form B, and approximately 30% of the students are routed to Form C. The procedures used to obtain students' scores and cut scores for the NCPAT system are described below.

3.2.2. Scores Used for Routing

Scores for the NC Check-Ins 2.0 are used to route students to the three multistage fixed adaptive EOG forms. For each grade, three NC Check-Ins 2.0 are administered throughout the school year; therefore, students can have from one up to three NC Check-In 2.0 scores. When multiple scores are available, the average score is used for routing, which is computed as follows:

- For students with all three NC Check-In 2.0 scores, the average of the two highest scores is used for routing.
- For students with two NC Check-In 2.0 scores, the average of the two scores is used for routing.

- Students with no or only one NC Check-In 2.0 score are assigned to form B as it is determined that they do not have enough information to be reliably routed to either Form A or C.

3.2.3. Cut Scores for Routing

Two cut scores are generated to route students to one of the three multistage fixed adaptive EOG forms. An IRT based methodology is used in the base years to create a relationship based on students estimated ability (θ) scores on the NC Check-Ins 2.0. Student response data from all valid NC Check-Ins 2.0 are concurrently calibrated and scored to obtain a θ estimate for each student using the maximum likelihood (ML) estimation method. As the ML estimation method cannot estimate θ scores for students with certain response patterns, such as all incorrect or correct responses, the minimum and maximum θ scores are set to -6 and 6, respectively. Then, the 30th and 70th quantiles of the θ scores are set as the two θ cuts. These cuts are then converted to (expected) raw scores by first combining the three NC Check-Ins 2.0 item parameter estimates to obtain a single TCC, and then finding the raw scores that correspond to the two θ cuts from the ICC. The final raw cuts are converted back to the scale of a single NC Check-In 2.0 by dividing the raw cuts by the total number of NC Check-Ins 2.0, which is three. This is because students are routed based on their average scores on two NC Check-Ins 2.0, not their total scores.

3.2.4. Routing to the Multistage Fixed Adaptive Forms

Comparing students' average scores on the NC Check-Ins 2.0 and the two cut scores, say C_1 and C_2, students are routed to one of the three multistage fixed adaptive forms as follows:

- Students whose average NC Check-In 2.0 scores are equal to or less than C_1 are routed to Form A.
- Students whose average NC Check-In 2.0 scores are higher than C_1 and equal to or less than C_2 are routed to Form B.
- Students whose average NC Check-In 2.0 scores are higher than C_2 are routed to Form C.
- Students with a single or missing NC Check-In 2.0 score are assigned to Form B

CHAPTER 4. SCORING AND SCALE COMPARABILITY

This chapter summarizes procedures used to generate IRT summed to scale scores for the multistage fixed adaptive forms that are on the same scale as traditional EOG. The evidence documented in this chapter serves as validity evidence to show scores from the multistage adaptive forms are comparable and thus reported on the same EOG grade level scale. In other words, the summed-to-scale score tables for each multistage form were created using IRT item parameters that were placed on the base year EOG scale through the fixed parameter calibration procedure. The scores generated from the NCPAT multistage forms are statistically equivalent to those from the traditional EOG forms, and both scores are reliable and can be used and interpreted as valid measure of student performance on grade level content expectations.

4.1. IRT Scoring and Scale Scores

The NCDPI uses an IRT summed-to-scale score procedure for form level scoring and transforming student number correct responses into reportable scale scores. The scoring tables for converting number correct scores to scale scores are generally established after form development and review are complete and before test forms are operationally administered to students. This process of establishing scoring tables for test forms before the forms are administered operationally to students is referred to as a pre-equated scoring model. The use of pre-equated scoring model in North Carolina dates to the early 1990s and remains an important feature in the NCDPI grades 3–8 and high school state assessment program. The use of this model allows the NCDPI to take full advantage of test design properties offered through IRT while also allowing for decentralized scoring system based on number correct. Another practical consequence is that the NCDPI can use a short administration window for EOG that is usually the last 5–10 days of the school year and is still able to provide and use scores for end of year reporting.

4.1.1. IRT Summed Score Procedure

For the multistage forms, field-test items were calibrated using the fixed parameter calibration procedure, which allowed field test items administered in 2021-22 to be placed on the base scale used for EOG form building and scoring. With both sets of item parameters on the same scale, scoring was done using the IRT summed-to-scale score procedure to produce final raw-to-scale

conversion tables. Two main advantages of using IRT-based scale scores over scale scores based on raw scores are that:

- IRT-based scale scores provide a standard metric to report scores from multiple test forms, particularly in the case of adaptive test design where students are by design administered different levels of items based on their routed outcome. Fixed parameter calibration allows for the development of independent summed score tables using item parameters that are on the same established grade level scale that are comparable and offer the same meaning. IRT enables the continuous development, calibration and, scoring of new forms on the same existing IRT scale.
- By reporting on a common scale, performance from students who took the multistage and traditional EOG can be fairly compared without the need for any additional score adjustments. Separate raw-to-scale tables for each form accounts for statistical differences across NCPAT multistage forms. Students are neither penalized nor gain unfair advantage based on final form that was assigned to them.

Estimates of students' ability from NCPAT multistage adaptive forms were derived from number correct scores using IRT summed to scale score procedure based on expected a posteriori (EAP) ability estimate. These EAP estimates were then transformed and reported using an NCDPI custom scale metric. Following Standard 5.2 (AERA, APA, & NCME, 2014), "*the procedures for constructing scales used for reporting scores and the rationale for these procedures should be described clearly*" (p.102), the IRT summed-to-scale score procedures used to derive student ability estimates from number correct scores are outlined below. For reference of full description of the IRT summed to scale score procedure, see Thissen and Orlando (2001, p.119). For any IRT model for items indexed by i with item scores $u_i = 0$ or 1, the likelihood function for summed score $x = \sum u_i$ is:

$$L(\theta \mid x) = \sum_{(u_i)=x} L(\boldsymbol{u} \mid \theta)$$

where $(u_i) = x$ is all response patterns that produce summed score x; and

$$L(\boldsymbol{u} \mid \theta) = \prod_i P_i(\theta)^{u_i}\big(1 - P_i(\theta)\big)^{1-u_i}.$$

Here $P_i(\theta)$ is the correct response probability for item i at ability level θ. The EAP estimate based on summed score is:

$$EAP(\theta \mid x) = \int_{-\infty}^{\infty} \theta \frac{L(\theta \mid x)\phi(\theta)}{\int_{-\infty}^{\infty}(\theta \mid x)\phi(\theta)\, d\theta} d\theta$$

where $\phi(\theta)$ is the probability density function of θ, which is often set a standard normal distribution. The corresponding standard deviation is:

$$SD(\theta \mid x) = \sqrt{\int_{-\infty}^{\infty} [\theta - \mathrm{EAP}(\theta \mid x)]^2 \frac{L(\theta \mid x)\phi(\theta)}{\int_{-\infty}^{\infty}(\theta \mid x)\phi(\theta)\, d\theta} d\theta}\,.$$

The values of $EAP(\theta \mid x)$ were used to transform summed scores to IRT θ scores, and the values of $SD(\theta \mid x)$ were used as a measure of the uncertainty associated with those θ scores.

Scoring was done in IRTPRO® using banked item parameters from the base year scale obtained using the fixed parameter calibration procedure to estimate EAP scores. To ensure students ability estimates from new parallel forms are placed on the same common IRT scale, the population density distribution (mean and standard deviation) used to generate final scale scores were set to the base year default values used for each EOG.

4.2. Scale Comparability

Scale comparability assures users that students with the same scale possessed the same level of proficiency with respect to the domain of knowledge and skills that a test was intended to measure (Perie, 2020). Some basic principles regarding the degree of comparability pertains to similarity of the assessments content, administration conditions, and the psychometric properties of the assessments. As documented in previous chapters of this report, the multistage forms are based on the same EOG grade level content blueprint. From a content perspective, all forms of the NCPAT system and traditional EOG are equivalent. Statistically, the emphasis of measurement precision and information provided by each form varies across the level of the multistage forms as would be expected under an adaptive form design. The use of IRT parameters that are calibrated onto the base scale to separately score each form to create summed-to-scale scores tables allow for reported

scale scores to be equivalent and on the same scale. The content similarities together with the IRT scoring procedure used are sufficient evidence to support the claim that scale scores for students who participated in the NCPAT multistage pilot are comparable to scale scores reported for students who participated in the traditional EOG. Additional NCDPI also conducted a propensity score matching study at the student level to look at investigate comparability of scale scores and achievement levels between the multistage fixed adaptive EOG administered as a pilot under the NCPAT system and the general EOG administered to students across the state. The goal was to document evidence to show scores from students who took the multistage forms are generally consistent with scores from an equivalent subset of students who took the EOG. The study with results is provided in Appendix F.

CHAPTER 5. VALIDITY EVIDENCE

This chapter presents additional validity evidence collected in support of the interpretation of test scores for the multistage fixed adaptive forms. Evidence presented in these sections include reliability, standard error of measurement at the achievement level cuts, classification consistency and accuracy of reported achievement levels, principal component analysis (PCA), and confirmatory factor analysis (CFA) to support the unidimensional interpretation of test scores.

5.1. Marginal Reliability

Reliability provides a sample-based summary statistic that describes the proportion of the reported score variability that is attributed to true score variance. To justify valid use of test results in large-scale standardized assessments, evidence must be documented that shows test results are stable, consistent, and dependable for the intended population. A reliable assessment produces scores that are expected to be relatively stable if the test is administered repeatedly under similar conditions to the same students. Scores from a reliable test reflect examinees' estimated ability on the construct being measured with very little measurement error. Reliability coefficients range from 0 to 1, where a coefficient of 1 refers to a perfectly reliable measure with no measurement error. In IRT, the concept of measurement precision/reliability is conditional on location of the underlying ability scale. Instead of a single value used to summarize measurement precision as is the case with CTT, IRT allows for varying degree of precision along the scale. In the context of adaptive test design, the definition of a single value to summarize precision is further complicated by the fact that homogenous subset of students is administered separate subset of items. In the current context of multistage fixed forms, homogenous subset of students is routed to specific form levels with the intent to maximize measurement precision. The disadvantage of classical reliability is that it is dependent on the heterogeneity of samples; the same test will have a higher value of reliability with a heterogenous examinee sample than a homogenous sample (Thissen, 2000).

For the multistage adaptive design where the assumption of constant error variance has been violated, marginal reliability is estimated by averaging over conditional standard error of measurement across all levels. This generates comparable reliability estimates that can be

interpreted in the traditional sense. The marginal reliability ($\bar{\rho}$) for the multistage fixed adaptive EOG forms is defined by:

$$\bar{\rho} = 1 - \frac{(\sum_{i=1}^{N} CSEM_i^2/N)}{\sigma^2},$$

where σ^2 is the scale score variance, $CSEM_i^2$ is the CSEM for examinee i, and N is the total number of examinees. For high-stakes assessments, reliability estimates of 0.85 or higher are generally deemed desirable.

Tables 5.1 to 5.4 show the marginal reliability estimates for the three multistage fixed adaptive EOG forms for mathematics and reading. For both subjects and grades, overall marginal reliability estimates ranged from 0.86 to 0.91. With a few exceptions, subgroup marginal reliabilities were also consistently higher than 0.85. Some subgroups showed reliability estimates lower than 0.85 because of their small variability of the observed scores (denominator of the reliability formula), not due to large measurement error. The CSEMs for those subgroups were similar to the subgroups with reliability estimates higher than 0.85.

Table 5.1. Marginal Reliability and standard error of measurement by subgroup for mathematics grade 4.

Grade	Group		N	Mean	SD	Min	Max	Reliability	SEM
4	All		9,090	545.9	10.4	522	570	0.91	3.08
	Sex	Female	4,430	545.6	10.1	522	570	0.91	3.08
		Male	4,545	546.5	10.6	525	570	0.91	3.07
	Ethnicity	Black	2,119	541.6	9.5	522	570	0.88	3.33
		Hispanic	1,734	545.3	9.8	525	570	0.90	3.04
		Other	902	544.6	10.5	525	570	0.91	3.19
		White	4,335	548.6	10.1	522	570	0.92	2.94
	EDS	Yes	5,678	543.6	9.8	522	570	0.89	3.18
	ELS	Yes	872	542.6	9.4	525	570	0.88	3.21
	SWD	Yes	1,856	541.0	10.1	522	570	0.88	3.43

Note. Reliability = Marginal reliability estimates for all multistage forms; reliability estimates are displayed only for major ethnic groups and accommodations investigated in DIF analysis with acceptable sample size; SEM is the average CSEM across all examinees.

Table 5.2. Marginal reliability and standard error of measurement by subgroup for mathematics Grade 7.

Grade	Group		N	Mean	SD	Min	Max	Reliability	SEM
7	All		9,233	544.5	9.3	526	573	0.86	3.43
	Sex	Female	4,442	544.4	9.1	526	573	0.86	3.42
		Male	4,685	544.8	9.5	526	573	0.87	3.44
	Ethnicity	Black	2,247	540.5	7.2	527	573	0.72	3.84
		Hispanic	1,852	543.6	8.9	526	571	0.85	3.48
		Other	866	543.5	9.3	528	573	0.85	3.56
		White	4,268	547.3	9.5	526	573	0.89	3.15
	EDS	Yes	5,584	542.1	8.2	526	571	0.80	3.65
	ELS	Yes	706	538.8	6.7	526	567	0.65	3.99
	SWD	Yes	1,571	539.2	7.9	526	573	0.74	4.07

Note. Reliability = Marginal reliability estimates for all multistage forms; reliability estimates are displayed only for major ethnic groups and accommodations investigated in DIF analysis with acceptable sample size; SEM is the average CSEM across all examinees.

Table 5.3. Marginal reliability and standard error of measurement by subgroup for reading Grade 4.

Grade	Group		N	Mean	SD	Min	Max	Reliability	SEM
4	All		9,099	541.4	10.2	515	567	0.89	3.41
	Sex	Female	4433	542.0	9.9	516	567	0.88	3.38
		Male	4551	541.1	10.5	515	567	0.89	3.44
	Ethnicity	Black	2121	538.1	9.7	515	567	0.87	3.52
		Hispanic	1737	539.7	9.9	518	565	0.88	3.46
		Other	902	540.7	10.3	518	565	0.89	3.46
		White	4339	543.9	9.9	516	567	0.89	3.33
	EDS	Yes	5685	539.2	9.8	515	567	0.87	3.46
	ELS	Yes	873	535.7	9.2	518	562	0.84	3.65
	SWD	Yes	1861	535.4	10.2	517	567	0.87	3.72

Note. Reliability = Marginal reliability estimates for all multistage forms; reliability estimates are displayed only for major ethnic groups and accommodations investigated in DIF analysis with acceptable sample size; SEM is the average CSEM across all examinees.

Table 5.4. Marginal reliability and standard error of measurement by subgroup for reading Grade 7

Grade	Group		N	Mean	SD	Min	Max	Reliability	SEM
7	All		9,273	550.8	9.8	528	580	0.87	3.50
	Sex	Female	4,465	551.3	9.4	528	579	0.87	3.44
		Male	4,701	550.4	10.2	528	580	0.88	3.56
	Ethnicity	Black	2,258	547.0	8.7	528	579	0.82	3.68
		Hispanic	1,864	549.2	9.4	528	580	0.86	3.56
		Other	868	549.5	9.7	529	576	0.86	3.56
		White	4,283	553.7	9.8	528	579	0.88	3.37
	EDS	Yes	5,618	548.5	9.2	528	579	0.85	3.60
	ELS	Yes	710	542.3	6.7	528	566	0.64	4.03
	SWD	Yes	1,582	544.2	9.4	528	579	0.82	4.00

Note. Reliability = Marginal reliability estimates for all multistage forms; reliability estimates are displayed only for major ethnic groups and accommodations investigated in DIF analysis with acceptable sample size; SEM is the average CSEM across all examinees.

5.2. Conditional Standard Error of Measurement at Scale Score Cuts

The information provided by the CSEM at a given cut score is important because it helps determine the accuracy of examinees' classifications to the four achievement levels, which are Not Proficient, Level 3, Level 4, and Level 5. The CSEMs at the lowest obtainable scale score (LOSS), highest obtainable scale score (HOSS), and the three scale score cuts that divide the four achievement levels are provided in Tables 5.5 and 5.6 for mathematics and reading, respectively. Among the three multistage fixed adaptive EOG forms, Form A, which is designed to maximize information at the lower end of the score scale, tends to provide smaller CSEMs at the Level 3 cut. This indicates that more accurate decisions can be made for students whose scale scores are near the Level 3 cut than the Level 4 and 5 cuts. On the other hand, Form C is designed to maximize information at the higher end of the scale and tends to provide smaller CSEMs at the Level 4 and Level 5 cuts. Although CSEMs for Form B are comparable to those for Form A at the Level 3 cut and to those for Form C at the Level 4 and Level 5 cuts, Forms A and C provide smaller CSEMs on the lower and upper ends of the ability scale than Form B, respectively (see Figures 3.3 and 3.4). CSEMs at the LOSS and HOSS are much larger than those at the three cut scores. The higher CSEMs at the LOSS and HOSS are typical because extreme scores have less measurement precision due to the lack of informative items at those score ranges.

Table 5.5. CSEMs at achievement level cuts for mathematics grades 4 and 7.

Grade	Form	Min		Level 3		Level 4		Level 5		Max	
		LOSS	SE	Cut	SE	Cut	SE	Cut	SE	HOSS	SE
4	A	522	5	547	2	552	3	560	4	570	5
	B	525	5	547	2	552	2	560	3	570	5
	C	527	5	547	3	552	2	560	3	570	5
7	A	526	5	546	2	550	2	560	3	573	5
	B	529	5	546	2	550	2	560	2	573	5
	C	530	5	546	3	550	2	560	2	573	5

Table 5.6. CSEMs at achievement level cuts for reading grades 4 and 7.

Grade	Form	Min		Level 3		Level 4		Level 5		Max	
		LOSS	SE	Cut	SE	Cut	SE	Cut	SE	HOSS	SE
4	A	515	5	544	3	548	3	557	4	567	6
	B	516	5	544	3	548	3	557	4	568	6
	C	520	6	544	3	548	3	557	3	568	6
7	A	526	5	554	3	559	3	567	4	580	6
	B	528	5	554	3	559	3	566	4	580	6
	C	529	6	554	3	559	3	566	3	580	5

5.3. Classification Consistency and Accuracy

The No Child Left Behind Act of 2001 (USED, 2002) and subsequent Race to the Top Act of 2009 (2009) emphasized the measurement of adequate yearly progress (AYP) with respect to the percentage of students at or above performance standards set by states. With this emphasis on the achievement level classification, it is very important to provide evidence that shows all students are consistently and accurately classified into one of the four achievement levels. The importance of classification consistency as a measure of the categorical decisions when the test is used repeatedly has been recognized in Standard 2.16 (AERA, APA, & NCME, 2014), which states, "*When a test or combination of measures is used to make categorical decisions, estimates should be provided of the percentage of examinees who would be classified in the same way on two applications of the procedure*" (p. 46).

Classification consistency refers to "the agreement between classifications based on two non-overlapping, equally difficult forms of the test," and classification accuracy refers to "the extent to which the actual classifications of test takers (on the basis of a single test score) agree with those

that would be made on the basis of their true scores, if their true scores could somehow be known" (Livingston & Lewis, 1995, p. 178). That is, classification consistency refers to the agreement between two observed scores, while classification accuracy refers to the agreement between observed and true scores. The classification indices for the three multistage fixed adaptive EOG forms were computed using an IRT-based method presented by Lee et al. (2002). This method provides coherent formulas for both consistency and accuracy for multiple classifications—classifying individuals into one of three or more categories, such as achievement levels based on a set of cut scores.

Tables 5.7 and 5.8 show the classification indices for mathematics and reading, respectively. The classification indices for both subjects and grades are fairly high, with a few exceptions at the Level 5 cut for reading. Note that the values in Tables 5.7 and 5.8 are the classification consistency and accuracy that examinees will be classified into the same category below or above the cut score for Level 3, 4, or 5. For example, Grade 7 Mathematics for Flex B has a consistency value of 0.90 (bolded). This means that if a student takes Form B twice, there is a 90% probability that the student will be classified into the same category, either not proficient or proficient (Levels 3, 4, and 5), both times. To put it differently, the probability of misclassifying a student into either the not proficient or proficient category is about 10%.

Table 5.7. Classification consistency and accuracy for mathematics grades 4 and 7.

Grade	Form	Level 3		Level 4		Level 5	
		CC	CA	CC	CA	CC	CA
4	A	0.96	0.97	0.98	0.99	0.99	0.99
	B	0.90	0.93	0.90	0.93	0.92	0.94
	C	0.99	0.99	0.98	0.98	0.88	0.90
7	A	0.92	0.94	0.96	0.97	0.99	0.99
	B	**0.90**	0.93	0.91	0.93	0.93	0.95
	C	0.99	0.99	0.99	0.99	0.93	0.94

Note. CC = Classification consistency; CA = Classification accuracy.

Table 5.8. Classification consistency and accuracy for reading grades 4 and 7.

Grade	Form	Level 3		Level 4		Level 5	
		CC	CA	CC	CA	CC	CA
4	A	0.99	0.99	0.99	0.99	0.99	0.99

	B	0.89	0.92	0.89	0.92	0.92	0.94
	C	0.95	0.96	0.91	0.94	0.82	0.88
7	A	0.94	0.96	0.97	0.98	0.99	0.99
	B	0.89	0.93	0.90	0.93	0.94	0.95
	C	0.97	0.98	0.93	0.95	0.84	0.88

Note. CC = Classification consistency; CA = Classification accuracy.

5.4. Dimensionality

The three multistage fixed adaptive EOG forms for the NCPAT system are designed based on the assumption that scores on the three forms represent an estimate of students' ability based on grade level content standards. It is therefore important that the NCDPI test design show relevant validity evidence to support the unidimensional use and interpretation of test scores on the multistage fixed adaptive forms. Empirical evidence of overall dimensionality for the multistage fixed adaptive EOG forms was explored using PCA and CFA. Between the two methods, PCA is an exploratory technique that seeks to summarize observed variables using a small number of new variables that are linear combinations of the original observed variables (the new variables are referred to as principal components). The primary hypothesis in PCA is to determine the fewest reasonable components that can explain most of the observed variance in the data. Two commonly used criteria to determine the number of meaningful dimensions for a set of observed variables are:

1. Retaining components whose eigenvalues are greater than the average of all the eigenvalues, which is 1 when the observed variables are standardized; and
2. Plotting eigenvalues against principal components (scree plot) and counting the number of components above where the bend occurs.

It is common to rely on both criteria simultaneously when evaluating the number of possible components for a given set of observed variables. Principal components are generally extracted from the tetrachoric correlation matrix for a test with dichotomously scored items to determine the number of meaningful principal components.

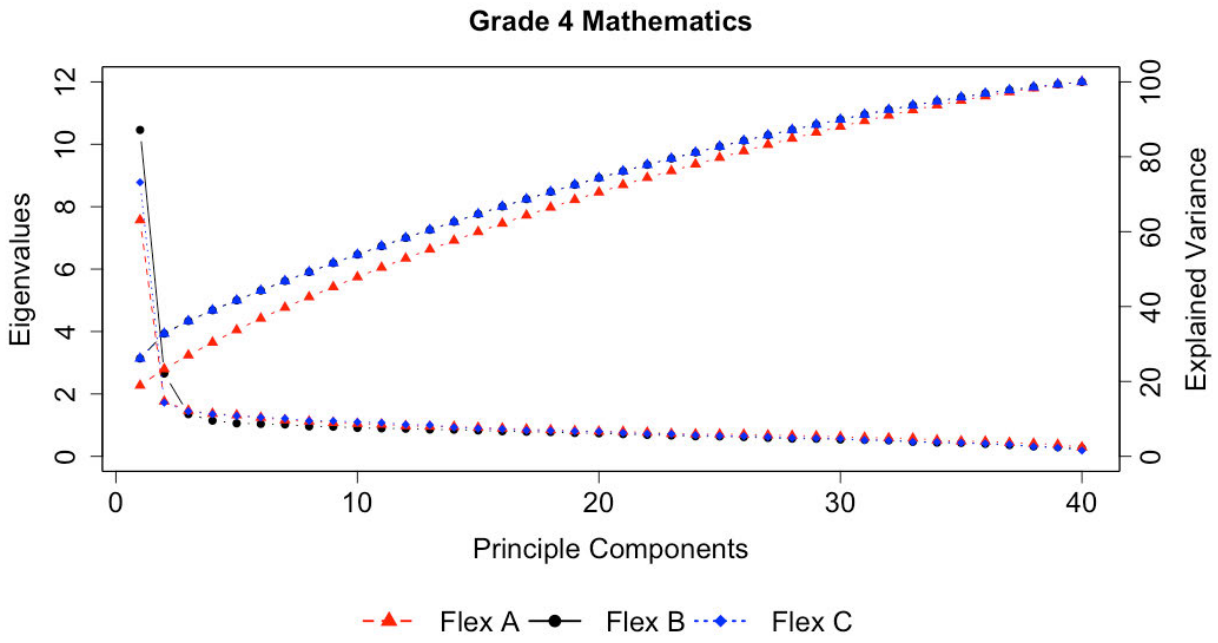
In contrast to PCA, CFA is a confirmatory technique that is used to verify the factor structure (i.e., construct of interest) of a set of observed variables. Several fit indices are typically used to evaluate the fit of a CFA model, such as the model chi-square, root mean square error of approximation (RMSEA), comparative fit index (CFI), and standardized root mean squared residual (SRMR).

Model chi-square is used to test the difference between the observed and model generated covariance matrices of the observed variables. A chi-square value close to zero indicates that the difference between the two covariance matrices is small. Unlike many other hypothesis tests, a non-significant result (i.e., p-value greater than the user-specified significance level) implies that the model fit the observed data well. The other fit indices do not have statistical tests, and therefore, threshold values proposed by Hu and Bentler (1999) are widely used to evaluate model fit. The RMSEA measures closeness of the model generated covariance matrix to the observed covariance matrix, with a value close to 0.06 indicating a good model fit. The CFI compares the user-specified model to a model that assumes independence among the observed variables, and a value close to 0.95 indicates good model fit. Finally, the SRMR is the average residual value between each element of the observed and model generated covariance matrices. Typically, a good model fit is indicated by an SRMR value close to 0.08.

5.4.1. Principal Component Analysis

A scree plot of eigenvalue against component number, which is often used to show the graphical result from PCA to determine the dimensionality of a test based on the aforementioned two criteria, is provided in Figures 5.1 and 5.2 for mathematics and reading, respectively. The left vertical axis shows the eigenvalues, and the right vertical axis displays the explained variance. The same information for the first three components is summarized in Tables 5.9 and 5.10 for mathematics and reading, respectively. Based on the PCA results, the eigenvalue of the first component is much larger than the eigenvalue of the second component. As the eigenvalue for each component is related to the total variance explained by the component, the first component explains a large amount of total variance compared to the other components. Furthermore, evaluation of the scree plots show that the bend of the plots occurs after the first component. Such results provide exploratory evidence in support of the assumption of unidimensionality—a single dominant component explains a significant amount of the total variance of the test scores on the multistage fixed adaptive forms.

Figure 5.1. PCA scree plot and explained variance for mathematics grades 4 and 7.



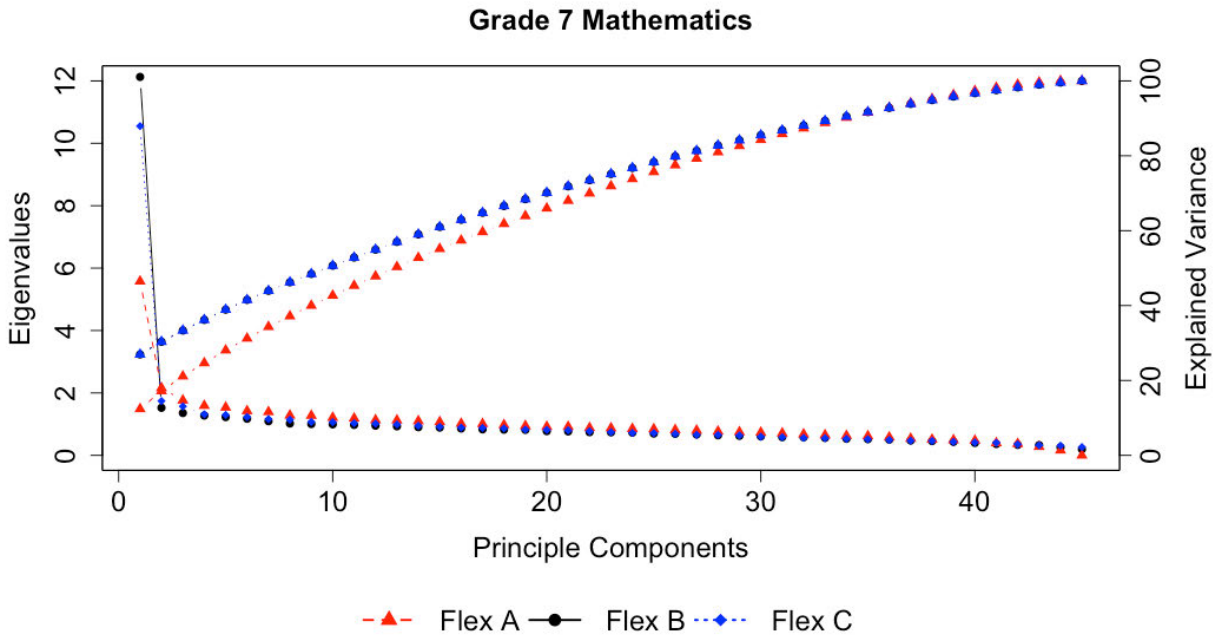
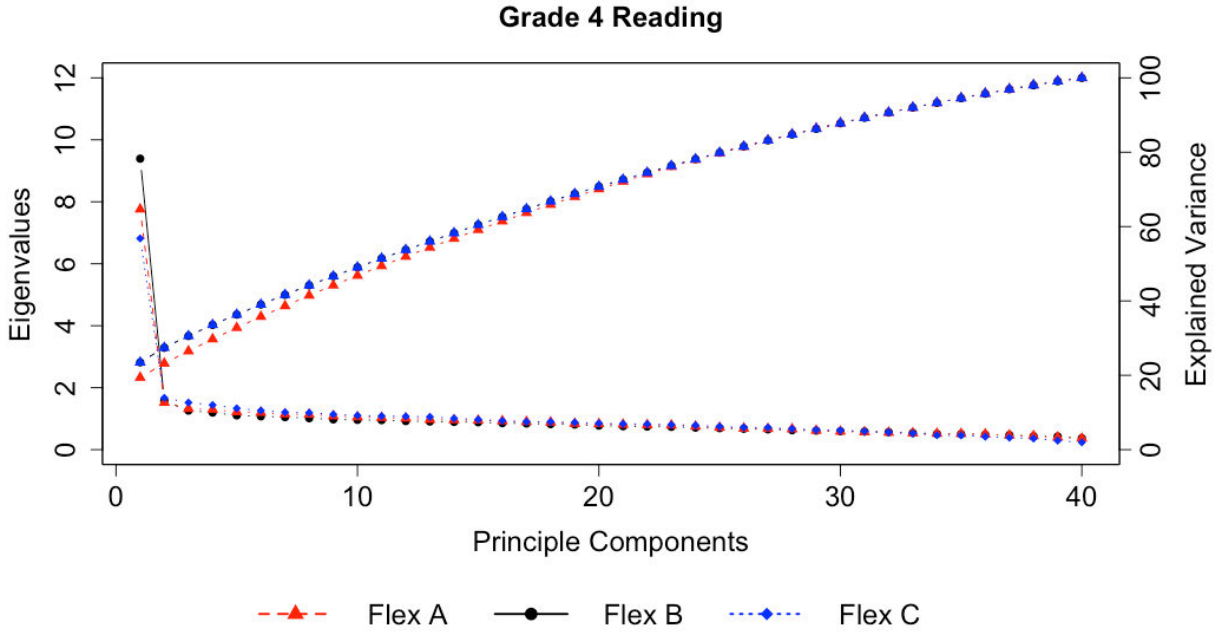


Figure 5.2. CA scree plot and explained variance for reading grades 4 and 7.



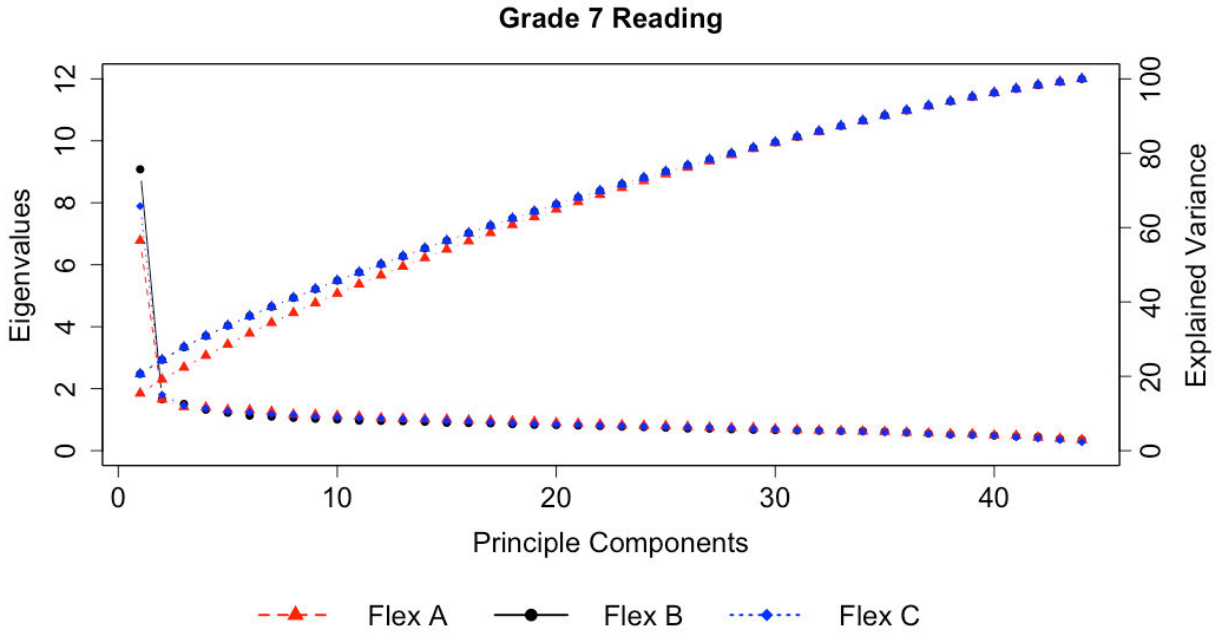


Table 5.9. Eigenvalues and explained variance for the first three components of mathematics grades 4 and 7.

Grade	Form	Principle Component	Eigenvalue	Explained Variance	Cumulative Variance
4	A	1	7.57	18.93%	18.93%
		2	1.76	4.40%	23.33%
		3	1.47	3.67%	27.00%
	B	1	10.46	26.15%	26.15%
		2	2.65	6.63%	32.78%
		3	1.35	3.38%	36.17%
	C	1	8.78	21.95%	21.95%
		2	1.72	4.30%	26.25%
		3	1.44	3.61%	29.87%
7	A	1	5.58	12.39%	12.39%
		2	2.16	4.80%	17.20%
		3	1.76	3.92%	21.12%
	B	1	12.12	26.95%	26.95%
		2	1.52	3.39%	30.34%
		3	1.36	3.02%	33.35%
	C	1	10.55	23.45%	23.45%
		2	1.74	3.87%	27.32%
		3	1.57	3.49%	30.81%

Table 5.10. Eigenvalues and explained variance for the first three components of reading grades 4 and 7.

Grade	Form	Principle Component	Eigenvalue	Explained Variance	Cumulative Variance
4	A	1	7.76	19.40%	19.40%
		2	1.52	3.80%	23.19%
		3	1.32	3.30%	26.50%
	B	1	9.39	23.48%	23.48%
		2	1.58	3.95%	27.43%
		3	1.26	3.15%	30.59%
	C	1	6.82	17.04%	17.04%
		2	1.67	4.18%	21.22%
		3	1.52	3.80%	25.02%
7	A	1	6.78	15.41%	15.41%
		2	1.66	3.76%	19.18%
		3	1.41	3.21%	22.39%
	B	1	9.08	20.64%	20.64%
		2	1.66	3.78%	24.42%
		3	1.51	3.43%	27.84%
	C	1	7.89	17.94%	17.94%
		2	1.81	4.10%	22.04%
		3	1.45	3.30%	25.34%

5.4.2. Confirmatory Factor Analysis

A single-factor CFA model was fit to the response data for each of the three multistage fixed adaptive EOG forms. The values of the model chi-square, RMSEA, CFI, and SRMR are provided in Tables 5.11 and 5.12 for mathematics and reading, respectively. For both subjects and grades, the p-values for the model chi-square were smaller than 0.05, indicating poor model fit. However, the fit of the single-factor CFA model cannot be determined solely based on the model chi-square because, similar to other statistical tests, model chi-square is sensitive to sample size. In contrast to the model chi-square, other fit indices indicate that the single-factor CFA model fits the data well. One exception was for mathematics grade 7 Form A, for which the value of CFI was smaller than the threshold 0.90; however, unlike CFI, RMSEA and SRMR indicated good model fit.

Based on the two evaluation criteria described above, eigenvalues and scree plots, a compelling argument can be made that the three multistage fixed adaptive forms for Grades 4 and 7

Mathematics and Reading are unidimensional. In other words, PCA results with one dominant component support interpreting scores for the three multistage fixed adaptive forms on Grades 4 and 7 Mathematics and Reading using a unidimensional scale.

Table 5.11. Values of several fit statistics for the CFA model of mathematics grades 4 and 7.

Grade	Form	Model Chi-Square	RMSEA	CFI	SRMR
4	A	0.000	0.020	0.947	0.045
	B	0.000	0.039	0.904	0.058
	C	0.000	0.020	0.947	0.053
7	A	0.000	0.017	0.832	0.061
	B	0.000	0.023	0.957	0.038
	C	0.000	0.022	0.952	0.047

Table 5.12. Values of several fit statistics for the CFA model of reading grades 4 and 7.

Grade	Form	Model Chi-Square	RMSEA	CFI	SRMR
4	A	0.000	0.015	0.975	0.038
	B	0.000	0.018	0.972	0.036
	C	0.000	0.015	0.938	0.051
7	A	0.000	0.016	0.955	0.041
	B	0.000	0.020	0.957	0.038
	C	0.000	0.014	0.960	0.045

Appendix A

The North Carolina EOG Test Specifications

https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/technical-information-state-tests#standard-setting-resources-and-reports

Appendix B

Mathematics Grade 4 Multistage Fixed Adaptive EOG Forms Summary

Table 1b. Content blueprint.

Domain	Blueprint By Domain		
	Min	Max	Items
Measurement and Data, Geometry	23.00%	27.00%	10
Number and Operations - Fractions	30.00%	34.00%	13
Number and Operations in Base Ten	25.00%	29.00%	11
Operations and Algebraic Thinking	14.00%	18.00%	6

Table 2b. DOK specification.

DOK Range		
DOK1	**DOK2**	**DOK3**
35%-45%	50%-60%	5%

Table 3b. Content blueprint for the three multistage fixed adaptive EOG forms.

Domains	Form						Blueprint	
	A		B		C			
	N	%	N	%	N	%	N	%
Measurement and Data, Geometry	10	25.00	10	25.00	9	22.50	29	24.17
Number and Operations - Fractions	13	32.50	13	32.50	13	32.50	39	32.50
Number and Operations in Base Ten	11	27.50	11	27.50	11	27.50	33	27.50
Operations and Algebraic Thinking	6	15.00	6	15.00	7	17.50	19	15.83
All	40	100.00	40	100.00	40	100.00	120	100.00

Table 4b. Test Format for the three multistage fixed adaptive EOG forms.

Form	Calculator Use						Total
	Active		Inactive				
	GR	MC	DD	GR	MC	TI	N
A	2	18	.	2	17	1	40
B	.	20	.	.	20	.	40
C	2	18	1	2	17	.	40

Table 5b. DOK range specification for the three multistage fixed adaptive EOG forms.

DOK	Form						Blueprint	
	A		B		C			
	N	%	N	%	N	%	N	%
Recall	19	47.50	16	40.00	14	35.00	49	40.83
Skill / Concept	21	52.50	22	55.00	24	60.00	67	55.83
Strategic Thinking	.	.	2	5.00	2	5.00	4	3.33
All	40	100.00	40	100.00	40	100.00	120	100.00

Table 6b. Summary of CTT and IRT item statistics for the three multistage fixed adaptive EOG forms.

Form	N	Mean			SD		
		p-value	IRT a	IRT b	p-value	IRT a	IRT b
A	40	0.66	1.84	-0.56	0.13	0.45	0.58
B	40	0.59	1.97	-0.23	0.13	0.42	0.65
C	40	0.50	1.89	0.22	0.15	0.48	0.74
All	120	0.59	1.90	-0.19	0.15	0.45	0.73

Table 7b. Number of common and unique items for the three multistage fixed adaptive EOG forms by content domain.

Domain	Type				Total Items
	Common	Form A	Form B	Form C	
Measurement and Data, Geometry	4	6	6	5	21
Number and Operations - Fractions	6	7	7	7	27
Number and Operations in Base Ten	6	5	5	5	21
Operations and Algebraic Thinking	3	3	3	4	13
All	19	21	21	21	82

Table 8b. Item Statistics of common and unique items for the three multistage fixed adaptive EOG forms.

Type	N	Mean			SD		
		p-value	IRT a	IRT b	p-value	IRT a	IRT b
Common	19	0.59	1.96	-0.24	0.13	0.47	0.63
Form A	21	0.72	1.72	-0.85	0.09	0.40	0.32
Form B	21	0.60	1.97	-0.22	0.13	0.38	0.68
Form C	21	0.43	1.82	0.64	0.13	0.48	0.56
All	82	0.58	1.87	-0.17	0.16	0.44	0.77

Table 9b. DIF summary for the three multistage fixed adaptive EOG forms.

Form	DIFF	
	AAAAA	DIF(B)
A	31	9
B	39	1
C	39	1
All	109	11

Table 10b. Item quality summary for the three multistage fixed adaptive EOG forms.

Form	Item Quality		
	Keep	Reserve	Weak
A	36	4	.
B	38	1	1
C	35	5	.
All	109	10	1

Figure 1b: Percent correct distribution for the three multistage fixed adaptive EOG forms.

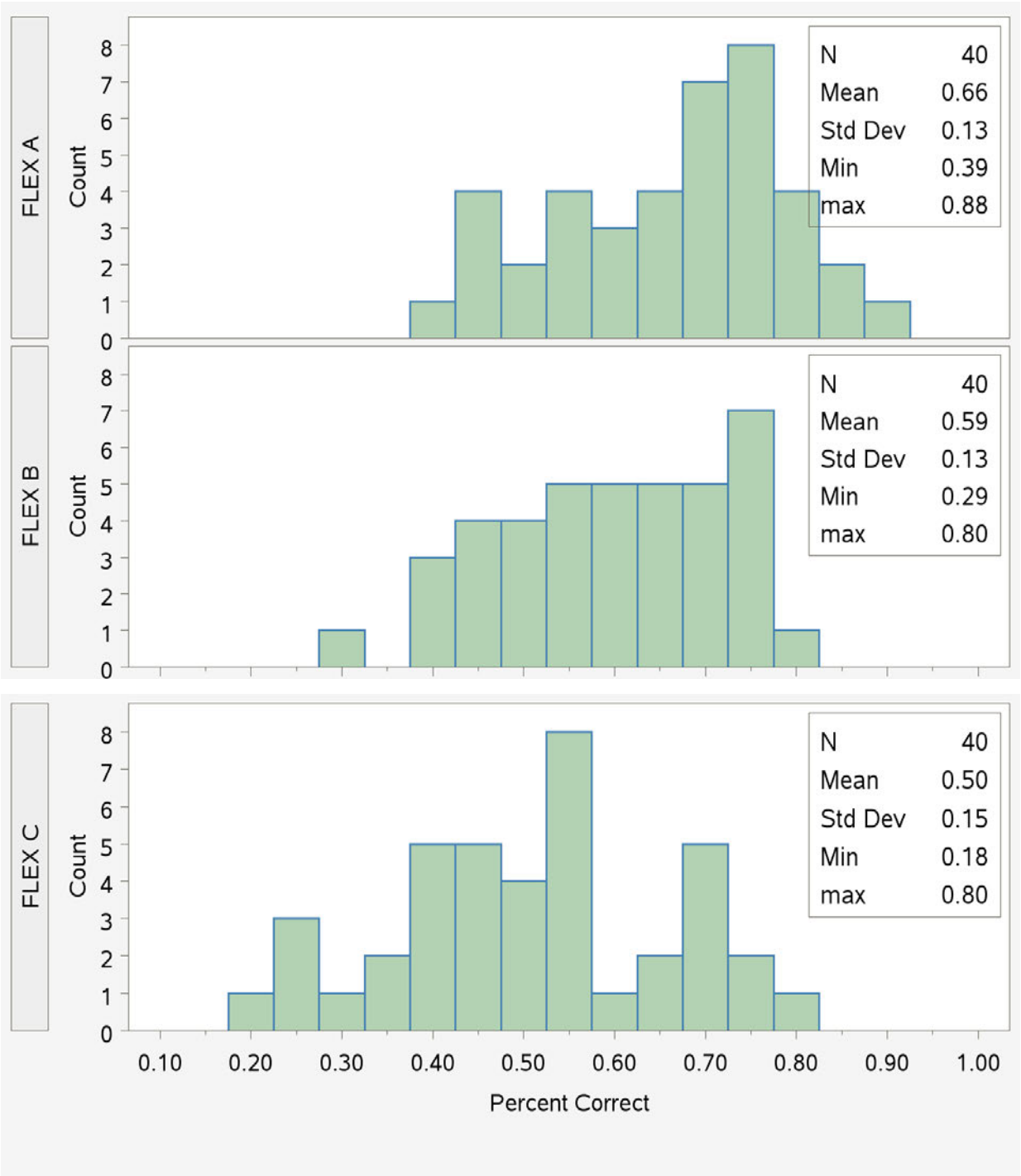


Figure 2b. Test characteristic curves for the three multistage fixed adaptive EOG forms.

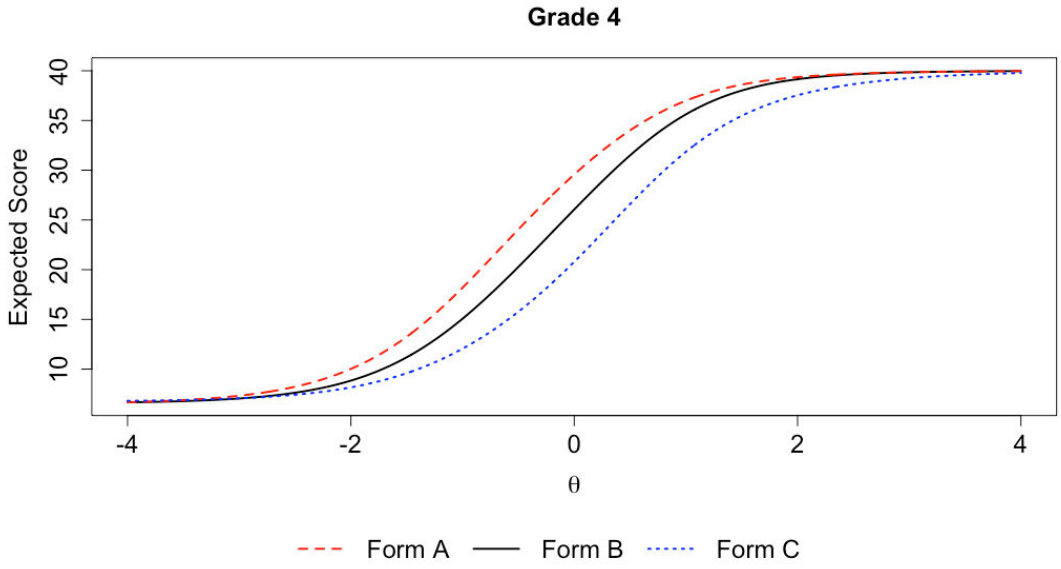
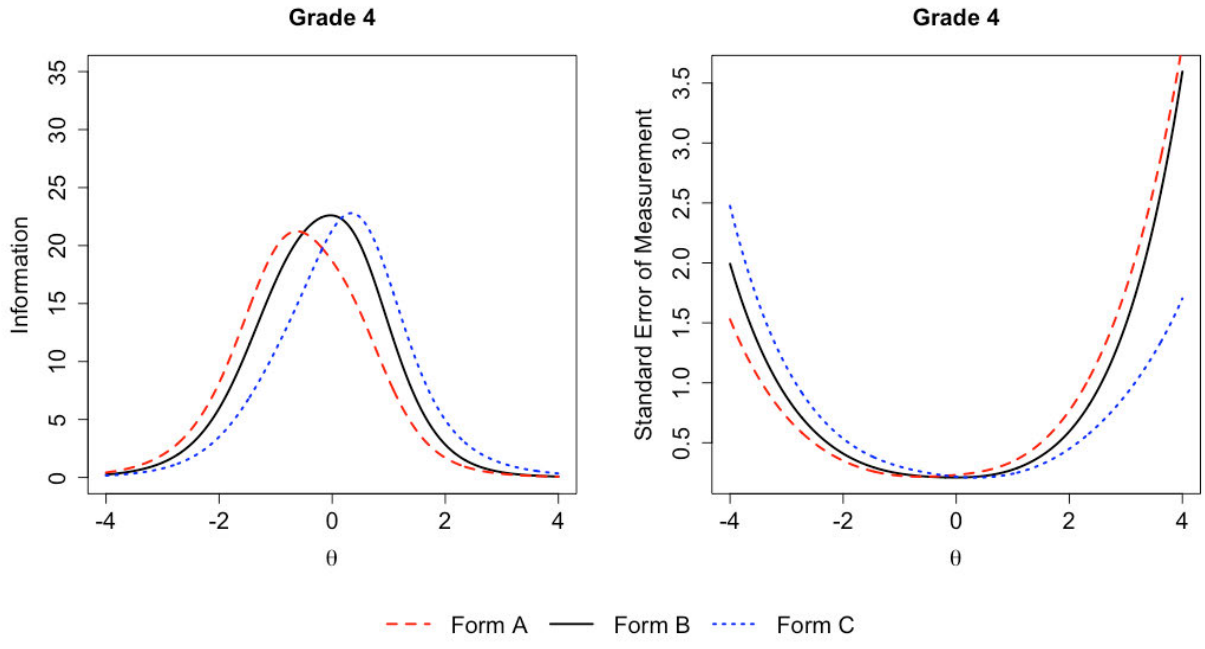


Figure 3b: Test information functions for the three multistage fixed adaptive EOG forms.



Appendix C

Mathematics 7 Multistage Fixed Adaptive Forms Summary

Table 1c. Content blueprint.

Domain	Blueprint By Domain		
	Min	Max	Items
Expressions and Equations	20.00%	24.00%	10
Geometry	16.00%	20.00%	7
Ratio and Proportional Relationships	24.00%	28.00%	12
Statistics and Probability	22.00%	26.00%	11
The Number System	8.00%	12.00%	5

Table 2c. DOK specification.

DOK Range		
DOK1	**DOK2**	**DOK3**
25-35%	50-60%	8-15%

Table 3c. Content blueprint for the three multistage fixed adaptive EOG forms.

Domains	Form						Blueprint	
	A		B		C			
	N	%	N	%	N	%	N	%
Expressions and Equations	11	24.44	10	22.22	10	22.22	31	22.96
Geometry	7	15.56	7	15.56	7	15.56	21	15.56
Ratio and Proportional Relationships	13	28.89	12	26.67	12	26.67	37	27.41
Statistics and Probability	11	24.44	11	24.44	11	24.44	33	24.44
The Number System	3	6.67	5	11.11	5	11.11	13	9.63
All	45	100.00	45	100.00	45	100.00	135	100.00

Table 4c. Test Format for the three multistage fixed adaptive EOG forms.

Form	Calculator Use						Total
	C-Active		C-Inactive				
	DD	GR	MC	DD	GR	MC	DD
A	1	5	23	1	5	23	1
B	.	5	25	.	5	25	.
C	2	4	24	2	4	24	2

Table 5c. DOK range specification for the three multistage fixed adaptive EOG forms.

DOK	Form					
	A		B		C	
	N	%	N	%	N	%
Recall	13	28.89	14	31.11	11	24.44
Skill / Concept	31	68.89	27	60.00	29	64.44
Strategic Thinking	1	2.22	4	8.89	5	11.11
All	45	100	45	100	45	100

Table 6c. Summary of CTT and IRT item statistics for the three multistage fixed adaptive EOG forms.

Form	N	Mean			SD		
		p-value	IRT a	IRT b	p-value	IRT a	IRT b
A	45	0.54	2.07	45	0.54	2.07	45
B	45	0.49	2.12	45	0.49	2.12	45
C	45	0.43	2.18	45	0.43	2.18	45
All	135	0.48	2.13	135	0.48	2.13	135

Table 7c. Number of common and unique items for the three multistage fixed adaptive EOG forms by content domain.

Domain	Type				
	Common	Form A	Form B	Form C	Total Items
Expressions and Equations	4	7	6	6	23
Geometry	3	4	4	4	15
Ratio and Proportional Relationships	6	7	6	6	25
Statistics and Probability	4	7	7	7	25
The Number System	1	2	4	4	11
All	18	27	27	27	99

Table 8c. Item Statistics of common and unique items for the three multistage fixed adaptive EOG forms.

Type	N	Mean			SD		
		p-value	IRT a	p-value	IRT a	p-value	IRT a
Common	18	0.49	2.01	0.08	0.12	0.40	0.44
Form A	27	0.57	2.12	-0.37	0.13	0.59	0.48
Form B	27	0.48	2.20	0.13	0.16	0.56	0.58
Form C	27	0.38	2.30	0.64	0.11	0.64	0.50
All	99	0.48	2.17	0.12	0.15	0.57	0.63

Table 9c. DIF summary for the three multistage fixed adaptive EOG forms.

Form	DIFF	
	AAAAA	DIF(B)
A	36	9
B	42	3
C	39	6
All	117	18

Table 10c. Item quality summary for the three multistage fixed adaptive EOG forms.

Form	Item Quality		
	Keep	Reserve	Weak
A	41	4	.
B	42	3	.
C	43	2	.
All	126	9	.

Figure 2c. Test characteristic curves for the three multistage fixed adaptive EOG forms.

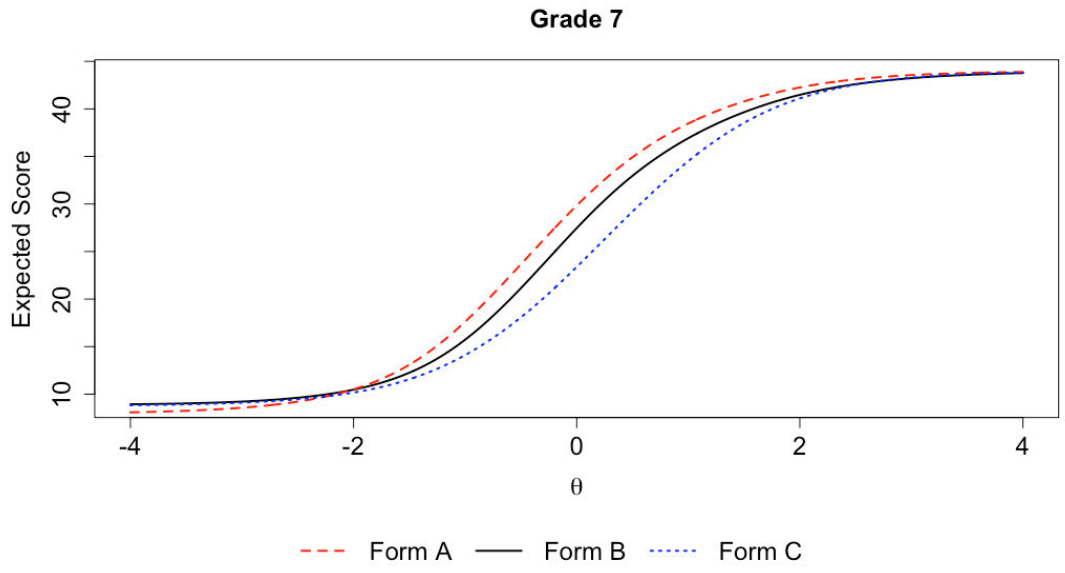
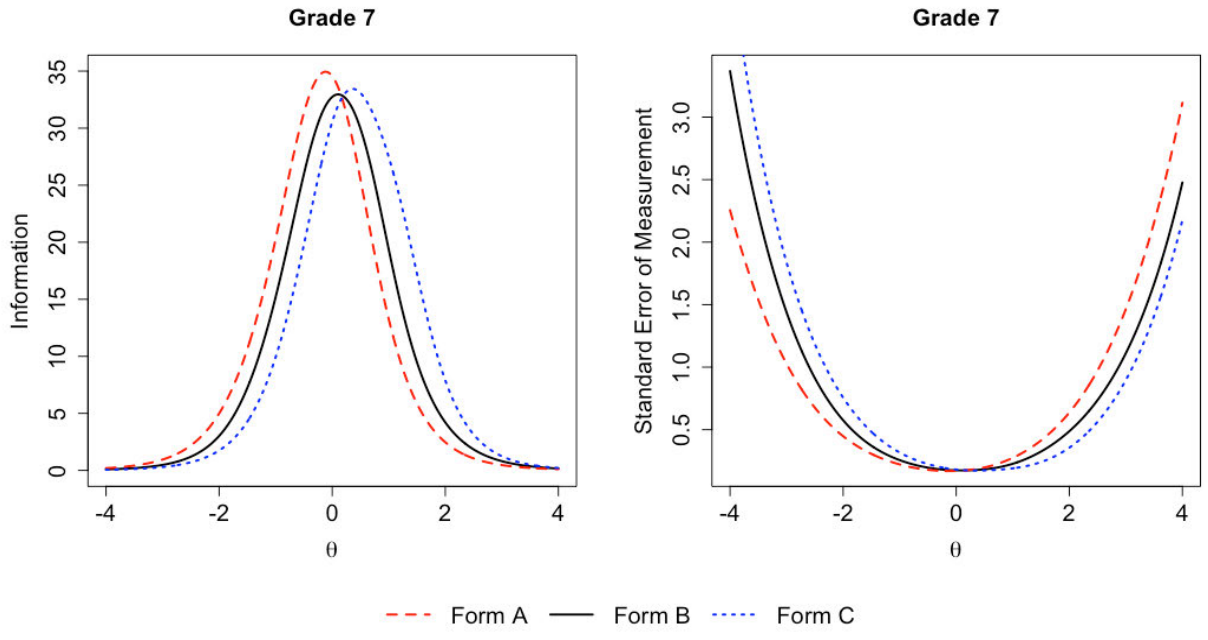


Figure 3c. Test information functions for the three multistage fixed adaptive EOG forms.



Appendix D

Reading Grade 4 Multistage Fixed Adaptive EOG Forms Summary

Table 1d. Content blueprint.

Domain	Weight	Blueprint By Domain	
		%	Items
Language	13% - 15%	14	6
Reading for Informational Text	46% - 50%	46	18
Reading for Literature	38% - 42%	40	16

Table 2d. DOK specification.

DOK Range		
DOK1	**DOK2**	**DOK3**
12%-25%	50%-75%	5%-10%

Table 3d. Content blueprint for the three multistage fixed adaptive EOG forms.

Domains	Form						Blueprint	
	A		B		C			
	N	%	N	%	N	%	N	%
Language	5	12.50	5	12.50	5	12.50	15	12.50
Reading for Informational Text	19	47.50	20	50.00	19	47.50	58	48.33
Reading for Literature	16	40.00	15	37.50	16	40.00	47	39.17
All	40	100.00	40	100.00	40	100.00	120	100.00

Table 4d. Test format selection type for the three multistage fixed adaptive EOG forms.

Form	Informational	Literature	Total
A	24	16	40
B	24	16	40
C	24	16	40

Table 5d. Test format item type for the three multistage fixed adaptive EOG forms.

Form	N	Item Type			
		DD	MC	SR	TD
A	40	2	35	2	1
B	40	1	34	2	3
C	40	2	35	1	2
All	120	5	104	5	6

Table 6d. DOK range specification for the three multistage fixed adaptive EOG forms.

DOK	Form					
	A		B		C	
	N	%	N	%	N	%
Recall	9	22.50	6	15.00	6	15.00
Skill / Concept	28	70.00	30	75.00	27	67.50
Strategic Thinking	3	7.50	4	10.00	7	17.50
All	40	100	40	100	40	100

Table 7d. Summary of CTT and IRT item statistics for the three multistage fixed adaptive EOG forms.

Form	N	Mean			SD		
		p-value	IRT a	IRT b	p-value	IRT a	IRT b
A	40	0.65	1.93	-0.39	0.14	0.61	0.72
B	40	0.60	1.91	-0.14	0.15	0.63	0.76
C	40	0.53	1.91	0.21	0.14	0.58	0.73
All	120	0.60	1.92	-0.11	0.15	0.60	0.77

Table 8d. DIF summary for the three multistage fixed adaptive EOG forms.

Form	DIFF	
	AAAAA	DIF(B)
A	35	5
B	37	3
C	34	6
All	106	14

Table 9d. Item quality summary for the three multistage fixed adaptive EOG forms.

Form	Item Quality		
	Keep	Reserve	Weak
A	35	5	.
B	35	5	.
C	33	7	.
All	103	17	.

Figure 1d. Percent correct distribution for the three multistage fixed adaptive EOG forms.

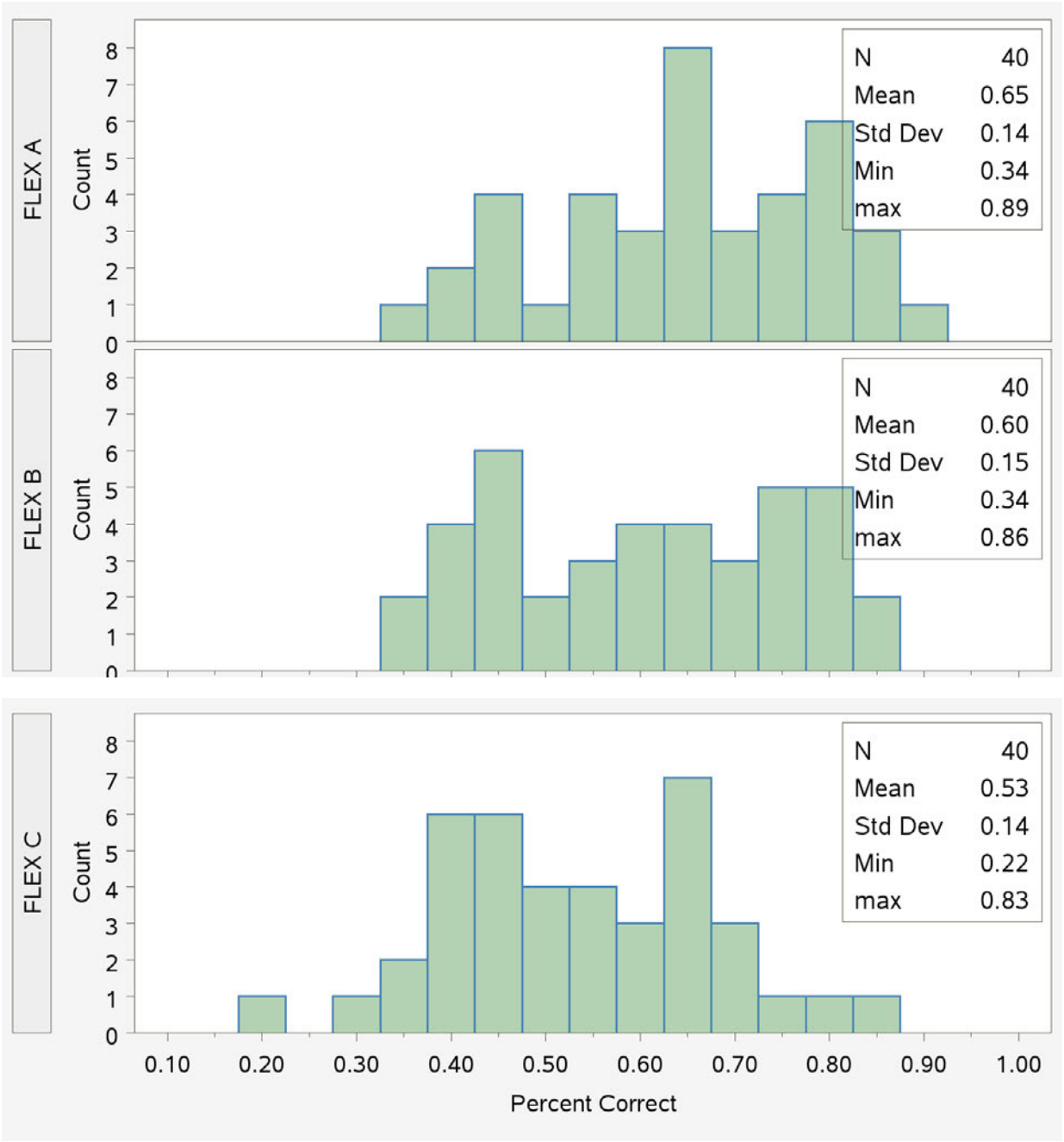


Figure 2d. Test characteristic curves for the three multistage fixed adaptive EOG forms.

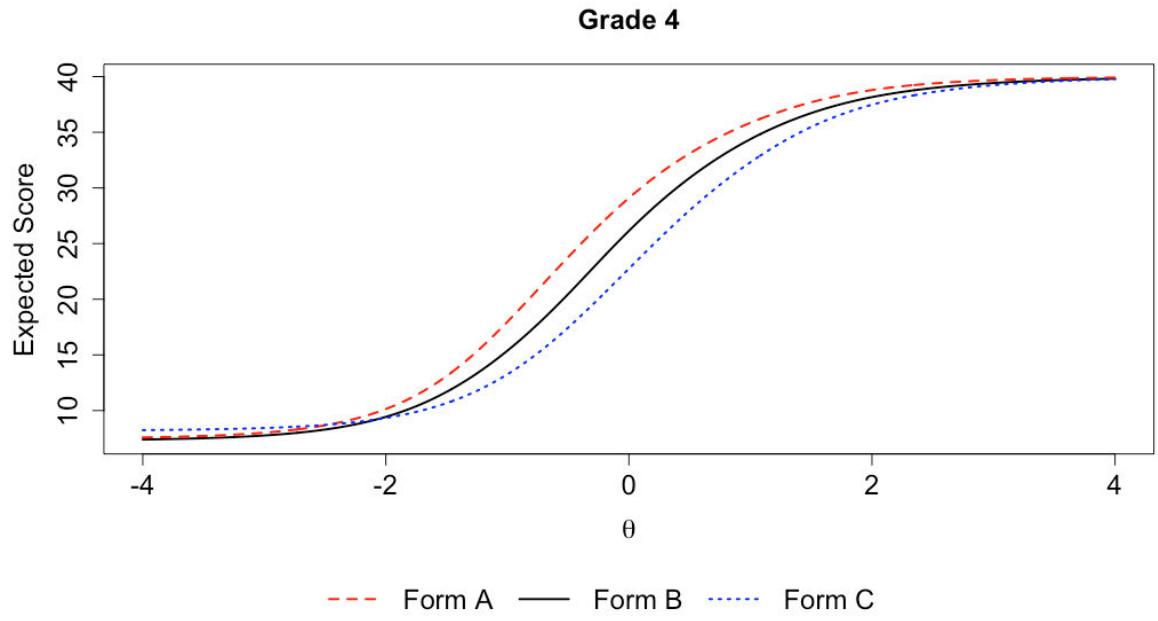
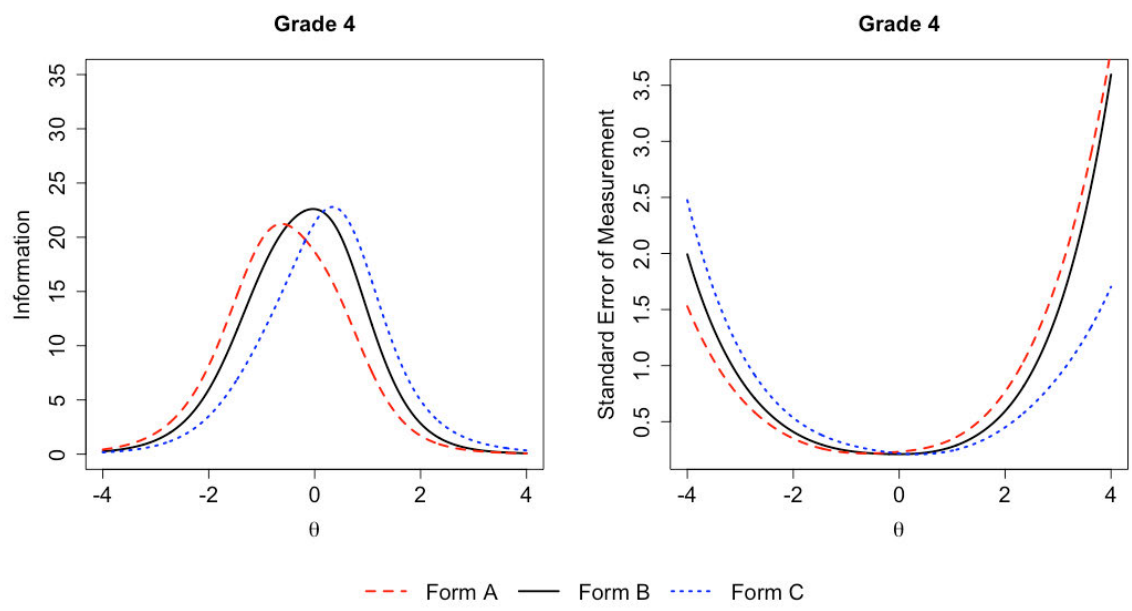


Figure 3d. Test information functions for the three multistage fixed adaptive EOG forms.



Appendix E

Reading Grade 7 Multistage Fixed Adaptive EOG Forms Summary

Table 1e. Content blueprint.

Domain	Weight	Blueprint By Domain	
		%	Items
Language	11% - 16%	15	7
Reading for Informational Text	43% - 47%	46	20
Reading for Literature	36% - 41%	38	17

Table 2e. DOK specification.

DOK Range		
DOK1	**DOK2**	**DOK3**
	60%-82%	18%-40%

Table 3e. Content blueprint for the three multistage fixed adaptive EOG forms.

Domains	Form						Blueprint	
	A		B		C			
	N	%	N	%	N	%	N	%
Language	7	15.91	6	13.64	7	15.91	20	15.15
Reading for Informational Text	19	43.18	20	45.45	21	47.73	60	45.45
Reading for Literature	18	40.91	18	40.91	16	36.36	52	39.39
All	44	100.00	44	100.00	44	100.00	132	100.00

Table 4e. Test format selection type for the three multistage fixed adaptive EOG forms.

Form	Informational	Literature	Total
A	23	16	5
B	23	16	5
C	23	16	5

Table 5e. Test format item type for the three multistage fixed adaptive EOG forms.

Form	N	Item Type				
		DD	MC	SR	TD	TI
A	44	1	38	2	1	2
B	44	3	39	.	1	1
C	44	1	40	1	1	1
All	132	5	117	3	3	4

Table 6e. DOK range specification for the three multistage fixed adaptive EOG forms.

DOK	Form					
	A		B		C	
	N	%	N	%	N	%
Skill / Concept	34	77.27	30	68.18	31	70.45
Strategic Thinking	10	22.73	14	31.82	13	29.55
Total	44	100	44	100	44	100

Table 7e. Summary of CTT and IRT item statistics for the three multistage fixed adaptive EOG forms.

Form	N	Mean			SD		
		p-value	IRT a	IRT b	p-value	IRT a	IRT b
A	44	0.61	1.83	-0.24	0.14	0.54	0.68
B	44	0.58	1.89	0.02	0.14	0.61	0.72
C	44	0.52	1.80	0.27	0.13	0.52	0.67
All	132	0.57	1.84	0.02	0.14	0.55	0.71

Table 8e. DIF summary for the three multistage fixed adaptive EOG forms.

Form	DIFF	
	AAAAA	DIF(B)
A	37	7
B	43	1
C	43	1
All	123	9

Table 9e. Item quality summary for the three multistage fixed adaptive EOG forms.

Form	Item Quality		
	Keep	Reserve	Weak
A	37	7	.
B	38	6	.
C	37	7	.
All	112	20	.

Figure 1e. Percent correct distribution for the three multistage fixed adaptive EOG forms.

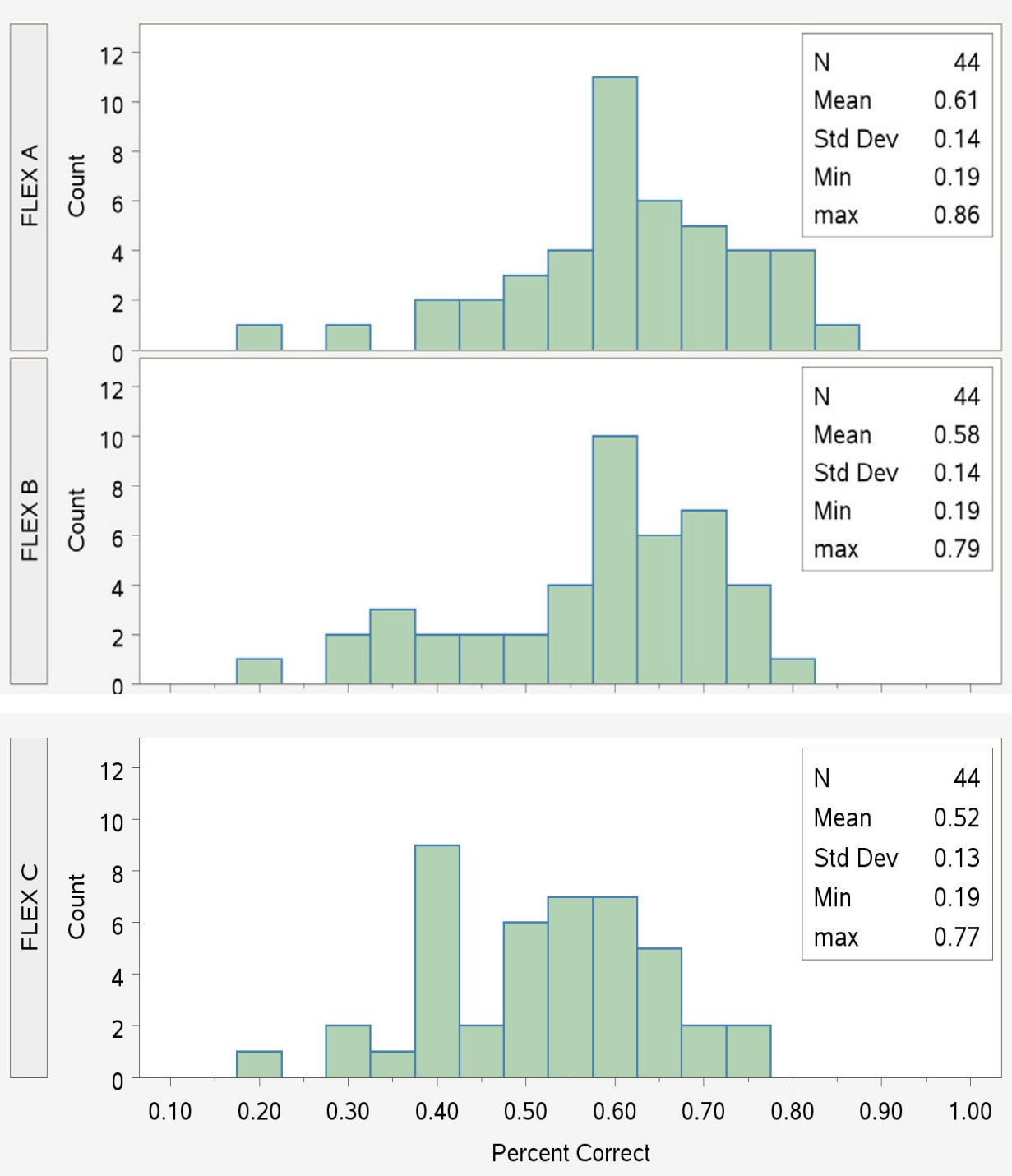


Figure 2e. Test characteristic curves for the three multistage fixed adaptive EOG forms.

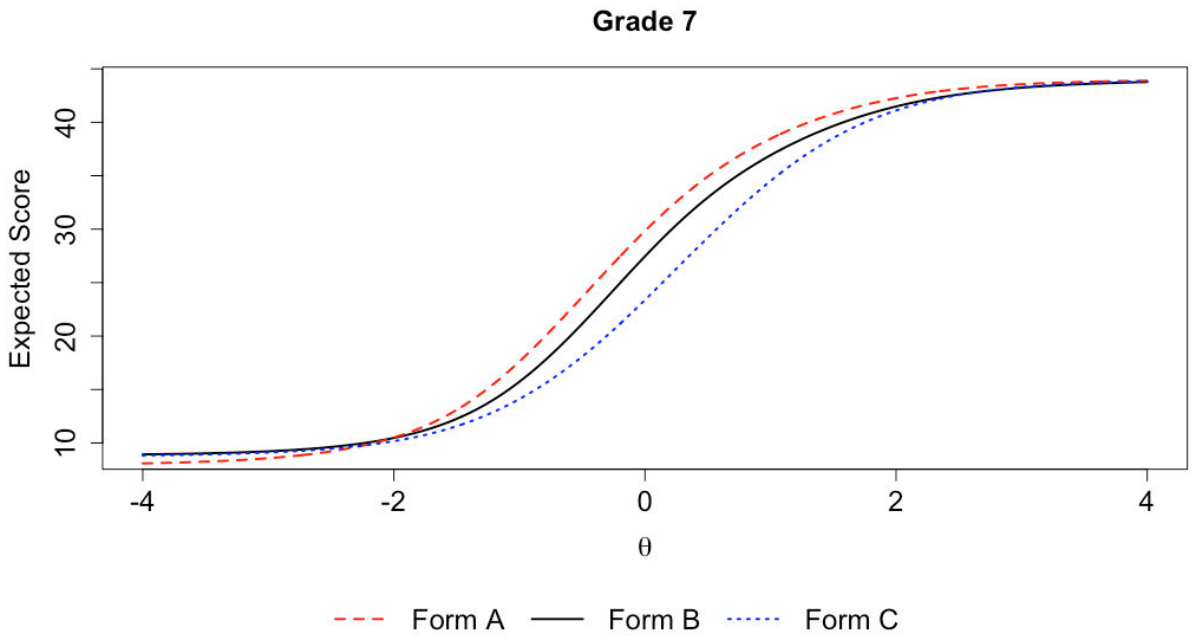
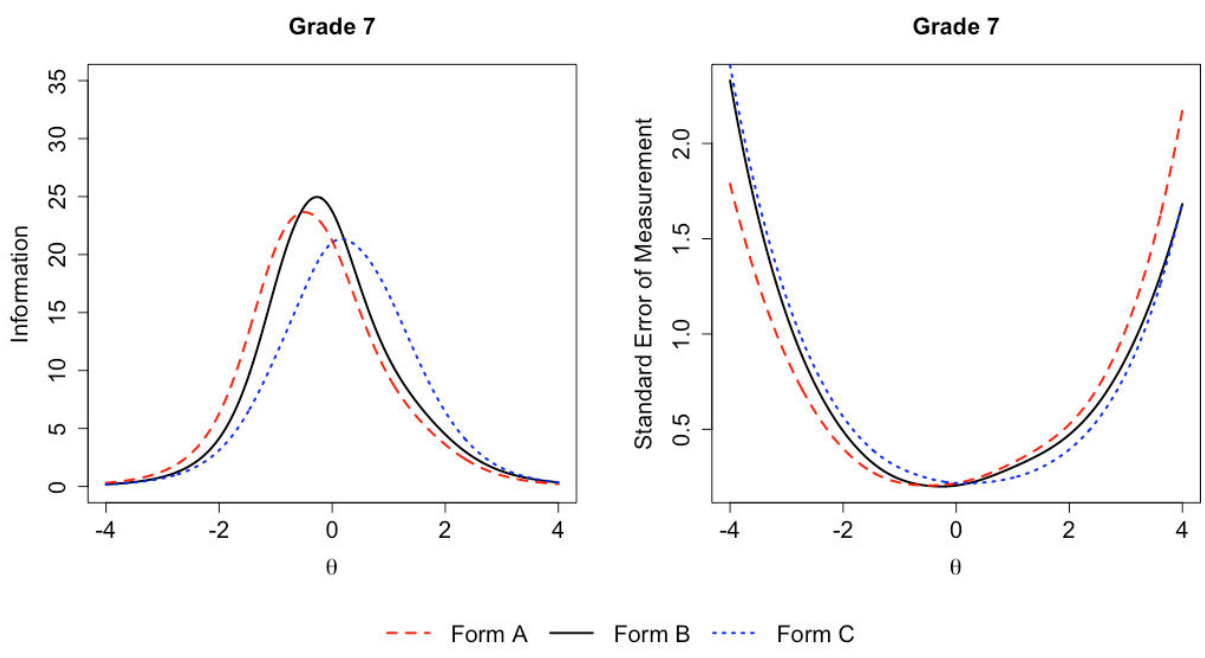


Figure 3e. Test information functions for the three multistage fixed adaptive EOG forms.



Appendix F
Comparability Study

The results of scale comparability analysis between the multistage fixed adaptive EOG administered as a pilot under the NCPAT system and the general EOG administered to students across the state are presented here. The multistage fixed adaptive EOG forms for each grade were designed with three different levels, and students were assigned to a specific level based on a routing methodology that used performance on the NC Check-Ins 2.0. In 2022-23 school year, both the NC Check-Ins 2.0 and multistage fixed adaptive EOG components of the NCPAT were administered to students in mathematics and reading grades 4 and 7 as a pilot program in selected volunteer schools across the state. Specifically, students enrolled in schools that participated in the pilot study took the multistage fixed adaptive EOG, whereas students enrolled in non-pilot schools took the traditional EOG assessment. To examine whether students' performance on the multistage fixed adaptive EOG is comparable to performance of students who took the traditional EOG, EOG scores between pilot and non-pilot schools were compared in terms of their mean scale scores and distribution of achievement levels.

As pilot schools were selected voluntarily and not randomly, comparison of the pilot and non-pilot schools may provide biased results. To mimic random assignment and reduce bias in the treatment effect (pilot vs. non-pilot schools) estimates, students in the pilot and non-pilot schools were matched on several covariates at the student and school levels. Previous year scale score was also included in the propensity score model as an outcome predictor because it was strongly correlated with current year scale score, one of the two outcome measures included in the current study (correlation between previous and current year scale scores was larger than 0.82 for both subjects and grades). A statistical approach for matching is to match students on *propensity scores* (Rosenbaum & Rubin, 1983), which are the predicted probabilities of assignment to the pilot school given a set of observed covariates. Propensity score matching facilitates the matching process by reducing several covariates down to a single number. Detailed description of the covariates used for propensity score matching is provided in Table 1f.

Table 1f. Descriptions of the covariates used for propensity score matching.

	Covariates	Type of Data	# of Categories	Description of Categories
Students	Sex	Categorical	2	Male, Female
	Ethnicity	Categorical	4	White, Black, Hispanic, Others
	EDS	Categorical	2	No, Yes
	SWD	Categorical	2	No, Yes
	ELS	Categorical	2	No, Yes
	Previous Year Scale Score	Continuous		
School	Region	Categorical	8	North Central, Northeast, Northwest, Piedmont-Triad, Sandhills, Southeast, Southwest, Western
	School Type	Categorical	2	Public, Charter

F.1. Description of Data

The data used for the comparability study were collected during the 2022-23 school year from North Carolina students enrolled in public and charter schools in mathematics and reading grades 4 and 7. Sample sizes of the total student population are summarized in Table 2f. For both subjects and grades, roughly 8% of students were from pilot schools and 92% were from non-pilot schools.

F.1.1. Pre-Matched Data

In the current study, the number of students with missing data on at least one of the covariates was small. Therefore, they were removed from the analysis instead of imputing missing data (the resulting data set will hereinafter be referred to as "pre-matched" data). As shown in Table 2f, the pre-matched data consisted of approximately 93% of the original data.

Table 2f. Sample sizes for the original, pre-matched, and matched data sets.

Grade	Dataset	Mathematics			Reading		
		All	Pilot	Non-Pilot	All	Pilot	Non-Pilot
4	Original	110,561	8,775	101,786	111,238	8,783	102,455
	Pre-Matched	102,577	8,148	94,429	103,299	8,161	95,138
	Matched	16,296	8,148	8,148	16,322	8,161	8,161
7	Original	113,693	8,840	104,853	113,759	8,880	104,879
	Pre-Matched	105,540	8,124	97,416	105,655	8,143	97,512

Matched	16,248	8,124	8,124	16,286	8,143	8,143

Prior to conducting propensity score matching to match each student in the pilot schools with a student from a non-pilot school with respect to the covariates, evaluation of covariate balance was performed for the pre-matched data using graphical, descriptive, and inferential measures. Inferential measures used in the current study were the two-proportion Z-test for categorical variables with two categories, a chi-square test for categorical variables with more than two categories, and a two-sample t-test for continuous variables. Because statistical tests tend to be highly sensitive with larger sample sizes, in addition to the inferential measures, effect sizes were computed using Cohen's *h* (Cohen, 1988) for categorical variables with two categories, Cramér's *V* (Cramér, 1946) for categorical variables with more than two categories, and Cohen's *d* (Cohen, 1988) for continuous variables. Note that the general rule of thumb is to interpret effect sizes that are smaller than 0.2 as negligible (Cohen, 1988; Cramér, 1946); in other words, the observed differences are not practically significant.

Tables 3f and 4f provide the test results and effect sizes of the pre-matched data for EOG mathematics and reading, respectively. For most of the covariates, differences between pilot and non-pilot schools were statistically significant at the 0.05 level, with the exception of the sex for the two subjects and grades. Despite the significant results, effect sizes for most covariates were less than 0.2, implying that the differences were not practically significant. One exception was the covariate region, for which the effect sizes were larger than 0.2 for both subjects and grades. This is probably because schools' participation in the pilot study was voluntary and not proportional to the number of schools in each region. Covariate balance evaluation based on graphical measures, shown in Figures 5f and 6f, provides consistent results with the covariate balance evaluation based on effect size measures.

Table 3f. Pre-matched data covariate balance evaluation for mathematics grades 4 and 7.

Covariates	Test	Grade 4			Grade 7		
		Statistic	p-value	Effect Size	Statistic	p-value	Effect Size
Sex	2propZ	0.82	0.4146	0.0094	-0.57	0.5717	0.0065
Ethnicity	ChiSq	126.78	0.0000*	0.0352	86.13	0.0000*	0.0286
EDS	2propZ	15.97	0.0000*	0.1864	14.53	0.0000*	0.1690
SWD	2propZ	6.42	0.0000*	0.0724	4.42	0.0000*	0.0501
ELS	2propZ	-5.58	0.0000*	0.0667	-4.77	0.0000*	0.0571
Previous Year Scale Score	WlcT	5.50	0.0000*	0.0609	6.35	0.0000*	0.0683
Region	ChiSq	6332.26	0.0000*	0.2485	6675.09	0.0000*	0.2511
School Type	2propZ	-2.17	0.0302*	0.0254	-2.59	0.0096*	0.0304

Note. WlcT = Welch's t-test; * symbol indicates that the test is significant at a significance level of 0.05.

Table 4f. Pre-matched data covariate balance evaluation for reading grades 4 and 7.

Covariates	Test	Grade 4			Grade 7		
		Statistic	p-value	Effect Size	Statistic	p-value	Effect Size
Sex	2propZ	0.77	0.4441	0.0088	-0.4616	0.6444	0.0053
Ethnicity	ChiSq	126.43	0.0000*	0.0350	87.24	0.0000*	0.0287
EDS	2propZ	16.01	0.0000*	0.1868	14.67	0.0000*	0.1705
SWD	2propZ	6.53	0.0000*	0.0735	4.45	0.0000*	0.0503
ELS	2propZ	-5.61	0.0000*	0.0670	-4.83	0.0000*	0.0578
Previous Year Scale Score	WlcT	8.05	0.0000*	0.0898	8.00	0.0000*	0.0891
Region	ChiSq	6382.13	0.0000*	0.2486	6676.14	0.0000*	0.2514
School Type	2propZ	-1.98	0.0472*	0.0232	-2.64	0.0084*	0.0309

Note. WlcT = Welch's t-test; * symbol indicates that the test is significant at significance level of 0.05.

F.1.2. Matching procedure

Propensity score matching was performed by regressing the binary variable, pilot school versus non-pilot school (pilot school = 1; non-pilot school = 0), on the covariates listed in Table 1f. The propensity scores were calculated using logistic regression with the categorical variables dummy coded. Matching on the propensity scores was performed using the R package "MatchIt" (Ho et al., 2018) with the nearest neighbor (or greedy) matching method. For each student in the pilot

schools, greedy matching searches for the "best" available student in a non-pilot school without considering the quality of the match of the entire sample. The matching result data set will hereinafter be referred to as "matched" data.

F.1.3. Matched Data

Sample sizes for the matched data sets are provided in Table 2f. Sample sizes for the pilot and non-pilot schools are equal because greedy matching was used for propensity score matching. In the matched data, differences observed between the pilot and non-pilot schools in terms of the covariates included in the propensity score model were not statistically significant for both subjects and grades (see Tables 5f and 6f). Consistent with the statistical test results, the covariates were well balanced in both groups after matching as shown in Figures 7f and 8f.

Table 5f. Matched data covariate balance tests for mathematics grades 4 and 7.

Covariates	Test	Grade 4			Grade 7		
		Statistic	p-value	Effect Size	Statistic	p-value	Effect Size
Sex	2propZ	-0.14	0.8879	0.0022	-0.06	0.9499	0.0010
Ethnicity	ChiSq	0.31	0.9573	0.0044	0.73	0.8856	0.0067
EDS	2propZ	-0.02	0.9871	0.0003	-0.58	0.5633	0.0091
SWD	2propZ	-0.06	0.9835	0.0009	-0.02	0.9833	0.0003
ELS	2propZ	0.24	0.8104	0.0038	1.12	0.2624	0.0176
Previous Year Scale Score	WlcT	-0.76	0.4458	0.0119	-0.51	0.6118	0.0080
Region	ChiSq	0.87	0.9967	0.0073	0.27	0.9999	0.0041
School Type	2propZ	0.29	0.7707	0.0046	0.64	0.5191	0.0101

Note. WlcT = Welch's t-test; * symbol indicates that the test is significant at significance level of 0.05.

Table 6f. Matched data covariate balance tests for reading grades 4 and 7.

Covariates	Test	Grade 4	Grade 7

		Statistic	p-value	Effect Size	Statistic	p-value	Effect Size
Sex	2propZ	-0.17	0.8633	0.0027	-0.50	0.6159	0.0079
Ethnicity	ChiSq	2.94	0.4004	0.0134	6.55	0.0877	0.0200
EDS	2propZ	0.26	0.7960	0.0040	-0.14	0.8853	0.0023
SWD	2propZ	0.58	0.5613	0.0091	0.82	0.4128	0.0128
ELS	2propZ	1.46	0.1446	0.0228	1.87	0.0622	0.0292
Previous Year Scale Score	WlcT	-0.49	0.6236	0.0077	0.37	0.7119	0.0058
Region	ChiSq	4.52	0.7186	0.0166	0.44	0.9996	0.0052
School Type	2propZ	0.11	0.9156	0.0017	-0.19	0.8523	0.0029

Note. WlcT = Welch's t-test; * symbol indicates that the test is significant at significance level of 0.05.

F.2. Results

The mean scale scores and distribution of achievement levels between the pilot and non-pilot schools were compared using the matched data. Scale scores were compared using a two-sample t-test, and Cohen's *d* was computed as a measure of effect size. Instead of using the original four levels, achievement levels were dichotomized as "not proficient" and "proficient (level 3 or above)" for statistical testing. Therefore, achievement level differences were tested using a two-proportion Z-test and practical significance was examined using Cohen's *h*.

F.2.1. Mathematics

The test results and effect sizes for both grade levels in mathematics are provided in Table 7f. The mean scale scores between the pilot and non-pilot schools for grade 4 were not statistically different for the matched sample. As can be seen from Table 8f, the mean scale scores for the pilot and non-pilot schools were identical as 546.3. Consistent with the overall results, the distribution of scale scores for the pilot and non-pilot schools were comparable across the entire score scale (see Figure 1f). For achievement levels, the frequency distributions were very similar between the pilot and non-pilot schools, and results from the two-proportion Z test was not statistically significant (see Figure 2f).

Grade 7, on the other hand, showed statistically significant difference in the mean scale scores. However, the mean scale scores for the pilot and non-pilot schools were 545.1 and 545.5, respectively, showing a difference of 0.4 in the scale score metric. As shown in Table 7f, a 0.4

difference in scale score translates to a 0.04 difference in standard deviation (Cohen's $d = 0.0450$), which is a negligible difference. Unlike scale scores, no significant difference was observed in achievement levels.

Table 7f. Comparison of scale scores and achievement levels for mathematics grades 4 and 7.

Outcome variable	Test	Grade 4			Grade 7		
		Statistic	p-value	Effect Size	Statistic	p-value	Effect Size
Scale score	WlcT	-0.54	0.5926	0.0084	2.87	0.0042*	0.0450
AL	2propZ	-1.22	0.2216	-0.0192	1.48	0.1391	0.0232

Note. AL = Achievement level; WlcT = Welch's t-test; * symbol indicates that the test is significant at significance level of 0.05.

Table 8f. Descriptive statistics for scale scores of mathematics grades 4 and 7.

Statistics	Grade 4		Grade7	
	Pilot	Non-Pilot	Pilot	Non-Pilot
Mean	546.3	546.3	545.1	545.5
SD	10.33	9.69	9.34	9.03
Median	547.0	547.0	544.0	544.0
Min	522.0	525.0	526.0	529.0
Max	570.0	570.0	573.0	573.0

Figure 1f. Scale score distributions for mathematics grades 4 and 7.

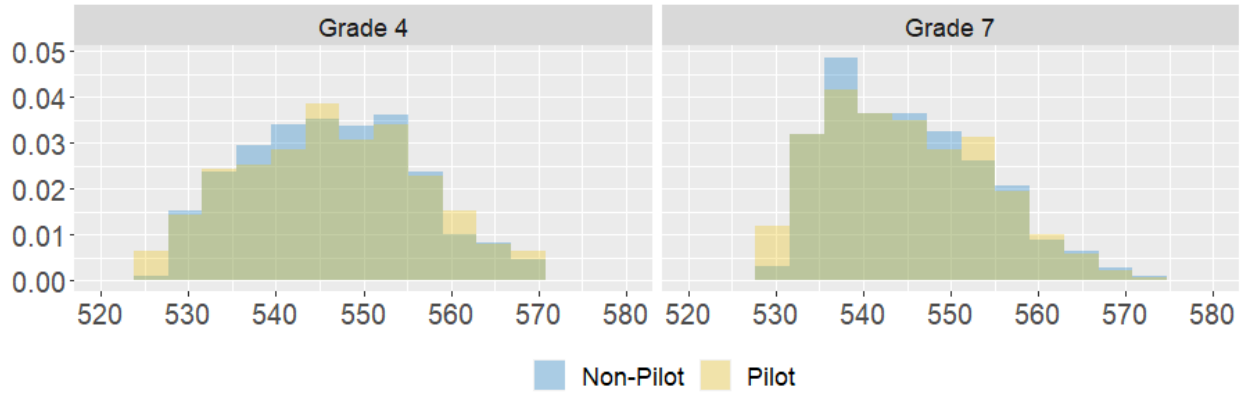
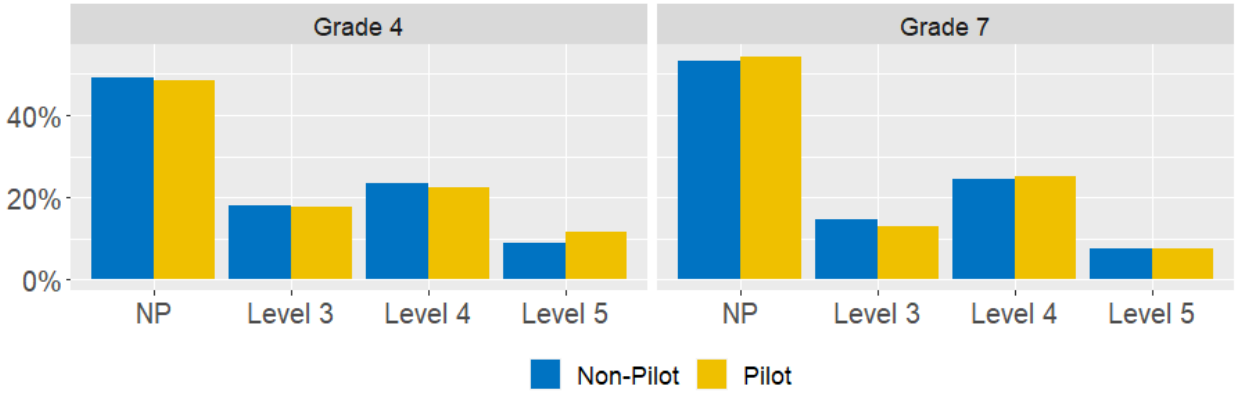


Figure 2f. Achievement level distribution for mathematics grades 4 and 7.



Note. NP = Not Proficient.

F.2.2. Reading

The test results and effect sizes for both grades in reading are provided in Table 9f. The mean scale scores for both grades 4 and 7 were statistically different between the pilot and non-pilot schools for the matched data. As shown in Table 10f, however, the difference in mean scale scores was 0.8 and 0.7 for grades 4 and 7, respectively, which translates to a 0.08 and 0.07 difference in standard deviation. Note that Cohen's *d* is 0.078 and 0.073 for grades 4 and 7, respectively. Such small difference suggests that scale scores were not practically different between the pilot and non-pilot schools. The scale-score distributions for the pilot and non-pilot students were also very similar (see Figure 3f).

Similar to scale scores, the proportion of achievement levels between the pilot and non-pilot schools was also statistically different for both grades. However, effect sizes were negligible, which were 0.047 and 0.071 for grades 4 and 7, respectively. The achievement level distributions for the two groups, which are provided in Figure 4f, also displayed nearly identical patterns for all four achievement levels.

Table 9f. Comparison of scale scores and achievement levels for reading grades 4 and 7.

Outcome Variable	Test	Grade 4			Grade 7		
		Statistic	p-value	Effect Size	Statistic	p-value	Effect Size
Scale score	WlcT	4.97	0.0000*	0.0778	4.66	0.0000*	0.0731
AL	2propZ	2.98	0.0029*	0.0466	4.50	0.0000*	0.0705

Note. AL = Achievement level; WlcT = Welch's t-test; * symbol indicates that the test is significant at significance level of 0.05.

Table 10.f. Descriptive statistics of scale scores for reading grades 4 and 7.

Statistics	Grade 4		Grade7	
	Pilot	Non-Pilot	Pilot	Non-Pilot
Mean	541.8	542.6	551.2	551.9
SD	10.13	10.18	9.77	9.69
Median	543.0	543.0	551.0	552.0
Min	515.0	519.0	528.0	528.0
Max	567.0	568.0	579.0	580.0

Figure 3f. Scale score distributions for reading grades 4 and 7.

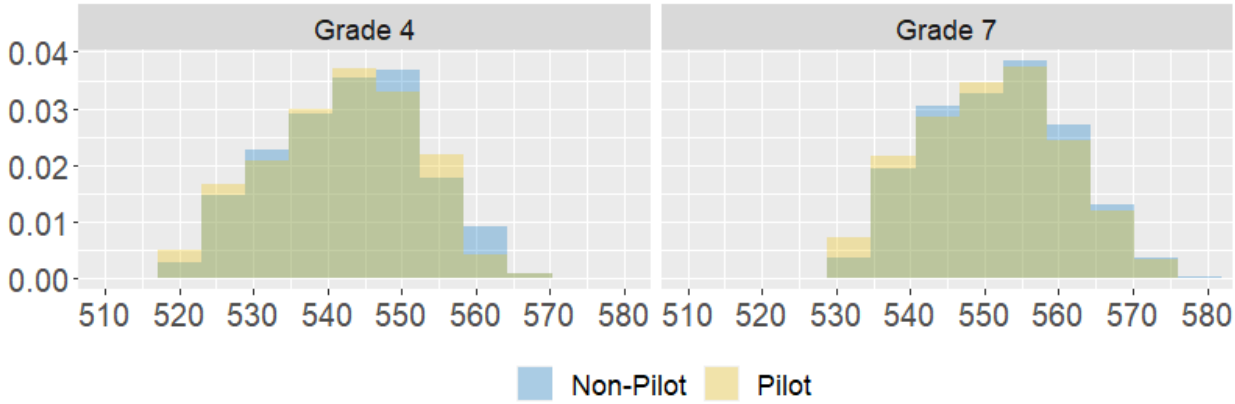
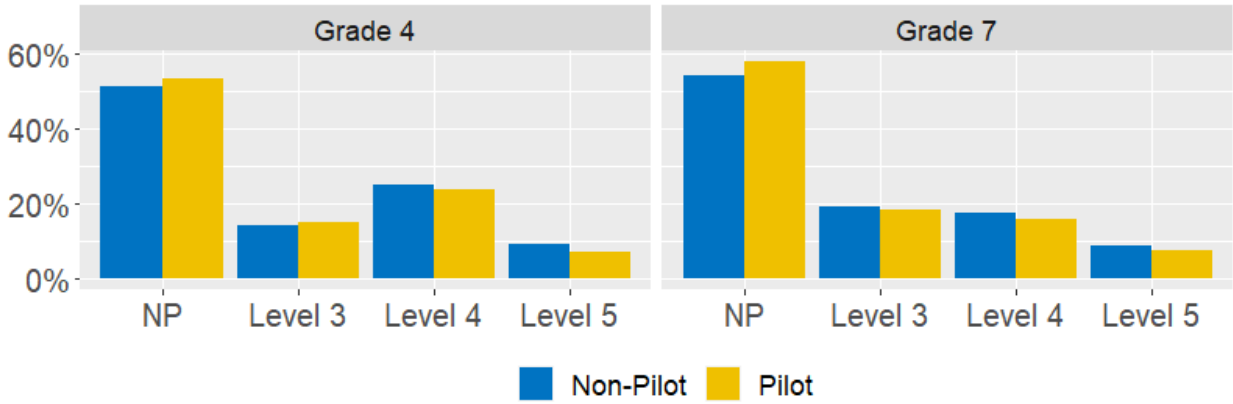


Figure 4f. Achievement level distributions for reading grades 4 and 7.



Note. NP = Not Proficient.

4.3. Conclusion

In summary, after controlling for six covariates at the student level and two covariates at the school level, there were no systematic differences in students' performances as reported by scale scores and achievement levels between students who took the multistage fixed adaptive EOG as part of the NCPAT pilot and students who took the traditional EOG. Although test results were statistically significant for mathematics grade 7 and reading grades 4 and 7, the observed differences were not practically meaningful evidenced by small effect size measures (less than 0.2). Therefore, the results presented in this memo support that scale scores generated from students who took the multistage fixed adaptive EOG are comparable to scale scores from a randomly equivalent subset of students who took the traditional EOG after controlling for sampling differences.

Figure 5f. Graphical balance evaluation of pre-matched data for mathematics grades 4 and 7.

Figure 6f. Graphical balance evaluation of pre-matched data for reading grades 4 and 7.

Note. In region, NC = North Central; NE = Northeast; NW = Northwest; PT = Piedmont-Triad; S = Sandhills; SE = Southeast; SW = Southwest; W = Western

Figure 7f. Graphical balance evaluation of matched data for mathematics grades 4 and 7.

Note. In region, NC = North Central; NE = Northeast; NW = Northwest; PT = Piedmont-Triad; S = Sandhills; SE = Southeast; SW = Southwest; W = Western

Figure 8f. Graphical balance evaluation of matched data for reading grades 4 and 7.

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V.A-02: Item Writer and Reviewer Demographics 2021–22

Reviewers			
	Gender		
		Female	64
		Male	5
	Ethnicity		
		African American	10
		Asian	1
		Caucasian	56
		Hispanic	1
		Multi-Racial	1
		Native American	0
		Other	0
	Eth		
		Black	10
		Hispanic	1
		Other	2
		White	56
	Degree		
		BA	9
		Ed.D	1
		BS	11
		MA	23
		MLS	1
		MS	20
		Other	4
	Deg		
		Graduate	45
		Other	2
		Undergraduate	22
	Exp		
		0-5	0
		6-10	9
		11-15	12
		16-20	15
		20+	33
Writers			
	Gender		
		Female	152
		Male	24
	Ethnicity		
		African American	20
		Asian	1

		Caucasian	142
		Hispanic	3
		Multi-Racial	2
		Native American	6
		Other	2
	Eth		
		Black	20
		Hispanic	3
		Other	11
		White	142
	Degree		
		6-Year Degree	1
		BA	21
		BS	44
		Ed.D	6
		MA	60
		MLS	3
		MS	37
		Other	4
	Deg		
		Graduate	108
		Other	3
		Undergraduate	65
	Exp		
		0-5	5
		6-10	21
		11-15	31
		16-20	43
		20+	76

V.A-03: Item Writer and Reviewer Demographics 2022–23

2022–23 Item Writer and Reviewer Demographic Information

Gender	Total
Female	178
Male	29
Unspecified	1

Ethnicity	Total
Caucasian	172
African American	14
Hispanic	3
Native American	9
Asian	4
Multi-Racial	1
Other	4
Unspecified	1

Eth	Total
White	172
Black	14
Hispanic	3
Other	18
Unspecified	1

Degree	Total
Associates	2
BA	26
BS	47
Ed. D	2
JD	1
MA	72
MLS	3
MS	43
Other	1
Unspecified	1

Degree	Total
Graduate	121
Undergraduate	85
Unsepcified	1
Other	1

Experience	Total
0-5	10
10-Jun	23
15-Nov	28
16-20	59

20+	88

V.A-04: Item Writer and Reviewer Demographics 2023–24

2023–24 Item Writer and Reviewer Demographic Information

Gender		Total
	Female	85
	Male	13

Ethnicity		Total
	African American	10
	Asian	3
	Caucasian	76
	Hispanic	2
	Multi-Racial	2
	Native American	1
	Other	4

Degree Level		Total
	Graduate	53
	Other	2
	Undergraduate	43

Degree Type		Total
	Associates	5
	BA	11
	Ed.D	1
	BS	28
	JD	1
	MA	34
	MLS	1
	MS	16
	Other	1

Years Experience		Total
	0–5	3
	6–10	10
	11–15	14
	16–20	29
	20+	42

V.A-05: ***North Carolina End-of-Grade and End-of-Course NC Math 1 and NC Math 3 Technical Report (Edition 5)***

V.B-01: ***Alignment Study for NC EOG and EOC Assessments* (2023)**

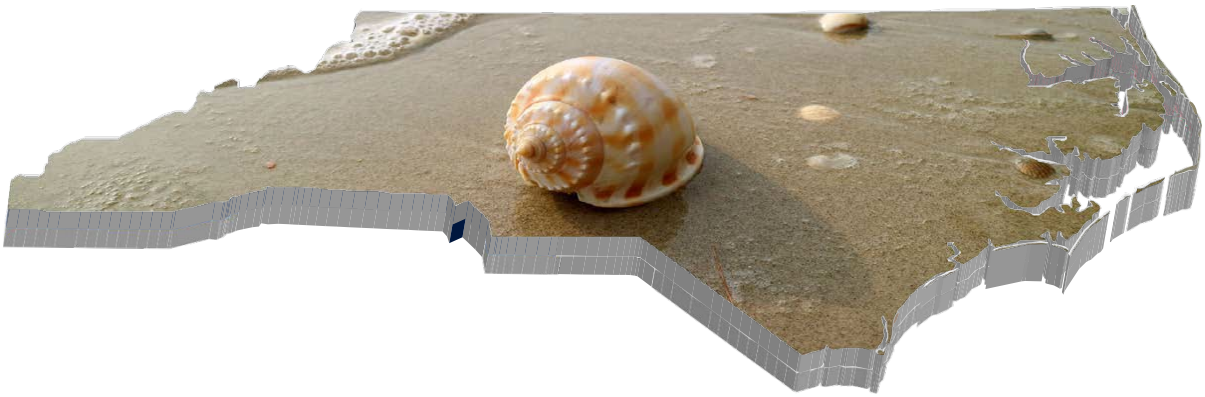
V.B-02: NCSBE TEST-033—Academic achievement standards and achievement level descriptors for End-of-Grade assessments

V-B.03: School Report Cards

V.B-04: 16 NCAC 06D .0307

VI-01: ***North Carolina Test Coordinators' Policies and Procedures Handbook***

– North Carolina –
TEST COORDINATOR'S POLICIES AND PROCEDURES HANDBOOK



2023–24

North Carolina Department of
PUBLIC INSTRUCTION

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A. Introduction

Purpose of the *North Carolina Test Coordinator's Policies and Procedures Handbook*

The purpose of the *North Carolina Test Coordinator's Policies and Procedures Handbook* is to provide public school unit (PSU) test coordinators with a reference for implementing proper test administrations for the Annual Testing Program.

This handbook provides information to ensure the integrity of the testing program is maintained, results generated from the program are valid, and any subsequent reporting is accurate and appropriate. To experience the complete functionality of this online resource, Testing News Network (TNN) users should log in to TNN. If a user is not logged in to TNN, some links will only take the user to the TNN log in screen. For more information about how to gain access to TNN, contact your regional accountability office.

Fundamental Testing Premises

It is essential for school personnel to develop proper testing procedures in order to provide accurate test data for decision-making.

- **Fairness.** Be fair and consistent in following policies and procedures.
- **Equality.** Students must have equal opportunity when taking tests. Any special arrangements or accommodations must be in accordance with the policies, procedures, and standardization expectations of the test. Special arrangements or accommodations must never be used for score enhancement.
- **Flexibility.** North Carolina-developed tests are curriculum-based tests designed to measure the objectives found in the state-adopted content standards. The tests are available in an online format (and paper format when there is a documented accessibility need). All students are allowed ample opportunity to complete the tests. Students with disabilities and students identified as English Learners (ELs) may also receive approved accommodations to complete certain tests.
- **Security.** Test security must be maintained at all times. Test materials must be stored in a secure, locked storage facility when not in use. A trained test administrator must always be present during the test administration. The test administrator must conduct an unbiased administration of the test according to the policies, procedures, and directions in the test administration guide and any subsequent updates shared by the Office of Accountability and Testing. Awareness of proper testing procedures helps ensure the integrity of the testing program, provides accurate test data, and gives PSUs the ability to use test data

confidently as decisions are made for the improvement of student learning and achievement.

Participation in the Annual Testing Program

As stated in 16 N.C. Admin. Code 06G .0315 (a), "All students enrolled in a public school unit (PSU) in grades 3 through 8 or in high school courses in which an end-of-course (EOC) assessment is administered shall participate in the State Annual Testing Program. PSUs shall report to the North Carolina Department of Public Instruction (NCDPI) test results for:

(1) beginning of grade 3 reading proficiency;
(2) grades 3 through 8 end-of-grade (EOG) English language arts/reading and mathematics;
(3) grades 5 and 8 EOG science;
(4) grade 10 EOC English II;
(5) grade 11 EOC assessments in NC Math 1, NC Math 3, and EOC Biology;
(6) grade 11 ACT; and
(7) grade 12 Career and Technical Education Concentrators and WorkKeys."

Per State Board of Education (SBE) policy ACCT-021 [1B], "For the accountability model, a school that does not assess at least ninety-five percent of its expected test population for the all students group and each subgroup of students will be deemed not to have met participation rate requirements."

There are three ways students may participate in the Annual Testing Program:

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

For information regarding appropriate testing procedures, test administrators who provide accommodations for students with disabilities must refer to the most recent *Testing Students with Disabilities Handbook* and any published supplements or updates.

The Test Development Process

The test development process involves multiple checks and balances guided by testing experts and professionals. The test development process begins after new content standards are adopted by the North Carolina SBE. Stakeholders who serve in advisory roles to the test development process include the following:

- North Carolina Educators and Administrators;
- NCDPI-Office of Academic Standards Specialists;
- North Carolina State University-Technical Outreach for Public Schools (NCSU-TOPS) Content;
- NCSU-TOPS Exceptional Children, English Learners, and Visually Impaired Specialists;
- NCSU-TOPS Production, Editing, and Copyright Staff; and
- Outside Content-Specific Experts.

Prior to the test development process, the standards to be measured are defined during test specification meetings. North Carolina educators collaborate and develop recommendations for a prioritization of standards indicating the relative importance of each standard, the anticipated instructional time, and the appropriateness of the standard for test design for each content area. Subsequently, test development staff from the NCDPI meet with various advisors to review the recommendations from the teacher panels and to adopt final weight distributions across the domains for each grade level.

Once test specifications are adopted, item writers and reviewers complete training on the new subject-specific content standards. The training also includes an overview of item writing, sensitivity, and bias guidelines. North Carolina educators start the item development process by creating new items with various advisors (see the bulleted list above) providing feedback on item quality throughout the eighteen-step test development process. The development process concludes with the NCDPI test measurement specialist evaluating the recommendations from all advisors and then finalizing and approving the item, reading selection, or test form.

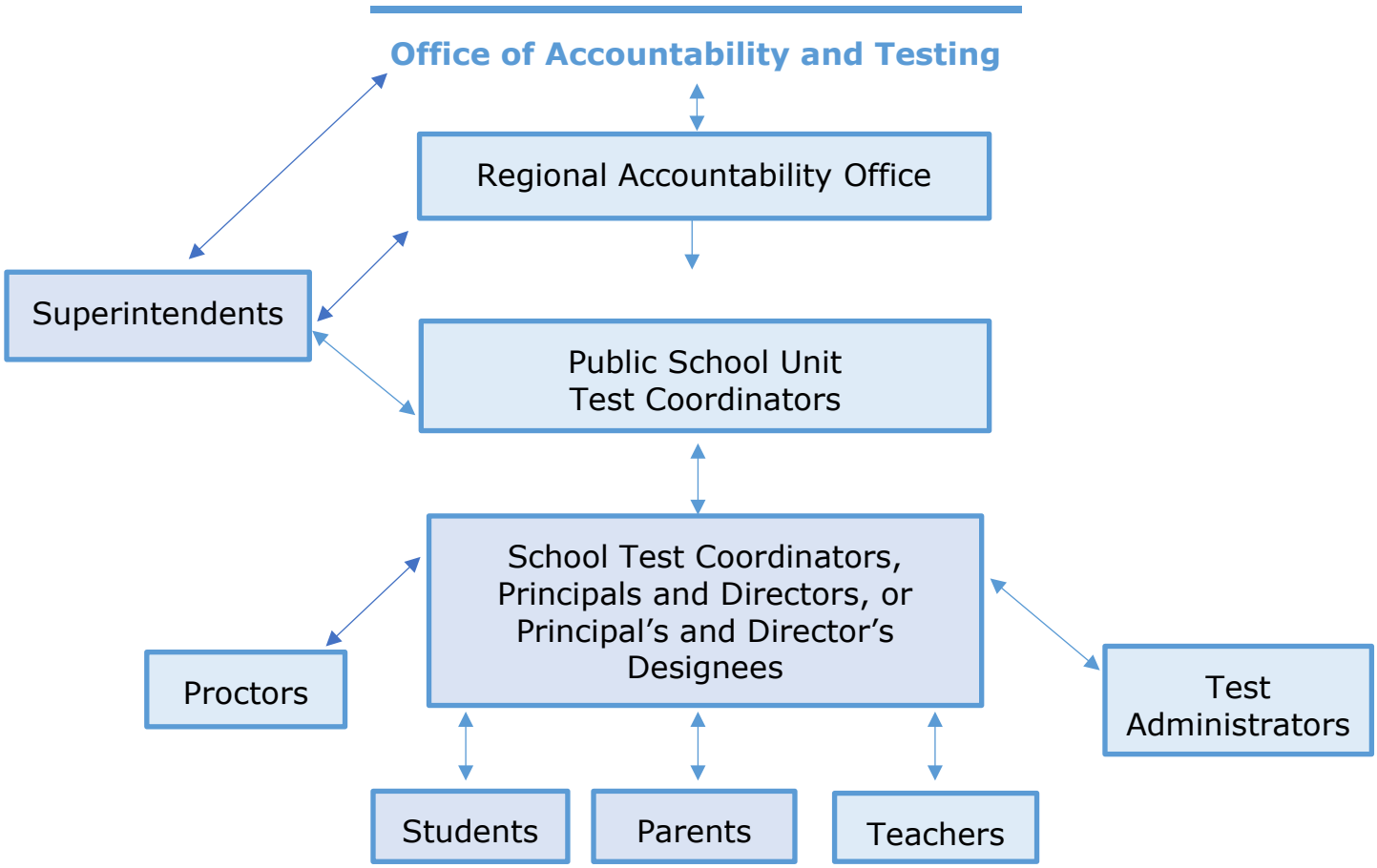
Teachers interested in training to become an item writer or reviewer for the Annual Testing Program, should visit https://docs.google.com/forms/d/e/1FAIpQLSeR9185Py-rD8OOmluFe8l-hzBTT4i8pTDO6ySYjJfcvx9IQw/viewform for more information.

For an in-depth explanation of the test development process, see https://www.dpi.nc.gov/test-development-process-eog-eoc-and-ncextend1.

Protocol for Communication

To keep individuals well informed regarding topics related to test development and policy, the Annual Testing Program supports two-way exchanges between communication levels that include ongoing dialogues at each level. Program questions and information should be channeled through the appropriate testing staff at each successive level. Staff members at the school level are encouraged to share questions related to testing and

accountability (e.g., questions pertaining to the EOG and EOC tests, testing students identified as ELs and students with disabilities, and testing accommodations) with the school test coordinator. If necessary, the PSU test coordinator will share these questions with the regional accountability office, who in turn will contact the NCDPI Office of Accountability and Testing.



NCDPI Contact Information
Mailing Address, Physical Address, and General Phone Numbers

NCDPI Office of Accountability and Testing Directory
Accountability and Testing Director's Office
Analysis and Reporting
Test Development
Testing Policy and Operations
Regional Accountability Coordinators (RACs) and Regional Computing Consultants (RCCs)
IT Staff

Educational Directory and Demographical Information Exchange
The Educational Directory and Demographical Information Exchange (EDDIE) is a public-facing online application containing school district and school information such as district numbers, school numbers, select administrative contacts, addresses, grade levels, calendar types, and more. EDDIE does not contain individual teacher or student information. EDDIE is the authoritative source for NC public school codes and demographic information, and it is used by multiple systems, including The Office of Accountability and Testing, PowerSchool, and NC School Report Cards. EDDIE is also used to meet federal reporting requirements. PSUs are responsible for ensuring that EDDIE is kept up to date throughout the year.

The PSU test coordinator must be listed in EDDIE. The role is titled "Accountability" for districts and "School Testing/Accountability Coord" for other PSUs. If the test coordinator changes during the school year, please notify the regional accountability coordinator and ensure EDDIE is updated immediately to reflect the newly designated test coordinator for the PSU. Districts and schools are encouraged to have the same person in the test coordinator roles throughout the school year to ensure continuity and consistency.

Testing News Network
The TNN is a closed information and collaboration service sponsored by the Office of Accountability and Testing. The primary users of this service are district, charter, lab, and regional schools testing and accountability staff. Test coordinators should check the TNN News link on this site daily for testing information and updates.

The TNN is the information source of the Annual Testing Program for North Carolina Public Schools and is supported by the TOPS at North Carolina State University.

TNN's dual missions are to

- provide secure dissemination of information to local school system test coordinators, and
- index critical events, policies, reports, communications, process details, and software upgrades for the testing programs of North Carolina Public Schools.

Information is placed on the TNN for electronic access by PSU test coordinators, NCDPI Office of Accountability and Testing staff, and TOPS staff at North Carolina State University. Persons other than these must obtain written permission from the NCDPI Office of Accountability and Testing to access and use this information.

NCDPI Testing and School Accountability
The Accountability and Testing website is a public resource that provides information about state tests, policies and procedures for testing, and accountability results.

Nonpublic Schools Testing Service
The Center for Urban Affairs and Community Services provides access to secure state test materials to nonpublic schools through the Nonpublic Schools Testing Service program. This program is sanctioned by the NCDPI and is operated on a cost recovery basis. All questions regarding nonpublic school testing should be directed to Brian Swiger at (919) 515-3642. For more information on the NPSTS, see https://center.ncsu.edu/wp/main/educational-services/.

Help Desk
Email requests are preferred for Help Desk communications and should be sent to ncdesk@ncsu.edu. Phone requests can be placed by calling (919) 515-1320 from 7:30 a.m. until 5:00 p.m., Monday through Friday (excluding holidays).

Test Administration Guides, Publications, and Administrative Documents
Test administration guides, publications, and administrative documents are available online within TNN under "Administrative Documents" and in print for each state-mandated test. These publications provide information and directions for administering tests and preparing documents for return to the test coordinator. Administration guides are not considered secure test materials.

Testing Code of Ethics

The *Testing Code of Ethics* (16 N.C. Admin. Code 06D .0311) stresses the importance of maintaining test security at all times and addresses appropriate professional practices for central office staff, school administrators, test coordinators, teachers (test administrators), and proctors in the areas of securing tests; administering tests; and scoring, reporting, and interpreting test results.

Ethical testing practices include the following:

- informing students about the tests and why the tests are important;
- informing students and parents about how the tests and test results will be used;
- preparing students to take the tests;
- ensuring all eligible students take the tests;
- encouraging students to attempt to respond to all test questions and do their best; and
- sharing the results of the tests (along with any available interpretation of the scores) with students and parents within the allotted timelines.

A copy of the *Testing Code of Ethics* is in Appendix O of this handbook and is also printed in the appendix of all North Carolina test administration guides. Before each test administration, test administrators and proctors (if utilized) must read and review thoroughly the *Testing Code of Ethics* and its sanctions, paying careful attention to section (q)—the unethical testing practices cited in the *Code*—and section (r)—the sanctions for violations of the *Code*. This document has the effect of law in North Carolina. Following the *Testing Code of Ethics* helps ensure testing is conducted in a fair and ethical manner in every classroom across the state. The *Testing Code of Ethics* is part of Title 16 of the Administrative Code and must not be removed from this document. A copy may be requested from the PSU test coordinator for reference.

Testing Security Protocol and Procedures for School Personnel

Information regarding test security may be found in the publication *Testing Security Protocol and Procedures for School Personnel*. This publication is provided to principals, teachers, and other school personnel as a reference for implementing secure, uniform test administrations in North Carolina schools.

Released Test Questions

The Annual Testing Program has released tests available for most state-mandated tests. Released test forms reflect the currently adopted content standards and can be found by searching for the type of test at https://www.dpi.nc.gov/testing-documents.

To navigate this site,
1. click the "Type of State Test" dropdown box to select a test type,
2. click the "Resource" dropdown box and select "Released Tests," and
3. click "Apply."

Released questions may also be accessed through the secure browser, NCTest apps for Chromebook and iPad, and via https://data.ncsu.edu/nctest/Destination.html by clicking on the released items icon.

Released questions and assessments are copyrighted by the NCDPI and cannot be uploaded into third party applications. These materials must not be used for personal or financial gain.

Copies of any documents or links to any webpages suspected of containing secure test questions or information from secure tests must be submitted to the Annual Testing Program through the RAC for clearance before use in the PSU. Appropriate documents or links that should be submitted for review are materials of which the origin is not known, or material that appears to include secure test questions and/or answers. It is important to note that PSUs and the Annual Testing Program work together to maintain the integrity of state tests and test security.

Annual Testing Calendars and Required Testing Charts

The following Annual Testing Program calendars and other required testing charts for the 2023–24 school year are available on the NCDPI website:

- 2023–24 North Carolina Operational Testing Calendar—a comprehensive chart that includes all operational state-mandated tests by grade level, test name, and test administration dates.
- The North Carolina Annual Testing Program Overview 2023–24—an overview document that summarizes key facts about each state-mandated test.
- North Carolina Testing Program Required Testing for the 2023–24 School Year—a color-coded chart that denotes (1) federal testing requirements, (2) state testing requirements, and (3) inclusion of schools' test results in the state's accountability model.
- North Carolina Testing Program Required Testing (with alternates) 2023–24—a chart that includes all state-mandated tests with the corresponding alternate assessments, if available.
- 2023–24 Testing for Read to Achieve at Grade 3—a list of tests associated with the Read to Achieve legislation (G.S. § 115C-83.1).

Assessment Briefs
Assessment Briefs are publications that contain information related to testing and accountability and may be helpful when explaining certain aspects of the Annual Testing Program to staff, students, parents, and guardians. Assessment Briefs can be found on the NCDPI's website at the following address: https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/assessment-briefs.

Test Specification Information
Test specification documents are available for each state-mandated test administered by the Annual Testing Program. These documents provide technical information about the tests, such as types of questions, number of questions, delivery mode, assessed standards, and the weight distribution (percentage) of each assessed domain. Test specification information for state-mandated tests is located at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/technical-information-state-tests.

Information about Test Questions
North Carolina state tests contain a small portion of field test questions, which do not count toward or against a student's score. These questions are indistinguishable from operational questions and should not interfere with students' test-taking experiences. The NCDPI does not share field test questions embedment information with regional accountability offices, schools, parents, or students.

B. Roles and Responsibilities

All individuals in the testing community play a vital role in maintaining a secure testing environment at every level—from test development to administration of the tests, to scoring and reporting. Section B of this handbook outlines the roles and responsibilities of key individuals who are responsible for overseeing all aspects of the Annual Testing Program. The following responsibilities reflect in detail the duties established in the *Testing Code of Ethics*.

Responsibilities of the North Carolina Department of Public Instruction

The NCDPI shall develop, revise, publish, and provide timely updates to PSUs on the policies and procedures required for proper test administrations. These guidelines shall be provided through the regional accountability offices.

The NCDPI shall supply required tests and supporting materials to the PSUs. The NCDPI shall develop, procure, distribute, and bear the cost of such testing materials necessary for the administration of tests mandated by the SBE. The NCDPI shall score or have scored all tests in the Annual Testing Program and shall provide scoring and interpretative services to the PSUs.

In the unlikely event there is a stand-alone field test, an internal committee of directors or their designee for Academic Standards, Exceptional Children, Charter Schools, Federal Programs, Advanced Learning, as well as the Superintendent's Principal Advisor and the Superintendent's Teacher Advisor, reviews any submitted appeals from participation. The resulting recommendation(s) is presented to the State Board of Education for approval or denial.

Training Expectations

PSU test coordinators should ensure testing staff are trained annually, as appropriate, on these resources.

- *Testing Security Protocol and Procedures for School Personnel*
- *Policies and Procedures Training Course*—Online Test Administrations
- *Policies and Procedures Training Course*—Paper Test Administrations
- *The Proctor's Guide* or Proctor's Guide Training Video
- Test administration guides
- *Testing Students with Disabilities Handbook*
- *Guidelines for Testing Students Identified as English Learners*
- *Testing Code of Ethics*

Please note that this is not an all-inclusive list but a summary of specific resources that require annual training and verification of completion.

Verification of training. PSU test coordinators are permitted to collect digital signatures. Digital signatures are accepted in the following formats for training documents and annual agreements. Typed signatures are not permitted.

- Scanned document with handwritten signature
- ADOBE signature
- DocuSign

Information about storing training verification documentation is included in the specific training resources that follow.

Expectations for the *Testing Security Protocol and Procedures for School Personnel* Publication

Annual training of school personnel on the *Testing Security Protocol and Procedures for School Personnel* publication must occur early in the school year by either the use of the

- *Testing Security Protocol and Procedures for School Personnel* publication; or
- *Testing Security Protocol and Procedures for School Personnel* video.

It is best practice to review the video as part of a group training. A group setting provides an opportunity for staff to ask questions of the school test coordinator about test security.

School personnel must complete training annually by signing a training roster verifying training completion and by signing a confidentiality and test security agreement. These documents must be kept on file at the school for the current school year.

Documentation of training is an important part of an investigation following any security issue.

Expectations for the *Policies and Procedures Training Courses*

There are two virtual training courses available that review policies and procedures found in all test administration guides. The courses address content specific to either the online testing or the paper testing format. School staff facilitating, overseeing, or administering either an online or paper test or both are expected to complete the appropriate training course(s).

Certificates of completion are generated upon successful completion of each course.

- The regional accountability coordinators will establish an appropriate timeline for PSU test coordinators to complete the course(s). Regional accountability coordinators are expected to locally store course certificates of completion for the current school year (either via paper or electronically) for all test coordinators in their region.
- District test coordinators will establish an appropriate timeline for school test coordinators to complete the course(s). District test coordinators are expected to locally store certificates of course completion (either via paper or electronically) by a deadline determined locally for the current school year.
- School test coordinators will establish an appropriate timeline for school test administrators to complete the course(s). School test coordinators are expected to locally store certificates of course completion (either via paper or electronically) by a set deadline for the current school year. Note: Course certificates for test administrators who completed the course(s) the previous school year are valid until September 29, 2023.

Staff are **not** permitted to administer tests required by the Annual Testing Program without a valid certificate of completion on file.

2023–24 course opening date. The *Policies and Procedures Training Courses* will be available July 18, 2023. Directions for accessing the courses can be found in Appendix A of this handbook.

Expectations for *The Proctor's Guide* and Video

The PSU test coordinator will conduct annual training with school test coordinators on *The Proctor's Guide* publication or the Annual Testing Program's Proctor's Guide Online Training Video. It is a local decision to use proctors, but when used, they must be trained. For additional information, refer to the subheading in this section, Duties of Proctors.

Training Mode Options

Test administration training may occur either in-person or virtually. Test administrators must be provided with a printed version of the appropriate test administration guide before administering the test.

Required Test Coordinator Credentials

Test coordinators will need access to the NCTest Admin platform each year to carry out their duties. A username and password are required for access.

New test coordinators must create a new account at

https://center.ncsu.edu/ncauth. The regional accountability staff will then assign the test coordinator to the appropriate organization and assign applicable user roles in NCTest Admin. NCTest Admin will enable the test coordinator's access to TNN News, administrative documents, and the test materials ordering system, the secure shell, as well as additional test administration resources. For additional information about NCTest Admin, refer to the *NCTest Admin Guide* posted on TNN > NC Education and NCTest Admin Guidance.

Selection and Training of District Test Coordinators
"The local superintendent in a local education agency (LEA) shall act as or appoint an LEA test coordinator to assist in the local administration, reporting, and interpretation of results of any 'secure test,' . . . administered in the Annual Testing Program" (16 N.C. Admin. Code 06D .0308 [a]).

As outlined in 16 N.C. Admin. Code 06D .0308 (b), "LEA test coordinators shall attend required monthly test administration training sessions provided by the North Carolina Department of Public Instruction on subjects including proper test administration, test security, appropriate use of accommodations, scanning and scoring answer sheets, and preparation of test materials for scoring at a central site."

Duties of District Test Coordinators
After receiving test administration training from the NCDPI regional accountability office, "LEA test coordinators shall in turn conduct training in the Annual Testing Program for any school test coordinators" (16 N.C. Admin. Code 06D .0308 [c]). The district test coordinator will train local personnel who are responsible for test administration procedures. This training shall include procedures for test administrations that require accommodations and shall emphasize the need to follow the directions outlined by the test publisher.

District test coordinators shall perform or oversee the following procedures:

- Annually read and study the *Testing Code of Ethics*.
- Annually sign a confidentiality and test security agreement that must be kept on file with the RAC. The required *District Test Coordinator Confidentiality and Test Security Agreement* is included in Appendix D of this handbook.
- Ensure an annual written testing plan for the district is developed and distributed to each school before the beginning of the school year. The overall testing plan must include, but is not limited to, rules for test administrator training, test security, proper testing environment, administering secure tests, auditing test administrations, and preparing and returning secure test materials. A copy of the testing plan must be

submitted annually to the RAC. A sample *Public School Unit Annual Testing Plan* is included in Appendix E of this handbook and can be modified to fit the needs of the district.

- Per 16 N.C. Admin. Code 06D .0307(g), at the beginning of each school year, provide information to principals, teachers, students, and parents or guardians advising them of the local and state-mandated tests that students will be required to take during the school year, the dates the tests will be administered, and how the results from the tests will be used. Also, the information provided to parents or guardians must include whether the SBE or local board of education requires the test(s).
- Develop local policies and procedures to ensure maximum test security in accordance with the policies and procedures developed by the test publisher.
- Provide information about test security and inform staff of sanctions, penalties, or other possible consequences for test security violations.
- Designate the personnel who are authorized to have access to test materials. "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items (16 N.C. Admin. Code 06D .0311).
- Assist the principal at each school in understanding the duties and responsibilities relative to the Annual Testing Program and the implementation of state tests.
- Ensure that all school principals and directors read and study annually the *Testing Code of Ethics*.
- Ensure that all school principals and directors read and sign annually the *Principal/Director Confidentiality and Test Security Agreement*. The original signed copies must be kept on file with the district test coordinator. The required *Principal/Director Confidentiality and Test Security Agreement* can be found in Appendix D of this handbook.
- Ensure that all school test coordinators read and study annually the *Testing Code of Ethics*.
- Ensure that all school test coordinators read and sign annually the *School Test Coordinator Confidentiality and Test Security Agreement*. The original signed copies must be kept on file with the district test coordinator. The required *School Test Coordinator Confidentiality and Test Security Agreement* is included in Appendix D of this handbook.
- Ensure school test coordinators have a copy of the *Test Administrator Confidentiality and Test Security Agreement* for test administrators participating in training for the administration of North Carolina state-mandated tests and that they are aware all test administrators at their school must sign the form before administering a test. The required *Test Administrator Confidentiality and Test Security Agreement* is included in Appendix D of this handbook.

- Ensure all test administrators sign the *Test Administrator Confidentiality and Test Security Agreement* at every test administration training session, and the signed forms are kept on file at the school.
- Ensure that student placement decisions are not solely based on test scores (SBE policy SCOS-016).
- Ensure the school test coordinator and test administrators are in compliance with 16 N.C. Admin. Code 06D .0307(a)(1)(2).
- To avoid the appearance of a conflict of interest and to protect test administrators from allegations of impropriety, a test administrator should not be assigned to administer a test in a room where his or her relative or ward is tested.
  - Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the test administrator's guardianship.
- Oversee the planning and implementation of training for school test coordinators, test administrators, and proctors.
  - It is a local decision to have proctors serve as additional monitors who help the test administrator assure testing occurs fairly.
- Maintain accurate attendance records for all training sessions and keep these records on file in the district testing office.
- Ensure each school establishes procedures to ensure all test administrators comply with the test publisher's guidelines.
- Ensure all appropriate staff receive training in procedures for providing approved accommodations for state-mandated tests to students with disabilities and students identified as ELs.
- Ensure each school has a secure, locked facility in which test materials will be stored, and staff clearly understand test material handling and storage procedures. Access to the storage area must be limited to one or two authorized school personnel when secure materials are being stored. Unauthorized personnel (e.g., cleaning staff) must not have access to the storage area where secure materials are stored.
- Monitor to ensure the district and school plans for administering tests under secure conditions are implemented appropriately.
- Prohibit PSU employees from disclosing the general content of the tests or specific questions contained in the tests to persons other than authorized employees of the PSU.
- Ensure all eligible students are tested.
- Maintain accurate records of student membership and assist in identifying all students who are eligible to take the test in order to secure the appropriate quantity of materials.
- Order enough copies of test materials (i.e., test administration guides and supplemental testing materials). Only order paper materials for students with a documented accessibility need.
- Account to the NCDPI for all test materials received.

  - Count and record the number of secure test materials, including supplemental materials, when the materials are first received.
- Report immediately to TOPS any discrepancies in the count.
- Develop a system of checking out and checking in of test materials to ensure that at each level of distribution and collection all secure materials are tracked, returned, and accounted for at each level of distribution.
- Ensure each school test coordinator:
  - develops and documents in writing a schoolwide testing plan for administering tests under secure conditions;
  - receives and stores test books, and other testing materials in a secure manner; and
  - has a system of checking out and checking in test materials to ensure all materials are returned and accounted for.
- Prohibit the reproduction of any or all parts of the tests. No person may copy, reproduce, or paraphrase the test materials in any manner or for any reason without express written consent of the test publisher.
- Train all school personnel on the appropriate use of test materials, test security, the *Testing Code of Ethics*, the *Testing Students with Disabilities Handbook* and published supplements, and the *Guidelines for Testing Students Identified as English Learners* document and published supplements.
- In conjunction with program administrators, ensure the need for test accommodations is documented and the accommodations are limited to specific needs.
- In conjunction with program administrators, monitor to ensure all documented accommodations are provided to students and to determine the extent the accommodations are used by the students during the test administrations.
- Ensure the security of test materials and the integrity of the Annual Testing Program are maintained at all times.
- Investigate all reports of testing irregularities and violations of ethical testing practices and immediately report them to the superintendent, principal or director, and RAC.
  - Determine the seriousness of reports of test security breaches, loss of test materials, failure to account for test materials, unauthorized reproduction or retention of test materials, or any other deviation from required security procedures.
- Declare a test misadministration when appropriate, using the appropriate procedures and documentation, and ensure students are administered a different, secure form of the test, if available. All misadministrations must be reported to the superintendent, principal or director, and the RAC, using the appropriate documentation and notification procedures.

- Use and follow all procedures in the Online Testing Irregularity Submission System (OTISS) to document and report all testing irregularities within five days of the occurrence.
- Account to TOPS for all test materials returned.
  - Count and record the number of secure test materials, including supplemental materials, when the materials are returned.
- Verify with TOPS that the number of secure materials returned matches the count taken when the materials were first received.

Duties of Charter, Lab, and Regional School Test Coordinators
The principal or director for charter, lab, and regional schools shall either serve as or designate a school test coordinator. After receiving test administration training from the NCDPI regional accountability office, the school test coordinator shall assist in planning test administrations, reporting and interpretation of test results, and performing other accountability measures in the Annual Testing Program. The school test coordinator will train school personnel who are responsible for conducting test administrations. This training shall include, but is not limited to, instruction on procedures for test administrations with and without accommodations and shall review the test administration directions outlined by the test publisher. Maintaining test security is a major responsibility of the school test coordinator. The school test coordinator is responsible for monitoring test administrations within the building and responding to situations that may arise during test administrations.

If the school's testing occurs at the same time at one or more nonadjacent sites, ensure a trained site coordinator is assigned to each nonadjacent site.

The school test coordinator—and all site coordinators—are expected to be accessible to test administrators during the administration of secure state tests. Because of this accessibility requirement, the school test coordinator (and site coordinators) must not be given the responsibility of administering or proctoring a test.

School test coordinators shall perform or oversee the following procedures and responsibilities:
- Annually read and study the *Testing Code of Ethics*.
- Annually read and sign the *School Test Coordinator Confidentiality and Test Security Agreement* that must be kept on file with the RAC. The *School Test Coordinator Confidentiality and Test Security Agreement* is required for school test coordinators who report directly to their RAC and is included in Appendix D of this handbook.
- Ensure that the school principal or director reads and studies annually the *Testing Code of Ethics*.

- Ensure that the school principal or director reads and signs annually the test security agreement. The original signed copies must be kept on file with the school test coordinator. The required *Principal or Director Confidentiality and Test Security Agreement* is included in Appendix D of this handbook.
- Ensure all test administrators read and study annually the *Testing Code of Ethics*.
- Ensure all test administrators attend training for the state-mandated tests and sign the required test security agreement at the end of every training session. The test security agreements must be kept on file with the school test coordinator and should be available during the assessment monitoring process. The required *Test Administrator Confidentiality and Test Security Agreement* is included in Appendix D of this handbook.
- Ensure an annual written testing plan for the school is developed and disseminated to the school principal or director and appropriate staff before the beginning of the school year. The annual testing plan must include, but is not limited to, rules for test administrator training, test security, proper testing environment, administering the secure tests, auditing test administrations, and preparing and returning secure test materials. A sample *Public School Unit Annual Testing Plan* is located in Appendix E of this handbook and can be modified to fit the needs of the school. A copy of the school testing plan must be submitted annually to the RAC.
- At the beginning of each school year, collaborate with other school officials to provide information to teachers, students, and parents or guardians advising them of the state-mandated tests that students will be required to take during that school year, the dates the tests will be administered, and how the results from the tests will be used. Also, information provided to parents or guardians must include whether the state or the local school board requires the test(s).
- Establish any needed school policies and procedures to assure maximum test security in accordance with the policies and procedures developed by the test publisher.
- Provide information about test security and inform staff of sanctions, penalties, or other possible consequences for test security violations.
- Designate the personnel who are authorized to have access to test materials. “Access” to test materials by school personnel means handling the materials, but it does not include reviewing tests or analyzing test items.
- Assist the school principal or director in understanding their duties and responsibilities relative to the Annual Testing Program and the implementation of state tests.
- Establish procedures to ensure all test administrators comply with the test publisher’s guidelines.

- Oversee the planning and implementation of training for test administrators and proctors.
  - It is a local decision to have proctors serve as additional monitors that help the test administrator assure testing occurs fairly.
- Ensure all appropriate staff receive training in procedures for providing approved accommodations for state-mandated tests to students with disabilities and students identified as ELs.
- Maintain accurate attendance records for all training sessions and keep these records on file at the school.
- Ensure all eligible students are tested.
- Maintain accurate records of student membership and assist in identifying students who are eligible to take the test in order to secure the appropriate quantity of materials.
- Ensure the school has a secure, locked facility in which test materials will be stored and staff clearly understand test material handling and storage procedures. Access to the storage area must be limited to one or two authorized school personnel when secure materials are being stored. Unauthorized personnel (e.g., cleaning staff) must not have access to the storage area where secure materials are stored.
- Order enough copies of test materials (i.e., guides and supplemental materials). Only order paper materials for students with a documented accessibility need.
- Account to the NCDPI for all test materials received.
  - Count and record the number of secure test materials, including supplemental materials, when the materials are first received.
- Report immediately to TOPS any discrepancies in the number of materials received.
- Develop a system of checking out and checking in of test materials to ensure all secure materials are tracked, returned, and accounted for at each level of distribution and collection.
- Distribute test materials immediately before the test administration (16 N.C. Admin Code 06D .0311) unless otherwise authorized by the NCDPI.
- Accurately count and verify with each test administrator before the test administration the number of secure test materials, including supplemental materials, received.
- Immediately after each test administration accurately count and verify with each test administrator the number of secure test materials, including supplemental materials, that are returned to the secure, locked storage facility.
- Verify with TOPS that the number of secure materials returned by the school matches the count taken when the materials were first received by the school.

- Prohibit the reproduction of any or all parts of the tests. 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.
- Monitor to ensure plans for administering tests under secure conditions are implemented appropriately.
- Ensure the security of test materials and the integrity of the Annual Testing Program are maintained at all times.
- Prohibit school employees from disclosing the general content of the tests or specific questions contained in the tests to persons other than authorized employees of the school.
- In conjunction with program administrators, ensure the need for test accommodations is documented, and the accommodations are limited to specific needs.
- In conjunction with program administrators, monitor to ensure all documented accommodations are provided to students and to what extent the accommodations are used by the students during the test administrations.
- To avoid the appearance of a conflict of interest and to protect test administrators from allegations of impropriety, a test administrator should not be assigned to administer a test in a room where his or her relative or ward is tested.
    - Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the test administrator's guardianship.
- Train all school personnel on the appropriate use of test materials, test security, the *Testing Code of Ethics*, the *Testing Students with Disabilities Handbook* and published supplements (as appropriate), and the *Guidelines for Testing Students Identified as English Learners* document and published supplements (as appropriate).
- Emphasize to all school personnel that no person may copy, reproduce, or paraphrase the test materials in any manner or for any reason without the written consent of the test publisher.
- Inform personnel that any person who learns of any breach of security, loss of test materials, failure to account for test materials, or any other deviation from required security procedures must immediately report that information to the school principal or director and the school test coordinator, who in turn will inform the RAC.
- Ensure every student participating in the online test(s) has completed the online assessment tutorial at least one time before the test administration.
- Encourage a positive atmosphere for the test administrations.
- Maintain the confidentiality of individual student scores when reporting test results to the public and the media.

- Prohibit the reclassification of students or the assignment of a grade of "F" or "I" for the sole purpose of not having students participate in any state test.
- Ensure that student placement decisions are not solely based on test scores.
- Use and follow all procedures in the OTISS to document and report all testing irregularities within five days of the occurrence.
- Immediately report irregularities to the school director or principal and RAC. Submit completed and signed Irregularity Investigation Checklists, investigation summaries, and all pertinent investigation documentation to the NCDPI within five business days of the occurrence (or the date the incident was identified).
- Notify the school director and the RAC for consensus before deciding whether to declare a misadministration.

Duties of School Test Coordinators within Districts

According to 16 N.C. Admin Code 06D .0308 (d), "School test coordinators shall conduct training in the Annual Testing Program for any test administrators or proctors." Additionally, the school test coordinator is responsible for monitoring test administrations within the building and responding to situations that may arise during test administrations. The school test coordinator must be accessible to test administrators during the administration of secure state tests. Because of this accessibility requirement, the school test coordinator should not be given the responsibility of administering or proctoring a test.

The school test coordinator shall perform the following:

- Adhere to the district testing plan and test administration schedules established by the NCDPI and the district test coordinator.
- Develop and document in writing a schoolwide plan for administering tests under secure conditions. For each testing session, the plan must include documentation of the accommodations and the nature of the accommodations each eligible student will receive.
- Cooperate with district and state officials in the event of an audit or monitoring visit to ensure the testing plans are implemented appropriately.
- Attend training sessions sponsored by the district test coordinator on the policies and procedures for conducting a proper test administration and for reviewing and processing test materials.
- Read and study annually the *Testing Code of Ethics*.
- Read and sign annually the school test coordinator's test security agreement. The original signed copies must be kept on file with the district test coordinator. The *School Test Coordinator Confidentiality and Test Security Agreement* is included in Appendix D of this handbook.

- Count and record the number of secure test materials, including supplemental materials, when the materials are first received from the district test coordinator. Report immediately to the district test coordinator any discrepancies in the count.
- Store test materials in a secure, locked facility. Access to the storage area must be limited to one or two authorized school personnel while secure materials are being stored. Unauthorized personnel (e.g., cleaning staff) must not have access to the facility where secure materials are stored.
- Ensure test materials are distributed immediately before the test administration unless otherwise authorized by the Annual Testing Program.
- Accurately count and verify with each test administrator before the test administration the number of secure test materials, including supplemental materials, received. Immediately report any discrepancies in the count to the district test coordinator.
- Immediately after each test administration, accurately count and verify with each test administrator the number of secure test materials (including supplemental materials) that are returned to the secure, locked storage facility. Immediately report any discrepancies in the count to the district test coordinator.
- Return all test materials to the district test coordinator, as directed, immediately following the completion of the test administration.
- Count and verify with the district test coordinator that the number of secure test materials, including supplemental materials returned by the school, matches the count taken when the materials were first received.
- Select test administrators who meet the following criteria:
  - Per 16 N.C. Admin Code 06D .0307(a), "Only current or retired professional educators as defined in G.S. §115C-270.1(2) (an administrator, teacher, or student services personnel) or teachers who
    1. are employed by local education agencies (LEAs); and
    2. have training in the Annual Testing Program as required in Rule .0308 of this Section shall administer secure tests."
  - To avoid the appearance of a conflict of interest and to protect test administrators from allegations of impropriety, a test administrator should not be assigned to administer a test in a room where his or her relative or ward is tested.
    - Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the test administrator's guardianship.
- Train all school personnel on the appropriate use of test materials, test security, the *Testing Code of Ethics*, the *Testing Students with Disabilities Handbook* and published supplements (as appropriate), and the *Guidelines for Testing Students Identified as English Learners* document and published supplements (as appropriate).

- Ensure all test administrators attend training for each test in the Annual Testing Program and sign a test security agreement at the end of every training session. The test security agreements must be kept on file with the school test coordinator and should be available during the test monitoring process. The required *Test Administrator Confidentiality and Test Security Agreement* is included in Appendix D of this handbook.
- Emphasize to all school personnel that no person may copy, reproduce, or paraphrase the test materials in any manner or for any reason without the written consent of the test publisher.
- Inform personnel that any person who learns of any breach of security, loss of test materials, failure to account for test materials, or any other deviation from required security procedures must immediately report that information to the principal and school test coordinator, who in turn will inform the district test coordinator.
- Implement the district's testing policies and procedures and initiate any additional school policies and procedures to ensure all eligible students are tested.
- Ensure every student participating in the online test(s) has completed the online assessment tutorial at least once before the test administration.
- Prepare the physical conditions for the testing room, including rooms to which students may be relocated.
- Cover or remove bulletin boards and instructional displays that contain content being measured or test-taking strategies.
- Cover or remove all reference materials on testing rooms' walls, students' desks, devices, or workstations that might be a source of direct answers.
- Encourage a positive atmosphere for the test administrations.
- Maintain the confidentiality of individual student scores when reporting test results to the public and the media.
- Prohibit the reclassification of students or the assignment of a grade of "F" or "I" for the sole purpose of not having the students participate in a state test.
- Ensure that student placement decisions are not solely based on test scores.
- Use and follow all procedures in the OTISS to document and report all testing irregularities.

Public School Unit Test Coordinator's Responsibilities for Ordering Test Materials

The Annual Testing Program works closely with TOPS to manage the ordering and delivery of secure test materials. Test materials are ordered via the Online Order System maintained by TOPS on the TNN website. Test materials ordering and delivery methods include the following:

- ordering via NC Education (TNN Online Order System)
- ordering via an ordering system managed by a test vendor

- auto shipping to PSUs based on student membership data

Test coordinators receive notification and training for tests that use ordering methods other than the TNN Online Order System. For all tests, RAC approval is necessary before TOPS will ship paper orders.

When ordering test materials, PSU test coordinators shall complete and/or ensure the following:

- Provide accurate contact information within TNN so testing shipments are delivered to the correct address, and TOPS and NCDPI staff can contact the appropriate testing personnel, as necessary.
- Provide accurate test participation dates in the ordering system based on the testing calendar. These participation dates help with statewide planning and ensure receipt of materials in a timely manner. Ordering pages are not available until the participation dates are entered and training has been completed.
- Prepare estimates of the quantities of materials necessary for each test that is part of the Annual Testing Program. Estimates of guides and supplemental materials should be based on student membership. Paper test orders should be based on students' documented accessibility needs.
- Carefully read the instructions, including any special instructions, on the ordering pages before placing orders.
- Order the appropriate number of test materials in a timely manner.
- Attend RAC trainings each month to obtain important information about upcoming tests, such as testing windows, and student eligibility.
- Check TNN regularly for notices regarding test materials.
- Ensure copies of any errata sheets or supplemental pages that are posted on TNN are provided to test administrators, as appropriate. Ensure accommodation forms (i.e., *Braille, Large Print, One Test Item Per Page [OTIPP]*, and *Large Print One Test Item Per Page*) are ordered at least thirty school days (forty school days for Braille) before the test administration date (or as soon as the ordering system becomes available, if fewer than thirty days before testing).
- Establish an alternate point of contact so that materials can be received without incident or breach of security on days when the test coordinator may be out of the office and unavailable to receive shipments. Test security must be maintained at all times.
- Ensure each school has a secure, locked facility in which test materials will be stored, and the school staff clearly understands test material handling and storage procedures. Access to the storage area must be limited to one or two authorized school personnel while secure materials are being stored. Unauthorized personnel (e.g., cleaning staff) must not have access to the storage area where secure materials are stored.

- Inventory test materials upon arrival and inform TOPS immediately via email (group-topsdocs@ncsu.edu) or fax (919-515-4622) of any discrepancies in the shipment.
- Report nonreceipt of any materials to the RAC as soon as possible. The test coordinator must make every effort to ensure that materials are ordered so that they arrive in time to meet the demands of the testing schedule.
- Receive test materials delivered to PSUs. Materials should arrive two weeks before the beginning of testing, except for the test administration guides for the EOC and EOG tests, which are generally delivered three weeks before the beginning of testing.
- Account to the NCDPI for all test materials received by checking in all materials upon their arrival in the district and school.
- Follow the appropriate requirements in Section I (for districts) and Section J (for charter, lab, and regional schools) of this handbook for the return of test materials, the secure destruction of test materials, and the secure storage of test materials.

Duties of School Counselors

Per G.S. § 115C-316.1(a) counselors shall spend at least eighty percent of their work time providing direct services to students. Direct services do not include the coordination of standardized testing. During the remainder of their work time, school counselors shall spend adequate time on school counseling program support activities that consist of professional development; consultation; collaboration, and training; and program management and operations. "School counseling program support activities do not include the coordination of standardized testing." However, "school counselors may assist other staff with the coordination of standardized testing." The district determines how school counselors will assist with testing (e.g., trained as a test administrator or proctor). This policy does not apply to charter schools, lab schools, or regional schools.

Duties of Test Administrators

Per 16 N.C. Admin Code 06D .0307(a), "Only current or retired professional educators as defined in G.S. §115C-270.1.2 (an administrator, teacher, or student services personnel) or teachers who
(1) are employed by local education agencies (LEAs); and
(2) have training in the Annual Testing Program as required in 16 N.C. Admin Code 06D .0308 of this Section shall administer secure tests."

While the North Carolina test administration guides outline the full test administrator's responsibilities, those responsibilities specifically related to test security are as follows:

- Prepare for and attend a test administrator training session(s)

conducted by the PSU test coordinator or school test coordinator before each test administration.

- Attend training on the *Testing Students with Disabilities Handbook*, the *Guidelines for Testing Students Identified as English Learners* publication, and published supplemental documents when accommodations will be provided to eligible students, and follow the appropriate procedures for the use of accommodations during test administrations for students with disabilities and students identified as ELs.
- Read and sign the *Test Administrator Confidentiality and Test Security Agreement* (provided by the school test coordinator) at the end of every test administration training session. All signed test security agreements must be kept on file with the school test coordinator and should be available during the monitoring process. The required *Test Administrator Confidentiality and Test Security Agreement* is included in Appendix D of this handbook.
- Read and study thoroughly the appropriate test administration guide before the test administration. Review the student directions (script) and be prepared for the variations required by the testing conditions.
- Read and study thoroughly the *Testing Code of Ethics* before the test administration.
- Maintain test security at all times during the handling of test materials.
- Ensure each student tested has access to the appropriate test materials as specified in the test administration guide.
- Follow procedures for the distribution and collection of any supplemental materials as specified in the test administration guide.
- Count and record the number of secure test materials, including supplemental materials, before and after the test administration. Notify the school test coordinator or principal immediately of any discrepancies in the counts.
- Ensure students' personal belongings are not accessed during testing.
- Ensure all cell phones (i.e., cell phones belonging to students, test administrators, and proctors) are turned off, and they, or any other electronic devices, are not accessed at any time during the test administration, including during the break(s).
- When testing students online, usernames and passwords should never be shared (e.g., test administrator credentials given to students, written on a board). User accounts are confidential.
- Before beginning an online test administration, confirm the student's name and the appropriate test's name are correctly identified on the student's device.
- Administer the test to all eligible students.

- Conduct an unbiased administration of the test according to the policies, procedures, and directions in the test administration guide and any subsequent updates developed by the test publisher.
- Read directions to the students as they are written in the test administration guide. It is a violation of the *Testing Code of Ethics* to omit, rewrite, or paraphrase orally or in writing the instructions presented in the test administration guide.
- Monitor the test administration by moving quietly and frequently throughout the room and scanning the students' work areas to ensure students follow the test directions, perform the required tasks, do not share responses, and those eligible have access to required accommodations.
- Do not, at any time, modify, change, alter, or tamper with student responses during or after the test administration.
- Do not, at any time, read test questions from students' tests or take notes or photographs of secure items or post them on the internet or social media.
- Assist students with emergencies (including restroom breaks) during the test administration.
- Remain in the room throughout the entire test administration unless there is an emergency. If an emergency arises and the test administrator must leave the room, the school test coordinator must be notified to arrange for another trained test administrator to be present for the duration of testing.
- Prohibit visitors from entering the classroom during the test administration, except when required for state or local monitoring of test administrations or under extreme circumstances (i.e., emergency situations).
- Provide a positive test-taking environment. Avoid distracting behaviors (e.g., reading, conducting other personal or professional duties, talking or texting on cell phones, or working on any other electronic device).
- Follow the directions specified in the test administration guides for returning all used and unused testing materials and supplemental materials to the school test coordinator.
- For paper tests, under the direction of the school test coordinator, the test administrator must review under secure conditions in a group setting (i.e., three or more designated school personnel) each student's responses and then transcribe the responses into the online testing system. Students' responses are not to be modified during the review and transcription processes.
- On the day of the occurrence, immediately document and report testing irregularities to the school test coordinator, who will ensure the irregularities are submitted in the OTISS.

Duties of Proctors
It is a local decision whether to require proctors to "serve as additional monitors that help test administrators assure that testing occurs fairly" (16 N.C. Admin. Code 06D .0311). For vendor-made assessments, test coordinators must ensure the proctor guidelines from the test publisher are followed.

For PSUs that opt to assign proctors for state tests, the following best practices should be considered:

- The principal should be responsible for selecting proctors who are school staff or responsible adult community volunteers (i.e., age eighteen or older and not enrolled as a student in the K–12 PSU).
- The proctor assigned can be either (1) a one-on-one, full-time proctor (i.e., one proctor assisting one test administrator in a single testing room) or (2) a roving proctor (e.g., one proctor assisting up to three test administrators in three testing rooms).
- A proctor should not be assigned to proctor in a room where his or her relative or ward is to be tested. Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the proctor's guardianship.
- Additionally, a proctor should not be assigned to proctor with a test administrator who is a personal family member or a close acquaintance.
- Students should be informed before the day of the test administration that a proctor will be assisting the test administrator in monitoring their test administration.

Proctor Training Expectations
If proctors are utilized, they must attend a proctors' training session before proctoring a test administration and understand and agree to perform the duties described. After receiving training by the PSU test coordinator, the school test coordinator is expected to conduct proctor's guide training with proctors at the school either on a day before testing or the morning of the test administration.
Training at the school will include the following:

- review *The Proctor's Guide Online Training Video*;
- review the *Testing Code of Ethics*;
- provide a copy of *The Proctor's Guide* (electronic or paper); and
- complete the *Proctor Confidentiality and Test Security Agreement* form. This form must be completed each testing cycle (e.g., fall end-of-course [EOC] testing, spring EOC testing) and signed at the conclusion of proctor training. A copy of this signed form must be kept on file at the school for each proctor serving in any test administration for the school year.

C. Policies and Procedures for Statewide Tests That Are Not Provided by a Vendor

Section C of the *North Carolina Test Coordinator's Policies and Procedures Handbook* includes policy guidelines and procedures that apply to the administration of all tests in the Annual Testing Program except those tests provided by a vendor (i.e., ACT, WIDA™). RACs and test coordinators are expected to ensure all appropriate staff are trained on this information before administering a test. School personnel must ensure the policy guidelines and procedures outlined in this section are implemented appropriately.

Policies and Procedures Training Courses

Expectations for the *Policies and Procedures Training Courses* are detailed in Section B of this handbook.

Before Testing

Read and follow test security procedures. The principal shall account for all test materials and shall ensure test security within the school building (16 N.C. Admin. Code 06D .0311). The following test security procedures must be studied and discussed during test administrator training:

Copying secure test materials

- Secure tests, including all test materials and test questions, must not be reproduced in any manner.
- Secure tests must not be copied, filed, or used directly in instructional activities, or posted on the internet or social media.
- No person may copy, reproduce, or paraphrase the test materials in any manner for any reason without the prior written consent of the Annual Testing Program.

Classroom instruction and study guides

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

Displays

- Displaying information (e.g., bulletin boards, instructional displays, and reference materials printed or attached to student desks or devices) that contains content being measured or test-taking strategies (e.g., "Tips for Taking Tests," displays, thinking maps, word lists, word walls, definitions, writing formulas, multiplication tables, number lines, mathematical formulas, or theorems) in any manner or form in the room during a test administration may result in a misadministration. These displays must be covered or removed prior to testing.
- Failure to cover or remove such displays during a test administration is considered a violation of the *Testing Code of Ethics*.

Testing environment

- All rooms designated for testing must be quiet, orderly, comfortable, with adequate seating, lighting, and heating or cooling.
- A "Testing—Do Not Disturb" sign should be ready to post outside the testing room.
- Each student must have enough space in which to work.
- Seating must be arranged to discourage students from sharing responses.
- For online testing, ensure spare devices and power sources are available, if needed.
- Ensure that study carrels or privacy shields are permitted only under the following circumstances:
  - The students' assigned seats are multi-student desks (i.e., desks that seat two or more students).
  - The student has the *Testing in a Separate Room* accommodation (i.e., in a one-on-one or small group setting).
- Test administrators must contact the school test coordinator before the test administration if they have questions related to the testing environment.

Accounting for and storing test materials

- The test administrator must count and record the number of secure test materials and supplemental materials
  - when the materials are first received,
  - before the distribution of materials to students,
  - after the test administration, and
  - when the materials are returned to the school test coordinator.
- The test administrator must immediately report any discrepancies in the count to the school test coordinator or principal.
- For online testing, devices that are open and display the students' start screens, test material, or are paused, must not be left unattended by the test administrator at any time.

- For online testing, any information from the online test saved or cached on any network appliance or device must be purged or deleted immediately following the completion of the test administration.
- Immediately following the test administration, the test administrator must return all testing materials to the school test coordinator according to the directions specified in the test administration guide.
- The school test coordinator shall collect, count, and return all test materials to the secure, locked facility.

Access to secure tests

- Access to secure tests must be limited to school personnel who have a legitimate need.
- For online testing, NC Education usernames and passwords must remain secure and must not be shared or compromised.
- School personnel must not disclose the contents of secure tests, discuss with each other or with students any of the test questions or information contained within the tests, or write about them or post them on the internet or on social media.
- Visitors to the classroom are prohibited during the test administration except when required for state or local monitoring of test administrations or under extreme circumstances (i.e., emergency situations).

Read aloud or signing/cueing test administrations

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

Know local testing procedures. During test administrator training, test administrators must be informed of the following local testing policies and procedures:

- local procedures for providing additional time to students needing more than the estimated time to complete the test;
- local procedures for contacting the school test coordinator during the test administration, if needed;
- local procedures to follow at the conclusion of testing for returning students to the regular school schedule; and
- local procedures for reporting a testing irregularity.

Technical Requirements for NCTest. The technical requirements for NCTest, which is used to deliver the online tests, are found at https://center.ncsu.edu/nct. Schools must review these technical

requirements several days before online administrations occur and must make any necessary adjustments before administering an online test.

Complete the online readiness checklist. Before administering any secure online test, school test coordinators must:

- ensure all devices meet all the specified technical requirements listed at https://center.ncsu.edu/nct.
- ensure test administrators have an NC Education user account. For questions about NC Education accounts, school TCs should contact the Help Desk at ncdesk@ncsu.edu or (919) 515-1320.
- ensure test administrators' NC Education usernames and passwords are working correctly and grant access to the appropriate tests and student information pages. Usernames and passwords should be checked two to three days before the test administration date to ensure they function as expected and to view the password expiration date (https://center.ncsu.edu/ncauth/).
- ensure every student participating in the online test has completed the Online Assessment Tutorial at least one time per school year before the test administration.
- ensure screen savers are disabled for all devices and that volume controls are appropriately set for students requiring the *Test Read Aloud (in English)* accommodation.
- check to ensure all students who are participating in online testing are listed in the Enrollment tab list for the correct test in NC Education. Students who are no longer in membership may appear in this list. Test administrators may disregard students who are no longer in membership but are still listed in NC Education.
- Ensure test administration windows are scheduled in NC Education. The test window scheduler must be set no later than the day before the test administration date.
- Before test day, review and edit the student interface questions (SIQs) for students who need the following interface options or documented accommodations for online testing: alternate background color, large font, *Multiple Testing Sessions* accommodation, *Test Read Aloud (in English)* accommodation, or other required accommodations. SIQ's must be completed before test day.

Enter Student Interface Questions (SIQs) for paper administrations. On days before a paper test administration, if designated to do so by the school test coordinator, the test administrator marks the SIQ for Transcribe Online. By checking the Transcribe Online SIQ, the student is assigned the same test form number online as he or she is administered via paper. If the Transcribe Online SIQ is not selected, the student will not be assigned the same online and paper form number; therefore, the transcriber will not be

able to transcribe the student's answers from the test book to the online test.

Request to use an alternate device. Prior written permission from the NCDPI is required to use any device that does not meet the required device guidelines. Authorized device guidelines can be found at https://center.ncsu.edu/nct. Letters to request the use of an alternate device must be sent to the Senior Director of the Office of Testing and Accountability at the following address:

Tammy Howard, Senior Director
Office of Accountability and Testing
NC Department of Public Instruction
6307 Mail Service Center
Raleigh, NC 27699-6307

Testing room, testing violations, and testing irregularities. On days before testing, teachers are expected to announce to students which items cannot be accessed in the testing room. (Test administration guides also include information about the use of prohibited items in the testing room.) The use of prohibited items may constitute a misadministration or violation of the *Testing Code of Ethics*.

During Testing

Monitor students during the test. Test administrators and proctors must remain attentive to their testing responsibilities throughout the entire test administration. A primary responsibility is monitoring the test administration, which requires the test administrator and proctor to quietly and frequently walk throughout the room and scan the students' work areas to ensure students are following the test directions, performing the required tasks, are not sharing responses, and those eligible have access to required accommodations.

Maximum testing time allowed. The Annual Testing Program requires that all students are permitted ample opportunity to complete required tests. However, no administration of state tests may exceed the maximum testing time (except for students with documented accommodations, such as *Scheduled Extended Time*).

Internet security, security of test materials, and online content. Test administrators, proctors, technology staff, and students must follow rules and procedures that ensure online content is not made available to anyone for any other purpose than to conduct the test. For more information about the policies and procedures to maintain internet security and security of

online test materials and content, refer to the *NCTest Admin Guide* posted on TNN > NC Education and NCTest Admin Guidance.

After Testing

Complete special codes and accommodations used during testing. After administering any secure online test, school test coordinators must:

- ensure all Special Codes in NC Education have been completed before 7:00 p.m. on the day of the test administration. Refer to the *Complete the Special Codes* section of the specific test administration guide for additional information.

Transcription Instructions. For students with a documented need to record test answers in a manner other than directly entering them into the online testing system (e.g., paper test administration, audiotape recording, assistive technology device, braille writer/braille paper), after completion of the test administration, the test administrator or other designated school personnel must transcribe the students' recorded responses into the online testing system. If the responses are not transcribed into the online testing system, the student will not receive a score.

Responses to gridded-response questions for the mathematics tests and the constructed response questions for the English II EOC test must be transcribed in the manner specified in the test administration guides.

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

- one individual transcribes the student's responses,
- a second individual verifies the transcription, and
- a third individual acts as an objective observer of the process.

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

- **Step 1.** Launch the NCTest Secure Browser and click on the NCTest login button.
- **Step 2.** Enter an NC Education username and password and click login.
- **Step 3.** Choose the appropriate test name from the drop-down menu. The test name will auto-populate; then click continue.
- **Step 4.** Select the appropriate student from the list presented on the screen.
- **Step 5.** Ensure the screen is set to the start page with the correct student's name, test name, and school name near the top of the screen.
- **Step 6.** Click the start button to begin transcribing the student's responses.

- **Step 7.** After all responses are recorded and verified, click the end test button. A stop sign will appear on the screen after the second end test button has been clicked and the test has been closed.
- **Step 8.** All three individuals must sign the transcription box on the front cover of the student's test book.
- **Step 9.** The test administrator or principal's designee must purge any electronic files associated with the test administration immediately following the completion of the transcription process.

When to enter technical issues into OTISS. When a student(s) is not able to successfully complete the test due to online test connectivity and/or technical problems, schools must report these problems in the OTISS on the day of the occurrence.

When the same technical issue is being reported for multiple students during the same test administration on the same day, only one OTISS report should be submitted. A list of all students affected should be attached to the OTISS report.
On the day of the technical issue, schools must enter the following information about each incident into the OTISS:

- test name (subject and grade level)
- test form number (available at the top of the screen)
- description of the incident
- number of students involved
- names of all students involved
- error message(s) (document the words verbatim)
- specific question number(s), if applicable
- secure platform being used (e.g., NCTest Chrome App on Chromebooks, NCTest Secure Browser, or NCTest iPad App)
- steps taken locally to resolve the issue
- Help Desk ticket number (If the Help Desk does not provide a ticket number, the caller should request one.)
- advice or solution offered by the Help Desk
- whether the issue was resolved or not resolved

Reports do not need to be entered for students who successfully complete the test despite a technical issue.

Pack and return paper test materials. Districts must refer to Section I of this handbook for the requirements for storing, returning, or destroying test materials after testing ends. Charter, lab, and regional schools must refer to Section J for the requirements for storing and returning test materials after testing ends.

Return and storage of test materials for accommodations. Upon completion of test administrations with approved accommodations, test administrators must

- return all completed *Review of Accommodations Used During Testing* forms to the school test coordinator to keep in the students' IEP folders, Section 504 Plans, EL Plans, or transitory impairment documentation; and
- return all test materials for accommodations (e.g., original student responses recorded in the test book, and original scribe recordings of student responses if not recorded directly in a test book) to the school test coordinator.

D. Non-Vendor Required North Carolina State Tests

Section D of this handbook includes a brief overview of the tests that are produced and managed by the NCDPI's Office of Accountability and Testing and are required as part of the Annual Testing Program. Additional information about each test is in the specific test administration guide.

- Beginning-of-Grade 3 Reading Test
- Read to Achieve Test
- End-of-Grade Tests
- End-of-Course Tests
- North Carolina Alternate Assessments

Beginning-of-Grade 3 Reading Test

Purposes of the Test

Article 8 Chapter §115C of the General Statutes includes Part 1A, the *North Carolina Read to Achieve Program*. The goal of this program "is to ensure that every student read at or above grade level by the end of third grade and continue to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success." The North Carolina BOG3 Reading Test is linked to the Read to Achieve Program and serves several purposes:

1. It establishes a baseline measure of beginning third-grade students' reading comprehension.
2. It satisfies the requirements of the Read to Achieve legislation for students who score achievement level 3 or higher on the test. Students who are not proficient on the EOG test but were proficient on the BOG3 Reading Test count as proficient in the performance composite and school performance grades.
3. It is used for school accountability growth and student growth for teachers and administrators.
4. It serves as a teacher-growth tool for determining those teachers who are well-suited to teach reading camps (G.S.§115C-83.3[4a]).

Eligible Students

All students in membership at grade 3 (according to PowerSchool) are expected to participate with or without accommodations in the administration of the BOG3 Reading Test. The only exceptions are as follows:

- Students with disabilities who, according to their IEP documentation, participate in the NCEXTEND1 alternate assessment in accordance with state policies.
- Transfer students who were administered the BOG3 Reading Test at the former school before moving must not be readministered the test. For school accountability purposes, students must not be tested two or more times with secure statewide tests unless the school system discovers a misadministration.

Testing Formats

The BOG3 test must be administered online. The only exceptions to this online testing requirement are for

1. PSUs granted an approved technology hardship request or
2. individual students with disabilities who have documented accommodations that dictate a paper test format is necessary for accessibility purposes.

Testing Window

- Traditional schools: first fifteen days of the school year (days 1–15)
- Year-round schools: first fifteen days of the school year beginning July 18, 2023
- For year-round schools opening before July 18, 2023: July 18th is day one of the fifteen-day BOG3 window. NCTest does not open until July 18, 2023.
- For year-round schools opening after July 18, 2023: the first day of school is day one of the fifteen-day BOG3 window.

Testing Schedule

- The BOG3 Reading Test must be administered in one day (except for administrations involving students with documented needs requiring accommodations, such as *Multiple Testing Sessions*).
- Schools do not need to administer the test to all students at grade 3 at the same time on the same day.
- The test should be administered as early in the school day as the school schedule permits; however, afternoon administrations are also permissible.
- For best practices, the Annual Testing Program strongly recommends schools schedule the BOG3 Reading Test within the school day for the maximum time allowed without interfering with lunch or bus schedules. All students, including students with the *Scheduled Extended Time* accommodation, must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.
- No BOG3 Reading Test administration may exceed the maximum time allowed (except those involving students with documented needs requiring accommodations, such as *Scheduled Extended Time*).

The BOG3 Reading Test's content is "chunked" similarly to the Read to Achieve Test (RtA). The BOG3 Reading Test passages are divided into two parts with questions following each part. Questions pertaining to the entire passage are located at the end of the passage.

Preparing Students for Testing

Before the designated test administration date, teachers may help students improve test-taking skills by

- completing the BOG3 Reading Tutorial with students who will take the online BOG3 Reading Test; or
- completing the BOG3 Reading Test Practice Activity with students who will take the paper BOG3 Reading Test.

The BOG3 Reading Tutorial and the BOG3 Reading Practice Activity are not tests. They are provided to help students understand testing procedures that

will occur during the BOG3 Reading Test administration and to minimize student anxiety and errors on test day.

Read to Achieve Test

Purposes of the Test

General Statute §115C-83.7(a) states that the State Board of Education (SBE) "shall require that a student be retained in the third grade if the student fails to demonstrate reading proficiency appropriate for a third-grade student as demonstrated on a State-approved standardized test of reading comprehension administered to third-grade students." Students may, however, be exempt from mandatory retention in third grade for good cause by demonstrating reading proficiency appropriate for third-grade students on an alternative assessment approved by the SBE. The RtA Test is a valid and reliable standardized alternative assessment of reading comprehension that has been approved for good cause by the SBE.

Eligible Students

Students who have not satisfied the grade 3 reading proficiency requirements of the RtA law are eligible to take the RtA Test.

Students who have satisfied the requirements of the RtA law through one of the following options or who have a good cause exemption are not eligible to participate in the RtA Test.

- The student scored achievement level 3 or higher on the BOG3 Reading Test.
- The student scored achievement level 3 or higher on the first administration of the grade 3 EOG Reading Test.
- The student passed the retest of the grade 3 EOG Reading Test.

Testing Formats

The Read to Achieve Test must be administered online. The only exceptions to this online testing requirement are for

1. PSUs granted an approved technology hardship request or
2. individual students with disabilities who have documented accommodations that dictate a paper test format is necessary for accessibility purposes.

Testing Window

There are three testing windows available for the administration of the RtA Test.

1. Spring—after the first administration of the grade 3 EOG Reading Test during the last ten days of the school year.
   - Schools must offer the RtA Test, the grade 3 EOG Reading Retest, or both, to eligible students during the spring window.
2. Summer—at the end of reading camp on a day designated by the PSU.

- PSUs (not including charter schools) must offer at least one opportunity for both students participating and not participating in a reading camp to demonstrate reading proficiency appropriate for third-grade students on the RtA Test, DIBELS 8 reading camp assessment, or the local alternative assessment approved by the SBE. If a student does not demonstrate proficiency on the DIBELS 8 reading camp assessment, the student should be given the opportunity to take RtA test at the end of reading camp.
- Charter schools are not required to offer reading camp or the RtA Test at the end of reading camp.
- Students do not have to attend any instructional days of reading camp to be eligible to take the RtA Test during the summer window. PSUs (not including charter schools) must offer at least one opportunity for students not participating in a reading camp to demonstrate reading proficiency appropriate for third-grade students on the RtA Test, or the local alternative assessment approved by the SBE.

3. Fall—by the November 1 midyear promotion of students placed in a transitional third- and fourth-grade class combination or a fourth-grade accelerated class.
   - Schools must offer the RtA Test or the SBE-approved alternative assessment to eligible students during the fall window. Students in a transitional third- and fourth-grade class combination or a fourth-grade accelerated class can demonstrate proficiency and have the retention label removed by passing the RtA Test, passing the local alternative assessment approved by the SBE, or by having evidence of a completed student reading portfolio by November 1.

Testing Schedule

- The RtA test must be administered in one day (except for administrations involving students with documented needs requiring accommodations, such as *Multiple Testing Sessions*).
- Schools do not need to administer the test to all eligible students at the same time on the same day.
- The test should be administered as early in the school day as the school schedule permits; however, afternoon administrations are also permissible.
- For best practices, the Annual Testing Program strongly recommends schools schedule the RtA test within the school day for the maximum time allowed without interfering with lunch or bus schedules. All students, including students with the *Scheduled Extended Time* accommodation, must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.

- No RtA test administration may exceed the maximum time allowed (except those involving students with documented needs requiring accommodations, such as *Scheduled Extended Time*).

The RtA test's content is "chunked" so that passages are divided into two parts with questions following each part. Questions pertaining to the entire passage are located at the end of the passage.

Good Cause Exemptions

General Statute §115C-83.7(b) reads, "Students may be exempt from mandatory retention in third grade for good cause, but shall continue to be eligible to participate in reading camps and receive literacy interventions appropriate for their age and reading level. Good cause exemptions shall be limited to the following:

1. Limited English Proficient students with less than two school years of instruction in an English as a Second Language program.
2. Students with disabilities, as defined in G.S. 115C-106.3(1), and whose individualized education program indicates (i) the use of the NCEXTEND1 alternate assessment, (ii) at least a two school year delay in educational performance, or (iii) receipt of intensive literacy interventions for at least two school years.
3. Students who demonstrate reading proficiency appropriate for third grade students on the alternative assessment approved by the State Board of Education.
4. Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third grade students. Student reading portfolio and review processes used by local school administrative units shall be approved by the State Board of Education.
5. Students who have (i) received literacy interventions and (ii) previously been retained more than once in kindergarten, first, second, or third grades."

Schools must determine all good cause exemptions no later than the end of the third-grade year. Students with retained reading labels cannot receive good cause exemptions during a transitional third- and fourth-grade class combination or fourth-grade accelerated class. However, students in a transitional third- and fourth-grade combination class or a fourth-grade accelerated class can demonstrate proficiency and have the retention label removed by passing the RtA Test, achieving a 725 Lexile on the DIBELS 8 assessment during benchmark period, passing the local alternative assessment approved by the SBE, or by having evidence of a completed student reading portfolio by November 1.

After the November 1 deadline, the student with a retained reading label can complete a reading portfolio, pass the local alternative assessment, achieve a 725 Lexile on the DIBELS 8 assessment during a benchmark period, or pass the grade 4 EOG Reading Test by the end of the year and have the retained reading label removed.

In rare cases, students deemed medically fragile because of a significant medical emergency or condition and are unable to participate in the options used to satisfy requirements of the RtA law may be granted a medical exception. If the Annual Testing Program grants a student a medical exception for the regular (i.e., first) administration of the EOG reading test, it becomes the local board's decision as to how the student will progress in accordance with the RtA law.

Students placed in fourth grade who have transferred from a non-North Carolina public school are not held to the requirements of the RtA law and do not need to participate in the fall RtA Test.

End-of-Grade Tests: Reading and Mathematics Grades 3–8 and Science Grades 5 and 8

Purposes of the Tests

- The grades 3–8 EOG reading and mathematics tests measure students' proficiency on the *North Carolina Standard Course of Study* (*NCSCOS*) for reading and mathematics, adopted by the State Board of Education in June 2017.
- The grades 5 and 8 EOG science tests measure students' proficiency on the *North Carolina Essential Standards for Science*, adopted by the SBE in February 2010.
- Test results for EOG test scores are used for school and district accountability in the accountability model and for federal reporting purposes.

Eligible Students

Reading and mathematics. All students in membership at grades 3–8 (according to PowerSchool), including students who have been retained in grades 3–8, are expected to participate with or without accommodations in the administration of the EOG tests in reading and mathematics.

Science. All students in membership at grades 5 and 8 (according to PowerSchool), including students who have been retained at grades 5 and 8, are expected to participate with or without accommodations in the administration of the EOG science tests.

The only exceptions to these eligibility requirements are students with disabilities who, according to their IEP documentation, participate in the NCEXTEND1 alternate assessment in accordance with state policies.

Off-Level Testing

Off-level testing (e.g., administering the grade 4 EOG test to students not in membership as fourth graders according to PowerSchool) is not permitted.

Testing Formats

All EOG tests must be administered online. The only exceptions to the online testing requirement are for

1. PSUs granted an approved technology hardship request and
2. individual students with disabilities who have documented accommodations that dictate a paper test format is necessary for accessibility purposes.

Testing Window
The EOG tests must be administered during the final ten days of the school year. For school systems that were required to adjust their school schedules because of adverse weather conditions or other emergencies, the testing schedule should be adjusted to fall within the state-approved testing window of the adjusted school year.

TABLE 1. Testing schedule for End-of-Grade Tests

Online and Paper Administrations
Testing combinations. All online and paper EOG testing combinations must be approved by the RAC before they can be used on test day.
Mixed mode. Students can be administered the EOGs in mixed mode formats. For example, if a student is administered the mathematics test in the paper format, the reading test can be administered in the online format.
Non-school day administrations. Testing is only permitted on regular school days. Testing is not permitted on Saturdays or Sundays.
Consecutive school days. Administrations of the EOG tests do not have to occur on consecutive school days.
Administering more than one EOG in one school day. The EOG tests should be administered as early in the school day as the school schedule permits. Schools may elect to administer either one or two EOGs in one school day (i.e., reading and science, or mathematics and science, or reading and mathematics); however, caution must be taken when scheduling testing to ensure that the maximum time allowed for these tests does not interfere with lunch or bus schedules. All students must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.
Testing window. Schools do not have to test all students in the same grade starting on the same day or the same time, but all students must be tested within the state approved testing window.
Exceeding maximum time. No EOG test administration (except for those involving students with documented needs requiring accommodations, such as *Scheduled Extended Time*) may exceed the maximum time allowed.

End-of-Course Tests: Biology, English II, NC Math 1, and NC Math 3

Purposes of the Tests
The EOC tests are used to sample a student's knowledge of subject-related concepts as specified in the *North Carolina Standard Course of Study* (*NCSCOS*) for English II, NC Math 1, and NC Math 3, and the *North Carolina Essential Standards* for Biology to provide a global estimate of the student's mastery of the material in the content area. The EOC tests were initiated in response to legislation passed by the North Carolina General Assembly—the North Carolina Elementary and Secondary Reform Act of 1984.

Eligible Students
According to 16 N.C. Admin. Code 06D .0309:

- public school students who are enrolled for credit in courses in which EOC tests are required shall take the appropriate EOC test at the completion of the course;
- public school students who are exempt from final exams by local board of education policy shall not be exempt from EOC tests;
- public school students shall take the appropriate EOC test the first time the student takes the course requiring the test;
- public school students shall take the appropriate EOC test at the end of the course regardless of the grade level in which the course is offered;
- public school students who are identified as failing a course for which an EOC test is required shall take the appropriate EOC test; and
- all eligible students shall participate in the administration of EOC tests (standard administrations with or without accommodations or an alternate assessment).

Students enrolled for credit in courses in which EOC tests are required and do not have a proficient EOC test score. Students enrolled in courses that require the administration of the EOC test but have not obtained a proficient score on the EOC test prior to enrolling in the course, must take the appropriate EOC test at the completion of the course.

Students enrolled for credit in courses in which EOC tests are required and have a proficient EOC test score. Students enrolled in courses that require the administration of the EOC test and have obtained a proficient score previously on the EOC test may use the proficient EOC score as at least twenty percent of their final grade, or they may elect to retake the appropriate EOC test at the completion of the course and use the most recent score for the final grade calculation.

Advanced Placement (AP) Biology, International Baccalaureate (IB) Biology, Cambridge Biology II, Biology II, and General Biology II courses. Students enrolled in AP Biology, IB Biology, Cambridge Biology II, Biology II, and General Biology II courses must be administered the EOC Biology test at the completion of the course with the exception of students who have (1) previously obtained a test score from the EOC test or (2) transferred from out-of-state or from a nonpublic school in which the principal authorized course credit for having participated in the test by recording the appropriate reason code in PowerSchool. Students meeting these exceptions are not eligible to take the EOC Biology test.

Repeating a course for credit. Repeating a course for credit refers to a high school course repeated via any delivery method when the entire NCSCOS for that course is being taught to the student for a second time (SBE policy CCRE-001). Students are permitted to repeat a course for credit when they have failed a course. However, local boards of education may develop policies that define specific circumstances when students other than those who fail a course may repeat a course for credit. Students repeating a course for credit who have already scored at Level 3, 4, or 5 on the associated EOC test may elect to either retake the EOC or use the previous passing EOC score as at least twenty percent of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade. Students who initially fail a high school course and repeat the course for credit, upon completion of the repeated course, must take the associated EOC, and the new course grade shall replace the previous grade for the course. When a student repeats a course for credit and passes the course, the student only earns credit towards graduation once.

Credit recovery. Per SBE policy CCRE-001(6), credit recovery refers "to a block of instruction that is less than the entirety of the Standard Course of Study for that course. Credit recovery delivers a subset of the Standard Course of Study or blueprint of the original course in order to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion. . . . When credit recovery is exercised, the original record of the course being completed and failed will remain on the transcript. The LEA shall allow a grade of pass or fail for each credit recovery course. The mark will not affect the student's GPA. . . . The End-of-Course (EOC) exam associated with the credit recovery course may be administered no later than 30 days upon the completion of the credit recovery course."

EOC Results Used as Twenty Percent of the Final Grade
16 N.C. Admin Code 06D .0309(c) states that "PSUs shall adopt policies and use results from all EOCs as a minimum of twenty percent of the student's final grade for each respective course with the exception of:

1. students whose Individualized Education Programs (IEPs) created under the Individuals with Disabilities Education Act, 33 U.S.C. 1414, and regulations adopted pursuant to that Act, exclude their EOC results from their final grades;
2. English Learner (EL) students, as defined in 25 CFR 30.101, in their first year in a United States school; or
3. students enrolled in a course during the initial implementation year of the new EOC for that course where proficiency scores are not available due to standard setting."

Withdrawal from an EOC Course
Per 16 N.C. Admin. Code 06D .0309(i), "PSU students may drop a course with an EOC within the first 10 days of enrollment in a semester block schedule or within the first 20 days of enrollment in a yearlong traditional schedule. Students who are enrolled for credit after the 10 or 20 days shall not drop a course with a required EOC and shall participate in the EOC administration at the completion of the course."

Any changes in EOC enrollment after the tenth or twentieth day must follow the Process for Notification of Withdrawals that can be found in the *2023–24 Annual Testing Program and Accountability Requirements* memo. All notifications of withdrawals are to be submitted in accordance with the memo. Any necessary schedule changes for EOC enrollment should take place following notification of the decision from the Office of Accountability and Testing.

Testing Window
Test administrators must administer the EOC test during the last five days (4x4, semester courses, and summer school) or the last ten days (traditional yearlong schedule) of the instructional period. For school systems that were required to adjust their school schedules because of adverse weather conditions or other emergencies, the testing schedule should be adjusted to fall within the final five days (4x4 or semester) or last ten days (yearlong) of the adjusted school year. Any student absent (i.e., not present) from the test administration must make up the test. The PSU test coordinator will specify how tests are to be handled at the school and will schedule dates and times for completing makeup tests in each school so that all makeups are completed within the five- (semester) or ten-day (yearlong) testing window.

Testing Formats
All EOCs (i.e., English II, Biology, NC Math 1, and NC Math 3) are required online administrations. The only exceptions to this online testing requirement are for

1. PSUs granted an approved technology hardship request and
2. individual students with disabilities who have documented accommodations that dictate a paper test format is necessary for accessibility.

If PSUs do not have the technology capability to support administering the required online test(s), or a paper format is necessary for accessibility for students with disabilities, see Section G, subsection *Technology Hardship Requests* of this handbook.

PSUs should prioritize scheduling the online administrations of the EOC tests in the following order: English II, NC Math 1, Biology, and NC Math 3.

TABLE 2. Testing schedule for End-of-Course Tests

Online and Paper Administrations
Morning and afternoon administrations. The EOC tests should be administered as early in the school day as the school schedule permits; however, afternoon administrations are permissible.
Two tests administered in one school day. When scheduling two tests in one day, caution must be taken to ensure that the maximum time allowed for these tests does not interfere with lunch or bus schedules. All students must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.
Non-school day administrations. Testing is only permitted on school days. Testing is not permitted on Saturdays or Sundays.
Combining courses. Different EOC courses cannot be combined for online or paper administrations. Courses must test separately.
Exceeding maximum time. No EOC test administration (except for those involving students with documented needs requiring accommodations, such as *Scheduled Extended Time*) may exceed the maximum time allowed.

North Carolina Alternate Assessments

According to 16 N.C. Admin. Code 06G .0315, all students with disabilities are required to participate in the statewide testing program by taking either the general state-mandated tests with or without accommodations or by participating in North Carolina alternate assessments with or without accommodations. To participate in alternate assessments, students must meet specific eligibility criteria established by the Annual Testing Program, and the decision to participate in the alternate assessments must be documented in the students' current IEPs.

North Carolina's Alternate Assessments

NCEXTEND1 Grades 3–8, 10, and 11 Alternate Assessments

The NCEXTEND1 reading and mathematics alternate assessments (grades 3–8 and 10) and the science alternate assessments (grades 5, 8, and 10) measure the *North Carolina Extended Content Standards* adopted by the SBE in 2011. The NCEXTEND1 at grade 11 is provided as an alternate to The ACT test as required per General Statute§ 115C-174.11(c)(4). The grade 11 assessment includes English Language Arts (ELA)/reading, mathematics, and science questions. All NCEXTEND1 assessors must:

- have training in the specific content area being assessed and the contents of the alternate assessment administration guide,
- be familiar with the *North Carolina Extended Content Standards* (i.e., reading and mathematics) and *North Carolina Extended Essential Standards* (i.e., science),
- be the student's primary teacher for the assessed content area, and
- have routine contact with the student during classroom instruction.

College and Career Readiness Alternate Assessments (CCRAA) Grades 10 and 11

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

For test-specific information about the NCEXTEND1 grades 3–8, 10, and 11 Alternate Assessments, or the CCRAA at grades 10 and 11, refer to the *Testing Students with Disabilities Handbook*.

WIDA Alternate ACCESS

For information about the WIDA Alternate ACCESS assessment, refer to the *WIDA Assessments* section of this handbook.

E. Required State Tests Provided by Vendors

Section E of this handbook includes a brief overview of the tests that are required as part of the Annual Testing Program and are provided to schools by external vendors. Additional test administration information for these tests can be found in the resources provided by the vendor. The required state tests provided by vendors include the following:

- WIDA Assessments
  - WIDA Screener for Kindergarten
  - WIDA Screener Online
  - ACCESS for ELLs©
  - WIDA Alternate ACCESS

- ACT Assessments
  - PreACT
  - The ACT
  - ACT WorkKeys

WIDA Assessments

Participation in the Annual Testing Program

English Learners are expected to test 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.

Identification of English Learners

Per SBE policy TEST-011, "to be identified as English Learners (ELs), students indicating a language other than English on the Home Language Survey (HLS) must be assessed using the state EL identification test at initial enrollment. Thereafter, all students identified as ELs must be annually assessed using the state EL proficiency test."

WIDA Screener for Kindergarten

The WIDA Screener for Kindergarten is the state-identified EL proficiency identification test given to students in kindergarten and in the first semester of grade 1.

WIDA Screener (Online)

The WIDA Screener Online is the state-designated EL proficiency identification test given to students in grade 1 (second semester) through grade 12.

Screener administration window

Initial assessment of both the WIDA Screener for Kindergarten and the WIDA Screener Online is required within thirty calendar days of enrollment. Note: PSUs also have the option to initially assess language-minority students up to thirty calendar days before the start of school.

WIDA Screener (Paper)

The WIDA Screener is also available in paper format; however, the paper format is permissible only to individual students with disabilities who have documented accommodations in their IEPs or Section 504 Plans that dictate a paper format is necessary for accessibility. Test materials must be requested through and approved by the RAC.

ACCESS for ELLs ©
The ACCESS for ELLs is the state-designated EL proficiency test administered annually to kindergarten through twelfth-grade students who have been identified as ELs.

Test design. All students identified as ELs must be administered all four test domains annually during the state-designated testing window. If one or more domains cannot be administered, schools must follow state specific guidance provided by the Office of Accountability and Testing.

Testing window. Annual testing must occur during the state-designated testing window. The testing window is January 22–March 8, 2024.

Paper tests. Online administration is required for ACCESS for ELLs testing; however, the paper format is permissible for individual students with disabilities who have documented accommodations in their IEPs or Section 504 Plans that dictate a paper format is necessary for accessibility.
Note: Kindergarten ACCESS is only available in paper format.

WIDA Alternate ACCESS. The WIDA Alternate ACCESS is the alternate assessment for the ACCESS test. The WIDA Alternate ACCESS is for students in grades 1–12 who are identified as ELs and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs test. Additional information on the WIDA Alternate ACCESS can be found at https://wida.wisc.edu/assess/alt-access or located in the *Testing Students with Disabilities Handbook* or the *Guidelines for Testing Students Identified as English Learners* publication.

Test Administrator Training
The WIDA Screener for Kindergarten, WIDA Screener (online and paper), ACCESS for ELLs, and WIDA Alternate ACCESS training courses are not provided by the Annual Testing Program; they are provided by the vendor in the WIDA Secure Portal. Each training course has specific certification requirements. Test administrators must obtain certification for each test. Certification includes the completion of the training course, all associated elements, and any quizzes.

If a staff member administers ACCESS for ELLs in the online and paper modes, both training courses (online and paper) are required to be completed, and the test administrator must have certification in both modes prior to administering any test. Test administrator certification is required annually, and test coordinators are responsible for ensuring test administrators are certified for each test and mode administered prior to the opening of the yearly testing window. Refer to the *North Carolina State*

Specific Guidance for WIDA Assessments for training specifics for each assessment.

ACT Assessments

All North Carolina tenth graders take the PreACT, eleventh graders take The ACT, and students who are identified as Career and Technical Education (CTE) concentrators take the ACT WorkKeys assessment.

PreACT

- The PreACT is administered annually to all eligible tenth graders.
- The PreACT is a state required test per G.S. § 115C-174.22.
- The PreACT simulates The ACT testing experience. It is shorter than The ACT but has the same four subtests as The ACT: English, reading, math, and science.
- The multiple-choice test predicts future success aligned to The ACT test and provides both current achievement and projected future ACT test scores on the 1–36 ACT score scale.
- Detailed Results and Item Response help to identify students' specific strengths and weaknesses. Additional reporting insights on STEM, Career Readiness, and Understanding Complex Texts are provided.
- The PreACT assessment is designed to help parents and educators identify areas where students may need additional academic support or remediation. The PreACT can also help to initiate strategic conversations between parents and schools regarding dual enrollment decisions, identifying curriculum gaps, implementing interventions on behalf of students, and choosing Advanced Placement classes.
- The test administration window is October 9, 2023–November 17, 2023.

The ACT

- The ACT is administered annually to all eligible eleventh graders.
- The ACT is a required state assessment for all eligible eleventh graders per G.S. § 115C-174.11(4). (Retained eleventh graders who do not have a score from the state-sponsored administration of The ACT from their first year in eleventh grade are eligible and expected to test during the state-sponsored administration of The ACT during their second year in eleventh grade.)
- The ACT is a curriculum- and standards-based assessment that evaluates eligible eleventh graders' college and career readiness in English, mathematics, reading, and science.
- Each section of The ACT is multiple-choice and is scored on a 1–36 point scale. The composite score is the average of the four subject test sections.
- The ACT is used for college admissions, placement, and scholarships. It is accepted by most colleges and universities in the United States.
- The ACT provides a path to increase student access to postsecondary and workforce opportunities.

- Additional reporting and insights on STEM, Career Readiness, and Understanding Complex Texts are provided.

Test dates for The ACT. Three test dates and windows are available for spring 2024 testing.

- The Calendar Conflict request process is no longer necessary, as all three test dates are available to all schools.
- Schools are expected to offer both an initial and makeup test date.
- It is recommended that test date one and window one are used for the initial test date(s) and test dates two and three and test windows two and three are reserved for makeup test dates.
- No additional test dates will be available, and schools should plan accordingly.

TABLE 3. Spring 2024 Test Dates for The ACT

Spring 2024 Test Dates for The ACT	**Test Date 1**	**Test Date 2**	**Test Date 3**
Paper Testing: Standard Administration	February 27, 2024	March 12, 2024	April 9, 2024
Paper Testing: Accommodations Windows	February 27–29, March 1, and March 4–8, 2024	March 12–15 and March 18–22, 2024	April 9–12 and April 15–19, 2024
Online Testing: Standard and Accommodations Windows	February 27–29, March 1, and March 4–8, 2024	March 12–15 and March 18–22, 2024	April 9–12 and April 15–19, 2024

- Results from the statewide administrations of The ACT are available at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting/act-reports.

ACT WorkKeys

- The WorkKeys assessments are required for all eligible Career and Technical Education (CTE) concentrators per G.S. § 115C-174.25.
- The three WorkKeys assessments—Applied Math, Graphic Literacy, and Workplace Documents—are the basis of the WorkKeys National Career Readiness Certificate (WorkKeys NCRC).
- The Applied Math test measures critical thinking, mathematical reasoning, and problem-solving techniques for situations that occur in today's workplace.
- The Graphic Literacy test measures the skills needed to locate, synthesize, and use information from workplace graphics. Workplace graphics come in a variety of formats, but all communicate a level of information. From charts to graphs, diagrams to floor plans, identifying what information is being presented, and understanding how to use it are critical to success.
- The Workplace Documents test measures the skills people use when they read and use written text such as memos, letters, directions, signs, notices, bulletins, policies, and regulations on the job. The assessment is defined through a combination of the text complexity level of a reading passage and the skill elicited by the item.
- Students who achieve qualifying scores on the Applied Math, Graphic Literacy, and Workplace Documents assessments can earn a WorkKeys NCRC at the Bronze, Silver, Gold, or Platinum levels of readiness. The nationally recognized certificate provides employers with information on the skill levels of potential employees and aids with employment, promotion, and training decisions.
- The WorkKeys standard and accommodated testing windows are as follows:
  - Fall 2023: November 6, 2023–December 8, 2023
  - Spring 2024: February 19, 2024–March 15, 2024
- All WorkKeys testing must be administered online unless a paper format is necessary for students with a documented need for accessibility purposes, or the school has an approved technology hardship request on file with the Office of Accountability and Testing. Paper test materials must be ordered through ACT during the appropriate test material ordering window.
- Results from the statewide administrations of WorkKeys are available at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting/act-reports.

F. Preparation for the Test Administration

Annual Testing Plans

The PSU must ensure an annual, written testing plan is developed and distributed to the school(s) before the beginning of the school year. The plan must include, but is not limited to, rules for test administrator training, test security, proper testing environment, secure test administrations, test administration audits, and preparation and return of secure test materials. Plans should also be available in electronic format and include "sample" documents that are used as supports for the testing plan. An electronic copy of the testing plan must be submitted annually to the RAC. See Appendix E of this handbook for a Sample Public School Unit Annual Testing Plan.

School Testing Environment

All test administrations must be conducted in an unbiased and uniform manner. It is essential the scores for all tests represent the best estimate of the students' knowledge and mastery of the concepts. Before and during the test administration, the test administrator must promote an informative, positive, and supportive atmosphere to minimize student anxiety regarding the test.

When designing learning spaces, many teachers consider flexible seating choices such as adaptive seating. Adaptive seating may include, but is not limited to, round tables, standing desks, stability and yoga balls, working on the floor with a clipboard, sitting on a couch, or sitting on a floor mat at a table. Students must be positioned in a suitable manner for testing so that no other student is able to see another student's test. For the administration of all tests in the Annual Testing Program, all rooms with adaptive seating that have been designated for testing (including those to which students may be relocated), must be approved by the RAC before they can be used on test day.

The Annual Testing Program strongly discourages large-scale administrations (e.g., those that occur in a library or cafeteria) that include large groups (multiple classes) of students. Test administrations that occur under these conditions may result in misadministrations. If testing is to take place in a facility other than a classroom, special effort may be required to establish and maintain a proper testing environment.

Visitors to the classroom are prohibited during the test administration except when required for state or local monitoring of test administrations or under extreme circumstances (i.e., emergency situations).

During all administrations of North Carolina tests, displaying information regarding content being measured or test-taking strategies in any manner or form in the room, whether printed or attached to student desks or devices, may result in a misadministration. These displays must be covered or removed. Examples include, "Tips for Taking Tests" displays, word lists, thinking maps, word walls, definitions, writing formulas, multiplication tables, number lines, and mathematical formulas and theorems. Failure to cover or remove these displays during a test administration is considered a violation of the *Testing Code of Ethics*. Test administrators must contact the school test coordinator before the test administration if they have questions related to the testing environment.

Monitoring Students during Test Administrations
A primary responsibility of the test administrator is monitoring the test administration. Each student must complete the test without assistance for the scores to reflect the student's ability. During training, test administrators must be made aware of the types of student assistance they are permitted to provide during the test. More information about how test administrators should monitor students during testing can be found in the *Testing Security Protocol and Procedures for School Personnel* publication.

Test Forms
Online test forms. Different versions of a test are assigned to students testing online. The different versions are equated statistically and are parallel in content, so comparisons of performance within and across test administrations can be made.

Paper test forms. Since all testing is required online, there are minimal paper forms in use. The paper forms are available only to individual students with disabilities who have documented accommodations that dictate a paper test format is necessary for accessibility.

Test Administration Training Format
School test coordinators may conduct training virtually or in-person, using either an electronic or hard copy of the test administration guide. The test administrator must thoroughly read and study the guide (electronic or hard copy) before attending the training session, so the school test coordinator can answer any questions the test administrator may have. All test administrators must receive a hard copy of the guide before administering the test.

Test Materials
Removal of answer sheets. Effective with the 2023–24 school year and beyond, answer sheets will no longer be used for paper test administrations.

All students with a documented need for a paper format will mark their answers in the test book. When testing is complete, the test administrator or principal's designee will transcribe the student's answers from the test book to the online testing system. Additional information about the transcription process is located in the *Transcription Instructions* section of this handbook.

Test administrations guides. Test administrators must utilize the hard copy of the appropriate test administration guide when conducting test sessions.

Distribution of test materials. The PSU test coordinator provides schools with the test materials specified in the appropriate test administration guide. In turn, school test coordinators provide test administrators with these appropriate test administration materials. Test administrators must be provided with a printed version of the appropriate test administration guide before administering the test. All other test materials must be distributed to test administrators immediately before each test administration and returned to the principal or school test coordinator at the end of each test administration. Test administrators are responsible for all materials in their care.

In order to administer statewide tests to North Carolina students in a fair and equitable manner, only the testing materials that are specified in the appropriate test administration guide or are part of an approved accommodation are allowed during the test administration.

The PSU test coordinator provides schools with the test materials specified in the appropriate test administration guide. School test coordinators also provide directions to test administrators for distributing the test materials.

Placing test materials on students' desks before the beginning of a test administration is a violation of the procedures outlined in the test administration guides and the *Testing Code of Ethics*.

Except for scratch paper, graph paper, periodic tables, and writing utensils, the test administrator should not give students additional materials during the test administration without the prior written consent of the Annual Testing Program. Only supplemental materials specified in the appropriate test administration guide (or published supplements or updates) may be used during the test administration. Books, textbooks, thesauruses, bookmarks, multiplication tables, number lines, music, cameras, cell phones, personal learning devices, personal computers (if not used for testing), smartpens, smartwatches, or any other electronic devices are prohibited during the administration of any test in the Annual Testing Program.

At no time are proctors to be alone with secure test materials, including devices with tests open on the screen (e.g., start screen, pause screen, questions displayed). Proctors must not pick up test materials from or return test materials to the school test coordinator at the beginning or the end of testing. Every effort must be made to minimize unauthorized access to secure state tests before and after each test administration.

Calculator Use

Students should use calculators that are routinely used during classroom instruction and on classroom tests during the school year when taking state tests. Students who routinely use more than one calculator during classroom activities may be permitted to use more than one calculator during the test administration. Students may use calculators with more than the minimum requirements (e.g., fraction keys, graphing capabilities), if those additional features are not prohibited. However, school systems should be cautioned that the use of these features without prior training may confuse students and adversely affect their performance during the test administration.

An online calculator is available for students testing online. The online calculator meets the minimum calculator requirements for the specific test. Both a scientific calculator and a graphing calculator are available online for grade 8 mathematics. A handheld calculator is not required for online test administrations; however, students who routinely use a handheld calculator during classroom instruction and on similar classroom tests or have not had enough practice using the online calculator, should be provided a handheld calculator during the test administration. A student may also require a handheld calculator for accessibility purposes, when appropriate.

To access the North Carolina testing version of the online calculators visit

- Four-function calculator https://www.desmos.com/testing/northcarolina/fourfunction
- scientific calculator www.desmos.com/testing/northcarolina/scientific
- graphing calculator www.desmos.com/testing/northcarolina/graphing

All online calculators are free to use and are accessible for students who are visually impaired and blind. For more information, visit www.desmos.com/accessibility.

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

- calculators with wireless communication technologies (e.g., Bluetooth, Infrared, or Wi-Fi)

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

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

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

- Texas Instruments: All model numbers that begin with TI-89 or TI-92, Voyage 200, Nspire CAS (TI-Nspire CX CAS and TI-Nspire CAS with touchpad)
- Hewlett-Packard: HP 48GII and all models that begin with HP 40G, HP 49G, or HP 50G
- Casio: Algebra fx 2.0, ClassPad 300, and all models that begin with CFX-9970G
- virtual calculators, downloaded calculators, calculator apps
- calculators accessible by desktop, laptop, or other devices (e.g., iPad and Chromebook)

Texas Instruments TI-Nspire calculators without CAS are allowed only in the following two cases:

1. with the TI-84 Plus keypad or
2. with the Nspire keypad using operating system 1.7 or higher with both "limit geometry functions" and "disable function grab and move" invoked in Press-to-Test mode.

Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) from

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

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

Comprehensive clearing procedures for calculators most frequently used in the state are available in the applicable test administration guide. In addition, major calculator vendors have support teams who assist test administrators in clearing calculators. Vendor contact information can be obtained through the PSU test coordinator.

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

Minimum Calculator Requirements

The minimum calculator requirements for each state test that requires calculator use are listed in the following chart. Additional features (e.g., fraction keys, graphing capabilities) are permitted, but are not required. The NCDPI does not endorse any brand of calculator.

TABLE 4. Minimum calculator requirements

Test	Minimum (At Least) Calculator Requirements
EOG mathematics grades 3–5	four-function calculator with memory key
EOG mathematics grades 6–7	any four-function calculator with a square root function, y^x, π (pi), and algebraic logic (scientific)

Test	Minimum (At Least) Calculator Requirements
EOG mathematics grade 8	a graphing calculator and any four-function calculator with a square root function, y^x, π (pi), algebraic logic (scientific)
EOC NC Math 1 and NC Math 3	graphing calculator
NCEXTEND1 mathematics grades 6–8, NC Math 1 at grade 10, and grade 11	four-function calculator with memory key
CCRAA grades 10 and 11	four-function calculator with memory key

For additional information on the Annual Testing Program's calculator requirements, refer to the North Carolina Calculator Requirements Assessment Brief, available at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/assessment-briefs.

Instruction Before Test Day
During the school year, teachers shall provide instruction that meets or exceeds the state-adopted content standards to give students an opportunity to learn the objectives measured by the tests.

Before the designated test administration date and according to the *Testing Code of Ethics*, teachers may help students improve test-taking skills by "helping students become familiar with test formats using curricular content; teaching students test-taking strategies and providing practice sessions; helping students learn ways of preparing to take tests; and using resource materials, such as test questions from test item banks and linking documents, in instruction and test preparation."

Before the day of the test, teachers should explain to students that the test administrator (and proctor, if utilized) will move quietly and frequently throughout the room to scan the students' work areas to ensure students are following the test directions. While monitoring online and paper test administrations, test administrators (and proctors, if utilized) are not to read test questions from students' test books or from devices with test questions displayed on the screen, nor are they to take photographs of, or notes about the test questions, or otherwise create a record of information contained

within them. Test administrators (and proctors, if utilized) must be made aware of what they can and cannot do to assist students during the test administration.

Teachers must not jeopardize the security of the test forms. Teachers are not permitted to discuss specific questions from the tests with students or colleagues before, during, or after the test administration or to ask students which test questions were difficult. For example, if students approach a teacher to ask about test questions, teachers should remind them that they are not permitted to share any of the test questions or information contained within the test or to write about them on the internet or on social media. Teachers must not use test questions or information from students as the basis for additional instruction or review. Instead, teachers should provide instruction and review on the state-adopted content standards. Excerpts from the tests must not be used at any time during classroom instruction or in resource materials such as study guides.

Notifying Parents of Required State Tests

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 that school year. In addition, LEAs shall advise students and parents or guardians of the dates the tests will be administered and how the results from the tests will be used. Also, information provided to parents shall include whether the State Board of Education or the local board of education requires the test(s)."

On days before testing, the school should inform the students and parents about the purpose of the test and that students

- are scheduled to take a test(s) surveying their knowledge and mastery of skills as specified in the state-adopted content standards;
- should attempt each question or prompt on the test;
- should bring a writing utensil;
- should not bring extra scratch paper, dictionaries, thesauruses, reference books, textbooks, music, cameras, thumb drives, smartpens, smartwatches, cell phones, or other electronic devices;
- should bring a novel or any other reading material that is not a textbook or contains instructional content (e.g., magazines) to read after they complete the test administration; and
- will be informed of any local and state policies regarding the use of test results.

Suspended Students

Short-term suspension. According to General Statute § 115C-390.5, "the principal shall have authority to impose short-term suspension on a student who willfully engages in conduct that violates a provision of the Code of Student Conduct authorizing short-term suspension. . . . A student subject to short-term suspension shall be provided the following:

- the opportunity to take textbooks home for the duration of the suspension;
- upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with the assignment; and
- the opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period."

Students with short-term suspensions are required to take the appropriate state-mandated test(s). The school must arrange to test these students in a location (e.g., central office) that is mutually agreeable to parents or guardians. The school test coordinator must ensure test security is maintained and all procedures contained in the test administration guide are followed throughout the test administration(s).

Long-term suspension. According to General Statute § 115C-390.7, "a principal may recommend to the superintendent the long-term suspension of any student who willfully engages in conduct that violates a provision of the Code of Student Conduct that authorizes long-term suspension. Only the superintendent has the authority to long-term suspend a student."
The PSU decides if it will provide students with long-term suspensions the opportunity to take the appropriate state-mandated test(s). If the opportunity is provided, the school must arrange to test these suspended students in a location (e.g., central office) that is mutually agreeable to parents or guardians, and the school test coordinator must ensure test security is maintained and all procedures contained in the test administration guide(s) are followed throughout the test administration(s). If a long-term suspended student is still enrolled in the school and is tested, the test results will be official and will be included in the student's record and in accountability results. A long-term suspended student who is still enrolled in the school and is not tested will count against school participation rates.

Hospital and Homebound Testing

PSUs must establish policies and procedures for providing hospital and homebound services to public school students who are temporarily confined at home or in a health care facility. PSUs must ensure that students who receive hospital and homebound services participate in the EOGs, EOCs, and all other state-required test administrations. Medical exceptions may be

submitted, if appropriate. (All medical exceptions must be approved by the Annual Testing Program.) For accountability purposes, the test results of a hospital or homebound student must be included in the accountability results at the base school.

Hospital or home testing is subject to the same policies and procedures as regular test administrations.

Scheduling. Hospital and homebound testing must occur during the state-designated testing windows.

Training. Staff members administering a test to a hospitalized or homebound student must be included in the school's test administrator training and must review the test administration guide before the test administration. The PSU test coordinator is to be contacted if there are any questions regarding the test administration.

Before test day. The test administrator or the school test coordinator must ensure the parent or guardian is aware of the following testing policies and procedures as they relate to test security and the testing environment:

- For the protection of the school, it is recommended that two school staff members are present on-site for the test administration. It is a local decision as to which staff members are assigned to the off-site test administration.
- For the protection of both the student and the teacher, the presence of a responsible adult is required on-site (not in the testing room). If a parent, guardian, or other responsible adult is not present on-site, then the test administrator must terminate the testing session. The parent, guardian, or responsible adult must stay on-site for the entirety of the test session.
    - During the test, only the test administrator, the proctor (if utilized), and the student being assessed are permitted in the testing room.
    - Under extreme circumstances (i.e., emergency situations, medical treatment breaks) the parent, guardian, or responsible adult may enter the testing room.
    - If a test administration must be paused because of a bathroom break or emergency, the test administrator must follow the procedures in the test administration guide for taking a break. Test materials must always remain secure.
- Home security system cameras must not record the test session.
- Electronic devices, cell phones, recording, listening, scanning, or photographic devices are prohibited in the testing room.
- The testing room should be quiet, without outside interruptions, and have appropriate supplies (e.g., table, chair).

- All pets, except for service animals, should be confined before the arrival of the test administrator.
- An effort should be made to eliminate any distractions during the test administration (e.g., doorbells, televisions, music, telephones, outside noises, siblings, pets).

Note: There may be unique circumstances that dictate the need for testing to occur outside the hospital or home setting. Decisions must be made on an individual basis. The location, such as a library conference room or a school office, should be mutually agreed upon. A responsible adult must always be on-site (not in the testing room). The hospital or homebound teacher or the test administrator is not required to transport the student.

Materials. The test administrator must check out test materials from the school test coordinator, administer the test on the designated test date, and return the materials to the test coordinator at the end of testing each day. Test materials must not be checked out overnight. All materials must be accounted for each day.

Note: On the day of a test administration, the test administrator must notify the school test coordinator immediately of any change in the student's status or in the home or hospital conditions that may necessitate rescheduling or cancelling the test administration.

Testing in a North Carolina Juvenile Detention Center
PSUs must establish policies and procedures for providing services to public school students who are temporarily confined in a North Carolina Juvenile Detention Center. Students are often still listed on base school enrollment when served by the North Carolina Juvenile Detention Center (NCJDC) and then move into the school enrollment of the Division of Juvenile Justice and Delinquency Prevention after adjudication. PSUs must ensure that students who are housed in NCJDCs participate in all state-required test administrations. Medical exceptions may be submitted, if appropriate. For accountability purposes, the test results for a student in a NCJDC must be included in the accountability results at the base school. Testing in a NCJDC is subject to the same policy and procedures as school-based test administrations.

Scheduling. Testing must occur during the state-designated testing windows.

Training. Staff members administering a test in a NCJDC must be included in the school's test administrator training and must review the test administration guide before the test administration. The PSU test coordinator

is to be contacted if there are any questions regarding the test administration.

Test day. It is a local decision as to which staff members are assigned to the NCJDC test administration. During the test, only the test administrator, the proctor (if utilized), or additional trained school staff member, and the student being assessed are permitted in the testing room. Under extreme circumstances (i.e., emergency situations, medical treatment breaks) another adult may enter the testing room.

If a test administration must be paused because of a bathroom break or emergency, the test administrator must follow the procedures in the test administration guide for taking a break. Test materials must remain secure at all times.

The testing room should be quiet, without outside interruptions, and have appropriate supplies (e.g., table, chair). An effort should be made to eliminate any possible distractions during the test administration.

Materials. The test administrator must check out test materials from the school test coordinator, administer the test on the designated test date, and return the materials to the test coordinator at the end of testing each day. Test materials must not be checked out overnight. All materials must be accounted for each day.

Note: On the day of a test administration, the test administrator must notify the school test coordinator immediately of any change in the student's status that may necessitate rescheduling or cancelling the test administration.

Unexpected School Closings, Inclement Weather, or Student Dismissals and Testing Requirements

Unexpected school closures and student dismissals are determined locally. The NCDPI recognizes the health and safety of the school community comes first. In the event a PSU is unable to administer state tests according to designated testing windows because of unexpected school closings, inclement weather, or student dismissals, the PSU should adhere to the following procedures:

1. The PSU test coordinator must notify the RAC of the school closing, impending weather condition, or student dismissal.
2. State tests should be rescheduled as soon as possible after the school returns to a normal schedule.
3. The PSU must submit all scores to the NCDPI by the data submission deadline unless an exception is requested and granted (see number 4).

4. The PSU may request an extension for submitting scores if it has evidence that shows the unexpected school closing, inclement weather, or dismissal affected its ability to meet the NCDPI data submission deadline. The PSU superintendent, principal, or director must submit the request via receipted mail to:

   Tammy Howard, Senior Director
   Office of Accountability and Testing
   NC Department of Public Instruction
   6307 Mail Service Center
   Raleigh, NC 27699-6307

The request must include the following information:

- the name of the PSU;
- the PSU code;
- an explanation why the unexpected school closing, inclement weather, or student dismissal affected the ability to submit scores by the NCDPI data submission deadline; and
- the earliest date when all scores can be submitted to the NCDPI.

The superintendent, district or charter school test coordinator, principal or director is to contact the RAC with any questions regarding these procedures.

Note: In the event a PSU is unable to administer ACT tests (i.e., PreACT, The ACT, ACT WorkKeys) according to the designated testing window(s) because of unexpected school closings, inclement weather, or student dismissals, the PSU must contact the RAC for ACT-specific makeup testing policy and procedures.

Testing Window

Per General Statute § 115C-174.12(a)(4), "all annual assessments of student achievement adopted by the State Board of Education pursuant to G.S. § 115C-174.11(c)(1) and (3). . . shall be administered within the final ten instructional days of the school year for yearlong courses and within the final five instructional days of the semester for semester courses. Exceptions shall be permitted to accommodate a student's individualized education program and section 504 (29 U.S.C § 794) plans and for the administration of final exams for courses with national or international curricula required to be held at designated times."

All state-mandated tests have a designated test date or testing window. The testing window is outlined in the *North Carolina Operational Testing Calendar*, which is posted on the NCDPI's Accountability and Testing website.

Failing to administer the secure tests on the test date or during the testing window designated by the Annual Testing Program results in a testing irregularity.

Request to Test a Student Outside the Testing Window
Schools are expected to test within the designated test windows; however, there are certain circumstances that may require a student to test outside of the window. The Office of Accountability and Testing provides procedural documents to districts and schools that must be submitted to the RAC when requesting to test students outside the window. For more information about the testing outside the window procedure, PSU test coordinators should contact their regional accountability office.

English Learners' First Year in United States (US) Schools
State Board policy ACCT-021 (1)(D)(1), states that "students identified as English Learners (ELs) shall participate in the statewide testing program using either the standard test administration or the standard test administration with accommodations. . . . ELs must participate in state assessments beginning with their first year in a US school; however,

- 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."

Grade 8 Students Enrolled for Credit in NC Math 1
State Board policy ACCT-021 (1)(A) states, "all eligible students in membership at grade 8 enrolled for credit in NC Math 1 shall take the EOC assessment at the completion of the course. Schools shall not assess these students on the grade 8 mathematics EOG assessment. These students will take the NC Math 3 EOC assessment for federal accountability in high school." Students in membership at grade 8 who have an NC Math 1 EOC score (e.g., granted credit from an earlier grade level) should only be assessed on the test matching the current course enrolled (e.g., NC Math 3). These students do not take the grade 8 mathematics EOG.

North Carolina Standardized Testing and Opting Out
All students in North Carolina (including students with disabilities and students identified as ELs) are required to participate in the Annual Testing Program per state and federal requirements. North Carolina does not allow any student to opt out of required testing unless there are extenuating circumstances, primarily related to serious health conditions. N.C. Admin.

Code 06G .0315 requires all students in membership (i.e., enrolled in a school) participate in the Annual Testing Program.

The Every Student Succeeds Act (ESSA) requires each state educational agency to implement in each district and school, a set of high-quality academic tests that includes, at a minimum, annual tests in mathematics, reading or language arts, and science. Mathematics and reading or language arts tests are to be administered in each of grades 3 through 8 and at least once in grades 9 through 12. Science tests are to be administered at least once during grades 3 through 5, grades 6 through 9, and grades 10 through 12. Furthermore, as amended by 1005 of Public Law 114–95, ESSA requires state tests to "be the same academic assessments used to measure the achievement of all public elementary school and secondary school students in the State." ESSA requires all states to "provide for the participation in such assessments of all students." These federal requirements do not allow students to be excluded from statewide tests. Rather, they define the legal requirement that all students in the tested grades must be tested.

Parents and guardians who request that their students not be tested or refuse to allow their students to test must be informed of the state's testing requirements and any possible academic outcomes for not permitting their students to test.

If eligible students are present in the classroom on test day, the test administrator must administer tests to all eligible students in membership. If a student attends a test session but chooses not to answer any test questions, they will be assigned the lowest possible score. Schools do not have the option to remove a student's test from scoring. The student's grade for the course and overall grade point average calculation may be negatively affected by receiving the lowest possible score.

A sample letter that PSUs may use to address parents' or guardians' concerns regarding testing mandates is found in Appendix B of this handbook.

Virtual Schools and Remote Instruction

Any school providing virtual or remote instruction to students (whether the school operates virtually full-time or operates a hybrid model of in-person and remote instruction) must adhere to all testing policies, procedures, and requirements as documented in public school laws of North Carolina in General Statutes, the N.C. Admin. Code, SBE policies, and all Office of Accountability and Testing test administration guides and handbooks.

G. Online Testing

Online Test Format

All test questions are formatted specifically for online testing and presented on the screen one test question at a time. Online tests provide several tools for students to use while testing, which include: reset, flag, strike, highlight, change highlight color, unhighlight, clear highlight, notepad, electronic pen, and help. Also, navigation buttons (i.e., first, back, pause, next, and review) are located at the bottom of the screen. Scroll bars appear on test questions as needed, based on the length of the test question or font size. Students can also increase the display by clicking "Ctrl," shift, and "+" keys at the same time. Students have an opportunity to practice using these tools when completing the online tutorial.

Online tests are available in regular or large font and in alternate background colors (i.e., white, yellow, green, grey, cream, and black) to all students. The black background color is used for high contrast. The NCDPI recommends these options be considered only for students who routinely use similar tools (e.g., color acetate overlays, colored paper, alternate background color, and large print text) in the classroom. It is recommended that students are given the opportunity to view the large font and alternate background color versions of the Online Assessment Tutorial and released forms of the test (with the device to be used on test day) to determine which mode of administration is appropriate. For students to access large font, an alternate background color, the *Test Read Aloud (in English)* accommodation, or the *Multiple Testing Sessions* accommodation, the options must be entered in the student's SIQ before the day of testing. After the test begins, the SIQ cannot be changed.

Sample—Checklist for Online Testing Readiness

The following is a sample readiness checklist that schools may use before test day to prepare school test coordinators, test administrators, and students for online testing. The checklist is not all-inclusive, and schools may modify as needed.

1. Test coordinator preparation
   - Check that all devices used for testing meet the minimum technical requirements for 2023–24.
     - Check that the secure browser is updated and used on all devices.
       - Check that the iPad app is updated. The app will open in Automatic Assessment Configuration.
     - Ensure that Chromebooks are managed using technology requirements. It is strongly recommended that they be placed in kiosk mode.

    - Verify accommodations and accessibility features in NCTest Admin are accurate before the day of testing.
    - Create a plan for:
        - distributing devices and ensuring the school will have enough devices available to administer all tests within the five- or ten-day window,
        - tracking students who have not completed testing,
        - providing each room with the appropriate number of charged devices,
        - ensuring devices stay charged throughout the administration, and
        - distributing materials required for online testing (e.g., calculators, headphones).
2. Test administrator preparation
    - Verify NC Education account login is successful (username and password).
    - Power on and connect all devices used for testing to the network before test day. (This will ensure any updates or software deployment needed for testing is complete before test day.)
3. Student preparation
    - Complete the required online assessment tutorial.
    - Practice using the released tests within NCTest.
    - Practice using the online calculator.

Testing Schedule for Online Tests

Online tests should be administered as early in the school day as the schedule permits; however, afternoon administrations are also permissible. As best practice, the Annual Testing Program strongly recommends schools schedule each online test within the school day for the maximum time allowed without interfering with lunch or bus schedules. All students, including students with the *Scheduled Extended Time* accommodation, must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time. Schools may elect to administer two tests in one day; however, caution must be taken when scheduling such testing to ensure that students can eat lunch during the school day and travel home at their regularly scheduled time.

Acceptable Devices for Online Administrations

School-issued devices. When accessing an online test, the Annual Testing Program recommends that students use devices that are school-issued with NCTest already loaded by the school.

Student-owned devices. When necessary, schools may permit students to use personally owned devices. Parents, guardians, and students should

collaborate with the school test coordinator for instructions on how to download NCTest to their personal devices. Directions for downloading NCTest to student-owned devices can be located via https://center.ncsu.edu/ncinstruct/. This link may be shared with parents, guardians, and students. Technical support will not be available at the NCDPI level and must be provided locally. It is not permissible to share the TOPS Help Desk phone number or email address with students, parents, or guardians.

All devices used for online testing, whether school-issued or student-owned, must have a pointing device included. This may be a touch screen, touchpad, external mouse, or other pointing device with which the student is familiar. It is a local decision to permit the use of a student-owned pointing device such as a hardwired or Bluetooth mouse. Schools must ensure that external pointing devices are compatible with the device utilized for testing. Pointing devices with recording capability are prohibited. In addition, schools must ensure that reference material attached to student devices containing content being measured or test-taking strategies are covered or removed prior to testing.

Technical Specifications for NCTest

To ensure students receive a valid and reliable test administration, schools must meet specific technical requirements. The technical specifications for NCTest, which is used to deliver the online tests, are found at https://center.ncsu.edu/nct. On days before an online test administration, schools must review these technical requirements and make any necessary adjustments before administering the online test. Schools that administer an online test but do not meet the technical requirements are at risk of providing students with questions that cannot be manipulated (e.g., technology-enhanced questions), are without associated artwork (e.g., tables, graphs, symbols), and do not fit properly on the screen.

Setting Up Devices

Test day login procedures for online testing are locally determined. For the 2023–24 school year, student login access codes will be available for EOGs and EOCs only. It is permissible to either

1. allow students to log themselves in to the test or
2. allow teachers to log in each student at a device.

School test coordinators are expected to develop, distribute, and train on a written plan that outlines secure procedures for schools to follow when students either remain or do not remain in the room while devices are being set up. The plan must address procedures that will ensure

- students cannot see secure test administrator usernames and passwords while the test administrator logs in to devices;
- students cannot see the secure student ID numbers and student access codes of others while logging themselves in to their device;
- upon login, each device is set to the start page with the correct student's name and PowerSchool number, test name, and school name correctly identified on the device; and
- students do not begin using their devices until instructed to do so.

This plan must become part of the overall annual testing plan for the school system submitted annually to the RAC. (See the subsection *Annual Testing Plans* of this handbook for more information.)

Procedures the Test Administrator Must Complete on Test Day
Steps to complete before beginning online testing. The Annual Testing Program recommends test administrators begin setting up devices used to deliver the online test thirty to forty minutes before the students are to begin testing. Test administration guides include specific steps that must be taken by test administrators before online testing is scheduled to begin.

Online Administration Login Procedures

1. Launch the NCTest Secure Browser, the NCTest Chrome App, or the NCTest iPad App and click on the NCTest login button.
2. The teacher chooses to log in each student at a device or have the students log themselves in using the directions below.
   - If the *teacher* logs into the test:
     - Enter a valid NC Education username and password and click login.
     - Choose the subject from the drop-down menu.
     - Choose the appropriate test name from the drop-down menu and click continue.
     - Select the student from the list presented on the screen.
   - If the *student* logs into the test:
     - Enter the student ID number and access code provided by the teacher.
3. After login is complete, the teacher should ensure the screen is set to the start page with the correct student's name, test name, and school name near the top of the screen.
4. Upon direction from the teacher, the student clicks start. After the start button is clicked, a pop-up box will appear. The student confirms the information in the pop-up box and then clicks OK to begin.

Technology Hardship Requests
If public schools do not have the technology capability to support administering the required online tests to students, a hardship request can

be submitted through the Technology Hardship Request notification system in NCTest Admin. Requests should not be emailed, mailed, or faxed.
In the request, PSUs should indicate if the Technology Hardship Request applies to the fall or spring semester or both. Approval from the Office of Accountability and Testing must be documented in the Technology Hardship Request notification system before paper tests can be ordered through the NC Education materials ordering page or in some cases, through a test vendor.

Online Assessment Tutorials
An online assessment tutorial is available for all North Carolina-developed online tests through the NCTest Chrome App for Chromebooks, NCTest Secure Browser, NCTest iPad App or by accessing https://data.ncsu.edu/nctest/Destination.html.

The following rules apply for students' participation and completion of the online assessment tutorials:

- Schools must ensure every student participating in an online state test has completed the online assessment tutorial.
- Students must complete the tutorial at least one time per school year before the test administration.
- Students can complete the tutorial either before test day or on the same day as the test administration.
- Students can complete the tutorial either in-school or as part of remote instruction.

H. Reporting and Scoring

Requirement to Report Student Scores
According to 16 N.C. Admin. Code 06D .0307 "(h) LEAs shall report scores resulting from the administration of State-mandated tests from the Annual Testing Program to students and parents or guardians no later than 30 days after the test is administered and along with available score interpretation information within 30 days from receipt of the scores and interpretive documentation from the NCDPI."

See Appendix C of this handbook for a sample letter schools may use to share this information with parents.

General Statute § 115C-174.13(b): Public Records Exemption
"Any written material containing identifiable scores of individual students on any test . . . shall not be made public by any person, except as permitted under the provisions of the *Family Educational Rights and Privacy Act of 1974, 20 U.S.C. §1232g*."

Confidentiality of Student Scores When Publicizing Test Results
It is advised that the confidentiality of test scores is always protected when publicizing or reporting test results to the public. Districts and schools should not violate confidentiality rights under the provisions of the *Family Educational Rights and Privacy Act of 1974, 20 U.S.C. §1232g*.

It is best practice not to publicly post or to announce student names and test results.

As stated in the *Testing Code of Ethics*, "Educators shall maintain the confidentiality of individual students. PSU personnel shall not publicize test scores or any written material containing personally identifiable information from the student's educational records except as permitted under the provisions of the *Family Educational Rights and Privacy Act of 1974, 20 U.S.C.§ 1232g* and regulations adopted pursuant thereto. . . . In the event of a violation of this Rule, the State Board of Education may impose any one or more of the following sanctions:

1. withhold any monetary incentive awards;
2. file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;
3. seek criminal prosecution of the person or persons responsible for the violation; and
4. in accordance with the provisions of 16 N.C. Admin. Code 6C .0312,

suspend or revoke the professional license of the person or persons responsible for the violation."

It is best practice that school staff be mindful of student confidentiality and adhere to appropriate policies and procedures when publicizing or reporting test results.

Scoring

Online Tests

Scoring online tests without constructed response (CR) questions. Online tests without CR questions are scored during an overnight process and sent to the SSH by 9:00 a.m. the day after the test is completed. RACs and district test coordinators are then able to generate school rosters and class rosters.

Scoring online tests with CR questions. For online tests with CR questions, vendors will begin scoring the first business day after the test record is received and will return the scored online test electronically to the NCDPI within approximately six business days. An additional day is required for processing the files from the scoring vendor to the NCDPI. Therefore, RACs and district test coordinators should allow approximately seven business days to receive scored online test records.

As a reminder, a school may receive scored test records across multiple days for a group of students that tested on the same day. Student responses are scored in the order they are received by the vendor.

Paper Tests

Scoring paper multiple-choice tests and multiple-choice tests with gridded response questions. On days before a paper administration, if designated to do so by the school test coordinator, the test administrator must mark the "Transcribe Online" SIQ in NCTest and mark all other documented accommodations required by the student (i.e., *Multiple Testing* Sessions and Other required accommodations besides *Multiple Testing* Sessions). By checking the Transcribe Online SIQ, the student is assigned the same test form number online as he or she is administered via paper. If the Transcribe Online SIQ is not selected, the student will not be assigned the same online and paper form number; therefore, the transcriber will not be able to transcribe the student's answers from the test book to the online test.

The school follows the procedures outlined in the test administration guide for transcribing the student's responses from multiple-choice tests and

multiple-choice tests with gridded response questions to the online testing system. Additional information about the transcription process is located in the *Transcription Instructions* section of this handbook.

The district test coordinator establishes the schedule for sending secure test materials to TOPS after testing.

Scoring paper tests with CR questions. For districts and schools administering paper tests with CR questions, the Transcribe Online SIQ is selected in NCTest for the student. The school then follows the directions in the test administration guide for transcribing the student's responses from the paper test into the online testing system.

As a reminder, the window for tests with CR questions ends earlier than the window for tests without CR questions. The vendor will score all questions (i.e., multiple-choice, CR). The scoring process will begin the first business day after the test record is received by the vendor. Scored records will be returned electronically to the NCDPI within six business days of starting the scoring process. An additional day is required for processing the files from the scoring vendor to the NCDPI. Therefore, test coordinators should allow approximately seven business days to receive paper test records.

Invalid Test Scores

In the event that procedures specified in the test administration guides or in the state's accommodations publications (or in subsequent updates to these documents) are not followed during the test administration, the Office of Accountability and Testing may declare the test scores invalid. If test scores are invalid, the results must not be included in a student's permanent record or be used for accountability purposes. Invalid test scores will not be used in the accountability model.

I. District Requirements for Destroying and Returning Test Materials for the 2023–24 School Year

Section I of this handbook provides districts with requirements for the storage, return and destruction of test materials.

Guides and Handbooks
Guides (i.e., administration, assessment) and handbooks are not secure materials, and do not have to be securely destroyed.

As a reminder, some guides should be retained for future administrations:
- Store spring 2022–23 EOC guides for use in 2023 summer and fall flexible testing.
- Store spring Read to Achieve guides for use in summer and fall 2024.
- Store spring EOG guides for use in 2024 summer programs.
- Store NCEXTEND1 guides throughout the year for grades 3–8, and grade 10, and grade 11 administrations.
- Store CCRAA guides for grades 10 and 11 for use in spring 2024.
- Store fall EOC guides for use in 2024 spring, summer, and fall flexible testing.

Test Materials to Be Temporarily Stored Locally
Test materials designated in Table 5 are considered secure test materials and must be stored by the district in a locked facility with controlled access limited to one or two authorized school personnel only. After the required storage time expires, the district must destroy these materials using one of the approved methods: (1) shredding, (2) secure recycling, (3) observed landfill burial by two or more designated school personnel, or (4) incineration.

TABLE 5. Test materials designated to be stored by the district in a locked facility until locally destroyed

Test Material	Required Storage Time
Grade 3 Student Reading Portfolio box	Store and use the 2022–23 version until Edition 2 of the Grade 3 Student Reading Portfolio box is available.
EOG science grade 8 periodic tables (unused)	Store and use during next test administration (Stock No. 12427).
Unused EOC Biology, English II, NC Math 1, and NC Math 3 test books	Store unused test materials from fall for use in spring, summer and fall flexible testing.

Test Material	Required Storage Time
Read to Achieve Test	Store unused test materials from spring for use during reading camp and fall administrations.
Unused EOC, EOG, and CCRAA graph paper	Store and use during next test administration.
NCEXTEND1 test card kits and selection booklets	Destroy locally after testing.

Online Test Materials
All visibly used (i.e., has been marked on in some way or is not suitable for reuse during future state testing) scratch paper, graph paper, supplemental materials, and periodic tables should be securely destroyed locally.

- NCEXTEND1 Test Ticket Forms should be destroyed locally after testing.
- All unused test materials should be stored as indicated in Table 5.

Paper Test Materials to Be Returned to the TOPS Warehouse
After transcription into the online system, the following test materials must be returned to the TOPS warehouse within five school days of the end of the testing window for non-vendor state-mandated tests:

- Original responses recorded in a test book (i.e., EOG, EOC, BOG3, RtA, CCRAA) to include:
  - *Student Marks Answers in Test book*
  - *Large Print Editions*
  - *One Test Item Per Page Editions*
  - *Large Print/One Test Item Per Page books*
  - *Braille Editions*
  - *Braille Writer/Slate and Stylus* responses
  - *Dictation to a Scribe* responses (e.g., typed, handwritten)
  - *Electronic Braille Notetaker* responses
- All visibly used (i.e., has been marked on in some way or is not suitable for reuse during future state testing) scratch paper, graph paper, supplemental materials, and periodic tables *must be included inside the test book* used by the student when returned to TOPS.

All used paper test books must have the transcription label completed on the front of the test book.

All unused paper test materials should be stored as indicated in Table 5.

Packing Test Materials for Return to the TOPS Warehouse

1. Test administrators should return all materials (i.e., test books, test administration guides) to the school test coordinator.
2. The school test coordinator ensures that scratch and graph paper are inserted into each student's test book. Then return the materials to the district test coordinator.
3. The district test coordinator will package and return the secure materials as follows (top to bottom):
   - Place used test book(s) for a grade and subject or course together in a vinyl bag.
     - Place all visibly used (i.e., has marked on in some way or is not suitable for reuse during future state testing) scratch paper, graph paper, supplemental materials, and periodic tables within the student's test book.
   - If applicable, place test materials with print errors in the box with a copy of the completed print error report form as the cover sheet.
   - Place any misadministration test books that are not to be scored in a separate, labeled vinyl bag.
   - Place NCEXTEND1 and unused test books sorted by grade and content in the box.
4. The district test coordinator will send the secure test materials to TOPS.
   - Place vinyl bags and test materials in boxes using the provided authorized return service (ARS) labels;
   - if more than one box is used for test materials, then each box should be clearly marked with "BOX <#> of <Total # of boxes>";
   - fax or email a scanned PDF of the *TOPS Return Verification Form* (see Appendix L of this handbook) to TOPs, and email or carbon copy the regional accountability office staff. This form provides an area to denote the tracking number(s) for the school and TOPS to ensure test security and prompt follow-up should materials not arrive the next day at TOPS.

Note: All secure test materials must be stored in a secure, locked facility when not in use.

Test Materials Stored at TOPS

TOPS will store the following in a secure facility for twelve months following the test date:

- original student responses recorded (e.g., use of accommodations *Student Marks Answers in Test Book, Braille Edition, Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, Dictation to a Scribe, or Assistive Technology*);
- paper tests (i.e., *Braille Editions, Large Print Editions, One Test Item Per Page Editions, Large Print/One Test Item Per Page Editions*,

Regular Print Edition) in which eligible students marked their answers in the test book;
- *Braille Writer/Braille Paper* or *Slate and Stylus/Braille Paper* student responses and photocopies of the responses; and
- original scribe recordings of student responses if not recorded directly in a test book (e.g., scribe records responses on a separate sheet of paper and transcribes after the testing session).

Vendor Test Materials
Districts should follow the directives in Table 6 to return materials as specified to vendors.

TABLE 6. Specified return of vendor materials for districts

Test Material	Specified Return
WIDA Screener for Kindergarten reusable kits	The security of WIDA Screener for Kindergarten reusable materials should be maintained at the school level, as long as the screener remains SBE-approved. These materials can be stored by test administrators in a secure, locked location. These materials are not returned to TOPS.
WIDA Screener for Kindergarten consumable materials	• Student response booklet (PSU securely destroys following entry of screener results into PowerSchool) • Student Score Sheet (housed in student cumulative record following entry of screener results into PowerSchool)
WIDA Screener Grades 1–3 Writing Booklets	PSU securely destroys following entry of screener results into PowerSchool
All WIDA Screener Paper test materials, except used student response booklets.	Immediately return WIDA Screener Paper test materials to TOPS upon completion of testing.
ACCESS for ELLs and WIDA Alternate ACCESS secure test materials	Return as specified by the vendor

Test Material	Specified Return
ACT (Tests are designated by test date and must be used for the test date intended.)	Return to ACT
WorkKeys	Return to ACT
PreACT	Schools return test books to students when score reports are returned.

J. Charter, Lab, and Regional Schools Requirements for Ordering, Receiving, Storing, and Returning Test Materials for the 2023–24 School Year

Section J of this handbook provides charter, lab, and regional schools with requirements for the ordering, receipt, storage and return of the Annual Testing Program's secure test materials. Charter, lab, and regional schools are not allowed to securely destroy any test materials.

Before Ordering

Check to be sure the school contact information is correct on the NC Education ordering page. The United Parcel Service (UPS) will send an email notification to the email address listed for the test coordinator upon the shipping of an order. If the test coordinator does not receive the package on the day indicated in the notification, the test coordinator must contact the TOPS warehouse at (919) 515-4623. In North Carolina, all UPS shipments are next-day delivery. The test coordinator must be aware of the delivery date for the school to ensure there is not a security risk, and that the delivery occurs in a secured area.

Shipping and Receiving

Orders are typically shipped from TOPS ten days before the first test date. On the day the materials arrive at the school, the test coordinator must:

- conduct an inventory immediately upon receipt of all test materials to ensure that the packing list(s) match exactly what is included in the box(es) of materials.
- note quantities received in the appropriate column on the packing list.
- Sign all packing lists and fax (919-515-4622) or email (group-topsdocs@ncsu.edu) TOPS the packing list verifying the accuracy of or any discrepancy in the quantity received on the same day that the materials arrive in the building. See the example label which will be located on the bottom of the packing list.

Example Label:

Date_____ Checked in Correctly _____
Discrepancies Noted in Qty. Received Column _____
Signature of Test Coordinator _____

- Save all boxes for the return of all materials.
- Save the original packing list(s) to use for the return of test materials to TOPS.

Storing Materials
Upon receipt, schools must house all secure test materials in a secure, locked facility with controlled access limited to one or two authorized school personnel only (e.g., test coordinator, principal). Secure test materials should only be stored at the school for a brief period before and after the test administration.

Guides and Handbooks
Guides (i.e., administration, assessment) and handbooks are not secure materials. Test Administration Guides must be returned to TOPS after the last test administration listed below.

As a reminder, some guides should be retained for future administrations:
- Store 2022–23 EOC guides for use in 2023 summer and fall flexible testing.
- Store spring Read to Achieve guides for use in summer and fall 2024.
- Store spring EOG guides for use in 2024 summer programs.
- Store NCEXTEND1 guides throughout the year for grades 3–8, grade 10, and grade 11 administrations.
- Store CCRAA guides for grades 10 and 11 for use in spring 2024.
- Store fall EOC guides for use in 2024 spring and summer 2024.

Grade 3 Student Reading Portfolio box
Store and use the 2022–23 version until Edition 2 of the Grade 3 Student Reading Portfolio box is available. Then return the 2022–23 Grade 3 Student Reading Portfolio box to TOPS along with any local copies.

Returning Materials
Charter schools must return secure test materials within two business days after the regular test administration for both online and paper tests. The test coordinator must adhere to the following procedures for the return of test materials:
- All test materials are to be returned to TOPS. This includes all used and unused test books, all visibly used (i.e., has been marked on in some way or is not suitable for reuse during future state testing) scratch paper, graph paper, supplemental materials, periodic tables, and reference tables.
- All used paper test books must have the transcription label completed on the front of the test book.
- Boxes must be packed according to the quantities on the packing lists (i.e., materials packed in a box should match the packing list exactly).
- Fax or email a scanned PDF of the *TOPS Return Verification Form* (see Appendix L of this handbook) and email or carbon copy the regional accountability office staff. This form provides an area to denote the

tracking number(s) for the school and TOPS to ensure test security and prompt follow-up should materials not arrive the next day at TOPS.

Recording tracking information. The charter school test coordinator must adhere to the following procedures for recording tracking information:

- Record information clearly on the UPS authorized return service label.
- Complete the *TOPS Return Verification Form*.
- Maintain a record of
  - UPS tracking numbers,
  - number of boxes in the shipment,
  - packing lists involved, and
  - date shipped.

Packing Test Materials for Return to the TOPS Warehouse

1. Test administrators should return all materials (i.e., test books, test administration guides) to the school test coordinator.
2. The charter school test coordinator will package and return the secure materials as follows (top to bottom):
   - Place used test book(s) for a grade and subject or course together in a vinyl bag.
     - Place all visibly used (i.e., has marked on in some way or is not suitable for reuse during future state testing) scratch paper, graph paper, supplemental materials, and periodic tables within a student's test book.
   - If applicable, place test materials with print errors in the box with a copy of the completed print error report form as the cover sheet.
   - Place any misadministration test books that are not to be scored in a separate, labeled vinyl bag.
   - Place NCEXTEND1 and unused test materials sorted by grade and content in the box.
   - Place materials from online tests (i.e., scratch paper, etc.) in the box.
3. The charter school test coordinator will send the secure test materials to TOPS.
   - Place vinyl bags and test materials in boxes using the provided authorized return service labels;
   - if more than one box is used for test materials, then each box should be clearly marked with "BOX <#> of <Total # of boxes>";
   - fax or email the Return Verification Form to TOPs, and email or carbon copy the regional accountability office staff.

Note: All secure test materials must be stored in a secure, locked facility when not in use.

Test Materials Stored at TOPS
TOPS will store the following in a secure facility for twelve months following the test date:

- original student responses recorded (e.g., use of accommodations *Student Marks Answers in Test Book, Braille Edition, Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, Dictation to a Scribe, or Assistive Technology*);
- paper tests (i.e., *Braille Editions, Large Print Editions, One Test Item Per Page Editions, Large Print/One Test Item Per Page Editions, Regular Print Edition*) in which eligible students marked their answers in the test book;
- *Braille Writer/Braille Paper* or *Slate and Stylus/Braille Paper* student responses and photocopies of the responses; and
- original scribe recordings of student responses if not recorded directly in a test book (e.g., scribe records responses on a separate sheet of paper and transcribes after the testing session).

Vendor Test Materials
Charter schools should follow the directives in Table 7 to return materials as specified to vendors.

TABLE 7. Specified return of vendor materials for Charter schools

Test Material	Specified Return
WIDA Screener for Kindergarten reusable kits	The security of WIDA Screener for Kindergarten reusable materials should be maintained at the school level, as long as the screener remains SBE-approved. These materials can be stored by test administrators in a secure, locked location. These materials are not returned to TOPS.
WIDA Screener for Kindergarten consumable materials	• Student response booklet (Returned to TOPS following entry of screener results into PowerSchool) • Student Score Sheet (housed in student cumulative record following entry of screener results into PowerSchool)
WIDA Screener Grades 1–3 Writing Booklets	Return to TOPS following entry of screener results into PowerSchool

Test Material	Specified Return
All WIDA Screener Paper test materials, except used student response booklets.	Immediately return WIDA Screener Paper test materials to TOPS upon completion of testing.
ACCESS for ELLs and WIDA Alternate ACCESS secure test materials	Return as specified by the vendor
ACT (tests are designated by test date and must be used for the test date intended.)	Return to ACT
WorkKeys	Return to ACT
PreACT	Schools return test books to students when score reports are returned.

K. Testing Irregularities and Misadministrations

Testing Violations and Testing Irregularities
Test administrators (and proctors, if utilized) must report any alleged testing violation or testing irregularity to the school test coordinator on the day of the occurrence. The school test coordinator must contact the district test coordinator (charter, lab, and regional schools contact the RAC) immediately with any allegation of a testing violation. The school test coordinator must then conduct a thorough investigation and complete the Report of Testing Irregularity provided through the OTISS.

It is recommended that persons reporting irregularities in OTISS view the online OTISS training video below before submitting irregularity reports. To access the OTISS training video, log in to NC Education and navigate via the following pathway:

- NC Education > Main Menu > OTISS Irregularity > Overview

The OTISS irregularity report should be submitted within five days of the occurrence. Schools cannot submit one report for several different testing violations or irregularities. With the exception of technical difficulties experienced in the same testing room or same school, different incident types are expected to be documented on separate reports of testing irregularity even when the incidents occur during the same test administration in the same room. For example, if one student is disruptive during testing and another student becomes ill during the administration of the same test, two separate reports of testing irregularity must be filed in OTISS. If a misadministration is declared, it must be documented and reported using appropriate procedures outlined in OTISS.

Note: The RAC must be contacted by the PSU test coordinator immediately upon learning of any alleged serious testing violations or irregularities that may require a misadministration and the completion of the *OTISS Testing Irregularity Investigation Checklist*.

Irregularity Classifications
Irregularity classifications include, but are not limited to, the following:

Table 8. Irregularity classifications

#	Irregularity Classification	Level	Examples (include but not are limited to)
Test Administration Irregularities			
1.	Staff Failed to Follow Directions	1	• Tutorial or Practice Activity not administered • Staff started online test for student • Staff administered incorrect test • Provided incorrect materials or did not provide materials • Failed to follow test schedule procedures • Provided additional time beyond the designated time specified in the test administration guide • Failed to follow administration instructions • Test scheduling prevented student test completion
2.	Eligibility Issues	1 or 2	• Eligible student not tested • Ineligible student tested
3.	Defective Paper Test Materials	1	• Wrong cover • Pages out of order • Duplicate pages • Blank or missing pages • Missing questions • Questions without answers • Printing error – letters or words unreadable
4.	Online Administration Issues	1	• Test connectivity or technical problems • Items not displaying properly • Unexpected exit in NCTest
5.	Disruptions to the Testing Environment	1	• Fire alarm or bomb threat • Emergency evacuations • Power outage • External noise • Student disruption • Unauthorized visitor

Test Administration Irregularities continued			
6.	Accommodation Issues	1	• Not provided or not provided appropriately • Provided but not approved or documented • *Test Read Aloud* or signed/cued on reading • Student refused accommodation
Student-Related Irregularities			
7.	Student Cheated	1	• Student copied answers • Student accessed prohibited device or resource (e.g., cell phone, cheat sheet) to access test information • Student used calculator during inactive portion of the math test
8.	Student Personal Issues	1	• Student was ill or injured • Student was anxious • Student had a problem with medication or glasses • Student had family or personal circumstance • Student fell asleep • Student left early for an appointment • Student did not finish the test • Student pacing prevented completion of the test
9.	Student Refusal to Test	1	• Student did not mark answers • Student marked test randomly
10.	Student Did Not Follow Directions	1	• Student worked on wrong section of test • Student possessed cell phone

Security Irregularities			
11.	Secure Test Material Divulged	2	• Test items used for instruction or in resource materials such as study guides • Reproduced test item(s) • Copies of test made available to others • Improper use of test materials • Staff or student copied or transmitted or discussed test items or information (e.g., social media, text message, video, picture) • Allowed those without a legitimate need to have access to the test • Allowed students to review secure test materials
12.	Monitoring Issues	2	• Staff inadequately supervised test session • Proctor or students left alone with test materials • Students removed secure materials from test site • Test items not transcribed in secure, group setting
13.	Missing Test Materials	2	• Materials lost and not found • Materials unaccounted for and then found
14.	Test Material Distribution/Collection/Storage	2	• Test materials not stored in secure, locked facility • Failed to delete secure electronic files saved or cached on network appliances or computers • Failed to maintain security of NC Education username and/or password • Materials not counted at all levels of distribution • Failed to return initial test materials distributed

Staff Procedural Irregularities			
15.	Encouraging Students to be Absent	2	
16.	Modifying Test Directions	2	• Staff read test directions from wrong test administration guide • Did not read script or all "SAY" statements in script • Paraphrased, omitted, revised, interpreted, explained, or rewrote the script, directions, or test items
17.	Staff Read or Altered Responses	2	• Tampered with student responses • Read test items (not including *Read Aloud* accommodation)
18.	Improper Assistance or Instruction	2	• Failed to remove or cover inappropriate displays • Provided improper assistance related to concepts measured on test
19.	Test Not Administered during Testing Window	2	• Failed to administer test on test day or during the testing window
20.	Unauthorized Readministration	2	• The ACT, PreACT, WorkKeys (ACT denied retest) • Grade 3 Reading EOG during summer program
Other			
21.	Other	1 or 2	• RAC approval required

Note: If students experience a technical difficulty but successfully complete testing, no OTISS report is required.

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

OTISS Investigation Checklist and Sample Test Security Action Plan
When PSUs submit irregularity reports in OTISS, level 2 irregularities require an investigation checklist, along with an investigation summary report(s), and other pertinent documentation to be submitted to the NCDPI.

The *OTISS Testing Irregularity Investigation Checklist* must be used by the PSU test coordinator when collecting information and investigating an alleged testing violation. The checklist provides the necessary steps and

guidance for filing irregularities and completing investigative measures. The *Sample–Test Security Action Plan* may be used to address areas of concern in testing and to outline procedures for establishing corrective actions.

Online Testing Irregularity Submission System (OTISS) Investigation Checklist

This form and all accompanying documentation MUST be submitted electronically.

OTISS ID#:		**Name of Regional Accountability Coordinator (RAC):**	
School System Name:		**Date RAC Contacted:**	
School Name:		**Date of Occurrence:**	

Step	**Completion Date**	**Additional Information**
1. Identify Level 2 Irregularity Classification:		Irregularity Classification:
2. OTISS: Test Coordinator (TC) submits testing irregularity in OTISS**.** This must occur on the same day the irregularity occurs or is identified.		
3. Collection of Evidence: (e.g., test books, (if applicable), computers, cheat sheets, classroom displays)		List Evidence Collected:
4. Statements and Interviews: ● Obtain written and signed statements from all parties involved. ● Conduct interviews with everyone (including students if necessary) involved in the incident. The interviews should include questions of a non-objective nature, and each interview should be conducted by two staff members.		Name(s)/Role(s) of Person(s) Involved:
5. Summary of any disciplinary action taken: TC should collaborate with leadership to prepare a written statement of any disciplinary action taken in association with the incident.		
6. Action Plan: TC should submit a written action plan that identifies strategies that will prevent a reoccurrence of the incident.		
7. Upload all evidence in OTISS:		All items in this checklist must be included as electronic attachments: • Summary of the incident • Questions and answers collected during interviews • Summary of any disciplinary action taken at the school or district level • Action plan identifying strategies that will prevent a reoccurrence of the incident • Completed/signed *OTISS Investigation Checklist*

The following steps must be completed within five days of when the irregularity occurs or is identified.

Principal's/Director's Name	**Signature**	**Date**
Public School Unit Test Coordinator's Name	**Signature**	**Date**
Superintendent's Name	**Signature**	**Date**

Sample—Test Security Action Plan
School Site:
Plan Written By:

I. Identification of problem areas and corrective actions
Purpose:
Summary of Actions Steps and Target Dates:
Goal(s):

II. Definition of roles and responsibilities

A. Principal or Principal's Designee_____
   Description of responsibilities:
B. Assignments of responsibilities:

Name: _____ Responsibilities:

Name: _____ Responsibilities:

Name: _____ Responsibilities:

III. Evaluation criteria

A. Measurable outcomes (e.g., reduction in number of testing irregularities, shorter resolution time, more comprehensive test administration training sessions according to workshop evaluation summaries, etc.)
B. Follow-up methodology (e.g., distribution of fact sheets, resources, activity logs, training sessions, quarterly needs assessments, etc.)

Misadministrations

PSUs must monitor test administration procedures. According to 16 N.C. Admin. Code 06D .0307 (e,f), "LEAs shall monitor test administration procedures. If a school employee discovers any violation of the rules in this Subchapter, he or she shall notify the principal, charter school director, or school test coordinator who shall notify the superintendent or the LEA test coordinator. If the superintendent or the LEA test coordinator determines that the violation affected the validity of the test for its intended purpose, he or she shall have the authority to order the affected students to be retested. If NCDPI determines that the failure to administer a test in accordance with the rules in this Subchapter produced a result which is invalid for measuring student achievement, then NCDPI may remedy the error or order the LEA to remedy the error, including requiring retesting students."

For online tests, after a misadministration is declared and indicated in NC Education, a different form of the test will be loaded for the student, if available. For paper tests, when a misadministration is declared, the affected student(s) must be administered another secure form of the test (i.e., a different letter or form number, if available). The PSU test coordinator will specify how misadministrations are to be handled at the school and will schedule dates and times for readministering the tests in each school so that all misadministration retests are completed within the state-designated testing windows, if possible.

Only scores resulting from a valid test administration should be included in students' permanent records or used for accountability purposes. All misadministrations must be documented and reported using the appropriate procedures outlined in the OTISS.

L. State Monitoring

Assessment Monitoring Visits
Per the US Department of Education Assessment Peer Review Process, Critical Element 2.4—Monitoring Test Administrations requirements, "the State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools. Monitoring of test administration should be demonstrated for all assessments in the State system: the general academic assessments, the general ELP assessments, the AA-AAAS and the AELPA." Alternate assessments are assessments in academic content areas aligned with alternate academic achievement standards (AA-AAAS). Alternate English Language Proficiency assessments (AELPA) are based on alternate achievement standards of English language proficiency.

Annual Process for Assessment Monitoring Visits
The NCDPI Office of Accountability and Testing conducts assessment monitoring. The purpose of monitoring test administrations is to ensure the Annual Testing Program is meeting Peer Review requirements and that all testing is conducted in a manner that is fair, consistent, and equitable for all students, including students with disabilities and students identified as ELs. The annual process for assessment monitoring consists of three components: (1) desk monitoring, (2) on-site monitoring, and (3) feedback and assistance.

Schools selected for monitoring will be identified by random stratified electronic sampling. This method ensures site visits are distributed in a fair and equitable manner. The following steps outline the process for coordinating and conducting an assessment monitoring visit.

Desk monitoring. Assessment monitoring observations begin with desk monitoring. To facilitate this process, the observer will request the following documents from the district or school test coordinator:

- annual testing plan
- test-material distribution list or documents related to secure material distribution procedures
- test administration training rosters
- signed test security agreements
- test meeting agendas and notes
- testing calendar

The observer may also access the following reports internally for review:

- the Expect Test File,

- the ACCOM file, and
- OTISS reports

If concerns are noted during the desk monitoring review, they will be included in the follow-up email to the superintendent or director.

On-site monitoring. The initial observation notification will inform the PSU of the visit and the second notification will request specific monitoring documentation. (If the observer will be visiting a school within a district, the observer may request the district test coordinator participate in the visit.) Within at least one week of the monitoring visit, the observer will contact the PSU test coordinator regarding specific details for the monitoring visit (e.g., arrival time, special circumstances).

The assessment monitoring visit may include observing either a full or partial PSU assessment day. The visit may include monitoring the following activities:

- visiting the secure location for test materials
- observing test materials' distribution procedures (checking out or checking in, or both)
- observing test-day policy and procedures of the school test coordinator, test administrators, or proctors (if utilized)
- monitoring the school's testing environment
- monitoring the reporting of testing irregularities (if applicable)

Interviews may be conducted to gain additional information if time and schedules permit. Interviewees may include:

- district test coordinator;
- principal or assistant principal, or both;
- school test coordinator;
- test administrators;
- proctors (if utilized); and
- other PSU staff members participating in the test administration.

Feedback and assistance. During the observation, assessment monitoring checklists are completed by the observer. The checklists are designed to provide specific feedback to the superintendent or director, the school administrators, and the school test coordinators. A copy of each checklist that was completed by the observer is emailed to the superintendent or director within forty-five calendar days of the visit.

As part of the feedback, the observer will indicate if concerns were noted either during the desk monitoring or during the in-person visit. In situations where concerns are noted, the feedback will include plans to observe the site

again either in the current or the next school year. If this circumstance should arise, the observer will include specific remedies or actions that should be completed before the next observation. The observer will ensure that the concerns are corrected as part of the next observation and noted in the follow-up feedback to the superintendent or director.

Monitoring of Prior School Year's Cohort Graduation Rate

The Office of Accountability and Testing uses a formalized state monitoring plan to verify the withdrawal of students reported in the PSU's prior school year's cohort graduation rate. Teams of state-level and regional staff members conduct the monitoring. Team members are tasked with conducting electronic monitoring by requesting written evidence or documentation to verify the withdrawals of students from the cohort. For additional details and information regarding the monitoring process, access the *Cohort Graduation Rate Manual* that is located on the School Accountability and Reporting section of the NCDPI website.

District Test Coordinator Assessment Monitoring Visit Checklist

Test Date:
District Test Coordinator:

Process	Compliance	Non-compliance	Not Observed
District testing plan developed and disseminated before school starts	☐	☐	☐
Current testing plans for all schools on file with the testing office	☐	☐	☐
Evidence of school test coordinator training, meeting minutes, notes Date(s):	☐	☐	☐
Test materials counted and verified upon receipt from vendor	☐	☐	☐
System in place to maintain accurate records of student membership	☐	☐	☐

Process	Compliance	Non-compliance	Not Observed
District test coordinator encourages a positive atmosphere for test administrations	☐	☐	☐
Sufficient copies of test materials; materials ordered in a timely fashion	☐	☐	☐
System in place to monitor all documented accommodations (i.e., IEPs, Section 504 Plans, EL Plans, transitory impairment documentation, *Review of Accommodations Used During Testing* forms)	☐	☐	☐
Investigate and report all testing irregularities, including misadministrations and situations that may compromise test security (OTISS)	☐	☐	☐

District Test Coordinator Assessment Monitoring Visit Checklist

Process	Compliance	Non-compliance	Not Observed	Process	Compliance	Non-compliance	Not Observed
Test materials stored in a secure, locked facility	☐	☐	☐	Other	☐	☐	☐
Students' test books (if applicable) stored according to testing policy	☐	☐	☐		☐	☐	☐
Testing materials distributed in a secure manner (check-in and checkout system)	☐	☐	☐		☐	☐	☐
Secure materials disposed of in accordance with testing policy (shredded, recycled, observed landfill)	☐	☐	☐		☐	☐	☐

Policy and operational concerns: ☐ YES ☐ NO

_____

Observer Signature:_____

Charter School Test Coordinator Assessment Monitoring Visit Checklist

Test Date:	**School Name:**
Director:	**School Test Coordinator:**

Process	Compliance	Non-compliance	Not Observed
Testing plan for the school located in the main office	☐	☐	☐
All test administrators trained Date(s):	☐	☐	☐
All proctors trained (if utilized) Date(s):	☐	☐	☐
Test materials stored in a secure, locked room	☐	☐	☐
System in place to maintain accurate records of student membership	☐	☐	☐
Testing materials distributed in a secure manner (check-in and checkout system)	☐	☐	☐

Process	Compliance	Non-compliance	Not Observed
School personnel encourage a positive atmosphere for test administrations	☐	☐	☐
Sufficient copies of test materials; materials ordered in a timely fashion	☐	☐	☐
Test administrators are aware of all accommodations that will be provided (i.e., IEPs, Section 504 Plans, EL Plans, transitory impairment documentation, *Review of Accommodations Used During Testing* forms)	☐	☐	☐
Investigate and report all testing irregularities, including misadministrations and situations that may compromise test security (OTISS)	☐	☐	☐
Online testing: devices are set up appropriately before testing	☐	☐	☐

Charter School Test Coordinator Assessment Monitoring Visit Checklist

Process	Compliance	Non-compliance	Not Observed
Transcriptions of student test responses conducted under secure conditions (group setting)	☐	☐	☐
Testing irregularities reported in the OTISS on the day of occurrence	☐	☐	☐
Visitors are prohibited in the classroom during the test administration	☐	☐	☐
Windows in doors exposed and a "Testing—Do Not Disturb" sign posted on the door of each testing site	☐	☐	☐
Personal cell phones and electronic devices are turned off and not visible	☐	☐	☐

Process	Compliance	Non-compliance	Not Observed
Online math testing: Handheld calculators (if used) are cleared before and after testing	☐	☐	☐
Charter School Test Coordinator monitors testing sites	☐	☐	☐
Students are not left unattended at any time during the testing session and test administrators move throughout the room during testing	☐	☐	☐
Bulletin boards, instructional displays, and reference materials covered or removed	☐	☐	☐
	☐	☐	☐

Policy and operational concerns: ☐ YES ☐ NO

_____

Observer Signature: _____

School Test Coordinator Assessment Monitoring Visit Checklist

Test Date:	**School Name:**
Principal:	**School Test Coordinator:**

Process	Compliance	Non-compliance	Not Observed
Testing plan for the school located in the main office	☐	☐	☐
All test administrators trained Date(s):	☐	☐	☐
All proctors trained (if utilized) Date(s):	☐	☐	☐
Test materials stored in a secure, locked room	☐	☐	☐
Test materials distributed in accordance with the testing plan	☐	☐	☐
School test coordinator walks around and monitors testing sites	☐	☐	☐

Process	Compliance	Non-compliance	Not Observed
Bulletin boards, instructional displays, and reference materials covered or removed	☐	☐	☐
Windows in doors exposed and a "Testing—Do Not Disturb" sign posted on the door of each testing site	☐	☐	☐
Visitors are prohibited in the classroom during the test administration	☐	☐	☐
Test administrators are aware of students provided accommodations for testing (i.e., IEPs, Section 504 Plans, EL Plans, transitory impairment documentation, *Review of Accommodations Used During Testing* forms)	☐	☐	☐
Personal cell phones and electronic devices are turned off and not visible	☐	☐	☐

School Test Coordinator Assessment Monitoring Visit Checklist

Process	Compliance	Non-compliance	Not Observed
School personnel encourage a positive atmosphere for test administrations	☐	☐	☐
Transcriptions of student test responses conducted under secure conditions (group setting)	☐	☐	☐
Testing irregularities reported in the OTISS on the day of occurrence	☐	☐	☐
Investigate and report all testing irregularities, including misadministrations and situations that may compromise test security (OTISS)	☐	☐	☐

Process	Compliance	Non-compliance	Not Observed
Online testing: devices are set up appropriately before testing	☐	☐	☐
Online math testing: Handheld calculators (if used) are cleared before and after testing	☐	☐	☐
Test administrators and proctors do not leave students unattended at any time during the testing session and move throughout the room during testing	☐	☐	☐
	☐	☐	☐

Policy and operational concerns: ☐ YES ☐ NO

_____

Observer Signature: _____

Test Administration Assessment Monitoring Visit Checklist

School Name:	**Test Name:**
Date:	**Test Format:**
Test Administrator:	**Proctor:**
Number of Students in the Room:	
Devices Used in the Test Room. (Select <u>all</u> that apply.) Desktops ☐ Laptops ☐ iPads ☐ MacBooks ☐ Chromebooks ☐ Unknown ☐ Other _____	

Process	Compliance	Non-compliance	Not Observed
A "Testing—Do Not Disturb" sign is posted outside the room.	☐	☐	☐
Positive atmosphere—room is quiet, well-lighted, comfortable, etc.	☐	☐	☐
Bulletin boards, instructional displays, and reference materials are covered or removed.	☐	☐	☐
Desks or workstations are cleared of books and other materials not required for the test.	☐	☐	☐
Students are provided the appropriate test materials.	☐	☐	☐

Process	Compliance	Non-compliance	Not Observed
Personal cell phones and electronic devices are turned off and appropriately stored.	☐	☐	☐
The test administrator and proctor (if utilized) monitor the test administration.	☐	☐	☐
Policies and procedures are followed for the provision of accommodations.	☐	☐	☐
Students receiving testing accommodations are monitored. (*Review of Accommodations Used During Testing* forms are utilized.)	☐	☐	☐
	☐	☐	☐

Test Administration Assessment Monitoring Visit Checklist

Process	Compliance	Non-compliance	Not Observed
Procedures are followed for distribution and collection of test materials.	☐	☐	☐
Directions are read to the students as they are written in the test administration guide.	☐	☐	☐
There are no distracting behaviors in the room.	☐	☐	☐
Correct log-in procedures are followed. (online only)	☐	☐	☐
Additional devices are ready and available. (online only)	☐	☐	☐
If technical issues arose, the issue(s) were resolved with limited delay. (online only)	☐	☐	☐

Process	Compliance	Non-compliance	Not Observed
Visitors are prohibited in the classroom during the test administration.	☐	☐	☐
Students who complete the test early are provided the opportunity to read (when permitted)	☐	☐	☐
Maximum time procedures are followed, if applicable.	☐	☐	☐
Device power supplies are available. (online only)	☐	☐	☐
The test administrator's username and password remained secure. (online only)	☐	☐	☐
Documentation exists confirming students took the online tutorial or practice items (when appropriate) before test administration. (online only)	☐	☐	☐

☐YES ☐NO _____

Add any additional comments as necessary: _____

Observer Signature: _____

M. Data Security

According to 16 N.C. Admin. Code 06D .0307 the definition of "secure test" is "any test developed, adopted, or provided by the State Board of Education that has not been released under G.S. § 115C-174.13." SBE policy TEST-004 specifies that "secure tests, including all test materials and test questions, are not to be reproduced in any manner or for any reason without the express written consent of the test publisher. School personnel must not disclose the contents of secure tests. They must not discuss with each other, or with students, specific test questions or information contained within the tests or write about them on the internet or on social media sites. In addition, excerpts from the tests must not be used at any time during classroom instruction or in resource materials such as study guides. Access to the tests shall be limited to school personnel who have a legitimate need. Persons who have access to secure test materials shall not use their access to those materials for personal gain."

Secure state tests shall not be copied, reproduced, paraphrased, filed, or used directly in instructional activities or for professional development. Copying, reproducing, or paraphrasing test materials represents a breach of test security and is a violation of federal copyright laws, 16 N.C. Admin. Code 06D .0311, SBE policy, and the *Testing Code of Ethics*.

Copies of any documents suspected of containing secure test questions or information from secure tests must be submitted to the NCDPI through the RAC for clearance before use in the PSU. Appropriate items for review would be any material of which the origin is not known, including test questions discovered on the internet. Individuals are not permitted to create or save electronic files of secure test questions, including answers, or save or post them through a vendor, Google drive, email, social media, web posting, or any other method. The NCDPI will review any materials a PSU submits. PSUs and the Office of Accountability and Testing must work together to maintain the security of the testing program.

Third-Party Service Providers and Personally Identifiable Information

PSUs can contract with third-party data-sharing vendors. In doing so, the third party can be designated a "school official" as defined by the Family Educational Rights and Privacy Act (FERPA). According to the FERPA, "a 'school official' includes a teacher, school principal, president, chancellor, board member, trustee, registrar, counselor, admissions officer, attorney, accountant, human resources professional, information systems specialist, and support or clerical personnel."

Whether a third-party provider, such as Google Apps for Education or Dropbox Business, is designated a school official as defined by the FERPA, is at the discretion of the PSU. The legal relationship with third-party service providers is by and between the PSU and the third-party service providers. The NCDPI does not endorse or prohibit the use of any third-party vendors. However, PSUs are encouraged to consult with their legal counsel and leadership when determining what third party meets their specific requirements. Such requirements must include certification that the third-party vendor is FERPA compliant. The PSU is responsible for the security of students' personally identifiable information (PII).

Only PSU-contracted sharing services that provide the FERPA compliance certification should be used when sharing PII via shared files. Personal email or personal sharing services accounts must never be used to transfer student data or PII.

Handling and Transmitting Personally Identifiable Information
PSUs and the NCDPI staff frequently need to share information from individual student records to resolve data issues and answer program area questions. Employees of PSUs, the NCDPI, or other education institutions are legally and ethically obliged to safeguard the confidentiality of any private information they access while performing official duties. Confidential information regarding students and staff should always be transmitted securely.

The FERPA (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the US Department of Education. Among several purposes, FERPA was enacted to protect the privacy of students' educational records.

For those PSUs with full encryption capabilities, transported data and other electronic transporting devices containing NCDPI data should be encrypted. This requires the recipient of the data to have corresponding decryption capabilities.

To protect the confidentiality of individuals from those who are not authorized to have access to individual-level data, PII should be encrypted during transmission using the following method:

- **Secure FTP** server on SFTP or FTPS protocols.
  - Preferred method and most widely acceptable standard for transmitting encrypted data.

Fax machines and printers used to send and receive secure data must be located in secure areas.

Secure test questions, answer choices, or portions of secure test questions and answer choices must not be sent via email. Use email only if encrypted or password protected.

PSUs should not use private or personal accounts to store students' PII. PSUs who wish to use the Google Workspace for Education should consult with their legal team to ensure compliance with FERPA and state security guidelines.

Furthermore, it is recommended that PSUs use the Data Leak Protection feature of Google Workspace to protect data, even though FERPA compliance does not require Data Leak Protection.

For additional information, see the publication *Best Practices Guide: PII and Email* at Data Management Resources | NC DPI.

Viewing Secure State Tests and Obtaining Data for Research

General Statute § 115C-174.13 (a) states that "until the State Board of Education designates that a test is released, any test developed, adopted, or provided by the State Board of Education, as provided in this Article, is not a public record within the meaning of G.S. §132-1. The State Board of Education may develop rules to allow inspection of a test prior to release, but shall require that individuals inspecting the test meet the same standards for confidentiality required for employees of local boards of education in test administration. As used in this section, the term 'test' includes both the test and related test materials."

The Annual Testing Program releases to PSUs and to the public one test form for most grade levels and subjects tested. Visit https://www.dpi.nc.gov/testing-documents for all released test forms and additional testing information.

Otherwise, the *Testing Code of Ethics* (16 N.C. Admin. Code 06D .0311) states that "the PSU shall designate the personnel who are authorized to have access to secure test materials. 'Access' to the test materials by school personnel means handling the materials, but does not include reviewing tests or analyzing test items. Persons who have access to secure test materials shall not use those materials for any purpose other than the test administrations."

Secure test materials include, but are not limited to, blueprints; test layout forms; item pools; operational and field test books, and test questions, or test book sections. Secure test materials may be in either electronic or paper format. North Carolina test materials are costly to generate; every precaution must be taken to ensure all test materials remain secure at all times.

The normal course of the test development process includes educator and stakeholder involvement in the following processes: test specifications, test development, question-writing and reviews; experimental form and section, bias, and operational form reviews; standard setting; and alignment studies. During these processes, educators and stakeholders are asked to view secure test materials but are bound by a signed test security agreement.

In special circumstances, exceptions can be made for parents or guardians. Parents or guardians who request the opportunity to view secure test materials must send a letter of request to the Senior Director of the Office of Accountability and Testing at the following address:

Tammy Howard, Senior Director
Office of Accountability and Testing
NC Department of Public Instruction
6307 Mail Service Center
Raleigh, NC 27699-6307

Letters of request should include
- the specific test requested to view,
- why the request is being made, and
- what will be done with the information after it is reviewed.

For parents and guardians granted permission to view secure test materials, the review must occur at the NCDPI in Raleigh under secure conditions with NCDPI staff present throughout the viewing period. Parents and guardians may not view secure test materials at the district or school sites nor duplicate, scan, copy, photograph, or otherwise create a record of information contained within them. The *Testing Code of Ethics* may be referenced for information relative to test security requirements.

Parents and guardians granted permission to view secure test materials will not be able to view the same test form that was administered to their child, but it will be a parallel and equivalent form of the test. Parents and guardians will not be able to view their student's completed test.
Before viewing secure test materials, information will be provided to describe how tests are developed. Several public documents about the process may

be shared. The NCDPI staff member(s) may also have on hand a copy of additional documentation, such as standard-setting reports, technical manuals, or a report of test results that the parents and guardians may view during the meeting.

While parents and guardians may take notes about the information shared before viewing the secure test materials, notetaking is not permitted during the viewing. Also, before viewing secure test materials, each parent and guardian is required to read and sign a test security agreement form. One copy of the form will be retained by the NCDPI; each parent and guardian will receive a copy. Parents and guardians who refuse to sign the test security agreement form may not view secure test materials.

Research Data Requests

Private companies, higher education staff, and students may request school data for research purposes. Test coordinators and other school officials must never release test data beyond what is publicly available on the NCDPI website. Researchers should be referred to the reports and data posted at the following link: Data & Reports | NC DPI.

Information regarding the NCDPI research data request process is available at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting/research-data-requests.

If more data is requested than is publicly available, the individual should contact the NC Education Research Data Center at https://childandfamilypolicy.duke.edu/north-carolina-education-research-data/ or K.C. Elander, NCDPI Education and Policy Consultant, at kc.elander@dpi.nc.gov.

Maintaining the Confidentiality and Security of Testing and Accountability Data

PSU test coordinators are responsible for handling confidential North Carolina testing and accountability data. Extreme caution and care must be taken to maintain the confidentiality and security of this data. Access and use of these data must comply with the FERPA https://studentprivacy.ed.gov/ferpa as well as all portions of North Carolina General Statute § 115C that pertain to the use of educational data. Violations may result in the withdrawal of US Department of Education funds and constitute misdemeanors under North Carolina law.

Confidential data must be transferred using secure methods (e.g., Secure File Transfer Protocol or receipted parcel delivery services, such as the US Postal Service, UPS, or Federal Express). When placing confidential data on

portable devices (e.g., laptops, thumb drives), the portable device must be protected by encryption or password protection.

In certain limited situations, confidential student, school, or district data may be used in presentations related to school or district improvement. However, this is permissible only when such presentations are made to the leadership or instructional personnel in the school or district who would normally have access to the confidential data of the students for purposes of improving instruction. Even in such situations, caution must be taken to ensure the data remain secure at all times.

Some specific examples of confidential data that must not be released to anyone include the following:

- **WinScan files.** WinScan files contain data that are for test development and accountability purposes only, and their release would violate test security. See the Security of WinScan Data Records subsection in this handbook for additional information on the release of WinScan files.
- **Free and reduced meal data and direct certified data for the identification of economically disadvantaged students (EDS).** The EDS data are property of the NCDPI and School Nutrition Services. The Office of Accountability and Testing has access to the data through a Memorandum of Understanding. Test coordinators are bound by the requirements of the Memorandum of Understanding and FERPA to preserve the confidentiality of this data. Releasing this data to anyone in any manner that would allow the identification of the EDS status of an individual student would be a violation of federal law.

PSUs must not release secure data to the public. If persistent requests are made, the test coordinator may instruct the requestor to send a letter of request to the Senior Director of the Office of Accountability and Testing at the following address:

Tammy Howard, Senior Director
Office of Accountability and Testing
NC Department of Public Instruction
6307 Mail Service Center
Raleigh, NC 27699-6307

Letters of request must include

- the specific data requested,
- why the request is being made, and
- what will be done with the data.

Additional information may be required to facilitate a reply to such a request.

Security of WinScan Data Records
WinScan data records are student education records that contain sensitive information. Access to these records must be restricted to individuals with a legitimate need to access these data. These data are not for personal use and should not be distributed in such a way that can identify individual student scores. When producing summaries of student performance, any group with less than ten individuals must not be reported because it might be possible to identify the individual students that make up that group. Instead, the report should show a "*" or "N/A" (or other symbol) with an appropriate explanation (Data Management Group (DMG), DMG-2009-004-SE).

In any group where the percentage of individuals is greater than ninety-five percent or less than five percent, the actual values may not be displayed because of FERPA privacy regulations. In these cases, the results will be shown as >95% or <5%. This ensures that student information remains anonymous. The policy further ensures compliance with the interpretation of FERPA that small cell sizes must be removed from statistics made public or offered to outside organizations or persons to avoid the disclosure of personally identifiable data.

Individual student records must not be sent via email because this is not considered a secure means of transferring information.

The FERPA (20 U.S.C. § 1232g; 34 CFR Part 99) protects the privacy of student education records. Under this law, parents have certain rights to inspect their children's education records. Usually, schools must have written permission from the parent or eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- school officials with legitimate educational interest
- other schools to which a student is transferring
- specified officials for audit or evaluation purposes
- appropriate parties in connection with financial aid to a student
- organizations conducting certain studies for or on behalf of the school
- accrediting organizations
- to comply with a judicial order or lawfully issued subpoena
- appropriate officials in cases of health and safety emergencies
- state and local authorities, within a juvenile justice system, pursuant to specific state law

N. National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. The NAEP has two types of assessments, main and long-term trend. Main assessments are conducted in a range of subjects with fourth, eighth, and twelfth graders across the country. Assessments are given most frequently in mathematics, reading, science, and writing. Other subjects, such as the arts, civics, economics, geography, and US history, are assessed periodically.

Long-term trend (LTT) assessments measure student performance in reading and mathematics, using some questions repeatedly to ensure comparability across the years. The LTT assessments allow the performance of today's students to be compared with those from more than forty years ago and inform the development of new assessment instruments that reflect current educational content and assessment methodology. The LTT assessments are administered every four years.

Since NAEP assessments are administered uniformly using the same sets of test questions across the nation, NAEP results serve as a common metric for all states and select urban districts. The assessments stay the same from year to year, with only carefully documented changes. This uniformity permits the NAEP to provide a clear picture of student academic progress over time.

Participation and Sampling

In accordance with the ESSA, NAEP administrations in reading and mathematics (which began in 2003) are required at grades 4 and 8 every other year in all states. In North Carolina, 16 N.C. Admin. Code 06D .0307 requires all selected schools to participate in the NAEP; however, at the student level, participation in the NAEP is voluntary. ESSA allows either students or parents to refuse to participate.

For each main NAEP administration, a sample of students is drawn from both public and nonpublic schools at grades 4, 8, and 12. (ESSA requires reading and mathematics assessments at grade 12 on a nationally representative basis at a minimum of every four years.) For each LTT assessment, a sample of students at ages 9, 13, and 17 is drawn from both public and nonpublic schools. All sampling for the NAEP assessments is conducted at the national level. The sample of schools and students is chosen in a two-stage sampling process. First, the sample of schools is selected by probability sampling methods. Then, within the participating schools, random samples of students are chosen.

To ensure the integrity of the NAEP, every effort must be made to include selected students in the test administrations. The NCDPI recommends IEP teams and Section 504 committees use the accommodation(s) listed in the District and State Assessment section of the respective plans during the administration of the NAEP. Although the NAEP is a required assessment for schools, students' scores are not included in the school's accountability results. Using the documented accommodations listed in the *District and State-Assessment* section of the IEPs and Section 504 Plans will provide increased access for students with disabilities.

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

If the 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, Dr. Andrea Faulkner, at Andrea.Faulkner@dpi.nc.gov. The email should include the school's name, the school test coordinator's contact information, and a summary of the student's accommodation needs. Confidential student-identifying information should not be included in the email. The NAEP State Coordinator will review the email and respond with a follow-up email or phone call to discuss the student's accommodation needs.

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

NAEP Test Results

The NAEP test results include data on subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., all fourth graders) and groups within those populations (e.g.,

female students, Hispanic students). The NAEP does not provide scores for individual students or schools, although states can report NAEP results for selected, large urban districts. NAEP results are based on representative samples of students at grades 4, 8, and 12 for the main assessments or samples of students at ages 9, 13, and 17 years for the LLT assessments. These grades and ages were selected because they represent critical junctures in academic achievement.

NAEP Assessment Schedule

All Trial Urban District Assessments (TUDA), main, and state assessments take place from mid-January through March. All LLT assessments take place from October through May. Results for NAEP assessments are reported in The Nation's Report Card. Results are published for math, reading, science, and writing assessments six months to a year after the assessment is complete.

Additional Information on NAEP

For more information on NAEP, visit the following websites:

- http://nces.ed.gov/nationsreportcard/,
- http://nces.ed.gov/nationsreportcard/about/schools.aspx, and
- https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/national-assessment-educational-progress-naep.

O. Resource Documents

North Carolina's Implementation Guide for Credit by Demonstrated Mastery (CDM)

North Carolina's Implementation Guide for Credit by Demonstrated Mastery (CDM) is provided by the SBE and the Office of Advanced Learning to help PSUs implement CDM policy CCRE-001. The Implementation Guide for Credit by Demonstrated Mastery offers specific implementation guidelines addressing how students can earn course credit in a manner that does not require specific seat-time. The Implementation Guide for Credit by Demonstrated Mastery, Frequently Asked Questions, and the CDM Toolkit may be found on the NCDPI's Credit by Demonstrated Mastery webpage. The Procedural Guidelines for Implementing Credit by Demonstrated Mastery are provided by the Office of Accountability and Testing to help PSUs understand the requirements of demonstrating mastery in Phase I through testing, the generation of scores, and how/when CDM scores are utilized.

Process for Requesting Testing Exceptions Based on Significant Medical Emergencies, Conditions, or Both

There may be rare instances in which a student is unable to participate in a state assessment during the testing window, including makeup dates, because of a significant medical emergency, condition, or both. Examples include, but are not limited to, circumstances involving students who are (1) in the final stages of a terminal or degenerative illness, (2) comatose, or (3) receiving extensive short-term medical treatment due to a medical emergency. Under these circumstances, a school may request from the Office of Accountability and Testing a testing exception for the student. If a medical exception is granted, the student remains enrolled in the school during this period; however, the student does not take the assessment(s), and the student is not included in accountability data when calculating participation rates.

Failure to adhere to the process for requesting a testing exception or not including all requested information may result in the need to resubmit the request or cause a delay in the response. All requests must be submitted for consideration through the online Medical Exception Request System in NC Education's NCTest Admin. The requests must be submitted by the PSU test coordinator and have the superintendent's or school director's approval prior to submission in NC Education's NCTest Admin system. Once a medical exception request is successfully submitted securely to the Office of Accountability and Testing, the NCDPI medical exception review committee will evaluate the request and securely transmit a decision notification to the PSU.

Information that can be shared with parents, guardians, or students can be found on the NCDPI Testing Policy and Operations webpage at 2023-24 Request for Testing Exceptions Based on Significant Medical Emergencies and/or Conditions.

Policies and Procedures for Students Receiving Services at a Visited School

Accountability policies and procedures regarding students receiving services at a visited school apply to all public school students in grades K–12.

Per General Statute § 115C-366(a), "All students under the age of twenty-one (21) years who are domiciled in a school administrative unit and who have not been removed from school for cause, or who have not obtained a high school diploma, are entitled to all the privileges and advantages of the public schools to which they are assigned by the local boards of education." Per General Statute § 115C-107.1(a)(2), "any child with a disability who is receiving special education and related services and has not graduated from high school with a regular diploma is eligible to continue to receive a free, appropriate public education until the end of the school year in which that child reaches the age of twenty-two (22)." IDEA participation regulation 34 CFR 300.116(e) specifies that in determining the educational placement of a student with a disability, "each public agency must ensure that a child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum." To exercise this responsibility for determining the least restrictive environment, the teams' decision-making process would need to begin within the context of an age-appropriate classroom.

It is the responsibility of the district to assign a base school for each child of school age residing within the district who qualifies under the laws of North Carolina for admission to a public school. A school administrative unit may decide that it is in the student's best interest to receive services at another school or from a service provider that is not part of the school system. These courses or services may be educational or special needs, such as those for children with disabilities or for ELs. In these instances, the base school still assumes responsibility for the student's education.

With the permission of the local school administrative unit, a school has the right to allow a non-North Carolina public school student to attend. In doing so, the school accepts responsibility for the student's education.

It is important that districts and schools understand the policies and procedures for including all students attending a school (whether in membership, cross-enrolled, or visiting) in the Annual Testing Program.

- Students who are cross-enrolled or are visiting a school are required to participate in the state's testing program, if eligible.
- Eligibility is determined by the Annual Testing Program and includes grade-level and course enrollment. Specific eligibility requirements are published each year and can be found in the test administration guides.

The policies and procedures for reporting test results apply.

- If there is a base school, test results go back to the base school and are included in the accountability results of the base school.
- If there is no base school, test results remain at the visited school and are included in the accountability results of the visited school.

Definition of Terms

1. Average daily membership (ADM). Average daily membership is the count of students in membership who receive an elementary, middle, or secondary education at public expense. To be included in ADM, a student must have a class schedule that is at least one-half of the school's instructional day. Students who have a schedule less than one-half of an instructional day must be assigned as visiting students and are not included in ADM.
2. Base school. The base school is the school in which the student is reported for ADM (i.e., in membership). A district cannot serve as a base school. Each local board of education is authorized and directed to provide for the assignment to a public school (i.e., base school) of each child residing within the district who is qualified under the laws of North Carolina for admission to a public school.
3. Cross-enrolled school. A cross-enrolled school is a school other than the student's base school that provides a course(s) or educational services to the student that are not available at the student's base school.
4. Cross-enrolled student. A cross-enrolled student is in membership at the base school but is taking a course(s) or receiving educational services at another school.
5. Visited school. The visited school is the school in which the student takes a course(s) or receives educational services. The student is not reported in ADM (i.e., membership) at the visited school. A district cannot serve as a visited school.
6. Visiting student. A visiting student is not in ADM at a base school but is taking a course(s) or receiving educational services at a visited school.
7. Community residential centers, developmental day centers, or contracted service providers. Districts and schools "furnishing special education and related services to children with disabilities may contract with private special education facilities or service providers to furnish any of these services that the public providers are unable to furnish" (pursuant to G.S. § 115C-111.2).

8. Clustered exceptional children (EC) students (term for accountability purposes). Clustered exceptional children students are students with disabilities (with current IEPs) who may be grouped in a school other than their school attendance area. EC students must be administered all required state tests. The test results of these students may be electronically moved to an attendance area school determined by the district whereby test results will be included in the accountability results of that school.

Cross-enrolled students within the same districts. A cross-enrolled student's test results are included in the accountability results at the base school. There are several contexts in which students may be cross-enrolled (i.e., attending two different schools). For accountability purposes, the base school and visited school should adhere to the following procedures regarding cross-enrolled students:

- The base school should have a master schedule for the cross-enrolled student. The master schedule for the cross-enrolled student should
  - include all classes and courses taken at the base school and include each class and course taken at the visited school, and
  - use appropriate state course codes.
- The base school is responsible for ensuring the cross-enrolled student is administered all required state tests.

Visiting students. A visiting student's test results are included in the accountability results at the visited school. There are several contexts in which a student may be a visiting student (i.e., attending a school without a base school). For accountability purposes, the visited school should adhere to the following procedures for students who are visiting but do not have a base school:

- PowerSchool should record the student as visiting and not in ADM.
- The visited school should have a master schedule for the student. The master schedule for the student should
  - include all courses taken at the visited school, and
  - use appropriate state course codes.
- The visited school is responsible for ensuring the student is administered all required state tests.
  - If the visited school administers a state test to the student, the student's test results (e.g., EOC, EOG) remain at the visited school and are included in the visited school's accountability results. For paper administrations, administrators or other designated school personnel are to transcribe the student's answers circled in the test book into the online testing system under the visited school; the student's responses are included in the visited school's accountability results. If the responses are not transcribed into the online testing

system, the student will not receive a score. Transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel).

Examples for Clarification

The following are examples and guidelines regarding requirements to test cross-enrolled and visiting students:

1. **Foreign exchange students.** The district and school are responsible for ensuring all required state tests are administered to foreign exchange students. The student is enrolled in a visited school as a visitor and not counted in ADM. Test results remain at the visited school and are included in the visited school's accountability results.
2. **Private school or home-schooled students.** The district agrees to allow a private school or home-schooled student to take a class(es) or course(s) at the visited school. The district and school are responsible for ensuring all required state tests for the class or course the student is enrolled in are administered to the visiting student. Because there is no base school, test results remain at the visited school and are included in the visited school's accountability results.
3. **Nondomiciliary students attending a North Carolina school pursuant to an agreement with a district or school.** In some instances, pursuant to an agreement with the district or school, students may be admitted to a North Carolina school in which they are not domiciliary. For example, a student's family may live in Virginia and one of the parents teaches in North Carolina. The student (pursuant to an agreement with the district or school) attends the school in which the parent teaches. The student is not reported in ADM but is eligible to take state tests in the class(es) or course(s) the student is taking through the school. The district and school are responsible for ensuring all required state tests are administered to the student. Test results are used for accountability results at the visited school. Note: The student is eligible for a North Carolina high school diploma.

   <u>Nondomiciliary students meeting specific requirements</u>. A student who is not domiciliary of a local school administrative unit may attend, without payment of tuition, the public schools of that school administrative unit if the student resides with an adult domiciliary of that unit as a result of the death, serious illness, or incarceration of a parent or legal guardian; the abandonment by a parent or legal guardian; the inability of the parent or legal guardian to provide adequate care and supervision because of a physical or mental condition; or the loss or uninhabitability of the student's home as a result of a natural disaster. The student must not be under a term of suspension or expulsion, and affidavits must be completed by the adult with whom the student resides and the student's

parent, guardian, or legal custodian (G.S. § 115C-366). If a student meets the requirements of G.S. § 115C-366, the student is in ADM. Therefore, this is the student's base school. The district and school are responsible for ensuring all required state tests are administered to the student. Test results are used for accountability results at the base school.

4. **Nondomiciliary students attending a NC school as due to the parents' or legal guardians' active military deployment.** Pursuant to General Statute § 115C-366 (1) (g), a student who is a nondomiciliary of North Carolina as a result of the parents' or legal guardians' active military deployment may attend, without payment of tuition, the public schools within a district or a specific school if the student meets the following requirements: (1) the student resides with an adult who is a domiciliary of that district or school, (2) the period of deployment is thirty days or longer, and (3) the school is provided evidence of the deployment along with the affidavits required under subdivision (3) of subsection (a3) of this Statute. If a student meets the requirements of General Statute § 115C-366, the student is in ADM at a base school within the district or school. Therefore, the district or school is responsible for ensuring all required state tests are administered to the student. Test results are included in the accountability results at the base school.
5. **Special education services.** Districts and schools furnishing special education and related services to children with disabilities may contract with community residential centers, developmental day centers, or contracted service providers to furnish services that the public providers are unable to furnish (pursuant to General Statute § 115C-111.2). Title VIII, General Provisions, Part A, Sec.8101(1)(D) of the Every Student Succeeds Act (ESSA) states:

   "(D) CHILDREN WITH DISABILITIES. If a local educational agency makes a tuition payment to a private school or to a public school of another local educational agency for a child with a disability, as defined in section 602 of the Individuals with Disabilities Education Act, the Secretary shall, for the purpose of this Act, consider the child to be in attendance at a school of the agency making the payment." The child is not considered to be in attendance at a school of the agency receiving the payment. All agencies not associated with local school administrative units, the Department of Health and Human Services, or the Division of Juvenile Justice must meet standards that apply to state and local educational agencies and secure the rights the students would have if served by the state or local educational agency.

   a. Community residential centers. Pursuant to General Statute § 115C-366 (a1), children living in and cared for and supported by an institution established, operated, or incorporated for the purpose of rearing and caring for children who do not live with

their parents are considered legal residents of the district in which the institution is located. These children are eligible for admission to the public schools of the local school administrative unit as provided in this section. For additional information that outlines in more detail the steps community residential centers are to follow, see Section O, subsection Community Residential Centers—Testing Policy of this handbook.

Example: A student residing in County A goes to live at a residential center in County B. As soon as the student becomes the ward of the residential center in County B, the student is no longer in membership in County A. County B must select a school within County B and enroll the student as a visitor. County B is responsible for the educational services of the student. All required state tests must be administered to the student. Test results are used for accountability results at the base school.

b. Developmental day centers. Special education and related services are provided to eligible children with disabilities who are placed in accredited developmental day centers by local school administrative units.

Example: If the district cannot provide services for a student, the district may place the student in a developmental day center. In this case, the student is enrolled at a base school in the district; the developmental day center becomes an extension of the school. The district is responsible for testing the student on all required state tests. The test results are included in the accountability results at the base school.

Example: If a district has made a free and appropriate public education available in the district and the parents of a child elect to place the child in a developmental day center for educational services, the district is not responsible for the cost of education, nor is the student required to be tested.

c. Contracted service providers. Local school administrative units may contract with service providers to furnish services that public providers are unable to furnish.

Example: A student in County A needs an educational service that is only available in County B. County A contracts with County B for the service. ADM for the student remains in County

A. County A is responsible for ensuring all required state tests are administered to the student. Test results are used for accountability results at the base school in County A.

d. Parentally placed private or home school students. Parentally placed private or home school students who receive services through a service plan are not required to be tested.

Example: Districts and schools are required to ensure equitable participation for students with disabilities. In cases where a parentally placed student in a home school attends a public school through a service plan, such as speech therapy, the student may be enrolled as a visitor. The student is not eligible for participation in the Annual Testing Program unless the student also enrolls in a content area course. In this case, refer to letter e below.

e. Parent or legal guardian contracts with the PSU for a course. If the parent or legal guardian contracts with the local school administrative unit for a course, then the student needs to be tested. The school administrative unit is responsible for ensuring all required state tests are administered to the visiting student. Because there is no base school, test results remain at the visited school and are included in the visited school's accountability results.

f. North Carolina publicly places a student in a private facility. In a situation in which North Carolina publicly places a student in a private facility during the school year, the district and base school are responsible for ensuring all required state tests are administered.
   - The district and base school are responsible for notifying the private facility of the required tests, policies, and procedures, and for arranging the test administration date and location. If the private facility will administer the state test(s), the district and base school must ensure all security policies and procedures are maintained.
   - For accountability purposes, the test results of such a student must be included in the accountability results at the base school.

6. **Summer program students taking EOC and EOG tests.** The summer program is an additional learning opportunity that occurs outside of the regular academic calendar. Tests taken at the end of a summer program must be completed before the end of the current accountability year and

uploaded to the Office of Accountability and Testing by the defined end of the accountability year date. Accountability results will be attributed to the base school for the student in the spring of the accountability year.

7. **Summer school students taking EOC tests.** Summer school takes place during the summer and provides students the opportunity to participate in a high school course in one of two ways:
   a. Course for credit. Students receiving instruction in courses that require the administration of the EOC test and having obtained a proficient score previously on the EOC test may use the proficient score as at least twenty percent of their final grade, or they may elect to take the appropriate EOC test at the completion of the course. Students who have not obtained a proficient score on the EOC test before 2023–24 must take the appropriate EOC test at the completion of the course.
   b. Credit recovery. Students receiving instruction in credit recovery courses may be administered the appropriate EOC test no later than thirty days after completion of the course.
   c. Summer school test scores. Summer school test scores are returned to the base school the student attended in the spring for inclusion in the accountability results for the new accountability year.

      Example: Student A attended school at School X in the spring of 2023–24. This student then attended summer school at School Y in July of 2024. The student's resulting EOC score will be attributed to School X in the 2024–25 school year.

8. **Clustered EC students.** Clustered EC students—a term used for accountability purposes—are students with disabilities (with current IEPs) who may be grouped in a school other than their school attendance area. Clustered EC students must be administered all required state tests. It is a district's decision as to where test results from EC students' scores will count for accountability purposes. If students are appropriately cross enrolled in PowerSchool to a school within a district for instructional purposes, the students will have their scores sent to the base school as defined in PowerSchool. If a student is not scheduled in this manner, districts may complete the ACCHOME process to have the student's accountability measures attributed to the appropriate school.
9. **Hospital or homebound students.** Educational services for hospital or homebound students are typically provided at a home or hospital by school or district personnel. If a student is confined at home or in a hospital, is unable to attend the base school, and is receiving homebound instruction from the base school or district, the student is considered hospital or homebound. Once PSU personnel have made contact (i.e., a face-to-face meeting) with the student to provide instruction, the student should be counted present for the span of time during which regularly

scheduled hospital or homebound instructional services are delivered. (Supporting documentation should be maintained at the school.) The base school is responsible for ensuring that all required state tests are administered. Medical exceptions can be submitted, if appropriate, and must include the current hospital or homebound documentation with current service dates noted. For accountability purposes, the test results of a hospital or homebound student must be included in the accountability results at the base school.

10. **North Carolina virtual public school.** The North Carolina Virtual Public School is not responsible for administering state tests. The base school is responsible for administering all required state tests. Test results shall be included in the accountability results at the base school.
11. **Learn and earn early college high schools.** Learn and earn early college high schools provide students with the opportunity to complete high school with a high school diploma and an associate degree or two years of transferable credit at no cost to the student. To participate in learn and earn, students must meet the course prerequisites set by the participating college or university. The base school is responsible for administering all required state tests. Test results shall be included in the accountability results at the base school. The graduation data is reported for the school where the student is included in ADM.
12. **Community college courses.** A public school student taking a community college course must be enrolled with the appropriate state course code designated for community college courses. Community college officials have the responsibility for verifying eligibility and acceptance of the articulated course or courses on a student's high school transcript. For credit to be awarded in any individual course, all criteria of the Southern Association of Colleges and Schools Commission on Colleges must be met. The base school is responsible for administering all required state tests. Test results shall be included in the accountability results at the base school.
13. **Teacher-in-treatment programs.** Teacher-in-treatment programs are located at centers across the state, but the centers are not affiliated with a district or school. Students who are participating in a teacher-in-treatment program should remain in membership in their base school. Days of participation at the center should be posted as absences. The base school is responsible for administering all required state tests. Test results shall be included in the accountability results at the base school.
14. **North Carolina Department of Public Safety Division of Juvenile Justice and Delinquency Prevention (DJJ).** The DJJ facilities are responsible for administering all required state tests. Scores are not included in accountability results.
15. **Extended day program.** For students who attend an extended school day program and are in membership at a base school, the base school is

responsible for administering all required state tests. Test results shall be included in the accountability results at the base school.

16. **Vocational and career centers.** Students can take special vocational courses as well as academic courses at vocational and career centers. The student must be enrolled in the course at the base school. The base school is responsible for administering all required state tests. Test results shall be included in the accountability results at the base school.
17. **Schools housed in the same building.** There are several instances where two schools, each having different school codes, are housed in the same building (e.g., a S.T.E.M. school and a traditional school). For example, School A has school code XXX and School B has school code YYY. If a student is enrolled in School A and walks down the hall to take a class in School B, the student should be cross enrolled at School B. School A assumes responsibility for the education of the student and must ensure the student is administered all required state tests. Test results shall be included in the accountability results at School A, which is the base school.

Community Residential Centers—Testing Policy

Per General Statute § 115C-366 (a1), "Children living in and cared for and supported by an institution established, operated, or incorporated for the purpose of rearing and caring for children who do not live with their parents are considered legal residents of the local school administrative unit in which the institution is located. These children are eligible for admission to the public schools of the local school administrative unit as provided in this section." All required state tests must be administered to these students. Test results are used for accountability results at the base school.

The steps local school administrative units should follow for testing students at community residential centers are as follows:

1. Assign students at community residential centers to a base school.
   a. Assign the students at grades 3–12 who are served by a community residential center to a base school that includes their grade configuration. Grades 3–12 cannot use school code 292 or any other school code under 300. Students must be assigned to a school in the district. The district can determine which base school the scores will go to.
   b. Only students at grades PP, PK, K, 1, 2, and 12 or 13 (for students with disabilities who have completed the twelfth grade but have not graduated from high school and continue to receive a free appropriate public education until the end of the school year in which they reach the age of twenty-two) can use school code 292 as their base school number.

2. The district is responsible for ensuring all required state tests are administered to the students. Test results are included in the accountability results at the assigned base school.
3. The district test coordinator is responsible for ensuring all testing policies and procedures are implemented at the community residential centers and test security is maintained at all times.
4. Districts have two options available for assigning test administrators at community residential centers:
   a. Designated staff who are employed by the district and have received training in the appropriate test administration(s) can administer the required tests to the students residing at the community residential centers.
   b. Community residential staff members who provide instruction to the student(s) residing in the center may attend test administrator training provided by the district accountability staff and administer the required test(s) to their students. The following procedures apply for this option:
      i. Community residential staff must attend face-to-face test administration training (including training on the guidelines for the use of accommodations) conducted by the district before the administration of any state-required test(s).
      ii. A test security agreement by and between the district and community residential center and its employee(s) must be signed at the time of training and kept on file at the district. The agreement is to ensure compliance with all state policies and procedures pertaining to the administration of secure state tests, test administrator training, irregularities reporting, materials handling, and test security. (The district assumes responsibility for test security.)
      iii. For online tests and NCEXTEND1, the district will need to collaborate with each community residential center test administrator to create an NC Education account. District test coordinators must ensure that these accounts have proper roles and permissions. On days before testing, the district test coordinators must go under the district tab on the enrollment screen and add students to the appropriate course. District test coordinators must ensure all pre- and post-test activities are completed for online tests as described in the appropriate test administration guides (e.g., scheduling test windows, ensuring proper entry of SIQs, and meeting all technology requirements).
      iv. For students with a documented need to record answers in a manner other than directly entering them into the online testing system (e.g., paper test administration, audiotape recording, assistive technology device, braille writer/braille paper), test

administrators or other designated school personnel must transcribe the student's recorded answers into the online testing system. The students' responses are included in the school's accountability results. If the responses are not transcribed into the online testing system, the student will not receive a score. Transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel). Note: For steps to follow when transcribing students' responses, see the *Transcription Instructions* subsection in this handbook.

v. In some instances, in which the district has a current, signed security agreement between the community residential center and the district ensuring the security of all student data, the community residential center employees who are trained as test administrators may be provided access to the Every Child Accountability and Tracking System (ECATS). The district assumes responsibility for test security. For community residential center employees who are trained as test administrators but have not been given access to ECATS, the district test coordinators must plan to provide community center teachers with the necessary student accommodation information for testing purposes.

NC School Report Cards

The North Carolina School Report Cards provide information about K–12 public schools for local school systems and for the state.

Each report card includes a school or district profile and information about student performance, safe schools, access to technology, and teacher quality. By reviewing report card data, parents and others can learn more about school progress and resources.

State Testing Results

Reports of student performance for the EOG, EOC, and NCEXTEND1 tests are published annually in one publication, the Green Book.

Disaggregated state, district, and school performance data are available at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting/accountability-data-sets-and-reports#reports-of-supplemental-disaggregated-state,-school-system-and-school-performance-data.

Accountability data sets and reports are available at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting/accountability-data-sets-and-reports.

The North Carolina SAT report and Advanced Placement (AP) results are available at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting/north-carolina-sat-and-ap-reports.

Results from The ACT and ACT WorkKeys administrations are available at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting/act-reports.

The annual academic achievement of American Indian students is available at https://www.dpi.nc.gov/students-families/student-support/american-indian-education.

Appendix A: Directions for Accessing the *Policies and Procedures Training Courses* for Online and Paper Test Administrations

Directions for accessing the course:

1. Use the following link to access NC Education and the virtual training courses: https://center.ncsu.edu/training/
2. Log in to NC Education with your username and password.
3. In the Navigation box, click Courses.
4. Select the appropriate course name based on the test format to be administered. Test administrators giving both online and paper tests must enroll and complete both courses.
   a. **Policies and Procedures Training Course—Online Test Administrations**
   b. **Policies and Procedures Training Course—Paper Test Administrations**
5. Click Enroll me.
6. Click Enter in the middle of the page to begin the course.
   a. "Pop-ups" will need to be allowed to access the course. The course will open in a separate window.
   b. The course will track the participant's progress in the event the participant needs to log out and finish later. To save course progress, the participant must click the Exit Course button in the top right corner of the screen. *If this button is not clicked, course progress will not be saved*.
   c. The last page of the course displays a certificate of completion. The participant must type in his or her name and the date of completion. There are instructions on the bottom of the screen to assist participants with saving and printing a copy of the certificate of completion.
   d. After obtaining the certificate of completion, a hand-waving icon will appear on the screen and the browser may be closed.

Appendix B: Sample Parent or Guardian Letter—Opting Out of Required State Testing

School letterhead

Date

Dear (Parent or Guardian) _____,

Thank you for taking the opportunity to express your concerns regarding the testing mandates of the Annual Testing Program. Having received your request for a waiver, _____County Schools/charter school is truly sympathetic to your concerns.

State and federal laws require all public school students in membership (i.e., enrolled in a school) in grades 3 through 8 and high school courses requiring an end-of-course test, to participate in the Annual Testing Program. North Carolina does not allow any student to opt out of required state testing. The only exceptions granted are for a limited number of students who meet certain eligibility requirements or have extenuating circumstances primarily related to a significant medical emergency or condition and are unable to participate in a specific test administration. Additionally, homeschooled students are required to be assessed annually on a nationally normed standardized test.

N.C. Admin Code 06D .0309 requires schools to use end-of-course tests as "at least twenty percent (20%) of the student's final grade." As such, a student's grade for these courses and overall grade-point-average calculation may be negatively impacted by not taking the required end-of-course state tests. Schools have the flexibility to use end-of-grade test scores as necessary.

Please know that _____ County Schools/charter school is trying to be responsive to parents' concerns, yet we must adhere to state and federal guidelines that address the educational needs of all children.

Sincerely,

Appendix C: Parent's Right to Know—Sample Letter

School letterhead

Date

Dear Parent or Guardian _____,

This letter is intended to inform you that your student will take districtwide and state-mandated tests this school year as reflected on the attached test calendar, which is also posted online at _____.

Per 16 N.C. Admin Code 06D .0307–Test Administration in Public Schools, "(g) 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 that school year. In addition, LEAs shall advise students and parents or guardians of the dates the tests will be administered and how the results from the tests will be used. Also, information provided to parents shall include whether the State Board of Education or the local board of education requires the test(s). (h) LEAs shall report scores resulting from the administration of State-mandated tests from the Annual Testing Program to students and parents or guardians no later than 30 days after the test is administered and along with available score interpretation information within 30 days from receipt of the scores and interpretive documentation from the NCDPI."

N.C. Admin. Code 06G .0315 requires all public school students in membership (i.e., enrolled in a school) in grades 3 through 8 and high school courses requiring an end-of-course assessment, to participate in the Annual Testing Program. North Carolina does not allow any student to opt out of required state testing. The only exceptions granted are for a limited number of students who meet certain eligibility requirements or have extenuating circumstances primarily related to a significant medical emergency or condition and are unable to participate in a specific test administration.

N.C. Admin Code 06D .0309 requires schools to use end-of-course tests as "at minimum of twenty percent of the student's final grade for each respective course." As such, a student's grade for these courses and overall grade-point-average calculation may be negatively impacted by not taking the required end-of-course state tests. Schools have the flexibility to use end-of-grade test scores as necessary.

Sincerely,

Enclosure: Test calendar

Appendix D: Confidentiality and Test Security Agreements

Test coordinators will find the following confidentiality and test security agreements on the subsequent pages:

- District Test Coordinator—Confidentiality and Test Security Agreement
- Principal or Director—Confidentiality and Test Security Agreement
- School Test Coordinator—Confidentiality and Test Security Agreement
- Test Administrator—Confidentiality and Test Security Agreement
- Proctor—Confidentiality and Test Security Agreement

This form must be completed annually by the district test coordinator and kept on file with the regional accountability coordinator. If a new person is employed in this position, then the new person must complete this form as soon as possible.

District Test Coordinator—Confidentiality and Test Security Agreement

In performing my assigned duties and responsibilities as the district test coordinator, I understand that

1. maintaining test security and student confidentiality is critical to the mission of the North Carolina Department of Public Instruction (NCDPI).
2. my compliance with federal and state laws is crucial to maintaining the public's trust in North Carolina public schools.
3. my assigned duties and responsibilities may involve the use of the North Carolina Department of Public Instruction's data, local data, or other information that is confidential.
4. federal and state laws prohibit me from including or disclosing personally identifiable information (PII) in any form of communication with any unauthorized individual or entity, except as required in the performance of my assigned duties. Such communication includes, but is not limited to, email, instant messaging, or social media account posts (e.g., Facebook, Twitter, Instagram, Snap Chat).
5. I acknowledge that all North Carolina test materials are the property of the NCDPI and that these test materials must remain secure at all times.
6. in order to ensure test security, I will not discuss or share information relating to the contents of any test, testing process, or test scoring. This restriction applies to discussion with mass media, including, but not limited to, print, radio and television media, and social media.
7. I will not publish any secure testing or scoring material or share this material outside of the secure work site.
8. I am obligated to read the *Testing Code of Ethics* in its entirety annually and always understand and act in accordance with the test coordinator's obligations described therein.

My signature below indicates my agreement to abide by and fulfill the obligations and duties described above. I understand that violation of this agreement constitutes personal misconduct and may result in disciplinary action, up to and including, dismissal, without prior warning. Further, I understand that violation of this agreement could lead to additional legal liability to me.

Print Name Here: _____

Signature:_____

Date:_____

This form must be completed annually by the principal or director and kept on file with the school test coordinator. If a new person is employed in this position, then the new person must complete this form as soon as possible.

Principal or Director—Confidentiality and Test Security Agreement

In performing my assigned duties and responsibilities as the principal or director, I understand that

1. maintaining test security and student confidentiality is critical to the mission of the North Carolina Department of Public Instruction (NCDPI).
2. my compliance with federal and state laws is crucial to maintaining the public's trust in North Carolina public schools.
3. my assigned duties and responsibilities may involve the use of the North Carolina Department of Public Instruction's data, local data, or other information that is confidential.
4. federal and state laws prohibit me from including or disclosing personally identifiable information (PII) in any form of communication with any unauthorized individual or entity, except as required in the performance of my assigned duties. Such communication includes, but is not limited to, email, instant messaging, or social media account posts (e.g., Facebook, Twitter, Instagram, Snap Chat).
5. I have read and will follow school policies and procedures to ensure all eligible students are tested fairly.
6. I am responsible for ensuring all necessary school personnel are identified and trained prior to any test administration.
7. I acknowledge that all North Carolina test materials are the property of the NCDPI and that these test materials must remain secure at all times.
8. I am responsible for ensuring a procedure is in place at my school to assure that all test materials are accounted for and secure at all times while they are in the school's possession.
9. in order to ensure test security, I will not discuss or share information relating to the contents of any test, testing process, or test scoring. This restriction applies to discussion with mass media, including, but not limited to, print, radio and television media, and social media.
10. I will not publish any secure testing or scoring material or share this material outside of the secure work site.
11. I am obligated to read the *Testing Code of Ethics* in its entirety annually and always understand and act in accordance with the principal's obligations described therein.

My signature below indicates my agreement to abide by and fulfill the obligations and duties described above. I understand that violation of this agreement constitutes personal misconduct and may result in disciplinary action, up to and including, dismissal, without prior warning. Further, I understand that violation of this agreement could lead to additional legal liability to me.

Print Name Here: _____

Signature:_____

Date:_____

This form must be completed annually by the school test coordinator and kept on file with the district test coordinator, except for charter school test coordinators who must submit this form to the regional accountability coordinator. If a new person is employed in this position, then the new person must complete this form as soon as possible.*

School Test Coordinator*—Confidentiality and Test Security Agreement

In performing my assigned duties and responsibilities as the school test coordinator, I understand that

1. maintaining test security and student confidentiality is critical to the mission of the North Carolina Department of Public Instruction (NCDPI).
2. my compliance with federal and state laws is crucial to maintaining the public's trust in North Carolina public schools.
3. my assigned duties and responsibilities may involve the use of the NCDPI's data, local data, or other information that is confidential.
4. federal and state laws prohibit me from including or disclosing personally identifiable information (PII) in any form of communication with any unauthorized individual or entity, except as required in the performance of my assigned duties. Such communication includes, but is not limited to, email, instant messaging, or social media account posts (e.g., Facebook, Twitter, Instagram, Snap Chat).
5. I have read and will follow school policies and procedures to ensure all eligible students are tested fairly.
6. I am responsible for ensuring all necessary school personnel are identified and trained prior to any test administration.
7. I acknowledge that all North Carolina test materials are the property of the NCDPI and that these test materials must remain secure at all times.
8. I am responsible for ensuring a procedure is in place at my school to assure that all test materials are accounted for and secure at all times while they are in the school's possession.
9. in order to ensure test security, I will not discuss or share information relating to the contents of any test, testing process, or test scoring. This restriction applies to discussion with mass media, including, but not limited to, print, radio and television media, and social media.
10. I will not publish any secure testing or scoring material or share this material outside of the secure work site.
11. I am obligated to read the *Testing Code of Ethics* in its entirety annually and always understand and act in accordance with the test coordinator's obligations described therein.

My signature below indicates my agreement to abide by and fulfill the obligations and duties described above. I understand that violation of this agreement constitutes personal misconduct and may result in disciplinary action, up to and including, dismissal, without prior warning. Further, I understand that violation of this agreement could lead to additional legal liability to me.

Print Name Here: _____
Signature:_____
Date_____

*To include charter, lab, and regional test coordinators

This form must be completed and signed by the test administrator at each test administrator training session and kept on file with the school test coordinator.

Test Administrator—Confidentiality and Test Security Agreement

School Name: _____ Test Name: _____

In performing my assigned duties and responsibilities as the test administrator,
I understand that

1. I must administer the test listed above according to all state and local regulations and policies as printed in the test administration guide, the *Testing Code of Ethics*, and other information provided in the training session(s) conducted by the school test coordinator.
2. my compliance with federal and state laws is crucial to maintaining the public's trust in North Carolina public schools.
3. I must review, study, and understand the test administration guide and the *Testing Code of Ethics* that was given to me by the school test coordinator.
4. I must count and record the number of secure test materials, including supplemental materials, before and after the test administration and notify the school test coordinator of any discrepancies in the counts.
5. I must maintain test security at all times while test materials are in my possession.
6. I will not copy, post, or reproduce test items in any manner or in any medium for any reason.
7. I will not modify, change, alter, or tamper with student responses during or after the test administration.
8. I will conduct an unbiased administration of the test according to the policies, procedures, and directions (as written) in the test administration guide.
9. I must remain in the room throughout the entire test administration.
10. I will report any testing irregularities to the school test coordinator on the day of the occurrence.

My signature below indicates my agreement to abide by and fulfill the obligations and duties described above. I understand that violation of this agreement is constitutes personal misconduct and may result in disciplinary action, up to and including, dismissal, without prior warning. Further, I understand that violation of this agreement could lead to additional legal liability to me.

Print Name Here: _____

Signature: _____

Date: _____

If proctors are utilized, this form must be completed each testing cycle and signed at the conclusion of proctor training. A copy of this signed form must be kept on file at the school with the school test coordinator.

Proctor—Confidentiality and Test Security Agreement

In performing my assigned duties and responsibilities as the proctor, I understand that

1. I cannot be assigned to test sessions where my relatives or wards are testing and where the test administrator is a personal family member or close acquaintance.
2. I cannot distribute or collect test materials, read directions, assist students on the test, or review student information or responses.
3. I cannot use a cell phone or electronic device during testing, including breaks. Test administrators and students are not allowed to use cell phones or electronic devices during testing, including breaks. (Students testing online may use approved electronic devices.)
4. I will assist school personnel in maintaining test security at all times by ensuring secure test materials are not discussed or disclosed in any manner (copying, posting, or reproducing).
5. I will assist in monitoring the testing environment and minimize distractions and interruptions in the testing environment.
6. I will assist school personnel in ensuring appropriate test administration procedures are followed.
7. I will assist students with emergencies and restroom breaks.
8. I will assist school personnel in ensuring accommodations are provided appropriately. School staff will discuss the type of accommodation(s) student(s) will receive, how the test administration will differ from what is considered standard administration, and the specific procedures necessary to provide the accommodations(s) prior to the test administration.
9. I will monitor the distribution of materials as specified by the script in the test administration guide. (Exceptions include approved supplemental materials or designated features such as highlighters, colored pencils, color acetate overlays, and students who receive a sample copy of the English II constructed response space or mathematics grid.)
10. I will monitor students during the test session.
11. I will maintain student confidentiality and must not disclose any personally identifiable information (PII) about individual students. (Student information is protected by federal privacy laws.)
12. I will report all testing irregularities or testing violations to the school test coordinator or principal on the day of occurrence.
13. I have reviewed and understand the *Testing Code of Ethics* (found in the back of *The Proctor's Guide)* before proctoring a test administration.

My signature below indicates my agreement to abide by and fulfill the obligations and duties described above.

Print Name Here: _____
Signature: _____
Date: _____

Appendix E: Sample 2023–24 Public School Unit (PSU) Annual Testing Plan

PSU Name: _____ **PSU Code:** _____

PSU Test Coordinator: _____

PSU test coordinators shall ensure a written annual testing plan for the school is developed and duly disseminated before the beginning of the school year. Plans should also be available in an electronic format and include "Sample" documents that will be used for testing throughout the year. The annual testing plan clarifies local procedures. Testing staff are still required to read and follow all of the NCDPI's Annual Testing Program's testing publications related to state tests. The superintendent or school director ensures that the public school unit (PSU) accountability contact, and school test coordinators (STCs) are accurately coded in the Educational Directory and Demographical Exchange (EDDIE) throughout the school year. PSUs may use or modify this template to develop their annual testing plan.

Test Administrators and Proctors

- Proctors (**will** or **will not**) be utilized. If utilized, i**nclude a description of local proctor requirements, including the bullets below**:
  - Proctors assigned: (1) a one-on-one, full-time proctors and/or (2) roving proctors.
  - The school will use the following procedures for roving proctors, who can assist up to three test administrators in three testing rooms:
    - Roving proctors will not be responsible for more than three, centrally located classrooms.
    - Roving proctors will spend _____ minutes in each room before rotating to the next room to proctor.

Training

- All school staff (i.e., principal, school test coordinator, test administrators) who handle secure test materials must sign a confidentiality and test security agreement.
- Signed confidentiality and test security agreements will be kept **(location)**.
- The STC will provide annual accommodations and security training to all instructional staff.
- Training materials and sign-in sheets will be kept **(location)**.
- The STC trains all proctors, if utilized, before testing. Proctors sign a confidentiality and test security agreement. Signed proctor agreements are kept on file at the school with the STC.
- The STC trains all potential test administrators at least one week before the first day of testing. Administrators will sign a sign-in sheet and a confidentiality and test security agreement. The school principal or director is encouraged to attend test training.
- Before testing, the STC trains all test administrators on the use of the specific accommodations that will be provided to students in their assigned test settings.

The following chart provides the name of each required test security document, the person(s) required to sign each document, and when each document must be signed.

Person Responsible	District Test Coordinator—Confidentiality and Test Security Agreement	Principal or Director—Confidentiality and Test Security Agreement	School Test Coordinator—Confidentiality and Test Security Agreement	Test Administrator—Confidentiality and Test Security Agreement	Proctor—Confidentiality and Test Security Agreement	Public School Unit Annual Testing Plan
	By signing the appropriate Confidentiality and Test Security Agreement, testing staff agree to uphold the *Testing Code of Ethics*. The *Testing Code of Ethics does not need to be signed in addition to the security agreement.*					
District Test Coordinator	Annually					Annually
School Test Coordinator			Annually			Annually
Charter, Lab, and Regional School Test Coordinators			Annually*			Annually*
Principal or Director		Annually				
Test Administrator				Annually, before the administration of any state-mandated test		
Proctors (if utilized)					Annually, after proctor training session and before each administration of a state-mandated test	

***** Charter school test coordinators (STC) must submit all documents to their regional accountability office, except for the signed *Proctor—Confidentiality and Test Security Agreement*s which are kept on file at the charter school with the STC.

Test Materials Security

- The STC stores materials in a locked, secure, limited-access facility until needed for testing. **Include a brief description of where secure materials will be stored. Include a list of all personnel granted access to this location.**
- Describe the procedures and timeline for the secure checking out and checking in in of test materials to ensure that at each level of distribution and collection all secure materials are tracked, returned, and accounted for.
- **Describe the procedures and timeline for returning test materials to the district TC (TOPS for charter schools).**

Testing Environment

- Food and drink **(are** or **are not)** permitted in test sessions. For vendor tests, consult the test administration manual for permitted food and drink policies.

Accommodations Documentation

Accommodation Entry in PowerSchool. Accommodation information in PowerSchool derives from two sources:

1. IEP: **(Name of person or position)** is responsible for entering and updating the IEP details and accommodations information into ECATS for students identified as exceptional children (EC).
2. Section 504 Plan and English Learner (EL) documentation: **(Name of person or position)** is responsible for entering the special program participation and the accommodation information in the appropriate pages in PowerSchool for students with a Section 504 Plan or EL documentation. For each school year, the initial entry of special program assignment and accommodations must be completed by October 1 for returning students. PowerSchool entries for special program participation and accommodations must be made by the first of each month following initial assignment to a special program, annual review of the plan, and/or the addition of accommodations.

School Testing Plans and Self-Monitoring Procedures

- The STC securely submits a school test plan to the PSU TC (for districts) or the RAC (for charter, lab, and regional schools) at least two weeks before the first day of testing for each test, such as RTA, BOG3, ACCESS, and no later than May 1 for end-of-year testing.
- **(Persons designated)** completes monitoring during testing with the goals of preventing any avoidable irregularities and ensuring that there are no errors in the coding. These staff members need to have access to the testing plan and should use the following self-monitoring procedures:
  - ✓ Make sure the TC is accessible.
  - ✓ Inquire about students' test preparation. Before testing starts, ask a couple of students in online test settings if they watched the online tutorial video and if they had a chance to do the sample test items on the device they will use for testing.
  - ✓ Check to see if the bells are turned off.
  - ✓ Check that each testing site has a DO NOT DISTURB sign on the door.
  - ✓ Check to see if there is a test administrator in each room.
  - ✓ If utilized, check to see if there is a proctor (one-on-one or roving) serving where designated.
  - ✓ Observe whether each test administrator is providing a positive test-taking environment.

- ✓ Check to see if there are enough testing materials (e.g., scratch paper, calculators, etc.).
- ✓ Be sure the test administrator and proctor (if utilized) remain in the room throughout the testing and move frequently and quietly around the room monitoring students.
- ✓ Check to be sure that classroom displays that provide information regarding the content being measured by the test or test taking strategies are covered or removed.
- ✓ Ensure that visitors are not allowed into the testing site during testing. (Monitoring staff are not visitors.)
- ✓ Report any noise or disruptions.
- ✓ Randomly select **(the number or percent is a local decision)** students receiving accommodations during each testing period. Pull the IEP, EL Plan, Section 504 Plan, or transitory impairment documentation. Make sure that the accommodation(s) each student is receiving matches those listed on the plan/documentation and on the *Review of Accommodations* form. Record (1) the information from the IEP, EL Plan, Section 504 Plan, or transitory impairment documentation, (2) the accommodations listed on the *Review of Accommodations* form; and (3) the accommodations observed in the testing site on the *Self-Monitoring Report Form*.
- ✓ Complete the *Self-Monitoring Report Form* for each testing period and keep it on file at the school.

Testing Irregularities Reporting Procedures

- **(Name and Role)** follows all state procedures for submission of testing irregularity reports into the Online Testing Irregularity Submission System (OTISS).
- If a student refuses to use a documented accommodation or if the student is not provided a documented accommodation, the school must obtain a written statement from the parent or guardian before receiving score results. The statement indicates whether the parent waives the right to have the student retested or will accept the score results from the initial administration. (See the sample *Testing Irregularity Parent or Guardian Notification Form*.)

Online Testing

- Schools ensure every student participating in an online assessment has completed the appropriate Online Assessment Tutorial at least one time before test day. The process for verifying completion of the tutorial is **(describe procedures).**
- The test administrator ensures any information from the test saved or cached on any network appliance or computer is purged or deleted immediately following the completion of the test administration. To ensure this step, all devices are shut down after each test administration.

Online Testing Log In Flexibility

- The Annual Testing Program's policy for online test administrations recommends test administrators begin setting up devices thirty to forty minutes before students begin testing. School test coordinators are expected to develop, distribute, and train on a written plan that outlines secure procedures for schools to follow when students either remain or do not remain in the room while devices are being set up.

- List the secure, locally determined test day login procedures for online testing. Determine if test administrators will log in each student at a device or if students will log in to the test themselves using an access code. The plan must outline procedures that ensure (1) students cannot see secure test administrator usernames and passwords while the test administrator logs into the devices; (2) students cannot see the secure student ID numbers and student access codes of others while logging themselves in to their device; (3) upon login, each device is set to the start page with the correct student's name and PowerSchool number, test name, and school name correctly identified on each device; and (3) students do not begin using their device until they are instructed to do so.
- The school **(will** or **will not)** allow students to log themselves in to the test.
- The school **(will** or **will not)** allow teachers to log in each student to the test.
- The school **(will** or **will not)** allow both students to log themselves in to the test and allow teachers to log in students to the test.

Arrangements for Completing Makeups

- Each test administrator takes attendance and reports absences by **(describe procedures)** before starting the test session.
- The STC designates someone to contact all students absent from the test session. (**Person responsible)** will contact all students who are absent from the test session on the day of testing.
- The STC lists all students ABSENT from makeups.

Family Educational Rights and Privacy Act (FERPA) Protocol

- To protect the confidentiality of individuals from those who do not have access to individual-level data, personally identifiable information (PII) should be transmitted using the following method:
  - Secure FTP server based on SFTP or RTPS protocols.

Include a brief description of how the PSU will use secure transfer protocols to share PII.

PSU Testing Templates. All templates that are used in conjunction with the PSU's annual testing plan, must be included in the annual testing plan. PSUs can use all or some of the sample templates located in the Appendixes of this handbook. The templates provided may be modified for local use, or the PSU may develop other documents that suit their needs.

Appendix F1: Sample—Test Plan Template

School Name:
Test Coordinator's Name:
Backup Test Coordinator's Name:
Test Name:
Date of Test Administrations:
Make-Up Day(s):
Test Training Date and Time:

Test Coordinator's Signature:
Director's Signature:
Date of Signatures:

Test Name	Date	Format (Online or Paper)	Location	Administrator	Proctor (note if roving)	# of Students	Accommodations

- Attach a map of the school facility.
- What locked, secure storage area in the school will be used for storing test materials?
- Where will test administrators pick up and return test materials?
- What are the procedures (who, when, where and how) for transcribing students' test responses? (Ensure three or more school personnel are present for the transcription process).

Appendix F2: Example Test Plan Template

- School Name: ABC Elementary
- Test Coordinator's Name: Susie Coordinator
- Backup Test Coordinator's Name: Jimmy Back-Up
- Test Name: EOGs
- Date of Test Administrations: May 25–26, 28
- Make-Up Day(s): May 28
- Test Training Date and Time: May 10, 3:00-4:00

Test Coordinator's Signature: *Susie Coordinator*
Director's Signature: *Alexandra Boss*
Date of Signatures: April 15, 20XX

Test Name	Date	Format	Location	Administrator	Proctor	# of Students	Accommodations
Gr. 3 Math EOG	May 25	Online	14	M. West	C. East	24	None
Gr. 4 Math EOG	May 25	Online	15	D. North	T. South	25	None
Gr. 4 Math EOG	May 25	Paper	16	N. January	R. Smith	5	MTS, DSC
Gr. 3 Reading EOG	May 26	Online	14	M. West	C. East	24	No
Gr. 4 Reading EOG	May 26	Online	15	D. North	T. South	25	No
Gr. 4 Reading EOG	May 26	Paper	16	N. January	R. Smith	1	BRW, DSC
Make-Up Testing	May 27	Online	20	J. Haley	B. Burke	?	No
Make-Up Testing	May 27	Online	21	C. Southeast	F. Southwest	?	Yes
Gr. 3 Reading Retest	May 28	Online	20	J. Haley	B. Burke	?	No
Gr. 3 Reading Retest	May 28	Online	21	C. Southeast	F. Southwest	?	Yes

- What locked, secure storage area in the school will be used for storing test materials? *Materials will be stored in the vault room in the main office. During testing, all keys will be collected, so that only the school test coordinator and the director can access this space.*
- Where will test administrators pick up and return test materials? *Test administrators will pick up/return materials in the media center.*
- What are the procedures (who, when, where and how) for transcribing students' test responses? (Ensure three or more school personnel are present for the transcription process. *After testing ends, in group of three school personnel or more, students' recorded responses will be entered into the online testing system.*

Appendix G: Sample Training Sign-In Sheet

School Name: _____ **Date:** _____

Facilitator(s) Name: _____

Test Name: _____

Name (print)	Signature	Test Administrator (TA) or Proctor (P)	Received Test Administration Guide (initial)	Received Accommodations Training (initial)

Appendix H: Sample Materials Checkout/Check-In Sheet

Complete before the Testing Session

I acknowledge that I have attended training for the _____ test and have received and read a copy of the test administration guide. I further acknowledge that I am responsible for information provided during training and for understanding and adhering to the contents of the test administration guide, including the *Testing Code of Ethics*.

Teacher Signature: _____ Date: _____

Please note the number of materials received for each item:

Materials	**Number at Sign-out (Completed by test administrator *before test administration*)**	**Number at Sign In (Completed by checker *after test administration*)**
Test books		

Check off any of the following items received.

blank paper		writing utensils		testing sign	
graph paper		periodic tables		Review of Accom. forms	

Signature of test administrator (teacher) at checkout: _____

Signature of person checking in materials after the test (Checker): _____

Students absent from this test session:

1. _____ 2. _____ 3. _____

Complete after the Testing Session:

I, _____, affirm that I adhered to the following rules and procedures during the students' test administration.

1. I read and complied with all the procedures in the *Testing Code of Ethics*.
2. I maintained test security at all times.
3. I administered the tests according to the directions in the test administration guide and any subsequent updates developed by the test publisher.
4. I administered the test to all eligible students.
5. I reported all testing irregularities to the school system test coordinator.
6. I provided a positive test-taking climate.

Teacher Signature: _____ Date: _____
Proctor Signature: _____ Date: _____
Proctor Name (Please Print Clearly): _____

Appendix I: Sample Testing Irregularity Parent or Guardian Notification Form

Student: _____ Grade: _____

Test and Subject: _____ PowerSchool ID: _____

Teacher: _____ Test Date: _____

School Test Coordinator (STC): _____ STC Phone: _____

The following testing irregularity occurred during testing today, which invalidates your child's test results.

Your child's test will not be scored, and your child is scheduled to retake the test on

_____.

Description of Testing Irregularity:

_____

_____

_____

_____

_____

_____

Waiver of Right to Retake the Test

In some cases, you may choose to waive the right for your child to retake the test and accept the scores from the test already taken. Please sign and return this form to the school test coordinator before the retake test date listed above. If this form is not returned by the retake date, the test will be readministered to your child as indicated. *Note: The test already taken is deemed invalid and will not be scored unless you choose to waive the right for your child to retake the test.*

☐ I would like my child to retake the test. I understand we will not receive results from the original test.

☐ I do not want my child to retake the test. I understand that the results from the test already taken will be used. Furthermore, I understand I am waiving the rights for my child to retake the test.

_____ _____

Parent or Guardian Signature Date

Note to staff: This document should be scanned and attached to the OTISS report.

Appendix J: Sample Self-Monitoring Report Form

Date:_____ School: _____ Test:_____

CHECK ALL BOXES THAT ARE OBSERVED; INCLUDE EXPLANATIONS FOR ANY AREAS NOT OBSERVED.

	School testing plan located in the main office.		Personal cell phones and electronic devices are turned off and appropriately stored during testing.		Windows in doors exposed and a "Testing- Do Not Disturb" sign is posted outside each testing room.		Directions are read to the students as they are written in the test administration guide.
	Test materials stored in a secure, locked room and distributed in accordance with the testing plan		School test coordinator walks around and monitors testing sessions.		Test administrator and proctor (if utilized) do not leave the students unattended at any time during the testing session and move throughout the room during testing.		Bulletin boards, instructional displays, and reference materials related to testing content are covered or removed.
	Devices are set up appropriately before testing and correct login procedures are followed.		Documentation exists confirming students took the online tutorial before the test administration.		Positive atmosphere: room is quiet, well-lighted, comfortable, etc.		Students are provided with the appropriate test materials.

Accommodations. Choose three students at random who are receiving accommodations on the test and complete the chart below.

Student Name	Type of plan (IEP, Section 504, EL, transitory impairment)	Accommodations documented on the *Review of Accommodations Used During Testing* form	Accommodations observed in test session

Test Session

_____ This test was conducted in accordance with the accepted practices of standardized testing.

_____ This test had some irregularities and/or findings as listed below.

_____

_____

Monitor's Name:_____ Monitor's Signature:_____

Appendix K: Sample Students Absent from Makeups for State-Required Tests

The STC lists all students ABSENT from makeups on this form. If 100% tested for EOGs and EOCs, write NO ABSENCES.

Last Name	First Name	Student Number	Grade	Subject	Classroom Teacher	Reason Student Did Not Test

My signature below indicates that I understand it is the responsibility of the principal and school test coordinator to ensure that ALL eligible students are tested.

School Test Coordinator's Signature / Date

Principal's Signature / Date

Appendix L: TOPS Return Verification Form

TOPS Return Verification Form

Test: _____

Fax to 919-515-4622 or

Email to group-topsdocs@ncsu.edu

Circle YOUR RAC and send CC Email:

RAC Emails:

(1) Brent Caldwell brent.caldwell@dpi.nc.gov

(2) John Worley john.worley@dpi.nc.gov

(3) Scott Frye scott.frye@dpi.nc.gov

(4) Patricia Benbow patricia.benbow@dpi.nc.gov

(5) Amanda Hobbs amanda.hobbs@dpi.nc.gov

(6) Anthony Hinson anthony.hinson@dpi.nc.gov

(7) Paul Davis paul.davis@dpi.nc.gov

PSU Name_____

PSU #_____

TC Name_____

Phone #_____

FAX #_____

Date Shipped:_____

(MUST be picked up and scanned by UPS driver or dropped off and scanned at UPS Store)

Affix UPS Tracking label(s) below:

To Be Completed by the Test Coordinator

Return verification must be faxed or emailed to TOPS and your RAC immediately after the scoreable materials have been shipped. This provides an area to denote the tracking number(s) for you and TOPS and will also help assure test security and prompt follow-up should your scoreable materials not arrive the next day at TOPS.

Appendix M: Abbreviations

Abbreviation	Meaning
ADM	Average Daily Membership
AP	Advanced Placement
ASL	American Sign Language
ASM	Accountability Services Management website
AST	Accommodation code: Assistive Technology Devices
BANA	Braille Authority of North America
BOG3	Beginning-of-Grade 3 Reading Test
BOY	Beginning-of-Year
BRW	Accommodation code: Braille Writer/Braille Paper
BSS	Accommodation code: Slate and Stylus/Braille Paper
CAB	Accommodation code: Cranmer Abacus
CAN	Accommodation code: Special NCDPI-Approved Accommodation
CCB	Configuration Control Board
CCRAA	College and Career Readiness Alternate Assessment
CCSSO	Council of Chief State School Officers
CDM	Credit by Demonstrated Mastery
CEDARS	Common Education Data Analysis & Reporting System
CEP	Community Eligible Program
CGR	Cohort Graduation Rate
CR	Constructed Response
CSI	Comprehensive Support and Improvement
CTE	Career and Technical Education
DMG	Data Management Group
DSC	Accommodation code: Dictation to a Scribe
DTC	District Test Coordinator
EBN	Accommodation code: Electronic Braille Notetaker
ECATS	Every Child Accountability and Tracking System
EC	Exceptional Children
EDDIE	Educational Directory and Demographical Information Exchange
EDS	Economically Disadvantaged Students
EL	English Learner
ELAC	English Learners Advisory Council
ELP	English Learner’s Progress
EOC	End-of-Course
EOG	End-of-Grade
EOY	End-of-Year

Abbreviation	Meaning
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language
ESSA	Every Student Succeeds Act (an amendment to ESEA)
EVASS	Education Value Added Assessment System
EXT	Accommodation code: Scheduled Extended Time
FDF	First Day of Fall
FDS	First Day of Spring
GLP	Grade Level Proficiency
IADA	Innovative Assessment Demonstration Authority
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education *Improvement* Act
IEP	Individualized Education Program
IHE	Institute of Higher Education
ISC	Accommodation code: Interpreter/Transliterator Signs/Cues Test
ISR	Individual Student Report
LEA	Local Education Agency
LEP	Limited English Proficient
LMS	Learning Management System
LTG	Long Term Goals
MAG	Accommodation code: Magnification Device
MCR	Math Course Rigor
MFELs	Monitored former English Learners
MLT	Accommodation code: Multiple Testing Sessions
MOY	Middle-of-Year
MTSS	Multi-Tiered System of Support
NAEP	National Assessment of Educational Progress
NCDPI	North Carolina Department of Public Instruction
NCES	National Center for Education Statistics
NCEES	North Carolina Educator Evaluation System
NCEXTEND1	Alternate assessment for EOG and EOC tests
NCJDC	North Carolina Juvenile Detention Center
NCSCOS	North Carolina *Standard Course of Study*
NSLP	National School Lunch Program
OTISS	Online Testing Irregularity Submission System
PD	Professional Development
PE	Partial Enrollment
PEP	Personalized Education Plan
PISA	Program for International Student Assessment
PLC	Professional Learning Communities

Abbreviation	Meaning
PS	Power School
PSU	Public School Unit
PSU TC	Public School Unit Test Coordinator (includes district and charter, lab, and regional school test coordinators)
PBIS	Positive Behavior Intervention and Support
RAC	Regional Accountability Coordinator
RAS	Accommodation code: Student Reads Test Aloud to Self
RCC	Regional Computing Consultant
RESA	Regional Education Service Alliance
ROA	Review of Accommodations form
RtA	Read to Achieve
SBE	State Board of Education
SCASS	State Collaborative on Assessment and Student Standards
SEA	State Education Agency
Section 504	Section 504 of the Rehabilitation Act of 1973
SIP	School Improvement Plan
SIQ	Student Interface Questions
SIS	School Information System
SLC	[North Carolina] Student Learning Conditions [Survey]
SPG	School Performance Grades
STC	School Test Coordinator
STEM	Science, Technology, Engineering and Mathematics
SWD	Students with Disability
TALIS	Teaching and Learning International Survey
TIMSS	Trends in Math and Science Study
TOPS	Technical Outreach for Public Schools
TMS	Test Measurement Specialist
TSI	Targeted Support and Improvement
TSIEL	Guidelines for Testing Students Identified as English Learners
TNN	Testing News Network
TRA	Accommodation code: Test Read Aloud (in English)
TRD	Accommodation code: Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (EL Only)
TSR	Accommodation code: Testing in a Separate Room
TWC	[North Carolina] Teacher Working Conditions [Survey]
TWS	Test Window Scheduler
UEB	Unified English Braille

Abbreviation	Meaning
USED	US Department of Education
WIDA	World-Class Instructional Design and Assessment (English proficiency test)

Appendix N: State Board of Education Policies, North Carolina Administrative Codes, and Legislative Requirements

This section contains SBE policies, N.C. Admin. Codes, and other legislative requirements related to the Annual Testing Program.

Appropriate Use of State Tests and Testing Program Documents

- TEST-009—Policy regarding rules, guidelines, and procedures governing the Annual Testing Program.
- TEST-013—Policy delineating the test development process for multiple-choice tests.
- TEST-015—Policy outlining time devoted to standardized testing.
- 16 N.C. Admin. Code 06D .0310—Policy delineating the appropriate use of state tests.

Test Security

- 16 N.C. Admin. Code 06D .0311—Policy of administrative testing procedures and *Testing Code of Ethics.*

End-of-Course Tests

- CCRE-001—Policy defining "Course for Credit".
- 16 N.C. Admin. Code 06D .0309—Policy specifying the requirements for end-of-course testing (eligibility, participation, dropping a course, use of results). Note: For additional clarification on students excluded from the twenty percent grade calculation, see SBE policy TEST-003.

Testing Students Who Are English Learners

- TEST-011—Policy outlining EL identification, participation in the Annual Testing Program, eligibility for testing accommodations, exit criteria, ACCESS for English language learners proficiency levels and performance definitions.

Graduation Requirements

- ACCT-039—Policy delineating the cohort graduation rate.
- GRAD-001—Policy giving the local school boards of education the authority to exceed minimum graduation requirements.
- GRAD-004—Policy delineating state graduation requirements.

Academic Achievement Standards and Achievement Level Descriptors

- TEST-033—Policy defining the academic achievement standards and achievement level descriptors for the Beginning-of-Grade 3 Reading Test,

the Read to Achieve Test, and the end-of-grade tests in reading, mathematics, and science.

- TEST-036—Policy defining the academic achievement standards and achievement level descriptors for end-of-course tests.
- TEST-037—Policy defining the academic achievement standards and achievement level descriptors for NCEXTEND1 alternate assessments.

Accountability Model

- ACCT-020—Policy delineating the components of the accountability model.
- CHTR-001—Policy delineating charter school accountability requirements.
- 16 N.C. Admin. Code 06G .0315—Policy delineating the accountability annual performance standards.
- 16 N.C. Admin. Code 06G .0314—Policy delineating the alternative schools' modified accountability system.

Use of Test Results

- GS §115C-288 (a)—Law granting principals the authority to grade and classify students; this law instructs principals not to make the decision solely based on standardized test scores.
- 16 N.C. Admin. Code 06D .0309—Policy requiring schools to use results from all operational EOC tests as at least twenty percent of the student's final grade for each respective course (with exceptions).

Other Policies Related to the Annual Testing Program

- 16 N.C. Admin. Code 06D. 0307—Policy governing test administrations in public schools.
- 16 N.C. Admin. Code 06D .0308—Policy governing the role of the testing coordinator.

Appendix O: Testing Code of Ethics

Introduction to the *Testing Code of Ethics*

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

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

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

Security

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

Preparation

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

Administration

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

Scoring, Analysis, and Reporting

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

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

16 NCAC 06D .0311 TESTING CODE OF ETHICS

(a) This Rule shall apply to all public school unit (PSU) employees or agents while they are administering the Annual Testing Program defined in Rule .0307(c) of this Section.

(b) The PSU shall develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher.

(c) The PSU shall require all testing coordinators, school test coordinators, test administrators and proctors to be trained as required in Rule .0308 of this Section.

(d) The PSU shall designate the personnel who are authorized to have access to secure test materials. "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items.

(1) Persons who have access to secure test materials shall not use those materials for any purpose other than test administration.

(2) No person shall copy, reproduce, or paraphrase the test materials without the express written consent of the test publisher.

(e) The principal shall store test materials in a locked facility to which only the principal has access. The principal shall not allow anyone access to the test materials except as necessary for administration.

(f) When PSU personnel discover loss of materials, failure to account for materials, or any evidence of unauthorized access to the materials, they shall report the discovery without delay to the principal, school test coordinator, school system (LEA) test coordinator, or charter school director.

(g) PSUs shall ensure that test coordinators:

(1) plan and implement training for school test coordinators, test administrators, and proctors;

(2) ensure each school test coordinator and test administrator is trained in accordance with Rule .0308 of this Section; and

(3) in conjunction with program administrators, ensure test accommodations to students entitled to testing accommodations as defined in 16 NCAC 06G .0315; are documented and provided.

(h) The principal or the principal's designee shall serve as school test coordinator.

(i) The principal shall ensure the school test coordinator maintains test security and accountability of test materials, including taking the following actions:

(1) before each test administration, the school test coordinator shall count and distribute test materials;

(2) after each test administration, the school test coordinator shall without delay collect, count, and return all test materials to the locked storage facility;

(3) establishes procedures to assure all students participating in the Annual Testing Program have an equal opportunity to demonstrate their knowledge on the test; and

(4) identifies and trains personnel, proctors, and backup personnel for test administrations.

(j) Teachers may help students improve test-taking skills by:

(1) helping students become familiar with test formats using curricular content;

(2) teaching students test-taking strategies and providing practice sessions;

(3) helping students learn ways of preparing to take tests; and

(4) using resource materials such as test questions from test item banks and linking documents in instruction and test preparation.

(k) With respect to test administration, PSUs shall:

(1) assure each school establishes procedures to ensure all test administrators comply with test publisher guidelines;

(2) inform the local board of education of any breach of this code of ethics; and

(3) inform test coordinators and principals of their responsibilities.

(l) The school test coordinator shall:
(1) assure school personnel know the content of rules in this Section and local testing policies;
(2) implement the school system and local testing policies and procedures to assure all students participating in the Annual Testing Program have an equal opportunity to demonstrate their knowledge on the test;
(3) ensure proctors are trained; and
(4) ensure all violations of rules in this Section and local testing policies are reported to the school system (LEA) test coordinator.

(m) Test administrators shall:
(1) administer tests according to the directions in the assessment guide and any subsequent updates developed by the test publisher;
(2) administer tests to all students enrolled in a grade or course that requires a test in the Annual Testing Program;
(3) report all violations of rules in this Section and local testing policies to the school test coordinator; and

(n) Proctors shall serve as additional monitors to help the test administrator assure that students have an equal opportunity to demonstrate their knowledge on the test.

(o) Scoring. The school system test coordinator shall:
(1) ensure each test is scored according to the procedures and guidelines defined for the test by the test publisher;
(2) maintain quality control during the entire scoring process, which consists of handling and editing documents, scanning answer documents, and producing electronic files and reports. Quality control shall address scoring accuracy and scoring consistency.
(3) maintain security of tests and data files at all times, including;
(A) protecting the confidentiality of students at all times when publicizing test results; and
(B) maintaining test security of answer keys and item-specific scoring rubrics.

(p) Educators shall use test scores as one piece of information to be interpreted together with other scores and indicators when determining a student's grade. The PSU shall ensure that school personnel analyze and report test data within the limitations described in this Paragraph.
(1) Educators shall maintain the confidentiality of individual students. PSU personnel shall not publicize test scores or any written material containing personally identifiable information from the student's educational records except as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g and regulations adopted pursuant thereto.
(2) Staff development relating to testing must enable school personnel to respond knowledgeably to questions related to testing, including the tests, scores, scoring procedures, and other interpretive materials.

(q) Unethical testing practices include the following practices:
(1) encouraging students to be absent the day of testing;
(2) encouraging students not to do their best;
(3) using secure test items or modified secure test items for instruction;
(4) changing student responses at any time;
(5) interpreting, explaining, or paraphrasing the test directions or the test items;
(6) classifying students for the purpose of avoiding State testing;
(7) not testing all students enrolled in a grade or course that requires a test in the Annual Testing Program;
(8) failing to provide required accommodations during testing to students entitled to testing accommodations as defined in 16 NCAC 06G .0315;

(9) modifying scoring programs including answer keys, equating files, and lookup tables;
(10) modifying student records for the purpose of raising test scores;
(11) using a single test score to place a student in a grade or a course; and
(12) providing inaccurate test results and interpretations to the public.

(r) In the event of a violation of this Rule, the State Board of Education may impose any one or more of the following sanctions:
(1) withhold any monetary incentive awards;
(2) file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;
(3) seek criminal prosecution of the person or persons responsible for the violation; and
(4) in accordance with the provisions of 16 NCAC 06C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.

History Note: Authority G.S. 115C-12(9); 115C-174.11; 115C-174.12; 115C-218.85(a)(3);
Emergency Adoption Eff. August 20, 2019;
Eff. August 23, 2022.

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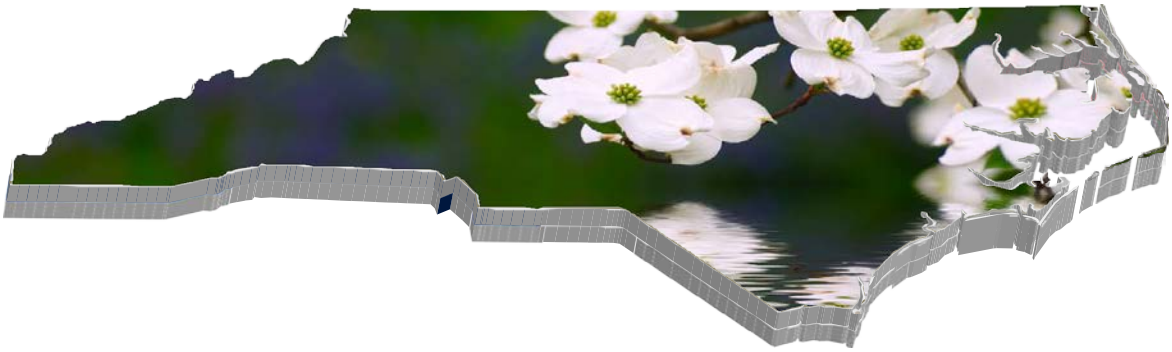
VI-02: ***Testing Students with Disabilities Handbook***

TESTING STUDENTS WITH DISABILITIES HANDBOOK



2023–24

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A. Statewide Testing and Accountability Requirements

The *Testing Students with Disabilities Handbook* contains policy guidelines and procedures for testing students with disabilities as part of the North Carolina Annual Testing Program.[1] Students who are classified as having a disability are the students who receive special education and related services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or are identified with a disability under Section 504 of the Rehabilitation Act of 1973. School personnel are responsible for ensuring the policy guidelines and procedures outlined in this handbook are implemented appropriately.

All information provided in this handbook represents the North Carolina assessments and policies in place as of July 2023. Subsequent guidance and regulations from the US Department of Education may require updates to this document. The public school unit (PSU) test coordinator should always be consulted for any updated information.

Policy for Duplicating or Quoting from this Handbook
North Carolina PSU personnel, parents or guardians, and students may duplicate or download this handbook for instructional and educational purposes only. Portions of this document may be duplicated and distributed to members of Individualized Education Program (IEP) teams and Section 504 committees in order to make informed decisions related to testing students with disabilities. This handbook is located on the North Carolina Department of Public Instruction's (NCDPI) Testing Students with Disabilities website.

School-Based Management and Accountability Program
According to G.S. §115C-105.20, which addresses the school-based management and accountability program, "The General Assembly believes that all children can learn. It is the intent of the General Assembly that the mission of the public school community is to challenge with high expectations each child to learn, to achieve, and to fulfill his or her potential. With that mission as its guide, the State Board of Education shall develop a School-Based Management and Accountability Program. The primary goal of the Program shall be to improve student performance."

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

The Purposes of the Annual Testing Program
The purposes of the Annual Testing Program, as described in G.S. §115C-174.10, are as follows:
"(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society;
(ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and
(iii) to establish additional means for making the education system at the state, local, and school levels accountable to the public for results."

Responsibilities of Agencies
Regarding the responsibilities of agencies for testing students with disabilities, G.S. §115C-174.12 states the following:
"(a) . . . The State Board of Education's policies regarding the testing of children with disabilities shall:
(i) provide broad accommodations and alternate methods of assessment that are consistent with a student's Individualized Education Program and Section 504 (29 U.S.C. § 794) plans;
(ii) prohibit the use of statewide tests as the sole determinant of decisions about a student's graduation or promotion; and
(iii) provide parents with information about the Statewide Testing Program and options for children with disabilities.

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

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

Components of the Annual Testing Program
G.S. §115C-174.11(c), Annual Testing Program, states the following:
"(c) Annual Testing Program.
(1) The State Board of Education shall adopt the tests for grades three through 12 that are required by federal law or as a condition of a federal grant. These tests shall be designed to measure progress toward reading, communication skills, and mathematics for grades three through eight, and toward competencies for grades nine through 12. Students who do not pass the tests adopted for eighth grade shall be provided remedial instruction in the ninth grade.
(2) If the State Board of Education finds that additional testing in grades three through 12 is desirable to allow comparisons with national indicators of student achievement, that testing shall be conducted

with the smallest size sample of students necessary to assure valid comparisons with other states.

(3) Repealed by Session Laws 2014-78, s. 3(a), effective July 1, 2014."

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

The list of state-mandated tests is updated annually on the NCDPI's Testing and School Accountability website.

Student Performance and Achievement

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

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

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

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

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

Per SBE policy TEST-009, the information contained in the Annual Testing Program policy documents "shall apply to all public school personnel who are

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

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

Providing Information and Updates

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

State Policy and Federal Laws

Per 16 N.C. Admin. Code 06G .0315, all students with disabilities are required to participate in the Annual Testing Program by either taking the standard test administration with or without accommodations or by participating in the state-designated alternate assessment based on alternate academic achievement standards with or without accommodations. To participate in the alternate assessment, students must meet eligibility criteria established by the NCDPI, and the decision to participate in the alternate assessment must be documented in the current IEP. This policy is in accordance with IDEA and ESSA.

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

(c) All students entitled to testing accommodations shall participate in the State Annual Testing Program using one of the following assessments as required by the student's accommodation:
   (1) the standard test administration with or without accommodations, or
   (2) an alternate assessment with or without accommodations.

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

General Information about Accommodations

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

For any state-mandated test, accommodations must (1) be documented in the student's current IEP or Section 504 Plan, and (2) the documentation must reflect their routine use during instruction and similar classroom assessments that measure the same construct. If a student has not been provided the accommodations documented on the IEP or Section 504 Plan

during instruction, the student is still required to receive the accommodations specified in the current IEP or Section 504 Plan for the state-mandated tests. However, the use of testing accommodations that were not routinely used during instruction or similar classroom assessments may constitute a misadministration and result in an invalid test score. Moreover, student performance could be adversely affected because the student did not have the opportunity to become familiar with the accommodations before testing. In such cases, a local investigation must be conducted to determine if the student was adversely affected by the provision of the testing accommodations and if a misadministration should be declared.

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

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

It is recommended that IEP teams and Section 504 committees do not give students the following accommodations for North Carolina tests designed to measure reading comprehension because they will invalidate the test score:
1. *Test Read Aloud (in English)*
2. *Interpreter/Transliterator Signs/Cues Test*
3. *Assistive Technology (AT)* that reads text aloud

North Carolina does not provide any state-developed general test or alternate assessment in a language other than English.

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

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

with testing accommodations; or (3) if eligible, participate in a North Carolina alternate assessment (i.e., with or without accommodations).

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

Refer to *Section C* of this handbook for additional information about when a student should receive accommodations on a test or take an alternate assessment.

Transfer Students and Accommodations

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

Additional information about how to choose appropriate accommodations for state tests is in *Section C* of this handbook.

General Information on Alternate Assessments

For a student with a disability to participate in an alternate assessment, the student must meet the eligibility criteria established by the NCDPI, and the decision to participate in the alternate assessment must be documented in the current IEP. Students with only Section 504 Plans are not eligible for participation in any of North Carolina's alternate assessments. These students may participate in the standard test administration with or without accommodations as documented in their individual Section 504 Plans.

Only students with the most significant cognitive disabilities and receiving instruction through the *North Carolina Extended Content Standards* (reading and mathematics) and the *North Carolina Extended Essential Standards* (science) may participate in the NCEXTEND1 alternate assessment. Both

IDEA and the ESSA require students with disabilities to participate in an alternate assessment, with or without accommodations, if they are receiving instruction through the *North Carolina Extended Content Standards*. In North Carolina, a student with the most significant cognitive disability is defined as a student

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

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

Additional information about which students should take the NCEXTEND1 alternate assessment is in *Sections C* and *G* of this handbook.

B. Responsibilities of the Public School Unit Test Coordinator, Exceptional Children Director or Coordinator, and Section 504 Coordinator

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

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

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

Joint Responsibility

It is recommended that district and charter school staff develop a local plan to determine the appropriate responsibilities for the test coordinator, the exceptional children director or coordinator, and the Section 504 coordinator to define their roles in the assessment of students with disabilities. It is the joint responsibility of school personnel to work collaboratively to ensure the following occur within a reasonable time frame:

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

scores, and that all state policies are followed.

3. A local monitoring system is established to ensure eligible students with disabilities, who have appropriate documentation in current IEPs, participate in a North Carolina alternate assessment if they are not participating in a statewide general assessment with or without accommodations.
4. Appropriate documentation in a current IEP or Section 504 Plan is to be on file in the event of state audits or monitoring that may be required as part of the Exceptional Children, Annual Testing, and Accountability Programs.
5. All scheduling or other provisions that may be required to accommodate testing students with disabilities are in place.
6. Appropriate accommodations are provided to students with disabilities who have appropriate documentation on file at the school.
7. A local system is established for (a) notifying parents, guardians, and students before the test administration date about the approved accommodations the student will be provided and (b) procedures are in place if a student declines to use the approved accommodation(s) during a test administration.
8. All appropriate staff receive training about IDEA, ESSA, and the North Carolina alternate assessments. IDEA and ESSA require all students with disabilities to participate in the administration of a general assessment, with or without accommodations, or to be administered an alternate assessment, with or without accommodations. When the IEP team, using the state eligibility criteria, determines and documents that a student will participate in a North Carolina alternate assessment, the student must participate in the documented alternate assessment unless the IEP team reconvenes and changes the testing requirements. Any changes in testing requirements (e.g., change from general assessment to alternate assessment, change from alternate assessment to general assessment) should not be made unless there are at least 120 school days before the testing window. It is understood that there may not be 120 school days available for implementation depending on when the IEP is written. However, teams should make every effort to provide the student with a minimum of 120 days of instruction in the content standards on which the student will be assessed.
9. Parents, guardians, and students age eighteen or older are informed when their student's instruction and evaluation will be based on alternate academic achievement standards through the *North Carolina Extended Content Standards.*

Joint Training of Local Staff

Early in the school year, the PSU must train school personnel on how to administer tests to students with disabilities. This training must cover:

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

Training related to testing is primarily the responsibility of PSU test coordinators. However, exceptional children directors or coordinators, Section 504 coordinators, and general curriculum specialists are strongly encouraged to participate and assist in developing training for personnel involved in testing students with disabilities.

Per 16 NC Admin. Code 06D .0307 (a), "Only current or retired professional educators as defined in G.S. §115C-270.1(2) (an administrator, teacher, or student services personnel) or teachers who
(1) are employed by local education agencies (LEAs); and
(2) have training in the Annual Testing Program as required in Rule .0308 of this Section shall administer secure tests."

- To avoid the appearance of a conflict of interest and to protect test administrators from allegations of impropriety, a test administrator should not be assigned to administer a test in a room where his or her relative or ward is tested.
    - Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the test administrator's guardianship.

A test can only be administered by an individual who a) has participated in training on the administration of state tests (i.e., general assessments and/or alternate assessments), including the *Policies and Procedures for Test Administrations Training Course* (online and/or paper), and the appropriate use of testing accommodations, b) has been given a copy of the *Testing Code of Ethics*, c) has reviewed the *Testing Code of Ethics*, and d) has signed a *Test Administrator-Confidentiality and Test Security Agreement*.

Training on testing students with disabilities includes reviewing
1. the standard procedures for administering the test(s) in the specific test administration guide;
2. information located in this Handbook and the *Testing Code of Ethics*, which includes information about maintaining test security and the sanctions for violations; and

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

Training for alternate assessments. Although training on the alternate assessment for students with disabilities is the responsibility of the PSU test coordinator, it should be conducted in collaboration with the exceptional children director or coordinator. The collaboration is recommended because PSU test coordinators may have minimal experience working with alternate academic achievement standards and students with disabilities. Communication and cooperation among PSU staff is vital to ensure test administrators and related personnel involved in the administration of the alternate assessment receive appropriate training, staff development, and support. Additional information regarding the alternate assessments is in *Sections C* and *G* of this handbook.

Review of Student Accommodations

The exceptional children director or coordinator and Section 504 coordinator, in collaboration with the school test coordinator, are to review the testing accommodations and any alternate assessment (students with only Section 504 Plans are not eligible for participation in any of North Carolina's alternate assessments) chosen by the IEP teams or Section 504 committees. This may include review of documentation in IEPs or Section 504 Plans and

any available reports from Every Child Accountability and Tracking System (ECATS), PowerSchool, or the public school unit-approved accommodations management systems.

C. Determining Accommodations

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

General Local Procedures
The IEP team or Section 504 committee should discuss the individual instructional and testing needs for students with disabilities who are participating in state-mandated test administrations. Information in this handbook should be considered and, in the case of each student, the team or committee must determine which of the following options is appropriate for each state test at the grade level or course:

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

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

The decision regarding participation in a state test with or without accommodations versus the use of an alternate assessment for participation in the Annual Testing Program must be based on the state eligibility criteria and on the individual needs of the student, and it must be documented in the current IEP. The decision must not be made to enhance test scores for student placement decisions or accountability purposes. As best practice, the decision regarding a student's participation in an alternate assessment should be made and documented in the student's IEP at least 120 school days before the testing window.

Accommodation Procedures
The following provides procedures that PSU test coordinators must follow to ensure IEP teams and Section 504 committees have current information to consider when determining how a student will participate in the state tests:

1. Distribute copies of this handbook 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 handbook is provided during the administration of a North Carolina test);
   iv. procedures for North Carolina alternate assessments;
   v. established local procedures for collecting information for ordering (1) paper formats such as braille, one test item per page editions, large print editions, and large print/one test item per page editions; and (2) North Carolina alternate assessments (For the North Carolina alternate assessments, it is imperative PSU test coordinators obtain accurate information in a timely manner regarding the number of alternate assessments needed at each school so that students can be assessed during the designated testing windows.);
   vi. IDEA; and
   vii. ESSA.

Instructional Accommodations

The accommodations used during instruction and classroom assessments should always be discussed, finalized, and documented in the current IEP or Section 504 Plan before the discussion and documentation of accommodations to be used during a state-mandated test administration. These accommodations should enable the student to access information during instruction and generally are not held to the same restrictions as testing accommodations. A wide array of accommodations may be used during instruction. If there are questions regarding instructional accommodations, the student's exceptional children teachers and school system exceptional children staff may be of assistance. After the IEP team or Section 504 committee determines which accommodations are needed during instruction and classroom assessments, then accommodations for state testing should be addressed. The accommodations for state tests should either be the same as or similar to those used during instruction.

Accessibility Framework

When determining which accommodations are needed during instruction, classroom assessments, and state testing, it is important that IEP teams and Section 504 committees recognize the array of accessibility supports available in the North Carolina *Accessibility Framework*. The *Accessibility Framework* includes Universal Design Features (components of the test

construct to promote access), Designated Features (available for all students regardless of IEP, Section 504, or English Learner [EL] status) and Accommodations (available *only* to students with a documented need in an IEP or Section 504 Plan). These three tiers of accessibility supports provide increased access for all students.

The Annual Testing Program

Each school year, the NCDPI's Office of Accountability and Testing publishes information regarding the Annual Testing Program to aid committees during test planning and decision making.

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

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

Student Participation in the Annual Testing Program
Table 1 includes the state-mandated tests in the 2023–24 Annual Testing Program by grade. (See *Section G* of this handbook for the alternate assessment[s] available for each test.)

TABLE 1. 2023–24 state-mandated tests

Non-Vendor Tests	
Grade Level	Test
3	Beginning-of-Grade 3 (BOG3) Reading Test
3–8	End-of-Grade (EOG) Reading Test
3–8	EOG Mathematics Test
5 and 8	EOG Science Test
9–12[1]	End-of-Course (EOC) Biology
9–12[1]	EOC English II
8–12[1]	EOC NC Math 1
9–12[1]	EOC NC Math 3
Vendor Tests	
Grade Level	Test
K, 1–12	ACCESS for ELLs
4, 8, and 12	NAEP
10	PreACT
11	The ACT

ACT WorkKeys. The WorkKeys assessments are required for all eligible Career and Technical Education concentrators per G.S. §115C-174.25.

Requirements to Use a Paper Form of a Test
Students must take all state-mandated tests online (except for The ACT, PreACT, WIDA Screener for Kindergarten, ACCESS for ELLs [Kindergarten], and WIDA Alternate ACCESS), unless there is a documented need for an accessible format (examples listed below) in the student's IEP, Section 504 Plan, or a transitory impairment plan, and the student does not receive classroom instruction or assessments using a device. A paper form of the test is available for the small number of students who are unable to use a device due to the impact of their disabilities. Before selecting a paper version of the test, IEP teams and Section 504 committees should first consider other accessibility features, compatibility, and accommodations that may be used to access the test online. Parents, guardians, and students are not

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

permitted to request paper testing without a documented need that requires paper testing.

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

- Accommodated format due to visual impairments (e.g., Unified English Braille [UEB], uncontracted braille, UEB double-spaced braille, UEB with Nemeth, colored paper [when the color is not available in the online format], no gray scale, open dyslexic font)
- Large-Print (when it is not possible for the student to take the test using projection or enlarged font on the device)
- Neurological conditions that require the student not test on a device (e.g., concussion, seizure, migraines)
- Documented physical impairments
- Assistive technology that is not compatible with the online testing platform (e.g., Augmentative and Alternative Communication devices)

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

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

Removal of Answer Documents. Effective with the 2023–24 school year, answer sheets will no longer be used for paper test administrations. All students with a documented need for a paper format will mark their answers in the test book. When testing is complete, the test administrator or principal's designee will transcribe (see below for further information about the transcription process) the student's answers from the test book to the online testing system for the appropriate online test.

Entering Student Interface Questions (SIQ) for Paper Administrations. On days before a paper test administration, if designated to do so by the school test coordinator, the test administrator marks the SIQ for Transcribe Online. By checking the Transcribe Online SIQ, the student is assigned the same test form number online as he or she is administered via paper. If the Transcribe Online SIQ is not selected, the student will not be assigned the same online and paper form number; therefore, the transcriber

will not be able to transcribe the student's answers from the test book to the online test.

Transcription Instructions. For students with a documented need to record test answers in a manner other than directly entering them into the online testing system (e.g., paper test administration, assistive technology device, braille writer/braille paper), after completion of the test administration, the test administrator or other designated school personnel must transcribe the students' recorded responses into the online testing system. If responses are not transcribed into the online testing system, the student will not receive a score.

Responses to gridded-response questions for the mathematics tests and the constructed response questions for the English II EOC test must be transcribed in the manner specified in the test administration guides.

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

- one individual is to transcribe the student's responses,
- a second individual is to verify the transcription, and
- a third individual is to act as an objective observer of the process.

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

- **Step 1.** Launch the NCTest Secure Browser and click on the NCTest login button.
- **Step 2.** Enter an NC Education username and password and click login.
- **Step 3.** Choose the appropriate test name from the drop-down menu. The test name will auto populate; then click continue.
- **Step 4.** Select the appropriate student from the list presented on the screen.
- **Step 5.** Ensure the screen is set to the start page with the correct student's name, test name, and school name near the top of the screen.
- **Step 6.** Click the start button to begin transcribing the student's responses.
- **Step 7.** After all responses are recorded and verified, click the end test button. A stop sign will appear on the screen after the second end test button has been clicked and the test has been closed.
- **Step 8.** All three individuals must sign the transcription box on the front cover of the student's test book.
- **Step 9.** The test administrator or principal's designee must purge any electronic files associated with the test administration immediately following the completion of the transcription process.

Guiding Principles for Accommodations

The following "*guiding principles*" for determining which accommodations to use during state-mandated tests are adapted from a document published by the Council for Exceptional Children (2000), *Making assessment accommodations: A toolkit for educators* (pp. 22–24).

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

b) **"Obtain approval by the IEP team."** The IEP team or Section 504 committee must determine the testing accommodations.

c) **"Base accommodations on student need."** Whether a student receives testing accommodations and what those accommodations should be must be based on the individual needs of the student. Decisions must not be based on a category of disability or an educational placement.

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

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

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

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

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

i) **"Understand the purpose of the assessment."** It is important to know which construct is being tested so the chosen accommodations yield valid results. For instance, use of the *Test Read Aloud (in English)* accommodation is a valid option for the North Carolina EOG Test in mathematics, but it would invalidate the results for the North Carolina EOG Test in reading.
j) **"Request only those accommodations that are truly needed."** The decision regarding testing accommodations must be based on the individual needs of the student. If the student does not need an accommodation to access the test, use of it may overwhelm or distract the student. For instance, if a student is provided the *Test Read Aloud (in English)* accommodation but does not need it to access the test, the distraction of someone reading the test aloud may outweigh any benefits.
k) **"Determine if the selected accommodation requires another accommodation."** There are some accommodations, such as the *Test Read Aloud (in English)*, that may require the student to also receive an additional accommodation.
l) **"Provide practice opportunities for the student."** All students should have opportunities to practice sample questions in the same format that they will experience on the test. Practice opportunities may demonstrate that a specific testing accommodation is unnecessary for the student.
m) **"Remember that accommodations in test taking won't necessarily eliminate frustration for the student."** Testing accommodations are not meant to provide a student with an unfair advantage, but rather an opportunity to demonstrate what the student can do. Therefore, the use of testing accommodations does not guarantee a proficient score for the student or a reduction in test anxiety, or other emotions caused by the testing situation.

Accommodations for the National Assessment of Educational Progress (NAEP)

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

NAEP accommodation procedures. The IEP team or Section 504 committee should contact the school test coordinator for the most recent list of approved accommodations designated by the NAEP to ensure that the

accommodations listed in the *District Assessment* portion of the EL plan are allowable.

If the 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, Andrea Faulkner, at Andrea.Faulkner@dpi.nc.gov. The email should include the school name, the school test coordinator's contact information, and a summary of the student's accommodation needs. Confidential student-identifying information should not be included in the email. The NAEP State Coordinator will review the email and respond with a follow-up email or phone call to discuss the student and the situation.

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

Accommodations for North Carolina-Developed Tests

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

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

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

Documentation of Accommodations

If the IEP team or Section 504 committee determines testing with accommodations is appropriate, documentation must exist in the student's current IEP or Section 504 Plan to substantiate the provision of these accommodations. The documented accommodations must be used routinely during (1) classroom instruction and (2) similar classroom tests that measure the same construct.

To maintain consistent terms across student plans, PSUs must ensure the language used in testing accommodations documentation (e.g., IEPs, Section 504 Plans) aligns with the state-approved language, regardless of the type of plan or documentation. For example, students who require breaks during a test administration should have the state-approved term *Multiple Testing Sessions* documented in their IEPs or Section 504 Plans. The state-approved language must be used to document both the testing accommodations and the guidelines for providing them. Given that some accommodations require details as to how the accommodation must be provided (e.g., the amount of *Scheduled Extended Time*), it is also essential that accommodations documentation includes designated areas to record details about how the accommodation is provided.

The Annual Testing Program has provided optional *Testing Accommodations Charts* to assist in maintaining alignment and consistency in accommodations documentation.

Additional information regarding the provision of accommodations for North Carolina Tests is in *Section E* of this handbook.

Testing Accommodations Documentation
There can only be one authoritative source for accommodations data collection purposes. Therefore, to meet the needs of the whole child and ensure there is one complete record of all the testing accommodations that addresses the student's needs, the NCDPI has established the following order for testing accommodations documentation:
1. IEP
2. Section 504 Plan
3. English Learner 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 should be present or consulted before 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 the state-approved testing accommodations for students with disabilities. These students are also eligible for the state-approved testing accommodations for ELs if they meet specific criteria as outlined in SBE policy TEST-011. All EL testing accommodations overlap with those approved for students with disabilities except for the *Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator* accommodation.

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

The ESSA requires that each state have a plan for the inclusion of recently

arrived ELs in the state accountability model. In North Carolina, all students identified as ELs, including students in their first year in United States schools, must participate in the Annual Testing Program using either the standard test administration or the standard test administration with accommodations.

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

TABLE 2. Inclusion of English Learners in the accountability model

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

Additional information regarding the testing of students identified as ELs can be found in the *Guidelines for Testing Students Identified as English Learners* publication.

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

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

substantial limitation of one or more major life activities for an extended period of time.

The issue of whether a transitory impairment is substantial enough to be a disability must be resolved on a case-by-case basis, taking into consideration both the duration (and expected duration) of the impairment and the extent to which the impairment limits one or more major life activities of the affected student. Eligibility decisions should be made by school staff who are knowledgeable about the student and their situation.

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

Students with Health Monitoring Devices
Students may use health meters, such as diabetes glucose meters, heart rhythm monitors, and insulin pumps, if they are part of their Diabetes Medical Management Plan, Individual Health Plan, or doctor's orders. Students requiring a cellular device to communicate with a monitor can have the phone in the testing room. However, the test administrator must ensure that the phone is kept away from other students and is not used for any reason other than to communicate with the monitor.

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

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

Addressing the Use of Testing Accommodations
Testing accommodations are not disability-specific; they are child-specific. An IEP team or Section 504 committee may determine that a student who

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

Changes to Testing Accommodations before Testing

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

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

Notifying Students about Accommodations

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

- identity of the test administrator, proctor (if utilized), interpreter, transliterator, or scribe (if known). (It is best practice that the student(s) know and have worked with these individuals before the test administration.);
- test date, time of the test administration, time the test 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 test administration date about the accommodations they will be provided allows students to know what to expect before testing. For example, if a student will be provided the *Test*

Read Aloud (in English) accommodation during the administration of a mathematics test, the IEP team or Section 504 committee may have agreed and documented that the test administrator is only to read aloud upon student request. Alternately, it may be specified that the test administrator is to read all words aloud to the student. Knowing such details beforehand assists the student in preparing for the test administration.

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

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

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

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

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

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 declines the use of an accommodation on test day, the decision is then discussed thoroughly with the student to ensure the student understands the

reasons for the accommodation and the potential consequences of not using it. The student should also be informed that their parent or guardian will be notified of the refusal and given the option to request a retest. This step can be handled by the test administrator, principal, or principal's designee. If the student agrees to use the accommodation(s), the testing session continues.

- **Step 2.** If the student continues to decline the use of the accommodation(s), the refusal must be reported immediately to the school test coordinator to allow any needed changes to the student's testing time and location. The refusal should also be documented on the *Review of Accommodations Used During Testing* form indicating the student did not use the accommodation(s). The school test coordinator will notify the exceptional children teacher, or the school Section 504 coordinator, and the district test coordinator at the end of testing.
- **Step 3.** Immediately upon completion of testing, the parent or guardian is notified by telephone, with a follow-up in writing, that the accommodation was provided at the start of the test administration, but the student declined the use of the accommodation. Telephone and written follow-up are to be completed by the student's exceptional children teacher or Section 504 case manager, who manages the IEP or Section 504 Plan development respectively. Also, the school test coordinator must submit a Report of Testing Irregularity in the Online Testing Irregularity Submission System (OTISS).
- **Step 4.** If the parent or guardian wishes to have the student retested, then this must be documented in writing with the parent's or guardian's signature. This documentation must be completed before the test score is shared with the parent or guardian and the first test administration has been invalidated. The student must then be retested using a different secure form of the test.
- **Step 5.** After all testing is complete, the IEP team or Section 504 committee should reconvene to address the recommendations for accommodation(s) and the student's concerns. The student should be encouraged to attend the meeting so that concerns, implications, and decisions about future testing accommodations can be discussed with the student before the next testing window. The *Review of Accommodations Used During Testing* forms completed during previous test administrations should be reviewed at this meeting to inform testing accommodations decisions. More information about these forms is available in *Section F* of this handbook.

Accommodation Request

In the event the IEP team or Section 504 committee recommends the provision of an accommodation or procedures not located in this handbook, the PSU test coordinator must be notified immediately. An *Accommodation*

Request, located in *Appendix B* of this handbook, must be completed with the appropriate signatures and submitted through the online Accommodation Request System in NC Education's NCTest Admin. The Annual Testing Program must receive the *Accommodation Request* as soon as possible after the IEP or Section 504 meeting. The Annual Testing Program will provide the PSU test coordinator with an electronic response, advising whether the use of the accommodation(s) or procedures is approved or denied for use during state testing and any additional details relevant to the request.

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

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

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

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

When discussing the use of an alternate assessment, the IEP team must carefully review potential long-term consequences for state and local graduation requirements with all team members, including the parent(s) or guardian(s), and the student, beginning at age fourteen (or younger if determined appropriate by the IEP team) for post-secondary transition planning. Automatic and blanket use of an alternate assessment for groups

of students based on one or more common characteristics, such as a specific disability or low achievement, is prohibited.

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

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

As best practice, the decision regarding a student's participation in an alternate assessment should be made and documented in the student's IEP at least 120 school days before the testing window. Additional information regarding North Carolina alternate assessments is in *Section G* of this handbook.

D. Accessibility Framework

North Carolina's *Accessibility Framework* consists of three tiers of supports that are available to students during instruction and testing. The *Accessibility Framework* includes Universal Design Features (components of the test construct to promote access for all students), Designated Features (available for certain students 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 should refer to this framework when considering both instructional and testing accessibility supports for all students.

Universal design features and designated features are accessibility supports that are either embedded and provided digitally through instructional or test technology or are nonembedded and provided locally.

Tier 1: Universal Design Features

Tier 2: Designated Features

Tier 3: Accommodations

Tier 1: Universal Design Features

Digital Notepad	• Scratch paper used during online testing to make notes or record responses.
Electronic Pen	• A writing tool used to make notes or mark in the online test.
Expandable Selections (all platforms except iPad)	• A divider bar in the middle of the screen that can be adjusted to show more of the selection or more of the question.
Flag for Review	• An online tool allowing the student to flag any questions for review later.
Graph Paper (mathematics tests)	• The student uses graph paper to make notes or record responses. All graph paper must be collected and securely destroyed after each test administration to maintain test security.
Highlighters or Colored Pencils	• Highlighters or colored pencils may be provided for marking desired text, questions, or response options with a color.

Tier 1: Universal Design Features

Highlighter Tool	• The student uses this online feature to mark desired text, questions, or response options with a color.
Keyboard Navigation	• The student uses this online feature to mark desired text, questions, or response options.
Online Calculator	• The student can click on a button to activate an embedded, on-screen digital calculator for test questions which permit the use of a calculator.
Read Aloud Test Directions (in English)	• Test administrators can read test directions aloud to students as many times as necessary for students to understand the directions. • Test administrators must not omit, revise, interpret, explain, or paraphrase the test directions.
Scratch Paper	• The student uses scratch paper to make notes or record responses. All scratch paper must be collected and securely destroyed after each test administration to maintain test security.
Strike-Through Tool	• This online tool allows the student to put an X on the screen. For example, a student could place an X on answers that they do not think are correct.

Tier 2: Designated Features

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

Considerations and Instructions for Designated Features

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

Tier 2: Designated Features

Adapted Pencil	• A writing utensil that may be larger in diameter or may have a modified special grip.
Adpative Seating	• Must be consistent with the seating used routinely during classroom instruction and similar classroom tests. • May include round tables, standing desks, stability or yoga balls, working on the floor with a clipboard, sitting on a couch, or sitting on a floor mat at a table. • Must be positioned in such a way that no student is able to see another student's test documents. • All rooms with adaptive seating designated for testing (including those to which students may be relocated) must be approved by the RAC before testing can occur.
Alternate Background Color and Color Contrast	• An online tool that changes background color to provide color contrast on the device's screen. • The required Online Assessment Tutorial is used to determine a student's preferred alternate background color. • Options for color contrast include a background of white, yellow, green, gray, or cream with black font, or a black background with white font. • This tool must be preselected in the student interface questions (SIQ) in NCTest in order to be available at the time of testing.
Color Acetate Overlays	• A color acetate overlay can change background color to provide the student with higher contrast or glare reduction. • A student may use only one color overlay for testing.

Tier 2: Designated Features continued

Large Font	• Large font is available online for students who need a font size beyond the standard, 12-point Verdana. • To allow the student access to large font on the test, it must be selected in the student's SIQ before test day. • The online large font size is 18-point Verdana.
Noise-Cancelling Headphones and Ear Plugs	• Headphones and ear plugs reduce unwanted ambient and low frequency sounds. • Headphones must not be connected to any device by either a wired connection or wirelessly (e.g., Bluetooth).
Preferential Seating in the Classroom	• Preferential seating in the classroom (i.e., not in a separate setting) may be used for students for the administration of all tests in the Annual Testing Program. • Preferential seating may be appropriate for students who have difficulty maintaining attention in a group setting, students who use specialized equipment that may be distracting to others, or students with visual impairments who may need special lighting or a seat closer to the front of the room. • All preferential seating must be positioned in such a way that no student is able to see another student's test documents.
Reading Tracker	• A tracking tool guides the student's eyes while reading text. • Reading trackers must be blank (i.e., empty space on both sides) for test administrations.
Redirection	• Test administrators may use proximal 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.

Tier 3: Accommodations

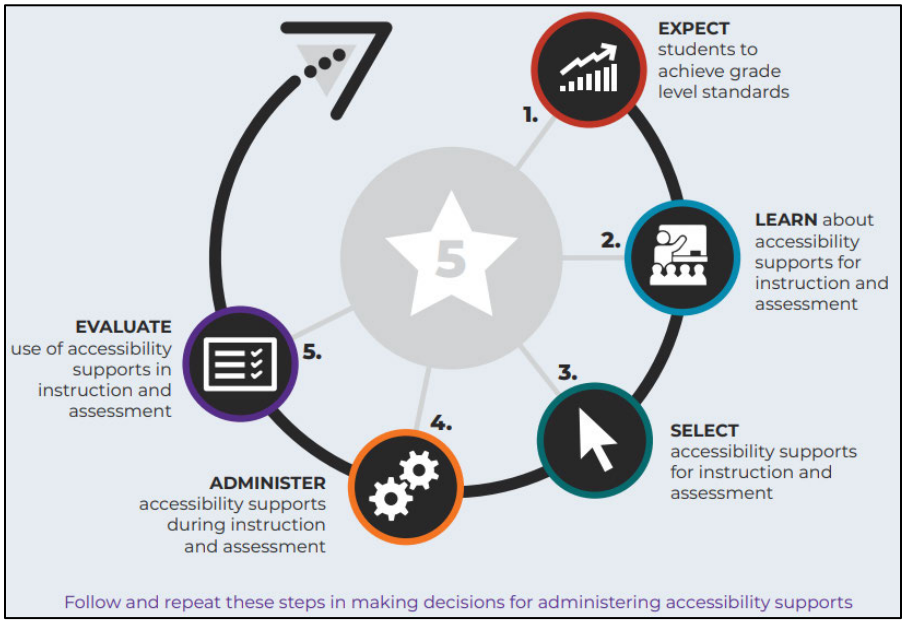
- Available in North Carolina for students with a current IEP, Section 504 Plan, or for EL students who have scored below 5.0 Bridging on the most recent administration of the reading domain of the WIDA Screener or ACCESS for ELLs test.

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

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

Accessibility Framework Decision-Making Support

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



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

E. Testing Accommodations—Descriptions and Procedures

This section provides information about accommodations approved for use on state-mandated tests. When accommodations are provided in accordance with the procedures in this section along with a proper test administration, results from the tests are considered valid. If a test administrator is given standard testing information that conflicts with what is written in this handbook, they are to follow the information in this handbook.

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

ACCESS for ELLs. All accommodations for the annual EL proficiency test are located in the *North Carolina State Specific Guidance for WIDA™ Assessments* publication.

PreACT, The ACT, and ACT WorkKeys. School test coordinators can find additional accommodation information for the PreACT, The ACT, and ACT WorkKeys on the North Carolina ACT-hosted website. Requests for accommodations must be submitted by the school to ACT in advance of the testing window as indicated by the deadlines in the *Schedule of Events* for each test. Questions about accommodations for any ACT test should be directed to ACT, not the Annual Testing Program.

Accommodations Tables for Online and Paper Test Administrations
Refer to tables 3 through 6 in Section E of this handbook for the accommodations approved for use during state-mandated test administrations.

TABLE 3. Approved accommodations for online and paper administrations of the North Carolina Beginning-of-Grade 3 Reading Test, the Read to Achieve Test, and End-of-Grade Tests at grades 3–8 for students with current IEPs or Section 504 Plans[1]

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

[1] The BOG3, Read to Achieve, and all EOG tests are required online but are available in a paper format. For any test, including those required online, students with disabilities can receive either an online or a paper format of the test if there is a documented accessibility need in the student's current IEP or Section 504 Plan.
[2] This accommodation may be used if it is accessible through the online NCTest platform.
[3] Reading aloud, signing, or cueing the selections, sample questions, test questions, or answer choices from the reading tests invalidates test results because the tests measure reading comprehension. However, the test directions in the test administration guides may be read aloud or signed/cued during the administration of any state test.
[4] The *Large Print Edition* is not an applicable accommodation for online tests because the font size can be designated as large font for any student before the test administration. If the size of the large font is not enough for a student with visual impairments, this option may be used in conjunction with the *Magnification Devices* accommodation, or a large print edition of the paper test may be ordered.
[5] The *One Test Item Per Page Edition* is not an applicable accommodation for online tests because all tests are presented one test item at a time on the computer.
[6] The *Student Marks Answers in Test Book* is not an applicable accommodation for the online tests because the student's responses are entered on the computer.
[7] 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, public school unit personnel must participate in an accommodations training session before the test administration to be made aware of the appropriate use of these accommodations.

TABLE 4. Approved accommodations for online and paper administrations of North Carolina End-of-Course Tests for students with current IEPs or Section 504 Plans[1]

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

[1] All EOC tests are required online but are available in a paper format. For any test, including those required online, students with disabilities can receive either an online or a paper format of the test if there is a documented accessibility need in the student's current IEP or Section 504 Plan.
[2] This accommodation may be used if it is accessible through the online NCTest platform.
[3] Reading aloud, signing, or cueing the selections, sample questions, test questions, and answer choices from the English II test invalidates test results because the test measures reading comprehension. However, test directions in the test administration guides may be read aloud or signed/cued during the administration of any state test.
[4] The *Large Print Edition* is not an applicable accommodation for online tests because the font size can be designated as large font for any student before the test administration. If the size of the large font is not enough for a student with visual impairments, this option may be used in conjunction with the *Magnification Devices* accommodation, or a large print edition of the paper test may be ordered.
[5] The *One Test Item Per Page Edition* is not an applicable accommodation for online tests because all tests are presented one test item at a time.
[6] The *Student Marks Answers in Test Book* is not an applicable accommodation for online tests because the student's responses are entered on the computer.
[7] 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, public school unit personnel must participate in an accommodations training session before the test administration to be made aware of the appropriate use of these accommodations.

TABLE 5. Approved accommodations for the NCEXTEND1 Alternate Assessments at grades 3–8, 10, and 11 for students with current IEPs only[1]

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

[1] Students with only Section 504 Plans (i.e., students who *do not* have a current IEP that designates participation in an alternate assessment) are *not* eligible for participation in any of North Carolina's alternate assessments. These students may participate in the standard test administration with or without accommodations as documented in their individual Section 504 Plans.
[2] This accommodation may be used if it is accessible through the online NCTest Admin platform.
[3] For the NCEXTEND1 reading assessment at grades 3–8 and 10, all selections, questions, and answer choices are read aloud to all students, except the last selection. The last selection must be read independently by the student. Use of the *Test Read Aloud (in English)* or *Interpreter/Transliterator Signs/Cues Test* accommodations for the last selection will result in invalid item scores. The NCEXTEND 1 reading assessment at grade 11 has only one selection. The assessor must read the selection aloud to the student. The selection and questions may be read aloud as many times as necessary.
[4] Large print materials may be created by the assessor as needed for those students who routinely have print and visual materials enlarged for instructional use. This accommodation may be used *only* for the NCEXTEND1 test cards. The selection booklets used in NCEXTEND1 reading tests are provided for all students in 22-point font.
[5] 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.
[6] Adaptations to NCEXTEND1 manipulatives, such as raised lines, enlarged text or pictures, placement of pictures on information boards, and use of student-specific symbols *are* allowed. Adaptations to NCEXTEND1 manipulatives may be created by the assessor as needed for those students who routinely have adaptations to materials for instructional use. This accommodation may be used *only* for the NCEXTEND1 manipulatives, such as test card kits.

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

TABLE 6. Approved accommodations for online and paper administrations of North Carolina College and Career Readiness Alternate Assessments (CCRAA) at grades 10 and 11 for students with current IEPs only[1]

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

[1] Students with *only* Section 504 Plans (i.e., students who *do not* have a current IEP that designates participation in an alternate assessment) are *not* eligible for participation in any of North Carolina's alternate assessments. These students may participate in the standard test administration with or without accommodations as documented in their Section 504 Plans. The CCRAA is available in both online and paper formats. For any assessment, including those required online, students with disabilities can receive either an online or a paper format of the assessment if there is a documented need in the student's current IEP.
[2] This accommodation may be used if it is accessible through the online NCTest platform.
[3] The *Test Read Aloud (in English)* and the *Interpreter/Transliterator Signs/Cues Test* accommodations are available to eligible students for *all* sections of the CCRAAs (i.e., English, Math, Reading, and Science).
[4] The *Large Print Edition* is not an applicable accommodation for online assessments because the font size can be designated as large font for any student before the test administration. If the size of the large font is not enough for a student with visual impairments, this option may be used in conjunction with the *Magnification Devices* accommodation, or a large print edition of the paper assessment may be ordered.
[5] The *One Test Item Per Page Edition* is not an applicable accommodation for online assessments because all assessments are presented one test item at a time on the computer.
[6] The *Student Marks Answers in Test Book* is not an applicable accommodation for online tests because the student's responses are entered on the computer.
[7] Students identified as ELs and have scored below 5.0 Bridging on the most recent administration of the reading domain of the WIDA Screener/ACCESS for ELLs® are eligible to receive this state-approved EL testing accommodation.

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

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

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

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

Accommodations

With all accommodations for North Carolina tests, (1) the specific accommodation(s) to be used by the student must be documented in the current IEP or Section 504 Plan, and (2) the accommodation(s) must be routinely used by the student during instruction and similar classroom tests.

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

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

Assistive Technology

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

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

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

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

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

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

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

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

   If using something like a clipboard, dry erase board with markers, or a slant board, the student must be tested individually or positioned in such a way that no other student is able to see the student's test documents.
2. Students may use sensory techniques, such as
   - hand fidget or comfort item
   - weighted blanket or vest
3. Students may use amplification devices, such as
   - classroom FM systems
   - whisper phones or PVC pipes

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

   Students may use personal hearing aids, classroom FM systems, and cochlear implants to hear instructions read aloud by the test administrator as part of the standard test administration and to hear words read aloud by the test administrator if the *Test Read Aloud (in English)* accommodation is used. Students provided the *Test Read Aloud (in English)* accommodation must also be provided the *Testing in a Separate Room* accommodation (small group or one-on-one), unless the student is testing online wearing headphones. The use of the *Test Read Aloud (in English)* accommodation during the administration of any state test that measures reading comprehension invalidates the results of the test.
4. Students may use special lighting (specific type, e.g., 75-Watt incandescent light on desk).
5. Students may use speech recognition systems (i.e., students dictate commands and responses to the device) as an accommodation. If using speech recognition systems, the student must also receive the *Testing in a Separate Room* (one-on-one) accommodation.
6. Students may use talking word processors or screen-reading software (i.e., the device reads aloud what the student has entered) as an accommodation. If using talking word processors or screen-reading software, the student must use headphones. If the student does not use headphones, the student must also receive the *Testing in a Separate Room* (one-on-one) accommodation.

7. Students may use keyboarding devices. Students may use typewriters, word processors, or electronic braille note takers during the test administration.
8. Alternative or customized keyboards, "sticky keys," touch screens, and trackballs may be used as accommodations unless their use would invalidate test results.
9. Screen-enlarging programs, magnification, and document reader programs may be used as an accommodation.
10. Students may use the accessibility options of an operating system if a device is being used. Examples are filter keys, toggle keys, and high-contrast settings. These options may be used as accommodations unless their use would invalidate test results.
11. Students may use audiotapes or an mp3 recorder to record their responses during the administration of state tests. If using audiotapes or an mp3 recorder to record responses, the student must also receive the *Testing in a Separate Room* (one-on-one) accommodation. After completion of the test administration, the test administrator or other designated school personnel must transcribe the student's recorded responses into the online system. For more information about the transcription process click here. Once the transcription is completed, the audiocassette must be securely destroyed or the mp3 recording must be deleted. The PSU is to supply the materials needed to provide this accommodation.
12. Students who routinely use an eye gaze device, process, or software during daily written work and instruction and for similar tests may use that same technology during testing. All requirements for a word processor accommodation must be followed when using an eye gaze system.
13. Students who routinely use an interactive whiteboard during daily written work and instruction and for similar tests may use the same technology during testing. Online tests can be projected onto an interactive whiteboard for a student to access the test. Any portion of the secure test(s) must not be saved or maintained on the board or an attached machine. If using an interactive whiteboard, the student must also receive the *Testing in a Separate Room* (one-on-one) accommodation. Staff must ensure that test questions are not visible to others.

If AT is used during testing, test administrators must ensure the software is compatible with the NCTest Secure Browser, NCTest Chrome App on Chromebooks, or NCTest iPad App and does not cause the browser or App to close when the technology is used. Any program or software that sends information presented on the screen to a third-party vendor's server must not be used in conjunction with NCTest.

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

AT that reads tests aloud includes speech synthesizer and screen-reader software and optical character recognition and scanners. AT that reads tests aloud will not invalidate the results of state tests that do not measure reading comprehension.

Using a scanner with secure state tests. If the PSU wishes to use a scanner to scan a secure state test to provide an accommodation to a student with a disability, the PSU must send a written request to the Senior Director of the NCDPI's Office of Accountability and Testing. The written request must address how test security will be maintained. The NCDPI will determine if the secure state test can be scanned and address copyrighted material that the state does not have permission to scan.

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

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

The following examples of calculators may be specified in the IEP or Section 504 Plan as part of an *AT* accommodation for any state test, including an alternate assessment, that requires calculator use, unless otherwise noted.

1. Students may use talking calculators and large key calculators as an *AT* accommodation, but will receive valid test results only when calculator use is part of the standard test administration. Students using "talking" calculators must either use headphones or receive the *Testing in a Separate Room* (one-on-one) accommodation so as not to disturb other students during the test administration.
2. Students may use calculators that print as an *AT* accommodation, but they will receive valid test results only when calculator use is part of the standard test administration. If a student uses a calculator that prints, those printed materials are secure test materials that must be recycled or destroyed in a secure manner as defined in the *North Carolina Test Coordinator's Policies and Procedures Handbook*.
3. Students may use graphing calculators and software programs during designated state tests, but they will receive valid test results only when calculator use is part of the standard test administration. For those students who require auditory and tactual access to graphing calculators, the IEP team or Section 504 committee may determine that the students may use software programs approved by the Annual Testing Program. (The software programs must be approved through the Accommodation Request process to ensure validity of test results.) The student must use the program on a consistent basis during regular classroom instruction and similar classroom tests, and the calculator must operate independently during the test administration. Immediately following the test administration, any saved files that contain test questions must be purged, and any embossed test questions created by the software program must be recycled or destroyed in a secure manner as defined in the *North Carolina Test Coordinator's Policies and Procedures Handbook*. For more information on graphing calculator accessibility, contact the NCDPI Office of Exceptional Children.

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

- calculators with wireless communication technologies (e.g., Bluetooth, Infrared, or Wi-Fi)
- calculators with built-in computer algebraic systems (CAS) capable of doing symbolic algebra (e.g., factoring, expanding, or simplifying given variable output) or symbolic calculus
- calculators built into cell phones or other electronic communication devices (Cell phones and other electronic devices are not permitted during state test administrations.)

- calculators in pen input or stylus-driven devices (e.g., palm-based devices, tablets, laptops, notebooks, and computers)
- calculators requiring access to an electrical outlet (except for students approved via an *Accommodation Request)*
- calculators that make noises of any kind that cannot be disabled (except for students approved via an *Accommodation Request*)
- calculators that use a QWERTY (typewriter-style) keyboard (except for students using electronic braille note takers with this type of keyboard)
- calculators that use paper tape

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

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

- Texas Instruments: All model numbers that begin with TI-89 or TI-92, Voyage 200, Nspire CAS (TI-Nspire CX CAS and TI-Nspire CAS with touchpad)
- Hewlett-Packard: HP 48GII and all models that begin with HP 40G, HP 49G, or HP 50G
- Casio: Algebra fx 2.0, ClassPad 300, and all model numbers that begin with CFX-9970G
- virtual calculators, downloaded calculators, and calculator apps
- calculators accessible by desktop, laptop, or other devices (e.g., iPad and Chromebook)

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

Use of AT Not Specifically Listed in This Handbook

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

Transcribing student responses. For information on transcribing student responses refer to the Transcription Instructions section of this handbook.

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

The test administrator must follow the standard procedures for processing test materials unless the *AT* accommodation is used in conjunction with another accommodation that requires special storage and processing.

Questions for the IEP Team or Section 504 Committee

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

1. Does the student routinely use the assistive technology during classroom instruction and similar classroom tests?
2. If the IEP team or Section 504 committee is considering the use of assistive technology that reads aloud a state test that measures reading comprehension, has the team or committee considered that the test results will be invalid and the possible implication for the student? The IEP team or Section 504 committee should refer to the *Valid and Invalid Test Results* subheading in this handbook to review a statement regarding invalid test results for North Carolina tests.
3. If the IEP team or Section 504 committee is considering the use of a calculator during the administration of a state test that does not permit the use of calculators, has the team or committee considered that the test results will be invalid and the possible implication for the student? The IEP team or Section 504 committee should refer to the *Valid and Invalid Test Results* subheading in this handbook to review a statement regarding invalid test results for North Carolina tests.
4. Does the student require auditory and tactual access to a graphing calculator during the state test administration? If so, has the IEP team or Section 504 committee requested approval of the software program(s) through the *Accommodation Request* process to ensure the use of the software will not invalidate test results?

Braille Edition

When administering a test to a student who reads braille, the test administrator must be knowledgeable of the braille code used by the student. The test administrator must attend all test administrator training sessions provided before testing.

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

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

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

Uncontracted and Contracted Braille
The two types of braille to consider for students are uncontracted or contracted. Contracted braille, or "Grade Two" braille, is written with a variety of standard shortcuts for digraphs, parts of words, and entire words. The Annual Testing Program produces test editions using contracted braille.

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

Students with visual impairments who do not have fluent braille skills may require additional accommodations for access. The team may consider the braille or standard edition of the test in addition to having the test read aloud while the test administrator or scribe records the student responses. (Tests that measure reading comprehension, such as the North Carolina EOG Reading and EOC English II tests, must not be read aloud, as this would invalidate the students' scores because these tests measure reading comprehension.) See the information in this handbook on the *Test Read*

Aloud (in English) accommodation, including information regarding the reading aloud of North Carolina reading tests and consequent validity.

Ordering Braille Editions and Supplemental Materials

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

To ensure adequate test production, test quality control of test materials, and timely delivery of the braille versions, the PSU test coordinator must place the test material order as soon as the ordering system is available to ensure that all braille versions have been ordered. Delivery of braille requests can only be guaranteed if the Annual Testing Program receives them forty school days before the date they are needed.

The braille editions available for order are contracted UEB and UEB Math/Science. If a student requires uncontracted braille, UEB with Nemeth, or braille versions other than those specified in this handbook, they must be requested via an *Accommodation Request*. Orders for all braille test books will automatically be accompanied by the appropriate accommodated supplemental materials (e.g., braille periodic table).

Before test day, students should have access to and become familiar with any braille reference tables, periodic tables, or graph paper that will accompany their tests. The PSU test coordinator can submit an *Accommodation Request* form to receive embossed copies of these supplemental materials before the test date for braille students to use during instruction and similar classroom tests. Online submission of the *Accommodation Request* is available in NC Education in the TNN Test Materials Order System. See *Appendix B* of this handbook for a sample request form.

Considerations

Students who read braille may require additional time to complete the test. Research has shown, "Braille readers are one third to one half the reading rate of their sighted peers." (Ferrell, Mason, Young, & Cooney, 2006)

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

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

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

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

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

Record student name on the braille edition. The student's full name and PowerSchool Student Number must be written legibly on the front cover of the braille edition.

Transcribing student's braille responses. For information on transcribing student responses refer to the Transcription Instructions section of this handbook. If a student's responses require the transcriber to transcribe information from a braille format (i.e., answers marked in braille test book or student used a braille writer), the transcriber must be trained and proficient in reading braille. The transcription must be double-checked by

another designated braille-proficient school official to ensure no errors occurred.

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

Returning braille editions and original student or scribe responses. The PSU must follow the procedures in the *North Carolina Test Coordinator's Policies and Procedures Handbook* regarding returning (1) braille editions of state tests, (2) original student responses recorded in a manner other than directly entered into the online testing system (e.g., records responses on braille writer/braille paper), and (3) original scribe recordings of student responses that were not recorded directly into the online testing system (e.g., scribe records responses on a separate sheet of paper and transcribes after the testing session).

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

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

1. Does the student routinely use braille materials during classroom instruction and similar classroom tests?
2. What braille code is being used with instructional materials?
3. Are UEB literary code and UEB Math/Science reference sheets available during classroom instruction?
4. Does the student have fluency with contracted braille?
5. Test materials must be available in the code that is used most efficiently by the student as indicated on the IEP or Section 504 Plan. Are the appropriate braille editions being ordered for the student's test administrations?
6. How will the student record responses to the braille edition of the test (e.g., mark in the test book, use a braille writer, dictate to a scribe, or use an assistive technology device), and is this accompanying accommodation documented in the IEP or Section 504 Plan?
7. Should the student be provided the braille edition during the test administration in the regular classroom setting, or should the student also use the *Testing in a Separate Room* accommodation?

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

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

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

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

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

Considerations

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

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

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

must be made before the test administration to accommodate these students.

Using the *Braille Writer/Braille Paper*, *Slate and Stylus/Braille Paper*, or *Electronic Braille Notetaker* accommodations in a separate setting. When using the *Braille Writer/Braille Paper*, *Slate and Stylus/Braille Paper*, or *Electronic Braille Notetaker* accommodations while testing in a separate setting with students who do not record their responses directly in the test book, the directions that are not applicable for this accommodation should not be read aloud to the students. Therefore, the test administrator must review the standard test administration procedures in the test administration guide before the test administration day and determine the general directions that are not applicable and should not be read aloud to students.

Record the student's name on the original student's responses. The student's full name and PowerSchool Student Number must be written legibly on the original student responses.

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

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

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

Returning secure test materials. The PSU must follow the procedures in the *North Carolina Test Coordinator's Policies and Procedures Handbook* regarding returning (1) original student responses recorded in a manner other than directly entered into the online testing system (i.e., records

responses on braille writer, slate and stylus, or electronic braille notetaker) and (2) original scribe recordings of student responses not recorded directly into the online testing system (e.g., scribe records responses on a separate sheet of paper and transcribes after the testing session).

Questions for the IEP Team or Section 504 Committee

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

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

Cranmer Abacus

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

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

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

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

Collecting, storing, and processing test materials. Unless the *Cranmer Abacus* accommodation has been used in conjunction with another accommodation that requires special handling, the test administrator must follow the regular procedures for processing test materials.

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

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

Dictation to a Scribe

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

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

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

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

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

Information about the role of the scribe. The student should know the identity of the scribe before test day. The scribe should be familiar with the student and have experience scribing for the student using the preferred method documented in the IEP or Section 504 Plan. However, if the scribe is unfamiliar with the student, then the scribe and student should be given an

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

opportunity to practice the scribing process together before taking the test. The scribe must transcribe responses verbatim from the student and may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate or sign words or parts as needed.

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

For paper administrations, refer to the Transcription Instructions section of this handbook for information on transcribing student responses.

Multiple-choice questions. For use of this accommodation during the administration of multiple-choice questions, the student may indicate responses directly to the scribe in different ways. Examples of how a student may indicate answer choices include (1) dictating the letter of the answer choice to the scribe, (2) reading aloud the entire answer choice, or (3) pointing to the selected answer choice.

Constructed response questions. For use of this accommodation during the administration of constructed response (CR) questions, the student dictates the response to the scribe, and the scribe records the student's response verbatim. The scribe must record the student's response exactly as signed or cued. For example, if a student signs, "Me search field," the scribe must record the exact words.

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

Responses to the CR questions for the English II EOC test must be transcribed in the manner specified in the test administration guides.

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

To ensure the validity of the test, students provided the *Dictation to a*

Scribe accommodation must also be provided the *Testing in a Separate Room* accommodation (one-on-one).

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

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

Transcribing student responses. For information on transcribing student responses refer to the Transcription Instructions section of this handbook. The test administrator or principal's designee must purge any electronic files associated with the test administration immediately following the completion of the transcription process.

EOG mathematics grades 5–8 and EOC NC Math 1 and NC Math 3. The following guidelines apply to transcriptions of gridded response questions for the EOG mathematics tests at grades 5–8 and the NC Math 1 and NC Math 3 EOC tests:

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

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

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

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

Returning secure test materials. The PSU must follow the procedures in the *North Carolina Test Coordinator's Policies and Procedures Handbook* regarding returning original scribe recordings of student responses if they have not been recorded directly on a device for online test administrations (e.g., scribe records responses on a separate sheet of paper and transcribes into the online testing system after the testing session).

Questions for the IEP Team or Section 504 Committee

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

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

Interpreter/Transliterator Signs/Cues Test

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

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

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

Description

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

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

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

Considerations and Instructions

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

For paper test administrations, the interpreter or transliterator can review

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

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

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

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

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

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

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

because the frames provide some information regarding the selection or passage.

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

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

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

Collecting, storing, and processing test materials. The test administrator must follow the standard procedures for processing the test materials unless *the Interpreter/Transliterator Signs/Cues Test* accommodation is used in conjunction with another accommodation that requires special storage and processing.

Questions for the IEP Team or Section 504 Committee

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

1. Does the student routinely use the *Interpreter/Transliterator Signs/Cues Test* accommodation during classroom instruction and similar classroom tests?
2. Is the use of an interpreter or transliterator the student's typical mode of communication?

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

Large Print Edition

North Carolina online tests. The *Large Print Edition* accommodation is not applicable for online tests because the font size can be designated as large font for any student before the test administration. For tests delivered online, the font size is twelve-point Verdana for standard test forms and eighteen-point Verdana for large font tests. However, these are print measurements, and computer screen resolution and size settings can affect the size of fonts on screen.

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

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

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

Ordering large print editions. Orders for large print editions must be entered into the public school unit-approved accommodations management system (i.e., ECATS, PowerSchool, or a public school unit-approved third-party application) at the time of the IEP team's or Section 504 committee's annual meeting. Testing accommodations information must be accurate in the accommodations management system to ensure students receive the appropriate accommodations on the day of testing. To ensure adequate test material production, quality control of test materials, and timely delivery of the paper formats, the PSU test coordinator must order them through the TNN ordering page as soon as the ordering system is available.

Large print editions can be ordered from TNN and do not require an *Accommodation Request* to be submitted to the Annual Testing Program. Large print editions other than those specified in this handbook, must be

requested via an *Accommodation Request*. Orders for large print editions will automatically be accompanied by the appropriate accommodated supplemental materials (e.g., large print graph paper).

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

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

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

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

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

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

Transcribing student responses. For information on transcribing student responses refer to the Transcription Instructions section of this handbook.

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

Returning large print editions. The PSU must follow the procedures in the *North Carolina Test Coordinator's Policies and Procedures Handbook* regarding returning (1) large print editions of state tests, (2) original student responses recorded in a manner other than in the test book (e.g., assistive technology device), and (3) original scribe recordings of student responses that were not recorded directly into the online testing system (e.g., scribe records responses on a separate sheet of paper and transcribes after the testing session).

Error report. If errors in the large print edition are discovered, a *Print Format Error Report Form*, which is obtained from the PSU test coordinator, must be completed and submitted to the Annual Testing Program via TOPS. See *Appendix G* of this handbook for a sample *Print Format Error Report Form*.

Questions for the IEP Team or Section 504 Committee

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

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

Magnification Devices

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

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

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

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

Collecting, storing, and processing test materials. The test administrator must follow the standard procedures for processing the test materials unless the *Magnification Devices* accommodation is used in conjunction with another accommodation that requires special storage and processing.

Questions for the IEP Team or Section 504 Committee
The IEP team or Section 504 committee may wish to address the following questions when determining whether the *Magnification Devices* accommodation is appropriate for the student:
1. Does the student routinely use a magnification device during classroom

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

instruction and similar classroom tests?

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

Multiple Testing Sessions

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

According to a publication by the Council for Exceptional Children: "Caution: A student who must take a test over several days may experience a decline in motivation. Student absenteeism also may become a factor if several days of testing are scheduled."[5]

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

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

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

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

Scheduling EOG tests. When scheduling multiple testing sessions for the

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

EOG tests, the PSU should consider scheduling the mathematics test first, followed by the reading test, because most students who use the *Multiple Testing Sessions* accommodation over multiple days use it on tests that measure reading comprehension. In this way, those who do not need additional days to complete the mathematics test can begin the reading test on the same day as the general test administration.

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

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

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

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

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

documentation of the IEP team or Section 504 committee.

Students with the *Multiple Testing Sessions* accommodation whose testing breaks differ from those designated in the test administration guide must also be provided the *Testing in a Separate Room* (one-on-one or small group) accommodation. However, 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. Students who are in a small group together with the *Multiple Testing Sessions* accommodation must have the same amount of work and break times (e.g., a three-minute break every 30 minutes).

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

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, 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; and
- inform students of this policy and instruct students that they should not discuss specific test questions or information contained in the test with others after they leave the room for breaks or lunch.
- *Online administrations.* Monitor online students carefully to ensure they do not return to previous questions. NCTest allows students to access previously completed questions when they return from their break.
- *Paper administrations.* 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 taking the break or going to 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.

- **More frequent breaks.** If a student receives the *Multiple Testing Sessions* accommodation, he or she may require more frequent breaks than the standard work and break times. The test administrator should replace the standard timing information in the test administration script with the timing information documented in the student's IEP or Section 504 Plan.
- **Extended breaks.** When the student takes an extended break, the test administrator should instruct the student to click the pause button to prevent others from seeing the test questions on the screen and to ensure test materials remain secure. The pause button pauses the test for sixty minutes. If the student is taking a break for longer than sixty minutes, the test administrator should follow the directions for testing over multiple days.
- **Testing over multiple days.** If the student has completed testing for the day (or is taking a break that is longer than sixty minutes), the test administrator must close NCTest by clicking the save and exit button on the review or pause page. The exit logout screen will pop up for the test administrator to enter his or her username and password to exit the test without completing it. The student's responses to test questions will be saved.

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

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

Collecting, storing, and processing test materials. The test administrator must follow regular procedures for processing the test materials unless the *Multiple Testing Sessions* accommodation is used in conjunction with another accommodation that requires special storage and processing.

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

accommodation is appropriate for the student:

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

One Test Item Per Page Edition

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

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

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

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

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

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

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

must be made before the test administration to accommodate these students.

Record the student's name on the one test item per page edition. The student's full name and PowerSchool Student Number must be written legibly on the front cover of the *one test item per page edition*.

Transcribing student responses. For information on transcribing student responses refer to the Transcription Instructions section of this handbook.

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

Returning one test item per page editions. The PSU must follow the procedures in the *North Carolina Test Coordinator's Policies and Procedures Handbook* regarding returning (1) the one test item per page editions, (2) original student responses recorded in a manner other than directly entered into the online testing system (e.g., AT device), and (3) original scribe recordings of student responses that were not recorded directly into the online testing system (e.g., scribe records responses on a separate sheet of paper and transcribes after the testing session).

Error report. If errors in the one test item per page editions are discovered, a *Print Format Error Report Form*, which is obtained from the PSU test coordinator, must be completed and submitted to the Annual Testing Program via TOPS. See *Appendix G* of this handbook for a sample *Print Format Error Report Form.*

Questions for the IEP Team or Section 504 Committee

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

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

Scheduled Extended Time

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

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

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

The test administration guides for the BOG3 Reading Test, the Read to Achieve 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. The IEP team or Section 504 committee must determine the amount of additional time a student will be provided after the maximum amount of standard testing time has expired. This may be in terms of a multiple of the designated administration time (e.g., 1.5 times the designated administration time) or as a specified amount of time (e.g., one hour beyond the designated administration time). The IEP team or Section 504 committee must review the local policy and document the final decision. Test administrators will be expected to stop the student from testing, even if the student has not answered all the test questions, when the amount of extended time documented in the IEP or Section 504 Plan has been met. Students provided the *Scheduled Extended Time* accommodation without the additional accommodation of *Multiple Testing Sessions* are expected to have the ability to complete the test in one day.

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

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

Any extension of time shall occur at the end of or immediately following the planned testing session during the scheduled testing day. Arrangements may be needed to accommodate extensions to the general test administration schedule. For instance, if students are still testing at the regularly scheduled lunchtime, arrangements must be made to ensure the students have the opportunity to 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 the regular manner.

Procedures during the test administration. When reading the instructions for the standard 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 receive breaks as designated in the test administration guide. Students must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.

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

If the student does not have the opportunity to communicate with others or to access any electronic devices (e.g., computers, cell phones) during lunch, the student can go back to previously attempted questions following the break. Exception: For all North Carolina mathematics tests, students may not go back to work on calculator inactive questions if they have received their calculator and were working on the calculator active questions at the time of the break 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; and
- inform students of this policy and instruct students that they should not discuss specific test questions or information contained in the test with others after they leave the room for breaks or lunch.
- *Online administrations.* Monitor online students carefully to ensure they do not return to previous questions. NCTest allows students to access previously completed questions when they return from their break.
- *Paper administrations.* 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 taking the break or going to lunch.

Collecting, storing, and processing test materials. The test administrator must follow standard procedures for processing the test materials unless the *Scheduled Extended Time* accommodation is used in conjunction with another accommodation that requires special storage and processing.

Questions for the IEP Team or Section 504 Committee

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

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

Student Marks Answers in Test Book

Removal of Answer Documents
Effective with the 2023–24 school year, answer sheets will no longer be used for paper test administrations. All students with a documented accessibility need for a paper format will mark their answers in the test book. When testing is complete, the test administrator or principal's designee will transcribe the student's answers from the test book to the online testing system for the appropriate online test. Additional information about the process is located in the Transcription Instructions section of this handbook.

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

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

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

Example math grids and constructed response boxes. Responses to gridded-response questions for the mathematics tests and the constructed response questions for the English II EOC test must be transcribed in the manner specified in the test administration guides.

Transcribing student responses. For information on transcribing student responses refer to the Transcription Instructions section of this handbook.

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

Returning original student responses. The PSU must follow the procedures in the *North Carolina Test Coordinator's Policies and Procedures*

Handbook regarding returning original student responses recorded in a test book.

Questions for the IEP Team or Section 504 Committee

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

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

Student Reads Test Aloud to Self

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

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

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

If the *Student Reads Test Aloud* accommodation is provided, the test administrator or proctor (if utilized) may not (1) correct the student who is reading aloud or (2) read all or any part of the test to the student unless the student also has the *Test Read Aloud (in English)* accommodation. If the test administrator (or a proctor) corrects or reads all or any part of a test that measures reading comprehension to the student, the test results are invalid. The following North Carolina tests measure reading comprehension:
1. BOG3 Reading Test
2. Read to Achieve Test
3. North Carolina EOG Reading Tests (Grades 3–8)
4. North Carolina EOC English II Test

Collecting, storing, and processing test materials. The test administrator must follow the standard procedures for processing the test materials unless the *Student Reads Test Aloud to Self* accommodation is used in conjunction with another accommodation that requires special storage and processing.

Questions for the IEP Team or Section 504 Committee
The IEP team or Section 504 committee may wish to address the following questions when determining whether the *Student Reads Test Aloud to Self* accommodation is appropriate for the student:
1. Does the student routinely use the *Student Reads Test Aloud to Self* accommodation during 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)

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

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

Description

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

Considerations and Instructions

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

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

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

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

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

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

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

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

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

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

For online test administrations, the test administrator may either read the instructions and questions to the student from the student's device screen or use an extra computer 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.

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

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

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

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

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

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

Procedures for Using a Device to Read Tests Aloud

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

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

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

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

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

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

Questions for the IEP Team or Section 504 Committee

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

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

2. Has there been discussion regarding the method (i.e., test administrator reads the test aloud, a device reads the test aloud, or a combination of the two methods) by which the student will be provided this accommodation during the administration of state tests that do not measure reading comprehension?
3. Has the team reviewed the limitations of this accommodation when a device reads the test aloud as described in this handbook?
4. For online testing, is the student able to control the mouse in order to click on the button to activate the read aloud option for a block of text?
5. Does the student routinely have information read aloud by a device during classroom instruction and similar classroom tests?
6. Would the student's functioning reading level affect his or her performance on a state test that does not measure reading comprehension?
7. Has there been discussion regarding the specific manner (e.g., everything read aloud, read aloud upon request) in which the student will be provided this accommodation during the administration of the state test?
8. Would the student be comfortable requesting test questions be read aloud?
9. If the student will be provided this accommodation, has the *Testing in a Separate Room* accommodation been discussed?
10. How does the student feel about being tested in a separate room?
11. If the *Testing in a Separate Room* accommodation will be provided, will the test administration be one-on-one or in a small group?
12. If the student is using this accommodation for online testing, is the student comfortable with wearing headphones? If not, the student must receive the *Testing in a Separate Room* (one-on-one) accommodation.
13. Should the student be provided the *Scheduled Extended Time* or *Multiple Testing Sessions* accommodation?
14. For online testing, does the test administrator require a special setup of an extra computer monitor or another visual device to read the test aloud to the student?
15. If the IEP team or Section 504 committee is considering the provision of the *Test Read Aloud (in English)* accommodation during the administration of a state test that measures reading comprehension, is the student, parent or guardian, and committee aware that the test results will not be valid?

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

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

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

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

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

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

Environmental considerations. It may be appropriate for the student to use a study carrel, special furniture, or special lighting during the 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. The test must be administered as stated in the test administration guide for the standard administration unless other accommodations that require different procedures are provided.

Collecting, storing, and processing test materials. The test administrator must follow the standard procedures for processing the test materials unless the *Testing in a Separate Room* accommodation is provided in conjunction with another accommodation that requires special storage and processing.

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

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

F. Monitoring Accommodations

North Carolina's Comprehensive Plan for Monitoring Testing Accommodations

The US Department of Education (USED) requires the NCDPI 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 use of these accommodations by students during testing.

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

North Carolina's Annual Testing Program Accommodations Monitoring Plan

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

Desk monitoring

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

Pre-site review

- Review of existing data to determine which PSUs will receive an on-site visit (to determine additional documentation that will be requested before and on the day of the on-site visit.)
- Review of documentation submitted by the PSU before the on-site visit.
- Selection of monitoring team members for each on-site visit and their roles. The NCDPI monitoring team will consist of at least two

Accountability staff members and members of the Exceptional Children, English as a Second Language, or Section 504 staff.

On-site monitoring

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

State response and targeted assistance

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

Required Documentation and Procedures for On-site Monitoring Visits

The following information may serve as a guide for PSUs in preparing for

accommodations monitoring during on-site visits performed by the NCDPI. While much of the information presented in this document is specific to monitoring testing accommodations for state tests, PSUs are reminded that testing accommodations must be routinely used during classroom instruction and on similar classroom tests.

Documentation required before on-site monitoring visit. PSUs must submit the following information to the NCDPI monitoring contact person via the secure shell at least seven calendar days before the on-site visit.

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

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

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

Documentation required on the day of on-site monitoring. PSUs are required to provide the following information to the NCDPI monitoring team on or before the day of the on-site monitoring visit. The PSU test coordinator will be informed of the test administrations selected for observation before the on-site monitoring.

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

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

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

site monitoring visits will be sent to the superintendent or charter school director within forty-five calendar days of the visit.

Review of Accommodations Used During Testing **Forms**

In order to meet the accommodations monitoring requirements of the USED, the Annual Testing Program developed the *Review of Accommodations Used During Testing* and the *Review of Accommodations Used During NCEXTEND1 Testing* forms, available in *Appendixes E* and *F* of this handbook and found online. These forms must be completed for each student who requires testing accommodations. One form must be completed for each state test for which the student requires testing accommodations. *Review of Accommodations Used During Testing* forms are not required for PreACT, The ACT, or ACT WorkKeys tests; however, the accommodations needed for these tests should be documented on students' individual plans.

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

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

Tracking Required Testing Accommodations and Planning for Test Administrations

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

The NCDPI will use the submitted data to monitor testing accommodations and provide feedback to the PSUs throughout the school year. Student data entered into accommodations management systems will also be used for ordering paper formats of tests (e.g., *Braille, Large Print, One Test Item Per*

Page, and *Large Print One Test Item Per Page Editions*). In addition, reports available from these systems may be useful to test coordinators for local monitoring and for planning and scheduling accommodated testing sessions.

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

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

Documentation of Accommodations Provided

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

Following the test administration for all students marked in the SIQ as requiring accommodations, the respondent completes the accommodation information using the Accommodations tab in NCTest Admin. The school test coordinator should be contacted if there are questions while entering this information.

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 or guardian must be notified immediately and
2. a Report of Testing Irregularity available through the OTISS is to be completed.
3. If the parent or guardian signs a statement waiving the right to have the student retested with the required accommodation, the test results from the administration without the accommodation will be used for state and local accountability purposes and for student performance placement. The statement waiving the right to retest must be signed before the parent or guardian is informed of the test results.

4. If the parent or guardian signs a statement indicating that the student must be retested with the required accommodation, the PSU superintendent or charter school director declares a misadministration, and the affected student is administered another secure form of the test with the required accommodation. The statement of consent to retest must be signed before the parent or guardian is informed of the test results.

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

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

1. the parent or guardian must be notified immediately;
2. a Report of Testing Irregularity available through the OTISS is to be completed;
3. an investigation must be conducted to determine if the provision of the accommodation results in a misadministration;
4. the PSU superintendent or charter school 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 for student performance placement.

G. North Carolina Alternate Assessments

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

All students with disabilities in a school's membership are required to participate in the state testing program through the administration of a general assessment under standard conditions, the administration of a general assessment with testing accommodations, or by using a state-designated alternate assessment with or without testing accommodations. IEP teams must carefully consider if a student is able to access the general curriculum or if the student requires instruction and assessment using the *North Carolina Extended Content Standards* and the *Extended Essential Standards.* Students who have only a Section 504 Plan are not eligible to participate in the North Carolina alternate assessments.

Annual Decision

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

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

Access to the General Curriculum and Assessment of Grade-Level Content
All students with disabilities must be provided access to the general curriculum. In North Carolina, this is the *North Carolina Standard Course of Study* (NCSCOS). For students with the most significant cognitive disabilities, access is provided through the *North Carolina Extended Content Standards* and the *Extended Essential Standards* for the NCSCOS.

According to ESSA, all students must be assessed on grade-level content. For students with significant cognitive disabilities, the assessment must be linked to grade-level content through the *North Carolina Extended Content Standards* and the *Extended Essential Standards* for the NCSCOS. In other words, a student in grade 6 cannot be given the assessment designed for grade 4. This ensures the information about how students with disabilities are doing academically is based on their enrolled grade, providing critical information for schools and parents.

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

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

Expectations and Assessment Options
Students with disabilities are expected to follow the NCSCOS and graduate with a North Carolina diploma. If the IEP team determines the student requires instruction and assessment based on the *North Carolina Extended Content Standards* and the *Extended Essential Standards*, the IEP team must document the decision to use an alternate assessment with or without accommodations. Students instructed on the *North Carolina Extended Content Standards* and the *Extended Essential Standards* receive a certificate of completion, not a high school diploma.

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

TABLE 7. North Carolina state tests and alternate assessments

Grade level	State test	Alternate assessment
3	EOG Reading and Mathematics	NCEXTEND1 Reading and Mathematics[1]
4	EOG Reading and Mathematics	NCEXTEND1 Reading and Mathematics[1]
5	EOG Reading, Mathematics, and Science	NCEXTEND1 Reading, Mathematics, and Science[1]
6	EOG Reading and Mathematics	NCEXTEND1 Reading and Mathematics[1]
7	EOG Reading and Mathematics	NCEXTEND1 Reading and Mathematics[1]
8	EOG Reading, Mathematics, and Science	NCEXTEND1 Reading, Mathematics, and Science[1]
9	EOC NC Math 1[2]	NCEXTEND1 administered at grade 10
10	EOC English II, Biology[2], and PreACT	NCEXTEND1 English II, NC Math 1, and Biology[1, 3]
		College and Career Readiness Alternate Assessment Grade 10[4]
11	The ACT	NCEXTEND1 Grade 11[3]
		College and Career Readiness Alternate Assessment Grade 11[4]

[1] The NCEXTEND1 is an alternate assessment designed to assess students with significant cognitive disabilities. The test consists of grade-level, multiple-choice questions that measure the standards specified in the *North Carolina Extended Content Standards* and the *North Carolina Extended Essential Standards*.
[2] EOC tests are given at the end of the course regardless of the grade in which the course is taken. The table shows the grade in which students typically take the course.
[3] At the high school level, students are administered the NCEXTEND1 for English II, NC Math 1, and Biology at grade 10 only. The alternate assessment for The ACT (grade 11) is the NCEXTEND1 Grade 11.
[4] The College and Career Readiness Alternate Assessments are alternate assessments offered for the PreACT (grade 10) and The ACT (grade 11) for students with disabilities who are following a course of study that, upon their completing high school, may not lead to admission into a college-level course of study resulting in a college degree. Please refer to the subsection, *North Carolina College and Career Readiness Alternate Assessments Grades 10 and 11* in *Section G* of this handbook for further clarification.

NCEXTEND1

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

Grades and Subjects for Which the NCEXTEND1 is Available
The NCEXTEND1 alternate assessment is available for the following grades and content areas:

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

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

Eligible Students for the NCEXTEND1 and the Role of the IEP Team
To determine participation in the NCEXTEND1 alternate assessments, the following eligibility requirements must be met:

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

- The student must be enrolled in grades 3–8, 10, or 11 according to PowerSchool. Students enrolled in the 11th grade are required to take the NCEXTEND1 alternate assessment at grade 11, unless they are repeating the 11th grade and have a score from the previous year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Assessment Time, Multiple Testing Sessions, and Breaks

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

Accommodations and Adaptations to Materials for All NCEXTEND1 Assessments

State-approved accommodations for the NCEXTEND1 reading, mathematics, and science alternate assessments include those listed in Table 5, the *Approved Accommodations for the North Carolina NCEXTEND1 Alternate Assessments at Grades 3–8, 10, and 11 for Students with Current IEPs*, in *Section E* of this handbook. Any accommodations that are not state-

approved must be submitted for review by the Annual Testing Program. Refer to the *Accommodation Request* subheading in this handbook for additional details regarding this procedure.

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

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

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

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

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

experienced and familiar with adapting materials for their students. Materials and equipment students use routinely in the classroom during instruction may be used, as appropriate.

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

NCEXTEND1 Website

Additional information about the NCEXTEND1 may be found on the NCDPI Alternate Assessments website.

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

Purpose of the North Carolina College and Career Readiness Alternate Assessments

The College and Career Readiness Alternate Assessments (CCRAAs) at grades 10 and 11 are available for students with disabilities who are following a course of study that, upon their completing high school, may not lead to admission into a college-level course of study resulting in a college degree. The CCRAA at grade 10 is the alternate assessment for the PreACT; the CCRAA at grade 11 is the alternate assessment for The ACT.

The decision to assess a student on a CCRAA must be made as part of the IEP process. To determine student participation in the grade 10 and the grade 11 CCRAA, the eligibility requirements are listed below or found on the Office of Accountability and Testing's Alternate Assessments website.

Eligible Students for the CCRAAs

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

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

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

CCRAA at grades 10 and 11.

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

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

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

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

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

WIDA Alternate ACCESS

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

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

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

Refer to the *Guidelines for Testing Students Identified as English Learners* for more information on the WIDA Alternate ACCESS assessment.

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

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

Assistive Technology	1. Does the student routinely use the assistive technology during classroom instruction and similar classroom tests? 2. If the IEP team or Section 504 committee is considering the use of assistive technology that reads aloud a state test that measures reading comprehension, has the team or committee considered that the test results will be invalid and the possible implication for the student? The IEP team or Section 504 committee should refer to the *Valid and Invalid Test Results* subheading in this handbook to review a statement regarding invalid test results for North Carolina tests. 3. If the IEP team or Section 504 committee is considering the use of a calculator during the administration of a state test that does not permit the use of calculators, has the team or committee considered that the test results will be invalid and the possible implication for the student? The IEP team or Section 504 committee should refer to the *Valid and Invalid Test Results* subheading in this handbook to review a statement regarding invalid test results for North Carolina tests. 4. Does the student require auditory and tactual access to a graphing calculator during the state test administration? If so, has the IEP team or Section 504 committee requested approval of the software program(s) through the *Accommodation Request* process to ensure the use of the software will not invalidate test results?
Braille Edition	1. Does the student routinely use braille materials during classroom instruction and similar classroom tests? 2. What braille code is being used with instructional materials? 3. Are UEB Literary code and UEB Math/Science reference sheets available during classroom instruction? 4. Does the student have fluency with contracted braille? 5. Test materials must be available in the code that is used most efficiently by the student as indicated on the IEP or Section 504 Plan. Are the appropriate braille editions being ordered for the student's test administrations? 6. How will the student record responses to the braille edition of the test (e.g., mark in the test book, use a braille writer, dictate to a scribe, or use assistive technology), and is this accompanying accommodation documented in the IEP or Section 504 Plan? 7. Should the student be provided the braille edition during the test administration in the regular classroom setting, or should the student also use the *Testing in a Separate Room* accommodation? 8. Should the student also be provided the *Scheduled Extended Time* accommodation, the *Multiple Testing Sessions* accommodation, or both?

Braille Writer/Braille Paper, Slate and Stylus/Braille Paper,* and *Electronic Braille Notetaker	1. Does the student routinely use the *Braille Writer/Braille Paper, Slate and Stylus/Braille Paper,* or the *Electronic Braille Notetaker* accommodation during classroom instruction and similar classroom tests? 2. Will the test administrator/transcriber have knowledge of applicable braille codes? 3. Should the student also be provided the *Multiple Testing Sessions* accommodation, the *Scheduled Extended Time* accommodation, or both? 4. If the student will be provided the *Braille Writer/Braille Paper, Slate and Stylus/Braille Paper,* or the *Electronic Braille Notetaker* accommodations, has the *Testing in a Separate Room* accommodation been discussed?
Cranmer Abacus	1. Does the student routinely use the *Cranmer Abacus* accommodation during classroom instruction and similar classroom tests? 2. How will the student record responses during the test (e.g., mark in the test book, use a braille writer, dictate to a scribe, or use an AT device)?
Dictation to a Scribe	1. Does the student routinely use the *Dictation to a Scribe* accommodation during classroom instruction and similar classroom tests? 2. If the student can efficiently use a keyboard, should the student use the *AT* accommodation instead of the *Dictation to a Scribe* accommodation? 3. Will the scribe have had prior experience scribing for the student? 4. Will the student be notified before the test administration date that the dictated responses must be proofread by the student? 5. How will the scribe record student responses (e.g., use a clean sheet of paper, write in the test book, enter responses directly on a device [online test administrations], or use a keyboarding device and transfer student responses at a later time)? 6. For multiple-choice questions, will the student dictate to the scribe by (1) saying the letter of the answer choice, (2) reading aloud the entire answer choice, or (3) pointing to the selected answer choice? 7. If the student will be provided this accommodation, has the *Testing in a Separate Room* accommodation been discussed?
Interpreter/ Transliterator Signs/Cues Test	1. Does the student routinely use the *Interpreter/Transliterator Signs/Cues Test* accommodation during classroom instruction and similar classroom tests? 2. Is the use of an interpreter or transliterator the student's typical mode of communication? 3. Does the interpreter or transliterator have prior experience signing or cueing for the student? 4. Since a test administrator will read the test aloud to the interpreter or transliterator, has the *Testing in a Separate Room* accommodation been addressed? 5. Does the interpreter or transliterator require a special setup of an extra computer monitor or another visual device in order to sign or cue for the student? 6. If the IEP team or Section 504 committee is considering the provision of the *Interpreter/Transliterator Signs/Cues Test* accommodation during the administration of a state reading comprehension test, is the student, parent or guardian, and committee aware that the test results will not be valid?

Large Print Edition	1. Does the student routinely use large print materials during classroom instruction and similar classroom tests? 2. How will the student record responses to the large print edition of the test (e.g., mark in the test book, use a braille writer, dictate to a scribe, or use assistive technology), and are all accompanying accommodations documented in the IEP or Section 504 Plan? 3. Does the student need the *Magnification Devices* accommodation? 4. For tests available online, is the large font option more appropriate than the *Large Print Edition* accommodation? 5. Does the student need the *Scheduled Extended Time* accommodation, the *Multiple Testing Sessions* accommodation, or both? 6. Does the student need an edition that is both large print and one test item per page? If so, a large print/one test item per page edition can be ordered from TNN and does not require an *Accommodation Request* to be submitted to the Annual Testing Program. The IEP team or Section 504 committee should be aware that the combination of these accommodations produces a large document, both in the size of paper (same size paper [11" x 17"] as the large print edition) and in the number of pages. 7. The standard large print edition uses twenty-two-point Verdana font. The IEP team or Section 504 committee, if considering another font size, should determine whether the student requires a minimal increase or decrease in font size. If a larger font is required, has the team considered using the standard large print edition in conjunction with the *Magnification Devices* accommodation?
Magnification Devices	1. Does the student routinely use a magnification device during classroom instruction and similar classroom tests? 2. Should the student be provided the *Scheduled Extended Time* accommodation, the *Multiple Testing Sessions* accommodation, or both?
Multiple Testing Sessions	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. In addition to taking more frequent breaks or having the test given over multiple days, does the student need additional time to complete the test? If so, the IEP team or Section 504 committee should discuss whether *Scheduled Extended Time* should also be documented as an appropriate accommodation. 4. Can the student finish the test within the given time constraints with either more frequent breaks or over multiple days? If so, *Scheduled Extended Time* should not be documented as an appropriate accommodation. 5. Does the student routinely use the *Multiple Testing Sessions* accommodation during regular classroom instruction and similar classroom tests? 6. Is the student using another accommodation during the administration of the state test that may require the provision of the *Multiple Testing Sessions* accommodation? 7. Should the student be provided the *Testing in a Separate Room* accommodation? 8. Has there been discussion as to how the *Multiple Testing Sessions* accommodation will be provided to the student during the administration of the state test?

One Test Item Per Page Edition	1. Does the student routinely use one test item per page materials during classroom instruction and similar classroom tests? 2. Does the student have visual-discrimination difficulties? 3. Will the student need the *Multiple Testing Sessions* accommodation? 4. How will the student record responses to the one test item per page edition of the test (e.g., mark in the test book, dictate to a scribe, or use assistive technology), and is this accompanying accommodation documented in the IEP or Section 504 Plan?
Scheduled Extended Time	1. Does the student routinely use the *Scheduled Extended Time* accommodation during classroom instruction and similar classroom tests? 2. Is the student being provided another accommodation during the administration of the state test that may require the provision of the *Scheduled Extended Time* accommodation? 3. Can the student complete the state test with extended time in one day? If not, the *Multiple Testing Sessions* accommodation should be discussed. 4. Should the student be provided the *Testing in a Separate Room* accommodation? 5. Has there been discussion as to how the *Scheduled Extended Time* accommodation will be provided to the student during the administration of the state test?
Student Marks Answers in Test Book	1. Does the student routinely use the *Student Marks Answers in Test Book* accommodation during classroom instruction and similar classroom tests? 2. Does the student have difficulty transferring information or staying focused?
Student Reads Test Aloud to Self	1. Does the student routinely use the *Student Reads Test Aloud to Self* accommodation during classroom instruction and similar classroom tests? 2. If the student will be provided this accommodation to read the test aloud, will the student also need a device (e.g., PVC elbow pipe) that will direct the sound toward the student's ear? 3. If the student will be provided this accommodation, has the *Testing in a Separate Room* accommodation been discussed?

Test Read Aloud (in English)	1. Does the student routinely use the *Test Read Aloud (in English)* accommodation during classroom instruction and similar classroom tests? 2. Has there been discussion regarding the method (i.e., test administrator reads the test aloud, a device reads the test aloud, or a combination of the two methods) by which the student will be provided this accommodation during the administration of state tests that do not measure reading comprehension? 3. Has the team reviewed the limitations of this accommodation when a device reads the test aloud as described in this handbook? 4. For online testing, is the student able to control the mouse in order to click on the button to activate the read aloud option for a block of text? 5. Does the student routinely have information read aloud by a device during classroom instruction and similar classroom tests? 6. Would the student's functioning reading level affect his or her performance on a state test that does not measure reading comprehension? 7. Has there been discussion regarding the specific manner (e.g., everything read aloud, read aloud upon request) in which the student will be provided this accommodation during the administration of the state test? 8. Would the student be comfortable requesting test questions be read aloud? 9. If the student will be provided this accommodation, has the *Testing in a Separate Room* accommodation been discussed? 10. How does the student feel about being tested in a separate room? 11. If the *Testing in a Separate Room* accommodation will be provided, will the test administration be one-on-one or in a small group? 12. If the student is using this accommodation for online testing, is the student comfortable with wearing headphones? If not, the student must receive the *Testing in a Separate Room* (one-on-one) accommodation. 13. Should the student be provided the *Scheduled Extended Time* or *Multiple Testing Sessions* accommodation? 14. For online testing, does the test administrator require a special setup of an extra computer monitor or another visual device to read the test aloud to the student? 15. If the IEP team or Section 504 committee is considering the provision of the *Test Read Aloud (in English)* accommodation during the administration of a state test that measures reading comprehension, is the student, parent or guardian, and committee aware that the test results will not be valid?
Testing in a Separate Room	1. Does the student typically require a separate room to complete classroom assignments and similar classroom tests? 2. Is the student being provided another accommodation during the administration of the state test that may require the provision of the *Testing in a Separate Room* accommodation? 3. Will the student receive this accommodation during the state test administration on an individual basis or in a small group? Has the maximum number or a range for the small group been specified on the IEP or Section 504 Plan? 4. Does the student require a study carrel, special furniture, or special lighting?

Appendix B: Accommodation Request

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

Directions for Charter School Test Coordinators

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

Directions for School Test Coordinators

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

Directions for Public School Unit Test Coordinators

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

Annual Testing Program Review and Response

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

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

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

Specify the accommodation (2–3 words):	
Describe <u>in detail</u> how the accommodation will be used during the test administration.	
Explain <u>in detail</u> the reason(s) the accommodations available in the state accommodations publications are not appropriate for the student.	
Explain <u>in detail</u> the reason(s) that the student requires the use of the accommodation. Documentation must be on file to verify that the student has routinely used this accommodation during classroom instruction and similar classroom assessments this school year.	

Enter Braille Options Here

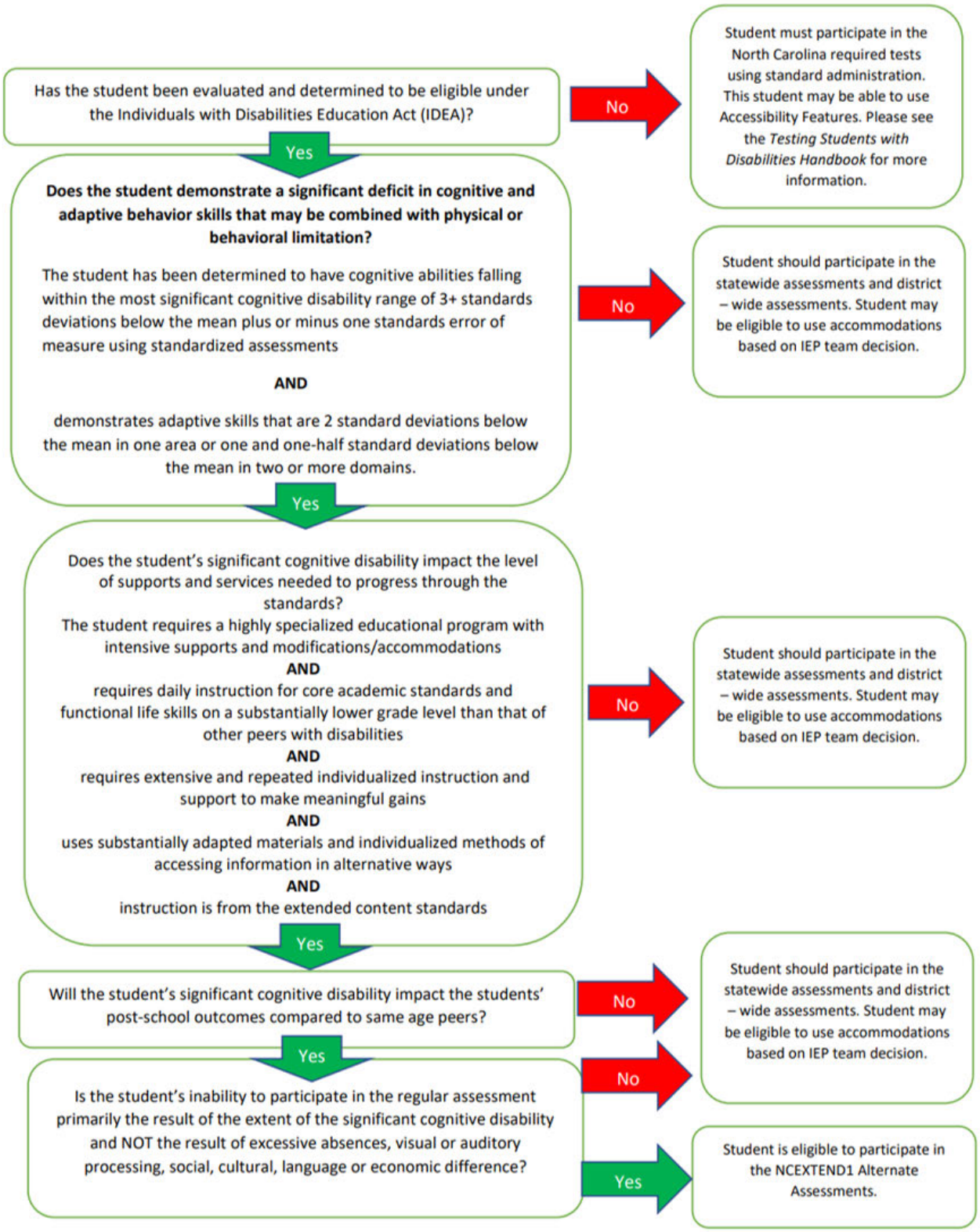
- ☐ EBAE
- ☐ Uncontracted
- ☐ Embedded with Nemeth
- ☐ UEB
- ☐ Contracted
- ☐ Other (Other Braille editions not specified above, list specifications here):

Exceptional Children Teacher's Signature Date

Principal's Signature Date

Public School Unit Test Coordinator's Signature Date

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



Appendix D: Testing Accommodations: Logistics Planning Checklist[1]

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

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

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

ACCOMMODATIONS ON THE DAY OF THE TEST	Y	N	NA
9. Accommodations are provided based on the student's IEP or Section 504 Plan.	☐	☐	☐

CONSIDERATION AFTER THE DAY OF THE TEST	Y	N	NA
10. Responses are transcribed into the online testing system for students using *Student Marks Answers in Test Book*, *AT Devices*, and other accommodations in which the student does not record his or her answers directly into the online testing system.	☐	☐	☐
11. All equipment is returned to appropriate locations.	☐	☐	☐
12. Students who take makeup tests receive needed accommodations.	☐	☐	☐
13. Effectiveness of accommodations use is evaluated by test administrators and students, and plans are made for improvement.	☐	☐	☐

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

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

Review of Accommodations Used During Testing

Student Name	
PowerSchool ID	
Case Manager	
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 ☐ ACCESS for ELLs ☐ CCRAA ☐ EOC ☐ CTE ☐ WIDA Alternate ACCESS
Subject/Subtest	

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

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

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

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

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

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

Review of Accommodations Used During Testing

Student Name	
PowerSchool ID	
Case Manager	
Check if EC student is also identified as EL	☐ English Learner
Dates of Plan	Start Date:
	End Date:
Test	NCEXTEND1
Subject	

Complete one form per test. Before testing, complete the top of the form and Column 1. During/after testing, complete Column 2. Completed forms should be kept in the student's Individualized Education Program (IEP) folder to be accessible for future reference. Testing accommodations should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.

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

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

Comments/considerations for next IEP team meeting:

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

NCDPI Office of Accountability and Testing

July 2023
Stock No. 24944

Print Format Error Report Form

Annual Testing Program

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

_____

The following information must be completed for each form submitted:

Public School Unit Number: _____

Public School Unit Name: _____

School Name: _____

Test Administrator Name: _____

Test Information

Test Name: _____

Test Form Letter: _____

Test Form Number: _____

Test Administration Date: _____

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

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

Potential Error(s)			For NCDPI Use Only		
Page Number*	Item Number	Description	Proofer Notes	NCDPI Notes	SA
					☐
					☐
					☐

* Please list page number in accommodated test book

FAX original to 919.515.4647
ATTN: Accommodations Test Coordinator

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

Stock No. 24945

Appendix H: List of accommodation codes and descriptions

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

Appendix I: Abbreviations

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

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

Appendix J: *Testing Code of Ethics*

Introduction to the *Testing Code of Ethics*

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

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

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

Security

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

Preparation

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

Administration

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

Scoring, Analysis, and Reporting

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

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

16 NCAC 06D .0311 TESTING CODE OF ETHICS

(a) This Rule shall apply to all public school unit (PSU) employees or agents while they are administering the Annual Testing Program defined in Rule .0307(c) of this Section.

(b) The PSU shall develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher.

(c) The PSU shall require all testing coordinators, school test coordinators, test administrators and proctors to be trained as required in Rule .0308 of this Section.

(d) The PSU shall designate the personnel who are authorized to have access to secure test materials. "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items.

(1) Persons who have access to secure test materials shall not use those materials for any purpose other than test administration.

(2) No person shall copy, reproduce, or paraphrase the test materials without the express written consent of the test publisher.

(e) The principal shall store test materials in a locked facility to which only the principal has access. The principal shall not allow anyone access to the test materials except as necessary for administration.

(f) When PSU personnel discover loss of materials, failure to account for materials, or any evidence of unauthorized access to the materials, they shall report the discovery without delay to the principal, school test coordinator, school system (LEA) test coordinator, or charter school director.

(g) PSUs shall ensure that test coordinators:

(1) plan and implement training for school test coordinators, test administrators, and proctors;

(2) ensure each school test coordinator and test administrator is trained in accordance with Rule .0308 of this Section; and

(3) in conjunction with program administrators, ensure test accommodations to students entitled to testing accommodations as defined in 16 NCAC 06G .0315; are documented and provided.

(h) The principal or the principal's designee shall serve as school test coordinator.

(i) The principal shall ensure the school test coordinator maintains test security and accountability of test materials, including taking the following actions:

(1) before each test administration, the school test coordinator shall count and distribute test materials;

(2) after each test administration, the school test coordinator shall without delay collect, count, and return all test materials to the locked storage facility;

(3) establishes procedures to assure all students participating in the Annual Testing Program have an equal opportunity to demonstrate their knowledge on the test; and

(4) identifies and trains personnel, proctors, and backup personnel for test administrations.

(j) Teachers may help students improve test-taking skills by:

(1) helping students become familiar with test formats using curricular content;

(2) teaching students test-taking strategies and providing practice sessions;

(3) helping students learn ways of preparing to take tests; and

(4) using resource materials such as test questions from test item banks and linking documents in instruction and test preparation.

(k) With respect to test administration, PSUs shall:

(1) assure each school establishes procedures to ensure all test administrators comply with test publisher guidelines;

(2) inform the local board of education of any breach of this code of ethics; and

(3) inform test coordinators and principals of their responsibilities.

(l) The school test coordinator shall:
(1) assure school personnel know the content of rules in this Section and local testing policies;
(2) implement the school system and local testing policies and procedures to assure all students participating in the Annual Testing Program have an equal opportunity to demonstrate their knowledge on the test;
(3) ensure proctors are trained; and
(4) ensure all violations of rules in this Section and local testing policies are reported to the school system (LEA) test coordinator.

(m) Test administrators shall:
(1) administer tests according to the directions in the assessment guide and any subsequent updates developed by the test publisher;
(2) administer tests to all students enrolled in a grade or course that requires a test in the Annual Testing Program;
(3) report all violations of rules in this Section and local testing policies to the school test coordinator; and

(n) Proctors shall serve as additional monitors to help the test administrator assure that students have an equal opportunity to demonstrate their knowledge on the test.

(o) Scoring. The school system test coordinator shall:
(1) ensure each test is scored according to the procedures and guidelines defined for the test by the test publisher;
(2) maintain quality control during the entire scoring process, which consists of handling and editing documents, scanning answer documents, and producing electronic files and reports. Quality control shall address scoring accuracy and scoring consistency.
(3) maintain security of tests and data files at all times, including;
(A) protecting the confidentiality of students at all times when publicizing test results; and
(B) maintaining test security of answer keys and item-specific scoring rubrics.

(p) Educators shall use test scores as one piece of information to be interpreted together with other scores and indicators when determining a student's grade. The PSU shall ensure that school personnel analyze and report test data within the limitations described in this Paragraph.
(1) Educators shall maintain the confidentiality of individual students. PSU personnel shall not publicize test scores or any written material containing personally identifiable information from the student's educational records except as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g and regulations adopted pursuant thereto.
(2) Staff development relating to testing must enable school personnel to respond knowledgeably to questions related to testing, including the tests, scores, scoring procedures, and other interpretive materials.

(q) Unethical testing practices include the following practices:
(1) encouraging students to be absent the day of testing;
(2) encouraging students not to do their best;
(3) using secure test items or modified secure test items for instruction;
(4) changing student responses at any time;
(5) interpreting, explaining, or paraphrasing the test directions or the test items;
(6) classifying students for the purpose of avoiding State testing;
(7) not testing all students enrolled in a grade or course that requires a test in the Annual Testing Program;
(8) failing to provide required accommodations during testing to students entitled to testing accommodations as defined in 16 NCAC 06G .0315;
(9) modifying scoring programs including answer keys, equating files, and lookup tables;

(10) modifying student records for the purpose of raising test scores;
(11) using a single test score to place a student in a grade or a course; and
(12) providing inaccurate test results and interpretations to the public.

(r) In the event of a violation of this Rule, the State Board of Education may impose any one or more of the following sanctions:
(1) withhold any monetary incentive awards;
(2) file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;
(3) seek criminal prosecution of the person or persons responsible for the violation; and
(4) in accordance with the provisions of 16 NCAC 06C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.

History Note: Authority G.S. 115C-12(9); 115C-174.11; 115C-174.12; 115C-218.85(a)(3);
Emergency Adoption Eff. August 20, 2019;
Eff. August 23, 2022.

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VI-03: ***Guidelines for Testing Students Identified as English Learners***

GUIDELINES FOR TESTING STUDENTS IDENTIFIED AS ENGLISH LEARNERS

2023–24

North Carolina Department of
PUBLIC INSTRUCTION

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A. English Learner Testing and Accountability Requirements

The *Guidelines for Testing Students Identified as English Learners* publication contains policy guidelines and procedures for testing students who are identified as English Learners (ELs) as part of 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 (PSU) 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 valid test results, 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. Although this publication addresses the testing of students identified as ELs who are part of the education program, some students with disabilities are also identified as ELs. Additional information regarding the testing of students identified as ELs who also have disabilities can be found in the *Testing Students with Disabilities Handbook*.

Policy for Duplicating or Quoting from this Publication
North Carolina PSU personnel, parents or 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 in order to make informed decisions related to testing students identified as ELs. This publication is located on the North Carolina Department of Public Instruction's (NCDPI) Testing Students Identified as English Learners website.

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.

North Carolina does not provide any state-developed general test or alternate assessment in a language other than English.

Notification of Required Testing
According to 16 N.C. Admin. Code 06D .0307, "(g) 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 that school year. In addition, LEAs shall advise students and parents or guardians of the dates the tests will be administered and how the results from the tests will be used. Also, information provided to parents shall include whether the State Board of Education or the local board of education requires the test(s). (h) LEAs shall report scores resulting from the administration state-mandated tests from the Annual Testing Program to students and parents or guardians no later than 30 days from the after the test is administered and along with available score interpretation information within 30 days from receipt of the scores and interpretive documentation from the NCDPI."

Students Identified as English Learners (ELs)
PSUs must identify students in need of language assistance services within thirty calendar days of enrollment (SBE policy TEST-011). The WIDA Screener for Kindergarten™ or the 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, the identification, and the subsequent placement of EL students in English as a Second Language (ESL) services are guided at the state level by the NCDPI Office of Academic Standards. For additional information or questions concerning students identified as ELs, contact ESLTitleIII@dpi.nc.gov.

Once identified as an EL (results from WIDA Screener for Kindergarten/WIDA Screener or ACCESS for ELLs™ [within one year]), state and federal laws 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 WIDA Alternate ACCESS 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.

The SBE determines proficiency 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.

WIDA Alternate ACCESS

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

- The student has a current Individualized Education Program (IEP) that reflects the student meets the eligibility criteria for the WIDA Alternate ACCESS 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 WIDA Alternate ACCESS and must continue to take the 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 test (i.e., WIDA Alternate ACCESS or ACCESS for ELLs) 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. Eligibility criteria for 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 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 includes 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, mathematics, science)	Year 2 (reading, mathematics, science)	Year 3 and beyond (reading, mathematics, science)
Does the EL student take state tests?	Yes	Yes	Yes
Does the EL student receive an Individual Student Report?	Yes	Yes	Yes
Is the EL student included in the 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 WIDA Alternate ACCESS 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 set by the state to exit EL status. The Comprehensive Objective Composite defines the attainment of English language proficiency by a student reaching an overall composite score of 4.8 or above on the ACCESS for ELLs test. The exit criteria are the same for both the adaptive online version and the paper version of the ACCESS for ELLs. Additionally, attainment of English language proficiency by a student taking the WIDA Alternate ACCESS assessment is an overall composite score of P1 or higher for two consecutive years.

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 PSU. To reidentify a student who was screened and did not qualify as an EL (Never) or has "Exited" EL identification through the WIDA ACCESS for ELLs test, schools will need to begin the reidentification process by reviewing and documenting the student's academic progress with the student's EL team and parents or guardians. School districts are encouraged to use the Multi-Tiered System of Support framework to obtain ongoing formative assessment information to monitor each student's progress and to identify areas where instructional modifications and/or additional support might be needed. 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 for Kindergarten or WIDA Screener should be retained at the PSU (grade level and semester determine the 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 [ELP] test) will be included in subgroup reporting for the accountability model. In North Carolina, students will be considered Monitored Former English Learners 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
2020–21	EL	Takes ELP test and exits EL status	Yes
2021–22	Exited Year 1	Not tested on the ELP test	Yes
2022–23	Exited Year 2	Not tested on the ELP test	Yes
2023–24	Exited Year 3	Not tested on the ELP test	Yes
2024–25	Exited Year 4	Not tested on the ELP test	Yes
2025–26	N/A	Not tested on the ELP test	No

Transfer Students

When a student identified as an EL transfers

- within a PSU,
- to another North Carolina PSU, 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 for Kindergarten, WIDA Screener, 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). 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 for Kindergarten, WIDA Screener, 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 receiving school does not receive the scores within the timeline, the school must administer either the WIDA Screener for Kindergarten or the WIDA Screener to determine EL identification and eligibility for ESL services. If scores are received and are more than a year old, PSUs should investigate the need for an Instructional Update using the appropriate WIDA Screener. If the student previously attended a North Carolina public school, the EL 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.

Transfer students from non-WIDA states. For students who transfer from non-WIDA states, the PSU should administer and follow the HLS process. If review of the survey indicates no home language other than English, the student will not require screening. 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 are used in the home, should prompt the school to follow the home language survey process to determine if the student needs to be screened for ESL services. If it is determined that the student should be screened, the PSU must administer the state-identified WIDA Screener for Kindergarten or the 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, visit the ML/Title III website.

B. Responsibilities of the Public School Unit Test Coordinator and EL Coordinator

The PSU test coordinator and EL coordinator are to work collaboratively to provide information to school-based staff regarding policies and procedures for testing students identified as ELs. The information in this section will explain how to appropriately document a student's participation in the Annual Testing Program, including whether the student will participate in the

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

Local personnel must ensure that repercussions resulting from the use of an accommodation that invalidates test scores are explained to and understood by parents, guardians, and students who are eighteen or older. Students who are age eighteen or older are at the age of majority; therefore, must be informed of their rights.

Joint Responsibility

It is recommended that district and charter school staff develop a local plan to determine the appropriate responsibilities for the test coordinator and the EL coordinator when testing 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), and students aged eighteen or older are informed about
   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 eligible students identified as ELs, who have appropriate documentation in their current EL Plans, are provided testing accommodations during the administration of state tests. A monitoring system helps ensure valid test scores, and that all state policies are followed.
3. The required documentation in the student's EL Plan is on file in a secure location that complies with the Annual Testing Program and with all federal requirements.
4. All scheduling or other provisions that may be required to accommodate the testing of ELs are in place.

5. Appropriate accommodations are provided only to students identified as ELs who have appropriate documentation on file at the school.
6. A local system is established for (a) notifying parents or guardians and students before the test administration date about the approved accommodations the student will be provided and (b) procedures are in place if a student declines to use the approved accommodation(s) during a test administration.
7. All appropriate staff receive training on the state-identified language proficiency test.

Joint Training of Local Staff

Early in the school year, the PSU must train school personnel on how to administer tests to students identified as Els. This training must cover:

1. test administrators,
2. proctors (if utilized),
3. ESL teachers, and
4. any other appropriate school personnel who serve EL students on EL teams or committees, are involved in the administration of a state test, or provide accommodations during the administration of a state test (with the exception of EL testing accommodations on the state-identified English language proficiency test).

Training related to testing is primarily the responsibility of the PSU test coordinator. 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.

Per 16 NC Admin. Code 06D .0307 (a), "Only current or retired professional educators as defined in G.S. §115C-270.1(2) (an administrator, teacher, or student services personnel) or teachers who

(1) are employed by local education agencies (LEAs); and

(2) have training in the Annual Testing Program as required in Rule .0308 of this Section shall administer secure tests."

- To avoid the appearance of a conflict of interest and to protect test administrators from allegations of impropriety, a test administrator should not be assigned to administer a test in a room where his or her relative or ward is tested.
  - Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the test administrator's guardianship.

A test can only be administered by an individual who (a) has participated in training on the administration of state tests, including the *Policies and Procedures for Test Administrations* training course, and the appropriate use

of accommodations, (b) has completed the test publisher's required training for each test administration in the WIDA Secure 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 test security agreement.

Training on testing ELs includes reviewing

1. the standard procedures for administrating the test(s) in the specific test administration guide;
2. information located in this publication and the *Testing Code of Ethics*, which includes information about maintaining test security and the sanctions for violations; and
3. information about delivering test accommodations during a test administration.
   - 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 following the directions as outlined in the test administration guide. Accommodation documentation must be accurate because it is used for state and federal reporting purposes and for making determinations about the validity of test scores.
   - Unless the provision or use of the testing accommodation requires special handling, the test administrator must follow local procedures for processing test materials.

Review of Student Accommodations

The EL coordinator, in collaboration with the school 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., Every Child Accountability and Tracking System, PowerSchool, or the public school unit-approved, third-party application).

C. Determining 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
The EL team or committee should discuss the individual instructional and testing needs for students who are participating in state-mandated test administrations. Information in this publication should be considered and, in the case of each student, the team or committee must determine if the student will test with or without accommodations.

Each state test should be considered separately by the EL team or committee to ensure focus on the student's needs. For example, it may be appropriate for a student to receive an accommodation during the North Carolina EOG Test of Reading; however, the team or committee may decide the same student will take the North Carolina EOG Test of Mathematics under standard conditions.

The following provides procedures that PSU 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. ESSA.

Instructional Accommodations
The accommodations 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 PSU EL staff may be of assistance. After the EL team or committee determines which accommodations are needed during instruction and classroom tests, then accommodations for state testing should be addressed. The accommodations for state tests should either be the same as or similar to those used during instruction.

Accessibility Framework

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

The Annual Testing Program

Each school year, the NCDPI's Office of Accountability and Testing publishes information regarding the Annual Testing Program to aide teams and committees during test planning and decision making.

In the event the EL team or committee requires guidance not specified in this publication, the team or committee is to contact the district or charter school test coordinator and the EL coordinator for clarification before documenting a final decision. The district or charter school test coordinator and EL coordinator can provide the team or committee with information regarding the potential impact of the team 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, NC Administrative Codes, SBE policies, and the *Testing Code of Ethics*.

Student Participation in the Annual Testing Program
Table 4 includes the state-mandated tests in the 2023–24 Annual Testing Program by grade.

TABLE 4. 2023–24 state-mandated tests

Non-Vendor Tests	
Grade Level	Test
3	Beginning-of-Grade 3 (BOG3) Reading Test
3–8	End-of-Grade (EOG) Reading Test
3–8	EOG Mathematics Test
5 and 8	EOG Science Test
9–12[1]	End-of-Course (EOC) Biology
9–12[1]	EOC English II
8–12[1]	EOC NC Math 1
9–12[1]	EOC NC Math 3
Vendor Tests	
Grade Level	Test
K, 1–12	ACCESS for ELLs
4, 8, and 12	National Assessment of Educational Progress
10	PreACT
11	The ACT

ACT WorkKeys. The WorkKeys assessments are required for all eligible Career and Technical Education concentrators per G.S. §115C-174.25.

Guiding Principles for Accommodations
The following "*guiding principles*" for determining which accommodations to use 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 (2000), *Making assessment accommodations: A toolkit for educators* (pp. 22–24).

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.
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 the student. Do not base such decisions on educational program placement. While students with the

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

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 comes before the testing accommodation decision.

e) **Know which accommodations are approved for each test.** Refer to Table 5 of this publication for a list of approved testing accommodations that are specific to 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 that 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 it 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 aloud 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 an additional 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 selected students in the test administrations. The Annual Testing Program recommends EL teams or committees use the accommodation(s) listed in the *District Assessment* section of the respective plans during the administration of NAEP. Although the NAEP is a required assessment for schools, students' scores are not included in the school's accountability results. Using the documented accommodations listed 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 Coordinator's Policies and Procedures Handbook*.

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

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, Andrea Faulkner, at Andrea.Faulkner@dpi.nc.gov. The email should include the school name, the school test coordinator's contact information, and a summary of the student's accommodation needs. Confidential student-identifying information should not be included in the email. The NAEP State Coordinator will review the email and respond with a follow-up email or phone call to discuss the student and the situation.

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 publicly reports highlight results at the state level. Student and school reports are never shared publicly.

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

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

- *Multiple Testing Sessions*
- *Scheduled Extended Time*
- *Student Reads Test Aloud to Self*
- *Test Read Aloud (in English)* (Use of this accommodation during the administration of a state test that measures reading comprehension invalidates the results of the test.)
- *Testing in a Separate Room*
- *Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator*

Documenting English Learner Accommodations

If the EL team or committee determines testing with accommodations is appropriate, documentation must substantiate this decision in the student's current EL Plan. The documented accommodations must be used routinely during (1) classroom instruction and (2) similar classroom tests that measure the same construct.

To maintain consistent terms across student plans, PSUs must ensure the language used in testing accommodations documentation (i.e., EL Plans) aligns with the state-approved language regardless of the type of plan or documentation. For example, students who require breaks during a test administration should have the state-approved term *Multiple Testing Sessions* documented in their EL Plans. The state-approved language must be used to document both the testing accommodations and the guidelines for providing them. Given that some accommodations require details as to how the accommodation must be provided (e.g., the amount of *Scheduled Extended Time*), it is also essential that accommodations documentation includes designated areas to record details about how the accommodation is provided. Refer to Table 5 in *Section E* of this publication for a complete list of approved EL testing accommodations.

The Annual Testing Program has provided optional *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.

Testing Accommodations Documentation

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

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 should present or consulted before 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 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, which is only available as an accommodation to EL students.

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

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

Notifying Students about Testing Accommodations

When a state test is administered with accommodations, students 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 best practice that the student(s) know and have worked with the test administrator before the test administration.);
- test date, time of the test administration, time the test 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 test administration date about the accommodations they will be provided allows students to know what to expect before 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. Alternately, it may be specified that the test administrator is to read all words aloud to the student. Knowing such details beforehand assists the student in preparing for the test administration.

Notifying the student ahead of time gives school personnel the opportunity to address any student concerns before the 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. Knowing this information before the day of the test allows the school time to work with the student, parent, or guardian, and the EL team or committee to resolve the issue beforehand.

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

If accommodations are documented on the current EL Plan on the day of testing, it is expected they will be provided during the test administration regardless of whether a student wants to use them. As noted in the section above, 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.

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

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

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 declines the use of an accommodation on test day, the decision is then discussed thoroughly with the student to ensure the student understands the reasons for the accommodation and the potential consequences of not

using it. The student should also be informed that their parent or guardian will be notified of the refusal and given the option to request a retest. This step can be handled by the test administrator, principal, or principal's designee. If the student agrees to use the accommodation(s), the testing session continues.

- **Step 2.** If the student continues to decline the use of the accommodation(s), the refusal must be reported immediately to the school test coordinator to allow any needed changes to the student's testing time and location. The refusal should also be documented on the *Review of Accommodations Used During Testing* form 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 district test coordinator at the end of testing.
- **Step 3.** Immediately upon completion of testing, the parent or guardian is notified by telephone, with a follow-up in writing, that the accommodation was provided at the start of the test administration, but the student declined the use of the accommodation. Telephone and written follow-up are to be completed by the student's EL contact. A Report of Testing Irregularity must also be completed in the Online Testing Irregularity Submission System (OTISS).
- **Step 4.** If the parent or guardian wishes to have the student retested, then this must be documented in writing with the parent's or guardian's signature. This documentation must be completed before the test score is shared with the parent or guardian and the first test administration has been invalidated. The student must then be retested using another secure form of the test.
- **Step 5.** After all testing is complete, the EL team or committee should reconvene to address the recommendations for accommodation(s) and the student's concerns. The student should be encouraged to attend the meeting so that concerns, implications, and decisions about future testing accommodations can be discussed with the student before the next testing window. The *Review of Accommodations Used During Testing* forms completed during previous test administrations should be reviewed at this meeting to inform testing accommodations decisions.

Valid and Invalid Test Results

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

D. Accessibility Framework

North Carolina's *Accessibility Framework* consists of three tiers of supports that are available to students during instruction and testing. The *Accessibility Framework* includes Universal Design Features (components of the test construct to promote access for all students), Designated Features (available for certain students 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 should refer to this framework when considering both instructional and testing accessibility supports for all students.

Universal design features and designated features are accessibility supports that are either embedded and provided digitally through instructional or test technology or are nonembedded and provided locally.

Tier 1: Universal Design Features

Tier 2: Designated Features

Tier 3: Accommodations

Tier 1: Universal Design Features

Digital Notepad	• Scratch paper used during online testing to make notes or record responses.
Electronic Pen	• A writing tool used to make notes or mark in the online test.
Expandable Selections (all platforms except iPad)	• A divider bar in the middle of the screen that can be adjusted to show more of the selection or more of the question.
Flag for Review	• An online tool allowing the student to flag any questions for review later.
Graph Paper (mathematics tests)	• The student uses graph paper to make notes or record responses. All graph paper must be collected and securely destroyed after each test administration to maintain test security.
Highlighters or Colored Pencils	• Highlighters or colored pencils may be provided for marking desired text, questions, or response options with a color.

Tier 1: Universal Design Features

Highlighter Tool	• The student uses this online feature to mark desired text, questions, or response options with a color.
Keyboard Navigation	• The student uses this online feature to mark desired text, questions, or response options.
Online Calculator	• The student can click on a button to activate an embedded, on-screen digital calculator for test questions which permit the use of a calculator.
Read Aloud Test Directions (in English)	• Test administrators can read test directions aloud to students as many times as necessary for students to understand the directions. • Test administrators must not omit, revise, interpret, explain, or paraphrase the test directions.
Scratch Paper	• The student uses scratch paper to make notes or record responses. All scratch paper must be collected and securely destroyed after each test administration to maintain test security.
Strike-Through Tool	• This online tool allows the student to put an X on the screen. For example, a student could place an X on answers that they do not think are correct.

Tier 2: Designated Features

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

Considerations and Instructions for Designated Features

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

Tier 2: Designated Features

Adapted Pencil	• A writing utensil that may be larger in diameter or may have a modified special grip.
Adpative Seating	• Must be consistent with the seating used routinely during classroom instruction and similar classroom tests. • May include round tables, standing desks, stability or yoga balls, working on the floor with a clipboard, sitting on a couch, or sitting on a floor mat at a table. • Must be positioned in such a way that no student is able to see another student's test documents. • All rooms with adaptive seating designated for testing (including those to which students may be relocated) must be approved by the RAC before testing can occur.
Alternate Background Color and Color Contrast	• An online tool that changes background color to provide color contrast on the device's screen. • The required Online Assessment Tutorial is used to determine a student's preferred alternate background color. • Options for color contrast include a background of white, yellow, green, gray, or cream with black font, or a black background with white font. • This tool must be preselected in the student interface questions (SIQ) in NCTest in order to be available at the time of testing.
Color Acetate Overlays	• A color acetate overlay can change background color to provide the student with higher contrast or glare reduction. • A student may use only one color overlay for testing.

Tier 2: Designated Features continued

Large Font	• Large font is available online for students who need a font size beyond the standard, 12-point Verdana. • To allow the student access to large font on the test, it must be selected in the student's SIQ before test day. • The online large font size is 18-point Verdana.
Noise-Cancelling Headphones and Ear Plugs	• Headphones and ear plugs reduce unwanted ambient and low frequency sounds. • Headphones must not be connected to any device by either a wired connection or wirelessly (e.g., Bluetooth).
Preferential Seating in the Classroom	• Preferential seating in the classroom (i.e., not in a separate setting) may be used for students for the administration of all tests in the Annual Testing Program. • Preferential seating may be appropriate for students who have difficulty maintaining attention in a group setting, students who use specialized equipment that may be distracting to others, or students with visual impairments who may need special lighting or a seat closer to the front of the room. • All preferential seating must be positioned in such a way that no student is able to see another student's test documents.
Reading Tracker	• A tracking tool guides the student's eyes while reading text. • Reading trackers must be blank (i.e., empty space on both sides) for test administrations.
Redirection	• Test administrators may use proximal 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.

Tier 3: Accommodations

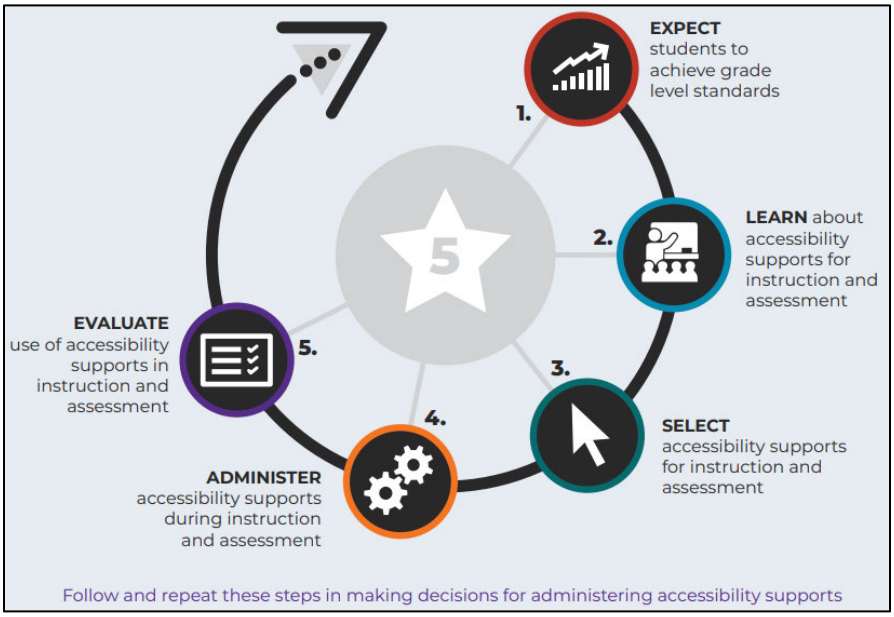
- Available in North Carolina for students with a current IEP, Section 504 Plan, or for EL students who have scored below 5.0 Bridging on the most recent administration of the reading domain of the WIDA Screener or ACCESS for ELLs test.

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

Specific information about approved accommodations for use on state-mandated tests for ELs can be found in *Section E* of this publication. This 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.



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 accommodations approved for use on state-mandated tests. When accommodations are provided in accordance with the procedures in this section along with a proper test administration, results from the tests are considered valid. If a test administrator is given standard testing information that conflicts with what is written in this publication, they are to follow the information in this publication.

PreACT, The ACT, and ACT WorkKeys. School test coordinators can find additional accommodation information for the PreACT, The ACT, and ACT WorkKeys on the North Carolina ACT-hosted website. Requests for accommodations must be submitted by the school to ACT in advance of the testing window as indicated by the deadlines in the *Schedule of Events* for each test. Questions about accommodations for any ACT test should be directed to ACT, not the Annual Testing Program.

Role of the EL Team or Committee

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 an individual teacher. The team or committee should meet annually and may consist of the school principal, ESL teacher, a teacher, counselor, parent, or guardian. The parent, guardian, or teacher may request additional meetings of the team or committee if changes need to be made to the student's accommodations.

Accommodations must be assigned according to the individual student's needs and EL team's or committee's input. The EL team or committee should consider the following specific student background characteristics 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 US schools

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 EL team or committee to focus on the individual student's needs for each test. For each test, accommodation decision-making teams or committees for individual students are expected to select 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 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.

Parents or guardians should understand which accommodations the student will receive during testing before leaving the meeting. If they cannot attend the meeting, they must be notified of the testing accommodations in writing.

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

Approved EL Accommodations Table

Table 5 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. Approved accommodations for vendor tests may differ from this table and school test coordinators should consult the test publisher's resources as necessary.

TABLE 5. 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
Multiple Testing Sessions	Yes	Yes	Yes
Scheduled Extended Time	Yes	Yes	Yes
Student Reads Test Aloud to Self	Yes	Yes	Yes
Test Read Aloud (in English)	No[1]	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 comprehension. However, the test directions in the test administration guides may be read aloud or signed/cued during the administration of any state test.
[2] Students identified as ELs and scoring 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.

Multiple Testing Sessions

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 mini sessions as determined by the individual needs of the student.

Scheduling for only one test administration. For students who are required to take only one test (e.g., the Biology EOC) during a designated testing window, the multiple testing sessions must begin on the same day as the general test administration but may continue beyond the school's schedule for the standard 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 EOG 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 standard 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 closely to the school's test schedule as possible to maintain test security. Additionally, students must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.

Scheduling EOG tests. When scheduling multiple testing sessions for the EOG tests, the PSU should consider scheduling the mathematics test first, followed by the reading test, because most students who use the *Multiple*

Testing Sessions accommodation over multiple days use it on tests that measure reading comprehension. In this way, those who do not need additional days to complete the mathematics test can begin the reading test on the same day as the general test administration.

Specific procedures during the test administration and the role of the 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 how this accommodation will be provided. The decision(s) must be based on the individual needs of the student and must be documented in the EL Plan. 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 standard test administration from the test administration guide, the test administrator must omit any information regarding time limits. Otherwise, the standard instructions located in the test administration 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 maximum test administration time designated in the test administration guide. For the *Multiple Testing Sessions* accommodation, the maximum test administration time is divided into mini sessions 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 be provided the *Testing in a Separate Room* (one-on-one or small group) accommodation. However, 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. Students who are in a small group together with the *Multiple Testing Sessions* accommodation must have the same amount of work and break times (e.g., a three-minute break every thirty minutes).

Maintaining test security during breaks. In cases in which a student takes an extended break from testing on the same day, (e.g., lunch or five-minute breaks between scheduled mini sessions) and does not have the opportunity to communicate with others or to access any electronic devices (e.g., computers, cell phones), the student can go back to previously attempted questions following the breaks. Exception: For all North Carolina mathematics tests, students may not go back to work on calculator inactive questions if they received their calculator and 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, 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; and
- inform students of this policy and instruct students that they should not discuss specific test questions or information contained in the test with others after they leave the room for breaks or lunch.
- *Online administrations.* Monitor online students carefully to ensure they do not return to previous questions. NCTest allows students to access previously completed questions when they return from their break.
- *Paper administrations.* 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 taking the break or going to 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.

- **More frequent breaks.** If a student receives the *Multiple Testing Sessions* accommodation, he or she may require more frequent breaks than the standard work and break times. The test administrator should replace the standard timing information in the test administration script with the timing information documented in the student's EL Plan.
- **Extended breaks.** When the student takes an extended break, the test administrator should instruct the student to click the pause button to prevent others from seeing the test questions on the screen and to ensure test materials remain secure. The pause button pauses the test for sixty minutes. If the student is taking a break for longer than sixty minutes, the test administrator should follow the directions for testing over multiple days.
- **Testing over multiple days.** If the student has completed testing for the day (or is taking a break that is longer than sixty minutes), the test administrator must close NCTest by clicking the save and exit button on the review or pause page. The exit logout screen will pop up for the test administrator to enter his or her username and password to exit the test without completing it. The student's responses to test questions will be saved.

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

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

Collecting, storing, and processing test materials. The test administrator must follow regular procedures for processing the test materials unless the *Multiple Testing Sessions* accommodation is used in conjunction with another accommodation that requires special storage and processing.

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

Scheduled Extended Time

Description
The *Schedule Extended Time* accommodation allows the test to be finished during a scheduled extended period of time.

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

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

Any extension of time shall occur at the end of or immediately following the planned testing session during the scheduled testing day. 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 have the opportunity to eat lunch. The students should not be able to communicate with peers during this time. Also, if 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 test administration. When reading the instructions for the standard 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 receive breaks as designated in the test administration guide. Students must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time.

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

If the student does not have the opportunity to communicate with others or to access any electronic devices (e.g., computers, cell phones) during lunch, the student can go back to previously attempted questions following the break. Exception: For all North Carolina mathematics tests, students may not go back to work on calculator inactive questions if they have received their calculator and were working on the calculator active questions at the time of the break 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; and
- inform students of this policy and instruct students that they should not discuss specific test questions or information contained in the test with others after they leave the room for breaks or lunch.
- *Online administrations.* Monitor online students carefully to ensure they do not return to previous questions. NCTest allows students to access previously completed questions when they return from their break.

- *Paper administrations.* 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 taking the break or going to lunch.

Collecting, storing, and processing test materials. The test administrator must follow standard procedures for processing the test materials unless the *Scheduled Extended Time* accommodation is used in conjunction with another accommodation that requires special storage and processing.

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

Student Reads Test Aloud to Self

The *Student Reads Test Aloud to Self* accommodation is recommended for students who, because of their level of language proficiency, need to read online tests, printed 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.

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

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

If the *Student Reads Test Aloud 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. BOG3 Reading Test
2. Read to Achieve Test
3. North Carolina EOG Reading Tests (Grades 3–8)
4. North Carolina EOC English II Test

Collecting, storing, and processing test materials. The test administrator must follow the standard procedures for processing the test materials unless the *Student Reads Test Aloud to Self* accommodation is used in conjunction with another accommodation that requires special storage and processing.

Questions for the 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 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)

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

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.

Considerations and Instructions

Procedures during the 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 device reads the test aloud, or (3) a combination of the two methods. The EL team or committee may wish to consider the following options when making decisions about the specific way tests will be read aloud to the student when using the *Test Read Aloud (in English)* accommodation:

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

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

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

To utilize the device to provide the *Test Read Aloud (in English)* accommodation, the *Test Read Aloud (in English)* option must be selected in the SIQ. Selecting *Test Read Aloud (in English)* in the accommodations data management system will automatically turn on the option for the device to read the test aloud in the student's SIQ. If this 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 the SIQ, the device will generate one of the *Test Read Aloud (in English)* forms.

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

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

Guidelines for Test Administrators Reading the Test Aloud
Information from the student's 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 standard test administration procedures in the test administration guide before the test administration day and omit general directions not applicable for students provided the *Test Read Aloud (in English)* accommodation.

For online test administrations, the test administrator may either read the instructions and questions to the student from the student's device screen or use an extra computer 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.

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

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

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

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

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

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

Procedures for Using a Device to Read Tests Aloud

Procedures before an online test administration. To utilize the device 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 device's volume to an appropriate level. The volume cannot be modified through the device after the NCTest Chrome app or the NCTest secure browser has been launched. When using an iPad, volume controls are available in the NCTest iPad app.

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

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

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

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

Questions for the 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 classroom instruction and similar classroom tests?

2. Has there been discussion regarding the method (i.e., test administrator reads the test aloud, a device reads the test aloud, or a combination of the two methods) by which the student will be provided this accommodation during the administration of state tests that do not measure reading comprehension?
3. Has the team reviewed the limitations of this accommodation when a device reads the test aloud as described in this 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 device during classroom instruction and similar classroom tests?
6. Would the student's functioning reading level affect his or her performance on a state test that does not measure reading comprehension?
7. Has 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, is the student, parent or guardian, and committee aware that the test results will not be valid?

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

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.

Considerations and Instructions
Role of the EL team or committee and providing one-on-one or small group test administrations. 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.

Environmental considerations. It may be appropriate for the student to use a study carrel, special furniture, or special lighting during the 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. The test must be administered as stated in the test administration guide for the standard administration unless other accommodations that require different procedures are provided.

Collecting, storing, and processing test materials. The test administrator must follow the standard procedures for processing the test materials unless the *Testing in a Separate Room* accommodation is provided in conjunction with another accommodation that requires special storage and processing.

Questions for the 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?

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 available for specific tests. Refer to Table 5 of this publication for a list of the tests permitting the *Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator* accommodation. This accommodation is not approved for the state-mandated WIDA Screener for Kindergarten, 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.

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, or formulas.
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 PSU 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 PSU 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 an 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.

F. Monitoring Accommodations

North Carolina's Comprehensive Plan for Monitoring Testing Accommodations

The US Department of Education (USED) requires the NCDPI 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.

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

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 Annual Testing Program developed the *Review of Accommodations Used During Testing* form, available in *Appendix A* of this publication and found online. 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, The ACT, or ACT WorkKeys tests; however, the accommodations needed for these tests should be documented on students' individual plans.

A portion of the *Review of Accommodations Used During Testing* form is completed before testing during the EL team's or committee's 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 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 accommodation decisions will be made.

Tracking Required Testing Accommodations and Planning for Test Administrations

To electronically track and monitor required testing accommodations, schools must enter testing accommodations data into an accommodations management system (i.e., Every Child Accountability and Tracking System, PowerSchool, or the public school unit-approved third-party application) at the time of the EL team or committee meeting.

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

Reports from the accommodations management systems can be used before testing to verify that the proper testing accommodations have been scheduled for each student. This verification will help ensure the accommodations provided during the test administration match what is documented in the student's 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

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

Following the test administration for all students marked in the SIQ as requiring accommodations, the respondent completes the accommodation information using the Accommodations tab in NCTest Admin. The school test coordinator should be contacted if there are questions while entering this information.

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 or guardian must be notified immediately and
2. a Report of Testing Irregularity available through the OTISS is to be completed.
3. If the parent or guardian signs a statement waiving the right to have the student retested with the required accommodation, the test results from

the administration without the accommodation will be used for state and local accountability purposes and for student performance placement. The statement waiving the right to retest must be signed before the parent or guardian is informed of the test results.

4. If the parent or guardian signs a statement indicating that the student must be retested with the required accommodation, the PSU superintendent or charter school director declares a misadministration, and the affected student is administered another secure form of the test with the required accommodation. The statement of consent to retest must be signed before the parent or guardian 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 or guardian must be notified immediately;
2. a Report of Testing Irregularity available through the OTISS is to be completed;
3. an investigation must be conducted to determine if the provision of the accommodation results in a misadministration;
4. the PSU superintendent or charter school 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 for student performance placement

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

Review of Accommodations Used During Testing

Student Name	
PowerSchool ID	
Case Manager	
Choose one of the following plans (according to order of accommodations documentation).	☐ IEP ☐ Section 504 Plan ☐ EL Plan ☐ Transitory Impairment Documentation
Dates of Plan	Start Date: End Date:
Test	☐ BOG3 ☐ EOG ☐ ACCESS for ELLs ☐ CCRAA ☐ EOC ☐ CTE ☐ WIDA Alternate ACCESS
Subject/Subtest	

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

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

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

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

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

NCDPI Office of Accountability and Testing

July 2023
Stock No. 24938

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 N.C. Admin. Code 6D .0311), which is printed on the following page.

16 NCAC 06D .0311 TESTING CODE OF ETHICS

(a) This Rule shall apply to all public school unit (PSU) employees or agents while they are administering the Annual Testing Program defined in Rule .0307(c) of this Section.

(b) The PSU shall develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher.

(c) The PSU shall require all testing coordinators, school test coordinators, test administrators and proctors to be trained as required in Rule .0308 of this Section.

(d) The PSU shall designate the personnel who are authorized to have access to secure test materials. "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items.

(1) Persons who have access to secure test materials shall not use those materials for any purpose other than test administration.

(2) No person shall copy, reproduce, or paraphrase the test materials without the express written consent of the test publisher.

(e) The principal shall store test materials in a locked facility to which only the principal has access. The principal shall not allow anyone access to the test materials except as necessary for administration.

(f) When PSU personnel discover loss of materials, failure to account for materials, or any evidence of unauthorized access to the materials, they shall report the discovery without delay to the principal, school test coordinator, school system (LEA) test coordinator, or charter school director.

(g) PSUs shall ensure that test coordinators:

(1) plan and implement training for school test coordinators, test administrators, and proctors;

(2) ensure each school test coordinator and test administrator is trained in accordance with Rule .0308 of this Section; and

(3) in conjunction with program administrators, ensure test accommodations to students entitled to testing accommodations as defined in 16 NCAC 06G .0315; are documented and provided.

(h) The principal or the principal's designee shall serve as school test coordinator.

(i) The principal shall ensure the school test coordinator maintains test security and accountability of test materials, including taking the following actions:

(1) before each test administration, the school test coordinator shall count and distribute test materials;

(2) after each test administration, the school test coordinator shall without delay collect, count, and return all test materials to the locked storage facility;

(3) establishes procedures to assure all students participating in the Annual Testing Program have an equal opportunity to demonstrate their knowledge on the test; and

(4) identifies and trains personnel, proctors, and backup personnel for test administrations.

(j) Teachers may help students improve test-taking skills by:

(1) helping students become familiar with test formats using curricular content;

(2) teaching students test-taking strategies and providing practice sessions;

(3) helping students learn ways of preparing to take tests; and

(4) using resource materials such as test questions from test item banks and linking documents in instruction and test preparation.

(k) With respect to test administration, PSUs shall:

(1) assure each school establishes procedures to ensure all test administrators comply with test publisher guidelines;

(2) inform the local board of education of any breach of this code of ethics; and

(3) inform test coordinators and principals of their responsibilities.

(l) The school test coordinator shall:
(1) assure school personnel know the content of rules in this Section and local testing policies;
(2) implement the school system and local testing policies and procedures to assure all students participating in the Annual Testing Program have an equal opportunity to demonstrate their knowledge on the test;
(3) ensure proctors are trained; and
(4) ensure all violations of rules in this Section and local testing policies are reported to the school system (LEA) test coordinator.

(m) Test administrators shall:
(1) administer tests according to the directions in the assessment guide and any subsequent updates developed by the test publisher;
(2) administer tests to all students enrolled in a grade or course that requires a test in the Annual Testing Program;
(3) report all violations of rules in this Section and local testing policies to the school test coordinator; and

(n) Proctors shall serve as additional monitors to help the test administrator assure that students have an equal opportunity to demonstrate their knowledge on the test.

(o) Scoring. The school system test coordinator shall:
(1) ensure each test is scored according to the procedures and guidelines defined for the test by the test publisher;
(2) maintain quality control during the entire scoring process, which consists of handling and editing documents, scanning answer documents, and producing electronic files and reports. Quality control shall address scoring accuracy and scoring consistency.
(3) maintain security of tests and data files at all times, including;
(A) protecting the confidentiality of students at all times when publicizing test results; and
(B) maintaining test security of answer keys and item-specific scoring rubrics.

(p) Educators shall use test scores as one piece of information to be interpreted together with other scores and indicators when determining a student's grade. The PSU shall ensure that school personnel analyze and report test data within the limitations described in this Paragraph.
(1) Educators shall maintain the confidentiality of individual students. PSU personnel shall not publicize test scores or any written material containing personally identifiable information from the student's educational records except as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g and regulations adopted pursuant thereto.
(2) Staff development relating to testing must enable school personnel to respond knowledgeably to questions related to testing, including the tests, scores, scoring procedures, and other interpretive materials.

(q) Unethical testing practices include the following practices:
(1) encouraging students to be absent the day of testing;
(2) encouraging students not to do their best;
(3) using secure test items or modified secure test items for instruction;
(4) changing student responses at any time;
(5) interpreting, explaining, or paraphrasing the test directions or the test items;
(6) classifying students for the purpose of avoiding State testing;
(7) not testing all students enrolled in a grade or course that requires a test in the Annual Testing Program;
(8) failing to provide required accommodations during testing to students entitled to testing accommodations as defined in 16 NCAC 06G .0315;
(9) modifying scoring programs including answer keys, equating files, and lookup tables;

(10) modifying student records for the purpose of raising test scores;
(11) using a single test score to place a student in a grade or a course; and
(12) providing inaccurate test results and interpretations to the public.

(r) In the event of a violation of this Rule, the State Board of Education may impose any one or more of the following sanctions:
(1) withhold any monetary incentive awards;
(2) file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;
(3) seek criminal prosecution of the person or persons responsible for the violation; and
(4) in accordance with the provisions of 16 NCAC 06C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.

History Note: Authority G.S. 115C-12(9); 115C-174.11; 115C-174.12; 115C-218.85(a)(3);
Emergency Adoption Eff. August 20, 2019;
Eff. August 23, 2022.

This publication and the information contained within must not be used for personal or financial gain. North Carolina public school units, school officials, and teachers may download and duplicate this publication for instructional and educational purposes only.

VI-04: ***NC Check-Ins 2.0 Teacher's Handbook***

NC Check-Ins 2.0 Teacher's Handbook

2023–24

North Carolina Department of PUBLIC INSTRUCTION

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Stock No. 24940

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General Information

Overview

NC Check-Ins 2.0 Teacher's Handbook

The *NC Check-Ins 2.0 Teacher's Handbook* contains administrative procedures that apply to both the online and the paper administrations. Any information that is specific to either the online or the paper format is clearly labeled in this handbook.

Purpose

The main purposes of NC Check-Ins 2.0 are to provide students, teachers, and parents or guardians with (1) immediate in-depth data and (2) a reliable estimate of students' current performance on selected subsets of content standards. The end-of-grade and end-of course tests share a common question bank with NC Check-Ins 2.0, which in turn exposes students to similar question types and rigor found on end-of-grade and end-of course tests.

Availability and Eligible Students

NC Check-Ins 2.0 require online administrations. The only exception to this requirement is for individual students with disabilities for whom a paper format is necessary for accessibility purposes as documented in their Individualized Education Program, Section 504 Plan, or transitory impairment documentation. NC Check-Ins 2.0 are available for the following:

- Reading and Mathematics
  - Students in membership at grades 3–8
- Science
  - Students in membership at grades 5 and 8
- Biology
  - Students enrolled in a biology course with a corresponding state course code
- English II
  - Students enrolled in an English II course with a corresponding state course code
- NC Math 1
  - Students enrolled in Foundations of NC Math 1 or NC Math 1 course with a corresponding state course code
- NC Math 3
  - Students enrolled in Foundations of NC Math 3 or NC Math 3 course with a corresponding state course code

Students with disabilities who, according to their Individualized Education Program, participate in the NCEXTEND1 Alternate Assessment in accordance with state policies are not eligible to participate in NC Check-Ins 2.0.

Administration and Teacher Review Period Windows
NC Check-Ins 2.0 are available for administration and review during the Annual Testing Program's designated windows. Public school units use the designated windows to determine when to administer the interims and to allocate the amount of time necessary for review.

- NC Check-Ins 2.0 for Biology, English II, Foundations of NC Math 1, NC Math 1, Foundations of NC Math 3, and NC Math 3
  - Yearlong courses
    - September 1, 2023, through May 31, 2024
  - Fall semester
    - September 1, 2023, through February 14, 2024
  - Spring semester
    - January 3, 2024, through May 31, 2024
- NC Check-Ins 2.0 for Reading and Mathematics at grades 3–8 and Science at Grades 5 and 8
  - September 18, 2023, through May 31, 2024

Administration Time
NC Check-Ins 2.0 are not timed; however, the estimated time for most students to complete an interim is about ninety minutes. Teachers are encouraged to determine the time permitted based on their students' needs.

Administration Schedule

- Teachers have the option to administer an NC Check-In 2.0 in one school day or over multiple school days. For multiple school days, the total administration time can be divided into mini sessions as determined by the teacher.
- If a student is absent during the administration of an NC Check-In 2.0, a makeup session should be scheduled at the discretion of the teacher.
- NC Check-Ins 2.0 do not have to be administered for every subject.
- NC Check-Ins 2.0 may be administered in any order.

Classroom Environment
Teachers should not change the regular classroom setting for NC Check-Ins 2.0 administrations. There is no need to cover bulletin boards or to post a "Testing—Do Not Disturb" sign on the classroom door. NC Check-Ins 2.0 are for formative information, not standardized state testing for accountability purposes.

Training
Before permitting access to NC Check-Ins 2.0, teachers and all other school personnel must receive training at least once a year if (1) administering the interims, (2) reviewing results, or (3) providing professional development

utilizing the interims. Teachers and other school personnel are expected to review the following information before administering NC Check-Ins 2.0:

- *NC Check-Ins 2.0 Teacher's Handbook*
- *Policies and Procedures for Test Administrations*
- *Testing Code of Ethics*
- *Testing Security Protocol and Procedures for School Personnel*

Previewing Content and Using Materials and Data

NC Check-Ins 2.0 content should not be previewed before administration. Teachers and instructional leaders are encouraged to use the interim materials, student reports, and student data for instructional purposes.

Security of Materials and Online Content

NC Check-Ins 2.0 content, questions, and answer keys contain secure copyrighted information; therefore, certain security procedures must be followed to ensure content is not made available to anyone except those who administer an interim to students, conduct review sessions with students, or provide professional development to school staff. Users must not access online interims and then leave a device unsupervised. Locally stored off-line content (e.g., cookies, cache) must be cleared or secured following the administration.

Teachers accessing these materials online must not make copies of the interims or use them for anything other than instructional purposes. Downloading, printing, or copying NC Check-Ins 2.0 is a violation of the *Testing Code of Ethics*. Interims are to be reviewed only through NC Education. Additionally, the files must not be shared with or used by individuals who do not have a legitimate right to use them for instructional purposes.

Individuals are not permitted to create, save, or post electronic files of NC Check-Ins 2.0 or answer keys through a vendor, Google drive, email, social media, web posting, or any other third-party method.

Irregularities

The following irregularities should be reported to the school test coordinator and then documented in the Online Testing Irregularity Submission System:

Security Issues

- Reproducing questions in any manner or form
- Failing to store secure materials in a secure, locked facility that is not accessible to students
- Creating, saving, or posting questions or electronic files to social media, text message, video, picture, or third-party vendor

Monitoring Issues

- Leaving the room unmonitored when students and materials were present

Procedural Issues

- Tampering with (e.g., altering, changing, deleting, scoring) student responses

Missing Materials

- NC Check-In 2.0 books are considered secure materials and must be accounted for at all times. In the event a book is missing, the school test coordinator must be notified. Missing materials are not entered into the Online Testing Irregularity Submission System. The public school unit test coordinator must complete a *Missing Book Documentation Form* and return it to the regional accountability coordinator within five days of the occurrence.

Online Administration Information

Preparation

Materials

The materials in Table 1 are needed for online administrations of the NC Check-Ins 2.0.

TABLE 1. Required materials for NC Check-Ins 2.0 online administrations

General Materials	• this handbook • a supply of scratch paper (blank, lined, or colored) • a writing utensil • device(s) meeting all technical requirements (For technical updates, periodically review the technical requirements for NCTest.)
Mathematics	• a supply of graph paper ○ graph paper routinely used by students in the classroom setting is permitted. Annual Testing Program graph paper is available for use, but it is not required. • a handheld or online calculator for each student (Students may use a handheld calculator, the online calculator, or both. It is recommended that students use the same calculator they use in the classroom for instructional purposes.)
Grade 8 Physical Science	• a copy of the periodic table issued by the Annual Testing Program

Online Tutorial

As best practice, it is recommended that students complete the tutorial once a year before taking an online NC Check-In 2.0. Online tutorials are available through the NCTest Secure Browser, the NCTest Chrome App, and the NCTest iPad App.

Accommodations

Accommodations that are documented on students' current Individualized Education Programs, Section 504 Plans, English Learner Plans, or transitory impairment documentation and used during instruction and classroom assessments may also be used for NC Check-Ins 2.0.

Complete Student Interface Questions

Schools will need to complete Student Interface Questions (SIQs) on days before an online administration. The *Multiple Testing Sessions* accommodation option is set in NCTest for all students; therefore, this option does not need to be marked in the SIQ section of NCTest. The school test

coordinator or the classroom teacher can enter the following interface options or documented accommodations:

Student Interface Options
- alternate background color
- large font

Accommodations Required by Student
- *Test Read Aloud (in English)*—for mathematics, science, and biology NC Check-Ins 2.0 only
- Other Required Accommodations

Online Administration Overview and Procedures

Online Administration Login Procedures

1. Launch the NCTest Secure Browser, the NCTest Chrome App, or the NCTest iPad App and click on the NCTest login button.
2. The teacher chooses to log in each student at a device or have the students log themselves in using the directions below.
   - If the *teacher* logs into the interim:
     - Enter a valid NC Education username and password and click login.
     - Choose the subject from the drop-down menu.
     - Choose the appropriate interim name from the drop-down menu and click continue.
     - Select the student from the list presented on the screen.
   - If the *student* logs into the interim:
     - Enter the student ID number and access code provided by the teacher. Access codes for in-school administrations begin with an "S."
3. After login is complete, the teacher should ensure the screen is set to the start page with the correct student's name, interim name, and school name near the top of the screen.
4. Upon direction from the teacher, the student clicks start. After the start button is clicked, a pop-up box will appear. The student confirms the information in the pop-up box and then clicks OK to begin.

During NC Check-In 2.0 administrations, clicking the exit button will result in a caution message. If the exit button is clicked accidentally, advise the student to click cancel to continue.

Online Administration Guidance

- Scripts for administering NC Check-In 2.0 interims are *optional*. Teachers are not required to read the SAY statements provided. School test coordinators or teachers may alter the scripts as appropriate.
- The teacher should ensure students know what they are to do (e.g., read a book, draw) if they complete the NC Check-In 2.0 early and are waiting for other students to finish.
- *For reading grades 3–8 and English II*. Reading aloud or signing/cueing the selections, questions, or answer choices from a reading or English II NC Check-In 2.0 for any students, including students with disabilities and students identified as English Learners, invalidates results because the interims measure reading comprehension. Only the interim directions may be read aloud, signed, or cued to students.
- *For mathematics grades 3–8*, *Foundations of NC Math 1, and NC Math 1*. For the calculator active section of an NC Check-In 2.0, students may use

a handheld calculator, the online calculator, or both. Teachers should not pass out handheld calculators until students finish the calculator inactive section. It is recommended that students use the same calculator they use in the classroom for instructional purposes.

Optional Online Reading Grades 3–8 and English II Script

The following script is *optional* to use and may be altered as needed.

SAY: **Today you will take the** (insert the appropriate interim name)**. Please do not start until I finish reading the directions. Look at the information on the screen. If the information is not correct, raise your hand.**

The teacher assists those students who raise their hands and then continues.

SAY: **I am going to give you scratch paper.**

The teacher distributes scratch paper to students.

SAY: **You will have as much time as you need to complete the** (insert the appropriate interim name)**. There are no scheduled breaks. If you need a break or have to use the restroom, please raise your hand.**

When you finish answering all of the questions and have reviewed your answers, raise your hand. Do you have any questions?

The teacher pauses to answer any questions and then continues.

SAY: **Click start now. A pop-up box will display, asking you to confirm the NC Check-In 2.0 you are taking before you begin. If any information is wrong, or if you have questions, please raise your hand.**

The teacher pauses to answer questions and then continues.

SAY: **Click OK to continue. You may begin.**

When a student completes the NC Check-In 2.0, the teacher must ensure that the student has clicked the end test button. A stop sign will appear on the student's screen after the second end test button has been clicked and the NC Check-In 2.0 has been closed. Clicking the exit button on the stop sign screen closes the NC Check-In 2.0.

Optional Online Mathematics Grades 3–8, Foundations of NC Math 1, NC Math 1, Foundations of NC Math 3, and NC Math 3 Script

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The following script is *optional* to use and may be altered as needed.

SAY: **Today you will take the** (insert the appropriate interim name)**. Please do not start until I finish reading the directions. Look at the information on the screen. If the information is not correct, raise your hand.**

The teacher assists those students who raise their hands and then continues.

SAY: **I am going to give you graph paper and scratch paper.**

The teacher distributes graph paper and scratch paper to students.

Read for Mathematics Grades 3–8, Foundations of NC Math 1, and NC Math 1:

SAY: **This interim consists of two parts. The first part is calculator inactive, and you are not allowed to use a calculator. The second part is calculator active, and you may use a calculator.**

When you are ready to begin the calculator active part, follow the directions on your screen. Be sure you are ready to move on to the calculator active part because once you begin the calculator active section, you will not be able to return to the calculator inactive questions.

Read for Foundations of NC Math 3 and NC Math 3 Only:

SAY: **You may use a calculator to answer all of the questions on this interim.**

SAY: **You will have as much time as you need to complete the** (insert the appropriate interim name)**. There are no scheduled breaks. If you need a break or have to use the restroom, please raise your hand.**

SAY: **When you finish answering all of the questions and have reviewed your answers, raise your hand. Do you have any questions?**

The teacher pauses to answer any questions and then continues.

SAY: **Click start now. A pop-up box will display, asking you to confirm the NC Check-In 2.0 you are taking before you begin. If any information is wrong, or if you have questions, please raise your hand.**

The teacher pauses to answer questions and then continues.

SAY: **Click OK to continue. You may begin.**

When a student completes the NC Check-In 2.0, the teacher must ensure that the student has clicked the end test button. A stop sign will appear on the student's screen after the second end test button has been clicked and the NC Check-In 2.0 has been closed. Clicking the exit button on the stop sign screen closes the NC Check-In 2.0.

Optional Online Science Grades 5 and 8 and Biology Script

The following script is *optional* to use and may be altered as needed.

SAY: **Today you will take the** (insert the appropriate interim name)**. Please do not start until I finish reading the directions. Look at the information on the screen. If the information is not correct, raise your hand.**

The teacher assists those students who raise their hands and then continues.

SAY: **I am going to give you scratch paper.**

The teacher distributes scratch paper.

Read for the Physical Science NC Check-In 2.0 Only:

SAY: **I am also going to give you a periodic table. The periodic table may be used to help you answer questions.**

The teacher distributes periodic tables.

SAY: **You will have as much time as you need to complete the** (insert the appropriate interim name)**. There are no scheduled breaks. If you need a break or have to use the restroom, please raise your hand.**

When you finish answering all of the questions and have reviewed your answers, raise your hand. Do you have any questions?

The teacher pauses to answer any questions and then continues.

SAY: **Click start now. A pop-up box will display, asking you to confirm the NC Check-In 2.0 you are taking before you begin. If any information is wrong, or if you have questions, please raise your hand.**

The teacher pauses to answer questions and then continues.

SAY: **Click OK to continue. You may begin.**

When a student completes the NC Check-In 2.0, the teacher must ensure that the student has clicked the end test button. A stop sign will appear on the student’s screen after the second end test button has been clicked and the NC Check-In 2.0 has been closed. Clicking the exit button on the stop sign screen closes the NC Check-In 2.0.

Reports and Review Sessions

Accessing NC Check-Ins 2.0 Reports and Review Sessions

NC Check-Ins 2.0 Reports

Teacher-level reports are available to help teachers individualize support and instruction for student learning throughout the year. Reports for NC Check-Ins 2.0 are accessible in the NC Education online reporting system. Teachers are linked to these reports through PowerSchool enrollments.

To access reports through the online reporting system, the teacher's email address in PowerSchool must match the teacher's email address on the NC Education account. The teacher must have students in the appropriate course code in PowerSchool. Teachers listed as "teacher 2" for co-teaching classes will not have direct access to the reports.

User Login

1. To access NC Check-Ins 2.0 reports, navigate to the NCTest Admin site. After entering NC Education credentials, users will be directed to the main menu on the NCTest Admin site.

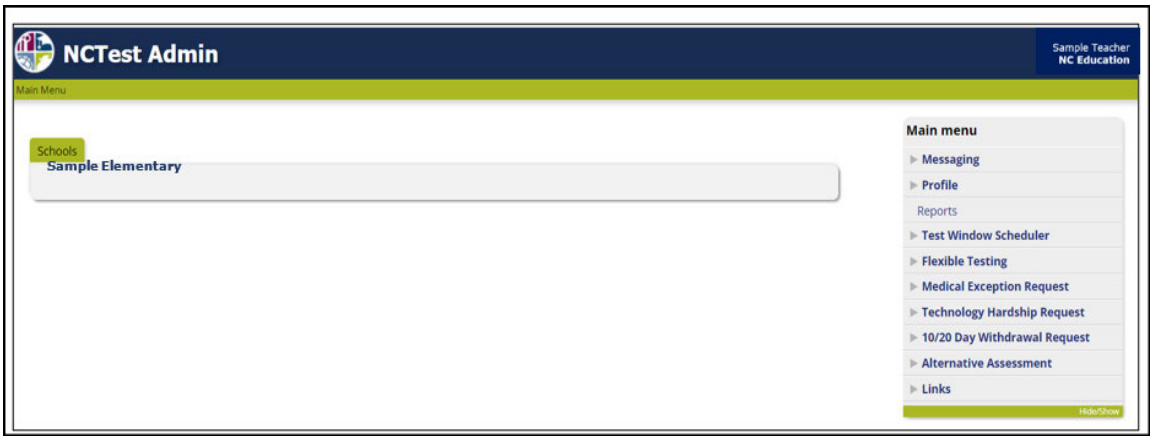


FIGURE 1. NCTest Admin login page.

2. Scroll to the bottom of the main menu page and click on the word Links to open an additional menu. Users should select NC Check-Ins to access reports for all grades and subjects.

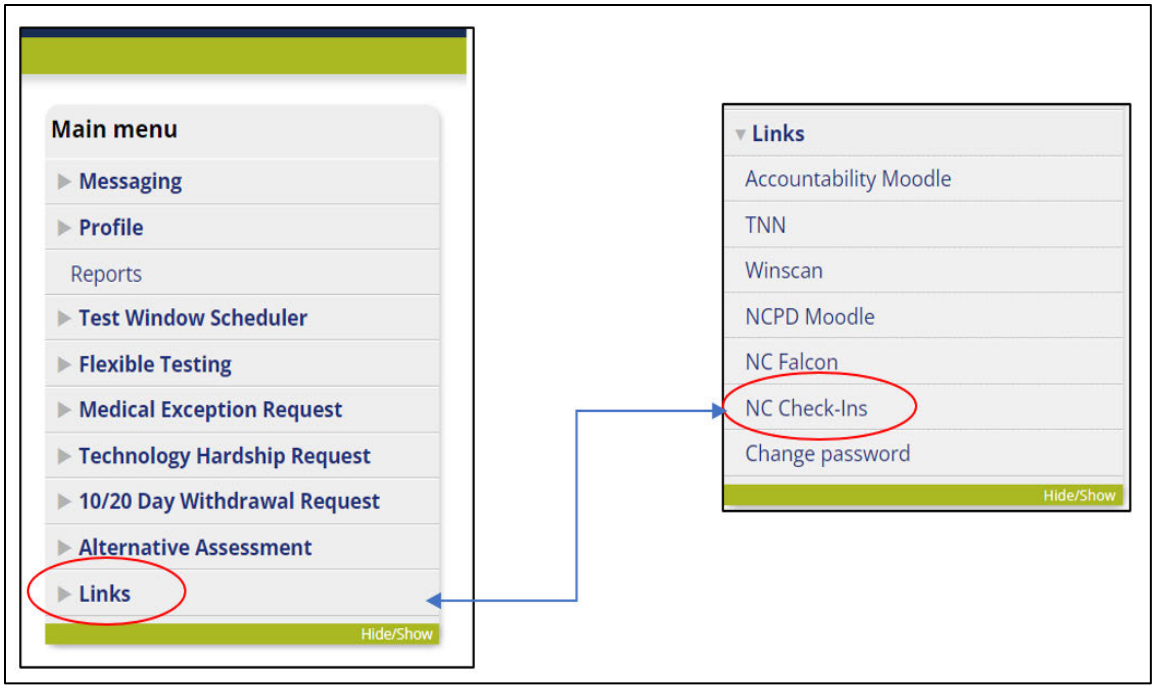


FIGURE 2. Accessing the NC Check-Ins reporting system.

3. Once the NC Check-Ins link is selected, users will see a new landing page like the one that follows. All interims are now under the NC Check-Ins 2.0 group.

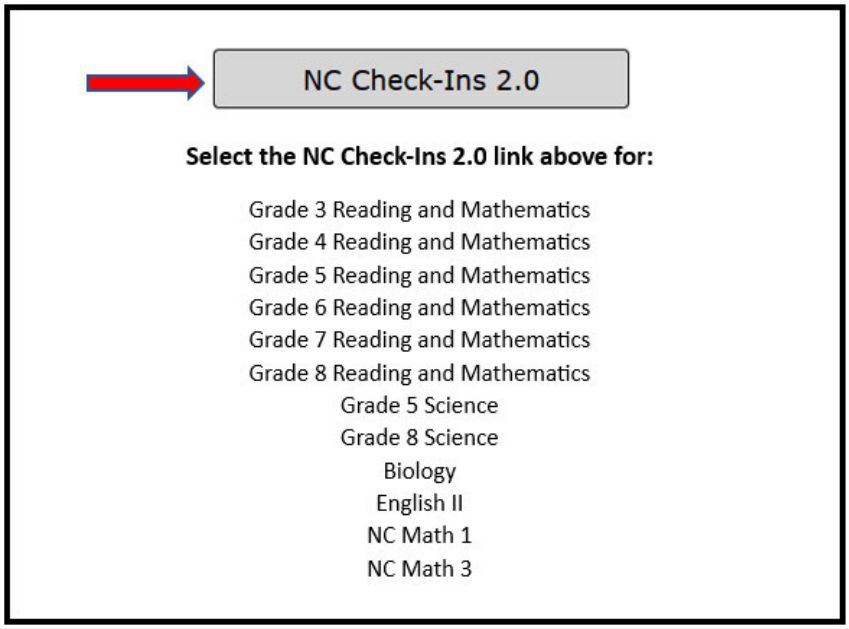


FIGURE 3. Welcome page for NC Check-Ins 2.0 reporting.

4. All users will see this welcome screen when the link is selected.

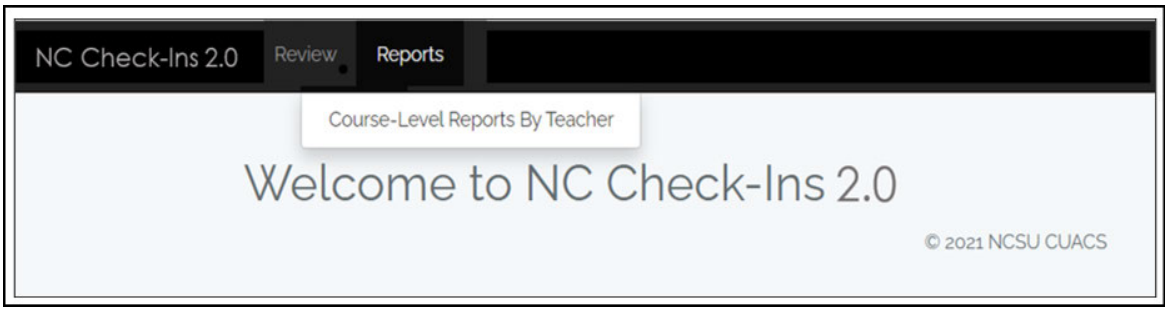


FIGURE 4. Welcome screen for NC Check-Ins 2.0 reporting.

NC Check-Ins 2.0 Reports

The NC Check-Ins 2.0 reports have undergone several changes to make them more helpful to users. There are three reports available for NC Check-Ins 2.0 interims.

- Class Item Report
- Class Roster Report
- Class Summary Report

Information from other reports available in the original NC Check-Ins platform (class subscore summary report and frequency distribution report) has been incorporated into these three reports.

After following the log-in steps, users can select the desired report from the drop-down menu under Reports. Once the type of report is selected, all students or individual class periods can be chosen for viewing.

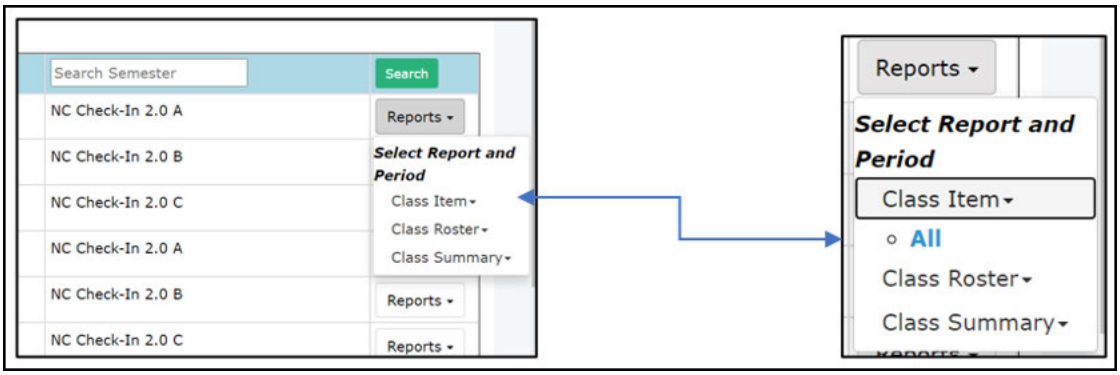
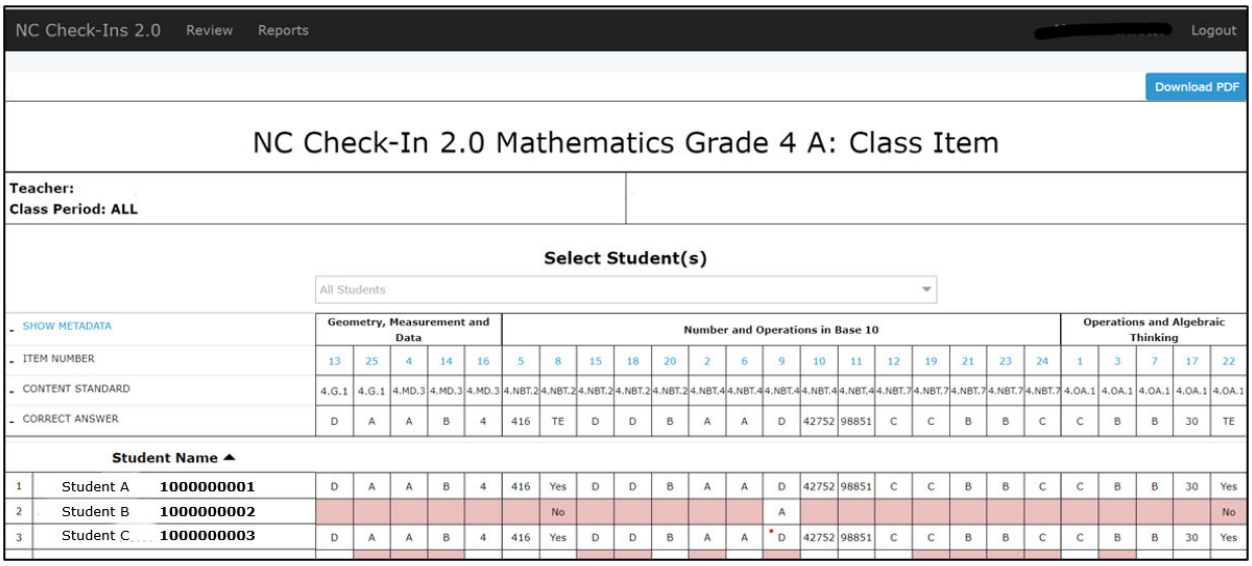


FIGURE 5. Report list for NC Check-Ins 2.0 reporting.

Class Item Report

The Class Item Report will automatically display in wide-screen mode.



NC Check-Ins 2.0 Review Reports [redacted] Logout

Download PDF

NC Check-In 2.0 Mathematics Grade 4 A: Class Item

Teacher:
Class Period: ALL

Select Student(s)

All Students

SHOW METADATA	Geometry, Measurement and Data					Number and Operations in Base 10															Operations and Algebraic Thinking				
ITEM NUMBER	13	25	4	14	16	5	8	15	18	20	2	6	9	10	11	12	19	21	23	24	1	3	7	17	22
CONTENT STANDARD	4.G.1	4.G.1	4.MD.3	4.MD.3	4.MD.3	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.OA.1	4.OA.1	4.OA.1	4.OA.1	4.OA.1
CORRECT ANSWER	D	A	A	B	4	416	TE	D	D	B	A	A	D	42752	98851	C	C	B	B	C	C	B	B	30	TE
Student Name																									
1 Student A 1000000001	D	A	A	B	4	416	Yes	D	D	B	A	A	D	42752	98851	C	C	B	B	C	C	B	B	30	Yes
2 Student B 1000000002							No						A												No
3 Student C 1000000003	D	A	A	B	4	416	Yes	D	D	B	A	A	D	42752	98851	C	C	B	B	C	C	B	B	30	Yes

FIGURE 6. Sample Class Item Report.

TABLE 2. NC Check-Ins 2.0 Class Item Report features

Report Feature	Description
Report Title	The NC Check-Ins 2.0 report titles have been streamlined so that the user can clearly see the report's subject, grade level, and interim.
Download PDF Button	The process for creating and downloading PDFs has been enhanced. To create a PDF for the report being viewed, users simply click on the Download PDF button and the PDF is automatically created and saved to the downloads folder on the computer. The report is named automatically, and the layout is set up for maximum readability.
Show and Hide Metadata Section	Specific information about each interim question is provided for the user in the metadata section. The metadata section displays the item number, content standard, and correct answer in the default view. To view additional information, click the SHOW METADATA hyperlink. This will open the table to display depth of knowledge, class percent correct, school percent correct, state percent correct, calculator active (mathematics only), and correct answer.

Report Feature	Description

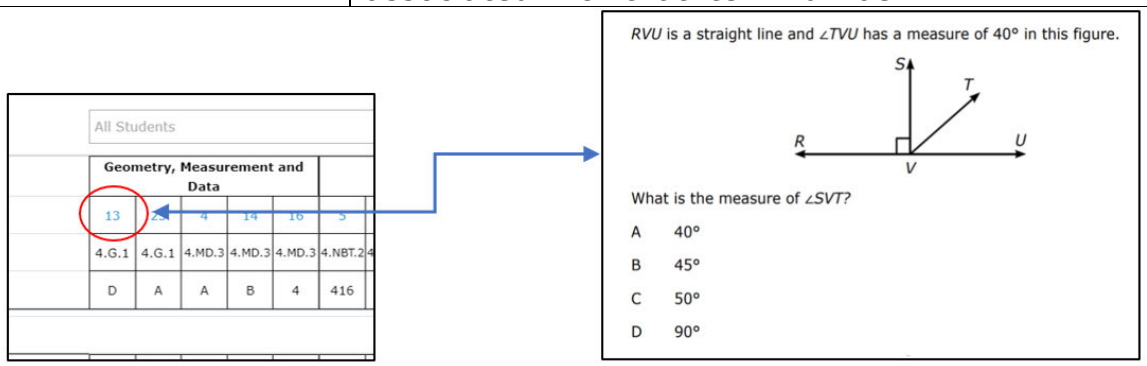
- SHOW METADATA	Geometry, Measurement and Data					Number and Operations in Base 10															Operations and Algebraic Thinking				
- ITEM NUMBER	13	25	4	14	16	5	8	15	18	20	2	6	9	10	11	12	19	21	23	24	1	3	7	17	22
- CONTENT STANDARD	4.G.1	4.G.1	4.MD.3	4.MD.3	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.OA.1	4.OA.1	4.OA.1	4.OA.1	4.OA.1
- CORRECT ANSWER	B	D	B	C	12	500	TE	B	B	D	C	C	C	231	95	B	A	A	C	D	A	C	A	20	TE

- SHOW METADATA	Geometry, Measurement and Data					Number and Operations in Base 10															Operations and Algebraic Thinking				
- ITEM NUMBER	13	25	4	14	16	5	8	15	18	20	2	6	9	10	11	12	19	21	23	24	1	3	7	17	22
- CONTENT STANDARD	4.G.1	4.G.1	4.MD.3	4.MD.3	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.OA.1	4.OA.1	4.OA.1	4.OA.1	4.OA.1
- CONTENT STANDARD PERCENT CORRECT	4.G.1 : 41.5		4.MD : 7.1			4.NBT : 41.3					4.NBT.4 : 68.1					4.NBT.7 : 46.8					4.OA.1 : 37.5				
- DEPTH OF KNOWLEDGE	1	1	2	1	2	1	1	1	2	2	2	1	2	1	1	2	2	2	1	2	1	2	1	2	2
- CLASS PERCENT CORRECT	42.6	40.4	4.3	10.6	6.4	25.5	72.3	55.3	40.4	12.8	80.9	91.5	38.3	57.4	72.3	70.2	12.8	51.1	53.2	46.8	27.7	36.2	70.2	31.9	21.3
- SCHOOL PERCENT CORRECT	42.6	40.4	4.3	10.6	6.4	25.5	72.3	55.3	40.4	12.8	80.9	91.5	38.3	57.4	72.3	70.2	12.8	51.1	53.2	46.8	27.7	36.2	70.2	31.9	21.3
- STATE PERCENT CORRECT	41.4	37.1	18.5	43.0	19.0	21.5	56.4	52.6	47.0	16.2	53.7	61.6	27.1	41.9	55.3	63.3	12.8	48.4	52.6	38.5	31.5	16.5	54.5	20.6	21.9
- CALCULATOR ACTIVE	No	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes
- CORRECT ANSWER	B	D	B	C	12	500	TE	B	B	D	C	C	C	231	95	B	A	A	C	D	A	C	A	20	TE

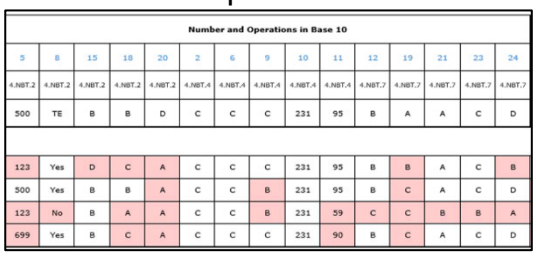
Fields in MetaData Section When Closed	
Item Number	the number of each interim question (Items are not listed in numerical order but are grouped together by domain.)
Content Standard	the number of the standard under each domain
Correct Answer	the correct answer for the specific question

Fields in MetaData Section When Open	
Content Standard Percent Correct	the percent correct for all of the same standards under a given domain
Depth of Knowledge (DOK)	the DOK level of each interim question
Class Percent Correct	the classroom level percent correct for a specific item (This number will change as additional students in the class complete the specific interim.)
School Percent Correct	the school level percent correct for a specific item (This number will change as additional students in the school complete the specific interim.)
State Percent Correct	the percent of students answering this question correctly when the item was first field-tested (This number reflects results in a specific year and will not change from year to year.)
Calculator Active	Yes or No depending on whether or not the math question was calculator active or calculator inactive
Correct Answer	the correct answer for the specific question

Report Feature	Description
Interim Question Displays	Users can now click on any item number in the Class Item Report to see the interim question associated with that item number.

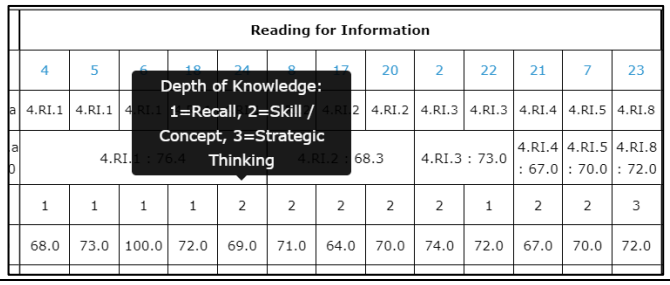


Additional Students Listed	Formatting changes have allowed more students to be listed on the Class Item Report. Each student's identification number is on the same line as the student's name.
Incorrect Answer Shading	Incorrect answers are now shaded in red on the Class Item Report.

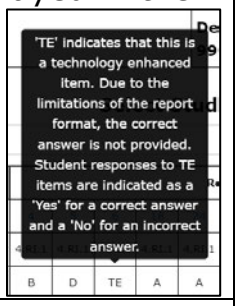


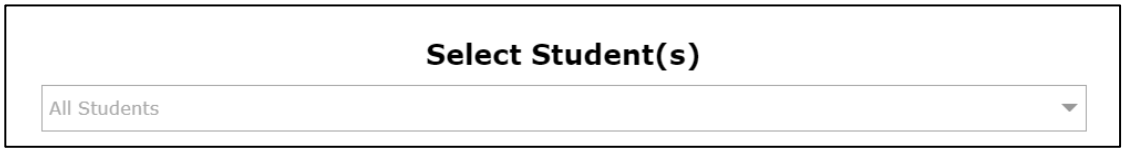
5	8	15	18	20	2	6	9	10	11	12	19	21	23	24
4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7
500	TE	B	B	D	C	C	C	231	95	B	A	A	C	D
123	Yes	D	C	A	C	C	C	231	95	B	B	A	C	B
500	Yes	B	B	A	C	C	B	231	95	B	C	A	C	D
123	No	B	A	A	C	C	B	231	59	C	C	B	B	A
699	Yes	B	C	A	C	C	C	231	90	B	C	A	C	D

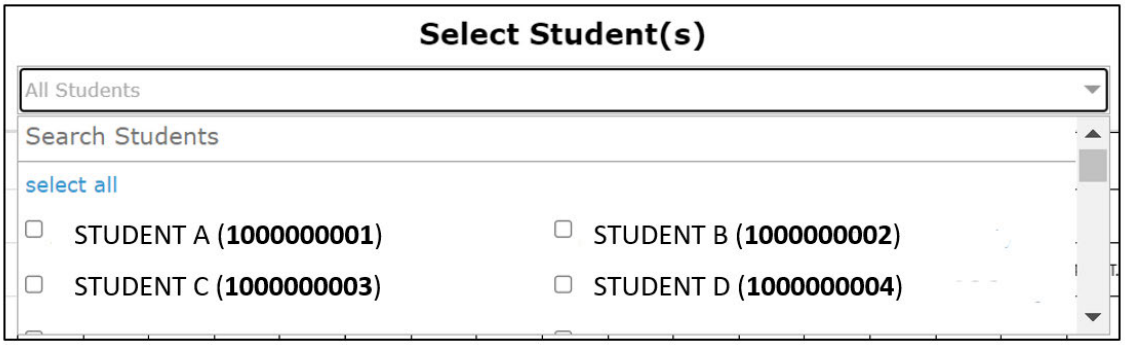
DOK Hovers	When the metadata section is in the open position, DOK levels are available. When hovering over DOK levels, users will see a description box that provides information about DOK levels.

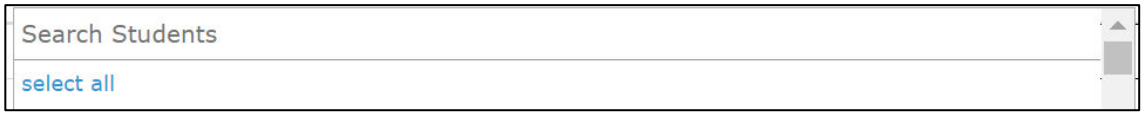


4	5	6	18	24	8	17	20	2	22	21	7	23
4.RI.1	4.RI.1	4.RI.1				4.RI.2	4.RI.2	4.RI.3	4.RI.3	4.RI.4	4.RI.5	4.RI.8
4.RI.1 : 76.4					4.RI.2 : 68.3			4.RI.3 : 73.0		4.RI.4 : 67.0	4.RI.5 : 70.0	4.RI.8 : 72.0
1	1	1	1	2	2	2	2	2	1	2	2	3
68.0	73.0	100.0	72.0	69.0	71.0	64.0	70.0	74.0	72.0	67.0	70.0	72.0

Report Feature	Description
Technology Enhanced (TE) Item Hovers	For all TE items, the letters TE are displayed in the correct answer row. When hovering over the letters TE, users will see a description of the information entered in the student response section. 
Selection of Students	Users can select one student, a small group of students, or all students when setting up the Class Item Report. The default for the report is to display all the students in the group originally selected. Using the drop-down arrow, users can select a smaller group of students for the report. As each student is selected, the data for the student is added to the Class Item Report. To return to the original group, users should click the select all link at the top of the student list.







Class Roster Report

The Class Roster Report will automatically display in wide-screen mode. Information from the former Class Subscore Roster Report and Frequency Report have been included on the Class Roster Report. Other sections have been added so that each teacher can see a wider variety of information

about his or her students. Users can click either the Download PDF button to generate a copy of the report or the Export CSV button to download the data into a spreadsheet.

The report contains the following sections:

- **Student data section.** This section lists the students assessed from the teacher's choice of report setting (i.e., all or by class period). Information listed for each student includes the number or items correct, the percent correct, and the number of items attempted. Additional information is available in the Calculator Use, Item Type, Domains, and Standards portions of the Class Roster Report. The class mean appears following the final student in the list. Each column can be sorted using the up or down arrow. The total number of items in each section is provided in parentheses. Hovering over the abbreviation in each section displays the meaning of the abbreviation.

NC Check-Ins 2.0 Review Reports [redacted] Logout

Export CSV Download PDF

NC Check-In 2.0 Mathematics Grade 4 A: Class Roster

Teacher:
Class Period: ALL

			25 Points Possible			Calculator Use		Item Type			Domains				Standards					
SNo	Student Name ▲		Number Correct	Percent Correct	Number Items Attempted	CA [12]	CI [13]	MC [18]	NE [5]	TE [2]	G [2]	MD [3]	NBT [15]	OA [5]	4.G.1 [2]	4.MD.3 [3]	4.NBT.2 [5]	4.NBT.4 [5]	4.NBT.7 [5]	4.OA.1 [5]
1	Student A	1000000001	25	100.0	25	12	13	18	5	2	2	3	15	5	2	3	5	5	5	5
2	Student B	1000000002	1	4.0	2	0	1	1	0	0	0	0	1	0	0	0	0	1	0	0
3	Student C	1000000003	13	52.0	25	6	7	6	5	2	1	1	7	4	1	1	2	3	2	4
4	Student D	1000000004	19	76.0	25	9	10	12	5	2	1	2	11	5	1	2	4	4	3	5
5	Student E	1000000005	7	28.0	25	3	4	0	5	2	0	1	4	2	0	1	2	2	0	2
6	Student F	1000000006	13	52.0	25	4	9	6	5	2	1	2	6	4	1	2	2	3	1	4
7	Student G	1000000007	25	100.0	25	12	13	18	5	2	2	3	15	5	2	3	5	5	5	5
8	Student H	1000000008	19	76.0	25	11	8	?	5	2	2	2	12	3	2	2	5	3	4	3
9	Student I	1000000009	25	100.0	25	12	13	18	5	2	2	3	15	5	2	3	5	5	5	5
	Class Mean		**16.2**	**64.8**		**7.5**	**8.7**	**9.3**	**5**	**2**	**1.1**	**2.0**	**9.6**	**3.5**	**1.1**	**2.0**	**3.5**	**3.6**	**2.5**	**3.5**

FIGURE 7. Sample student data section of the Class Roster Report.

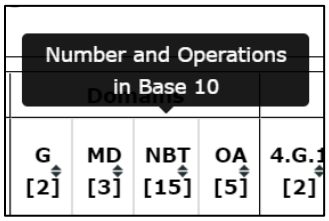


FIGURE 8. Example of Class Roster Report hover text.

- **Summary statistics section.** This section provides information about the number of valid scores, the high and low scores for the group, the class mean, and the standard deviation.

Summary Statistics	
Number of Students with Valid Scores : **101**	High Score : **25**
Number Correct Class Mean : **16.2**	Low Score : **0**
Standard Deviation : **7.09**	

FIGURE 9. Sample summary statistics section of the Class Roster Report.

- **Not taken/incomplete tests section.** This section provides information that may be helpful to the teacher when accounting for any student who has missed taking the NC Check-In 2.0 or who has participated in multiple-test sessions and has not completed the interim.

Not Taken / Incomplete Tests

	Student Name	
1	Student A	1000000001
2	Student D	1000000004
3	Student G	1000000007
4	Student I	1000000009
5	Student J	1000000010
6	Student M	1000000013
7	Student O	1000000015
8	Student R	1000000018
9	Student V	1000000022

FIGURE 10. Sample student test status section of the Class Roster Report.

- **Frequency distribution section.** This section displays information in multiple ways about the number of items correct.
  - The user can select from a variety of chart types to display the number correct by the number of students (bar/line chart, doughnut chart, nightingale chart, or pie chart) at the top left section of the Frequency Distribution Chart.
  - The menu buttons at the top right will allow users to display the data in table form, change the bar graph to a line graph, change another graph back to the bar graph, or download a picture of the desired graph. The restore button resets a graph to its original settings.

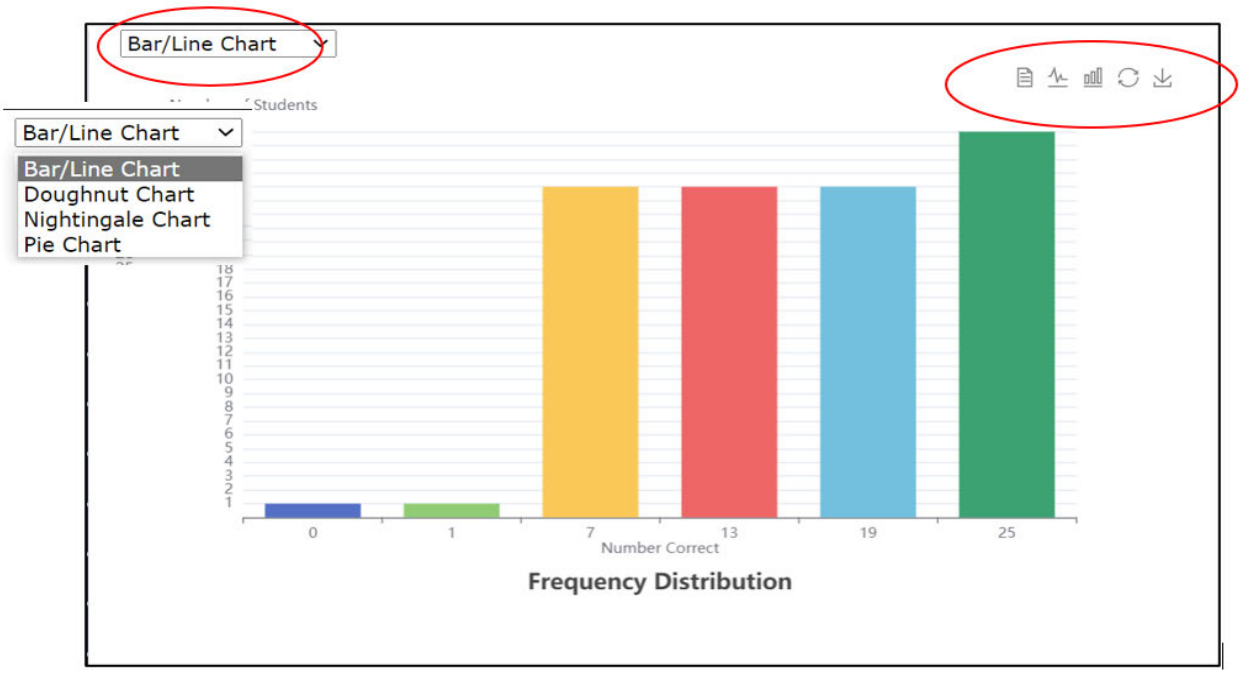


FIGURE 11. Sample frequency distribution section of the Class Roster Report.

FIGURE 12. Examples of view buttons from the Frequency Distribution Chart.

Class Summary Report

The Class Summary Report will automatically display in wide-screen mode. Users can click either the Download PDF button to generate a copy of the report or the Export CSV button to download the data into a spreadsheet.

The Class Summary Report contains four sections:

1. **Student data section.** This section provides information about the group assessed based on the teacher's choice of report setting (i.e., all or by class period). Information provided includes the class mean, the number of valid scores, and the highest and lowest score for the group. Also included in the report is the number of items (i.e., number of points possible) and the mean percent correct for the group selected.

Export CSV | Download PDF

NC Check-In 2.0 Reading Grade 7 A: Class Summary

Teacher: **Class Period: ALL**	
Class Mean: **17.4**	High Score : **24**
Number of Valid Scores: **101**	Low Score : **1**

	Number Points Possible	Mean Percent Correct
	24	**73.2**

FIGURE 13. Sample student data section of the Class Summary Report.

2. **The domains section.** This section provides information about the areas of the curriculum assessed on the particular NC Check-Ins 2.0 interim, the number of questions for each particular domain, and the mean percent correct for the group being assessed. Hovering over the name of the domain provides a general description of the type of information assessed.

Domains		
Language	4	**70.0**
Reading for Information	12	**71.7**
Reading for Literature	8	**76.3**

FIGURE 14. Sample domains section of the Class Summary Report.

3. **The standards section.** This section provides more specific information about the objectives assessed under each domain. This section lists each standard measured by a particular NC Check-Ins 2.0 interim, the number of questions for each standard, and the mean percent correct for the group being assessed. Hovering over the number of the standard provides a description of the standard.

Standards		
7.L.4	2	**70.0**
7.L.5.a	2	**70.0**
7.RI.8	2	**85.0**
7.RL/RI.1	4	**77.5**
7.RL/RI.2	3	**66.7**
7.RL/RI.3	4	**67.5**
7.RL/RI.4	2	**85.0**
7.RL/RI.5	2	**70.0**
7.RL/RI.6	3	**73.3**

FIGURE 15. Sample standards section of the Class Summary Report.

4. **The calculator use section.** This section is added to the Class Summary Report for all mathematics assessments. It provides the number of questions that are calculator active and those that are calculator inactive along with the percent correct for each group.

Calculator Use		
Calculator Active	13	**70.0**
Calculator Inactive	12	**75.0**

FIGURE 16. Sample calculator use section of the Class Summary Report.

Individual Student Report
To provide parents and guardians with information on their student's progress learning specific grade-level concepts, Individual Student Reports are available for distribution. Individual Student Reports are available through the public school unit test coordinator.

Training Courses
The Annual Testing Program offers two optional training courses, *Understanding Reports* and *Diving Deeper into Formative Assessments*.

1. ***Understanding Reports*.** This course is designed to introduce participants to the purposes of the NC Check-Ins 2.0 and how they can be used to support learning as formative classroom resources. Participants will develop an understanding of how to use and interpret two main reports from NC Check-Ins 2.0, specifically the Individual Student Report and the Class Item Report.

   The course is located in Canvas and accessed via the link https://bit.ly/NCPATcourse.

2. ***Diving Deeper into Formative Assessments.*** This course is designed to immerse participants in the use of data literacy; help participants develop an understanding of how utilizing data in assessments is integral to K-12 teaching and learning; help participants identify and explore best practices in data-driven decision-making as identified within research-based strategies; empower educators and teacher leaders to create a positive culture where change can best be understood and embraced by students and parents; and, invite educators to interact and collaborate with peers who are implementing assessments, such as NC Check-Ins 2.0, into classroom instruction by creating a professional learning network.

   The course is located in Canvas and accessed via the link https://ncdpi.instructure.com/courses/5847.

Online Review Sessions
For online review sessions, teachers and students will have access to the students' original interims containing their answers. The teacher or student will log in to NCTest and relaunch the completed interim. The students will see their answers but will not be able to change any answers. In addition, teachers may access an online PDF form (read only) of the same interim administered to the students. Teachers may use the score reports to inform and guide reviews and instruction for the standards.

To access the online review form for NC Check-Ins 2.0,
1. go to https://center.ncsu.edu/ncinterims/landing;
2. log in to NC Education;
3. select NC Check-Ins 2.0;
4. click *Review*, located at the top of the page; and
5. next to the appropriate interim (grade level and subject), click the *View* box. Note: Any information from an online NC Check-In 2.0 saved or cached on any network appliance or device must be purged or deleted immediately following the completion of each review session.

Teachers may access NC Check-Ins 2.0 questions directly from the Class Item Report by clicking on the question number at the top of the report. The question will appear in a pop-up window.

Parents can view the students' scores and responses through customary communication (i.e., individual parent and teacher conferences at the school) within the school setting only.

Paper Administration Information

Preparation

Availability of Paper Administrations

The NC Check-Ins 2.0 paper administrations are available only for individual students with disabilities for whom a paper format is necessary for accessibility purposes as documented in their Individualized Education Program (IEP), Section 504 Plan, or transitory impairment documentation.

Manipulative Kits for Grades 3–8 Reading and Mathematics Paper Administrations

Manipulative kits are used to administer grades 3–8 Reading and Mathematics NC Check-Ins 2.0 to students being administered a paper interim. The manipulative kits are developed by the Annual Testing Program and mirror the online NC Check-Ins 2.0. Each kit includes an interim book that contains questions with "moveable" answer choices to mirror online questions that are technology-enhanced. No answer sheet accompanies the kit; either the student marks his or her answers in the book, or a designated scribe (the student must have the *Dictation to a Scribe* accommodation) marks and affixes the answers in the interim book. Moveable answer choices are affixed on the pages where they belong using either Velcro™ or repositionable notes. For students requiring a *Braille Edition*, movable answer choices are affixed on the pages using either Velcro or magnets. When not in use, the manipulative kits must be securely stored.

Students requiring a paper format of the Grades 3–8 Reading and Mathematics NC Check-Ins 2.0 are advised to complete the practice activity before the administration of the interim.

Note: Manipulative kits for the grades 5 and 8 Science, Biology, English II, Foundations of NC Math 1, NC Math 1, Foundations of NC Math 3, or NC Math 3 NC Check-Ins 2.0 are not available.

Paper Test Option

Schools have the option of ordering a paper version of NC Check-Ins 2.0 for students who do not need a manipulative kit. The paper option requires students to work out the technology-enhanced questions using paper (i.e., the test book or scratch paper) and a writing utensil.

Materials

The materials in Table 3 are needed for the paper administration of the NC Check-Ins 2.0.

TABLE 3. Required materials for NC Check-Ins 2.0 paper administrations

General Materials	• this handbook • manipulative kit (one per student being administered a Reading or Mathematics NC Check-In 2.0 at grades 3–8) or interim book (grades 5 and 8 Science, Biology, English II, Foundations of NC Math 1, NC Math 1, Foundations of NC Math 3, or NC Math 3) • a supply of scratch paper (blank, lined, or colored) • a writing utensil
Mathematics	• a supply of graph paper ○ graph paper routinely used by students in the classroom setting is permitted. Annual Testing Program graph paper is available for use, but not required. • a handheld calculator for each student
Grade 8 Physical Science	• a copy of the periodic table issued by the Annual Testing Program

Accommodations
Accommodations that are documented on students' current IEPs, Section 504 Plans, English Learner Plans, or transitory impairment documentation and used routinely during instruction and classroom assessments may also be used for the NC Check-Ins 2.0.

Complete Student Interface Questions
On days before a paper test administration, if designated to do so by the school test coordinator, the test administrator must mark the Student Interface Questions (SIQs) for Transcribe Online and mark any additional documented accommodations required by the student:

- *Multiple Testing Sessions*
- *Test Read Aloud (in English)*—for mathematics, science, and biology NC Check-Ins 2.0 only
- Other required accommodations (e.g., other accommodations besides *Multiple Testing Sessions*)

Selecting the Transcribe Online SIQ assigns the student the same interim form for both paper and online administration. If the Transcribe Online SIQ is not selected, the student will not be assigned the same online and paper form; therefore, the transcriber will not be able to transcribe the student's answers from the interim book to the online interim.

Paper Administration Overview and Procedures

Paper Administration Guidance

- The scripts for administering NC Check-In 2.0 interims are *optional*. Teachers are not required to read the SAY statements provided. School test coordinators or teachers may alter the scripts as appropriate.
- The teacher should ensure students know what they are to do (e.g., read a book, draw) if they complete the NC Check-In 2.0 early and are waiting for other students to finish.
- *For reading grades 3–8 and English II*. Reading aloud or signing/cueing the selections, questions, or answer choices from a reading or English II NC Check-In 2.0 for any students, including students with disabilities and students identified as ELs, invalidates results because the interims measure reading comprehension. Only the *interim directions* may be read aloud or signed/cued to students.
- *For mathematics grades 3–8, Foundations of NC Math 1, and NC Math 1*. When each student completes the calculator inactive questions, the teacher should
  - paper clip the student's interim book so that he or she will not be able to go back and work on questions in the calculator inactive part, and
  - provide the student with a calculator to use for the calculator active part of the NC Check-In 2.0.

Optional Paper Reading Grades 3–8 and English II Script

The following script is *optional* to use and may be altered as needed.

SAY: **Today you will take the** (insert the appropriate interim name)**. Please do not start until I finish reading the directions. I am going to give you an interim book and scratch paper.**

The teacher distributes the interim books and scratch paper to students.

SAY: **Please print your first and last name on the line near the top of the cover of your book.**

The teacher pauses and ensures students are printing their names on the book covers.

SAY: **You will have as much time as you need to complete the** (insert the appropriate interim name)**. There are no scheduled breaks. If you need a break or have to use the restroom, please raise your hand.**

When you finish answering all of the questions and have reviewed your answers, raise your hand. Do you have any questions?

The teacher pauses to answer any questions and then continues.

SAY: **You may begin.**

When students finish taking the NC Check-In 2.0, the teacher will collect all materials and follow the procedures for returning the materials to the school test coordinator.

Optional Paper Mathematics Grades 3–8, Foundations of NC Math 1, NC Math 1, Foundations of NC Math 3, and NC Math 3 Script

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The following script is *optional* to use and may be altered as needed.

SAY: **Today you will take the** (insert the appropriate interim name)**. Please do not start until I finish reading the directions. I am going to give you an interim book and scratch paper.**

The teacher distributes the interim books and scratch paper to students.

SAY: **Please print your first and last name on the line near the top of the cover of your book.**

The teacher pauses and ensures students are printing their names on the book covers.

Read for Mathematics Grades 3–8, Foundations of NC Math 1, and NC Math 1:

SAY: **This interim consists of two parts. The first part is calculator inactive, and you are not allowed to use a calculator. The second part is calculator active, and you may use a calculator.**

When you are ready to begin the calculator active part, follow the directions in your interim book. Be sure you are ready to move on to the calculator active part because once you begin the calculator active section, you will not be able to return to the calculator inactive questions.

Read for Foundations of NC Math 3 and NC Math 3 Only:

SAY: **You may use a calculator to answer all of the questions on this interim.**

SAY: **You will have as much time as you need to complete the** (insert the appropriate interim name)**. There are no scheduled breaks. If you need a break or have to use the restroom, please raise your hand.**

SAY: **When you finish answering all of the questions and have reviewed your answers, raise your hand. Do you have any questions?**

The teacher pauses to answer any questions and then continues.

SAY: **You may begin.**

When students finish taking the NC Check-In 2.0, the teacher will collect all materials and follow the procedures for returning the materials to the school test coordinator.

Optional Paper Science Grades 5 and 8 and Biology Script

The following script is *optional* to use and may be altered as needed.

SAY: **Today you will take the** (insert the appropriate interim name)**. Please do not start until I finish reading the directions. I am going to give you an interim book and scratch paper.**

Read for Grade 8 Students Taking the Physical Science NC Check-In 2.0 Only: SAY: **I am also going to give you a periodic table. The periodic table may be used to help you answer the questions.**

The teacher distributes the interim books, scratch paper, and a periodic table (for grade 8 Physical Science students only) to students.

SAY: **Please print your first and last name on the line near the top of the cover of your book.**

The teacher pauses and ensures students are printing their names on the book covers.

SAY: **You will have as much time as you need to complete the** (insert the appropriate interim name)**. There are no scheduled breaks. If you need a break or have to use the restroom, please raise your hand.**

When you finish answering all of the questions and have reviewed your answers, raise your hand. Do you have any questions?

The teacher pauses to answer any questions and then continues.

SAY: **You may begin.**

When students finish taking the science NC Check-In 2.0, the teacher will collect all materials and follow the procedures for returning the materials to the school test coordinator.

Transcription and Handling Materials

Transcribing Student Responses from Paper to Online

After the student finishes the paper version of the NC Check-In 2.0, the marked and/or affixed responses must be transferred to the student's online record in NCTest by the teacher or other designated school personnel.

When transcribing a student's answers from the paper book to the online version of the interim, the following steps must be followed:

- **Step 1.** Launch the NCTest Secure Browser and click on the NCTest login button.
- **Step 2.** Enter an NC Education username and password and click login. Note: Student login codes may not be used during this process.
- **Step 3.** Choose the correct NC Check-In 2.0 from the test type drop-down menu.
- **Step 4.** Choose the appropriate subject or course from the test name drop-down menu.
- **Step 5.** Select the appropriate student from the list presented on the screen.
- **Step 6.** Ensure the screen is set to the start page with the correct student's name, interim name, and school name near the top of the screen.
- **Step 7.** Click the start button to begin transcribing the student's responses.
- **Step 8.** After all responses are recorded and verified, click the end test button. A stop sign will appear on the screen after the second end test button has been clicked and the test has been closed.
- **Step 9.** The test administrator or principal's designee must purge any electronic files associated with the test administration immediately following the completion of the transcription process.

No additional security measures need to be in place during the transcription process. The teacher is encouraged to consult with the student if questions arise during the transcription process.

Paper Review Sessions

It is the Annual Testing Program's expectation that NC Check-Ins 2.0 interim books that will be used for review are stored at the school in a secure, locked facility that is not accessible to students but is accessible to teachers. The books should be checked out to the classroom teachers allowing them to be readily available for review sessions with students and conferences with parents. Teachers must store the books in a locked drawer or cabinet when they are not in use. Parents can view the students' scores and responses

through customary communication (i.e., individual parent and teacher conferences at the school) within the school setting only.

Upon Classroom Completion of the Interims
Teachers follow local procedures for the return all NC Check-Ins 2.0 paper materials to the school test coordinator. All interim materials are to be destroyed locally.

Administrator responsibilities after administrations also include

- clearing the calculator memory and all applications (including preloaded) of all calculators, including students' personal calculators, used during the administration; and
- checking to be sure paper clips, rubber bands, and staples are *not* used when returning interim materials.

Remote Administration Guidance

Remote Administration Overview and Procedures

Online NC Check-Ins 2.0 may be administered to students who are receiving all of their instruction remotely.

Remote Administrations
When NC Check-Ins 2.0 are administered to students remotely, schools are reminded that all materials are considered secure, and every effort should be made to ensure materials are collected from students' homes. The *Remote Administration Tracking Form* should be used by the school test coordinator to record the students' names, the materials included in the interim administration package, and the dates when the materials left and were returned to the school.

Communication to Parents
The teacher or designated school personnel should alert parents, guardians, and students that the NC Check-In 2.0 interim will be administered remotely. Parents, guardians, and students should be advised of the following:

1. the administration of the interim will take place at home,
2. the school requires that interim questions be secure at all times,
3. secure materials must not be reproduced in any manner,
4. instructions will be provided for how students can access and complete the interim online while working remotely, and
5. a contact will be provided at the school if there are questions about the remote administration of the interim.

Acceptable Devices for Remote Online Administrations
The Annual Testing Program recommends that students use a device that is issued by the school and has NCTest already loaded.

When necessary, schools may permit students to use personal devices to complete the NC Check-Ins 2.0. Directions for downloading NCTest to student-owned devices can be located via https://center.ncsu.edu/ncinstruct/. This link may be shared with parents, guardians, and students. After the student no longer requires access to the NC Check-In 2.0 online, a parent or student should be advised to clear locally stored off-line content (e.g., cookies, cache) to ensure the security of the interim.

Technical support must be provided locally. It is not permissible to share the Help Desk phone number or email address for the Technical Outreach for Public Schools with students, parents, or guardians.

Access Code Delivery Options for Remote Online Administrations
Schools that administer the NC Check-Ins 2.0 remotely online to students will need to ensure the individual student access codes are delivered to either the parent, guardian, or student (if grade appropriate). Each individual access code has been created specifically for the interim, the student, and the subject area. Access codes for remote administrations begin with the letter "R." Schools may utilize any of the following delivery methods when sharing the individual student access codes:

- include the access code in a packet of online materials (e.g., scratch paper, calculator) that can be picked up by the parent, guardian, or student at the school
- use a secure online portal or gradebook to deliver the access code
- use the US mail service to deliver the access code
- make a telephone call to the parent, guardian, or student to deliver the access code
- use ConnectEd (or another parent communication tool) to deliver the access code
- use Canvas (or another learning management system) to deliver the access code

Guidance for Remote Online Administrations
The following guidance is provided to support schools with remote online administrations of NC Check-Ins 2.0.

TABLE 4. Guidance for remote online administrations

School Responsibilities	Guidance
Online Tutorial	Schools are encouraged to share online tutorial access information with parents, guardians, and students.
Materials	Schools should provide each student with the required materials found in this handbook. Students may use the online calculator, a handheld calculator (if available), or both during the calculator active portions of the mathematics interims. As schools review math scores, it is advisable to factor in the possible use of a calculator on the calculator inactive questions.

School Responsibilities	Guidance
Student Login Access	The school will provide each student with a student ID and an access code. Each student ID and access code is unique to the individual administration. All remote access codes begin with the letter "R."
Accommodations	During remote learning, every effort should be made to ensure each student receives the appropriate documented accommodations as reflected on his or her Individualized Education Program, Section 504 Plan, English Learner Plan, or transitory impairment documentation. Students will be able to utilize the accommodations built into the online testing platform (e.g., *Test Read Aloud [in English]*) when enabled in the Student Interface Questions by the school. Parents or guardians may provide their student's accommodations in the same manner that accommodations are provided for remote instruction.
Entry of Student Interface Questions in NCTest	A student's accommodation(s) (indicated by a current Individualized Education Program, Section 504 Plan, English Learner Plan, or transitory impairment documentation) are entered by the public school unit test coordinator or principal's designee.
Technical Support	Schools should advise students who experience technical difficulties to contact their teacher for help. If the teacher is unable to help the student resolve the technical issue, the school test coordinator will then need to follow the local procedures for troubleshooting the technical issue.

Sample Remote Administration Tracking Form

School Name:	Teacher Name:
Grade:	Administration Window:
Name of Interim:	

The following materials were included in the package:
1.
2.
3.
4.
5.
6.
7.
8.

Student Name	Date Materials Left the School	Date Materials Returned to the School

Appendix A: NC Check-Ins 2.0 Reading and Mathematics at Grades 3–8 Paper Practice Activity

The paper version of the NC Check-Ins 2.0 Reading and Mathematics at Grades 3–8 includes some answer choices that mimic online technology-enhanced questions. For these questions, students will have the option to use a manipulative kit which enables the ability to move their choices on the page to indicate their answers. Students taking a paper version of the NC Check-Ins 2.0 with a manipulative kit are advised to complete a practice activity.

The NC Check-Ins 2.0 with a manipulative kit and the corresponding paper practice activity are available in two formats: Velcro™ and repositionable notes.

The *Braille Edition* of the NC Check-Ins 2.0 and the corresponding paper practice activity are available in two formats: Velcro and magnets.

Using the NC Check-Ins 2.0 Paper Practice Activity
It is important to ensure students are familiar with the different question types and how to mark answers in the practice activity or when taking the interim. The teacher may assist students with attaching and securing answer choices. Students who demonstrate difficulty using the moveable items or need assistance marking or changing answers may receive assistance from the teacher. It is important that the teacher assists students in a way that does not indicate a correct or incorrect response. If at any time answer choices are not staying attached, the teacher should talk with the student to ensure the correct answer choices are entered in the online testing system. This is appropriate on both the practice activity and the NC Check-Ins 2.0.

Optional Paper Practice Activity Script for Use with Manipulative Kits

The following script is *optional* and may be altered as needed.

SAY: **Today you are taking the NC Check-Ins 2.0 paper practice activity that is designed to help you understand how to respond to and mark your answers for different types of questions. You may see types of questions today that you will not see when taking the NC Check-In 2.0, and that is okay. When using the paper practice activity, all answers will be marked directly in the practice activity book. If you have any questions, please ask so I can make sure you understand how to respond and mark your answers.**

Calculator Inactive Section

SAY: **You will begin with a calculator inactive question. For this question you may not use a calculator. Number 1 is a numeric entry question. Write your answer in the empty boxes. Write only one digit or symbol in each box. Use only the symbols that are provided above the boxes.**

Read for grades 3–5:
Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., and / can be used.

Read for grades 6–8:
Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., /, and - can be used.

Mixed numbers are entered by adding a space after the whole number. Spaces are only allowed between whole numbers and fractions.

Teacher pauses while students answer and then continues.

SAY: **This is the end of the calculator inactive section. Now turn the page and read the directions.**

Teacher pauses while students read directions and then continues.

Calculator Active Section

SAY: **Number 1 in this section is a multiple-choice question. After you read the question, mark your answer choice in the book.**

Teacher pauses while students answer and then continues.

SAY: **Number 2 is a numeric entry question. Write your answer in the empty boxes. Write only one digit or symbol in each box. Use only symbols that are provided above the boxes.**

Read for grades 3–5: **Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., and / can be used.**

Read for grades 6–8: **Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., /, and - can be used.**

Mixed numbers are entered by adding a space after the whole number. Spaces are only allowed between whole numbers and fractions.

Teacher pauses while students answer and then continues.

SAY: **Number 3 is a constructed response question. You will write your response on the lines provided. You must not write in the margins, unlined areas, or add additional lines. Only the responses recorded on the lines provided will be scored.**

Teacher pauses while students answer and then continues.

SAY: **Number 4 is a text select question. You may use a calculator for this question. You will see several square boxes, which indicate that multiple answers may be marked. The question may state how many answers to select, or it may say to select all that apply. Read the question carefully.**

Teacher pauses while students answer and then continues.

SAY: **Number 5 is a text replace question. A word appears in bold font at the beginning of each answer choice. A bold word is also placed in the sentence so you can see which word is to be replaced in the sentence. For this type of question, you will only mark one answer.**

Teacher pauses while students answer and then continues.

SAY: **Number 6 requires you to move the cards to the correct space. The boxes under the question show where the answers should be placed. Move the cards with the answer choices to the appropriate space and make sure they are attached. Each question box should have an answer choice placed directly inside. If there is a problem keeping the cards attached, raise your hand to let me know, and I will help you.**

Teacher pauses while students answer and then continues.

SAY: **Number 7 requires you to move the cards to the correct place. There are three spaces for answers and there are three sets of answers. Use set one to select and place your answer under the first question box. Use set two to select and place your answer under the second question box. Use set three to select and place your answer under the third question box. Only one answer choice from each set should be used.**

Teacher pauses while students answer and then continues.

SAY: **Now turn the page and read the directions. This is the end of the paper practice activity.**

Optional Braille Paper Practice Activity Script for Use with Manipulative Kits

The following script is *optional* and may be altered as needed.

SAY: **Today you are taking the NC Check-Ins 2.0 paper practice activity that is designed to help you understand how to respond to and mark your answers for different types of questions. You may come across types of questions today that you will not have when taking the NC Check-In 2.0, and that is okay. If you have any questions, please ask so I can make sure you understand how to respond and mark your answers.**

Calculator Inactive Section

SAY: **You will begin with a calculator inactive question. For this question you may not use a calculator. Number 1 is numeric entry question. Respond using only the digits and symbols allowed.**

Read for grades 3–5:
Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., and / can be used.

Read for grades 6–8:
Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., /, and - can be used.

Mixed numbers are entered by adding a space after the whole number. Spaces are only allowed between whole numbers and fractions.

Students should record their answers in the same manner they use for instruction and other classroom assessments (e.g., braille writer, slate and stylus, dictation to a scribe).

Teacher pauses while students answer and then continues.

SAY: **This is the end of the calculator inactive section. Now turn the page and read the directions.**

Teacher pauses while students read directions and then continues.

Calculator Active Section

SAY: **Number 1 in this section is a multiple-choice question. After you read the question, mark your answer choice.**

Teacher pauses while students answer and then continues.

SAY: **Number 2 is a numeric entry question. Respond using only the digits and symbols allowed.**

Read for grades 3–5: **Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., and / can be used.**

Read for grades 6–8: **Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., /, and - can be used.**

Mixed numbers are entered by adding a space after the whole number. Spaces are only allowed between whole numbers and fractions.

Students should record their answers in the same manner they use for instruction and other classroom assessments (e.g., braille writer, slate and stylus, dictation to a scribe).

Teacher pauses while students answer and then continues.

SAY: **Number 3 is a constructed response question. Read the text and respond.**

Students should record their answers in the same manner as they would for instruction and other classroom assessments (e.g., braille writer, slate and stylus, dictation to a scribe).

Teacher pauses while students answer and then continues.

SAY: **Number 4 is a text select question. You may use a calculator for this question. There are several square boxes with answer choices next to them, which indicate that multiple answers may be marked. The question may state how many answers to select, or it may say to select all that apply. For this question, you will use the moveable markers provided on the page to select your answer(s). Move each marker to the corresponding box next to the answer choice(s) you want to select for this question. Read the question carefully.**

Teacher pauses while students answer and then continues.

SAY: **Number 5 is a text replace question. A word appears in bold font at the beginning of each answer choice. A bold word is also placed in the sentence so you can read which word is to be replaced in the sentence. For this type of question, you will only select one answer.**

Teacher pauses while students answer and then continues.

SAY: **Number 6 requires you to move the cards to the correct space. The boxes under the question show where the answers should be placed. Move the cards with the answer choices to the appropriate space and make sure they are attached. Each question box should have an answer choice placed directly inside. If there is a problem keeping the cards attached, tell me, and I will help you.**

Teacher pauses while students answer and then continues.

SAY: **Number 7 requires you to move the cards to the correct place. There are three spaces for answers and there are three sets of answers. Use set one to select and place your answer under the first question box. Use set two to select and place your answer under the second question box. Use set three to select and place your answer under the third question box. Only one answer choice from each set should be used.**

Teacher pauses while students answer and then continues.

SAY: **Now turn the page and read the directions. This is the end of the paper practice activity.**

Answers to the NC Check-Ins 2.0 Paper Practice Activity
Teachers may discuss the practice activity questions and answers with the students after the activity has been completed.

Answer Key

Calculator Inactive

1.

1		*1*	*/*	*2*	

Calculator Active

1. D
2.

4					

3. Answers may vary.
4. 10, 8, 6
5. **fast:** The dog is ***fast***.
6.

can fly	**cannot fly**
bird	dog

7. D, E, F

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 N.C. Admin. Code 6D .0311), which is printed on the following page.

16 NCAC 06D .0311 TESTING CODE OF ETHICS

(a) This Rule shall apply to all public school unit (PSU) employees or agents while they are administering the Annual Testing Program defined in Rule .0307(c) of this Section.

(b) The PSU shall develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher.

(c) The PSU shall require all testing coordinators, school test coordinators, test administrators and proctors to be trained as required in Rule .0308 of this Section.

(d) The PSU shall designate the personnel who are authorized to have access to secure test materials. "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items.

(1) Persons who have access to secure test materials shall not use those materials for any purpose other than test administration.

(2) No person shall copy, reproduce, or paraphrase the test materials without the express written consent of the test publisher.

(e) The principal shall store test materials in a locked facility to which only the principal has access. The principal shall not allow anyone access to the test materials except as necessary for administration.

(f) When PSU personnel discover loss of materials, failure to account for materials, or any evidence of unauthorized access to the materials, they shall report the discovery without delay to the principal, school test coordinator, school system (LEA) test coordinator, or charter school director.

(g) PSUs shall ensure that test coordinators:

(1) plan and implement training for school test coordinators, test administrators, and proctors;

(2) ensure each school test coordinator and test administrator is trained in accordance with Rule .0308 of this Section; and

(3) in conjunction with program administrators, ensure test accommodations to students entitled to testing accommodations as defined in 16 NCAC 06G .0315; are documented and provided.

(h) The principal or the principal's designee shall serve as school test coordinator.

(i) The principal shall ensure the school test coordinator maintains test security and accountability of test materials, including taking the following actions:

(1) before each test administration, the school test coordinator shall count and distribute test materials;

(2) after each test administration, the school test coordinator shall without delay collect, count, and return all test materials to the locked storage facility;

(3) establishes procedures to assure all students participating in the Annual Testing Program have an equal opportunity to demonstrate their knowledge on the test; and

(4) identifies and trains personnel, proctors, and backup personnel for test administrations.

(j) Teachers may help students improve test-taking skills by:

(1) helping students become familiar with test formats using curricular content;

(2) teaching students test-taking strategies and providing practice sessions;

(3) helping students learn ways of preparing to take tests; and

(4) using resource materials such as test questions from test item banks and linking documents in instruction and test preparation.

(k) With respect to test administration, PSUs shall:

(1) assure each school establishes procedures to ensure all test administrators comply with test publisher guidelines;

(2) inform the local board of education of any breach of this code of ethics; and

(3) inform test coordinators and principals of their responsibilities.

(l) The school test coordinator shall:

(1) assure school personnel know the content of rules in this Section and local testing policies;

(2) implement the school system and local testing policies and procedures to assure all students participating in the Annual Testing Program have an equal opportunity to demonstrate their knowledge on the test;

(3) ensure proctors are trained; and

(4) ensure all violations of rules in this Section and local testing policies are reported to the school system (LEA) test coordinator.

(m) Test administrators shall:

(1) administer tests according to the directions in the assessment guide and any subsequent updates developed by the test publisher;

(2) administer tests to all students enrolled in a grade or course that requires a test in the Annual Testing Program;

(3) report all violations of rules in this Section and local testing policies to the school test coordinator; and

(n) Proctors shall serve as additional monitors to help the test administrator assure that students have an equal opportunity to demonstrate their knowledge on the test.

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

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

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

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

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

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

(p) Educators shall use test scores as one piece of information to be interpreted together with other scores and indicators when determining a student's grade. The PSU shall ensure that school personnel analyze and report test data within the limitations described in this Paragraph.

(1) Educators shall maintain the confidentiality of individual students. PSU personnel shall not publicize test scores or any written material containing personally identifiable information from the student's educational records except

as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g and regulations adopted pursuant thereto.

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

(q) Unethical testing practices include the following practices:

(1) encouraging students to be absent the day of testing;

(2) encouraging students not to do their best;

(3) using secure test items or modified secure test items for instruction;

(4) changing student responses at any time;

(5) interpreting, explaining, or paraphrasing the test directions or the test items;

(6) classifying students for the purpose of avoiding State testing;

(7) not testing all students enrolled in a grade or course that requires a test in the Annual Testing Program;

(8) failing to provide required accommodations during testing to students entitled to testing accommodations as defined in 16 NCAC 06G .0315;

(9) modifying scoring programs including answer keys, equating files, and lookup tables;

(10) modifying student records for the purpose of raising test scores;

(11) using a single test score to place a student in a grade or a course; and

(12) providing inaccurate test results and interpretations to the public.

(r) In the event of a violation of this Rule, the State Board of Education may impose any one or more of the following sanctions:

(1) withhold any monetary incentive awards;

(2) file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;

(3) seek criminal prosecution of the person or persons responsible for the violation; and

(4) in accordance with the provisions of 16 NCAC 06C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.

History Note: Authority G.S. 115C-12(9); 115C-174.11; 115C-174.12; 115C-218.85(a)(3);
Emergency Adoption Eff. August 20, 2019;
Eff. August 23, 2022.

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VI-05: ***North Carolina End-of-Grade Test Administration Guide***

North Carolina End-of-Grade Test Administration Guide

Reading Grades 3–8
Mathematics Grades 3–8
Science Grades 5 and 8

2023–24

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General Information

Overview
The North Carolina End-of-Grade (EOG) Tests at Grades 3–8 for Reading and Mathematics and Grades 5 and 8 for Science require online administrations unless a paper format is necessary for students with a documented need for accessibility purposes. This test administration guide contains the administrative procedures that apply to both the online and the paper administrations. Any information that is specific to either the online or the paper format is clearly labeled in this guide.

Test Administration Information
The following chart includes test administration times. No test administration may exceed maximum time (except for students with documented accommodations, such as *Scheduled Extended Time*). The administration time does not include time for general instructions and breaks. The tests must be administered in one school day (except for students with documented accommodations, such as *Multiple Testing Sessions*).

Test Information		**Time** (minutes)
Reading	Grades 3–8	120 (180 maximum)
	2 Three-Minute Breaks	6
	General Instructions	12
	Total	138
Mathematics	Grades 3–8	120 (180 maximum)
	2 Three-Minute Breaks	6
	General Instructions	12
	Total	138
Science	Grades 5 and 8	120 (180 maximum)
	2 Three-Minute Breaks	6
	General Instructions	12
	Total	138

Online Testing Information

Before Test Day

Prepare Students for Testing

Test administrators are expected to review the following information before administering an end-of-grade (EOG) test. Though many of these processes and procedures ensure a standardized testing experience for all students, it is also important to note such efforts should not create a stressful environment for students.

With that in mind, the following suggestions are meant to help students feel comfortable with the test and the testing process:

- Share with students that they have been learning the content of the tests all year.
- Review test-taking strategies that have been used optimally throughout the school year.
- Complete the Online Assessment Tutorial (required at least once a year before the test administration).
- Review the appropriate released test form for the associated test with students.
- Most importantly, affirm with students that this is just one test score and not the only measure of their skills and abilities. Educators should remind students of their many successes during the school year, and that the test is only one part of their school experience.

Review the Required Test Materials

The following materials are needed to administer the EOG tests:

- this test administration guide
- devices that meet all technical requirements (For technical updates, periodically review the technical requirements for NCTest.)
- access codes (if applicable) for each student in the assigned testing session
- writing utensils
- a supply of scratch paper (blank, colored, or lined paper)
- an accurate timing device (not a cell phone) that does not make noise (e.g., loud ticking) or sound an alarm
- for mathematics tests at grades 3–8:
  - a supply of EOG graph paper issued by the Annual Testing Program
  - a calculator (online or handheld)
    - Grades 3–5: any four-function calculator with memory key
    - Grades 6 and 7: any four-function calculator with a square root function, y^x, π (pi), and algebraic logic (scientific)
    - Grade 8: a graphing calculator and any four-function calculator with a square root function, y^x, π (pi), and algebraic logic (scientific)

An online calculator is available for students to use on all online test questions (when applicable). The online calculator meets the minimum calculator requirements for the specific test.

A handheld calculator is not required for online test administrations; however, students who routinely use a handheld calculator during classroom instruction and on similar classroom assessments or have not had enough practice using the online calculator, should be provided a handheld calculator during the test administration. A student may also require a handheld calculator for accessibility purposes, when appropriate. See Appendixes C–C8 for more information regarding calculators.

- for science grade 8:
  - a copy of the periodic table issued by the Annual Testing Program

Review Testing Security

To ensure a secure and ethical testing experience for all students, test administrators are required to review the following information before the test administration:

- *Online Test Administrations—Policies and Procedures Training Course*
- *Testing Room, Testing Violations, and Irregularities*
- *Testing Code of Ethics*
- *Testing Security Protocol and Procedures for School Personnel*

Reviewing this information will minimize the occurrence of irregularities and misadministrations and prevent students from retesting unnecessarily.

Accommodations

Some students are approved to have access to accommodations as written in their Individualized Education Programs (IEPs), Section 504 Plans, English Learner (EL) Plans, or transitory impairment documentation. On days before the test administration, the *Review of Accommodations Used During Testing* form is completed to ensure students receive the appropriate accommodations. If a student is not provided a required accommodation, the result may be a misadministration.

Student Interface Questions (SIQs)

On days before an online test administration, designated school personnel must review and possibly edit the SIQs for students who need the following interface options or documented accommodations:

Student Interface Options:

- alternate background color
- large font

Accommodations Required by the Student:

- *Multiple Testing Sessions*
- *Test Read Aloud (in English)*
- other required accommodations (i.e., other accommodations besides *Multiple Testing Sessions* and *Test Read Aloud [in English]*)

On Test Day

Test administrators are responsible for ensuring students are provided with a testing environment that is quiet, well-lit, comfortable, and have enough space in which to work. The following information will assist in preparing the testing room, understanding the testing processes, accounting for secure test materials, and completing procedures that are part of the test administration.

Understanding and application of the following information will minimize the possibility of a testing irregularity or misadministration and will provide students with a positive testing experience.

Testing Room

Test administrators are required to ensure

- all devices work properly and are able to access the internet;
- a "Testing—Do Not Disturb" sign is posted outside the testing room;
- bulletin boards, instructional displays, and reference materials (printed or attached) on student desks or devices are covered or removed; and
- all desks or workstations are cleared of books and other materials that are not required for the test.

Test Day Reminders

- Students must turn off and appropriately store all cell phones and other electronic devices during the test administration.
- A trained test administrator is required to be present in the testing room for the entire test administration.
- Student access codes:
  - are considered secure test materials and must be checked out on test day and accounted for before, during, and after each test administration.
  - are unique for each student's specified EOG test and only permitted for in-school test administrations.
  - can only be used once. After initial use, the access codes can no longer be used.
- Test administrators are not to engage in any activity other than monitoring the test administration to ensure there are no misadministrations or irregularities.
- Test administrators cannot give students any assistance on the test, verbally or nonverbally.
- Ensure each student in the room has access to the appropriate test materials as specified in this test administration guide.

- Only test materials specified in this test administration guide (or published supplements and/or updates) may be used during the test administration.
- Placing test materials on students' desks before the beginning of the test administration is a violation of the procedures outlined in this test administration guide.
- When necessary, students may be excused for a restroom visit. While the student is out of the room, the online test is to be paused, and the elapsed time should be recorded so the student may receive the full testing time allowed. It is best practice not to allow more than one student to use the restroom at the same time.
- Visitors are not allowed in the classroom during the test administration except when required for state or local monitoring of test administrations or under extreme circumstances (i.e., emergency situations).
- Seating is arranged to discourage students from sharing responses.
- Ensure spare devices and power sources are available.
- Verify that the test administrator's NC Education username and password are working correctly. NC Education passwords are never shared, and if compromised, the school test coordinator must be notified immediately.
- Study carrels or privacy shields are permitted only under the following circumstances:
  - The students' assigned seats are multi-student desks (i.e., desks that seat two or more students).
  - The student has the *Testing in a Separate Room* accommodation (i.e., in a one-on-one or small group setting).

Verify Necessary Online Testing Materials

The morning of the test administration, the school test coordinator will provide each test administrator with the required test materials (e.g., access codes [if utilized], scratch paper, writing utensils). To maintain security of the materials, the test administrator will count and record the number of secure materials when they are first received from the school test coordinator. Any discrepancies in the counts should be reported before the test administrator leaves the distribution site. The test administrator will return all materials at the end of testing, and the counts will be verified.

Providing Breaks during the Test

If a student stops for a break during testing (e.g., *Multiple Test Sessions* accommodation, lunch), the following steps must be completed before dismissing the student from the testing room:

- Alert the student when there are five minutes remaining before the break.
- Secure all test materials during the break.
- **Breaks for students with the *Multiple Testing Sessions* accommodation.** If a student receives the *Multiple Testing Sessions*

accommodation, he or she may require more frequent breaks than the standard work and break times. The test administrator should replace the standard timing information in the test administration script with the timing information documented in the student's IEP, Section 504 Plan, EL Plan, or transitory impairment documentation.

- **Extended breaks.** If a 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 a student has completed testing for the day (or is taking a break that is longer than sixty minutes), the test administrator must close NCTest by clicking the **Save and Exit** button on the review or pause page. The exit logout screen will display for the test administrator to enter his or her username and password to exit the test without completing it. The student's responses to test questions will be saved.

  When the student returns to testing, the test administrator must log back in to NCTest and click the **Start** button so the student can continue testing from his or her previous stopping point. Clicking the **Start** button will launch the test again to allow the student to continue working. The test administrator should ensure the test begins at the point the student previously stopped. It is best practice for the test administrator to record the question number where the student stopped to ensure the test begins at the correct starting point during the next test session.

  Once the student finishes testing, the **End Test** button must be clicked, and the test will be finalized that evening at 7:00 p.m.
- **Communication during a break.** If students *will* have the opportunity to communicate with others or access electronic devices during the break, the test administrator must inform students that they
  - are not allowed to discuss specific test questions or information contained in the test,
  - must complete the current reading selection and the associated test questions before leaving the room, and
  - are not allowed to return to any questions attempted before the break.

If students *will not* have the opportunity to communicate with others or access electronic devices during the break, they may return to any previously attempted questions.

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

In some test settings, there may be students who complete the test before the scheduled time is over. The following local options are available to these students:

- Students may remain in the testing room and read non-instructional reading materials (e.g., magazines) while the other students continue working to complete the test. (Students are not permitted to use electronic reading devices while there are students still testing in the same room.)
- Students may be dismissed from the testing room when they complete the test if authorized by the appropriate school staff (e.g., principal).

Before dismissing a student who has completed the test early or allowing the student to remain in the room to read, the test administrator must:

- Verify that the student has clicked the **End Test** button to close the test. Once the student has clicked the **End Test** button, the student will not be able to return to the test questions. A stop sign will appear on the student's screen after the second **End Test** button has been clicked, and the test has been closed.
- Collect all ancillary materials (e.g., access code [if applicable], used and unused papers).

Online Test Administration Directions

Procedures the Test Administrator Must Complete on Test Day

Steps to complete before beginning online testing. The Annual Testing Program recommends test administrators begin setting up devices used to deliver the online test thirty to forty minutes before the students are to begin testing. The test administrator must perform the following:

1. Ensure Chromebooks are managed with settings and login processes that restrict a student's ability to access additional resources during the test administration. Directions for Chromebooks can be found in the technical requirements for NCTest.
2. Launch the NCTest Secure Browser, NCTest Chrome App on Chromebooks, or NCTest iPad App and click on the **NCTest Login** button.
   - Ensure iPads are in Automatic Assessment Configuration by clicking on the **Yes** button in the pop-up to Confirm App Self-Lock.
3. The test administrator should follow local procedures to log in each student at a device or have the students log themselves in using the directions below.
   - If the *test administrator* logs in to the test,
     - enter a valid NC Education username and password and click **Login**;
     - choose EOG from the Test Type drop-down menu;
     - choose the appropriate EOG test from the Test Name drop-down menu and click **Continue**; and
     - select the student to be tested from the list presented on the screen and click **Select Student**.
   - If the *student* logs in to the test (test administrator securely distributes each student's unique access code),
     - enter the student ID number and access code provided by the teacher and click **Login**.
4. After login is complete, the test administrator should ensure the screen is set to the start page with the correct student's name, PowerSchool number, school name, and test name displayed on the screen.
5. Confirm the screen on each student's device is still set to the start page—students must not click the **Start** button and begin using their devices until they are told to do so.
6. Collect access codes (if used) from each student and ensure the collected count matches the distributed count.
7. Upon direction from the test administrator, the student clicks **Start**. After the **Start** button is clicked, a pop-up box will appear. The student confirms the information in the pop-up box and then clicks **OK** to begin. If

students experience an unexpected exit during testing, they must be logged back into the test by the test administrator.

Devices that are (1) open, (2) displaying the students' start screens or test material, or (3) paused, must not be left unattended by the test administrator at any time.

Clicking the **Save and Exit** button will result in a caution message. If the **Save and Exit** button is clicked accidentally during testing, click **Cancel** to continue the online test.

Important: Test administrators must read and review the following policies and procedures before starting the online test administration:

- Follow and present the directions and script as written in this guide. Failure to do so may constitute a misadministration or violation of the *Testing Code of Ethics*. Read aloud only the material in **boldface** print that is preceded by the word "SAY." The text printed in standard type is information for the test administrator only and is not to be read aloud to students. An exception to this policy is administrations that include the use of tablets. The word "click" may be replaced with the word "touch" in these instances. Test administrators can read test directions aloud to students as many times as necessary for students to understand the directions.
- For reading—Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the reading test for any students, including students with disabilities and students identified as ELs, invalidates test results because the test measures reading comprehension. Only the test directions may be read aloud or signed/cued to students during the online reading test.
- For mathematics—The mathematics test consists of two parts.
  - The first part of the test is calculator inactive. Students are not allowed to use a calculator for this part of the test.
  - The second part of the test is calculator active.
    - Students testing online will have access to an online calculator for the calculator active portion of this test.
    - If students will be provided a handheld calculator as referenced in the *Review the Required Test Materials* subsection of this guide, the test administrator is not to give any student a calculator until the student has completed the calculator inactive questions.
    - When students complete the calculator inactive part of the test, the directions on the screen instruct them to raise their hand if they would like to receive a handheld calculator in addition to the online calculator.

    - If a student raises his or her hand to indicate completion of the calculator inactive section and would like a handheld calculator, the test administrator, in the least disruptive manner possible, gives the student a calculator and ensures the student has moved into the calculator active section of the test.
    - The number of handheld calculators distributed should be counted and recorded.
- No one is to leave the testing room except in an emergency (e.g., illness, necessary restroom break). Test security must be maintained at all times.
- Test administrators and students are not permitted to discuss with others specific questions or information contained within the test or to write about them on the internet or on social media.
- For those students who complete the test before the scheduled testing time is over, test administrators should follow the directives outlined in the *Procedures for Students Who Complete the Test before the Scheduled Testing Time is Over* subsection of this guide.

When ready, turn to the appropriate online test administration directions.

Online Test Administration Directions	**Page Number**
Reading Grades 3–8	13
Mathematics Grades 3–8	22
Science Grades 5 and 8	33

Online Reading Grades 3–8 Test Administration Directions

- If any Annual Testing Program-approved supplemental materials will be used, the test administrator should give students these items at this time.
- If a student receives the *Multiple Testing Sessions* accommodation, he or she may require more frequent breaks than the standard work and break times. The test administrator should replace the standard timing information in the test administration script with the timing information documented in the student's IEP, Section 504 Plan, EL Plan, or transitory impairment documentation. The total testing time must not exceed the maximum time allotted for the test as outlined in this test administration guide unless the student also has the *Scheduled Extended Time* accommodation.

When ready, the test administrator begins the testing session.

SAY: **Today, you will take the reading end-of-grade online test. Please do not begin testing until I tell you to do so. During testing, you are not allowed to use or have in your possession a cell phone or other electronic devices, except for your testing device. I will now pause and give you the opportunity to turn off and appropriately store your cell phone or other electronic devices if you have not already done so.**

The test administrator pauses to allow students the time to turn off and appropriately store cell phones or other electronic devices.

When ready, the test administrator continues reading.

SAY: **Before you begin, you must clear your work area of any materials except for a writing utensil. If you do not have a writing utensil, raise your hand, and I will give you one.**

The test administrator pauses for students to clear their desks and distributes writing utensils to students who raise their hands.

When ready, the test administrator continues reading.

SAY: **Look at the information on the screen. You should see your name, your student ID number, the school's name, the name of the test, a button labeled Start, and a button labeled Exit. Please do not click the Exit button; it will log you out of the**

SAY: **test. Do not click Start until I tell you to do so. If the information on the screen is not correct, raise your hand.**

Before continuing, the test administrator verifies all students are checking the information on the device assigned to them.

SAY: **I am going to give you a sheet of scratch paper. You may use this paper to help you answer the test questions. I will collect this paper at the end of the testing session. If you need more scratch paper during the test, raise your hand, and I will give you more paper.**

The test administrator distributes scratch paper to the students.

SAY: **Most of you will take about two hours to complete the test, but if you need additional time, it will be provided. During the test, you will take 2 three-minute breaks. I will tell you when it is time for the breaks. You should try to answer all of the test questions. I am not allowed to read any part of this test to you.**

Do you have any questions about the test?

The test administrator pauses to answer any student questions and then continues.

SAY: **Click Start now. A pop-up box will display asking you to confirm the test you are taking before you can begin. You should see Reading** (insert the appropriate grade level) **Test, your name, your student ID number, and your school's name in the box. Click OK to begin the test.**

The test administrator pauses while students click **OK**.

SAY: **You will begin the test by answering sample questions. Your responses to the sample questions will not be scored.**

Read the selection and mark your answer for Sample 1.

The test administrator pauses while students read the selection and answer Sample 1.

SAY: **Click Next. The correct answer for the sample question will appear on the screen. Are there any questions about how to answer Sample 1?**

The test administrator pauses to answer questions and then continues.

SAY: **Click OK. Read Sample 2 and mark your answer**.

The test administrator pauses while students read and answer Sample 2.

SAY: **Click Next. The correct answer for the sample question will appear on the screen. Are there any questions about how to answer Sample 2?**

The test administrator pauses to answer questions and then continues.

SAY: **Click OK, and then click Next to begin the test questions.**

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

Start Time:	_____	(Record the start time.)
Work Time:	_+40_	(Add forty minutes.)
Break Time:	_____	(Record the time for the first break.)

Procedures during the testing session:

As soon as the start time, work time, and break time are recorded on the board, the test administrator does the following:

- walks quietly and frequently throughout the room;
- provides a positive test-taking environment;
- assists students with computer problems or procedural questions (Student time lost because of technical problems is documented and credited to the student at the end of the test administration, if needed.);
- avoids distracting behaviors;
- monitors students' screens to ensure students are not using additional resources, questions are displaying properly, and students have not prematurely ended the online test;
- remains in the room throughout the test administration unless an emergency arises (A trained test administrator must be present for the duration of testing.); and
- completes the *Review of Accommodations Used During Testing* form for each student who requires a testing accommodation and returns it to the school test coordinator after testing.

Read to announce the first break:

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

The test administrator ensures each student has clicked the **Pause** button, and the online test questions are not visible on devices.

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

After three minutes, the test administrator continues.

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

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

Now click the Continue button and continue working.

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

Start Time:	_____	(Record the start time.)
Work Time:	_+40_	(Add forty minutes.)
Break Time:	_____	(Record the time for the second break.)

Read to announce the second break:

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

The test administrator ensures each student has clicked the **Pause** button, and the online test questions are not visible on devices.

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

After three minutes, the test administrator continues.

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

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

Now click the Continue button and continue working.

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

Start Time:	_____	(Record the start time.)
Work Time:	_+40_	(Add forty minutes.)
End Time:	_____	(Record the end time for the test administration.)

If all students finish the test, review their responses, and are ready to end their tests before the scheduled time period is over, the test administrator may end the testing session early by reading the information under the words *Read to announce the end of the standard testing administration session*. Follow local procedures for returning students to the regular school schedule.

Read to announce the end of the standard testing administration session:

SAY: **Stop working and sit quietly. If you have not finished the test and need additional time, click the Pause button at the bottom of your screen and raise your hand.**

The test administrator makes note of students who need additional time and ensures their **Pause** buttons have been clicked.

SAY: **If you have finished the test and reviewed your answers, click the End Test button. A caution box will pop up on your screen. If you are sure you are finished with this test, click the second End Test button. You have now ended this test and will not be able to return to it.**

The test administrator continues by following the appropriate test administration directions (i.e., number 1, 2, or 3):

1. If all students are finished testing,
   - the test administrator follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*.
2. If all students need additional time for testing,

- the test administrator follows instructions and SAY statements for *Directions for Students Who Need Additional Time*.

3. If the test session has a combination of students who are finished testing and students who need additional time, the test administrator
   - follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*;
   - ensures students who need additional time have clicked the **Pause** button;
   - follows local procedures to assist those students who need additional time to complete the test; and
   - follows instructions and SAY statements for *Directions for Students Who Need Additional Time* once students are ready to finish testing.

Directions for Students Who Have Finished Testing:	*Directions for Students Who Need Additional Time*:
The test administrator ensures that students who are finished with the test have clicked the second **End Test** button to close the test. A stop sign will appear on the students' screens after the **End Test** button has been clicked and the test has been closed. Clicking the **Exit** button on the stop sign screen closes the test. When ready, the test administrator continues. Read to collect test materials: SAY: **I will now collect your test materials.** The test administrator collects all test materials. Read after all materials have been collected:	The test administrator ensures students have clicked the **Pause** button and follows local procedures to assist those students who need additional time to complete the test. As long as students are engaged and working, they can be provided up to the maximum time allowed to complete the test. However, no administration of the test may exceed the maximum time allowed (except for students with documented accommodations, such as *Scheduled Extended Time*). When ready, the test administrator continues. Read to announce a break: SAY: **You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

Directions for Students Who Have Finished Testing (continued):	*Directions for Students Who Need Additional Time (continued)*:
SAY: **Please remember teachers are not allowed to discuss questions from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test or to write about them on the Internet or on social media.** **You have completed the reading end-of-grade test.** Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when materials were first received. Report to the school test coordinator or principal any irregularities that occurred during testing.	After three minutes, the test administrator continues. SAY: **The break has now ended. Return to your seats. You have sixty additional minutes to complete the test. When you finish, raise your hand, and I will help you.** **Now click the Continue button and continue working.** All students must have the remainder of the script read at the conclusion of the testing session (i.e., up to maximum time). After sixty minutes, the test administrator announces the end of the test session: SAY: **Stop working. This is the end of the testing session. Click the Review button on your screen. Now, click the End Test button.** **A caution box will pop up on your screen. Click the second End Test button.** The test administrator ensures that students have clicked the second **End Test** button to close the test. A stop sign will appear on the students' screens after the **End Test** button has been clicked and the test has been closed.

	Directions for Students Who Need Additional Time (continued):
	Clicking the **Exit** button on the stop sign screen closes the test. When ready, the test administrator continues. Read to collect test materials: SAY: **I will now collect your test materials.** The test administrator collects all test materials. Read after all materials have been collected: SAY: **Please remember teachers are not allowed to discuss questions from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test or to write about them on the internet or on social media.** **You have completed the reading end-of-grade test.** It is a local decision how students will be dismissed at the conclusion of additional testing time (e.g., all students dismissed at the same time, or students dismissed as they complete their test). Students are dismissed according to procedures developed for the school by the principal or school test coordinator.

	Directions for Students Who Need Additional Time (continued):
	All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when materials were first received. Report to the school test coordinator or principal any irregularities that occurred during testing.

Online Mathematics Grades 3–8 Test Administration Directions

- If any Annual Testing Program-approved supplemental materials will be used, the test administrator should give students these items at this time.
- If a student receives the *Multiple Testing Sessions* accommodation, he or she may require more frequent breaks than the standard work and break times. The test administrator should replace the standard timing information in the test administration script with the timing information documented in the student's IEP, Section 504 Plan, EL Plan, or transitory impairment documentation. The total testing time must not exceed the maximum time allotted for the test as outlined in this test administration guide unless the student also has the *Scheduled Extended Time* accommodation.

When ready, the test administrator begins the testing session.

SAY: **Today, you will take the mathematics end-of-grade online test. Please do not begin testing until I tell you to do so. During testing, you are not allowed to use or have in your possession a cell phone or other electronic devices, except for your testing device. I will now pause and give you the opportunity to turn off and appropriately store your cell phone or other electronic devices if you have not already done so.**

The test administrator pauses to allow students the time to turn off and appropriately store cell phones or other electronic devices.

When ready, the test administrator continues reading.

SAY: **Before you begin, you must clear your work area of any materials except for a writing utensil. If you do not have a writing utensil, raise your hand, and I will give you one.**

The test administrator pauses for students to clear their desks and distributes writing utensils to students who raise their hands.

When ready, the test administrator continues reading.

SAY: **Look at the information on the screen. You should see your name, your student ID number, the school's name, the name of the test, a button labeled Start, and a button labeled Exit. Please do not click the Exit button; it will log you out of the**

SAY: **test. Do not click Start until I tell you to do so. If the information on the screen is not correct, raise your hand.**

Before continuing, the test administrator verifies all students are checking the information on the device assigned to them.

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

The test administrator distributes scratch paper and graph paper to the students.

SAY: **The test consists of two parts. The first part of the test is calculator inactive. For this part of the test, you are not allowed to use a calculator. The second part of the test is calculator active. When you are ready to begin the calculator active part of the test, follow the directions on your screen.**

When you are ready to move on to the calculator active section of the test, an online calculator is available in the test for your use. After you begin the calculator active section, you will not be able to return to the calculator inactive section.

Are there any questions?

The test administrator pauses to answer questions and then continues.

SAY: **Most of you will take about two hours to complete the test, but if you need additional time, it will be provided. During the test, you will take 2 three-minute breaks. I will tell you when it is time for the breaks. You should try to answer all the test questions. Only one question will appear on the screen at a time.**

Click START now. A pop up box will display asking you to confirm the test you are taking before you can begin. You should see Mathematics (insert appropriate grade level) **Test, your name, your student ID number, and your school's name in the box.**

Click OK to continue.

The test administrator pauses while students click **OK**.

SAY: **You will begin the test by answering sample questions. Your responses to the sample questions will not be scored.**

The test administrator may adjust the following "read aloud" directions accordingly for students whose IEP, Section 504 Plan, EL Plan, or transitory impairment documentation indicates the specific manner in which the test will be read aloud when using the *Test Read Aloud (in English)* accommodation.

Read only for students receiving the *Test Read Aloud (in English)* accommodation via human reader:	
Read if the entire test is to be read aloud: SAY: **I will read aloud all the sample questions, test questions, and answer choices for you. I will repeat this information if you ask me to do so.**	Read if information is to be read aloud upon student request: SAY: **I will read aloud any information from the sample questions, test questions, and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.**
Read only for students receiving the *Test Read Aloud (in English)* accommodation via device audio:	
SAY: **You may control which portions of the online test are read aloud by clicking the Audio button beside the block of text. Each test question and answer choice has an Audio button. When you click this button, the audio will play. Some parts of the test questions and answer choices cannot be read aloud by your device, such as graphs and tables. When you click on the Audio button for a test question that cannot be read aloud, it will be indicated in the audio.** To ensure the validity of the test, students receiving the *Test Read Aloud (in English)* accommodation must also receive the *Testing in a Separate Room* accommodation (one-on-one) unless they are using headphones. The audio volume should be adjusted before the student starts the test.	

SAY: **Read the question and mark your answer for Sample 1.**

The test administrator pauses while students read the question and answer Sample 1.

SAY: **Click Next. The correct answer for the sample question will appear on the screen. Are there any questions about how to answer Sample 1?**

The test administrator pauses to answer questions and then continues.

SAY: **Click OK. Read the question and mark your answer for Sample 2**.

The test administrator pauses while students read the question and answer Sample 2.

SAY: **Click Next. The correct answer for the sample question will appear on the screen. Are there any questions about how to answer Sample 2?**

The test administrator pauses to answer questions and then continues.

Read for grades 5–8 only:

SAY: **Click OK. Read the question and mark your answer for Sample 3**.

The test administrator pauses while students read the question and answer Sample 3.

SAY: **Click Next. The correct answer for the sample question will appear on the screen. Are there any questions about how to answer Sample 3?**

The test administrator pauses to answer questions and then continues.

SAY: **Click OK, and then click NEXT to begin the test questions.**

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

Start Time:	_____	(Record the start time.)
Work Time:	_+40_	(Add forty minutes.)
Break Time:	_____	(Record the time for the first break.)

Procedures during the testing session:

As soon as the start time, work time, and break time are recorded on the board, the test administrator:

- walks quietly and frequently throughout the room;
- provides a positive test-taking environment;
- assists students with computer problems or procedural questions (Student time lost because of technical problems is documented and credited to the student at the end of the test administration, if needed.);
- avoids distracting behaviors;
- monitors students' screens to ensure students are not using additional resources, questions are displaying properly, and students have not prematurely ended the online test;
- remains in the room throughout the test administration unless an emergency arises (A trained test administrator must be present for the duration of testing.); and
- completes the *Review of Accommodations Used During Testing* form for each student who requires a testing accommodation and returns it to the school test coordinator after testing.

When students complete the calculator inactive part of the test, the directions on their screens instruct them to raise their hand if they would like to receive a calculator.

When a student raises his or her hand to indicate completion of the calculator inactive section, the test administrator, in the least disruptive manner possible, gives the student a calculator and ensures the student has moved into the calculator active section of the test. Students may use the online calculator, a handheld calculator, or both during the test. The number of calculators distributed must be counted and the number recorded.

Read to announce the first break:

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

The test administrator ensures each student has clicked the **Pause** button, and the online test questions are not visible on devices.

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

After three minutes, the test administrator continues.

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

SAY: **Some of you may finish the test early. If you do, please sit quietly in your seat, and raise your hand; I will help you. If you need more time to complete the test when the testing session ends, time will be provided.**

Now click the Continue button and continue working.

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

Start Time:	_____	(Record the start time.)
Work Time:	_+40_	(Add forty minutes.)
Break Time:	_____	(Record the time for the second break.)

Read to announce the second break:

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

The test administrator ensures each student has clicked the **Pause** button, and the online test questions are not visible on devices.

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

After three minutes, the test administrator is to continue.

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

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

Now click the Continue button and continue working.

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

Start Time:	_____	(Record the start time.)
Work Time:	_+40_	(Add forty minutes.)
End Time:	_____	(Record the end time for the test administration.)

If all students finish the test, review their responses, and are ready to turn in their tests before the scheduled time period is over, the test administrator may end the testing session early by reading the information under the words *Read to announce the end of the standard testing administration session*. Follow local procedures for returning students to the regular school schedule.

Read to announce the end of the standard testing administration session:

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

If you have not finished the test and need additional time, click the Pause button at the bottom of your screen and raise your hand.

The test administrator makes note of students who need additional time and ensures their **Pause** buttons have been clicked.

SAY: **If you have finished the test and reviewed your answers, click the End Test button. A caution box will pop up on your screen. If you are sure you are finished with this test, click the second End Test button. You have now ended this test and will not be able to return to it.**

The test administrator continues by following the appropriate test administration directions (i.e., number 1, 2, or 3):

1. If all students are finished testing,
   - the test administrator follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*.
2. If all students need additional time for testing,
   - the test administrator follows instructions and SAY statements for *Directions for Students Who Need Additional Time*.
3. If the test session has a combination of students who are finished testing and students who need additional time, the test administrator
   - follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*;
   - ensures students who need additional time have clicked the **Pause** button;
   - follows local procedures to assist those students who need additional time to complete the test; and
   - follows instructions and SAY statements for *Directions for Students Who Need Additional Time* once students are ready to finish testing.

Directions for Students Who Have Finished Testing:	*Directions for Students Who Need Additional Time*:
The test administrator ensures that students who are finished with the test have clicked the second **End Test** button to close the test. A stop sign will appear on the students' screens after the **End Test** button has been clicked and the test has been closed. Clicking the **Exit** button on the stop sign screen closes the test. When ready, the test administrator continues. Read to collect test materials: SAY: **I will now collect your test materials.** The test administrator collects all test materials. Read after all materials have been collected: SAY: **Please remember teachers are not allowed to discuss questions from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test or to write about them on the internet or on social media.** **You have completed the Mathematics End-of-Grade Test.**	The test administrator ensures students have clicked the **Pause** button and follows local procedures to assist those students who need additional time to complete the test. As long as students are engaged and working, they can be provided up to the maximum time allowed to complete the test. However, no administration of the test may exceed the maximum time allowed (except for students with documented accommodations, such as *Scheduled Extended Time*). When ready, the test administrator continues. Read to announce a break: SAY: **You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.** After three minutes, the test administrator continues. SAY: **The break has now ended. Return to your seats. You have sixty additional minutes to complete the test. When you finish, raise your hand, and I will help you.** **Now click the Continue button and continue working.**

Directions for Students Who Have Finished Testing (continued):	*Directions for Students Who Need Additional Time (continued)*:
Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when the materials were first received. Report to the school test coordinator or principal any irregularities that occurred during testing.	All students must have the remainder of the script read at the conclusion of the testing session (i.e., up to maximum time). After sixty minutes, the test administrator announces the end of the test session: SAY: **Stop working. This is the end of the testing session. Click the Review button on your screen.** **Now, click the End Test button.** **A caution box will pop up on your screen. Click the second End Test button.** The test administrator ensures that students have clicked the second **End Test** button to close the test. A stop sign will appear on the students' screens after the **End Test** button has been clicked and the test has been closed. Clicking the **Exit** button on the stop sign screen closes the test. When ready, the test administrator continues. Read to collect test materials: SAY: **I will now collect your test materials.** The test administrator collects all test materials.

	Directions for Students Who Need Additional Time (continued):
	Read after all materials have been collected: SAY: **Please remember teachers are not allowed to discuss questions from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test or to write about them on the internet or on social media.** **You have completed the mathematics end-of-grade test.** It is a local decision how students will be dismissed at the conclusion of additional testing time (e.g., all students dismissed at the same time, or students dismissed as they complete their test.) Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when the materials were first received.

	Directions for Students Who Need Additional Time (continued):
	Report to the school test coordinator or principal any irregularities that occurred during testing.

Online Science Grades 5 and 8 Test Administration Directions

- If any Annual Testing Program-approved supplemental materials will be used, the test administrator should give students these items at this time.
- If a student receives the *Multiple Testing Sessions* accommodation, he or she may require more frequent breaks than the standard work and break times. The test administrator should replace the standard timing information in the test administration script with the timing information documented in the student's IEP, Section 504 Plan, EL Plan, or transitory impairment documentation. The total testing time must not exceed the maximum time allotted for the test as outlined in this test administration guide unless the student also has the *Scheduled Extended Time* accommodation.

When ready, the test administrator begins the testing session.

SAY: **Today, you will take the science end-of-grade online test. Please do not begin testing until I tell you to do so. During testing, you are not allowed to use or have in your possession a cell phone or other electronic devices, except for your testing device. I will now pause and give you the opportunity to turn off and appropriately store your cell phone or other electronic devices if you have not already done so.**

The test administrator pauses to allow students time to turn off and appropriately store cell phones or other electronic devices.

When ready, the test administrator continues reading.

SAY: **Before you begin, you must clear your work area of any materials except for a writing utensil. If you do not have a writing utensil, raise your hand, and I will give you one.**

The test administrator pauses for students to clear their desks and distributes writing utensils to those students who raise their hands.

When ready, the test administrator continues reading.

SAY: **Look at the information on the screen. You should see your name, your student ID number, the school's name, the name of the test, a button labeled Start, and a button labeled Exit. Please do not click the Exit button; it will log you out of the**

SAY: **test. Do not click Start until I tell you to do so. If the information on the screen is not correct, raise your hand.**

Before continuing, the test administrator verifies all students are doing so at the device assigned to them.

SAY: **I am going to give you a sheet of scratch paper. You may use this paper to help you answer the test questions. I will collect this paper at the end of the testing session. If you need more scratch paper during the test, raise your hand, and I will give you more paper.**

The test administrator distributes scratch paper to the students.

Read for Grade 8 Only:

SAY: **I am also going to give each of you a periodic table. The periodic table may be used to help you answer the test questions. I will collect the periodic table at the end of testing.**

The test administrator distributes a copy of the periodic table to each student.

SAY: **Most of you will take about two hours to complete the test, but if you need additional time, it will be provided. During the test, you will take 2 three-minute breaks. I will tell you when it is time for the breaks. You should try to answer all of the test questions.**

Click Start now. A pop-up box will display asking you to confirm the test you are taking before you can begin. You should see Science (insert appropriate grade level) **Test, your name, your student ID number, and your school's name in the box. Click OK to continue.**

The test administrator pauses while students click **OK**.

SAY: **You will begin the test by answering sample questions. Your responses to the sample questions will not be scored.**

The test administrator may adjust the following "read aloud" directions accordingly for students whose IEP, Section 504 Plan, EL Plan, or transitory impairment documentation indicates the specific manner in which the test

will be read aloud when using the *Test Read Aloud (in English)* accommodation.

Read only for students receiving the *Test Read Aloud (in English)* accommodation via human reader:	
Read if the entire test is to be read aloud: SAY: **I will read aloud all of the sample questions, test questions, and answer choices for you. I will repeat this information if you ask me to do so.**	Read if information is to be read aloud upon student request: SAY: **I will read aloud any information from the sample questions, test questions, and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.**

Read only for students receiving the *Test Read Aloud (in English)* accommodation via the device:
SAY: **You may control which portions of the online test are read aloud by clicking the Audio button beside the block of text. Each test question and answer choice has an Audio button. When you click the Audio button, the recorded audio will play. Some test questions and answer choices cannot be read aloud by your device, such as graphs and tables. When you click on the Audio button for one of these test questions, the audio will indicate it cannot be read aloud.** To ensure the validity of the test, students receiving the *Test Read Aloud (in English)* accommodation must also receive the *Testing in a Separate Room* accommodation (one-on-one), unless using headphones. The audio volume should be adjusted before the student starts the test.

SAY: **Read the question and mark your answer for Sample 1.**

The test administrator pauses while students read the question and answer Sample 1.

SAY: **Click Next. The correct answer for the sample question will appear on the screen. Are there any questions about how to answer Sample 1?**

The test administrator pauses to answer questions and then continues.

SAY: **Click OK. Read the question and mark your answer for Sample 2**.

The test administrator pauses while students read the question and answer Sample 2.

SAY: **Click Next. The correct answer for the sample question will appear on the screen. Are there any questions about how to answer Sample 2?**

The test administrator pauses to answer questions and then continues.

SAY: **Click OK. Read the question and mark your answer for Sample 3**.

The test administrator pauses while students read the question and answer Sample 3.

SAY: **Click Next. The correct answer for the sample question will appear on the screen. Are there any questions about how to answer Sample 3?**

The test administrator pauses to answer questions and then continues.

SAY: **Click OK, and then click Next to begin the test questions.**

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

Start Time:	_____	(Record the start time.)
Work Time:	_+40_	(Add forty minutes.)
Break Time:	_____	(Record the time for the first break.)

Procedures during the testing session:

As soon as the start time, work time, and break time are recorded on the board, the test administrator:

- walks quietly and frequently throughout the room;
- provides a positive test-taking environment;
- assists students with computer problems or procedural questions (Student time lost because of technical problems is documented and credited to the student at the end of the test administration, if needed.);
- avoids distracting behaviors;
- monitors students' screens to ensure students are not using additional

resources, questions are displaying properly, and students have not prematurely ended the online test;
- remains in the room throughout the test administration unless an emergency arises (A trained test administrator must be present for the duration of testing.); and
- completes the *Review of Accommodations Used During Testing* form for each student who requires a testing accommodation and returns it to the school test coordinator after testing.

Read to announce the first break:

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

The test administrator ensures each student has clicked the **Pause** button, and the online test questions are not visible on devices.

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

After three minutes, the test administrator is to continue.

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

Some of you may finish the test early. If you do, please sit quietly in your seat, and raise your hand; I will help you.

If you need more time to complete the test when the testing session ends, time will be provided.

Now click the Continue button and continue working.

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

Start Time:	_____	(Record the start time.)
Work Time:	_+40_	(Add forty minutes.)
Break Time:	_____	(Record the time for the second break.)

Read to announce the second break:

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

The test administrator ensures each student has clicked the **Pause** button and the online test questions are not visible on devices.

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

After three minutes, the test administrator is to continue.

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

Some of you may finish the test early. If you do, please sit quietly in your seat, and raise your hand; I will help you.

If you need more time to complete the test when the testing session ends, time will be provided.

Now click the Continue button and continue working.

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

Start Time:	_____	(Record the start time.)
Work Time:	+40	(Add forty minutes.)
End Time:	_____	(Record the end time for the test administration.)

If all students finish the test, review their responses, and are ready to turn in their tests before the scheduled time period is over, the test administrator may end the testing session early by reading the information under the words *Read to announce the end of the standard testing administration session*. Follow local procedures for returning students to the regular school schedule.

Read to announce the end of the standard testing administration session:

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

If you have not finished the test and need additional time, click the Pause button at the bottom of your screen and raise your hand.

The test administrator makes note of students who need additional time and ensures their **Pause** buttons have been clicked.

SAY: **If you have finished the test and reviewed your answers, click the End Test button. A caution box will pop up on your screen. If you are sure you are finished with this test, click the second End Test button. You have now ended this test and will not be able to return to it.**

The test administrator continues by following the appropriate test administration directions (i.e., number 1, 2, or 3):

1. If all students are finished testing,
   - the test administrator follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*.
2. If all students need additional time for testing,
   - the test administrator follows instructions and SAY statements for *Directions for Students Who Need Additional Time*.
3. If the test session has a combination of students who are finished testing and students who need additional time, the test administrator
   - follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*;
   - ensures students who need additional time have clicked the **Pause** button;
   - follows local procedures to assist those students who need additional time to complete the test; and
   - follows instructions and SAY statements for *Directions for Students Who Need Additional Time* once students are ready to finish testing.

Directions for Students Who Have Finished Testing:	*Directions for Students Who Need Additional Time:*
The test administrator ensures that students who are finished with the test have clicked the second **End Test** button to close the test. A stop sign will appear on the students' screens after the **End Test** button has been clicked and the test has been closed. Clicking the **Exit** button on the stop sign screen closes the test. When ready, the test administrator continues. Read to collect test materials:	The test administrator ensures students have clicked the **Pause** button and follows local procedures to assist those students who need additional time to complete the test. As long as students are engaged and working, they can be provided up to the maximum time allowed to complete the test. However, no administration of the test may exceed the maximum time allowed (except for students with documented accommodations, such as *Scheduled Extended Time*).

Directions for Students Who Have Finished Testing (continued):	*Directions for Students Who Need Additional Time (continued)*:
SAY: **I will now collect your test materials.** The test administrator collects all test materials. Read after all materials have been collected: SAY: **Please remember teachers are not allowed to discuss questions from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test or to write about them on the internet or on social media.** **You have completed the science end-of-grade test.** Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when the materials were first received. Report to the school test coordinator or principal any irregularities that occurred during testing.	When ready, the test administrator continues. Read to announce a break: SAY: **You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.** After three minutes, the test administrator continues. SAY: **The break has now ended. Return to your seats. You have sixty additional minutes to complete the test. When you finish, raise your hand, and I will help you.** **Now click the Continue button and continue working.** All students must have the remainder of the script read at the conclusion of the testing session (i.e., up to maximum time). After sixty minutes, the test administrator announces the end of the test session: SAY: **Stop working. This is the end of the testing session. Click the Review button on your screen.**

	Directions for Students Who Need Additional Time (continued):
	SAY: **Now, click the End Test button.** **A caution box will pop up on your screen. Click the second End Test button.** The test administrator ensures that students have clicked the second **End Test** button to close the test. A stop sign will appear on the students' screens after the **End Test** button has been clicked and the test has been closed. Clicking the **Exit** button on the stop sign screen closes the test. When ready, the test administrator continues. Read to collect test materials: SAY: **I will now collect your test materials.** The test administrator collects all test materials. Read after all materials have been collected: SAY: **Please remember teachers are not allowed to discuss questions from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test or to write about them on the internet or on social media.**

	Directions for Students Who Need Additional Time (continued):
	SAY: **You have completed the science end-of-grade test.** It is a local decision how students will be dismissed at the conclusion of additional testing time (e.g., all students dismissed at the same time, or students dismissed as they complete their test.) Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when the materials were first received. Report to the school test coordinator or principal any irregularities that occurred during testing.

After Testing

At the end of the testing session, the test administrator reviews the following to affirm all tasks have been completed as specified in this guide.

Count, Return, and Secure All Test Materials
Test administrators follow local procedures for the return of all test materials to the school test coordinator immediately after each test administration.

Additionally, immediately following the completion of the test administration, the test administrator or principal's designee must

- purge or delete saved or cached test information on any network appliance (e.g., server) or device; and
- clear the calculator memory and all applications (including preloaded) of all handheld calculators, including students' personal calculators, used during the test administration.

Report Testing Irregularities
On the day of the occurrence, document and report any testing irregularities to the school test coordinator, who will ensure the irregularities are submitted in the Online Testing Irregularity Submission System.

Complete the *Review of Accommodations Used During Testing* Form
The test administrator completes the *Review of Accommodations Used During Testing* form for each student who received accommodations during the test administration. The test administrator uses the form to

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

Completed forms are returned to the school test coordinator to be kept with the students' IEP, Section 504 Plan, EL Plan, or transitory impairment documentation so they are accessible for future reference.

Complete the Accommodations Used during Testing in NCTest Admin
To complete the entry of accommodations used by students during testing, test administrators or other designated school personnel may receive confidential lists from the appropriate school personnel.

Following the test administration for all students requiring accommodations, test administrators or other designated school personnel complete the accommodation information using the Accommodations tab in NCTest

Admin. The school test coordinator should be contacted if there are questions while entering this information.

Complete the Special Codes in NCTest Admin
Designated school personnel complete the special codes in NCTest Admin under the Special Codes tab on test day before 7:00 p.m. Students without a coded reason for blank responses to test questions will receive the lowest score possible.

- **Absent from Makeup**
  - If a student is absent from both the initial test administration and the makeup test administration, the Absent from Makeup special code may be selected.

Paper Testing Information

Before Test Day

Prepare Students for Testing

Test administrators are expected to review the following information before administering an end-of-grade (EOG) test. Though many of these processes and procedures ensure a standardized testing experience for all students, it is also important to note such efforts should not create a stressful environment for students.

With that in mind, the following suggestions are meant to help students feel comfortable with the test and the testing process:

- Share with students that they have been learning the content of the tests all year.
- Review test-taking strategies that have been used optimally throughout the school year.
- Review the appropriate released test form for the associated test with students.
- Most importantly, affirm with students that this is just one test score and not the only measure of their skills and abilities. Educators should remind students of their many successes during the school year, and that the test is only one part of their school experience.

Review the Required Test Materials

The following materials are needed to administer EOG tests:

- this test administration guide
- the appropriate number of test books for the students to be tested (Count and record the number of test books received.)
- pencils with erasers
- a supply of scratch paper (blank, colored, or lined paper)
- an accurate timing device (not a cell phone) that does not make noise (e.g., loud ticking) or sound an alarm
- sufficient vinyl bags for repackaging the test materials to be scored
- jumbo paper clips
- for mathematics at grades 3–8:
  - a supply of EOG graph paper issued by the Annual Testing Program
  - a calculator for each student
    - grades 3–5: any four-function calculator with memory key
    - grades 6 and 7: any four-function calculator with a square root function, y^x, π (pi), and algebraic logic
    - grade 8: a graphing calculator and any four-function calculator with a square root function, y^x, π (pi), and algebraic logic
  - See Appendixes C–C8 for more information regarding calculators.
- For science grade 8:
  - A copy of the periodic table issued by the Annual Testing Program

Removal of Answer Sheets
Effective with the 2023–24 school year, answer sheets will no longer be used for paper test administrations. All students with a documented need for a paper format will mark their answers in the test book. When testing is complete, the test administrator or principal's designee will transcribe the student's answers from the test book to the online testing system. Additional information about the process is located in the *Transcription Instructions* subsection of this test administration guide.

Review Testing Security
To ensure a secure and ethical testing experience for all students, test administrators are required to review the following information before the test administration:

- *Paper Test Administrations—Policies and Procedures Training Course*
- *Testing Room, Testing Violations, and Irregularities*
- *Testing Code of Ethics*
- *Testing Security Protocol and Procedures for School Personnel*

Reviewing this information will minimize the occurrence of irregularities and misadministrations and prevent students from retesting unnecessarily.

Accommodations
Some students are approved to have access to accommodations as written in their Individualized Education Programs (IEPs), Section 504 Plans, English Learner (EL) Plans, or transitory impairment documentation. On days before the test administration, the *Review of Accommodations Used During Testing* form is completed to ensure students receive the appropriate accommodations. If a student is not provided a required accommodation, the result may be a misadministration.

Student Interface Questions (SIQs) for Paper Administrations
On days before a paper test administration, if designated to do so by the school test coordinator, the test administrator marks the following student interface questions in NCTest Admin:

- Transcribe Online
- *Multiple Testing Sessions* accommodation
- Other required accommodations (e.g., other accommodations besides *Multiple Testing Sessions*)

Selecting the Transcribe Online SIQ assigns the student the same test form for both paper and online administrations. If the Transcribe Online SIQ is not selected, the student will not be assigned the same online and paper form; therefore, the transcriber will not be able to transcribe the student's answers from the test book to the online test.

On Test Day

Test administrators are responsible for ensuring students are provided with a testing environment that is quiet, well-lit, comfortable, and have enough space in which to work. The following information will assist in preparing the testing room, understanding the testing processes, accounting for secure test materials, and completing procedures that are part of the test administration.

Understanding and application of the following information will minimize the possibility of a testing irregularity or misadministration and will provide students with a positive testing experience.

Testing Room

Test administrators are required to ensure

- a "Testing—Do Not Disturb" sign is posted outside the testing room;
- bulletin boards, instructional displays, and reference materials (printed or attached) on student desks or workstations are covered or removed; and
- all desks or workstations are cleared of books and other materials that are not required for the test.

Test Day Reminders

- Students must turn off and appropriately store all cell phones and other electronic devices during the test administration.
- A trained test administrator is required to be present in the testing room for the entire test administration.
- Test administrators are not to engage in any activity other than monitoring the test administration to ensure there are no misadministrations or testing irregularities.
- Test administrators cannot give students any assistance on the test, verbally or nonverbally.
- Each student in the room has access to the appropriate test materials as specified in this test administration guide.
- Only test materials specified in this test administration guide (or published supplements and/or updates) may be used during the test administration.
- Placing test materials on students' desks before the beginning of the test administration is a violation of the procedures outlined in this test administration guide.
- When necessary, students may be excused for a restroom visit. While the student is out of the room, the elapsed time should be recorded so the student may receive the full testing time allowed. It is best practice not to allow more than one student to use the restroom at the same time.

- Visitors are not allowed in the classroom during the test administration except when required for state or local monitoring of test administrations or under extreme circumstances (i.e., emergency situations).
- Seating is arranged to discourage students from sharing responses.
- Study carrels or privacy shields are permitted only under the following circumstances:
  - The students' assigned seats are multi-student desks (i.e., desks that seat two or more students).
  - The student has the *Testing in a Separate Room* accommodation (i.e., one-on-one or small group setting).

Verify Exact Number of Test Materials upon Receipt
Immediately before the test administration, the school test coordinator will provide each test administrator with the required test materials (e.g., correct number of test books, scratch paper, pencils). To maintain security of the test materials, the test administrator will count and record the number of secure test materials, including supplemental materials, when the materials are first received from the school test coordinator. Any discrepancies in the counts should be reported before the test administrator leaves the distribution site. The test administrator will return all materials at the end of testing, and the counts will be verified.

Providing Breaks during the Test
If students stop for a break during testing (e.g., *Multiple Testing Sessions* accommodation, lunch), the following steps must be completed before dismissing the students from the testing room:
- Alert students when there are five minutes remaining before the break.
- Instruct students to place their scratch paper(s) inside the test book and close the test book.
- Test books must be paper clipped before extended breaks to prevent students from returning 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 extended break.
- Secure all test materials during the break.
- **Breaks for students with the *Multiple Testing Sessions* accommodation.** If a student receives the *Multiple Testing Sessions* accommodation, he or she may require more frequent breaks than the standard work and break times. The test administrator should replace the standard timing information in the test administration script with the timing information documented in the student's IEP, Section 504 Plan, EL Plan, or transitory impairment documentation.

- **Communication during a break.** If students *will* have the opportunity to communicate with others or access electronic devices during the break, the test administrator must inform students that they
  - are not allowed to discuss specific test questions or information contained in the test,
  - must complete the current reading selection and the associated test questions before leaving the room, and
  - are not allowed to return to any questions attempted before the break.
    - Paperclip students' test books to ensure they do not return to any questions attempted before the break.

  If students *will not* have the opportunity to communicate with others or access electronic devices during the break, they may return to any previously attempted questions. Students are not allowed to go back and work on questions in the calculator inactive part of the mathematics test if they have received a calculator and are working on the calculator active questions.

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

In some test settings, there may be students who complete the test before the scheduled time is over. The following local options are available to these students:

- Students may remain in the testing room and read non-instructional reading materials (e.g., magazines) while the other students continue working to complete the test. (Students are not permitted to use electronic reading devices while there are students still testing in the same room.)
- Students may be dismissed from the testing room when they complete the test if authorized by the appropriate local official (e.g., principal).

Before dismissing a student who has completed the test early or allowing the student to remain in the room to read, the test administrator must:

- Verify with the student that the test is completed, and that all answers are clearly marked in the test book.
- Collect the student's test book and all ancillary materials (e.g., used and unused scratch and graph papers, borrowed pencils, calculators). Ensure the student's name (first and last) is written on all used scratch papers, and these papers are placed inside the student's test book.
- Stack the student's test materials on the teacher's or test administrator's desk, and ensure the test book remains closed and secure.

Paper Test Administration Directions

This section of the test administration guide contains the paper test administration directions that are read aloud or signed/cued to students.

Test administrators complete Section 1: Paper Test Administration Directions with students before continuing to the appropriate section of the test directions.

- Section 2 contains directions for the administration of the reading test.
- Section 3 contains directions for the administration of the mathematics test.
- Section 4 contains directions for the administration of the science test.

Section 1: Paper Test Administration Directions

Important: Test administrators begin each test session by completing Section 1: Paper Test Administration Directions with students before continuing to the appropriate section of the test directions.

Test administrators must read and review the following policies and procedures before starting the paper test administration:

- Follow and present the directions and script as written in this guide. Failure to do so may constitute a misadministration or violation of the *Testing Code of Ethics*. Read aloud only the material in **boldface** print that is preceded by the word "SAY." Test administrators can read test directions aloud to students as many times as necessary for students to understand the directions.
- For reading—Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the reading test for any students, including students with disabilities and students identified as ELs, invalidates test results because the test measures reading comprehension. Only the test directions may be read aloud or signed/cued to students during the reading test.
- For mathematics—The mathematics test consists of two parts. The first part of the test is calculator inactive. Students are not allowed to use a calculator for this part of the test. The second part of the test is calculator active. The test administrator is not to give any student a calculator until the student has completed the calculator inactive questions. When students complete the calculator inactive part of the test, the directions will instruct them to raise their hand to receive a calculator. When a student raises his or her hand to indicate he or she has completed the calculator inactive test questions, the test administrator must complete the following:
  1. Collect used papers. Ensure the student's first and last name are printed on his or her used scratch and graph papers before collecting them. Students may keep clean scratch paper and clean graph paper only. Used papers collected from the student must be replaced with a clean sheet of scratch and/or graph paper. At the end of the test administration, after all materials have been collected, the used scratch and graph papers that were collected from the calculator inactive portion of the test are inserted in the appropriate student's test book.
  2. Paper clip the student's test book so he or she will not be able to go back and work on questions in the calculator inactive part of the test.
  3. Give a calculator to the student.
  4. Ensure the student begins work in the calculator active part of the test.

5. Keep a count of the number of calculators distributed.

- No one is to leave the testing room except in an emergency (e.g., illness, necessary restroom break). Test security must be maintained at all times.
- Test administrators and students are not permitted to discuss with others specific questions from the test or information contained within the test or to write about them on the internet or on social media.
- For those students who complete the test before the scheduled testing time is over, follow the directives outlined in the *Procedures for Students Who Complete the Test before the Scheduled Testing Time is Over* subsection of this guide.

- If any Annual Testing Program-approved supplemental materials will be used, the test administrator should give students these items at this time.
- If a student receives the *Multiple Testing Sessions* accommodation, he or she may require more frequent breaks than the standard work and break times. The test administrator should replace the standard timing information in the test administration script with the timing information documented in the student's IEP, Section 504 Plan, EL Plan, or transitory impairment documentation. The total testing time must not exceed the maximum time allotted for the test as outlined in this test administration guide unless the student also has the *Scheduled Extended Time* accommodation.

When ready, the test administrator begins the testing session.

SAY: **Today you will take the** (insert end-of-grade subject) **end-of-grade test. Please do not begin testing until I tell you to do so. During testing, you are not allowed to use or have in your possession a cell phone or other electronic devices. I will now pause and give you the opportunity to turn off and appropriately store your cell phone or other electronic devices if you have not already done so.**

The test administrator pauses to allow students the time to turn off and appropriately store cell phones or other electronic devices.

SAY: **Before you begin, clear your work area of any materials except for a pencil. If you do not have a pencil, raise your hand, and I will give you one.**

The test administrator pauses for students to clear their work areas and distributes pencils to those students who raise their hands.

SAY: **I am now going to give you a test book. Do not open or mark on the test book until I tell you to do so.**

Raise your hand if you did not receive a test book.

The test administrator pauses to give a test book to students who raise their hands.

SAY: **Look at the cover of your test book. Find the line near the top of the test book that says student name and print your first and last name on this line.**

The test administrator pauses and ensures students are following directions correctly.

When ready, the test administrator turns to the appropriate *Paper Test Administration Directions* section to continue the test session.

Paper Test Administration Directions	Page Number
Section 2: Reading Grades 3–8	55
Section 3: Mathematics Grades 3–8	63
Section 4: Science Grades 5 and 8	75

Section 2: Paper Reading Grades 3–8 Test Administration Directions

Important: Test administrators must complete Section 1: Paper Test Administration Directions with students before continuing with this section.

SAY: **I am going to give you a sheet of scratch paper. You may use this paper to cover your work or to help you answer the test questions. I will collect this paper at the end of the testing session. If you need more scratch paper during the test, raise your hand, and I will give you more paper.**

The test administrator distributes scratch paper to the students.

SAY: **Please print your first and last name on your scratch paper.**

The test administrator pauses and ensures students are printing their first and last name on the scratch paper. If students need additional scratch paper during testing, the test administrator ensures students also print their name on the additional scratch paper. The test administrator then continues.

SAY: **Most of you will take about two hours to complete the test, but if you need additional time, it will be provided. During the test, you will take 2 three-minute breaks. I will tell you when it is time for the breaks.**

All of the test questions are multiple-choice questions that require you to read each question and choose the best answer. Choose only one answer for each question. To record your answer, circle the answer in your test book. You will not mark your answer on an answer sheet. If you change your answer, completely erase the circle you made and make a new circle. You should try to answer all of the test questions.

Are there any questions?

The test administrator pauses to answer questions and then continues.

SAY: **You will begin the test by answering sample questions. Turn to page one of your test book.**

The test administrator pauses and ensures all students are on the correct page in the test book.

SAY: **Read the selection for the sample questions.**

The test administrator pauses while students read the selection and then continues.

SAY: **Read sample question S1 in your test book and choose the best answer.**

The test administrator ensures students are following directions and marking the answer in the test book.

SAY: **Now read sample question S2 in your test book and choose the best answer.**

The test administrator ensures students are following directions and marking the answer in the test book.

SAY: **The answer for sample question S1 is A. Do you have any questions about how to mark your answer for sample question S1?**

The test administrator pauses to answer questions.

SAY: **The answer for sample question S2 is B. Do you have any questions about how to mark your answer for sample question S2?**

The test administrator pauses to answer questions and then continues.

SAY: **In a moment, you will begin the test. When you complete the test, look back over your answers, place your scratch paper in your test book, and then close your test book. Raise your hand when you are finished with the test, and I will help you.**

Now turn to the next page of your test book.

The test administrator pauses and ensures all students are on the correct page in the test book.

SAY: **You may begin.**

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

Start Time:	_____	(Record the start time.)
Work Time:	_+40_	(Add forty minutes.)
Break Time:	_____	(Record the time for the first break.)

Procedures during the testing session:

As soon as the start time, work time, and break time are recorded on the board, the test administrator:

- walks quietly and frequently throughout the room;
- provides a positive test-taking environment;
- avoids distracting behaviors;
- remains in the room throughout the test administration unless an emergency arises (A trained test administrator must be present for the duration of testing.); and
- completes the *Review of Accommodations Used During Testing* form for each student who requires a testing accommodation and returns the completed form to the school test coordinator after testing.

Read to announce the first break:

SAY: **Stop working. Put your scratch paper inside your test book and close your test book. You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

After three minutes, the test administrator is to continue.

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

Some of you may finish early. If you do, look back over your answers, place your scratch paper inside your test book, and then close your test book. Raise your hand when you are finished, and I will help you.

If you need more time to complete the test when the testing session ends, time will be provided.

Now open your test book to the last question you have answered. Take out your scratch paper and continue working.

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

Start Time:	_____	(Record the start time.)
Work Time:	_+40_	(Add forty minutes.)
Break Time:	_____	(Record the time for the second break.)

Read to announce the second break:

SAY: **Stop working. Put your scratch paper inside your test book and close your test book. You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

After three minutes, the test administrator is to continue.

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

Some of you may finish early. If you do, look back over your answers, place your scratch paper inside your test book, and then close your test book. Raise your hand when you are finished, and I will help you. If you need more time to complete the test when the testing session ends, time will be provided.

Now open your test book to the last question you have answered. Take out your scratch paper and continue working.

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

Start Time:	_____	(Record the start time.)
Work Time:	_+40_	(Add forty minutes.)
End Time:	_____	(Record the end time for the test administration.)

If all students finish the test, review their responses, and are ready to turn in their tests before the scheduled time period is over, the test administrator may end the testing session early by reading the information under the words *Read to announce the end of the standard testing administration session*. Follow local procedures for returning students to the regular school schedule.

Read to announce the end of the standard testing administration session:

SAY: **Stop working and close your test book. If you have not finished the test and need more time, raise your hand.**

The test administrator ensures test books are closed and makes note of students who need additional time.

SAY: **Make sure your first and last name are on the front cover of your test book and on your scratch paper. Place your scratch paper inside your test book and sit quietly.**

The test administrator ensures test books are closed and scratch papers are placed inside of closed test books.

The test administrator continues by following the appropriate test administration directions listed below (i.e., number 1, 2, or 3):

1. If all students are finished testing,
   - the test administrator follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*.
2. If all students need additional time for testing,
   - the test administrator follows instructions and SAY statements for *Directions for Students Who Need Additional Time*.
3. If the test session has a combination of students who are finished testing and students who need additional time, the test administrator
   - follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*;
   - follows local procedures to assist those students who need additional time to complete the test; and
   - follows instructions and SAY statements for *Directions for Students Who Need Additional Time* once students are ready to finish testing.

Directions for Students Who Have Finished Testing:	*Directions for Students Who Need Additional Time*:
When ready, the test administrator continues. Read to collect test materials: SAY: **I will now collect your test materials.** The test administrator collects all test materials and ensures scratch	As long as students are engaged and working, they can be provided up to the maximum time allowed to complete the test. No administration of the test may exceed the maximum time allowed (except for students with documented accommodations, such as *Scheduled Extended Time*).

Directions for Students Who Have Finished Testing (continued):	*Directions for Students Who Need Additional Time (continued)*:
paper is placed inside each student's test book. Read after all materials have been collected: SAY: **Please remember teachers are not allowed to discuss questions from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test or to write about them on the internet or on social media.** SAY: **You have completed the reading end-of-grade test.** Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when the materials were first received. All used scratch paper must be labeled with the student's first and last name and placed inside the student's test book. Report to the school test coordinator or principal any irregularities that occurred during testing.	Before continuing, the test administrator must ensure students' scratch paper has been placed inside their test books and their test books are closed. When ready, the test administrator continues. Read to announce the break: SAY: **Please leave your scratch paper inside your test book and keep your test book closed.** **You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.** After three minutes, the test administrator continues. SAY: **The break has now ended. Return to your seats. You have sixty minutes to complete the test. Now open your test book to the last question you have answered. Take out your scratch paper and continue working. When you finish, raise your hand and I will help you.** All students must have the remainder of the script read at the conclusion of the testing session (i.e., up to maximum time).

	Directions for Students Who Need Additional Time:
	After sixty minutes, the test administrator reads to announce the end of the testing session: SAY: **Stop working. Close your test book. This is the end of the testing session. Make sure your first and last name are printed on the front cover of your test book and on your scratch paper.** **Place all scratch paper inside your test book.** When ready, the test administrator continues. Read to collect test materials: SAY: **I will now collect your test materials.** The test administrator collects all test materials. Read after all materials have been collected: SAY: **Please remember teachers are not allowed to discuss questions from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test or to write about them on the internet or on social media.**

	Directions for Students Who Need Additional Time:
	SAY: **You have completed the reading end-of-grade test.** Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when the materials were first received. All used scratch papers must be labeled with the student's first and last name and placed inside the student's test book. Report to the school test coordinator or principal any irregularities that occurred during testing.

Section 3: Paper Mathematics Grades 3–8 Test Administration Directions

Important: Test administrators must complete Section 1: Paper Test Administration Directions with students before continuing with this section.

SAY: **I am going to give you a sheet of scratch paper and graph paper. These may be used to cover your work or to work out problems. I will collect these at the end of the testing session. If you need more scratch paper or graph paper during the test, raise your hand, and I will give you more paper.**

The test administrator distributes scratch paper and graph paper to the students.

SAY: **Please print your first and last name on your scratch and graph papers.**

The test administrator pauses and ensures students are printing their first and last name on the scratch and graph papers. If students need additional scratch or graph papers during testing, the test administrator ensures students also print their name on the additional scratch or graph papers. The test administrator then continues.

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

When you finish the calculator inactive part of the test, you will see a stop sign and some directions. Carefully read and follow the directions in your test book. The directions will tell you to not begin the calculator active part of the test until you have raised your hand and been given a calculator.

When you raise your hand, I will collect the scratch paper and graph paper you have written on. You may keep only clean scratch paper and clean graph paper. If I take papers from you, I will give you another sheet of clean scratch paper and clean graph paper to use. I will also give you a calculator and will paper clip your test book so that you will not be able to go back

SAY: **and work on questions in the calculator inactive part of the test.**

When you complete the calculator active part of the test, look back over your answers for the calculator active section only and then close your test book.

Read for Grades 3–4 Only:

SAY: **The test has multiple-choice questions. Read each question and choose the best answer. Choose only one answer for each question. To record your answer, circle the answer in your test book. You will not mark your answer on an answer sheet.**

Read for Grades 5–8 Only:

SAY: **The test has multiple-choice questions and gridded response questions. For the multiple-choice questions, read each question and choose the best answer. Choose only one answer for each question. To record your answer, circle the answer in your test book. You will not mark your answer on an answer sheet.**

The gridded response questions will require you to record a numeric answer into boxes in your test book. To record your answer, you must write only one digit or symbol in each box. Spaces are permitted only within an answer that is a mixed number. Mixed numbers are entered by adding a space after the whole number. Do not use symbols such as commas or dollar signs.

SAY: **You should try to answer all of the test questions. You may write on the scratch paper, graph paper, and in the test book, but your answers must be recorded in the test book in order for them to be scored. If you change an answer, completely erase it, and then record the correct answer.**

Are there any questions?

The test administrator pauses to answer questions and then continues.

SAY: **Most of you will take about two hours to complete the test, but if you need additional time, it will be provided. During the test, you will take 2 three-minute breaks. I will tell you when it is time for the breaks.**

SAY: **You will begin the test by answering sample questions. Turn to page one of your test book.**

The test administrator pauses and ensures all students are on the correct page in the test book.

The test administrator may adjust the following "read aloud" directions accordingly for students whose IEP, Section 504 Plan, EL Plan, or transitory impairment documentation indicates the specific manner in which the test will be read aloud when using the *Test Read Aloud (in English)* accommodation.

Read only for students receiving the *Test Read Aloud (in English)* accommodation:	
Read if the entire test is to be read aloud: SAY: **I will read aloud the sample questions and answer choices for you. I will repeat this information if you ask me to do so.**	Read if information is to be read aloud upon student request: SAY: **I will read aloud the sample questions and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.**

SAY: **Read sample question S1 in your test book and choose the best answer.**

The test administrator ensures students are following directions and marking the answer in the test book.

Read for Grades 3 and 4 Only:

SAY: **Now read sample question S2 in your test book and choose the best answer.**

The test administrator ensures all students are following directions and marking the correct section of the answer sheet.

SAY: **The answer for sample question S1 is A. Do you have any questions about how to mark your answer for sample question S1?**

Read for Grades 3 and 4 Only (continued):

The test administrator pauses to answer questions.

Say: **The answer for sample question S2 is B. Do you have any questions about how to mark your answer for sample question S2?**

The test administrator pauses to answer questions and then continues.

Read for Grades 5–8 Only:

SAY: **Sample questions S2 and S3 are gridded response questions. Remember, for all gridded response questions, you will record a numeric answer into boxes in your test book.**

Now read sample question S2 in your test book and write a numerical answer into the grid boxes for S2 in your test book.

The test administrator pauses and ensures all students are following directions and marking the correct section in the test book.

SAY: **Now read sample question S3 in your test book and write a numerical answer into the grid boxes for S3 in your test book.**

Read for Grade 5 Only:

SAY: **The answer for sample question S1 is A. Do you have any questions about how to mark your answer for sample question S1?**

The test administrator pauses to answer questions.

SAY: **The answer for sample question S2 is 2.7. Do you have any questions about how to mark your answer for sample question S2?**

The test administrator pauses to answer questions.

SAY: **The answer for sample question S3 is 3/4, or .75 is also acceptable.**

Read for Grade 5 Only (continued):

SAY: **Do you have any questions about how to mark your answer for sample question S3? Remember, only answers recorded in the boxes will be scored.**

The test administrator pauses to answer questions and then continues.

Read for Grades 6–8 Only:

SAY: **The answer for sample question S1 is A. Do you have any questions about how to mark your answer for sample question S1?**

The test administrator pauses to answer questions.

SAY: **The answer for sample question S2 is –7. Do you have any questions about how to mark your answer for sample question S2?**

The test administrator pauses to answer questions.

SAY: **The answer for sample question S3 is 3/4, or .75 is also acceptable. Do you have any questions about how to mark your answer for sample question S3? Remember, only answers recorded in the boxes will be scored.**

The test administrator pauses to answer questions and then continues.

Read only for students receiving the *Test Read Aloud (in English)* accommodation:

Read if the entire test is to be read aloud:	Read if information is to be read aloud upon student request:
SAY: **I will read aloud all of the test questions and answer choices. I will repeat this information if you ask me to do so.**	SAY: **I will read aloud the test questions and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.**

The test administrator continues.

SAY: **In a moment, you will begin the test. When you complete the test, look back over your answers, place your scratch and graph papers inside your test book, and then close your test book. Raise your hand when you are finished with the test, and I will help you.**

Now turn to the next page of your test book.

The test administrator pauses and ensures all students are on the correct page in the test book.

SAY: **You may begin.**

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

Start Time:	_____	(Record the start time.)
Work Time:	_+40_	(Add forty minutes.)
Break Time:	_____	(Record the time for the first break.)

Procedures during the testing session:

As soon as the start time, work time, and break time are recorded on the board, the test administrator:

- walks quietly and frequently throughout the room;
- provides a positive test-taking environment;
- avoids distracting behaviors;
- remains in the room throughout the test administration unless an emergency arises (A trained test administrator must be present for the duration of testing.); and
- completes the *Review of Accommodations Used During Testing* form for each student who requires a testing accommodation and returns it to the school test coordinator after testing.

When a student raises his or her hand to indicate completion of the calculator inactive section, the test administrator must, in the least disruptive manner possible, give the student a calculator, paper clip the student's test book, collect the student's used scratch and graph papers (i.e., students may keep only clean scratch paper and clean graph paper), and ensure the student begins working in the calculator active section of the test. Used scratch and graph paper must be labeled with the student's first and last name. After materials are collected at the end of the test session, used scratch and graph papers should be placed inside the student's test book. The number of calculators distributed is counted and recorded.

Read to announce the first break:

SAY: **Stop working. Put your scratch and graph papers inside your test book and close your test book. You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

After three minutes, the test administrator continues.

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

Some of you may finish early. If you do, look back over your answers, place your papers inside your test book, and then close your test book. Raise your hand when you are finished, and I will help you.

If you need more time to complete the test when the testing session ends, time will be provided.

Now open your test book to the last question you have answered. Take out your scratch and graph papers and continue working.

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

Start Time:	_____	(Record the start time.)
Work Time:	_+40_	(Add forty minutes.)
Break Time:	_____	(Record the time for the second break.)

Read to announce the second break:

SAY: **Stop working. Put your scratch and graph papers inside your test book and close your test book. You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

After three minutes, the test administrator continues.

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

Some of you may finish early. If you do, look back over your answers, put your scratch and graph papers inside your test

SAY: **book, and then close your test book. Raise your hand when you are finished, and I will help you. If you need more time to complete the test when the testing session ends, time will be provided.**

Now open your test book to the last question you have answered. Take out your scratch and graph papers and continue working.

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

Start Time:	_____	(Record the start time.)
Work Time:	_+40_	(Add forty minutes.)
End Time:	_____	(Record the end time for the test administration.)

If all students finish the test, review their responses, and are ready to turn in their tests before the scheduled time period is over, the test administrator may end the testing session early by reading the information under the words *Read to announce the end of the standard testing administration session*. Follow local procedures for returning students to the regular school schedule.

Read to announce the end of the standard testing administration session:

SAY: **Stop working and close your test book. If you have not finished the test and need more time, raise your hand.**

The test administrator ensures test books are closed and makes note of students who need additional time.

SAY: **Make sure your first and last name are on the front cover of your test book and on your scratch and graph papers. Place your scratch and graph papers inside your test book and sit quietly.**

The test administrator ensures test books are closed and scratch and graph papers are placed inside of closed test books.

The test administrator continues by following the appropriate test administration directions listed below (i.e., number 1, 2, or 3):

1. If all students are finished testing,
   - the test administrator follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*.

2. If all students need additional time for testing,
   - the test administrator follows instructions and SAY statements for *Directions for Students Who Need Additional Time*.
3. If the test session has a combination of students who are finished testing and students who need additional time, the test administrator
   - follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*;
   - follows local procedures to assist those students who need additional time to complete the test; and
   - follows instructions and SAY statements for *Directions for Students Who Need Additional Time* once students are ready to finish testing.

Directions for Students Who Have Finished Testing:	*Directions for Students Who Need Additional Time*:
When ready, the test administrator continues. Read to collect test materials: SAY: **I will now collect your test materials.** The test administrator collects all test materials and ensures scratch and graph paper is placed inside each student's test book. Read after all materials have been collected: SAY: **Please remember teachers are not allowed to discuss questions from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test or to write about them on the internet or on social media.** **You have completed the mathematics end-of-grade test.**	As long as students are engaged and working, they can be provided up to the maximum time allowed to complete the test. No administration of the test may exceed the maximum time allowed (except for students with documented accommodations, such as *Scheduled Extended Time*). Before continuing, the test administrator must ensure students' scratch and graph papers have been placed inside their test books, and their test books are closed. When ready, the test administrator continues. Read to announce the break: SAY: **Please leave your scratch and graph papers inside your test book and keep your test book closed. You will take a three-minute break. You may stand**

Directions for Students Who Have Finished Testing (continued):	*Directions for Students Who Need Additional Time (continued)*:
Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when the materials were first received. All used scratch and graph papers must be labeled with student's first and last name and placed inside the student's test book. Report to the school test coordinator or principal any irregularities that occurred during testing.	SAY: **beside your desk and stretch or just relax, but you cannot talk during the break.** After three minutes, the test administrator continues. SAY: **The break has now ended. Return to your seats. You have sixty minutes to complete the test. Now open your test book to the last question you have answered. Take out your scratch and graph papers and continue working. When you finish, raise your hand and I will help you.** All students must have the remainder of the script read at the conclusion of the testing session (i.e., up to maximum time). After sixty minutes, the test administrator reads to announce the end of the testing session: SAY: **Stop working. Close your test book. This is the end of the testing session. Make sure your first and last name are on the front cover of your test book and on your scratch and graph papers.** **Place your scratch and graph papers inside your test book.**

	Directions for Students Who Need Additional Time (continued):
	Read to collect test materials: SAY: **I will now collect your test materials.** The test administrator collects all test materials. Read after all materials have been collected: SAY: **Please remember teachers are not allowed to discuss questions from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test or to write about them on the internet or on social media.** **You have completed the mathematics end-of-grade test.** Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when the materials were first received. All used scratch and graph papers must be labeled

	Directions for Students Who Need Additional Time:
	with the student's first and last name and placed inside the student's test book. Report to the school test coordinator or principal any irregularities that occurred during testing.

Section 4: Paper Science Grades 5 and 8 Test Administration Directions

Test administrators must complete Section 1: Paper Test Administration Directions with students before continuing with this section.

SAY: **I am going to give you a sheet of scratch paper. You may use this paper to cover your work or to help you answer the test questions. I will collect this paper at the end of the testing session. If you need more scratch paper during the test, raise your hand, and I will give you more paper.**

The test administrator distributes scratch paper to the students.

SAY: **Please print your first and last name on your scratch paper.**

The test administrator pauses and ensures students are printing their first and last name on the scratch paper. If students need additional scratch paper during testing, the test administrator ensures students also print their name on the additional scratch paper. The test administrator then continues.

Read for Grade 8 Only:

SAY: **I am also going to give each of you a periodic table. The periodic table may be used to help you answer the test questions. After I hand you the periodic table, please write your name on the top right-hand corner of the paper. I will collect the periodic table at the end of testing.**

The test administrator distributes a copy of the periodic table to each student.

SAY: **Most of you will take about two hours to complete the test, but if you need additional time, it will be provided. During the test, you will take 2 three-minute breaks. I will tell you when it is time for the breaks.**

All of the test questions are multiple-choice questions that require you to read each question and choose the best answer. Choose only one answer for each question. To record your answer, circle the answer in your test book. You will not mark your answer on an answer sheet. If you change your answer,

SAY: **completely erase the circle you made and make a new circle. You should try to answer all of the test questions.**

Are there any questions?

The test administrator pauses to answer questions and then continues.

SAY: **You will begin the test by answering some sample questions. Turn to page one of your test book.**

The test administrator pauses and ensures all students are on the correct page in the test book.

The test administrator may adjust the following "read aloud" directions accordingly for students whose IEP, Section 504 Plan, EL Plan, or transitory impairment documentation indicates the specific manner in which the test will be read aloud when using the *Test Read Aloud (in English)* accommodation.

Read only for students receiving the *Test Read Aloud (in English)* accommodation:	
Read if the entire test is to be read aloud: SAY: **I will read aloud the sample questions and answer choices. I will repeat this information if you ask me to do so.**	Read if information is to be read aloud upon student request: SAY: **I will read aloud the sample questions and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.**

SAY: **Read sample question S1 in your test book and choose the best answer.**

The test administrator ensures students are following directions and marking the answer in the test book.

SAY: **Now read sample question S2 in your test book and choose the best answer.**

The test administrator ensures students are following directions and marking the answer in the test book.

SAY: **The answer for sample question S1 is A. Do you have any questions about how to mark your answer for sample question S1?**

The test administrator pauses to answer questions.

SAY: **The answer for sample question S2 is B. Do you have any questions about how to mark your answer for sample question S2?**

The test administrator pauses to answer questions and then continues.

SAY: **In a moment, you will begin the test. When you complete the test, look back over your answers, place your scratch paper in your test book, and then close your test book. Raise your hand when you are finished with the test, and I will help you.**

Now turn to the next page of your test book.

The test administrator pauses and ensures all students are on the correct page in the test book.

Read only for students receiving the *Test Read Aloud (in English)* accommodation:	
Read if the entire test is to be read aloud: SAY: **I will read aloud all of the test questions and answer choices for you. I will repeat this information if you ask me to do so.**	Read if information is to be read aloud upon student request: SAY: **I will read aloud the test questions and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.**

SAY: **You may begin.**

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

Start Time:	_____	(Record the start time.)
Work Time:	_+40_	(Add forty minutes.)
Break Time:	_____	(Record the time for the first break.)

Procedures during the testing session:

As soon as the start time, work time, and break time are recorded on the board, the test administrator:

- walks quietly and frequently throughout the room;
- provides a positive test-taking environment;
- avoids distracting behaviors;
- remains in the room throughout the test administration unless an emergency arises (A trained test administrator must be present for the duration of testing.); and
- completes the *Review of Accommodations Used During Testing* form for each student who requires a testing accommodation and returns it to the school test coordinator after testing.

Read to announce the first break:

SAY: **Stop working. Put your scratch paper inside your test book and close your test book. You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

After three minutes, the test administrator continues.

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

Some of you may finish early. If you do, look back over your answers, place your scratch paper inside your test book, and then close your test book. Raise your hand when you are finished, and I will help you.

If you need more time to complete the test when the testing session ends, time will be provided.

Now open your test book to the last question you have answered. Take out your scratch paper and continue working.

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

Start Time:	_____	(Record the start time.)
Work Time:	_+40_	(Add forty minutes.)
Break Time:	_____	(Record the time for the second break.)

Read to announce the second break:

SAY: **Stop working. Put your scratch paper inside your test book and close your test book. You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

After three minutes, the test administrator continues.

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

Some of you may finish early. If you do, look back over your answers, put your scratch paper inside your test book, and then close your test book. Raise your hand when you are finished, and I will help you. If you need more time to complete the test when the testing session ends, time will be provided.

Now open your test book to the last question you have answered. Take out your scratch paper and continue working.

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

Start Time:	_____	(Record the start time.)
Work Time:	_+40_	(Add forty minutes.)
End Time:	_____	(Record the end time for the test administration.)

If all students finish the test, review their responses, and are ready to turn in their tests before the scheduled time period is over, the test administrator may end the testing session early by reading the information under the words *Read to announce the end of the standard testing administration session*. Follow local procedures for returning students to the regular school schedule.

Read to announce the end of the standard testing administration session:

SAY: **Stop working and close your test book. If you have not finished the test and need more time, raise your hand.**

The test administrator ensures test books are closed and makes note of students who need additional time.

SAY: **Make sure your first and last name are on the front cover of your test book and on your scratch paper. Place your scratch paper inside your test book and sit quietly.**

The test administrator ensures test books are closed and scratch papers are placed inside of closed test books.

The test administrator continues by following the appropriate test administration directions listed below (i.e., number 1, 2, or 3):

1. If all students are finished testing,
   - the test administrator follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*.
2. If all students need additional time for testing,
   - the test administrator follows instructions and SAY statements for *Directions for Students Who Need Additional Time*.
3. If the test session has a combination of students who are finished testing and students who need additional time, the test administrator
   - follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*;
   - follows local procedures to assist those students who need additional time to complete the test; and
   - follows instructions and SAY statements for *Directions for Students Who Need Additional Time* once students are ready to finish testing.

Directions for Students Who Have Finished Testing:	*Directions for Students Who Need Additional Time*:
When ready, the test administrator continues. Read to collect test materials: SAY: **I will now collect your test materials.** The test administrator collects all test materials and ensures scratch paper is placed inside each student's test book. Read after all materials have been collected: SAY: **Please remember teachers are not allowed to discuss questions from the test with you, and you are not allowed to discuss with others any of the test**	As long as students are engaged and working, they can be provided up to the maximum time allowed to complete the test. No administration of the test may exceed the maximum time allowed (except for students with documented accommodations, such as *Scheduled Extended Time*). Before continuing, the test administrator must ensure students' scratch paper has been placed inside their test books and their test books are closed. When ready, the test administrator continues. Read to announce the break:

Directions for Students Who Have Finished Testing (continued):	*Directions for Students Who Need Additional Time (continued)*:
SAY: **questions or information contained within the test or to write about them on the internet or on social media.** **You have completed the science end-of-grade test.** Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when the materials were first received. All used scratch paper must be labeled with the student's first and last name and placed inside the student's test book. Report to the school test coordinator or principal any irregularities that occurred during testing.	SAY: **Please leave your scratch paper inside your test book and keep your test book closed. You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.** After three minutes, the test administrator continues. SAY: **The break has now ended. Return to your seats. You have sixty minutes to complete the test. Now open your test book to the last question you have answered. Take out your scratch paper and continue working. When you finish, raise your hand, and I will help you.** All students must have the remainder of the script read at the conclusion of the testing session (i.e., up to maximum time). After sixty minutes, the test administrator reads to announce the end of the testing session: SAY: **Stop working. Close your test book. This is the end of the testing session. Make sure your first and last name are printed on the front cover of your test book and on your scratch paper. Place all scratch**

	Directions for Students Who Need Additional Time (continued):
	SAY: **paper inside your test book.** When ready, the test administrator continues. Read to collect test materials: SAY: **I will now collect your test materials.** The test administrator collects all test materials. Read after all materials have been collected: SAY: **Please remember teachers are not allowed to discuss questions from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test or to write about them on the internet or on social media.** **You have completed the science end-of-grade test.** Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test

	Directions for Students Who Need Additional Time (continued):
	materials returned matches the count taken when the materials were first received. All used scratch papers must be labeled with the student's first and last name and placed inside the student's test book. Report to the school test coordinator or principal any irregularities that occurred during testing.

After Testing

At the end of the testing session, the test administrator reviews the following to affirm all tasks have been completed as specified in this guide.

Count, Return, and Secure All Test Materials
Test administrators follow local procedures for the return of all test materials to the school test coordinator immediately after each test administration. All used scratch and graph papers must have the individual student's first and last name written on it and be placed inside the student's test book.

Additionally, immediately following the test administration, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators, including students' personal calculators, used during the mathematics test administrations.

Report Testing Irregularities
On the day of the occurrence, document and report any testing irregularities to the school test coordinator, who will ensure the irregularities are submitted in the Online Testing Irregularity Submission System.

Complete the *Review of Accommodations Used During Testing* Form
The test administrator completes the *Review of Accommodations Used During Testing* form for each student who received accommodations for the test administration. The test administrator uses the form to

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

Completed forms are returned to the school test coordinator to be kept with the students' IEP, Section 504 Plan, EL Plan, or transitory impairment documentation so they are accessible for future reference.

Complete the Accommodations Used during Testing in NCTest Admin
To complete the entry of accommodations used by students during testing, the test administrators or other designated school personnel may receive confidential lists from the appropriate school personnel.

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

Complete the Special Codes in NCTest Admin
Designated school personnel complete the special codes in NCTest Admin under the Special Codes tab on test day before 7:00 p.m. Students without a coded reason for blank responses to test questions will receive the lowest score possible.

- **Absent from Makeup**
  - If a student is absent from both the initial test administration and the makeup test administration, the Absent from Makeup special code may be selected.

Transcription Instructions
After completion of a paper test administration, test administrators or other designated school personnel must transcribe the student's answers from the test book into the online testing system. If the responses are not transcribed into the online testing system, the student will not receive a score. Test administrators or other designated school personnel may transcribe student's responses if they have completed all training elements that are required for the test.

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

- one individual transcribes the student's responses,
- a second individual verifies the transcription, and
- a third individual acts as an objective observer of the process.

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

- **Step 1**. Ensure the SIQ is set for Transcribe Online in NCTest Admin.
- **Step 2.** Launch the NCTest secure browser or app and click on the **NCTest** login button.
- **Step 3.** Enter an NC Education username and password and click **Login**. (It is not allowable to use the student access code when transcribing student responses.)
- **Step 4.** Choose the appropriate EOG from the Test Type drop-down menu.
- **Step 5.** Choose the appropriate test name from the Test Name drop-down menu; then click **Continue**.
- **Step 6.** Select the appropriate student from the list presented on the screen.
- **Step 7.** Ensure the screen is set to the start page with the correct student's name, test name, and school name near the top of the screen.
- **Step 8.** Click the **Start** button.

- **Step 9.** Confirm the student information on the screen in the pop-up box and click **OK**.
- **Step 10.** Begin transcribing the student's responses.
  - The individual verifying responses checks each response as it is entered in the system by the transcriber, while the third individual observes the process. All of the transcribed calculator inactive responses must be verified prior to transitioning into transcribing the calculator active section.
- **Step 11.** After all responses are transcribed and verified, click the **End Test** button. A stop sign will appear on the screen after the second **End Test** button has been clicked, and the test has been closed.
- **Step 12.** All three individuals completing the secure transcription process must sign the transcription box on the front cover of the student's test book. Ensure that all scratch and graph papers are labeled with the student's first and last name and are inserted in the student's test book, if applicable.
- **Step 13.** The test administrator or principal's designee must purge any electronic files associated with the test administration immediately following the completion of the transcription process.
- **Step 14.** Return the student's test book with scratch and graph papers (inserted inside) to the school test coordinator.

Complete the School Transcription Tracking Form

Designated school personnel complete the *School Transcription Tracking Form* (Appendix B) to account for all paper tests transcribed at each school into the online testing system. Follow local procedures for the return of the *School Transcription Tracking Form* to the public school unit test coordinator after all paper tests have been transcribed into the online system. Before returning test materials to Technical Outreach for Public Schools, the completed *School Transcription Tracking Form* must be placed on the top of each school's set of paper test books that were transcribed. Schools should create and retain a copy of the *School Transcription Tracking Form* prior to returning test materials.

Test Book Return

Test administrators follow local procedures for the return of all EOG test books and test materials to the school test coordinator immediately following the test administration. All test books and used materials must be returned to Technical Outreach for Public Schools upon completion of testing.

End-of-Grade Reading Grade 3 Retest

End-of-Grade Reading Grade 3 Retest Administration

Purpose of the End-of-Grade (EOG) Reading Grade 3 Retest
General Statute §115C-83.7(a) states that the State Board of Education (SBE) "shall require that a student be retained in the third grade if the student fails to demonstrate reading proficiency appropriate for a third-grade student as demonstrated on a State-approved standardized test of reading comprehension administered to third-grade students" (i.e., EOG test of reading comprehension). "The test may be readministered once prior to the end of the school year."

Eligible Students
All public school students in grade 3 who failed to demonstrate reading proficiency on the first administration of the EOG reading test may take the test again.

Students who have satisfied the requirements of the Read to Achieve law through one of the following options may not participate in a retest of the grade 3 EOG reading test:

- The student scored achievement level 3 or higher on the Beginning-of-Grade 3 Reading Test.
- The student passed the Read to Achieve Test administered at the end of the third-grade year (after the initial administration of the EOG reading test). (Additional information about Read to Achieve can be found at this link.)
- The student qualifies for a good cause exemption. Schools must determine all good cause exemptions no later than the end of the third-grade year. Good cause exemptions shall be limited to the following:
  1. Limited English proficient students with less than two school years of instruction in an English as a second language program.
  2. Students with disabilities, as defined in G.S. §115C-106.3(1), whose current Individualized Education Programs (IEPs) indicate (i) the use of the NCEXTEND1 alternate assessment, (ii) at least a two-school-year delay in educational performance, or (iii) receipt of intensive reading interventions for at least two school years.
     - A grade 3 student who qualifies for an IEP after the EOG reading test does not qualify for a good cause exemption. To qualify for this exemption, the IEP must be in place before the student takes the EOG reading test.
  3. Students who demonstrate reading proficiency appropriate for third-grade students on the alternative assessment approved by the SBE.
  4. Students who demonstrate through a student reading portfolio reading proficiency appropriate for third-grade students. A student reading

portfolio and review process used by local school administrative units shall be approved by the SBE.

5. Students who have (i) received reading intervention and (ii) previously been retained more than once in kindergarten, first, second, or third grades.

In rare cases, students deemed medically fragile because of a significant medical emergency or condition may be unable to participate in the options used to satisfy requirements of the Read to Achieve law. If the Annual Testing Program grants a student a medical exception for the regular (i.e., first) administration of the EOG reading test, it becomes the local board's decision as to how the student will progress in accordance with the Read to Achieve law.

Testing Window

The EOG Reading Grade 3 Retest administrations occur during the last ten days of the school year. For public school units (PSUs) that had to adjust their school schedules because of adverse weather conditions or other emergencies, the testing schedule should be adjusted to fall within the final ten days of the adjusted school year.

Test Materials

Refer to the online or paper *Review of Test Materials* subsection of this guide for test materials required for the EOG Reading Grade 3 Retest.

Online Test Administrations

- Use the *Online Reading Test Administration Directions* provided in this test administration guide when administering the online EOG Reading Grade 3 Retest.
- Select the Reading Grade 3 Retest course in NCTest.

Paper Test Administrations

- Student test books for the EOG Reading Grade 3 Retest administrations are the same as those for the regular EOG Reading Grade 3 administrations.
- Answer sheets are no longer used for paper test administrations. All students with a documented need for a paper format, mark their answers in their test book.
- Use *Section 1: Paper Test Administration Directions* and *Section 2: Paper Reading Grades 3—8 Test Administration Directions* provided in this test administration guide when administering the paper EOG Reading Grade 3 Retest.

Administration Procedures for the EOG Reading Grade 3 Retest
For the EOG Reading Grade 3 Retest, test administrators must adhere to the *Testing Code of Ethics* and follow the standardized test administration procedures located in this test administration guide for the general administration of the EOG reading test. PSUs follow procedures established by the Annual Testing Program to produce valid results for the retests at grade 3.

Reporting Testing Violations or Irregularities
PSUs ensure all procedures in the Online Testing Irregularity Submission System are followed to document and report any violations that occur during the retest. Report any irregularities in the Online Testing Irregularity Submission System under "EOG Reading."

Complete the Student Interface Questions (SIQs)
On days before the retest administration, if designated to do so by the school test coordinator, the test administrator reviews and possibly edits the SIQ for students. The test administrator or principal's designee must refer to the *Student Interface Questions (SIQs)* subsection of this test administration guide for the procedures to complete the SIQ.

Accommodations and Special Codes
The test administrator or principal's designee must follow the procedures located in this test administration guide for entering online or paper accommodations and online or paper special codes for the retest administrations.

Transcription Instructions for Paper Administrations
The test administrator or principal's designee must follow the procedures located in this test administration guide for transcribing student responses into the online testing system.

Scoring and Reporting
Only scores from the regular (i.e., first) administration of the EOG reading test are used in school accountability results and school performance grades. Test results from retest administrations are uploaded to PowerSchool; however, they are not used for school accountability reporting.

Appendixes

Appendix A: Testing Room, Testing Violations, and Irregularities

The use of the following items in the testing room may constitute a misadministration, an irregularity, or violation of the *Testing Code of Ethics*. On days before testing, teachers are expected to announce to students which items cannot be accessed in the testing room.

- **Electronic devices.** Students are not allowed to use or have in their possession cell phones or any other electronic recording, listening, scanning, communication, or photographic devices at any time during testing, including breaks. Any student found or observed with a cell phone or electronic device during testing time must be dismissed from testing and a misadministration declared for that student.
  - If a student must be removed from testing because he or she has a cell phone or electronic device during testing, the test administrator must not leave the testing room unattended but must notify the school test coordinator so that the student can be removed from the testing room in the least disruptive manner possible.
  - Before testing begins, test administrators and proctors must turn off their personal cell phones and electronic devices and ensure these devices are neither used nor visible during testing, including breaks.
- **Personal belongings.** Personal belongings are allowed in the testing room. However, students must not be permitted to access them at any time during testing, including breaks.
  - Students who complete the test before the scheduled time is over and will remain in the testing room shall be provided with the opportunity to read novels or any other reading materials that are not a textbook or contain instructional content (e.g., magazines) while waiting for other students to finish the test.
  - For online tests, test administrators must ensure students have clicked the end test button to close the test and must collect all ancillary materials (e.g., used papers) before students can take out their reading materials.
  - For paper administrations, test administrators must collect student answer sheets, test books, and all ancillary materials (e.g., used paper) before students can take out their reading materials.
- **Testing aids.** Textbooks, reference books, thesauruses, smartwatches, smart glasses, wearable activity trackers, smartpens, music, notes, bookmarks, personal learning devices, or any unapproved testing aids are prohibited for use during testing.

Test administrators must remain attentive to their testing responsibilities throughout the entire test administration. Reading (except for the test administration guide or supplemental testing policy information); grading

papers; using a computer, cell phone, or other electronic device; talking casually with a proctor or other staff; or engaging in any activity in the testing room not related to the test administration is not allowed.

Details regarding what constitutes a misadministration, irregularity, or violation of the *Testing Code of Ethics* and information concerning how to report incidents should be discussed during training. Test administrators must report any alleged testing violation or testing irregularity to the school test coordinator on the day of the occurrence. Examples of testing irregularities include, but are not limited to, the following:

Eligibility Issues
- Eligible students not tested
- Ineligible students tested

Accommodation Issues
- Approved accommodation not provided
- Approved accommodation not provided appropriately
- Accommodation provided but not approved or documented
- Accommodation *Test Read Aloud (in English)* or *Interpreter/Transliterator Signs/Cues Test* provided during a test that measures reading skills (e.g., end-of-course [EOC] English II, end-of-grade [EOG] reading)

Security Issues
- Allowing others access to the tests, including school or district personnel who do not have a legitimate need
- Allowing students to review secure test materials before the test administration
- Missing test materials
- Secure test materials not properly returned
- For online testing, failing to maintain security of NC Education username and password
- Failing to store secure test materials in a secure, locked facility
- Failing to cover or remove bulletin board materials, classroom displays, or reference materials (printed or attached) on students' desks that provide information regarding test-taking strategies, or the content being measured by the test
- Reproducing questions from secure test(s) in any manner or form
- Using questions from secure tests for instruction
- Failing to return the originally distributed number of test materials to designated school personnel
- Discussing with others any of the test questions or information contained in the tests, or writing about or posting them on the internet or on social media

Monitoring Issues

- Failing to prevent students from cheating by copying, using cheat sheets, or asking for information
- Failing to prevent students from gaining an unfair advantage by using cell phones, text messages, or other means
- Allowing students to remove secure materials from the testing site
- Failing to monitor students and secure test materials during breaks
- For online testing, leaving devices unsupervised when secure online tests are paused or open and visible
- Leaving the testing room unmonitored when students and secure materials are present

Procedural Issues

- Paraphrasing, omitting, revising, interpreting, explaining, or rewriting the script, directions, or the test questions, including answer choices (State Board of Education policy TEST-010)
- Reading or tampering with (e.g., altering, changing, modifying, erasing, deleting, or scoring) student responses to the test questions
- Failing to administer the secure test on the test date or during the testing window designated by the Annual Testing Program
- Failing to follow the test schedule procedures or makeup test schedule designated by the Annual Testing Program
- Providing students with additional time beyond the designated time specified in this test administration guide (except for students with documented special needs requiring accommodations, such as *Scheduled Extended Time)*
- Test administrator or proctor giving improper assistance or providing instruction related to the concepts measured by the test before the test administration or during the test administration session

Technical Issues (Online Testing)

- Online test connectivity and technical problems
  - Schools must report online test connectivity and technical problems that occur during the administration of online tests only when students are unable to successfully complete the test. Reports do not need to be entered for students who successfully complete the test despite a technical issue.
- Online test questions did not display properly

Appendix B: School Transcription Tracking Form

School Transcription Tracking Form

School Code:		
Test Coordinator:		

Test Name	Student ID Number	Student Name (Last)	Student Name (First)	Test Form (Letter/Number)	Transcriber Name	Transcription Date

Appendix C: Calculator Use

When applicable, all students must have access to calculators that meet the minimum calculator requirements during the administration of North Carolina tests. Students should use calculators that are routinely used during classroom instruction and on classroom tests during the school year when taking state tests. Students who routinely use more than one calculator during classroom activities may be permitted to use more than one calculator during the test administration. Students may use calculators with more than the minimum requirements (e.g., fraction keys, graphing capabilities), if those additional features are not prohibited. School systems should be cautioned that the use of these features without prior training may confuse students and adversely affect their performance during the test administration.

An online calculator is available for students testing online. The online calculator meets the minimum calculator requirements for the specific test. Both a scientific calculator and a graphing calculator are available for grade 8 mathematics. A handheld calculator is not required for online test administrations; however, students who routinely use a handheld calculator during classroom instruction and on similar classroom tests or have not had enough practice using the online calculator, should be provided a handheld calculator during the test administration. A student may also require a handheld calculator for accessibility purposes, when appropriate.

To access the North Carolina testing version of the online calculators visit
- four function calculator
- scientific calculator
- graphing calculator

All online calculators are free to use and are accessible for students who are visually impaired and blind. For more information, visit https://www.desmos.com/accessibility.

Calculator restrictions. Students are not allowed to share calculators during test administrations, nor are they allowed to use calculators with the following functionalities:
- Calculators with wireless communication technologies (e.g., Bluetooth, Infrared, or Wi-Fi)
- Calculators with built-in computer algebraic systems (CAS) capable of doing symbolic algebra (e.g., factoring, expanding, or simplifying given variable output) or symbolic calculus
- Pocket organizers

- Handheld, tablet, laptop, or notebook computers, unless specifically approved
- Calculators built into cell phones or other electronic communication devices (Cell phones and electronic devices are not permitted during state test administrations.)
- Calculators in pen input or stylus-driven devices (e.g., palm-based devices, tablets, laptops, notebooks, and computers)
- Calculators requiring access to an electrical outlet (except for students needing special accommodations)
- Calculators that make noises of any kind that cannot be disabled (except for students needing special accommodations)
- Calculators that use a QWERTY (typewriter-style) keyboard
- Calculators that use paper tape

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

- Texas Instruments: All model numbers that begin with TI-89 or TI-92, Voyage 200, Nspire CAS (TI-Nspire CX CAS and TI-Nspire CAS with touchpad)
- Hewlett-Packard: HP 48GII and all models that begin with HP 40G, HP 49G, or HP 50G
- Casio: Algebra fx 2.0, ClassPad 300, and all models that begin with CFX-9970G
- Virtual calculators, downloaded calculators, and calculator apps
- Calculators accessible by desktop, laptop, or other devices (e.g., iPad and Chromebook)

Texas Instruments TI-Nspire calculators without CAS are allowed only in the following two cases:

1. with the TI-84 Plus keypad or
2. with the Nspire keypad using operating system 1.7 or higher with both "limit geometry functions" and "disable function grab and move" invoked in Press-to-Test mode.

NumWorks calculators are allowed if using operating system 21.1.0 or higher with "Exact results," "Equation solver," and "Grapher details" disabled in Press-to-Test mode.

Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) from

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

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

Comprehensive clearing procedures for calculators most frequently used in the Annual Testing Program are available in Appendix C1–8 of this guide. In addition, major calculator vendors have support teams who assist test administrators clearing calculators. Vendor contact information can be obtained through the public school unit test coordinator.

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

Appendix C1: TI-84 Plus Family

TI-84 Plus family of graphing calculators

Test preparation: Press-to-Test

Use this method when exams require calculator clearing but allow programs and applications (apps) to be disabled, rather than deleted. Calculator memory will be cleared. Access to programs and apps will be blocked. Programs and apps can be recovered after the exam.

Press-to-Test will ensure that no user saved data, programs, applications or pictures are available during the exam.

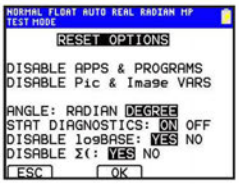
Screens may vary slightly by model and Operating System (OS).

Before the exam – Put the calculator in Press-to-Test mode:

1) Ensure the calculator is turned off [2nd] [off].

2) Press and hold down [◀] [▶] and [on] keys simultaneously.

3) Release all three keys and the RESET OPTIONS screen will open.



By default: ANGLE is set to DEGREE, STAT DIAGNOSTICS is set to ON, and DISABLE logBASE and DISABLE Σ(are set to YES. To change options, use ARROW keys to navigate to desired setting and press [ENTER].

4) Press OK ([ZOOM]) to enable your selections.

5) When the RESET COMPLETE screen appears, press any key to continue.

6) To confirm Press-to-Test mode: Press [APPS] key; APPS HAVE BEEN DISABLED.

Press [PRGM] key; PROGRAMS HAVE BEEN DISABLED.

If the handheld is in Press-to-Test mode and is to be used in subsequent exams, you can reset Press-to-Test to clear all data and files created during the previous exam.

After each exam – Reset Press-to-Test mode:

1) Turn off the calculator while in Press-to-Test mode [2nd] [off].

2) Press and hold down [◀] [▶] and [on] keys simultaneously.

3) When the RESET COMPLETE screen appears, press any key to continue.

The calculator is now ready for the next test.

If the calculator will not be used in subsequent exams, exiting Press-to-Test will return user access to any programs, applications, variables, or images that were stored on the calculator prior to testing.

After the exam – Exit Press-to-Test mode:

1) Connect the calculator to another TI-84 Plus family calculator with the I/O unit-to-unit cable or USB cable.

2) On the RECEIVING unit: Press [2nd] [LINK] to go to SEND RECEIVE screen.

Press [▶] to highlight **RECEIVE** and Press [ENTER].
Calculator will show **WAITING...**

3) On the SENDING unit: Press [2nd] [LINK] to go to SEND RECEIVE screen. **SEND** will be highlighted.

Select **4: LIST**
Press [ENTER] to select L1.
Press [▶] to select TRANSMIT.
Press [ENTER].

4) On the RECEIVING unit: Select **2: OVERWRITE.**
Press [ENTER].

DONE will appear on both screens; devices are restored and have full access to previous APPS and PROGRAMS.

TEXAS INSTRUMENTS

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TI-84 Plus family of graphing calculators

Test preparation: Clearing calculator memory and selected applications (apps)

This method is ideal for exams that require clearing calculator memory and programs prior to the exam and removing selected calculator applications (apps) that are not permitted. The following instructions give an overview of how to prepare TI-84 Plus family graphing calculators to meet these conditions.

IMPORTANT: These steps permanently delete apps and other data. Prior to proceeding, you may consider backing up your calculator using TI Connect™ or TI Connect™ CE computer software and restoring it afterwards. If preparing multiple calculators, back up at least one "master". Visit **education.ti.com/software** to download the free computer software and guidebook.

Before the exam: Clear all memory and delete prohibited apps

Clearing calculator memory prior to the exam will ensure that no user-saved data is available during the exam.

Memory on TI-84 Plus family calculators is stored in two places; RAM and ARCHIVE. Preparing calculators for exams using this method requires 3 steps.

Step 1: Clear RAM

This will delete programs that you may have stored, and all data in RAM memory:

1) Press [2nd] [mem] **7: Reset**, to highlight the RAM menu
2) Select **1: All RAM**…
3) At the RESET RAM screen, select **2: Reset**
4) When complete, the display will show **RAM Cleared**

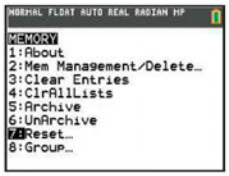
Screens may vary slightly by model and Operating System (OS).

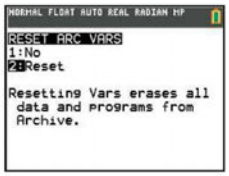
Models in the TI-84 Plus family include:
TI-84 Plus
TI-84 Plus Silver Edition
TI-84 Plus C Silver Edition
TI-84 Plus CE

Step 2: Clear ARCHIVE

These steps will delete archived variables (vars) and archived programs, but not apps:

1) Press [2nd] [mem] **7: Reset**, and press [▶] to highlight the ARCHIVE menu
2) Select **1: Vars**…
3) At the RESET ARC VARS screen, select **2: Reset**
4) When complete, the display will show **Arc Vars Cleared**





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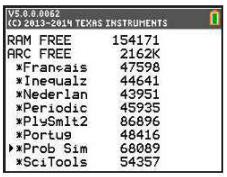
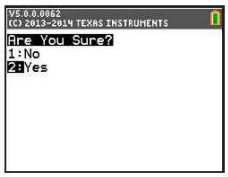
Before the exam: Clear all memory and delete prohibited apps *(continued)*

Step 3: Delete selected apps

1) Press [2nd] [mem] and select **2: Mem Management/Delete**
2) Select **A: Apps...**
3) Scroll to an App title you would like to delete, and press the [del] key
4) When prompted with "Are You Sure?", select **2: Yes**
5) Repeat steps 3 and 4 for each app you would like to delete.



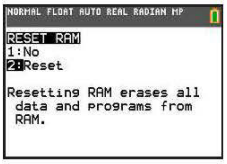


After each exam: Re-clear

Resetting calculator memory after the exam ensures that information entered or saved during the exam is permanently deleted.

This step is required by some exams.

1) Press [2nd] [mem] and select **7: Reset** to highlight the RAM menu
2) Select **1: All RAM...**
3) At the RESET RAM screen, select **2: Reset**
4) When complete, the display will show **RAM Cleared**



Restoring apps that were deleted during calculator preparation

Restoring apps that were deleted during calculator preparation can be accomplished in multiple ways:

1) Link the apps from a comparable TI-84 Plus model via calculator-to-calculator linking.
2) Send the app files from a computer using TI Connect™ and a computer-to-calculator USB cable.
3) Restore the calculator using a backup file (if one was created prior to calculator preparation).

If you have questions or need assistance, contact **800-TI-CARES (800.842.2737)**, **ti-cares@ti.com** or chat through online service at **http://support.education.ti.com**

Appendix C2: TI-83 Plus Family

TI-83 Plus graphing calculators

Test preparation: Resetting all memory

Use this method when exams require clearing all calculator memory. Clearing all memory deletes all programs and deletes all calculator applications (apps).

IMPORTANT: Resetting all memory premanently deletes all applications (apps) from the calculator. Back up your TI-83 Plus to a computer before resetting so they can be restored after the exam.* (Note: The Finance app is built-in functionality and will remain in place after a reset.)

Resetting all memory

Before the exam
Resetting all memory prior to exams will ensure that no user saved information is available during the exam.

After each exam
Repeating all of the steps will reset all memory again and ensure that any information entered or saved during the exam is permanently deleted.

** Use TI-Connect™ software to back up your TI-83 Plus graphing calculator prior to preparing it for an exam (resetting all memory) and to restore applications after the exam.*

Screens may vary slightly by model and Operating System (OS).

1) Press [2nd] [mem] to display the MEMORY menu.

```
MEMORY
1:About
2:Mem Mgmt/Del...
3:Clear Entries
4:ClrAllLists
5:Archive
6:UnArchive
7↓Reset...
```

2) Select **7: Reset** to display the RESET menu.

```
RAM ARCHIVE ALL
1:All RAM...
2:Defaults...
```

3) Press [▸] [▸] and select **1: All Memory**

```
RAM ARCHIVE ALL
1:All Memory...
```

4) Select **2: Reset** to erase all data and programs. Factory defaults are reset.

```
RESET MEMORY
1:No
2:Reset
Resetting ALL
will delete all
data, programs &
Apps from RAM &
Archive.
```

Mem cleared is displayed on the screen to confirm all non-system variables and programs have been deleted.

```
TI-83 Plus
1.19

Mem cleared
```

If you have questions or need assistance, contact **800-TI-CARES (800.842.2737)**, **ti-cares@ti.com** or chat through online service at **http://support.education.ti.com**

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TEXAS INSTRUMENTS

Appendix C3: TI-Nspire Handhelds

TI-Nspire™ handhelds

Test preparation: Press-to-Test

Use this method when exams require calculator clearing but allow documents and programs to be disabled, rather than deleted. This method also allows the option of disabling selected built-in functionality. Documents and programs can be recovered after the exam.

Enabling Press-to-Test will block access during the exam to pre-existing programs, documents, files, applications, data and pictures.

Screens may vary slightly by model and Operating System (OS).

Before the exam – Put the calculator in Press-to-Test mode:

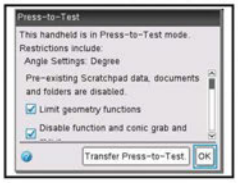
1) Ensure the handheld is turned off. Press [ctrl] [off] keys.

2) Press and hold down [esc] and [on] keys simultaneously until Press-to-Test screen is displayed.

3) Select restrictions: By default, all restrictions are selected. To change default restrictions, use arrow keys or [tab] key to scroll through list of restrictions. When a restriction is highlighted, press [enter] to deselect the restriction. (Do not press the [enter] key.) To deselect all restrictions press [ctrl] [A] keys.

4) Enable Press-to-Test by pressing [tab] to select **Enter Press-to-Test** then pressing [enter].

5) The handheld will reboot and confirm restrictions. Select **OK** to continue to home screen.



6) When Press-to-Test is enabled, a lock icon will display in the upper right corner of the home screen.

An LED near the handheld's mini USB port will:

» Flash green to indicate all restrictions (default) are selected.

» Flash amber to indicate one or more restrictions were disabled.

If the handheld is in Press-to-Test mode and is to be used in subsequent exams, you can reset Press-to-Test to clear all data and files created during the previous exam.

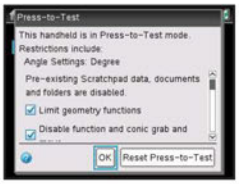
If the calculator will not be used in subsequent exams, exiting Press-to-Test restores system settings and files that were restricted and clears all data and files created while in Press-to-Test mode.

After each exam – Reset Press-to-Test mode:

1) Ensure the handheld is turned off Press [ctrl] [off] keys.

2) Press and hold down [esc] and [on] keys simultaneously until Press-to-Test screen is displayed.

3) Select **Reset Press-to-Test** and then **OK**.

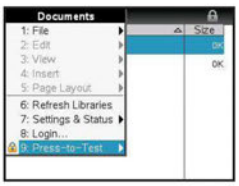


After the exam – Exit Press-to-Test mode:

1) Connect the handheld to another TI-Nspire™ handheld using the USB unit-to-unit cable.

2) Press [on] for HOME screen. Press [2] to select **My Documents**

3) Press [doc] and select **9: Press-to-Test.** Press [ENTER].



4) Select **1: Exit Press-to-Test** Press [ENTER].

The handheld will reboot out of Press-to-Test mode

TEXAS INSTRUMENTS

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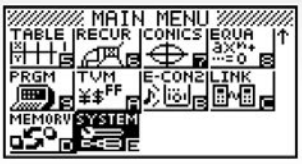
Appendix C4: Casio fx-9750GII

Resetting the CASIO *fx-9750GII* for testing purposes

1. From the Main Menu, highlight the SYSTEM icon and press EXE or press COS.



2. Press F5 (RSET) to reset the memory. If your screen does not match the one shown, press EXIT until it does.

3. Select F2 (MAIN) to reset the main memories, for testing purposes.

4. Press F1 (Yes) to reset the memory on the calculator.

5. Press EXIT when the calculator is complete.

6. To return to the Main Menu, press MENU.

CASIO

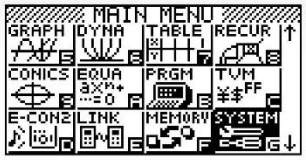
Simply Calculate The Difference!

Appendix C5: Casio fx-9860GII

Resetting the CASIO *fx-9860GII* for testing purposes

This will delete all RAM, Archive Memory, Programs, List and Spreadsheet Data (resetting the calculator to factory default), which meets the reset requirements for standardized testing.

1. From the Main Menu, highlight the SYSTEM icon and press [EXE] or press [a⁄b/c].



2. Press [F5] (RSET) to reset the memory. If your screen does not match the one shown, press [EXIT] until it does.

3. Select [F2] (MAIN) to reset the main memories.

4. Press [F1] (Yes) to reset the memory on the calculator.

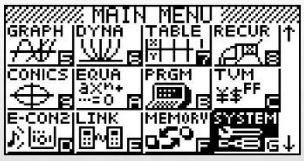
5. Press [EXIT] when the calculator is complete.

6. To return to the Main Menu, press [MENU].

To Disable Add-in Applications, if necessary:

This will disable the Geometry functionality.

1. From the Main Menu, highlight the SYSTEM icon and press [EXE] or press [a⁄b/c].



CASIO®

Simply Calculate The Difference!

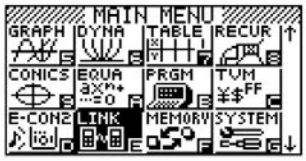
2. Press F5 (RESET) to reset the memory. If your screen does not match the one shown, press EXIT until it does.

3. Select F3 (Add-In) to disable Add-In Applications. Select F4 (STRGMEM) to delete storage memory data. Select F5 (A&S) to disable Add-In Applications and delete storage memory data.

To Restore Add-in Applications, Programs and List and Spreadsheet Data:

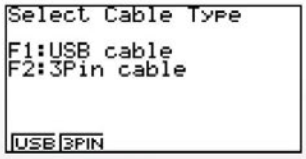
1. Using an I/O unit-to-unit cable (which comes with the fx-9860GII models), connect together the two graphing calculators- at least one of the two units must be "temporarily disabled".

2. On both calculators, from the Main Menu, highlight the LINK icon and press EXE or press COS.



3. Press F4 (CABLE) to select the type of cable.

4. Select F2 (3PIN) as the cable type.



CASIO®

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5. On the receiving calculator, press F2 (RECV) to set up the calculator to receive data.

```
Communication

Cable Type    :3pin
Wakeup        :On
Capture       :S.Recv

TRAN RECV     CABL WAKE CAPT
```

The calculator is now ready to receive data.

```
Receiving...

AC :Cancel
```

6. On the sending calculator, press F1 (TRANSMIT) to set up the calculator to transmit data.

```
Communication

Cable Type    :3pin
Wakeup        :On
Capture       :S.Recv

TRAN RECV     CABL WAKE CAPT
```

Press F1 (MAIN) to send data from the Main Memory.

```
Select Data Type

F1:Main Memory
F2:Storage Memory

MAIN SMEM
```

Press F1 (SELECT) to select what data to send.

```
Select Trans Type

F1:Select
F2:Current

SEL CRNT
```

Press F1 (SELECT) to select specific data to send.
Press F2 (ALL) to select all data.

```
Main Mem
 <ωGEOM>      :    152
 ALPHA MEM    :    696
 CONICS       :     24
 EQUATION     :    284
 SETUP        :    100↓
  58936 Bytes Free
SEL ALL                TRAN
```

Once the data has been selected, press F6 (TRANSMIT) to transmit the selected data.

```
Transmit OK?

 Yes:[F1]
 No :[F6]

SEL ALL                TRAN
```

Press F1 (Yes) to transmit the data.

```
Transmitting...

AC :Cancel
```

CASIO

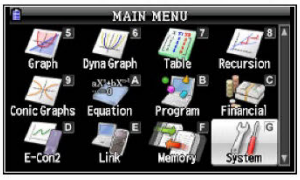
Simply Calculate The Difference!

Appendix C6: Casio PRIZM/fx-CG10

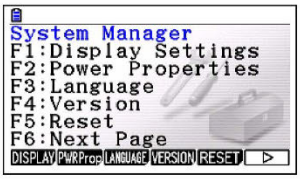
Resetting the CASIO PRIZM/*fx-CG10* for testing purposes

This will delete all RAM, Archive Memory, Programs, List and Spreadsheet Data (resetting the calculator to factory default), which meets the reset requirements for standardized testing.

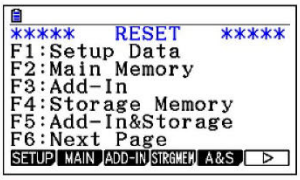
1. From the Main Menu, highlight the SYSTEM icon and press [EXE] or press [a⁄c].



2. Press [F5] (RESET) to reset the memory. If your screen does not match the one shown, press [EXIT] until it does.

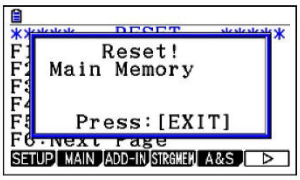


3. Select [F2] (MAIN) to reset the main memories.



4. Press [F1] (Yes) to reset the memory on the calculator.

5. Press [EXIT] when the calculator is complete.



6. To return to the Main Menu, press [MENU].

To Disable Add-in Applications, if necessary:

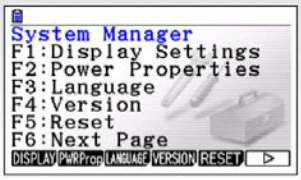
This will disable the Geometry and Picture Plot functionalities.

1. From the Main Menu, highlight the SYSTEM icon and press [EXE] or press [a⁄c].

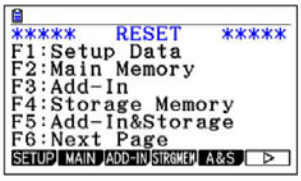
CASIO®

Simply Calculate The Difference!

2. Press F5 (RESET) to reset the memory. If your screen does not match the one shown, press EXIT until it does.



3. Select F3 (Add-In) to disable Add-In Applications. Select F4 (STRGMEM) to delete storage memory data.
Select F5 (A&S) to disable Add-In Applications and delete storage memory data.

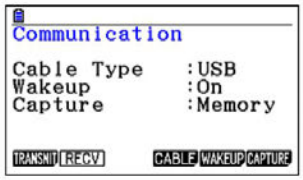


To Restore Add-in Applications, Programs and List and Spreadsheet Data:

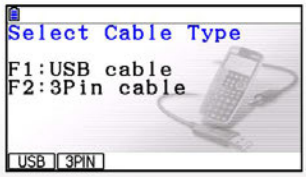
1. Using an I/O unit-to-unit cable (which comes with the PRIZM/fx-CG10 models), connect together the two graphing calculators- at least one of the two units must be "temporarily disabled".

2. On both calculators, from the Main Menu, highlight the LINK icon and press EXE or press COS.

3. Press F4 (CABLE) to select the type of cable.



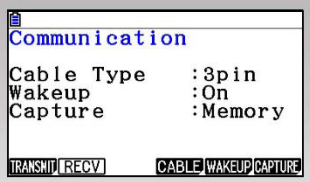
4. Select F2 (3PIN) as the cable type.



CASIO

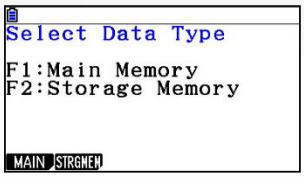
Simply Calculate The Difference!

5. On the receiving calculator, press F2 (RECV) to set up the calculator to receive data.

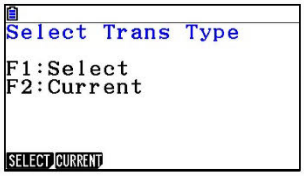


The calculator is now ready to receive data.

6. On the sending calculator, press F1 (TRANSMIT) to set up the calculator to transmit data.

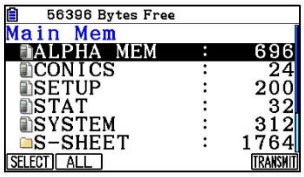


Press F1 (MAIN) to send data from the Main Memory.

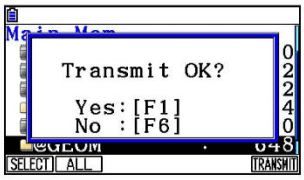


Press F1 (SELECT) to select what data to send.

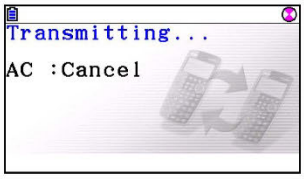
Press F1 (SELECT) to select specific data to send.
Press F2 (ALL) to select all data.



Once the data has been selected, press F6 (TRANSMIT) to transmit the selected data.



Press F1 (Yes) to transmit the data.



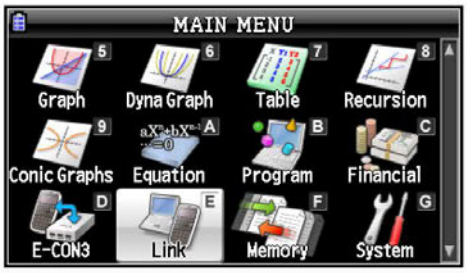
CASIO

Simply Calculate The Difference!

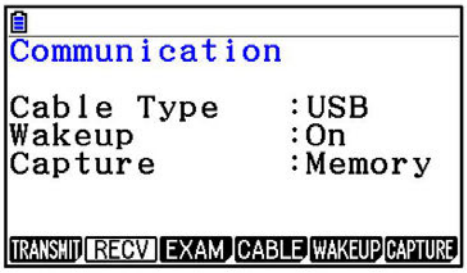
Appendix C7: Casio PRIZM Exam Mode

How to set the PRIZM to "Exam" Mode:

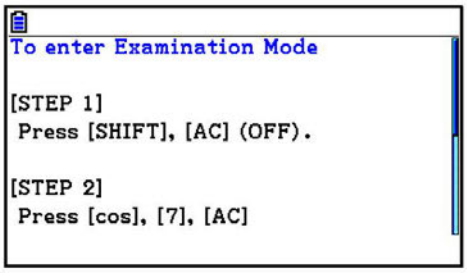
1. *From the Main Menu, press* [cos] *(Link).*

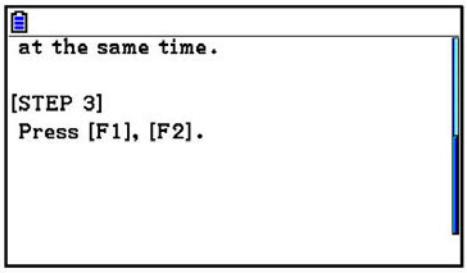


2. *Press* [F3] *(EXAM) to view the Examination Mode Menu.*

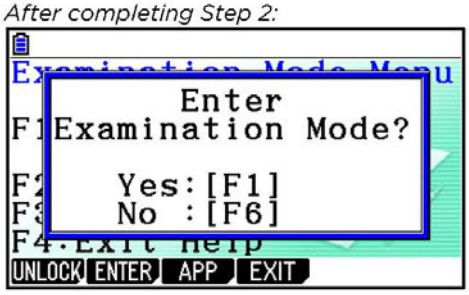


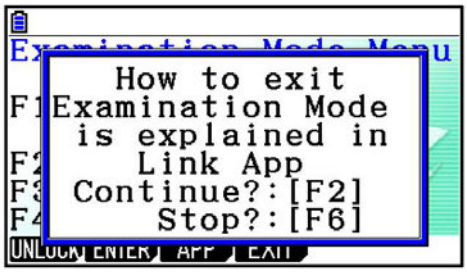
3. *Press* [F2] *(ENTER) to view the required steps to enter Examination Mode.*





After completing Step 2:





4. *Press* [F3] *(APP) to see what applications are restricted in Exam mode.*

Appendix C7: (continued)

```
Examination Mode
 Restricted Applications

 -eActivity
 -E-CON3
 -Memory
 -Program
```

```
 -eActivity
 -E-CON3
 -Memory
 -Program
 -Add-In
```

5. *Press* F4 *(EXIT) for all of the instructions on how to exit Examination Mode.*

```
To exit Examination Mode

-Using a 3pin cable
[STEP 1]
 Connect to
 a calculator not in
 the Examination Mode.
```

```
[STEP 2]
 This calculator:
 In Link App, press [F2].
```

```
[STEP 3]
 Connected calculator:
 In Link App, press
 [F1], [F1], [F1],
 [F6], [F1].
```

```
OS
 02.01~
 Connected calculator:
 In Link App, press
 [F3], [F1], [F1].
```

```
-Using a USB cable
[STEP 1]
 Connect to PC.

[STEP 2]
 This calculator:
 Press [F1].
```

```
[STEP 3]
 Send any file to
 storage memory
 of calculator.

[STEP 4]
 This calculator:
```

Appendix C7: (continued)

```
storage memory
of calculator.

[STEP 4]
This calculator:
Press [AC].
```

```
-On time expiration
[STEP 1]
12 hours elapsed
after entering
Examination Mode.
```

```
[STEP 2]
The next time the
calculator is turned ON,
a message appears
and Examination Mode
is exited.
```

Appendix C8: NumWorks

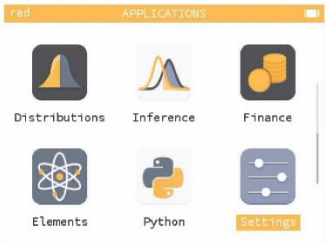
NUMWORKS

NumWorks NC Exam Mode

Note: the operating system must be greater than or equal to 22.2.0

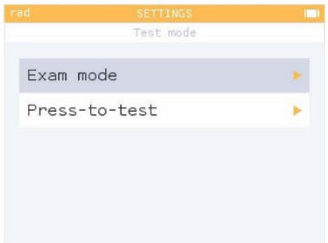
NumWorks has a special mode that students and teachers can initiate to prepare a calculator for testing in North Carolina. This feature is called "**NC exam mode**". This feature temporarily disables specific applications and features. It also clears all memory, data, and unofficial applications .

Before testing - Enabling NC exam mode

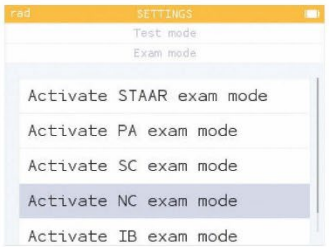


1. Navigate to the last application, Settings.

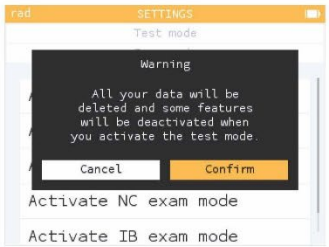
2. Navigate down and press the right arrow or OK to enter **Test mode**.



3. Select **Exam mode**.



4. Press OK on "**Activate NC exam mode**".



5. Select **Confirm** to clear your calculator and deactivate the necessary features.

Good to know: The "NC" symbol appears on the screen when exam mode is active.

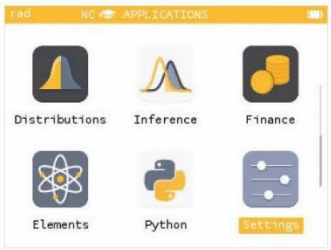
Appendix C8: (continued)

NUMWORKS

NumWorks NC Exam Mode

Note: the operating system must be greater than or equal to 22.2.0

After each test - Reset



1. Go back to **Settings**.

2. Go all the way down to **Reset the calculator**

3. A warning message appears, select **Confirm**.

After testing - Exit NC exam mode

1. Plug the calculator into a computer.

2. A warning message appears, select **Confirm**.

numworks.com

Appendix D: *Testing Code of Ethics*

Introduction to the *Testing Code of Ethics*

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

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

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

Security

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

Preparation

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

Administration

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

Scoring, Analysis, and Reporting

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

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

16 NCAC 06D .0311 TESTING CODE OF ETHICS

(a) This Rule shall apply to all public school unit (PSU) employees or agents while they are administering the Annual Testing Program defined in Rule .0307(c) of this Section.

(b) The PSU shall develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher.

(c) The PSU shall require all testing coordinators, school test coordinators, test administrators and proctors to be trained as required in Rule .0308 of this Section.

(d) The PSU shall designate the personnel who are authorized to have access to secure test materials. "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items.

(1) Persons who have access to secure test materials shall not use those materials for any purpose other than test administration.

(2) No person shall copy, reproduce, or paraphrase the test materials without the express written consent of the test publisher.

(e) The principal shall store test materials in a locked facility to which only the principal has access. The principal shall not allow anyone access to the test materials except as necessary for administration.

(f) When PSU personnel discover loss of materials, failure to account for materials, or any evidence of unauthorized access to the materials, they shall report the discovery without delay to the principal, school test coordinator, school system (LEA) test coordinator, or charter school director.

(g) PSUs shall ensure that test coordinators:

(1) plan and implement training for school test coordinators, test administrators, and proctors;

(2) ensure each school test coordinator and test administrator is trained in accordance with Rule .0308 of this Section; and

(3) in conjunction with program administrators, ensure test accommodations to students entitled to testing accommodations as defined in 16 NCAC 06G .0315; are documented and provided.

(h) The principal or the principal's designee shall serve as school test coordinator.

(i) The principal shall ensure the school test coordinator maintains test security and accountability of test materials, including taking the following actions:

(1) before each test administration, the school test coordinator shall count and distribute test materials;

(2) after each test administration, the school test coordinator shall without delay collect, count, and return all test materials to the locked storage facility;

(3) establishes procedures to assure all students participating in the Annual Testing Program have an equal opportunity to demonstrate their knowledge on the test; and

(4) identifies and trains personnel, proctors, and backup personnel for test administrations.

(j) Teachers may help students improve test-taking skills by:

(1) helping students become familiar with test formats using curricular content;

(2) teaching students test-taking strategies and providing practice sessions;

(3) helping students learn ways of preparing to take tests; and

(4) using resource materials such as test questions from test item banks and linking documents in instruction and test preparation.

(k) With respect to test administration, PSUs shall:

(1) assure each school establishes procedures to ensure all test administrators comply with test publisher guidelines;

(2) inform the local board of education of any breach of this code of ethics; and

(3) inform test coordinators and principals of their responsibilities.

(l) The school test coordinator shall:

(1) assure school personnel know the content of rules in this Section and local testing policies;

(2) implement the school system and local testing policies and procedures to assure all students participating in the Annual Testing Program have an equal opportunity to demonstrate their knowledge on the test;

(3) ensure proctors are trained; and

(4) ensure all violations of rules in this Section and local testing policies are reported to the school system (LEA) test coordinator.

(m) Test administrators shall:

(1) administer tests according to the directions in the assessment guide and any subsequent updates developed by the test publisher;

(2) administer tests to all students enrolled in a grade or course that requires a test in the Annual Testing Program;

(3) report all violations of rules in this Section and local testing policies to the school test coordinator; and

(n) Proctors shall serve as additional monitors to help the test administrator assure that students have an equal opportunity to demonstrate their knowledge on the test.

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

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

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

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

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

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

(p) Educators shall use test scores as one piece of information to be interpreted together with other scores and indicators when determining a student's grade. The PSU shall ensure that school personnel analyze and report test data within the limitations described in this Paragraph.

(1) Educators shall maintain the confidentiality of individual students. PSU personnel shall not publicize test scores or any written material containing personally identifiable information from the student's educational records except

as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g and regulations adopted pursuant thereto.

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

(q) Unethical testing practices include the following practices:

(1) encouraging students to be absent the day of testing;

(2) encouraging students not to do their best;

(3) using secure test items or modified secure test items for instruction;

(4) changing student responses at any time;

(5) interpreting, explaining, or paraphrasing the test directions or the test items;

(6) classifying students for the purpose of avoiding State testing;

(7) not testing all students enrolled in a grade or course that requires a test in the Annual Testing Program;

(8) failing to provide required accommodations during testing to students entitled to testing accommodations as defined in 16 NCAC 06G .0315;

(9) modifying scoring programs including answer keys, equating files, and lookup tables;

(10) modifying student records for the purpose of raising test scores;

(11) using a single test score to place a student in a grade or a course; and

(12) providing inaccurate test results and interpretations to the public.

(r) In the event of a violation of this Rule, the State Board of Education may impose any one or more of the following sanctions:

(1) withhold any monetary incentive awards;

(2) file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;

(3) seek criminal prosecution of the person or persons responsible for the violation; and

(4) in accordance with the provisions of 16 NCAC 06C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.

History Note: Authority G.S. 115C-12(9); 115C-174.11; 115C-174.12; 115C-218.85(a)(3);
Emergency Adoption Eff. August 20, 2019;
Eff. August 23, 2022.

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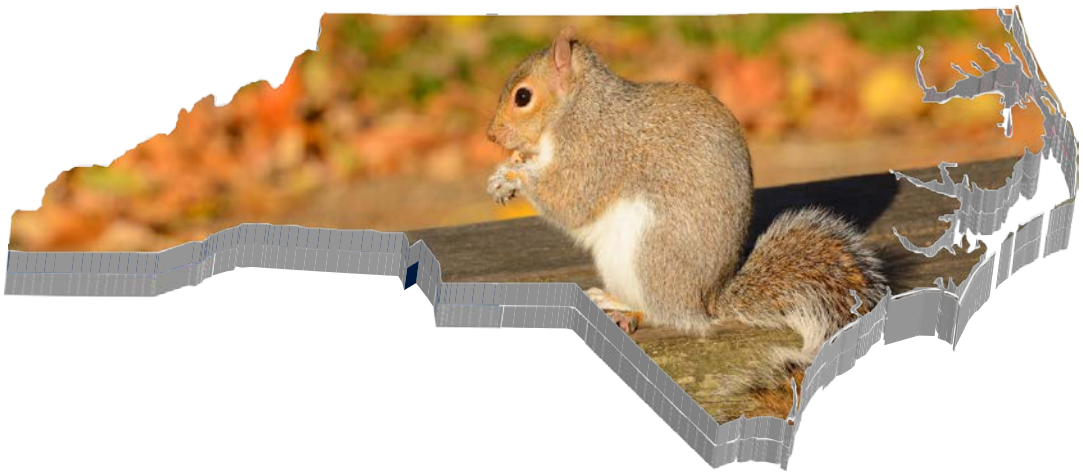
VI-06: ***Testing Security Protocol and Procedures for School Personnel***

TESTING SECURITY Protocol and Procedures for School Personnel



2023–24

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The *Testing Security Protocol and Procedures for School Personnel* Publication

General Statute §115C-174.10 states that the Annual Testing Program has three purposes: "(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the state, local, and school levels accountable to the public for results." In order to maintain the integrity of the Annual Testing Program, it is essential for school personnel to develop awareness of proper testing protocol and procedures. Knowledge of testing policies and procedures helps ensure the Annual Testing Program is conducted in a manner that is fair, consistent, and equitable for all students.

The *Testing Security Protocol and Procedures for School Personnel* publication is provided to principals, teachers, and other school personnel as a reference for implementing secure, uniform test administrations in North Carolina schools. This testing security publication should be kept in schools, and additional copies may be downloaded from the North Carolina Department of Public Instruction's (NCDPI) Testing Security website.

Secure Testing Practices

Test Security
Secure test materials include, but are not limited to, blueprints; test layout forms; item pools; operational and field test books, answer keys, and test questions, or test book sections. Secure test materials may be in either electronic or paper format. North Carolina test materials are costly to generate; every precaution must be taken to ensure all test materials remain secure at all times.

Secure state tests must not be copied, reproduced, paraphrased, filed, or used directly in instructional activities. School personnel and proctors must not disclose the contents of secure tests, nor discuss with each other or with students any specific test questions or information contained in the tests or write about the questions on the internet or on social media. This prohibition includes teachers serving on item writer or test reviewer committees. Discussing information related to the content of specific test questions or test forms is prohibited and a direct violation of the *Testing Code of Ethics*. Anyone involved in the testing process is expected to adhere to this guideline. In doing so, the integrity of tests is maintained, which helps minimize the use of costly resources when test security is compromised.

Excerpts from secure tests must not be used at any time during classroom instruction or in resource materials such as study guides. Access to the tests shall be limited to school personnel who have a legitimate need. Persons who have access to secure test materials must not use their access for personal gain.

Testing Code of Ethics
The *Testing Code of Ethics* (16 N.C. Admin. Code 06D .0311) stresses the importance of maintaining test security at all times and addresses appropriate professional practices for central office staff, school administrators, test coordinators, teachers (test administrators), and proctors in the areas of securing tests; administering tests; and scoring, reporting, and interpreting test results.

Ethical testing practices include the following:

- informing students about the tests and why the tests are important;
- informing students and parents about how the tests and test results will be used;
- preparing students to take the tests;
- ensuring all eligible students take the tests;
- encouraging students to attempt to respond to all test questions and do their best; and

- sharing the results of the tests (along with any available interpretation of the scores) with students and parents within the allotted timelines.

A copy of the *Testing Code of Ethics* is located in Appendix A of this publication and is also printed in all North Carolina test administration guides. Before each test administration, test administrators and proctors must read and review thoroughly the *Testing Code of Ethics* and its sanctions, paying careful attention to section (q)—the unethical testing practices cited in the *Code*—and section (r)—the sanctions for violations of the *Code*. This document has the effect of law in North Carolina. Following the *Testing Code of Ethics* helps ensure testing is conducted in a fair and ethical manner in every classroom across the state. The *Testing Code of Ethics* is part of Title 16 of the Administrative Code and must not be removed from this document. A copy may be requested from the public school unit (PSU) test coordinator for reference.

Use of Secure State Tests

According to 16 N.C. Admin. Code 06D .0310, "Secure tests as defined in N.C. Admin. Code 06D .0307(b) of this Section developed by the State of North Carolina as part of the Annual Testing Program shall not be used for purposes other than to measure reading proficiency at the beginning of grade three, end-of-grade progress for grades three through eight, end-of-course competencies, and competencies in English, mathematics, reading, and science at the end of grade 11 as tested in the ACT, and competencies in mathematics, reading, and information location at the end grade 12 as tested in ACT WorkKeys."

Internet Security, Security of Test Materials, and Online Content

PSUs are required to use a secure platform to access online, state-mandated tests. It is imperative that PSU testing and technology staff work closely together to prepare devices appropriately for online tests.

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

Schools must meet specific technical requirements. Schools should review these technical requirements on days before an online test administration and must make any necessary adjustments before administering the test.

Schools that administer an online test, but do not meet the technical requirements, are at risk of providing students questions that cannot be manipulated (e.g., technology-enhanced questions), questions without associated artwork (e.g., tables, graphs, symbols), and questions that do not display properly on the screen. Many technical issues can be resolved locally by ensuring that students are using acceptable hardware, necessary adjustments are made to the local network, all required applications are loaded and meet necessary version requirements, and a minimum screen resolution is set.

Schools permitting the use of devices not owned or leased by the PSU for state online tests must have a plan in place that addresses security concerns, including the ability and permission to (1) monitor device use, (2) install and uninstall programs or apps for testing and security monitoring, and (3) secure the devices for close inspection before and after testing, as needed. Additionally, PSUs must have acceptable usage policies that include detailed provisions addressing state online testing security and student consequences for security violations.

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

- Never share passwords with anyone. User accounts are confidential.
- If passwords must be written down on a piece of paper, store the paper in a secure place and destroy it when it is no longer needed.
- Change passwords immediately if they have been compromised.
- Do not save or allow devices to autofill secure passwords. Selecting this option poses a security threat.

Test Preparation

Released Test Questions

The Annual Testing Program has made available released test forms for most state-mandated tests. Released test forms reflect the currently adopted content standards. Released tests that are aligned to previously adopted standards are retired and are no longer publicly available. The released test forms aligned to current standards can be found by searching for the type of test and resource.

To navigate this site,

- click the "Type of State Test" dropdown box to select a test type,
- click the "Resource" dropdown box and select "Released Tests," and
- click "Apply."

Copies of any documents suspected of containing secure test questions or information from secure tests must be submitted to the Annual Testing Program through the regional accountability coordinator (RAC) for clearance before use in the PSU. Appropriate items for review would be any material of which the origin is not known. PSUs and the Annual Testing Program must work together to maintain test security.

Testing Notification

According to 16 N.C. Admin. Code 06D .0307(g), "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 that school year. In addition, LEAs shall advise students and parents or guardians of the dates the tests will be administered and how the results from the tests will be used. Also, information provided to parents shall include whether the State Board of Education or the local board of education requires the test(s). (h) LEAs shall report scores resulting from the administration State-mandated tests from the Annual Testing Program to students and parents or guardians no later than 30 days after the test is administered and along with available score interpretation information within 30 days from receipt of the scores and interpretive documentation from the NCDPI. Selected LEAs and schools, determined through stratified random samples, shall participate in field testing and other sample testing."

Testing Window

Per G.S. §115C-174.12(a)(4), "all annual assessments of student achievement adopted by the State Board of Education pursuant to G.S. §115C-174.11(c)(1) and (3) and all final exams for courses shall be administered within the final ten (10) instructional days of the school year

for yearlong courses and within the final five (5) instructional days of the semester for semester courses."

All state-mandated tests have a designated test date or testing window. The testing window is outlined in the *North Carolina Operational Testing Calendar*, which is posted on the NCDPI's Accountability and Testing website. Failing to administer the secure tests on the test date or during the testing window designated by the Annual Testing Program results in a testing irregularity.

Test Materials

The appropriate test administration guide must be provided to test administrators on days before the test administration. The test administrator must thoroughly read the guide before attending the training session, so the school test coordinator can answer any questions the test administrator may have. All test administrators must receive a hard copy of the guide before administering the test. All other test materials must be distributed to test administrators immediately before each test administration and returned to the principal or school test coordinator at the end of each test administration. Test administrators are responsible for all materials in their care.

In order to administer statewide tests to North Carolina students in a fair and equitable manner, only the testing materials that are specified in the appropriate test administration guide, or are part of an approved accommodation, are allowed during the test administration.

At no time are proctors to be alone with secure test materials, including devices with tests open on the screen (e.g., start screen, pause screen, questions displayed). Proctors must not pick up test materials from or return test materials to the school test coordinator at the beginning or the end of testing. Every effort must be made to minimize unauthorized access to secure state tests before and after each test administration.

The PSU test coordinator provides schools with the test materials specified in the appropriate test administration guide. School test coordinators also provide directions to test administrators for distributing the test materials.

Placing test materials on students' desks before the beginning of a test administration is a violation of the procedures outlined in the test administration guides and the *Testing Code of Ethics*.

With the exception of required test materials, the test administrator should not give students additional materials during the test administration without

the prior written consent of the Annual Testing Program. Only supplemental materials specified in the appropriate test administration guide (or published supplements or updates) may be used during the test administration. Reference books, textbooks, thesauruses, bookmarks, multiplication tables, number lines, music, MP3 players, cameras, cell phones, personal learning devices, personal computers, smartpens, smartwatches, or any other electronic devices are prohibited during the administration of any test in the Annual Testing Program (see *Testing Room, Testing Violations, and Irregularities*).

Accounting For and Storing Test Materials

According to 16 N.C. Admin Code 06D .0307(d), "The North Carolina Department of Public Instruction (NCDPI) shall supply the secure tests to LEAs. LEAs shall:

(1) account to the NCDPI for all secure tests received;
(2) provide a secure, locked storage facility for all secure tests received;
(3) prohibit the reproduction of any or all parts of a secure test; and
(4) prohibit their employees from disclosing the content of a secure test or specific items contained in a secure except as necessary to administer the test."

Every PSU must have a clearly defined system of checkout and check-in of test materials to ensure at each level of distribution and collection (district, school, and classroom) all secure materials are tracked and accounted for. PSU test coordinators must inventory test materials upon arrival from Technical Outreach for Public Schools (TOPS) and must immediately inform TOPS of any discrepancies in the shipment.

PSU test coordinators must house all secure test materials in a secure, locked facility and must ensure each school test coordinator receives, stores, and distributes test materials in a secure manner. Secure test materials may be stored at a school for only a short period before and after the test administration. Every effort must be made to minimize school personnel's access to secure state tests.

As established in 16 N.C. Admin. Code 06D .0311, the *Testing Code of Ethics*, the principal shall ensure test security in the school building and store the test materials in a secure, locked facility except when in use. The principal must establish a procedure to have test materials distributed immediately before each test administration. Before each test administration, the school test coordinator must accurately count and distribute test materials to each test administrator.

Each test administrator must count and record in writing the number of

secure test materials and supplemental materials (i.e., those specified in the test administration guide or published supplements or updates)

- when the materials are first received from the school test coordinator,
- before the distribution of materials to students,
- after the test administration, and
- when the materials are returned to the school test coordinator.

Any discrepancies in the counts must be reported to the school test coordinator or principal immediately.

All testing materials must be returned to the school test coordinator according to the directions specified in the test administration guide. Immediately after each test administration, the school test coordinator shall collect, count, and return all test materials to the secure, locked facility. Any discrepancies in the count must be reported immediately to the PSU test coordinator. Upon notification, the PSU test coordinator must report the discrepancies to the RAC and ensure all procedures in the Online Testing Irregularity Submission System (OTISS) are followed, and the OTISS report is submitted within five days of the occurrence. Procedures established by the school for tracking and accounting for test materials must be provided upon request to the district test coordinator or the Annual Testing Program.

Recognize and Report Testing Violations or Irregularities

Test administrators (and proctors, if utilized) must report any alleged testing violation or testing irregularity to the school test coordinator on the day of the occurrence.

Testing Room, Testing Violations, and Irregularities

The use of the following items in the testing room may constitute a misadministration or violation of the *Testing Code of Ethics*. On days before testing, teachers are expected to announce to students which items cannot be accessed in the testing room.

- *Electronic devices.* Other than permitted calculators, students are not allowed to use or have in their possession cell phones or any other electronic recording, listening, scanning, communication, or photographic devices at any time during testing, including breaks. Any student found or observed with a cell phone or electronic device during testing time must be dismissed from testing and a misadministration declared for that student.
    - If a student must be removed from testing because the student has a cell phone or electronic device during testing, the test administrator must not leave the testing room unattended. The test administrator must remain in the room, the school test coordinator must be notified, and the student removed.

    - Before testing begins, test administrators and proctors must turn off their personal cell phones or electronic devices and ensure these devices are neither used nor visible during testing, including breaks.
- *Personal belongings.* Personal belongings are allowed in the testing room. However, students must not be permitted to access them at any time during testing, including breaks.
    - Students who complete the test before the scheduled time is over must be provided with the opportunity to read novels or other nontextbooks (e.g., magazines) while waiting for other students to finish the test.
    - For online tests, test administrators must ensure students have clicked the end test button to close the test and must collect all ancillary materials (e.g., calculators, used papers) before students can take out their reading materials.
    - For paper administrations, test administrators must collect student test books and all ancillary materials (e.g., calculators, used papers) before students can take out their reading materials.
- *Testing aids.* Textbooks, reference books, thesauruses, wearable activity trackers, number lines, multiplication tables, smartwatches, smartpens, music, notes, bookmarks, personal learning devices, or any unapproved testing aids are prohibited for use during testing.

Test administrators must remain attentive to their testing responsibilities throughout the entire test administration. Reading (except for the test administration guide or supplemental testing policy information); grading papers; using a computer, cell phone, or other electronic device; talking casually with a proctor or other staff; or engaging in any activity in the testing room not directly related to the test administration is not allowed.

Details regarding what constitutes a testing violation or irregularity and information concerning how to report incidents should be discussed during training. Test administrators must report any alleged testing violation or testing irregularity to the school test coordinator on the day of the occurrence. Examples of testing irregularities include, but are not limited to, the following:

Eligibility Issues
- Eligible students were not tested
- Ineligible students were tested

Accommodation Issues
- Approved accommodation not provided
- Approved accommodation not provided appropriately
- Accommodation provided but not approved or documented

- Accommodation *Test Read Aloud* (*in English*) or *Interpreter/Transliterator Signs/Cues Test* provided during a test that measures reading skills (e.g., end-of-course [EOC] English II or end-of-grade [EOG] reading)

Security Issues

- Allowing others access to the tests, including school or district personnel who do not have a legitimate need
- Allowing students to review secure test materials before the test administration
- Missing test materials
- Secure test materials not properly returned
- For online testing, failing to maintain security of NC Education username and password
- Failing to store secure test materials in a secure, locked facility
- Failure to cover or remove bulletin board materials, classroom displays, or reference materials (printed or attached) on students' desks that provide information regarding test-taking strategies, or the content being measured by the test
- Reproducing items from secure test(s) in any manner or form
- Using items from secure test(s) for instruction
- Failing to return the originally distributed number of test materials to designated school personnel
- Discussing with others any of the test questions or information contained in the tests, or writing about or posting them on the internet or on social media

Monitoring Issues

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

Procedural Issues

- Paraphrasing, omitting, revising, interpreting, explaining, or rewriting the script, directions, or test items, including answer choices
- Reading or tampering with (e.g., altering, changing, modifying, erasing, deleting, or scoring) student responses to the test items

- Failing to administer the secure tests on the test date or during the testing window designated by the Annual Testing Program
- Failing to follow the test schedule procedures or makeup test schedule designated by the Annual Testing Program
- Providing students with additional time beyond the designated maximum time specified in the test administration guide (except for students with documented special needs requiring accommodations, such as *Scheduled Extended Time*)
- Test administrator or proctor giving improper assistance or providing instruction related to the concepts measured by the test before the test administration or during the test administration session

Technical Issues

- Online test connectivity or technical problems
  - Schools must report online test connectivity and technical problems that occur during the administration of online tests when students are unable to successfully complete the test. Reports do not need to be entered for students who successfully complete the test despite a technical issue.
- Online test questions not displaying properly

Testing Environment

The principal must designate an area for the test administration that provides an environment that minimizes distractions and disruptions for students. All rooms designated for test administrations (including any rooms to which students may be relocated for testing) must be quiet, orderly, comfortable, and have adequate seating, lighting, and heating or cooling. Each student must have enough space in which to work. Seating must be arranged to discourage students from sharing responses.

Monitoring Students during the Test Administration

A primary responsibility of the test administrator is monitoring the test administration. To avoid the appearance of a conflict of interest and allegations of impropriety, test administrators and proctors should not be assigned to administer or proctor test sessions where their relatives or wards are to be tested. Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the test administrator's or proctor's guardianship. Additionally, test administrators should not administer tests with a proctor who is a personal family member or a close acquaintance.

The test administrator and proctor must not leave students unattended at any time during the test administration. The test administrator must remain in the room throughout the entire test administration unless an emergency

arises. If an emergency arises and the test administrator must leave the room, the school test coordinator must be notified to arrange for another trained test administrator to be present for the duration of testing.

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

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

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

Each student must complete the test without assistance for the scores to reflect the student's ability. To ensure an equitable and standardized testing experience for all students, test administrators must adhere to the following guidelines.

- The test administrator and proctor must monitor the test administration by walking frequently and quietly throughout the room and scanning the students' work areas to ensure students follow the test directions, perform the required tasks, do not share responses, and those eligible have access to required accommodations.
- When either the test administrator or proctor needs to sit during the test administration, they should maintain an unobstructed view of and easy access to students.
- Test administrators and proctors are not to read test questions from students' test books or from electronic screens used for online tests (except for students with documented special needs requiring accommodations, such as the *Test Read Aloud [in English]*).
- Test administrators and proctors cannot indicate answers to students. Some examples include, but are not limited to,
    - telling students to "look at the question again" or offering similar advice;
    - making a facial expression, hand gesture, voice inflection, or an utterance (e.g., coughing, clearing throat) to indicate approval or

disapproval of the student's response; and
    - standing beside the desk, reading a question, looking at the student's response, and then pointing to the correct answer or pointing to the question as if to indicate, "read the question again because you have the wrong answer."
- Test administrators and proctors cannot help students by
    - explaining the directions in their own words;
    - explaining the meaning of any word in the directions, test questions, or answer choices;
    - rephrasing test questions;
    - translating a word or phrase into another language; or
    - providing synonyms for unknown words.

Follow a Uniform Process of Administration

All tests that are part of the Annual Testing Program require a standardized process of administration. For test results to be valid, all procedures included in the North Carolina test administration guides must be followed. Test administrators must follow and present the directions as written in the test administration guides. It is a violation of the *Testing Code of Ethics* to omit, rewrite, or paraphrase orally or in writing the instructions presented in the test administration guides without the prior written consent of the Annual Testing Program. Unethical testing practices include, but are not limited to, interpreting, explaining, or paraphrasing the test directions, reading selections, or test questions. Test administrators may repeat test directions as many times as necessary for the student(s) to understand but are not permitted to provide any specific assistance with answering test questions. For example, test administrators and proctors are not permitted to clarify test directions, provide synonyms for unknown words, or rephrase questions. Each student must complete his or her own work without assistance in order for the scores to reflect the student's ability.

Directions located in the test administration guides for distributing test materials must be followed. Per the test administration guides, only NCDPI-approved designated features and supplemental materials may be used during the test administration. If NCDPI-approved designated features or supplemental materials (e.g., highlighters or color acetate overlays) will be used, the test administrator must give students these items before beginning the testing session.

Placing the required test materials, such as the test books or calculators, on students' desks before beginning the test administration is a violation of the procedures outlined in the test administration guides and the *Testing Code of Ethics*. To administer statewide tests to North Carolina students in a fair and equitable manner, only the testing materials specified in the test

administration guide or part of an approved procedural accommodation are allowed during the test administration.

While most test administrators and proctors (if utilized) may have conducted or proctored similar testing sessions previously, they must receive training each testing cycle before administering or proctoring any secure state test. In addition, the test administrator must study the designated test administration guide before the test administration, ensuring uniform test administration procedures are followed throughout North Carolina.

Makeup Testing

Any student absent (i.e., not present) from the test administration must make up the test. The ninety-five percent participation rule requirements remain in effect, and it is the expectation that all students be tested. There is no allowable appeal for exclusion from participation. The PSU test coordinator will specify how makeup tests will be handled at the school and will schedule dates and times for completing the makeup tests in each school. There is no makeup testing for field tests or special studies.

Processing Test Materials

Online administrations. After the completion of each online test administration, the test administrator or principal's designee must purge or delete saved or cached test information on any network appliance (e.g., server) or device. The test administrator follows local procedures for the return of all test materials to the school test coordinator immediately after each online test administration. The required special codes must be completed in the online testing system by the test administrator or other designated school personnel by 7:00 p.m. on the testing day.

Online tests are scored electronically on a centrally hosted server. A program that defines technical parameters scores the responses. Once scores for each test have been assigned by the program, data are then merged with student-level records for distribution to PSU test coordinators. PSU test coordinators are then able to generate school rosters, class rosters, and individual student reports.

Paper administrations. Effective with the 2023–24 school year, answer sheets will no longer be used for paper test administrations. All students with a documented need for a paper format will mark their answers in the test book. When testing is complete, the test administrator or principal's designee will transcribe the student's answers from the test book to the online testing system for the appropriate online test. Additional information

about the transcription process can be found in each test administration guide.

Test administrators must follow local procedures for the return of all test books to the school test coordinator immediately after the test administration. The PSU test coordinator establishes the schedule for returning test books containing marked student answers to TOPS.

General Statute §14-118.2: Assisting, etc., in Obtaining Academic Credit by Fraudulent Means

"It shall be unlawful for any person, firm, corporation or association to assist any student, or advertise, offer or attempt to assist any student, in obtaining or in attempting to obtain, by fraudulent means, any academic credit, grade or test score, or any diploma, certificate or other instrument purporting to confer any literary, scientific, professional, technical or other degree in any course of study in any university, college, academy or other educational institution. The activity prohibited by this subsection includes, but is not limited to, preparing or advertising, offering, or attempting to prepare a term paper, thesis, or dissertation for another; impersonating or advertising, offering or attempting to impersonate another in taking or attempting to take an examination; and the giving or changing of a grade or test score or offering to give or change a grade or test score in exchange for an article of value or money."

Confidentiality of Student Scores When Publicizing Test Results

It is advised that the confidentiality of test scores is always protected when publicizing or reporting test results to the public. Districts and schools should not violate confidentiality rights under the provisions of the *Family Educational Rights and Privacy Act* (FERPA) of 1974, 20 U.S.C. §1232g. It is a best practice not to:

- publicly post student names and test results, or
- publicly announce student names and test results.

As stated in the *Testing Code of Ethics*, "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* (FERPA) of 1974, 20 U.S.C.§ 1232g. 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 N.C. Admin. Code 6C .0312, suspend or revoke the professional license of the person or persons responsible for the violation."

Roles and Responsibilities

The following responsibilities reflect in detail the duties established in the *Testing Code of Ethics*.

Duties of the School Counselor
Per G.S. §115C-316.1(a), "Counselors shall spend at least eighty percent (80%) of their work time providing direct services to students. Direct services shall consist of:
(1) Delivering the school guidance curriculum through large group guidance, interdisciplinary curriculum development, group activities, and parent workshops.
(2) Guiding individual student planning through individual or small group assistance and individual or small group advisement.
(3) Providing responsive services through consultation with students, families, and staff; individual and small group counseling; crisis counseling; referrals; and peer facilitation.
(4) Performing other student services listed in the Department of Public Instruction school counselor job description that has been approved by the State Board of Education.
School counselors shall not assist with the coordination or administration of standardized testing." This law does not apply to charter schools, lab schools, or regional schools.

Duties of the Test Administrator
Per 16 N.C. Admin Code 06D .0307, "Only current or retired professional educators as defined in G.S. §115C-270.1.(2) (an administrator, teacher, or student services personnel) or teachers who
(1) are employed by local education agencies (LEAs); and
(2) have training in the Annual Testing Program as required in 16 N.C. Admin Code 06D .0308 of this Section shall administer secure tests."

While North Carolina test administration guides outline the full test administrator responsibilities, those responsibilities specifically related to test security are as follows:

- Prepare for and attend a test administrator training session(s) conducted by the district test coordinator or school test coordinator before each test administration.
- Attend training on the *Testing Students with Disabilities Handbook* and the *Guidelines for Testing Students Identified as English Learners* publication and published supplemental documents when accommodations will be provided to students.
- Follow the appropriate procedures for the use of accommodations during test administrations for students with disabilities and students identified as English Learners (ELs).
- Read and sign the *Test Administrator Test Accountability and Security Form* (provided by the school test coordinator) at the end of every test administration training session. All signed test security agreements must be kept on file with the school test coordinator and should be

available during the assessment monitoring process. The required *Test Administrator Test Accountability and Security Form* is included in the *North Carolina Test Coordinator's Policies and Procedures Handbook*.

- Read and study thoroughly the appropriate test administration guide before the test administration. Review the student directions (script) and be prepared for the variations required by the testing conditions.
- Read and study thoroughly the codified *Testing Code of Ethics* before the test administration.
- Maintain test security at all times during the handling of test materials.
- Ensure each student tested has access to the appropriate test materials as specified in the test administration guide.
- Follow procedures for the distribution and collection of any supplemental materials as specified in the test administration guide.
- Count and record the number of secure test materials, including supplemental materials, before and after the test administration. Notify the school test coordinator or principal immediately of any discrepancies in the count.
- Ensure students' personal belongings are not accessed during testing.
- Ensure all cell phones (i.e., cell phones belonging to students, test administrators, and proctors) are turned off, and they, or any other electronic devices, are not accessed at any time during the test administration, including during the break(s).
- For online administrations, never share usernames or passwords. User accounts are confidential.
- Before beginning an online administration, confirm the student's name and the appropriate test name are correctly identified on the student's device.
- Administer the test to all eligible students.
- Conduct an unbiased administration of the test according to the policies, procedures, and directions in the test administration guide and any subsequent updates developed by the Annual Testing Program.
- Read directions to the students as they are written in the test administration guide. It is a violation of the *Testing Code of Ethics* to omit, rewrite, or paraphrase orally or in writing the instructions presented in the test administration guide.
- Monitor the test administration by moving quietly throughout the room and scanning the students' work areas to ensure students follow the test directions, perform the required tasks, do not share responses, and those eligible have access to required accommodations.
- Do not, at any time, modify, change, alter, or tamper with student responses in a test book or on device screens during or after the test administration.

- Do not, at any time, read test questions from student tests or take notes or photographs of secure items or post them on the internet or social media.
- Assist students with emergencies (including restroom breaks) during the test administration.
- Remain in the room throughout the entire test administration unless there is an emergency. If an emergency arises and the test administrator must leave the room, the school test coordinator must be notified to arrange for another trained test administrator to be present for the duration of testing.
- Prohibit visitors from entering the classroom during the test administration, except when required for state or local monitoring of test administrations or under extreme circumstances (i.e., emergency situations).
- Provide a positive test-taking environment. Avoid distracting behaviors (e.g., reading newspapers or novels, carrying out other personal or professional duties). As a reminder, test administrators are prohibited from utilizing electronic devices during the test administration.
- Follow the procedures established by the PSU test coordinator for returning all used and unused testing materials and supplemental materials to the school test coordinator.
- Under the direction of the school test coordinator, the test administrator must transcribe answers from paper test administrations under secure conditions in a group setting (i.e., three or more designated school personnel). Students' responses are not to be modified during the review process.
- On the day of the occurrence, immediately document and report testing irregularities to the school test coordinator, who will ensure the irregularities are submitted in the OTISS.

Duties of the Proctor

It is a local decision whether to require proctors to "serve as additional monitors that help test administrators assure that testing occurs fairly" (16 N.C. Admin. Code 06D .0311). For vendor assessments test coordinators must ensure the proctor guidelines from the test publisher are followed.

For PSUs that opt to assign proctors for state tests, the following best practices may be considered.

- The principal should be responsible for selecting proctors who are school staff or responsible adult community volunteers (i.e., age eighteen or older and not enrolled as a student in the K–12 PSU).
- The proctor assigned can be either (1) a one-on-one, full-time proctor (i.e., one proctor assisting one test administrator in a single testing room) or (2) a roving proctor (e.g., one proctor assisting up to three

test administrators in three testing rooms).

- A proctor should not be assigned to proctor in a room where his or her relative or ward is to be tested. Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the proctor's guardianship.
- Additionally, a proctor should not be assigned to proctor with a test administrator who is a personal family member or a close acquaintance.
- Students should be informed before the day of the test administration that a proctor will be assisting the test administrator in monitoring their test administration.
- Proctors must attend a proctor training session before the test administration and understand and agree to carry out the duties described.
    - The training session should thoroughly cover proctors' responsibilities as outlined in *The Proctor's Guide* (published by the Annual Testing Program).
    - Proctors should read or review thoroughly the *Testing Code of Ethics* and its sanctions.
    - Proctors should complete the *Proctor's Training Agreement* form before each test administration (e.g., BOG3, Fall EOC, Spring EOC, Summer EOC). A copy of this signed form must be kept on file at the school for each proctor serving in any test administration for the school year.

Appendix A: *Testing Code of Ethics*

Introduction to the *Testing Code of Ethics*

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

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

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

Security

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

Preparation

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

Administration

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

Scoring, Analysis, and Reporting

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

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

16 NCAC 06D .0311 TESTING CODE OF ETHICS

(a) This Rule shall apply to all public school unit (PSU) employees or agents while they are administering the Annual Testing Program defined in Rule .0307(c) of this Section.

(b) The PSU shall develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher.

(c) The PSU shall require all testing coordinators, school test coordinators, test administrators and proctors to be trained as required in Rule .0308 of this Section.

(d) The PSU shall designate the personnel who are authorized to have access to secure test materials. "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items.

(1) Persons who have access to secure test materials shall not use those materials for any purpose other than test administration.

(2) No person shall copy, reproduce, or paraphrase the test materials without the express written consent of the test publisher.

(e) The principal shall store test materials in a locked facility to which only the principal has access. The principal shall not allow anyone access to the test materials except as necessary for administration.

(f) When PSU personnel discover loss of materials, failure to account for materials, or any evidence of unauthorized access to the materials, they shall report the discovery without delay to the principal, school test coordinator, school system (LEA) test coordinator, or charter school director.

(g) PSUs shall ensure that test coordinators:

(1) plan and implement training for school test coordinators, test administrators, and proctors;

(2) ensure each school test coordinator and test administrator is trained in accordance with Rule .0308 of this Section; and

(3) in conjunction with program administrators, ensure test accommodations to students entitled to testing accommodations as defined in 16 NCAC 06G .0315; are documented and provided.

(h) The principal or the principal's designee shall serve as school test coordinator.

(i) The principal shall ensure the school test coordinator maintains test security and accountability of test materials, including taking the following actions:

(1) before each test administration, the school test coordinator shall count and distribute test materials;

(2) after each test administration, the school test coordinator shall without delay collect, count, and return all test materials to the locked storage facility;

(3) establishes procedures to assure all students participating in the Annual Testing Program have an equal opportunity to demonstrate their knowledge on the test; and

(4) identifies and trains personnel, proctors, and backup personnel for test administrations.

(j) Teachers may help students improve test-taking skills by:

(1) helping students become familiar with test formats using curricular content;

(2) teaching students test-taking strategies and providing practice sessions;

(3) helping students learn ways of preparing to take tests; and
(4) using resource materials such as test questions from test item banks and linking documents in instruction and test preparation.

(k) With respect to test administration, PSUs shall:
(1) assure each school establishes procedures to ensure all test administrators comply with test publisher guidelines;
(2) inform the local board of education of any breach of this code of ethics; and
(3) inform test coordinators and principals of their responsibilities.

(l) The school test coordinator shall:
(1) assure school personnel know the content of rules in this Section and local testing policies;
(2) implement the school system and local testing policies and procedures to assure all students participating in the Annual Testing Program have an equal opportunity to demonstrate their knowledge on the test;
(3) ensure proctors are trained; and
(4) ensure all violations of rules in this Section and local testing policies are reported to the school system (LEA) test coordinator.

(m) Test administrators shall:
(1) administer tests according to the directions in the assessment guide and any subsequent updates developed by the test publisher;
(2) administer tests to all students enrolled in a grade or course that requires a test in the Annual Testing Program;
(3) report all violations of rules in this Section and local testing policies to the school test coordinator; and

(n) Proctors shall serve as additional monitors to help the test administrator assure that students have an equal opportunity to demonstrate their knowledge on the test.

(o) Scoring. The school system test coordinator shall:
(1) ensure each test is scored according to the procedures and guidelines defined for the test by the test publisher;
(2) maintain quality control during the entire scoring process, which consists of handling and editing documents, scanning answer documents, and producing electronic files and reports. Quality control shall address scoring accuracy and scoring consistency.
(3) maintain security of tests and data files at all times, including;
(A) protecting the confidentiality of students at all times when publicizing test results; and
(B) maintaining test security of answer keys and item-specific scoring rubrics.

(p) Educators shall use test scores as one piece of information to be interpreted together with other scores and indicators when determining a student's grade. The PSU shall ensure that school personnel analyze and report test data within the limitations described in this Paragraph.
(1) Educators shall maintain the confidentiality of individual students. PSU personnel shall not publicize test scores or any written material containing personally identifiable information from the student's educational records except as

permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g and regulations adopted pursuant thereto.

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

(q) Unethical testing practices include the following practices:

(1) encouraging students to be absent the day of testing;
(2) encouraging students not to do their best;
(3) using secure test items or modified secure test items for instruction;
(4) changing student responses at any time;
(5) interpreting, explaining, or paraphrasing the test directions or the test items;
(6) classifying students for the purpose of avoiding State testing;
(7) not testing all students enrolled in a grade or course that requires a test in the Annual Testing Program;
(8) failing to provide required accommodations during testing to students entitled to testing accommodations as defined in 16 NCAC 06G .0315;
(9) modifying scoring programs including answer keys, equating files, and lookup tables;
(10) modifying student records for the purpose of raising test scores;
(11) using a single test score to place a student in a grade or a course; and
(12) providing inaccurate test results and interpretations to the public.

(r) In the event of a violation of this Rule, the State Board of Education may impose any one or more of the following sanctions:

(1) withhold any monetary incentive awards;
(2) file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;
(3) seek criminal prosecution of the person or persons responsible for the violation; and
(4) in accordance with the provisions of 16 NCAC 06C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.

History Note: Authority G.S. 115C-12(9); 115C-174.11; 115C-174.12; 115C-218.85(a)(3);
Emergency Adoption Eff. August 20, 2019;
Eff. August 23, 2022.

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VI-07: July 2023 Regional Accountability Meeting Agenda

Regional Accountability Meeting Agenda
July, McKimmon Center, Raleigh

Tuesday, July 11, 2023

Time	Who	What
10:30–12:00		Office of Accountability and Testing Team Meeting
12:00–12:45		Lunch
12:45–1:30	RAC and RCC hosted	Team Building Activity
1:30–1:45	Test Development	Printing Error Procedures
1:45–2:15	Molly Britt	CCRAA grade 10
2:15–2:30		Break
2:30–4:30	Lindsay May	Test Coordinator's Handbook

Wednesday, July 12, 2023

Time	Who	What
9:00–10:00	Tammy Howard	Director's Update
10:00–10:15		Break
10:15–12:15	Molly Britt	Testing Student's with Disabilities Handbook Guidelines for Testing Students Identified as English Learners
12:15–1:00		Lunch
1:00–2:00	Lindsay May	PreACT
2:00–2:30	Jaime Kelley	Grade 3 Read to Achieve Student Portfolio

Regional Accountability Meeting Agenda
July, McKimmon Center, Raleigh

2:30–2:45		Break
2:45–3:45	Jaime Kelley	NC Check-Ins 2.0 Teacher Handbook
3:45–4:15	Wendy Wooten	Graduation Project Proctor's Guide WIDA Screener for Kindergarten CDM Process document Course Code document WIDA site file communication Flexible Testing Waiver process
4:15–5:00	Shannon Jordan, Lindsay May, and Molly Britt	Testing Outside the Window process Annual Memo review Monitoring Process review Updated Chicago Style Handbook Updated Online Assessment Tutorial Guide Testing Security: Protocol and Procedures for School Personnel

Thursday, July 13, 2023

Time	Who	What
9:30–10:00		Pre-CCB Meeting
10:00–12:00		CCB Meeting
12:00–1:00		Lunch
1:00–4:00*	Analysis & Reporting and ATEAM	Accountability Reporting Updates Accountability Collection Dates Entry System

		Data Collection Schedule Data Collection Processing (Historical Audits and HS Math Planning Audits) Accommodations Data Collection Reason Code List EDS Technical Guide ISR Confirmation NAEP Update Local Testing Report WinScan Update RtA Reminders District Reports–NC Check Ins 2.0
3:00–3:05	Amy Cannon	Action Items and Review

***The Analysis & Reporting and ATEAM training will begin 15 minutes after the close of the CCB meeting. Also, RACs and RCCs will have the option to implement a working lunch instead of starting training at 1:00.**

September 2023

Tuesday, September 12 and Wednesday, September 13 (Teams)

- Office of Accountability and Testing meeting (September 12, 10–12)
- Director Updates (September 13, 9–10)
- Training
  - Testing Policy and Operations
    - Fall WorkKeys Training
    - Read to Achieve Test (Review)
    - WIDA site file review
  - Test Development
    - NC Education, Shipping/Ordering, and Online Updates
    - NC Admin Guide
  - Analysis & Reporting and ATEAM Updates
    - TBD

Reminder: September 25–26, 2023, Annual Office of Accountability and Testing meeting, McKimmon Center

Regional Accountability Meeting Agenda
July, McKimmon Center, Raleigh

VI-08: July and August 2023 Regional Training Sessions

VI-08: July and August 2023 Regional Training Sessions

July and August 2023 Regional Training Sessions								
Training Topics:	(1) Training to familiarize teachers or school staff with the innovative assessment system (2) Training on test security for the innovative assessment system (3) Training on providing accommodations for students with disabilities in the innovative assessment system (4) Training on providing accommodations for English learner (EL) students in the innovative system (5) Training on using innovative assessment data to inform instruction							
Region	**Date**	**Training Topics (1, 2, 3, 4, 5)**	**Number of ELIGIBLE Participants by Type (All PSUs for 2023–24)**			**Number of ACTUAL Participants by Type (All PSUs for 2023–24)**		
			Teachers	**Principals**	**Other School Leaders (Includes PSU TCs)**	**Teachers**	**Principals**	**Other School Leaders (Includes PSU TCs)**
RAC Region 1- Western	7/26/2023	1, 2, 3, 4, 5			20			20
RAC Region 1- Western	8/2/2023	1, 2, 3, 4, 5			18			18
RAC Region 2- Northwest	7/20/2023	1, 2, 3, 4, 5			54			38
RAC Region 2- Northwest	8/10/2023	1, 2, 3, 4, 5			54			16
RAC Region 3- Southwest	7/20/2023	1, 2, 3, 4, 5			23			23
RAC Region 3- Southwest	8/17/2023	1, 2, 3, 4, 5			29			29
RAC Region 4- Northeast	7/25/2023	1, 2, 3, 4, 5			59			59
RAC Region 5- Southeast	7/18/2023	1, 2, 3, 4, 5			41			41
RAC Region 5- Southeast	8/8/2023	1, 2, 3, 4, 5			19			19
RAC Region 6- Central	7/20/2023	1, 2, 3, 4, 5			44			44
RAC Charter Schools	7/25/2023	1, 2, 3 ,4, 5			27			27
RAC Charter Schools	8/22/2023	1, 2, 3, 4, 5			47			47

VI-09: Cleveland County Schools August 2023 Training Sample

Test Coordinator's Opening Meeting

Agenda

August 23, 2023

8:30 a.m., SD Main Room 1

- **Refreshments, Welcome, Introductions, etc.**
- **Testing Information**
- **Break**
- **Testing Accommodations**
- **WIDA Screener**
- **Break for Lunch (provided) – NSS can leave**
- **NC Check-Ins 2.0**
- **Break – Intermediate, Middle, and High can leave**
- **Beginning-of-Year Grade 3 Test**
- **Grade 3 Portfolio – CIVA can leave**
- **Extended Time (Optional) –**

any school can stay until the end for personal questions/discussions.

Test Coordinator Training Sign-In Sheet

Test Name: Opening Meeting

Date of Training August 23, 2023 8:30 a.m.

Name	Signature
[redacted] (Bethware)	[redacted]
[redacted] (Bethware)	
[redacted] (Boiling Springs)	
[redacted] (Boiling Springs)	
[redacted] (Casar)	
[redacted] (Casar)	
[redacted] (East)	
[redacted] (East)	
[redacted] (Elizabeth)	
[redacted] (Elizabeth)	
[redacted] (Fallston)	
[redacted] (Fallston)	
[redacted] (Grover)	
[redacted] (Grover)	
[redacted] (James Love)	
[redacted] (James Love)	
[redacted] (Jefferson)	
[redacted] (Jefferson)	
[redacted] (North)	
[redacted] (North)	
[redacted] (Springmore)	
[redacted] (Springmore)	
[redacted] (Township 3)	
[redacted] (Township 3)	
[redacted] (Union)	
[redacted] (Union)	
[redacted] (Washington)	
[redacted] (Washington)	
[redacted] (West)	
[redacted] (West)	

Name	Signature
[redacted] (KMIS)	[redacted]
[redacted] (KMIS)	
[redacted] (BMS)	
[redacted] (BMS)	
[redacted] (CMS)	
[redacted] (CMS)	
[redacted] (KMMS)	
[redacted] (KMMS)	
[redacted] (SMS)	
[redacted] (SMS)	
[redacted] (BHS)	
[redacted] (BHS)	
[redacted] (CHS)	
[redacted] (CHS)	
[redacted] (KMHS)	
[redacted] (KMHS)	
[redacted] (SHS)	
[redacted] (SHS)	
[redacted] (CIVA)	
[redacted] (CIVA)	
[redacted] (CIVA)	
[redacted] (ECHS)	
[redacted] (ECHS)	
[redacted] (NSS)	
[redacted] (NSS)	
[redacted] (TPA)	
[redacted] (TPA)	

Test Administrator Training
Sign-In Sheet

School Name: Springmore

Test Name: NC Check - IN

Date of Training: 5th - 10/5, 4th - 10/5, 3rd - 10/5

Name	Signature
[redacted]	[redacted]

VI-10: Falls Lake Academy September 2023 Training Sample

Appendix G: Sample Training Sign-In Sheet

School Name: Falls Lake Academy **Date:** 9/27/23

Facilitator(s) Name: [redacted]

Test Name: NC Check-ins 2.0

Name (print)	Signature	Test Administrator (TA) or Proctor (P)	Received Test Administration Guide (initial)	Received Accommodations Training (initial)
[redacted]	[redacted]	TA	[redacted]	[redacted]
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		

cont.

Appendix G: Sample Training Sign-In Sheet

School Name: _____ **Date:** _____

Facilitator(s) Name: _____

Test Name: _____

Name (print)	Signature	Test Administrator (TA) or Proctor (P)	Received Test Administration Guide (initial)	Received Accommodations Training (initial)
[redacted]	[redacted]	TA	[redacted]	
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		

Cont.

Appendix G: Sample Training Sign-In Sheet

School Name: _____ **Date:** _____

Facilitator(s) Name: _____

Test Name: _____

Name (print)	Signature	Test Administrator (TA) or Proctor (P)	Received Test Administration Guide (initial)	Received Accommodations Training (initial)
[redacted]	[redacted]	TA	[redacted]	
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		
		TA		

cont.

1398

Appendix G: Sample Training Sign-In Sheet

School Name: _____ **Date:** _____

Facilitator(s) Name: _____

Test Name: _____

Name (print)	Signature	Test Administrator (TA) or Proctor (P)	Received Test Administration Guide (initial)	Received Accommodations Training (initial)
[redacted]	[redacted]	TA	[redacted]	
		TA		
		TA		
		TA		
		TA		

VI-11: March 2024 Regional Accountability Meeting Agenda

Regional Accountability Meeting Agenda

March, NCDPI room 224

Tuesday, March 7, 2023

Time	Who	What

10:00–11:30	Analysis & Reporting and the ATEAM	• WinScan Update
		• NC Tools Update
		• April 1 Data Collection
		• Non-Content Visitors Data Collection
		• Read to Achieve Data Collection Process
		  ○ Good Cause Exemption Data Collection
		• EDS Data Collection
		• Alternative Schools Accountability for 2023-24 school year
		  ○ Including memo
		• NAEP

11:30–11:50	Test Development	NC Education, shipping, ordering, online updates, and enhancement list
11:50–1:00		Office potluck
1:00–1:30	Analysis & Reporting and the ATEAM	Activity (attendance expected by all {i.e., not optional})
1:30–1:45		Break
1:45-3:45	Testing Policy and Operations	• End-of-Grade Guide • NCEXTEND1 Reading, Math and Science - Grades 3–8 and 10 • Read to Achieve Guide • ACCESS Update • Manipulative Kit Survey
3:45-3:50	Stephanie Thompson	Close and Action Review

Regional Accountability Meeting Agenda

March, NCDPI room 224

Wednesday, March 8, 2023

Time	Who	What
9:00–10:00	Tammy Howard	Director Updates
10:00–11:50	Office of Accountability and Testing	Team meeting

April 2023

Tuesday, April 11 and Wednesday, April 12 (Teams)

- Office of Accountability and Testing meeting (April 11, 10–12)
- Director Update (April 12, 9–10)
- Training
  - Testing Policy and Operations
    - Beginning-of-Grade 3 Test Practice Activity and Test
    - Testing Calendar Draft
  - Test Development
    - NC Education, Shipping/Ordering, and Online Updates
  - Analysis & Reporting and ATEAM Updates
    - WinScan Update
    - NC Tools Update
    - End-of-Year Process
      - REPSUM, PCAUDIT, PARTSUM, SPGSUM, PERSIST

VI-12: March 2024 Regional Training Sessions

VI-12: March 2024 Regional Training Sessions

March 2024 Regional Training Sessions

Training Topics:
(1) Training to familiarize teachers or school staff with the innovative assessment system
(2) Training on test security for the innovative assessment system
(3) Training on providing accommodations for students with disabilities in the innovative assessment system
(4) Training on providing accommodations for English learner (EL) students in the innovative system
(5) Training on using innovative assessment data to inform instruction
(6) Training on using innovative assessments for accountability
(7) Training on using innovative assessments for accountability across student subgroups

Region	Date	Training Topics (1, 2, 3, 4, 5, 6, and 7)	Number of ELIGIBLE Participants by Type (All PSUs for 2023–24)			Number of ACTUAL Participants by Type (All PSUs for 2023–24)		
			Teachers	Principals	Other School Leaders (Includes PSU TCs)	Teachers	Principals	Other School Leaders (Includes PSU TCs)
RAC Region 1- Western	3/19/2024	1, 2, 3, 4, 6, 7			31			31
RAC Region 1- Western	3/20/2024	1, 2, 3, 4, 6, 7			7			7
RAC Region 2- Northwest	3/20/2024	1, 2, 3, 4, 6, 7			54			19
RAC Region 2- Northwest	3/21/2024	1, 2, 3, 4, 6, 7			54			35
RAC Region 3- Southwest	3/21/2024	1, 2, 3, 4, 6			20			20
RAC Region 3- Southwest	3/22/2024	1, 2, 3, 4, 6			37			37
RAC Region 4- Northeast	3/21/2024	1, 2, 3, 4, 6			18			18
RAC Region 4- Northeast	3/26/2024	1, 2, 3, 4, 6			37			37
RAC Region 5- Southeast	3/19/2024	1, 2, 3, 4, 6			34			34
RAC Region 5- Southeast	3/21/2024	1, 2, 3, 4, 6			31			31
RAC Region 6- Central	3/19/2024	1, 2, 3, 4, 6			46			46
RAC Region 6- Central	3/22/2024	1, 2, 3, 4, 6			12			12
RAC Charter Schools	3/21/2024	1, 2, 3, 4, 6			50			50
RAC Charter Schools	3/26/2024	1, 2, 3, 4, 6			11			11

VI-13: Cleveland County Schools May 2024 Training Sample

Test Coordinator Training Sign-In Sheet

Test Name: EOG, RTA, & X1

Date of Training May 1, 2024 8:30 a.m.

Name	Signature
[redacted] (Bethware)	[redacted]
[redacted] (Bethware)	
[redacted] (Boiling Springs)	
[redacted] (Boiling Springs)	
[redacted] (Casar)	
[redacted] (Casar)	
[redacted] (East)	
[redacted] (East)	
[redacted] (Elizabeth)	
[redacted] (Elizabeth)	
[redacted] (Fallston)	
[redacted] (Fallston)	
[redacted] (Grover)	
[redacted] (Grover)	
[redacted] (James Love)	
[redacted] (James Love)	
[redacted] (Jefferson)	
[redacted] (Jefferson)	
[redacted] (North)	
[redacted] (North)	
[redacted] (Springmore)	
[redacted] (Springmore)	
[redacted] (Township 3)	
[redacted] (Township 3)	
[redacted] (Union)	
[redacted] (Union)	
[redacted] (Washington)	
[redacted] (Washington)	
[redacted] (West)	
[redacted] (West)	

Name	Signature
[redacted] (KMIS)	[redacted]
[redacted] (KMIS)	
[redacted] (BMS)	
[redacted] (BMS)	
[redacted] (CMS)	
[redacted] (CMS)	
[redacted] (KMMS)	
[redacted] (KMMS)	
[redacted] (SMS)	
[redacted] (SMS)	
[redacted] (CIVA)	
[redacted] (CIVA)	
[redacted] (CIVA)	
[redacted] (TPA)	
[redacted] (TPA)	
[redacted] (KMHS)	
[redacted] (KMHS)	
[redacted] (SHS)	
[redacted] (SHS)	
[redacted] (NSS)	
[redacted] (NSS)	

Test Administrator Training
Sign-In Sheet

School Name: Springmore

Test Name: EOGs 3-5

Date of Training: 5/13/24 & 5/14/24

Name	Signature
[redacted]	[redacted]

[redacted]

[redacted]

VI-14: Falls Lake Academy May 2024 Training Sample

EOG/EOC Testing Training 2024

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]	[redacted]

VI-15: NCDPI North Carolina Personalized Assessment Tool webpage

An official website of the State of North Carolina How you know

State Government websites value user privacy. To learn more, view our full privacy policy (https://www.nc.gov/privacy).

Secure websites use HTTPS certificates. A lock icon or https:// means you've safely connected to the official website.

North Carolina Personalized Assessment Tool

Purpose and Overview

The North Carolina Personalized Assessment Tool is a system of through-grade assessment opportunities aimed towards a balanced assessment system that will provide granular data for immediate feedback about students' performance throughout the year. The system is currently being developed as a pilot under the U.S Department of Education's Innovative Assessment Demonstration Authority (IADA) and includes three interim resources (NC Check-Ins 2.0) and an end-of-grade assessment for mathematics and reading at grades 3–8.

The current design purposes of North Carolina Personalized Assessment Tool are:

- To provide educators, students, and stakeholders with immediate and detailed feedback on grade-level-specific content standards so classroom instruction may be tailored to individual student's needs;
- To provide a reliable estimate to inform a student's starting point on the end-of-grade assessment that will provide an academic achievement level for students and for the statewide accountability model; and

- To provide a progress indicator for each interim on individual student's performance in relation to overall grade level performance expectation (if feasible).

Resources

NC Check-Ins 2.0 Specifications

- NC Check-Ins 2.0 Mathematics at Grades 3–8 (https://www.dpi.nc.gov/documents/accountability/testing/nccheckin/nc-check-ins-20-mathematics-grades-3-8-specifications)
- NC Check-Ins 2.0 Reading at Grades 3–8 (https://www.dpi.nc.gov/documents/accountability/testing/nccheckin/nc-check-ins-20-reading-grades-3-8-specifications)

NCPAT Statewide Implementation Timeline

NCPAT Statewide Implementation Timeline

- The NCPAT system will be implemented statewide for the 2023–24 school year at grades 4, 5, 7, and 8 (mathematics and reading).
- For the 2023–24 school year, all NC schools may choose to participate in the NC Check-Ins 2.0 at grades 3–8. NC Check-Ins are no longer available.
- Students must complete at least two NC Check-Ins 2.0 by April 1, 2024, for their data to be used to determine an informative starting point on the end-of-grade assessment.

NC Check-Ins 2.0 Individual Student Reports

NC Check-In 2.0 Mathematics Individual Student Report Sample (https://www.dpi.nc.gov/nc-check-20-mathematics-individual-student-report-sample)

- Evaluación Interina 2.0 de Carolina del Norte en Matemáticas Informe Estudiantil Individual (https://www.dpi.nc.gov/evaluacion-interina-20-de-carolina-del-norte-en-matematicas-informe-estudiantil-individual)

NC Check-In 2.0 Reading Individual Student Report Sample (https://www.dpi.nc.gov/nc-check-20-reading-individual-student-report-sample)

- Evaluación Interina 2.0 de Carolina del Norte en Lectura Informe Estudiantil Individual (/evaluacion-interina-20-de-carolina-del-norte-en-lectura-informe-estudiantil-individual/download?attachment?attachment)

Accessing NC Check-Ins 2.0 Reports

Information on accessing reports is found in the Reports and Review Sessions section (pages 16-29) of the NC Check-Ins 2.0 Handbook (https://www.dpi.nc.gov/documents/accountability/testing/nccheckin/nc-check-ins-20-handbook).

Teacher-level reports are available to help teachers individualize support and instruction for student learning throughout the year. Reports for NC Check-Ins 2.0 are accessible in the NC Education online reporting system. Teachers are linked to these reports through PowerSchool enrollments. NC Check-Ins 2.0 reports are available only through the online reporting system.

To access reports through the online reporting system, the teacher's email address in PowerSchool must match the teacher's email address on the NC Education account. The teacher must have students in the appropriate course code in PowerSchool. Teachers listed as "teacher 2" for coteaching classes will not have access to the reports.

Additional Resources

- 2023–24 North Carolina Personalized Assessment Tool Frequently Asked Questions (https://www.dpi.nc.gov/documents/accountability/testing/eog/north-carolina-personalized-assessment-tool-frequently-asked-questions) (Published October 2023)
- 2023–24 NC Check-Ins 2.0 North Carolina Personalized Assessment Tool System Frequently Asked Questions (/nc-check-ins-20-north-carolina-personalized-assessment-tool-system-frequently-asked-questions-0/download?attachment) (Published July 2023)
- NC State University: Friday Institute Team Providing Professional Development and Evaluation Support for the NCDPI Innovative Assessment System Pilot (https://www.fi.ncsu.edu/news/friday-institute-team-providing-professional-development-and-evaluation-support-for-the-ncdpi-innovative-assessment-system-pilot-program/)
- NC Check-Ins 2.0 Teacher's Handbook (https://www.dpi.nc.gov/documents/accountability/testing/nccheckin/nc-check-ins-20-handbook)
- 2023–24 NC Check-Ins 2.0 Administration Brief (/2023-24-nc-check-ins-20-administration-brief/download?attachment)
- North Carolina Personalized Assessment Tool in Grades 4, 5, 7, and 8 for Reading and Mathematics Frequently Asked Questions (/north-carolina-personalized-assessment-tool-grades-4-5-7-and-8-reading-and-mathematics-frequently/download?attachment)

- What You Need to Know About the North Carolina Personalized Assessment Tool (NCPAT) (https://youtu.be/jy4hJ7Z9euU)
- Understanding the Individual Student Report (https://youtu.be/97981mFVBu0)

VI-16: Samples of District and School Web Posts for NCPAT Parent Videos

NC Personalized Assessment Tool

NCPAT Parent Videos

NCDPI has provided two videos for parents/guardians about the NCPAT system. The first video focuses on the multistage adaptive end-of-grade tests. The second video explains how to interpret an NC Check-In 2.0 Individual Student Report.

What You Need to Know About the North Carolina Personalized Assessment Tool https://youtu.be/jy4hJ7Z9euU

Understanding the Individual Student Report https://youtu.be/97981mFVBu0

Donna Lee Loflin Elementary
405 South Park Street
Asheboro, NC 27203
P: (336) 625-1685 | F: (336) 625-1688

Asheboro City Schools was established in 1905. Located in the heart of North Carolina, Asheboro City Schools serves approximately 4,500 students at eight schools and one five-star, nationally-accredited Early Childhood Development

Center.

Asheboro City Schools does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The Title IX Coordinator has been designated to handle inquiries regarding the non-discrimination policies. 1126 South Park Street Asheboro, NC 27203 336-625-5104.

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Website by eSchoolView

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(/en-US)

Language

(/en-US/search)

Important Information

Subscribe

NORTH CAROLINA PERSONALIZED ASSESSMENT TOOL

1. What You Need to Know About NC Personalized Assessment Tool

- (https://vo

ACCELERATED GRADUATION

(https://drive.google.com/drive/folders/1441Bruoj-iregd9kYzFUWTxbEFZ1FkjD)

Accelerated Graduation.pdf

GCMS SOCIAL MEDIA INFORMATION

(https://docs.google.com/document/d/1EvrCzKk10jjW5nPnLLPS7FZwyIdKUxguJmC77IdtHAE/edit?usp=sharing)

EMERGENCY DRILLS LETTER

(https://gcms.gcsedu.org/en-US/learn-more-33f75992/shared-files-4c5f8942)

LOW PERFORMING SCHOOLS LETTER

(https://gcms.gcsedu.org/en-US/learn-more-33f75992/low-performing-schools-letter-b444f333)

SCHOOL SUPPLY LIST

GREENE COUNTY MIDDLE SCHOOL

SUPPLY LIST

Pencils
Pens
Colored Pencils
Glue Sticks (Pack of 4)
Tissues
Hand Sanitizer
Highlighters
3 Ring Binder
Loose leaf paper
Earbuds
Composition Book

STEM SUPPLIES

Earbuds
Stylus pen
Dry Erase Marker
1 Subject Composition Book

7TH GRADE VACCINATIONS REQUIRED

All students entering 7th grade are required to have their Tdap (Tetanus, diphtheria, pertussis) and Meningococcal vaccinations. Please contact your child's health care provider this summer to schedule an appointment. Th

UPDATED MIDDLE SCHOOL LOCAL PROMOTION STANDARDS (GRADES 6-8)

Students in grades 6-8 must pass English /Language Arts, mathematics, and three additional subjects to be selected from arts, social

NOTICE REGARDING LIMITATIONS ON LIABILITY

LITERACY WITHOUT BARRIERS HOMEWORK HELP

Hold i...

1422

FOR COVID-19

Any person entering these premises is hereby notified that those in possession, custody, or control of these premises have taken actions to

Neuse Regional Libraries: Literacy Without Barriers Homework Help is a free afterschool tutoring program that provides homework help and tutoring in math, reading, and writing by

Greene County Middle

485 MIDDLE SCHOOL RD

SNOW HILL, NC 28580

(252) 747-8191 (tel:(252) 747-8191)

(252) 747-2484

Where students come first!

DISTRICT (HTTPS://WWW.GCSEDU.OR

Staff Listing (https://www.gcsedu.org/en-US/staff)

Contact

SCHOOL (HTTPS://GCMS.GCSEDU.ORG/EN-US)

Staff Directory (https://gcms.gcsedu.org/en-US/staff)

Contact

FOLLOW US

Twitter (https://twitter.com/GreeneCoMiddle)

Facebook (https://www.facebook.com/gogcms)

Youtube (http://www.youtube.com/channel/UCjGqoc view_as=subscriber)

Privacy Policy (https://www.schoolblocks.com/privacy.htm

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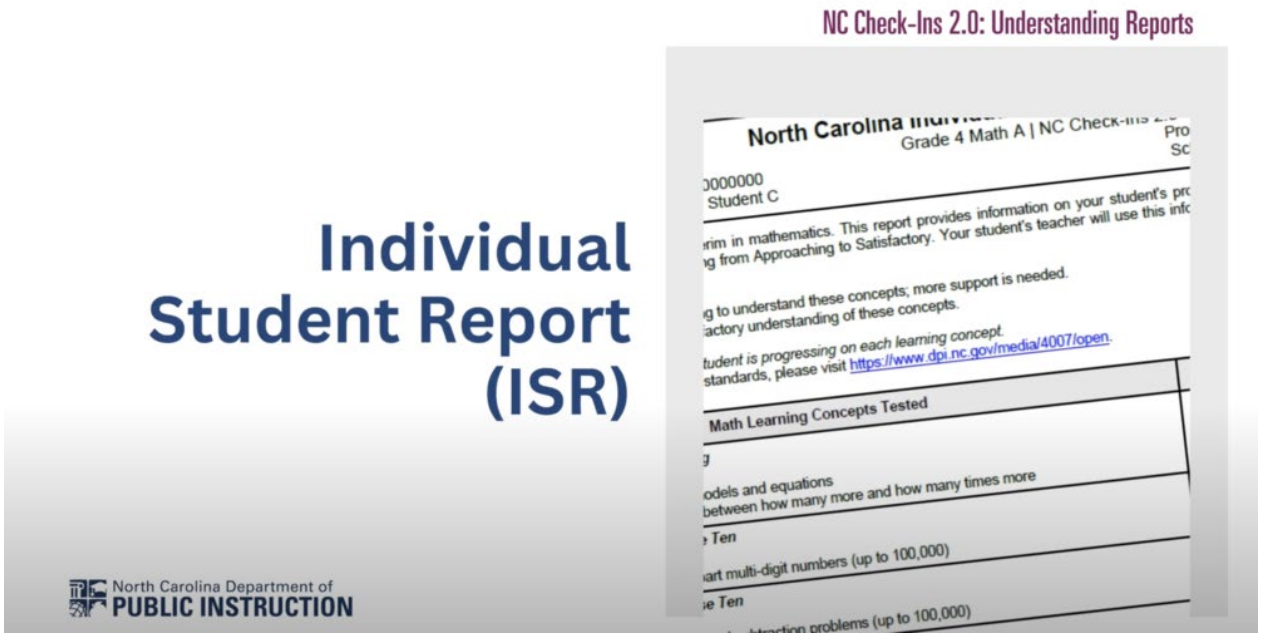

NCPAT AND NC CHECK-IN INFORMATION

Danyelle Hagans

February 15, 2024

Attention Parents & Guardians of Students in 3rd - 6th Grades: Your child will take home their Individual Report for the NC Check-Ins #2 that were taken the week before last. NCDPI has released two informational videos about how to read these reports.

The first video focuses on the multistage adaptive end-of-grade tests. The second video explains interpreting an NC Check-In 2.0 Individual Student Report. Please take the time to view these videos if you need help understanding how to read these reports.

As always, if you need further assistance, do not hesitate to contact an administrator or your child's teacher. Thank you.

What You Need to Know About the North Carolina Personalized Assessment Tool

https://youtu.be/jy4hJ7Z9euU

Understanding the Individual Student Report

https://youtu.be/97981mFVBu0

South Robeson Middle School

NCDPI INFORMATIONAL VIDEOS (NCPAT AND HOW TO READ CKINS 2.0 INDIVIDUAL REPORTS)

Deborah Lee

February 12, 2024

The Office of Accountability and Testing is providing two videos about the NCPAT system. The first video focuses on the multistage adaptive end-of-grade tests. The second video explains how to interpret an NC Check-In 2.0 Individual Student Report. The videos may be shared through customary communication (e.g., school newsletter, posted to a district or school website). The videos are linked in this message and can also be found on the North Carolina Department of Public Instruction's website at https://go.ncdpi.gov/gktuy.

1. What You Need to Know About the North Carolina Personalized Assessment Tool https://youtu.be/jy4hJ7Z9euU

2. Understanding the Individual Student Report https://youtu.be/97981mFVBu0

Your Feedback

Find Us

South Robeson
Middle School
3268 South Robeson
Rd
Rowland, NC 28383
Phone: 910-422-3987
Fax: 910-422-3221

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VI-17: Samples of District and School Newsletters

smore Share 70

Important Testing Information

Dear Parents,

Asheville City Schools is participating in the "NC Check-ins" which are short, formative standards-based assessments that will be administered 3 times this year. This is our second "check-in" for the year. 5th grade will take the math and reading assessment, and 4th grade will take the math assessment only. These assessments will inform teachers about where each child is in relation to the North Carolina Standard Course of Study. Teachers can use the information to adjust instruction and support for students as they advance through the year.

Please plan to have your child to school **on time** for their assigned testing dates this winter:

- 4th Grade Math - Wednesday, February 7 (8:00 a.m.)

Please plan to have your child present and on time for these testing days.

NC CHECK-IN ASSESSMENTS BEGIN

Dragon Webmaster

November 1, 2023

Beginning November 1st, students across all grade levels at Alamance Virtual School will take NC Check-In assessments. All students in grades 4-8 will take NC Check-Ins, while in high school certain courses have these required assessments.

Students will report to their designated online classes to complete their Check-Ins. **Students must be on their school-issued Chromebook**. Instructions will provided in class as well as additional details sent through email from AVS Testing Coordinator Mrs. Howard the morning of Check-Ins.

Students should show what they know and always do their best #IgnitingMindsSoaringDragons

Dates for the various NC Check-Ins vary by grade levels & subjects. Ask teachers for specific dates.

Find Us

Alamance Virtual School
609 Ray Street
Graham, NC 27253
PHONE: 336-570-6134
FAX: 336-570-6159

Anti-Harassment Statement (PDF)

In compliance with federal laws, the Alamance-Burlington System administers all educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law. Inquiries or complaints should be directed to Yolanda Anderson, Executive Director of Human Resources | 1712 Vaughn Road, Burlington, NC 27217 | 336.570.6060

We've worked diligently on the ABSS website and believe we've achieved our goal of accessibility. We monitor the website regularly to maintain this, but if you do find any issues, please get in touch.

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Topsail Middle School NEWS

NC CHECK-INS

Mrs. Rady

October 4, 2022

Dear Parent/Guardian,

NC Check-Ins are interim assessments developed by the North Carolina Department of Public Instruction (NCDPI) that are aligned to North Carolina grade-level content standards (for reading and mathematics) and North Carolina Essential Standards (for science).

The main purpose of NC Check-Ins is to provide students, teachers, and parents with immediate in-depth action data and a reliable estimate of students' current performance on the selected subset of content standards. Both the end-of-grade (EOG) tests and the end-of-course (EOC) tests share a common item bank with the NC Check-Ins, which then exposes NC Check-In students to similar item types and rigor found on the EOGs and EOCs.

The NC Check-In administration dates are as follows:

NC Check-In 1 Administration Windows

Math	10/18/22
ELA	10/19/22
Science	10/20/22

--

Find Us

Topsail Middle School
17445 US HWY 17
Hampstead, NC 28443
Phone: 910-270-2612
Fax: 910-270-3190
AM Bell - 7:25 | PM Bell - 2:30 | Early Release - 11:30 am

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questions regarding the nondiscrimination policies, call 910-259-2187, or write Pender County Schools.

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smore Share 3.1K

RCS Testing Newsletter

Fall 2023

A Word From Your Testing Department. . .

Please use this newsletter to empower and inform you about testing in NC and Rockingham County Schools so that you are able to help your child reach his/her full academic potential. The information here will highlight important dates, test taking tips and general information about various tests given throughout the year.

During this school year, your child will take a variety of tests. If you need more information, your child's teacher and principal can also help you to understand standardized tests. Standardized tests provide a common measure of student performance. A standardized test contains the same set of questions and is given under the same conditions to different groups of people. The answers are scored in the same manner. These tests are designed by commercial publishers or state committees and use state curriculum as their foundation.

Below are descriptions of some of the common assessments we administer at RCS.

Formative Assessments

K - 2 Assessments

3rd Grade Assessments

Beginning of 3rd Grade (BOG 3) Assessment

End of Grade (EOG) Assessments

smore 3.1K

Throughout the year, studen in Grades K - 2 are assessed English Language Arts and Math to monitor progress and to assist teachers in making instructional decisions.

Check In's 2.0

The purpose of the Check In's 2.0 formative assessment is to familiarize students and teachers with the process and format of the EOG and EOC tests. The practice tests will inform teachers of the skills mastered and those that would require re-teaching and/or remediation.

identify students in need of assistance in reading.

Cognitive Abilities Test (CogAT)

The Cognitive Abilities test measures both general and specific reasoning abilities. The development of these abilities is influenced by the student's in-school and out-of-school experiences.

Read to Achieve

This assessment of reading is administered to students in Grade 3 who do not achieve a proficient score on the Grade 3 ELA End of Grade test.

G Tests are designed to asure Grades 3 - 8 student performance on the goals & objectives specified by NC State Standards. There are two parts to the test, Reading & Math. Reading is assessed by having students read selections & then answer questions directly related to the selections. Math is measured by having students solve content math problems. Grades 5 & 8 also take a Science Test which requires students to demonstrate knowledge of important principles and concepts, understand and interpret laboratory activities and relate scientific information to everyday situations.

High School Assessments

End of Course (EOC) Tests

At the end each semester, students in Math 1, Math 3, Biology & English II take a state assessment. These tests are based on NC Curriculum Standards. EOC scores count as part of the student's final course grade.

ACT

WIDA™ ACCESS for ELLs

WIDA for English Learners

The WIDA Online Screener Placement Test will be administered to all initially enrolled language minority students. This test functions as a screener that is used for the initial identification and English as a Second Language (ESL) program placement for students who are identified as Limited English Proficient

Testing Tips!

- Communicate regularly with your child's teacher.
- Ask what they suggest you do at home to help your child strengthen academic skills.
- Make sure your child does all of his/her homework & assignments which will help ensure your child is prepared.

1436

smore 3.1K

Grade 10 Pre-ACT: The PreA is a multiple choice exam th familiarizes students with the ACT which features questions in 4 areas: English, Math, Reading & Science.
Grade 11 ACT: The ACT measures general educational development in core subjects that students typically study through 11th grade (English, Reading, Mathematics, and Science) & student ability to complete college-level work.
Grade 12 Concentrators ACT Work Keys: The WorkKeys National Career Readiness Certificate measures & certifies essential work skills needed for success in jobs across industries & occupations. The NCRC is an assessment-based credential issued at 4 levels: Platinum, Gold, Silver, & Bronze.

language minority student by the Home Language Survey process will be assessed on the WIDA Screener to determine if he/she is identified as Limited English Proficient. ACCESS for EL's is a secure assessment given annually during the spring semester. This test is used to satisfy state and federal requirements for the annual assessment of the English language proficiency of English language learners.

Mark down test dates on your calendar so both you and your child are aware of important dates.

- Encourage your child to do well, but don't pressure him/her. It is important for the child to stay relaxed during the test.
- Keep a positive attitude with your child about the tests.
- Make sure your child gets enough sleep, especially on the night before the test.
- Ensure your child eats a healthy breakfast on test days.
- Make sure your child gets to school on time.

Parent Testing Calendar 2023 - 2024

https://bit.ly/3OedJBC

Additional information regarding testing may be found at the NCDPI link below:

https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests

Testing Department Staff

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