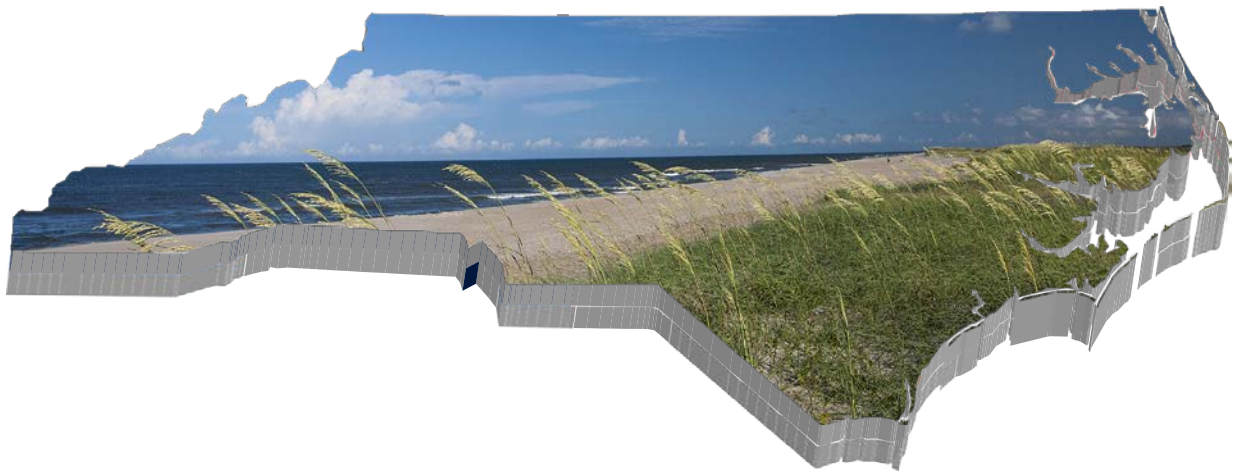


North Carolina State Specific Guidance for WIDATM ASSESSMENTS



November 2023



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General Information

Purpose

The *North Carolina State Specific Guidance for WIDA Assessments* is produced by the North Carolina Department of Public Instruction's (NCDPI) Annual Testing Program. It contains North Carolina specific testing policy and procedures pertaining to English Learners (ELs) for uniform and valid administrations of WIDA assessments (ACCESS for ELLs, WIDA Alternate ACCESS, WIDA Screener for Kindergarten, and WIDA Screener). The guidance provided in this publication does not replace written test procedures provided by the test publisher. Any public school unit (PSU) staff member involved in the supervision and administration of these assessments is required, prior to administration, to complete the test publisher's associated training for each assessment and to read the associated administration manuals (including any supplemental publications). All WIDA assessments are to be administered as specified by the test publisher, including the reading and delivery of all testing scripts. All WIDA assessment test training and supplemental materials are located in the WIDA Secure Portal.

WIDA Secure Portal Account

A WIDA Secure Portal account and password are required to access test training materials. To obtain a WIDA Secure Portal account, contact the PSU test coordinator (TC). PSU TCs create new accounts through the secure portal at <http://wida.wisc.edu>. All new PSU TCs should contact their regional accountability coordinator (RAC) for a WIDA Secure Portal account.

For assistance with WIDA Secure Portal accounts, contact the WIDA Client Services Center at help@wida.us or call (866) 276-7735.

Account Management

WIDA Assessment Management System (WIDA AMS) is managed by the test publisher's partner company, Data Recognition Corporation (DRC). The following functions are completed in WIDA AMS:

- ordering test materials (ACCESS and Alternate ACCESS)
- managing students, test registrations, and information
- accessing technology resources and testing software

To obtain a WIDA AMS account, contact your PSU TC. All new PSU TCs should contact their RAC to create an account.

For assistance with WIDA AMS accounts, contact DRC Customer Service at wida@datarecognitioncorp.com or call (855) 787-9615. PSU TCs are responsible for managing staff accounts in the WIDA Secure Portal and

WIDA AMS. PSU TCs should deactivate accounts for staff members who no longer need access and for individuals no longer employed by the PSU.

Additional Information

PSUs seeking additional information or clarification regarding state-specific guidance for WIDA assessments should contact their RAC.

For additional information regarding the Home Language Survey (HLS) Process and PowerSchool and EL data, contact Susan Walz at susan.walz@dpi.nc.gov.

Customer Service Contacts

WIDA Consortium Help Desk addresses questions or concerns about test administration, training, WIDA training accounts, and accommodations and accessibility at help@wida.us or 866-276-7735.

DRC Customer Service addresses questions about technology related to the testing platform, ordering and returning test materials, test material logistics, and WIDA AMS at WIDA@datarecognitioncorp.com or 855-787-9615.

New in 2023–24

Registrations

Effective with the 2023–24 school year, student test sessions are called Registrations in WIDA AMS. This terminology is found in WIDA publications and resource documents. For example, as seen in Figure 1, on the main menu screen in WIDA AMS, the Manage Test Sessions/Registrations link is selected to create registrations for a test (e.g., WIDA Screener) or a domain (e.g., ACCESS for ELLs). However, North Carolina will still refer to the time that students are in a location taking a test as a test session.

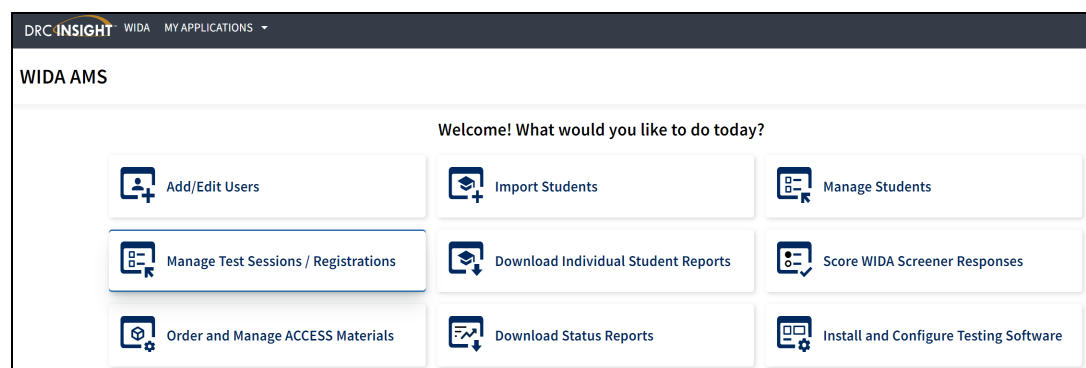


FIGURE 1. WIDA AMS main menu screen.

WIDA AMS and DRC INSIGHT Updates

WIDA AMS has also been updated to include new workflows and menu designs. Educators should allow for additional time to become familiar with these new features for this year's testing cycle. A recorded webinar titled *DRC Technical Enhancements for 2023–24* is available in the webinar menu of the Secure Portal to aid educators in familiarizing themselves with these changes for the current testing cycle. A news article, which summarizes changes to WIDA AMS and DRC INSIGHT and linked resources to help educators navigate these updates, is found at

<https://wida.wisc.edu/about/news/get-ready-2023-24-updates-wida-ams-and-drc-insight>.

Redesigned WIDA Training Courses

WIDA has redesigned three assessment training courses in the WIDA Secure Portal.

These courses include the following:

- *Online ACCESS for ELLs: Administration,*
- *Paper ACCESS for ELLs: Administration, and*
- *WIDA Alternate ACCESS: Administration and Scoring.*

WIDA has designed these courses to be user friendly, more accessible, and

the content has been streamlined to reduce the amount of time spent completing the courses.

Changes to WIDA AMS Data Retention

Effective with the 2023–24 school year, DRC will house only the current year plus two previous years' score reports in WIDA AMS for WIDA Screener and ACCESS for ELLs tests.

Policies and Procedures

North Carolina Policy for Testing Students Identified as ELs

Per State Board of Education (SBE) policy [TEST-011](#), to be identified as English Learners (ELs), students must be assessed using either the WIDA Screener for Kindergarten or the WIDA Screener within thirty days of initial enrollment. Thereafter, all students identified as ELs must be annually assessed during the state-designated testing window using the ACCESS for ELLs.

The federal *Elementary and Secondary Education Act* (ESEA) as amended by the *Every Student Succeeds Act* of 2015 (ESSA) legislation requires that states provide an annual assessment of English language proficiency in the areas of listening, speaking, reading, writing, and comprehending English for all students identified as limited English proficient in the schools served by the state (ref. Title I, SEC. 1111 [a] [7]), including students who receive special education services.

According to SBE policy [ACCT-021](#) ELs must participate in state assessments beginning with their first year in a United States (US) school. However,

- for the first year, the requirement is for participation and for reporting (e.g., NC School Report Card), not the accountability model;
- for year two, ELs' test scores will be included in the growth analysis for the accountability model; and
- for year three and beyond, ELs' test scores will be included in growth and the achievement indicator of the accountability model.

As documented in [16 NC Admin Rule 06G .0315](#), if a student scores below Level 5.0 Bridging on the Reading domain of the WIDA Screener for Kindergarten, WIDA Screener, or ACCESS for ELLs, the student is eligible to receive state-approved EL testing accommodations on all state tests. If the student scores Level 5.0 Bridging or above on the Reading domain or exits EL identification, the student must participate in all state tests without EL accommodations.

Screener

WIDA Screener for Kindergarten

WIDA Screener for Kindergarten is a paper-based English language proficiency screener given to incoming kindergarteners and students in grade 1 (first semester only) who identify a language other than English during the Home Language Survey (HLS) process. WIDA Screener for Kindergarten is designed to assist educators with the identification of students as ELs and who are eligible for any necessary English language support services. The training course for WIDA Screener for Kindergarten is found in the WIDA Secure Portal. While screener materials are available for download and local printing from the WIDA Secure Portal, it is recommended that schools utilize this option in emergency situations only. Materials for this screener should be ordered through the PSU test coordinator and be on hand before scheduling administrations.

Test administrators are required to complete the WIDA Screener for Kindergarten training and associated quizzes through the WIDA Secure Portal. Test administrators should be familiar with the scoring resources and should practice for administrations before administering the screener to students. WIDA Screener for Kindergarten test administrator certification is required to be completed annually.

Student score sheets are used to enter scores into the [WIDA Screener for Kindergarten Score Calculator](#) to generate an official score report. These scores are entered in PowerSchool. PSUs must file the student's score sheet and any score reports in the student's cumulative record after the scores are entered into PowerSchool. For additional information on the HLS process, visit the NCDPI Multilingual Learner (ML)/Title III [ML Identification & Data](#) web page. Additionally, the North Carolina Home Language Survey Process flow chart can be found on p. 143 of the North Carolina Every Student Succeeds Act (ESSA) Consolidated State Plan at <https://files.nc.gov/dpi/documents/succeeds/nc-essa-state-plan-final.pdf>.

The *North Carolina Identification Criteria for WIDA Screener for Kindergarten and WIDA Screener* can be found in [Appendix A](#) of this publication.

WIDA Screener in Grade 1 (Second Semester) through Grade 12

WIDA Screener is an online English language proficiency assessment administered to all students in grade 1 (second semester) through grade 12 who identify a language other than English during the HLS process. The screener assists educators with the identification of students as ELs and eligible for any necessary English language support services. Training and

materials for administering the WIDA Screener online are found in the WIDA Secure Portal.

The required testing mode for WIDA Screener is online and students receive one test ticket to log in to the screener assessment. If students are unable to access the online assessment because of a disability, the paper mode is an option that may be provided if documented in the current Individualized Education Program (IEP) or Section 504 Plan. In such cases, PSU TCs should contact their RAC to request paper materials.

Test administrators are required to complete the associated WIDA Screener training through the WIDA Secure Portal as well as training provided by the PSU on North Carolina state-specific guidance and test security. Only school staff who will be scoring students' Speaking and Writing responses are required to take and pass the Speaking and Writing quizzes prior to scoring. However, all staff members who work with EL students can benefit from learning about the scoring scales and guidelines for WIDA Screener Speaking and Writing. WIDA Screener test administrator certification is required to be completed annually. Figure 2 shows educators which screener should be administered based on a student's grade level and semester of enrollment.

WIDA Screener by Grade Level

| Semester 1 - Shading indicates differences between screeners for semester 1 and semester 2 for grades 1, 2, 4, 6, and 9. | | | | | | | | | | | | | |
|---|--|--|--------------------------|--------------------------|--------------------------|---------------------------|---------------------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|
| Grade Level | K | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | 8 th | 9 th | 10 th | 11 th | 12 th |
| Test to be administered | WIDA Screener for Kindergarten Listening & Speaking | WIDA Screener for Kindergarten Listening, Speaking, Reading & Writing | WIDA Screener Grade 1 | WIDA Screener Grades 2-3 | WIDA Screener Grades 4-5 | WIDA Screener Grades 6-8 | WIDA Screener Grades 9-12 | | | | | | |
| Semester 2 | | | | | | | | | | | | | |
| Grade Level | K | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | 8 th | 9 th | 10 th | 11 th | 12 th |
| Test to be administered | WIDA Screener for Kindergarten Listening, Speaking, Reading & Writing | WIDA Screener Grade 1 | WIDA Screener Grades 2-3 | WIDA Screener Grades 4-5 | WIDA Screener Grades 6-8 | WIDA Screener Grades 9-12 | | | | | | | |

FIGURE 2. WIDA Screener by grade level.

- Students retained in grades K, 1, 2, 4, 6, or 9 are considered "Semester 2" students. Therefore, when a student is repeating one of these grades, the grade span should be coded, and the screener administered as Semester 2, even though it occurs during Semester 1.

- Students already identified as ELs, but with no Screener or ACCESS for ELLs scores from the current or previous school year, may be assessed with the WIDA Screener as an Instructional Update.
- Students who were tested and did not qualify for services (EL status of *Never*) may be reassessed with the WIDA Screener for re-identification purposes. Students can be screened at any time throughout the year, but a screener can only be administered one time per academic school year.
- Students who have exited English as a Second Language (ESL) may need additional English Language Development (ELD) support. A student can be screened for re-identification only after a PSU team, including staff with ELD expertise, have applied the Multi-Tiered Systems of Support (MTSS) framework (or similar process) to obtain ongoing formative assessment information to monitor the student's progress and to identify areas where instructional modifications and/or additional support might be needed.

Screener Test Administrator Training and Certification Requirements

The test publisher requires test administrators to complete all WIDA training and certification requirements (see Table 1 and Table 2) and to have familiarity with the associated support documents before administering the screening assessments. Additionally, test administrators must have a current certificate for each screener administered and must provide this documentation to local leadership. Test administrators must also be trained locally on the [Testing Security Protocol and Procedures for School Personnel](#) publication or must view the associated [Testing Security Protocol and Procedures for School Personnel](#) training video and sign and return a *Test Administrator—Confidentiality and Test Security Agreement* to the PSU test coordinator, before administering assessments.

TABLE 1. WIDA Screener for Kindergarten test administrator training and certification requirements

| Test | Training | Certification Requirements | Certification Time Period |
|---------------------------------------|---|--|--|
| WIDA Screener for Kindergarten | WIDA training course and resources are found in the WIDA Secure Portal. | Complete all modules in the <i>WIDA Screener for Kindergarten: Administration and Scoring</i> training course, pass the associated quizzes, and review all administration materials (storybook, test administrator script, score sheet, response booklet, and cards) before administrations. | WIDA Screener for Kindergarten training is required annually prior to any test administrations. |
| | NC Test Security Training | Complete <i>Testing Security Protocol and Procedures for School Personnel</i> training (publication or training video) and sign a <i>Test Administrator—Confidentiality and Test Security Agreement</i> . | NC Test Security Training and security agreement is required annually prior to any test administrations. |

TABLE 2. WIDA Screener test administrator training and certification requirements

| Test | Training | Certification Requirements | Certification Time Period |
|----------------------|---|--|--|
| WIDA Screener | WIDA training course and resources are found in the WIDA Secure Portal. | Complete all modules in the <i>WIDA Screener Online: Administration</i> and/or <i>WIDA Screener Paper: Administration</i> training courses and pass the Speaking Scoring (paper administrations only) and Writing Scoring (grades 1–5 or grades 6–12) quizzes. | WIDA Screener training (paper and/or online) is required annually prior to any test administrations. |
| | NC Test Security Training | Complete <i>Testing Security Protocol and Procedures for School Personnel</i> training (publication or training video) and sign a <i>Test Administrator—Confidentiality and Test Security Agreement</i> . | NC Test Security Training and security agreement is required annually prior to any test administrations. |

Additional Information

Before beginning the Speaking test, students are required to complete a microphone check. Refer to the *Test Administrator's Script* to assist students during the microphone check (see the [Headsets](#) subsection) of this publication.

The Writing test has two tiers (A or B/C for each associated grade band). A student's performance on the Listening and Reading tests determines the appropriate tier on the Writing test. Once the student has completed the Listening and Reading tests, tier placement will be computer-generated through the testing platform. Students in grades 1–3 should be given the corresponding paper Writing Test Book to match the computer-generated tier placement. Grades 1–3 Writing Test Books are available for order through the PSU TC in the NC Education Test Materials Ordering System (Grade 1 Tier A, Grade 1 Tier B/C, Grades 2–3 Tier A, and Grades 2–3 Tier B/C). While Writing booklets are available for download and local printing from the WIDA Secure Portal, it is recommended that schools utilize this option in emergency situations only. For administration specifics, refer to the *WIDA Screener Test Administration Manual*.

Students participating in the WIDA Screener online do not complete sample items before the administration.

Scores must be entered in PowerSchool for all administered screeners. For information on how to complete this process, visit the NCDPI Multilingual Learner (ML)/Title III [ML Identification & Data](#) web page and select the [NC HLS Guide](#) link.

The *North Carolina Identification Criteria for WIDA Screener for Kindergarten and WIDA Screener* can be found in [Appendix A](#) of this publication.

Foreign Exchange Students

Foreign exchange students are expected to be English proficient upon their arrival in the US. Generally, foreign exchange students do not take the WIDA Screener. However, if the PSU believes a foreign exchange student may need ESL services, the PSU may administer the WIDA Screener.

ACCESS for ELLs and WIDA Alternate ACCESS

ACCESS for ELLs

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) is North Carolina's required annual assessment that complies with Title I of ESEA. Because of the federal legislation, all students identified as ELs are tested annually on the ACCESS for ELLs or the WIDA Alternate ACCESS during the window established by the state to determine student progress and English language proficiency.

WIDA Alternate ACCESS

The WIDA Alternate ACCESS is an assessment of English language proficiency for students in grades 1–12 who are classified as ELs and have significant cognitive disabilities that prevent participation in the general ACCESS for ELLs assessment. The ESSA requires that all students identified as ELs be assessed annually for English language proficiency, including students who receive special education services. The *Individuals with Disabilities Education Act* of 2004 (IDEA) also mandates that students with disabilities participate in statewide and districtwide assessment programs, including alternate assessments with appropriate accommodations when documented in their IEPs.

WIDA Alternate ACCESS Eligibility Criteria

The WIDA Alternate ACCESS is designed for only a small population of ELs who meet the following eligibility criteria:

- The student must have a current 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 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 an overall composite score of less than 2.0. (If the composite score is 2.0 or above, the student does not qualify for the WIDA Alternate ACCESS and must continue to take the regular ACCESS for ELLs.)
- If the student does not have ACCESS for ELLs scores from the prior

school year, the student's WIDA Screener results must have a proficiency level of "1" in all applicable domains.

Note: Students identified as ELs and enrolled in school beyond grade 12 (e.g., students instructed using the North Carolina Extended Content Standards) are required to be administered the appropriate WIDA Alternate ACCESS or ACCESS for ELLs assessment annually until the student exits status or is no longer enrolled in school. Additionally, students participating in WIDA Alternate ACCESS should have a Tier "T" designation entered in PowerSchool before the transfer of the state Pre-ID file. For more information on WIDA Alternate ACCESS materials, see the [Testing Materials](#) subsection of this publication.

ACCESS for ELLs Eligible Students

All students (grades K–12) enrolled in schools and identified as ELs between January 22 and March 1, 2024, must be administered the appropriate WIDA ACCESS assessment.

Students enrolled after March 1, 2024, are not required to be assessed and are not included in the accountability model calculations.

Eligible students enrolled in a North Carolina public school at the beginning of the WIDA ACCESS testing window are expected to complete the assessment. If an eligible student is not tested, the absence of a score will count against progress in the accountability model calculations. Eligible students who withdraw from North Carolina Public Schools during the testing window and do not have a WIDA ACCESS composite score, will not count against progress. Enrollment data is collected on the first and last day of the testing window (January 22, 2024, and March 8, 2024, respectively).

Testing Window

The state-designated testing window for both the ACCESS for ELLs and the WIDA Alternate ACCESS is January 22, 2024, through March 8, 2024.

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) at <http://wida.wisc.edu>. When a student enrolls in a school from a WIDA Consortium member state, the school has up to thirty calendar days from enrollment to obtain WIDA Screener 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 or update EL identification and eligibility for English as a Second Language (ESL) services. If scores are received and are more than a year old, PSUs should be assessed with the appropriate WIDA screener as an EL Update to Services ([NC HLS Guide](#)). 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.

Scores 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 shows no language other than English, the student is not a language minority student. The completed HLS is filed in the student's cumulative folder. Responses to any of the questions on the HLS indicating languages other than English should prompt the school to investigate and determine the student's home language. If the student is identified as a language minority student, the PSU must administer the state-identified screener within thirty calendar days of the student's initial enrollment. For additional information or questions concerning scores from non-WIDA states or the HLS process, contact ESLTitleIII@dpi.nc.gov.

EL Exit Criteria

Results from the annual ACCESS for ELLs test are used in determining whether a student may exit EL identification. Students must meet the Comprehensive Objective Composite (COC) set by the state to exit EL status (SBE policy [TEST-011](#)). The COC was established with a decision-consistency methodology that identified the cut points at which an increased level of English language proficiency (as measured on the ACCESS for ELLs) did not affect a student's reading or mathematics performance on the state end-of-grade (EOG) or end-of-course (EOC) tests. This comprehensive approach analyzed the impact of two "objective" factors for each student: (1) scores on the state EOG and EOC reading and mathematics tests and (2) the student's English language proficiency.

The COC 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 assessment.

Students taking the WIDA Alternate ACCESS may exit EL status by earning a 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.

ACCESS for ELLs Testing Mode

The ACCESS for ELLs assessment is an online administration. Split mode administrations (some domains administered online and others administered paper) are not permitted. The only exceptions to this requirement are (1) PSUs that do not have the technology capability to support administering the assessment online and have an approved technology hardship request on file with the Annual Testing Program, (2) students with disabilities who have documented accommodations in their current IEP or Section 504 Plan that dictate a paper test format is necessary for accessibility (e.g., *Braille Edition*), and (3) students participating in online testing in grades 4–12 who may need to take the Writing domain only, using the paper format.

ACCESS for ELLs Testing Procedures

The online ACCESS for ELLs Listening and Reading domains are administered to students first. The test administrator should verify tier placement following the Listening and Reading domains. Students in grades 1–3 must be provided the corresponding Writing booklet to match tier placement. The test administrator may need to request the appropriate Writing booklet from the test coordinator for students in grades 4–12 who are unable to keyboard Writing responses. These students may write their responses in a Writing Response Booklet for the Writing domain. A handwriting test registration must be created in WIDA AMS for each student (grades 4–12) who is handwriting a response instead of keyboarding answers online for the Writing domain test. Doing so provides the delivery of the Writing domain's test questions on the computer screen without a keyboarded response.

Note: Kindergarten ACCESS for ELLs and WIDA Alternate ACCESS are both paper administrations.

Test Administrator Requirements

Test administrators must fulfill the following requirements:

- be highly proficient in the English language (The individual's spoken English must be clearly understandable by all language-minority students during the test administration.)
- complete all WIDA created test administration training for each test administered and pass the associated quizzes (WIDA Secure Portal)
- provide a WIDA created certificate of completion (locally) for each training

- course annually (WIDA Secure Portal)
- complete the Annual Testing Program's Testing Security Protocol and Procedures for School Personnel training annually ([publication](#) or [video](#))

Test Administrator Certification Requirements

Test administrators who administer Kindergarten ACCESS, ACCESS for ELLs and WIDA Alternate ACCESS must complete North Carolina test security training, the associated WIDA training course(s) for each test administered, pass the associated quiz(ies) for the course(s), and provide a current certificate of completion to local leadership prior to administering a test. Refer to Tables 3, 4, and 5 for the test administrator training and certification requirements by test.

TABLE 3. Kindergarten ACCESS—test administrator training and certification requirements

| Test | Training | Certification Requirements | Certification Time Period |
|----------------------------|---|---|--|
| Kindergarten ACCESS | WIDA training course and resources are found in the WIDA Secure Portal. | Complete the <i>Kindergarten ACCESS for ELLs: Administration and Scoring</i> training course in the WIDA Secure Portal and take and pass the associated quiz. | Kindergarten ACCESS training is required annually for the current school year and prior to the annual test window. |
| | NC Test Security Training | Complete <i>Testing Security Protocol and Procedures for School Personnel</i> training (publication or training video) and sign a <i>Test Administrator—Confidentiality and Test Security Agreement</i> . | NC Test Security Training and security agreement is required annually prior to any test administrations. |

TABLE 4. ACCESS for ELLs—test administrator training and certification requirements

| Test | Training | Certification Requirements | Certification Time Period |
|------------------------|--|--|--|
| ACCESS for ELLs | WIDA training courses and resources are found in the WIDA Secure Portal. | <p><i>Online.</i> Complete the <i>Online ACCESS for ELLs: Administration</i> training course in the WIDA Secure Portal and take and pass the associated quiz.</p> <p><i>Paper.</i> Complete the <i>Paper ACCESS for ELLs: Administration</i> training course in the WIDA Secure Portal and take and pass the associated quizzes.</p> <p>To become certified to administer the Speaking domain for ACCESS for ELLs Paper, complete the three Speaking Assessment Scoring modules. Take and pass the Speaking Quiz for the grade levels you are administering (grades 1–5 and/or grades 6–12).</p> | ACCESS for ELLs training (paper and/or online) is required annually for the current school year and prior to the annual test window. |
| | NC Test Security Training | Complete <i>Testing Security Protocol and Procedures for School Personnel</i> training (publication or training video) and sign a <i>Test Administrator—Confidentiality and Test Security Agreement</i> . | NC Test Security Training and security agreement is required annually for the current school year and prior to any test administrations. |

TABLE 5. WIDA Alternate ACCESS—test administrator training and certification requirements

| Test | Training | Certification Requirements | Certification Time Period |
|------------------------------|---|---|--|
| WIDA Alternate ACCESS | All training resources are found in the WIDA Secure Portal. | Complete the <i>WIDA Alternate ACCESS: Administration and Scoring</i> training course in the WIDA Secure Portal and take and pass the associated quiz. | WIDA Alternate ACCESS training is required annually for the current school year and prior to the annual test window. |
| | NC Test Security Training | Complete <i>Testing Security Protocol and Procedures for School Personnel</i> training (publication or training video) and sign a <i>Test Administrator—Confidentiality and Test Security Agreement</i> . | NC Test Security Training and security agreement is required annually prior to any test administrations. |

Resource Documents

The following resource documents are posted in the corresponding WIDA training course within the WIDA Secure Portal:

- ACCESS for ELLs Test Administrator Manual (TAM)
- District and School Test Coordinator Manual
- Online 4–12 Test Administrator’s Script
- Accessibility and Accommodations Manual

These materials are not designated as secure testing materials and should not be returned to DRC with secure test materials.

Proctor Requirements

It is a local decision whether to require proctors to serve as additional monitors that help test administrators assure that testing occurs fairly. Prior to test administrations, proctors must be informed of their duties and be trained by viewing the [North Carolina Proctor’s Training Video](#) and reviewing a copy of the [North Carolina Proctor’s Guide](#).

Accommodations

The use of accommodations during the ACCESS for ELLs is available only to ELs with disabilities who have accommodation documentation in a current IEP or Section 504 Plan.

Refer to the North Carolina [Testing Students with Disabilities Handbook](#) to provide accommodations for students with disabilities who are also identified as ELs. Additionally, the testing charts provided in [Appendix B](#) of this publication indicate accommodations permitted for use with online or paper administrations of ACCESS for ELLs.

It is important to note that the following accommodations are not permissible, and use invalidates scores for the ACCESS for ELLs:

- reading aloud test items or passages on the Reading domain test
- translating test items into a language other than English
- reading test items in a language other than English
- using a bilingual word-to-word dictionary
- responding to test items in a language other than English

Administrative Considerations Available to All ELs

A list of administrative considerations approved by the state are available to all ELs taking ACCESS for ELLs. This list is found in [Appendix C](#).

Accommodation Requests

If the IEP team or Section 504 committee recommends an accommodation(s) or procedure(s) not located in this publication, the PSU TC must be notified and an Accommodation Request must be submitted to the Office of Accountability and Testing via NC Education. The Annual Testing Program will provide the PSU TC with an electronic response, advising whether the use of the accommodation(s) or procedure(s) is approved or denied.

Students with Transitory Impairments

On a case-by-case basis where appropriate documentation exists, students who are identified with a transitory impairment (i.e., not Section 504-eligible) may receive testing accommodations. As with all testing accommodations that are considered for use during testing, they must be used routinely during instruction and similar classroom assessments. The need for accommodations must be documented before testing. Copies of this documentation must be kept at the school and available to TCs. Staff administering tests to students who require accommodations must be trained before the test administration by the PSU TC on how to provide the specified accommodations.

Review of Accommodations Used During Testing Forms

Students' use of accommodations must be documented in their current IEPs, Section 504 Plans, or transitory impairment documentation. On days before test administrations, the *Review of Accommodations Used During Testing* form must be completed to indicate the required testing accommodations.

During the test administration, the test administrator must use the form to

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

One form is to be completed per domain per student. Completed forms should be kept in the students' IEP folders, Section 504 Plans, or transitory impairment documentation for future reference.

Testing Materials

Materials Shipping and Overage

ACCESS for ELLs test materials are delivered to districts for distribution to schools. Overage is split across a school district based on the following rule: seven and one half percent to the district and seven and one half percent to the school when the district or school has at least ten students in a particular grade cluster and tier. Districts and schools with fewer than ten students at a particular grade cluster and tier will not receive calculated overage.

Districts. It is imperative that school TCs communicate any additional test material needs to the PSU TC. Additional materials orders are limited to one per district during the testing window and must be approved by the RAC.

Schools not reporting to a district. School TCs must communicate any additional test material needs to their RAC.

WIDA Alternate ACCESS Materials

Students participating in WIDA Alternate ACCESS should have a Tier “T” designation entered in PowerSchool before the transfer of the state Pre-ID file. The WIDA Alternate ACCESS test must be selected on a student’s IEP before designating the student as Tier T in PowerSchool.

For the 2023–24 school year, districts and schools must have Tier T designations coded in PowerSchool by the close of business on November 16, 2023, to receive Alternate ACCESS materials with initial materials shipments.

Enlargement of response options for WIDA Alternate ACCESS may be made at the local level.

Additional Paper Materials and Ordering

All initial materials orders for paper resources contain a calculated overage when at least ten materials for a grade level or testing tier are included in the shipment of initial materials. Districts should share and exhaust the calculated overage across schools before placing an order for additional materials. WIDA and DRC have limited additional paper materials orders to only one order during the testing window. Additional orders for paper materials must be approved by the RAC before being entered into the WIDA AMS system. After RAC approval, the PSU TC may then order additional paper materials between January 5 and March 1, 2024, in WIDA AMS.

Orders for Special Print Versions

The superintendent, director, or the superintendent’s or director’s designee

(usually the PSU TC) is responsible for ensuring secure test materials are properly ordered for ACCESS testing. Orders for special print versions (i.e., large print, braille) must be submitted to DRC no later than March 1, 2024.

ACCESS for ELLs Large Print and Braille Materials

Large print and braille test materials must be ordered as additional materials. Each shrink-wrapped braille test kit contains an embossed test book, a test book for transcription, a test administrator script, and a compact disk (CD) of audio files.

As soon as possible after a large print or braille test administration, test administrators must ensure student responses (multiple-choice and written responses) have been transcribed to a standard (scannable) test book for return to DRC for scoring.

After completion of the transcription

- on the original test book (transcribed book),
 - write “Transcribed – DO NOT SCORE” or draw an “X” on the front of the original test book;
 - do not cover the barcode;
 - place a Do Not Process label (white with orange stripe) on the test book; and
 - return the transcribed test book with the nonscorable test materials.
- on the new test book (scannable book),
 - apply the white Pre-ID student label or apply the yellow District/School label and complete the student demographic information; and
 - return the book with the scorable test materials.
- ensure any stored test content on a word processing device or recorder is deleted immediately after transcription.
- securely destroy any original student responses that were printed from an assistive technology device or recorded separately on blank paper or on other external devices.
- refer to the [Labeling and Returning Materials—Paper Test Materials Only](#) section of this publication for more information on labeling.

Headsets

Headsets are required for each student when administering the Speaking domain. Headsets must include a functioning microphone to allow students to record their speaking responses. For the 2023–24 school year, the Annual Testing Program has purchased a small quantity of headsets, and with RAC approval, PSUs may order a limited number of these headsets through the TNN Test Materials Ordering System. For additional information on placing this order, refer to the *NCTest Admin Guide (2023–24)*. PSUs may also elect to purchase comparable headsets. For headset technical specifications, refer

to the *WIDA AMS User Guide* and the *INSIGHT Technology User Guide* located in the WIDA Secure Portal.

Students may use headphones during the administration of the online Listening, Reading, and Writing domains.

Test Security

[16 N.C. Admin. Code 06D .0311](#), the *Testing Code of Ethics*, addresses appropriate professional practices for central office and school administrators, test coordinators, teachers, test administrators, and proctors in the areas of securing tests; administering tests; and scoring, reporting, and interpreting test results.

The sanctions for violations of appropriate professional practices are included in the *Testing Code of Ethics* and are applicable to the administration of all secure, state-mandated tests. A copy of the *Testing Code of Ethics* is included in [Appendix E](#) of this publication for review and must be discussed during the training sessions for test administrators and proctors.

All secure materials for WIDA assessments are to be returned as specified by the test publisher. All users of the WIDA website will be prompted to read and sign a nondisclosure agreement upon their first login. Use of WIDA AMS and DRC's INSIGHT test engine (online administrations only) are also subject to the terms of use outlined in WIDA AMS. Users will be prompted to agree with the security policy upon their first login.

All PSU personnel with roles in the delivery of this assessment must follow these guidelines to maintain test security:

- Complete a Nondisclosure and User Agreement (NDUA). If an electronic NDUA is signed during the training course, it is not necessary to sign a paper copy.
- Keep personal login information secure.
- Ensure that online test content does not remain open and unattended on screens at any time before, during, or after testing.
- Actively monitor students during testing. Ensure a trained and certified test administrator is in the room during the entire administration.
- Ensure that students are not able to use additional internet-connected devices (e.g., cell phones, smartwatches, or Bluetooth headsets) while testing. Students completing online tests may only use an approved device for the delivery of testing content.
- Monitor students to prevent student access to web locations during testing.
- Ensure that any paper assessment materials are treated as secure test materials. Do not leave materials unattended at any time before, during,

- or after testing.
- Ensure that no specific information about the content of the test is shared with students or their families before or after testing. School personnel must not disclose the contents of the test with others or discuss any of the test questions or information contained within the test or write about them on the internet or on social media.
 - Return all secure materials to the secure, locked storage facility after testing.
 - Do not duplicate any secure test materials. Secure tests, including all test materials and test questions, must not be reproduced in any manner for any reason without prior written consent of the Annual Testing Program.
 - Excerpts from the tests must not be used at any time during classroom instruction or in resource materials such as study guides.
 - Visitors to the classroom are prohibited during the test administration except when required for state or local monitoring of test administrations or under extreme circumstances (i.e., emergency situations).
 - Any breaches of test security or problems with test administrations must be reported in the Online Testing Irregularity Submission System (OTISS) and may result in the invalidation of student scores.

Access to the tests shall be limited to school personnel who have a legitimate need. [16 N.C. Admin. Code 06D .0311\(d\)\(1\)](#) states, "Persons who have access to secure test materials shall not use those materials for any purpose other than test administration." Access does not include reviewing secure tests or conducting item analyses; personnel are not allowed to review secure tests or conduct item analyses without the express written consent of the test publisher.

Accounting For and Storing Test Materials

PSU TCs and STCs are responsible for maintaining a thorough tracking system to account for and store test materials until materials are distributed to test administrators for use in the testing window. Secure test materials must be stored securely and checked out and in from the PSU TC and STC. Distribution and collection of materials within the PSU, to and from each individual utilizing secure test materials, must be documented. For specific information on returning materials to the vendor or how to document missing materials, see [Return of Paper Test Materials](#) and [Missing Material Report](#).

Review of Test Materials

Before the test administration, under secure conditions in a group setting (i.e., three or more designated school personnel), test administrators may review and become familiar with the test materials for each assessment to best prepare for the test administration. Test administrators who review

materials in advance must: complete WIDA test administration training (WIDA Secure Portal), provide proof of certification to local leadership, read and sign a testing security agreement for the current year, and must ensure all secure materials are in the possession of the school test coordinator at the conclusion of the secure review session.

Preparing for Administrations

Prepare the Testing Environment

Test administrators must prepare testing rooms in the following manner:

- Cover or remove posters, bulletin boards, and instructional displays that contain content being measured or test-taking skills.
- Cover or remove all reference materials (printed or attached) on student desks.
- A “Testing—Do Not Disturb” sign should be ready to post outside of the testing room.
- Ensure the room has enough devices (i.e., desktops, laptops, or tablets) for each student.
- Ensure each student has enough space in which to work.
- Ensure the testing room is arranged to allow the test administrator to view and monitor all students and the devices (online administrations) used for testing, throughout the test session.
- Seating must be arranged to discourage students from sharing responses.
- Test the audio on all headsets and headphones making sure the volume is loud enough for each student to hear. Test administrators should not use speakers to administer any part of the test.
- Plan to have a flat surface on which to lay out test materials.
- Verify that the internet connection is functional on the devices used to administer the test.
- Have a local plan in place for handling internet connectivity issues that may occur during the testing sessions.
- Have an accurate timing device that does not make noise (e.g., loud ticking) or sound an alarm.
- Contact the school TC before the test administration if there are questions related to the testing environment.

Prepare Students for Testing

Teachers of EL students are expected to be familiar with WIDA’s English Language Development (ELD) Standards Framework and utilize these four components as the basis for developing students’ English language proficiency. EL teachers should also share with students, prior to test day, the purposes of annual English language proficiency testing and assist students in becoming familiar with the testing platform and test practice.

Required Online Test Practice Items

The Annual Testing Program requires every student participating in the ACCESS for ELLs Online test to complete the ACCESS for ELLs [Online test practice](#) items at least one time at the school before test day. Students should not complete the test practice items on the day of the test

administration. The practice items are designed to allow students to experience responding to test items on a device (preferably the device they will use for testing) and to experiment using the online features and tools that will be available to them during the test administration. It is especially important for students to practice the Speaking domain to determine if individual adjustments to the required headset and microphone are necessary for the test administration.

On Test Day

Test Timing

Test administrators are expected to follow WIDA's timing recommendations for each test as directed in the test administration manual.

Extended testing time within the school day is an administrative consideration and is not an accommodation. Extended testing time within a school day can be provided to any student who would benefit from this support. For more information refer to Administrative Considerations and Descriptions in [Appendix C](#).

Test Materials

Test administrators, proctors, and students must follow rules and procedures that ensure test content (online and paper) is not made available to anyone for any other purpose than to conduct the test. Test administrators are responsible for all test materials once they are checked out on test day and until they are returned following each test administration.

The NCDPI permits students to use scratch paper for the Writing domain only. Once students have written on the scratch paper, it is considered secure test materials, and all scratch paper should be collected and returned to the school test coordinator following each test session.

Test Tickets

Students taking the ACCESS for ELLs Online receive one test ticket for each domain or a total of four test tickets. The test ticket contains the unique login credentials the student must use to access and begin the online administration of the test. These tickets are secure materials and must be treated as such. Test tickets should be accounted for before, during, and after each test session. The test administrator is to collect all test tickets once the test session has started and all students have successfully logged in to and started the test. If a student experiences an unexpected exit, the test administrator must log the student back in to the test using the student's corresponding test ticket. Test administrators should be diligent in monitoring students who need to be logged in to the test more than once and should report this as an irregularity to the school test coordinator. All online test tickets must be returned by the test administrator to the STC upon completion of each test administration.

Test tickets are to be securely destroyed upon the completion of all test sessions. The STC must follow the district TC's instructions for securely destroying the test tickets. STCs who do not report to a district TC must follow their RAC's instructions. Additionally, the school test coordinator must

complete the Test Ticket Destruction Verification Form found in [Appendix D](#). Schools must submit the form to their district TC. Schools that do not report to a district TC submit the form to their RAC.

Student Emergencies and Restroom Breaks During Testing

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

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

- To the extent possible, only one student at a time is to be excused to the restroom.
- Students must be accompanied by an appropriate member of the school staff if more than one student leaves the room at the same time.
- The student's test materials must be secured (e.g., device must be paused).
- The test administrator must note the time the student left the room to ensure the student has the allotted amount of time to complete the test upon return.
- Upon return from the restroom, resume the test at the location of the last item that was being administered.

Use of Prohibited Items in the Testing Room

The use of the following items in the testing room may constitute a misadministration, an irregularity, or violation of the [Testing Code of Ethics](#). On days before testing, teachers are expected to announce to students which items cannot be accessed in the testing room.

- *Electronic devices.* Students are not allowed to use or have in their possession cell phones or any other electronic recording, listening, scanning, communication, or photographic devices at any time during testing, including breaks. Any student found or observed with a cell phone or electronic device during testing time must be dismissed from testing and a misadministration declared for that student.
 - If a student must be removed from testing because the student is found or observed with a cell phone or electronic device, the test administrator must not leave the testing room unattended; instead the test administrator must notify the school test coordinator to have the student removed from the testing room in the least disruptive manner possible.
 - Before testing begins, test administrators and proctors must turn off

- their personal cell phones or electronic devices and ensure these devices are neither used nor visible during testing, including breaks.
- *Personal belongings.* Personal belongings are allowed in the testing room. However, students must not be permitted to access them at any time during testing, including breaks.
 - *Testing aids.* Textbooks, reference books, thesauruses, wearable activity trackers, smartwatches, smartpens, music, notes, bookmarks, personal learning devices, or any unapproved testing aids are prohibited for use during testing.

Test administrators must remain attentive to their testing responsibilities throughout the entire test administration. Reading (except for the test administration manual or supplemental testing policy information); grading papers; using a computer, cell phone, or other electronic device; talking casually with a proctor or other staff; or engaging in any activity in the testing room not related to the test administration is not allowed.

Testing Violations and Testing Irregularities

Details regarding what constitutes a testing violation or irregularity and information concerning how to report incidents should be discussed during training. Test administrators must report any alleged testing violation or testing irregularity to the school test coordinator on the day of the occurrence. All irregularities require entry into the OTISS within five days of the occurrence. Examples of testing irregularities include:

- failing to follow the procedures as described in the *WIDA ACCESS for ELLs Test Administrator Manual*, the *WIDA ACCESS for ELLs District and School Test Coordinator Manual*, and the *North Carolina State Specific Guidance for WIDA Assessments* (this publication);
- failing to administer the ACCESS for ELLs on the test date or during the testing window designated by the Annual Testing Program;
- failing to follow the test schedule procedures designated by the Annual Testing Program;
- failing to test all eligible students
- leaving students unsupervised with access to secure test materials;
- failing to collect all secure test tickets after student's have successfully started the test session
- failing to have a trained test administrator in the testing room for the entire test administration session;
- failing to actively monitor students and the devices (online administrations) used for testing during the test administration session;
- allowing students to review secure test materials before the test administration;
- giving students instruction related to the concepts measured by the test during the test administration session;

- discussing test questions with students or using test questions or information contained in the tests as the basis for additional instruction or review;
- failing to cover or remove classroom displays that provide information regarding test-taking strategies or the content being measured by the test;
- paraphrasing, omitting, revising, interpreting, explaining, or rewriting the script, directions, or test questions, to include answer choices;
- cheating;
- student refusing to record or provide a spoken response during the administration of the Speaking domain;
- illness during testing;
- reading or tampering with (e.g., altering, changing, modifying, erasing, or scoring) student responses to the test questions by school or district personnel;
- failing to return the originally distributed number of test materials to designated school personnel;
- providing accommodations to students who are not eligible to receive them;
- failing to follow procedures for providing testing accommodations;
- failing to provide approved accommodations to the appropriate students;
- administering the test off grade level; and
- allowing access to the test to school or district personnel who do not have a legitimate need.

Active Monitoring

A trained test administrator's presence is required in the testing room for the entire test session. A key responsibility of staff involved in testing is to ensure students are actively monitored during testing and are generating their own responses without any help or assistance. Active monitoring is important during all test domains and particularly critical when students are responding to Speaking and Writing tasks. Ensuring students are not able to use internet-connected devices (e.g., cell phones, smartwatches, Bluetooth headsets) or able to log themselves into the test more than once, is also a role of active monitoring. Students should not use any additional devices or web resources to help answer test questions.

Student Plagiarism

A report of student plagiarism is a testing irregularity that will be returned to a PSU TC through notification by the RAC. A plagiarism report is generated when the test publisher finds a high degree of match between a student's response (Speaking/Writing) and online content. The test publisher utilizes a security process to provide the exact web address and the matching content from the student's response(s). When this information is returned to the PSU

TC, a full investigation must be conducted and submitted in OTISS (See Section K of the [North Carolina Test Coordinator's Policies and Procedures Handbook](#) for more information about conducting testing irregularity investigations.) Since students are not permitted to access any internet connected devices (beyond the device used to deliver the test content), the investigation should contain statements from the student, test administrator, and proctor (if utilized). While every effort is made to return reports of plagiarism as quickly as possible, the security audit measures implemented by WIDA encompass all online tests generated for all states in the consortia. Due to the volume of responses that require scanning and matching, instances of plagiarism are often returned to the Annual Testing Program after the test window has closed.

Student Alerts

A student alert is another type of testing irregularity that may be returned to a PSU TC through notification by the RAC. A student alert arises when the scoring vendor raters read or listen to a student response that is of concern (e.g., student may talk about harming themselves or others). In these cases, the scoring vendor will send the Office of Accountability and Testing a secure file containing the testing irregularity and the student's response(s). These secure files are provided to the RAC, who is to securely transmit the files to the PSU TC. Once shared with the PSU, the irregularity should be documented in OTISS. Most student alerts do not require an investigation. The RAC will provide direction if an investigation or additional documentation is necessary in OTISS.

Misadministrations

When a misadministration is declared, the affected student(s) must be readministered the test. There is only one form of the WIDA Screener and ACCESS for ELLs (paper) available per grade span and tier; therefore, PSUs must wait five days to readminister students these tests if a misadministration is declared. Misadministrations of the online ACCESS for ELLs do not need to wait five days before readministering the test.

A misadministration of the WIDA Screener for Kindergarten and the WIDA Screener requires a student to retake all four domains. A misadministration of the ACCESS for ELLs requires a student to retake only the misadministered domain or domains.

Only scores resulting from a valid test administration should be included in students' permanent records or used for placement decisions. All misadministrations must be documented and reported in the OTISS using the appropriate procedures outlined in the [North Carolina Test Coordinator's Policies and Procedures Handbook](#).

Submit Incomplete Domain Process

Every effort should be made to test all eligible students to generate a valid test session and usable test score. In rare circumstances, a student may need to have a test session ended by using the Submit Incomplete Domain Process. Contact the PSU test coordinator for next steps in these instances.

For ACCESS for ELLs administrations, regardless of whether the Submit Incomplete Domain Process is used, any student who does not start a domain (i.e., answers no questions beyond the practice items), will be considered *non-attempted* and will not receive an overall composite score. Additionally, students will not receive a domain proficiency level.

Test Monitoring Application

The Test Monitoring Application (TMA) in WIDA AMS allows a designated PSU staff member to serve as a test monitor, observing participants' testing activity throughout the duration of the test (in almost real time) using a secure dashboard (for ACCESS and Screener administrations). TMA permissions will be given to state, district, school, and test administrator roles. Technology Coordinators will not have this permission. A test monitor can pause individual or all testing activity for any scenario that requires the test to be put on hold (example: fire drill). For more information on test monitoring, refer to the *WIDA AMS User Guide*. Use of the TMA is not required and is a local decision for use in the 2023–24 test window.

Labeling and Returning Materials—Paper Test Materials Only

Instructions for Labels

One of three types of labels must be affixed to a student test book:

- Pre-ID label
- District/School label
- Do Not Process label

Any book to be scored must have either a Pre-ID label (that includes student information) or a District/School label (student information must be bubbled on the front and back test book covers when a District/School label is used). Test books returned without a Pre-ID or District/School label will be processed as unused, and no score will be assigned. These labels should only be applied to books that will be or have been used. Books that have labels, but no student responses will be scored, and scores will be assigned to these students.

Before affixing any label to a test book, check the label to ensure it is the appropriate type. Do not remove any label that has been incorrectly affixed to a test book. Instead, the incorrect label may be covered with the correct label.

Note: Each district or school will receive an overage of test books (when a minimum of ten students per grade band or tier is met) to use with EL students who enroll after the state Pre-ID file is finalized. These test books will not have Pre-ID labels and must be labeled with a District/School label.

Pre-ID Labels (White)

Pre-ID labels (see a sample in Figure 3) eliminate the need to complete the demographic information on the front and back covers of the student's test book; however, the date of testing must be completed on the front cover. Check the Pre-ID labels carefully to ensure the information displayed is correct.

- *If the label is correct*, place the label in the designated area on the front cover of the test book. Only one Pre-ID label can be placed on the test book. This will ensure accurate machine scanning of the barcode portion of the label.
- *If the label is incorrect*, contact the PSU TC. The information must be corrected in the WIDA AMS by the PSU TC. Do not write on or make changes to the label; do not complete the demographic information on the front and back covers of the test book. Student information changes or demographic changes made by either writing on a Pre-ID label or by

completing the demographic information on the front and back covers of the test book WILL NOT change the information embedded in the Pre-ID label. Embedded Pre-ID label information will supersede information written on Pre-ID labels or filled on the demographic pages of the test book. The information must be changed in WIDA AMS by the PSU TC.

- Accommodations and Do Not Score fields (back cover) may be bubbled or marked in WIDA AMS.
- Schools should securely destroy Pre-ID labels for students who will not be tested.

20XX-20XX WIDA ACCESS for ELLs

Name: STUDENT SAMPLE
 District: <STATE>01 SAMPLE DISTRICT
 School: 0010 SAMPLE SCHOOL
 Grade: 02 Gender: F Birth Date: 4/7/20XX
 Student IDs: State ID: 000000001 District ID: 000000001

ST

P596904 01630237 9

FIGURE 3. Sample—Pre-ID Label (white).

District/School Labels (Yellow)

As Figure 4 shows, District/School labels contain the district- and school-specific information only. If a student who needs to test does not receive a Pre-ID label, a District/School label must be placed in the box located in the upper right-hand corner on the front of the test book, and the demographic pages must be completed on the front and back covers of the test book. The front and back covers of the test book must be completed with a No. 2 pencil when a District/School label is affixed. Labels are school-specific and may not be shared between schools. If needed, additional District/School labels may be ordered through WIDA AMS Additional Materials.

20XX-20XX WIDA ACCESS for ELLs District/School Label

DISTRICT: <STATE> 99 SAMPLE DISTRICT
 SCHOOL: 9999 SAMPLE SCHOOL

L596XXX 12212551 6

FIGURE 4. Sample—District/School Label (yellow).

Do Not Process Labels (White with Orange Stripe)

Do Not Process labels should be used rarely. Only a small supply will be shipped. These labels are for use on test books that are damaged or should not be processed.

The Do Not Process labels contain a barcode (see Figure 5) that indicates the test book should not be processed. Test books that have a Do Not Process label will be processed as blank even if there are student responses inside.

- *UNUSED student test books.* Do not place a Do Not Process label on test books that have not been used. A “blank” barcode space is preprinted on the front of every test book. No label applied to the “blank” barcode space indicates the test book has not been used and should not be processed.
- *Pre-ID label or District/School label affixed to an UNUSED student response book.* If a Pre-ID label or District/School label is affixed to an UNUSED student response book, affix a Do Not Process label over the Pre-ID label or District/School label to ensure it is not processed.
- *USED student test books that are damaged or should not be processed.* For test books that are damaged (e.g., torn, missing pages) or should not be processed (e.g., test books with student responses that were transcribed to a replacement book), place the Do Not Process label in the box located in the upper right-hand corner on the front of the test book. If a Pre-ID or District/School label is in that box, place the Do Not Process label directly on top of it.

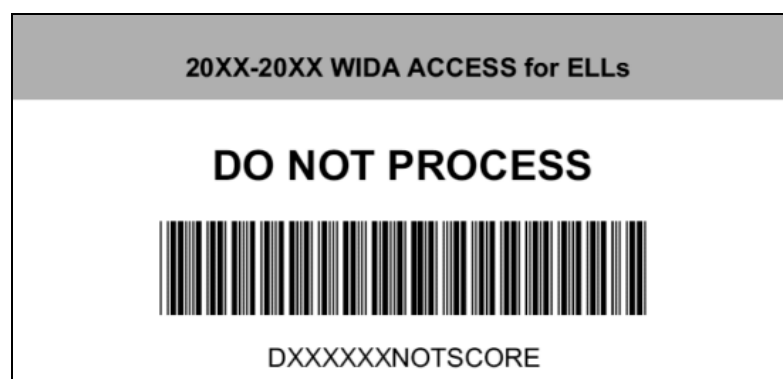


FIGURE 5. Sample—Do Not Process Label (white with orange stripe).

For additional information and circumstances for using these labels, refer to the *WIDA ACCESS for ELLs Test Administrator Manual*.

Completing Demographic Information (Front Cover)

Instructions for Hand-Entering Information on the Front Cover of Test Books with Pre-ID or District/School Labels Affixed. The demographic information

embedded in the Pre-ID label supersedes student information bubbled on the test book. If a student does not have a Pre-ID label, the correct District/School label must be used, and school personnel must complete the demographic pages correctly on the front and back covers of the test book. The front and back covers of the test book must be completed with a No. 2 pencil.

The following information must be completed on the front cover of test books that have either a Pre-ID or District/School label affixed:

- *Date of Testing*. This field must be completed for all students, regardless of whether a Pre-ID label or District/School label is used. Start on the left, bubble in the date testing was completed by the student (MM/DD/YYYY).
- *Student Name*. Code only for District/School labels. Start on the left and print one letter of the student's last name in each box. Completely fill in each corresponding box below the letters, making sure the marks are dark. Repeat this process for the student's first name and middle initial as it appears in PowerSchool. (Preferred name is used for ACCESS testing). All student name documentation must match (WIDA AMS or student booklets to PowerSchool) to ensure name match during data validation.

Completing Demographic Information (Back Cover)

Table 6 specifies the sections of the back cover that all test administrators must complete. The NCDPI does not collect native language.

| Complete for District/School Labels Only | Complete for Pre-ID and District/School Labels, If Applicable |
|--|--|
| <ul style="list-style-type: none"> • District Name • School Name • State Name Abbreviation • Birth Date • Grade Level • State Student ID Number (i.e., PowerSchool Student Number) | <ul style="list-style-type: none"> • Do Not Score This Section for This Student (if applicable) |

TABLE 6. Back cover demographic information completed by test administrators

The following information must be completed on the back cover of test books that have a District/School label affixed. Any incorrect information will affect reporting.

- *District Name*. Start on the left and print the district name, putting one letter or number in each box.
- *School Name*. Start on the left and print the school's name, putting one letter or number in each box.

- *State Name Abbreviation.* Print the two-letter state name abbreviation for North Carolina (i.e., NC).
- *Birth Date.* Starting on the left, bubble the student's birth date. For example, if the student's birth date is March 15, 1999, bubble in 03151999 (03 for the month of March [MM], 15 for the day [DD], and 1999 for the year [YYYY]).
- *Grade Level.* Select the grade level for the student.
- *State Student ID Number.* Starting on the top left, print the student's PowerSchool student number in the blank boxes and fill in the corresponding bubble below each number. Do not add any zeros before or after the student ID number. When completing this field for the Writing domain for ACCESS for ELLs Online, bubble the State Student ID exactly as it appears in PowerSchool.
- *Do Not Score This Section for This Student.* Use of the codes in this box indicates a special circumstance. If any of these bubbles are filled in, the score for that domain will not be reported in the data file sent to the state or on any score reports distributed to the PSU. The overall proficiency level is "NA" for these records. NA scores uploaded into PowerSchool appear as "0" (zero). The code will provide an explanation as to why information is missing for an EL student who was reported as enrolled in the school system and was required to be assessed.
 - For District/School labels, this section must be bubbled to indicate special circumstances, if applicable. For Pre-ID labels, this section must either be bubbled or the "Do Not Score" codes must be marked in WIDA AMS to indicate special circumstances, if applicable.

Do Not Score Codes

When a portion of the test should not be scored for one of the reasons listed in Figure 6, fill in the appropriate bubble(s) for the domain(s).

Domains: "L" = Listening "R" = Reading "W" = Writing "S" = Speaking

ABS (Absent) indicates the student was absent for a domain of the test; if so, fill in the appropriate bubble(s) for the domain(s) the student did not take. The ABS code should also be coded for the following reasons:

- student moved to another school system within North Carolina
- student was enrolled during the annual testing window but transferred before the test administration
- student moved out of North Carolina
- student dropped out of school
- student was suspended long-term (if school chooses not to test)
- student was expelled
- student did not return to school, and the student's location is unknown

INV (Invalid) indicates that even though a student may have completed some or all of the test items, the testing was not valid, and no score should be reported for that domain. For example, this code can be used if a student becomes ill during the test or if a student engages in inappropriate testing practices; if so, fill in the appropriate bubble(s). Do not use this code for students with disabilities who are unable to complete some or all of the test items because of their disability.

DEC (Declined) Declined indicates a student refused to test. This assessment is NOT an optional assessment. It is required. A student cannot opt out of the state's annual assessment. Use this indicator only when a student refuses to participate even after the test administrator has made several attempts to engage the student in the assessment. In this case, fill in the appropriate bubble(s).

SPD (Deferred Special Education/504) indicates an IEP team or Section 504 committee determined the student is unable to participate in one or more of the domains of this test; if so, fill in the appropriate bubble(s). This code also applies to why a response was not provided by the student, including the following reasons:

- student has physical disabilities, such as a visual impairment or hearing impairment preventing the student from being able to access one or more domain(s)
- student has significant cognitive disabilities (**not for use in North Carolina**)

If any of these bubbles are filled in, the test books must be returned with the other test books to be scored.

FIGURE 6. Do not score codes.

Entering Required Testing Accommodations Information

Students with disabilities and students with transitory impairments who have testing accommodations documented in their current IEP, Section 504 Plan, or transitory impairment documentation are eligible to receive these accommodations on the ACCESS for ELLs.

- For District/School labels, accommodations provided to a student must be bubbled.

- For Pre-ID labels, if accommodations were used, this section must be bubbled, or accommodations must be marked in WIDA AMS Student Management. If the accommodations are marked in WIDA AMS, do not bubble accommodations in this section unless changes need to be made. Accommodations in WIDA AMS will supersede those bubbled on a test book.

Test administrators must complete the *Review of Accommodations Used During Testing* form and keep it locally with the student's IEP, Section 504 Plan, or transitory impairment documentation. This accommodations form is not scanned or returned with ACCESS for ELLs test materials.

Return of Paper Test Materials

Test materials are returned to DRC via the United Parcel Service (UPS).

Materials that are not returned on or before March 15, 2024, will not be scored and reported on time.

When packing materials for return, it is recommended that the To-Be-Scored materials are grouped together and are placed on top of the Not-To-Be-Scored materials. The following is a suggested top to bottom order for packaging materials that must be shipped to DRC by March 15, 2024.

- USED Student Response Booklets with Pre-ID labels, District/School labels, or Do Not Process labels
 - Do Not Process labels should ONLY be affixed to USED Student Response Books that are damaged or have student responses that were transcribed to a replacement book.
- Test Administrator's Scripts (Online grades 4–12 Test Administrator Script is not secure and can be destroyed locally.)
- ACCESS for ELLS Speaking Test Books
- ACCESS for ELLs Listening/Speaking compact discs (CDs)
- ACCESS for ELLs Human Reader Accommodation Scripts (if ordered)
- ACCESS for ELLs Braille Contracted and Uncontracted Kits (if ordered)
- Large Print Kits (if ordered)
- WIDA Alternate ACCESS Listening/Reading/Speaking Test Books
- Kindergarten Ancillary Materials Kits
- USED Student Planning Sheets
 - Verify that Student Planning Sheets are not enclosed inside the Student Response Book.
- UNUSED Student Response Books
 - Do not affix a label to UNUSED Student Response Books.
 - If a Pre-ID label or District/School label is affixed to an UNUSED student response book, affix a Do Not Process label over the Pre-ID label or District/School label to ensure it is not processed.

- Defective Materials (if applicable)

Late Returns

When test materials are not returned to the scoring vendor by the Return Material Deadline (March 15, 2024), WIDA offers an opportunity for those materials to be processed and scored in a late return window. Printed Individual Student Reports (ISRs) are not provided for test materials returned during the late return window. For these materials, only an electronic ISR is available.

Missing Material Report

Three weeks after the deadline for returning materials, the scoring vendor provides an initial missing materials report. Missing materials will be shared with each PSU TC through the RAC. All secure materials must be returned or accounted for (reason for no return). Any secure materials that cannot be located for return must be documented as missing materials in the OTISS and must have a completed *Accountability Form* in WIDA AMS.

Special Considerations

Transferring Test Domains during the Testing Window

When a student who has not completed all four domains of the ACCESS for ELLs test transfers to a school within North Carolina during the testing window, the receiving and sending PSU TCs should work together to transfer a student's record in the WIDA AMS system.

Figures 7, 8 and 9 show where to access the student transfer feature and the steps necessary to complete this action in WIDA AMS.

1. Select the Student Management tab in WIDA AMS.

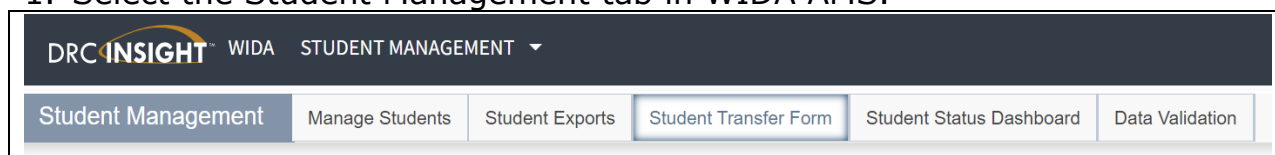


FIGURE 7. WIDA AMS Student Management menu.

2. Select the appropriate testing cycle from the Administration drop-down list and complete the information for the sending and receiving sites.

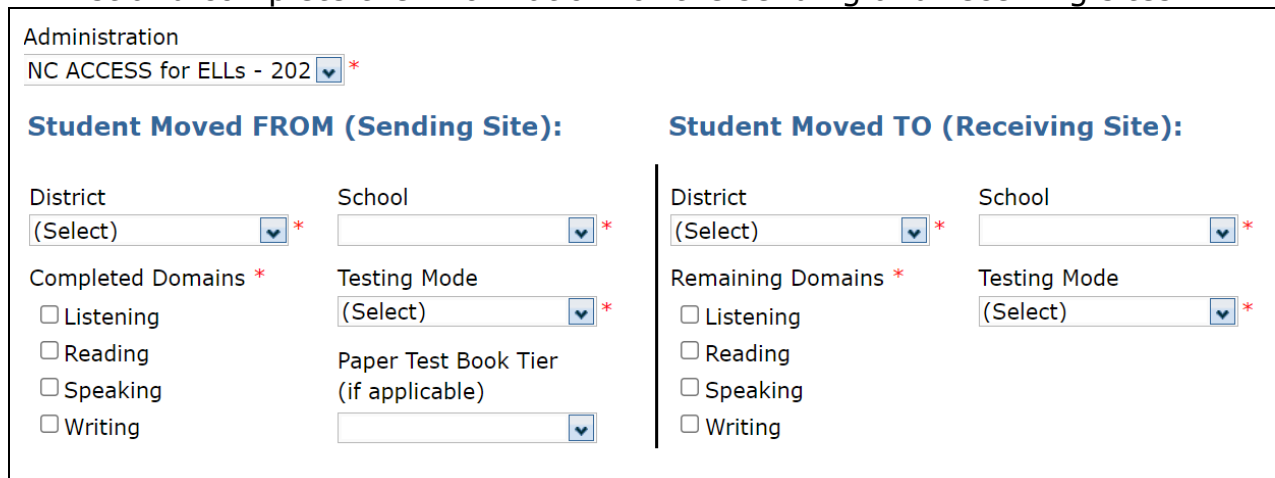
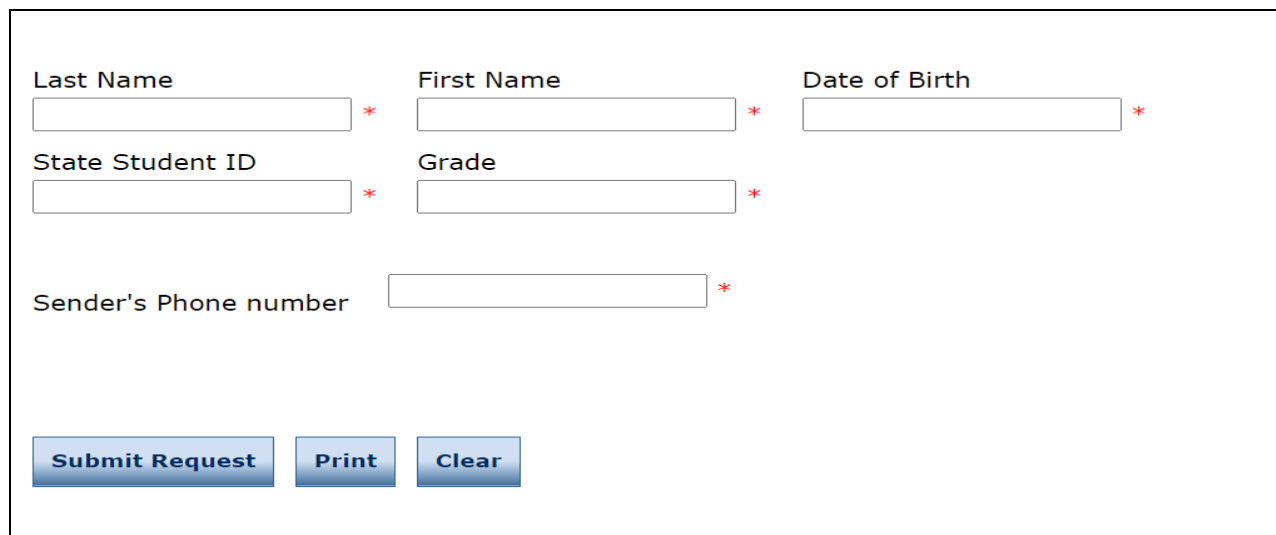


FIGURE 8. WIDA AMS student transfer form.

3. Complete the student demographic information fields and click the "Submit Request" button.



The screenshot shows a web form for entering student demographic information. It includes five text input fields: 'Last Name', 'First Name', 'Date of Birth', 'State Student ID', and 'Grade'. Each of these fields has a red asterisk to its right, indicating they are required. Below these is a single input field for 'Sender's Phone number', also marked with a red asterisk. At the bottom of the form are three buttons: 'Submit Request', 'Print', and 'Clear'.

FIGURE 9. WIDA AMS student transfer form demographic fields.

Attemptedness Criteria

Gauging *attemptedness* requires evidence that a student has engaged with a scorable test item. If there is no evidence of an attempt, the student will have blank spaces reported on the ISR whenever there is not a Do Not Score code marked on the back of a test booklet or indicated in WIDA AMS.

If a student does not attempt any of the four domain tests, the student does not receive an ISR.

Alternate Composite Score Calculation

The Annual Testing Program calculates an alternate composite score for any student who has a documented disability in an IEP or Section 504 Plan that prevents participation in one domain on the ACCESS for ELLs assessment. Schools must code SPD (Deferred Special Education/504) for the domain test on the paper booklet or in WIDA AMS. The alternate composite score established using this method becomes the baseline for student progress in subsequent years. See the [Do Not Score Codes](#) section of this publication for more information on SPD codes.

ACCESS for ELLs Data Validation

Data Validation

Data validation is the process and time period in which PSU TCs or EL coordinators are required to validate ACCESS for ELLs testing records in WIDA AMS. *Any information entered in WIDA AMS must exactly match the authoritative data in PowerSchool for each student.* The pre-reporting data validation period is April 2, 2024, through April 15, 2024. The Annual Testing Program will provide districts and schools with an ACCESS Discrepancy Report in PowerSchool under Special Functions. This report will highlight student discrepancy issues. General data corrections need to be made for the following situations:

- A student's demographic data for online testing (Listening, Reading, Speaking) and paper testing (Writing) does not match, causing two records to appear. During this initial data validation, the PSU has an opportunity to edit the data in the fields (State ID, Last Name, First Name, DOB, and Grade) to ensure the records match. If this validation step is not completed, DRC cannot merge the records, and the student will receive two ISRs instead of a composite score.
- The district or school mistakenly added a Do Not Score (DNS) code to a domain or domains during test setup. During this initial data validation, the PSU has an opportunity to remove the DNS code. Failure to do so will prevent the student from receiving an ISR.
- A test administrator incorrectly bubbles a student test book resulting in two or more students having the same district code, school code, state student ID, grade, or first six characters of first and last name, etc. During this initial data validation, the PSU may correct student demographic information in WIDA AMS.

It is the responsibility of the PSU to review all student demographic information in WIDA AMS during the data validation period. This data validation period is determined by the testing window and therefore cannot be changed. Districts and schools should identify a specific individual responsible for correcting the data. This individual must be available to work with the Annual Testing Program's data consultant during the validation time period, which may include school holidays.

Scores and Reports

Student Scores

2023–24 marks the first year of operational administration for the WIDA Alternate ACCESS test. In July, WIDA will conduct standard setting activities for this test and score reports will be delayed until October. The delivery date for ACCESS for ELLs printed score reports is June 10, 2024. [16 N.C. Admin. Code 06D .0307](#) requires “(h) LEAs shall report scores resulting from the administration of State-mandated tests from the Annual Testing Program to students and parents or guardians no later than 30 days after the test is administered and along with available score interpretation information within 30 days from receipt of the scores and interpretive documentation from the NCDPI.”

Using Score Reports

ACCESS for ELLs scores can be used to

- monitor student progress on an annual basis,
- establish when ELs have attained English language proficiency according to state criteria,
- inform classroom instruction and assessment, and
- aid in programmatic decision-making.

Student data from ACCESS for ELLs will include the following subscores:

- scale scores on a K–12 vertically aligned scale (for each of the four domains: Listening, Reading, Writing, and Speaking)
- grade-level proficiencies in terms of the Proficiency Levels 1–5 in the WIDA English Language Development Standards
- composite scores as shown in Figure 10

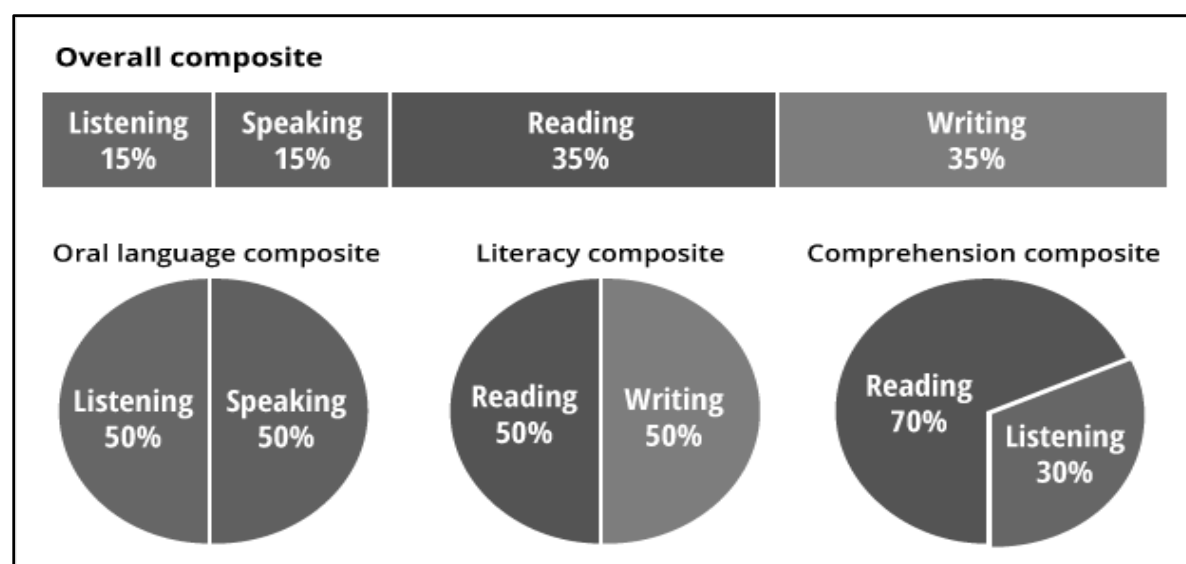


FIGURE 10. ACCESS for ELLs overall composite score calculation

percentages.

The [ACCESS for ELLs Interpretive Guide for Score Reports](#) can be referenced for further information and assistance in understanding the scores reported for ACCESS for ELLs test takers. If a parent or guardian requires an accessible score report (e.g., large print, braille, alternate language), districts and schools should contact the Annual Testing Program at 984-236-2715.

Appendix A: NC Identification Criteria for WIDA Screener for Kindergarten and WIDA Screener

North Carolina Identification Criteria for WIDA Screener for Kindergarten and WIDA Screener

| WIDA Screener for Kindergarten | | | |
|---|---|----------------------------|------------------------------------|
| GRADE | DOMAINS | QUALIFIES FOR SERVICE | DOES NOT QUALIFY FOR SERVICE |
| Kindergarten (1 st Semester) | Listening and Speaking (L/S) | Any domain score below 5.0 | All domain scores are 5.0 or above |
| Kindergarten (2 nd Semester) Grade 1 (1 st Semester) | Listening, Speaking, Reading, and Writing | Any domain score below 5.0 | All domain scores are 5.0 or above |
| WIDA Screener | | | |
| GRADE | DOMAINS | QUALIFIES FOR SERVICE | DOES NOT QUALIFY FOR SERVICE |
| Grade 1 (2 nd Semester) Grades 2–12 | Listening, Speaking, Reading, and Writing | Any domain score below 5.0 | All domain scores are 5.0 or above |

Appendix B: ACCESS for ELLs Online and Paper Accommodations

ACCESS for ELLs Online Accommodations

The following chart indicates the accommodations that are permitted for use with the online administration of the ACCESS for ELLs assessment.

| Accommodation | Domains Allowed | | | |
|---|-----------------|---------|----------|---------|
| | Listening | Reading | Speaking | Writing |
| Extended Speaking Test Response Time (ES) | N/A | N/A | Yes | N/A |
| <p>For online testing, this accommodation must be preselected in WIDA AMS. This accommodation allows the student to have up to twice the standard response time for each Speaking task. This accommodation may be used to support students with cognitive, language processing, physical, or communication disabilities who need additional processing time for spoken language.</p> <p>This accommodation is meant to allow time for cognitive processing or motor planning for speaking.</p> <p>In order to have this accommodation, <i>Scheduled Extended Time</i> must be documented in the student's IEP or Section 504 Plan.</p> | | | | |
| Accommodation | Domains Allowed | | | |
| | Listening | Reading | Speaking | Writing |
| Extended Testing of a Test Domain Over Multiple Days (EM) | Yes | Yes | Yes | Yes |
| <p>In rare cases, and only when necessary because of a disability, a student may extend the testing of a single domain session over multiple days. This accommodation may require the test to be unlocked for day two.</p> <p>In order to have this accommodation, <i>Scheduled Extended Time</i> <u>and</u> <i>Multiple Testing Sessions</i> must be documented in the student's IEP or Section 504 Plan.</p> | | | | |

| Accommodation | Domains Allowed | | | |
|--|-----------------|---------|----------|---------|
| Interpreter Signs Test Directions in ASL (SD) | Listening | Reading | Speaking | Writing |
| | Yes | Yes | Yes | Yes |
| <p>To provide this accommodation, arrange for an interpreter to sign test logistics, directions, and practice items into American Sign Language (ASL) or another signed system. Translation of actual test items is not allowed. Translating test items into other languages does not provide a valid test of English language proficiency and would therefore invalidate the assessment results. No part of the scorable test items may be signed to a student.</p> <p>Consider offering this accommodation to new test takers who need the opportunity to understand test logistics.</p> <p>In order to have this accommodation, <i>Interpreter/Transliterator Signs/Cues Test</i> must be documented in the student's IEP or Section 504 Plan.</p> | | | | |
| Accommodation | Domains Allowed | | | |
| In-Person Human Reader (IR) | Listening | Reading | Speaking | Writing |
| | Yes | No | Yes | Yes |
| <p>This accommodation applies only to text. Test administrators read labels or captions but never describe images. Answer choices may be read aloud only during the Listening domain tests.</p> <p>This accommodation may support students with a documented need for an in-person human reader. For example, this may include needs related to reading/print or focusing attention. The paper-format test may be used to provide lip reading support.</p> <p>When test administrators provide this accommodation for online, they supplement the pre-recorded audio by reading text answer choices and text labels in graphics. Test administrators also read all text that appears on screen for the grades 4–12 writing tasks. There is no additional script when providing this accommodation for online.</p> <p>Providing this accommodation to one student must not interfere with the testing experience of any other student.</p> <p>In order to have this accommodation, <i>Test Read Aloud (in English)</i> and <i>Testing in a Separate Room (one-on-one or small group)</i> must be documented in the student's IEP or Section 504 Plan.</p> | | | | |

| Accommodation | Domains Allowed | | | |
|---|-----------------|---------|----------|---------|
| | Listening | Reading | Speaking | Writing |
| Repeat In-Person Human Reader (RP) | Yes | No | Yes | Yes |
| <p>When test administrators provide this accommodation, they follow the guidelines for the In-Person Human Reader accommodation and may repeat anything they read aloud. This accommodation applies only to text. Test administrators read labels or captions but never describe images. During a Listening domain test, test administrators can repeat the listening passage and test questions only once.</p> <p>This accommodation may support students with a documented need for an in-person human reader. For example, this may include needs related to reading/print or focusing attention.</p> <p>Providing this accommodation to one student must not interfere with the testing experience of any other student. Whenever possible, provide this accommodation by arranging an individual test administration or a small group session that includes only students who are receiving this accommodation.</p> <p>In order to have this accommodation, <i>Test Read Aloud (in English)</i> and <i>Testing in a Separate Room (one-on-one or small group)</i> accommodations must be documented in the student's IEP or Section 504 Plan.</p> | | | | |
| Accommodation | Domains Allowed | | | |
| | Listening | Reading | Speaking | Writing |
| Manual Control of Item Audio (MC) | Yes | No | Yes | Yes |
| <p>For online testing, this accommodation must be preselected in WIDA AMS. This accommodation allows students to indicate when they are ready to hear recorded audio during testing. This accommodation may support students who need additional time for language processing, attention, or focus needs because of a disability.</p> <p>Students will see, and must click, a Play button on every screen where audio would otherwise play automatically. Once the student clicks Play, the audio cannot be paused, stopped, or replayed.</p> <p>This accommodation must be administered in a way that does not disturb or interfere with other test takers.</p> <p>In order to have this accommodation, <i>Test Read Aloud (in English)</i> must be documented in the student's IEP or Section 504 Plan.</p> | | | | |

| Accommodation | Domains Allowed | | | |
|---|------------------|----------------|-----------------|----------------|
| Recording Device and Transcription (RD) | Listening | Reading | Speaking | Writing |
| | N/A | N/A | N/A | Yes |
| <p>This accommodation allows a student to use a recording device to respond, after which the student transcribes the response onto the test. This accommodation allows a student to separate the processes of responding and writing the response. Responses must be transcribed by the student verbatim online. To provide this accommodation, arrange for the student to bring a familiar recording device to the testing session. Students must be comfortable with using the device of their choice, and they must be familiar with the transcription process. Always arrange an individual test administration to provide this accommodation.</p> <ul style="list-style-type: none"> • If response and transcription are completed in the same testing session, the student may edit the responses as they transcribe. • If response and transcription are completed in separate testing sessions, the student must transcribe the responses verbatim. Test administrators must closely monitor student transcriptions to ensure fidelity to the original answer. <p>Student transcription must be closely monitored to ensure fidelity to the original answer. Any stored, secure test content (including student responses) on the recording device must be deleted after the transcription is completed. While awaiting transcription, the device must be stored in a secured, locked location.</p> <p>In order to have this accommodation, <i>Student Reads Test Aloud to Self</i> <u>and</u> <i>Testing in a Separate Room (one-on-one)</i> must be documented in the student's IEP or Section 504 Plan.</p> | | | | |

| Accommodation | Domains Allowed | | | |
|--|------------------|----------------|-----------------|----------------|
| Repeat Item Audio (RA) | Listening | Reading | Speaking | Writing |
| | Yes | No | Yes | Yes |
| <p>For online testing, this accommodation must be preselected in WIDA AMS. This accommodation allows students to hear recorded audio a second time. This accommodation may support students who need repetition for language processing, attention, or focus needs because of a disability.</p> <p>Students will see, and must click, a Repeat button on every screen where audio can be repeated. Once the student clicks Repeat, the audio cannot be paused or stopped. Students can click the Repeat button to replay the audio one time in the Listening test. In the Speaking and Writing tests, students can click the Repeat button to replay the audio as many times as needed.</p> <p>Administration of this accommodation must not disturb or interfere with other students.</p> <p>In order to have this accommodation, <i>Test Read Aloud (in English)</i> must be documented in the student's IEP or Section 504 Plan.</p> | | | | |

| Accommodation | Domains Allowed | | | |
|---|-----------------|---------|----------|---------|
| | Listening | Reading | Speaking | Writing |
| | Yes | Yes | No | Yes |
| <p>A test administrator or another designated individual responds in the online test platform as directed by a student. For example, a student might provide verbal dictation of a Writing response, which the scribe types or writes. A student might indicate a response to a multiple-choice question using a speech-to-text device, using a picture or word board, by pointing, or with eye gaze, and the scribe selects or marks the option indicated.</p> <p>Consider offering this accommodation to students who routinely rely on dictation or scribing for written compositions during classroom instruction. In rare cases, a scribe accommodation might be an appropriate response to a temporary disability, such as a broken arm or hand.</p> <p>An individual test administration must be used to provide this accommodation. When students are new to the process of scribing, practice before testing is especially important. Responses must be scribed verbatim at the time of testing.</p> <p>A trained proctor must be present to verify the transcription. This accommodation must be administered in a one-on-one testing environment.</p> <p>In order to have this accommodation, <i>Dictation to Scribe</i> <u>and</u> <i>Testing in a Separate Room (one-on-one)</i> must be documented in the student's IEP or Section 504 Plan.</p> | | | | |

| Accommodation | Domains Allowed | | | |
|--|-----------------|---------|----------|---------|
| | Listening | Reading | Speaking | Writing |
| Word Processor or Similar Keyboarding Device (WD) | Yes | Yes | N/A | Yes |
| <p>This accommodation is appropriate for students who have a documented need to use a specific, standalone word processor or other keyboarding device that is not compatible with the online test platform or the testing device.</p> <p>This accommodation is not necessary for students whose use of a specialty keyboard, adaptive mouse, or any other piece of equipment allows them to interact with the online test platform. Use of adaptive or specialized furniture or equipment is an administrative consideration that can be extended to any student.</p> <p>To provide this accommodation, arrange for the student to bring their device to the testing session. For a Writing test, the test administrator must confirm that any spelling or grammar checking function is turned off, that any dictionary or thesaurus features are disabled, and that the device is not connected to the internet.</p> <p>Student responses recorded on the device must be transcribed into the online test platform or a test booklet as soon as possible after each domain test is complete. Whenever possible, print the student's responses for transcription and then delete all content from the device. If printing is not an option, the keyboarding device must be stored securely in a locked location until transcription is complete and all content has been deleted. After transcription, securely destroy any printed original responses that have been transcribed.</p> <p>In order to have this accommodation, AT Devices must be documented in the student's IEP or Section 504 Plan.</p> | | | | |

ACCESS for ELLs Paper Accommodations

The following chart indicates the accommodations that are permitted for use with the paper administration of the ACCESS for ELLs assessment.

| Accommodation | Domains Allowed | | | |
|---|-----------------|---------|----------|---------|
| | Listening | Reading | Speaking | Writing |
| Extended Speaking Test Response Time (ES) | N/A | N/A | Yes | N/A |
| <p>This accommodation allows the student to have up to twice the standard response time for each Speaking task. This accommodation may be used to support students with cognitive, language processing, physical, or communication disabilities who need additional processing time for spoken language.</p> <p>This accommodation is meant to allow time for cognitive processing or motor planning for speaking.</p> <p>When test administrators provide this accommodation for a paper test, they pause the Listening and Speaking CD after the audio file plays to allow the student time to respond.</p> <p>In order to have this accommodation, <i>Scheduled Extended Time</i> must be documented in the student's IEP or Section 504 Plan.</p> | | | | |
| Accommodation | Domains Allowed | | | |
| | Listening | Reading | Speaking | Writing |
| Extended Testing of a Test Domain Over Multiple Days (EM) | Yes | Yes | Yes | Yes |
| <p>In rare cases, and only when necessary because of a disability, a student may extend the testing of a single domain session over multiple days. This accommodation may require the test to be unlocked for day two.</p> <p>In order to have this accommodation, <i>Scheduled Extended Time</i> <u>and</u> <i>Multiple Testing Sessions</i> must be documented in the student's IEP or Section 504 Plan.</p> | | | | |

| Accommodation | Domains Allowed | | | |
|--|------------------|----------------|-----------------|----------------|
| In-Person Human Reader (IR) | Listening | Reading | Speaking | Writing |
| | Yes | No | Yes | Yes |
| <p>This accommodation applies only to text. Test administrators read labels or captions but never describe images. Answer choices may be read aloud only during the Listening domain tests.</p> <p>This accommodation may support students with a documented need for an in-person human reader. For example, this may include needs related to reading/print or focusing attention. The paper format test may be used to provide lip reading support.</p> <p>When test administrators provide this accommodation, they read from the Human Reader Accommodation Script, which must be ordered specially in advance of testing. The Human Reader Accommodation Script substitutes for the Listening and Speaking CD, and it is used instead of the Test Administrator Script for all domain tests. To order this item, collect the information you have about the student for whom this accommodation applies. Then contact DRC Customer Service and order this item during your additional materials ordering window. For the Listening and Speaking tests, schedule two test administrators for each test whenever possible. An extra test administrator allows the adults to read the scripted dialogue between an example student and the primary test administrator. For the Writing test, the test administrator reads all the text in the test booklet.</p> <p>Providing this accommodation to one student must not interfere with the testing experience of any other student.</p> <p>In order to have this accommodation, Test Read Aloud (in English) and Testing in a Separate Room (one-on-one or small group) must be documented in the student's IEP or Section 504 Plan.</p> | | | | |
| Accommodation | Domains Allowed | | | |
| Large Print (LP) | Listening | Reading | Speaking | Writing |
| | Yes | Yes | Yes | Yes |
| <p>To provide this accommodation, materials must be ordered. Large print test materials are printed in 18-point font on 11x17 paper. Large print test kits must be specially ordered, and they include everything required to administer the test. Student responses recorded on large print materials must be transcribed verbatim into the scannable test booklets for scoring. The transcription must occur under secure conditions in a group setting and returned to DRC for scoring. Return both booklets at the end of testing. Only the booklet for transcription will be scanned and scored.</p> <p>In order to have this accommodation, Large Print Edition must be documented in the student's IEP or Section 504 Plan.</p> | | | | |

| Accommodation | Domains Allowed | | | |
|--|-----------------|---------|----------|---------|
| | Listening | Reading | Speaking | Writing |
| | Yes | Yes | No | Yes |
| <p>Unified English Braille (UEB) is available on tests for grades 1–5. Both UEB with Nemeth and UEB Math/Science are available on tests for grades 6–12. Specify UEB with Nemeth or UEB Math/Science, as well as contracted or uncontracted braille, when you order materials. Confirm students are proficient in the braille code selected before assigning this accommodation.</p> <p>When providing this accommodation, WIDA recommends arranging an individual test administration. The test administrator providing this accommodation should be proficient in the braille code being utilized by the student. Plan to extend the test session as needed based on the student's braille proficiency and reading speed. WIDA suggests planning twice the standard test administration session time for a braille administration. Each braille test kit contains an embossed test booklet, a test booklet for transcription, a test administrator script, a speaking test booklet, sample items with a user guide, and a CD of audio files. The embossed test booklet contains tactile graphics, labels, picture descriptions, and transcriber's notes.</p> <p>There may be instances on the braille form when embossed graphics were determined to not provide an appropriate level of context, so picture descriptions are used. Picture descriptions must be provided in English <u>only</u>.</p> <p>Students may record answers on the embossed test booklet, on blank braille paper, or by using a braille writing tool or braille notetaker. In the Listening and Reading tests, students may dictate as the test administrator transcribes answers into the test booklet.</p> <p>The student's responses must be transcribed into the standard test booklet by an individual who is proficient in the braille code selected. The transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel). One individual is to transcribe the student's responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process.</p> <p>Return both booklets at the end of testing. Only the booklet for transcription will be scanned and scored. Any stored test content on a word processing device or recorder must be deleted immediately after transcription. All non-test form paper containing student answers must be securely shredded after transcription.</p> <p>In order to have this accommodation, <i>Braille Edition</i> must be document in the student's IEP or Section 504 Plan.</p> | | | | |

| Accommodation | Domains Allowed | | | |
|---|-----------------|---------|----------|---------|
| | Listening | Reading | Speaking | Writing |
| Repeat In-person Human Reader (RP) | Yes | No | Yes | Yes |
| <p>To provide this accommodation, materials must be ordered. When test administrators provide this accommodation, they follow the guidelines for the In-Person Human Reader accommodation and may repeat anything they read aloud. This accommodation applies only to text. Test administrators read labels or captions but never describe images. During a Listening domain test, test administrators can repeat the listening passage and test questions only once.</p> <p>This accommodation may support students with a documented need for an in-person human reader. For example, this may include needs related to reading/print or focusing attention.</p> <p>Providing this accommodation to one student must not interfere with the testing experience of any other student. Whenever possible, provide this accommodation by arranging an individual test administration or a small group session that includes only students who are receiving this accommodation.</p> <p>In order to have this accommodation, <i>Test Read Aloud (in English)</i> and <i>Testing in a Separate Room (one-on-one or small group)</i> accommodations must be documented in the student's IEP or Section 504 Plan.</p> | | | | |
| Accommodation | Domains Allowed | | | |
| | Listening | Reading | Speaking | Writing |
| Interpreter Signs Test Directions in ASL (SD) | Yes | Yes | Yes | Yes |
| <p>Translation of actual test items is not allowed. To provide this accommodation, arrange for an interpreter to sign test logistics, directions, and practice items into American Sign Language (ASL) or another signed system. Translating test items into other languages does not provide a valid test of English language proficiency and would therefore invalidate the assessment results. No part of the scorable test items may be signed to a student.</p> <p>Consider offering this accommodation to new test takers who need the opportunity to understand test logistics.</p> <p>In order to have this accommodation, <i>Interpreter/Transliterators Signs/Cues Test</i> must be documented in the student's IEP or Section 504 Plan.</p> | | | | |

| Accommodation | Domains Allowed | | | |
|---|-----------------|---------|----------|---------|
| Manual Control of Item Audio (MC) | Listening | Reading | Speaking | Writing |
| | Yes | No | Yes | Yes |
| <p>This accommodation allows students to indicate when they are ready to hear recorded audio during testing. This accommodation may support students who need additional time for language processing, attention, or focus needs because of a disability. Note that this accommodation does not apply when administrators read from a script, including the Writing domain for grades 1–3.</p> <p>When test administrators provide this accommodation, they ask students whether they are ready to listen before playing any track of the Listening and Speaking CD. Test administrators should practice before testing so they are comfortable with the equipment they will use.</p> <p>This accommodation must be administered in a way that does not disturb or interfere with other test takers.</p> <p>In order to have this accommodation, Test Read Aloud (in English) and Testing in a Separate Room (one-on-one or small group) must be documented in the student's IEP or Section 504 Plan.</p> | | | | |
| Accommodation | Domains Allowed | | | |
| Repeat Item Audio (RA) | Listening | Reading | Speaking | Writing |
| | Yes | No | Yes | Yes |
| <p>This accommodation allows students to hear recorded audio a second time. This accommodation may support students who need repetition for language processing, attention, or focus needs because of a disability. Note that this accommodation does not apply when administrators read from a script, including the Writing domain for grades 1–3.</p> <p>When test administrators provide this accommodation, they ask students whether they are ready to listen to the audio of the Listening and Speaking CD. When students indicate they are ready to hear the audio again, test administrators replay the track. In a Listening test, test administrators replay the audio only once. In a Speaking test, test administrators repeat the process until the student is ready to move on. Test administrators should practice before testing so they are comfortable with the equipment they will use.</p> <p>Administration of this accommodation must not disturb or interfere with other students.</p> <p>In order to have this accommodation, Test Read Aloud (in English) and Testing in a Separate Room (one-on-one or small group) must be documented in the student's IEP or Section 504 Plan.</p> | | | | |

| Accommodation | Domains Allowed | | | |
|--|-----------------|---------|----------|---------|
| | Listening | Reading | Speaking | Writing |
| Scribe (SR) | Yes | Yes | N/A | Yes |
| <p>To provide this accommodation, a test administrator or another designated individual responds in a test booklet as directed by a student.</p> <p>For example, a student might provide verbal dictation of a Writing response, which the scribe types or writes. A student might indicate a response to a multiple-choice question using a speech-to-text device, using a picture or word board, by pointing, or with eye gaze, and the scribe selects or marks the option indicated.</p> <p>Consider offering this accommodation to students who routinely rely on dictation or scribing for written compositions during classroom instruction. In rare cases, a scribe accommodation might be an appropriate response to a temporary disability, such as a broken arm or hand.</p> <p>An individual test administration must be used to provide this accommodation. When students are new to the process of scribing, practice before testing is especially important.</p> <p>Responses must be scribed verbatim at the time of testing. The student's responses must be transferred to the test book after the test session. The transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel). One individual is to transcribe the student's responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process.</p> <p>In order to have this accommodation, <i>Dictation to Scribe</i> <u>and</u> <i>Testing in a Separate Room (one-on-one)</i> must be documented in the IEP or Section 504 Plan.</p> | | | | |

| Accommodation | Domains Allowed | | | |
|---|------------------|----------------|-----------------|----------------|
| Recording Device and Transcription (RD) | Listening | Reading | Speaking | Writing |
| | N/A | N/A | N/A | Yes |
| <p>This accommodation allows a student to use a recording device to respond, after which the student transcribes the responses into a test booklet. This accommodation allows a student to separate the processes of responding and writing the response. Responses must be transcribed by the student verbatim. To provide this accommodation, arrange for the student to bring a familiar recording device to the testing session. Students must be comfortable with using the device of their choice, and they must be familiar with the transcription process. Always arrange an individual test administration to provide this accommodation.</p> <ul style="list-style-type: none"> • If response and transcription are completed in the same testing session, the student may edit the responses as they transcribe. • If response and transcription are completed in separate testing sessions, the student must transcribe the responses verbatim. Test administrators must closely monitor student transcriptions to ensure fidelity to the original answer. <p>Student transcription must be closely monitored to ensure fidelity to the original answer. Any stored, secure test content (including student responses) on the recording device must be deleted after the transcription is completed. While awaiting transcription, the device must be stored in a secured, locked location.</p> <p>In order to have this accommodation, <i>Student Reads Test Aloud to Self and Testing in a Separate Room (one-on-one)</i> must be documented in the student's IEP or Section 504 Plan.</p> | | | | |

| Accommodation | Domains Allowed | | | |
|--|-----------------|---------|----------|---------|
| | Listening | Reading | Speaking | Writing |
| Word Processor or Similar Keyboarding Device (WD) | Yes | Yes | N/A | Yes |
| <p>This accommodation is appropriate for students who have a documented need to use a specific, standalone word processor or other keyboarding device.</p> <p>This accommodation is not necessary for students whose use of a specialty keyboard, adaptive mouse, or any other piece of equipment allows them to interact with the online test platform or paper test materials. Use of adaptive or specialized furniture or equipment is an administrative consideration that can be extended to any student.</p> <p>To provide this accommodation, arrange for the student to bring their device to the testing session. For a Writing test, the test administrator must confirm that any spelling or grammar checking function is turned off, that any dictionary or thesaurus features are disabled, and that the device is not connected to the internet.</p> <p>Student responses recorded on the device must be transcribed into a test booklet as soon as possible after each domain test is complete.</p> <p>Whenever possible, print the student's responses for transcription and then delete all content from the device. If printing is not an option, the keyboarding device must be stored securely in a locked location until transcription is complete and all content has been deleted. After transcription, securely destroy any printed original responses that have been transcribed.</p> <p>If the word processor or other keyboarding device may disturb other test takers, the <i>Testing in a Separate Room</i> (one-on-one or small group) accommodation should be considered.</p> <p>In order to have this accommodation, AT Devices must be documented in the student's IEP or Section 504 Plan.</p> | | | | |

Appendix C: Administrative Considerations and Descriptions

Administrative Considerations and Descriptions

Test Timing and Scheduling

Note: The online testing platform will automatically log students out of the test after thirty minutes of inactivity.

- **Supervised breaks.** Any student may take a break at any point, as needed. These breaks might be planned in advance based on student-specific needs, such as a tendency to become quickly fatigued or anxious during testing. Whenever possible, keep the student in the testing environment during breaks. Have the student pause the online test or close any open test booklets before standing up, stretching, or walking around the room. If the student must leave the testing environment, for example to go to the restroom, access medical equipment, or take a sensory break, ensure the student is escorted and that interaction with other students is minimized. This administrative consideration must not interfere with the testing experience of any other student.
- **Short segments.** In the rare circumstance that a student needs longer breaks than described above, you can administer the test in multiple short administration sessions that are predetermined and based on breaks in classroom instruction familiar to the student. Each language domain test should be completed within one school day. WIDA recommends using the paper test with this administration format. Test administrators must collect and securely store all test materials between testing segments.
- **Extended testing time.** WIDA's assessments are not timed tests. Timing guidance is provided for scheduling and planning purposes and is not intended to be a strict limit. Typically, a planned extended testing session is one and one-half times the recommended testing time. However, any student who is actively engaged in testing can continue working up to the end of the school day.

Test Environment

- **Adaptive and specialized equipment or furniture.** Students who routinely use adaptive or specialized furniture or equipment—such as special seating, weighted vests, fidget tools, noise reducing headphones, specialized lighting or acoustics, or adaptive keyboards— should have access to this equipment during testing. If the student's use of this

equipment will be a distraction to other students, arrange an individual test administration.

- **Alternative microphone.** Students who are uncomfortable using a headset may use an alternative microphone, such as the microphone built into the testing device or an external microphone that is connected to the testing device and compatible with the test platform. Check for compatibility before the day of assessment using the online Speaking practice test.
- **Test the technology set up and provide students an opportunity to practice prior to testing day.** If the student's use of an alternative microphone setup will be a distraction to other students, arrange an individual test administration.
- **Familiar test administrator.** The test can be administered by any person the student is comfortable with provided the individual is trained and certified to administer the test.
- **Individual or small group setting.** Test students in any group size that makes them most comfortable, reflects their typical classroom environment, or follows group size guidelines documented in an IEP or Section 504 Plan.
- **Specific seating.** Seat students any place in the testing environment that helps them hear, see, focus, or otherwise engage with the test. For example, students might do their best when seated near or away from a window or vent or near the test administrator. Seating arrangements must ensure the student can access test materials, hear the test administrator and any recorded audio, and be monitored.

Test Content Presentation

- **Test format.** North Carolina requires that the ACCESS for ELLs be administered online. The only exceptions to this requirement are
 - public school units that do have an approved Technology Hardship request on file with the Annual Testing Program;
 - students with disabilities who have documented accommodations that dictate a paper test is necessary for accessibility; and
 - students participating in online testing in grades 4–12 who may need to take just the Writing domain using the paper test.
- **Redirection (in English).** Quietly, without disturbing other test takers, direct the student's attention to the test when the student is demonstrating off-task behavior. Do not coach the student on test taking skills or offer guidance on how to respond to a question. Redirect the student in English.
- **Encouragement.** Quietly, without disturbing other test takers, offer verbal praise for on-task behavior. For example, say "Good job!" after the student completes an item or a section of the test. Offer encouragement regardless

of the accuracy of a student's answer. Encouragement must not be tied to the student's test performance.

- **Read aloud to self.** Students may read any part of the test aloud to themselves, with or without the use of a device such as a whisper or fluency phone. If the student's reading will be a distraction to other students, arrange an individual test administration.

Test Item Responses

- **Monitor placement of responses in the test book or onscreen.** Test administrators may monitor students as they test to ensure that answers are marked in the correct location. For example, test administrators can intervene to ensure students do not mistakenly select or change an answer while using keyboard navigation in the online test platform, or to ensure students do not skip questions or mistakenly mark the wrong location in a paper test booklet.
 - Do not confirm or correct students' responses. Never provide or change a response for a student.
 - Do not answer questions about content or language. Instead, remind students to do their best.

Appendix D: Test Ticket Destruction Verification Form

School Name: _____ School Number: _____

Student test tickets contain unique login credentials which a student must use to access online assessments. These tickets are secure materials and must be treated as such. All online test tickets must be returned by the test administrator to the school test coordinator upon completion of each test administration. Test tickets are to be securely destroyed by the school test coordinator upon the completion of all test sessions.

The signatures below indicate that all student test tickets have been collected by the school test coordinator and securely destroyed using one of the following methods: shredding, secure recycling, observed landfill burial (i.e., by two or more designated school personnel), or incineration.

School Test Coordinator
(Name): _____School Test Coordinator
(Signature): _____ Date: _____School Principal/Director
(Name): _____School Principal/Director
(Signature): _____ Date: _____

District-based school test coordinators must return this form to the district test coordinator no later than three school days following the completion of all test sessions. School test coordinators who do not report to a district test coordinator must return this form to the Regional Accountability Coordinator (RAC) no later than three school days following the completion of all test sessions.

Appendix E: 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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