

GUIDELINES FOR TESTING STUDENTS IDENTIFIED AS ENGLISH LEARNERS



2023–24



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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 administering 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	<ul style="list-style-type: none">• The student uses this online feature to mark desired text, questions, or response options with a color.
Keyboard Navigation	<ul style="list-style-type: none">• The student uses this online feature to mark desired text, questions, or response options.
Online Calculator	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• Test administrators can read test directions aloud to students as many times as necessary for students to understand the directions.• Test administrators must not omit, revise, interpret, explain, or paraphrase the test directions.
Scratch Paper	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

Adaptive 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Headphones and ear plugs reduce unwanted ambient and low frequency sounds. • Headphones must not be connected to any device by either a wired connection or wirelessly (e.g., Bluetooth).
Preferential Seating in the Classroom	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • A tracking tool guides the student's eyes while reading text. • Reading trackers must be blank (i.e., empty space on both sides) for test administrations.
Redirection	<ul style="list-style-type: none"> • Test administrators may use proximal clues used routinely in classroom instruction, such as a light tap or gesture, to help maintain student engagement or redirect a student's attention to the test. • Test administrators must be sure that redirection is not used in such a way to reflect whether a student has provided correct or incorrect responses to test questions. • Redirection must be provided in a consistent manner and must not interfere with the standardization of the test administration.

Tier 3: Accommodations

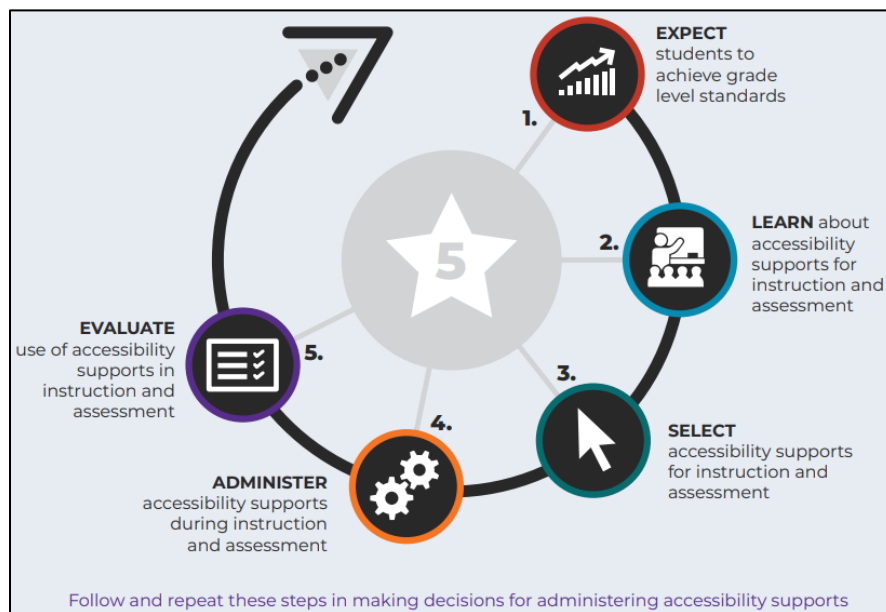
- Available in North Carolina for students with a current IEP, Section 504 Plan, or for EL students who have scored below 5.0 Bridging on the most recent administration of the reading domain of the WIDA Screener or ACCESS for ELLs test.

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
<i>Multiple Testing Sessions</i>	Yes	Yes	Yes
<i>Scheduled Extended Time</i>	Yes	Yes	Yes
<i>Student Reads Test Aloud to Self</i>	Yes	Yes	Yes
<i>Test Read Aloud (in English)</i>	No ¹	Yes	Yes
<i>Testing in a Separate Room</i>	Yes	Yes	Yes
<i>Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (ELs only)</i>	Yes 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 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. 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			<p>Complete one form per test. Before testing, complete the top of the form and Column 1. During/after testing, complete Column 2. Completed forms should be kept in the student's Individualized Education Program (IEP) folder and/or Section 504/English Learner (EL)/transitory impairment documentation to be accessible for future reference. While the list below includes all state-approved accommodations, some do not apply to students identified solely as ELs. Testing accommodations should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.</p> <p><input type="checkbox"/> Regular Administration <input type="checkbox"/> Makeup Administration</p>
PowerSchool ID			
Case Manager			
Choose one of the following plans (according to order of accommodations documentation).	<input type="checkbox"/> IEP <input type="checkbox"/> Section 504 Plan <input type="checkbox"/> EL Plan <input type="checkbox"/> Transitory Impairment Documentation		
Dates of Plan	Start Date: _____ End Date: _____		
Test	<input type="checkbox"/> BOG3 <input type="checkbox"/> EOG <input type="checkbox"/> ACCESS for ELLs <input type="checkbox"/> CCRAA <input type="checkbox"/> EOC <input type="checkbox"/> CTE <input type="checkbox"/> WIDA Alternate ACCESS		
Subject/Subtest			
Column 1: To Be Completed before Testing Check the required accommodations documented on the student's IEP/Section 504 Plan/EL Plan/Transitory Impairment Documentation.			Column 2: To Be Completed during/after Testing Was this accommodation provided to the student during testing? Describe the specific details of how this accommodation was provided to the student. Did the student use the accommodation? If yes, how did he/she use it?
<input type="checkbox"/> Assistive Technology Specify:			
<input type="checkbox"/> Braille Edition Specify:			
<input type="checkbox"/> Braille Writer/Braille Paper			
<input type="checkbox"/> Cranmer Abacus			
<input type="checkbox"/> Dictation to a Scribe			
<input type="checkbox"/> Electronic Braille Notetaker			
<input type="checkbox"/> Interpreter/Translator Signs/Cues Test			
<input type="checkbox"/> Large Print Edition			
<input type="checkbox"/> Magnification Devices			
<input type="checkbox"/> Multiple Testing Sessions Specify:			
<input type="checkbox"/> One Test Item Per Page Edition			
<input type="checkbox"/> Scheduled Extended Time Specify:			
<input type="checkbox"/> Slate and Stylus/Braille Paper			
<input type="checkbox"/> Student Marks Answers in Test Book			
<input type="checkbox"/> Student Reads Test Aloud to Self			
<input type="checkbox"/> Test Read Aloud (In English) Specify:			
<input type="checkbox"/> Testing in a Separate Room Specify:			
<input type="checkbox"/> Special NCDPI-Approved Accommodation(s) Specify:			
<input type="checkbox"/> Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (EL only)			
Printed name of person completing this portion of the form:		Printed name of person completing this portion of the form:	
Signature of person completing this portion of the form:		Signature of person completing this portion of the form:	
Comments/considerations for next IEP/Section 504/EL/Transitory Impairment team meeting:			

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

Appendix 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);
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