

Testing Students with Disabilities

North Carolina Testing Program

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A. Introduction

This publication contains policy guidelines and procedures for testing students with disabilities in the North Carolina Testing Program.¹ Students who are officially classified as having a disability are those who receive special education and related services under the Individuals with Disabilities Education Act (IDEA) Reauthorization of 2004 or are accommodated under Section 504 of the Rehabilitation Act of 1973. In the event there is an audit or monitoring visit by the state or LEA, school personnel must ensure that the policy guidelines and procedures outlined in this publication are implemented appropriately.

This publication is a revision of the December 2008 *Testing Students with Disabilities* publication. **Note: All information provided in this publication represents the assessments and policies in place as of November 2009. Because of subsequent guidance and/or regulations from the U.S. Department of Education, some of the information may have since been updated. Always check with your LEA test coordinator for any updated information.**

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School-Based Management and Accountability Program

According to G.S. §115C-105.20, which addresses the school-based management and accountability program:

“The General Assembly believes that all children can learn. It is the intent of the General Assembly that the mission of the public school community is to challenge with high expectations each child to learn, to achieve, and to fulfill his or her potential. With that mission as its guide, the State Board of Education shall develop a School-Based Management and Accountability Program. The primary goal of the Program shall be to improve student performance.”

The Purposes of the North Carolina Testing Program

The purposes of the North Carolina Testing Program, as described in G.S. §115C-174.10, are as follows:

“(i) To assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society;

¹ School personnel must refer to the test publisher’s manual to determine appropriate accommodations for any nationally normed or commercially developed test (e.g., the Terra Nova, Iowa Test of Basic Skills and Stanford 9).

- (ii) To provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and
- (iii) To establish additional means for making the education system at the state, local, and school levels accountable to the public for results.”

Responsibilities of Agencies

In regard to the responsibilities of agencies for testing students with disabilities, G.S. §115C-174.12 states the following:

- “(a) The State Board of Education shall establish policies and guidelines necessary for minimizing the time students spend taking tests administered through state and local testing programs, for minimizing the frequency of field testing at any one school, and for otherwise carrying out the provisions of this Article. . . .The State Board of Education’s policies regarding the testing of children with disabilities shall:
 - (i) provide broad accommodations and alternate methods of assessment that are consistent with a child’s individualized education program and Section 504 (29 U.S.C. § 794) plans;
 - (ii) prohibit the use of statewide tests as the sole determinant of decisions about a child’s graduation or promotion; and
 - (iii) provide parents with information about the Statewide Testing Program and options for students with disabilities.

The State Board shall report its proposed policies and proposed changes in policies to the Joint Legislative Education Oversight Committee prior to adoption.

The State Board of Education may appoint an Advisory Council on Testing to assist in carrying out its responsibilities under this Article.

- (b) The Superintendent of Public Instruction shall be responsible, under policies adopted by the State Board of Education, for the statewide administration of the testing program provided by this Article.
 - (b1) The Superintendent shall notify local boards of education by October 1 of each year of any field tests that will be administered in their schools during the school year, the schools at which the field tests will be administered, and the specific field tests that

will be administered at each school.

- (c) Local boards of education shall cooperate with the State Board of Education in implementing the provisions of this Article, including the regulations and policies established by the State Board of Education. Local school administrative units shall use the annual tests to fulfill the purposes set out in this Article. Local school administrative units are encouraged to continue to develop local testing programs designed to diagnose student needs.”

**Components of the
North Carolina
Testing Program**

G.S. §115C-174.11(c), Annual testing program, states the following:

(c) Annual Testing Program

- (1) The State Board of Education shall adopt a system of annual testing for grades 3–12. These tests shall be designed to measure progress toward reading, communication skills, and mathematics for grades three through eight, and toward competencies designated by the State Board for grades 9–12. The State Board may develop and implement a plan for high school end-of-course tests that must be aligned with the content standards developed under G.S. 115C-12(9c).
- (2) If the State Board of Education finds that additional testing in grades 3–12 is desirable to allow comparisons with national indicators of student achievement, that testing shall be conducted with the smallest size sample of students necessary to assure valid comparisons with other states.”

The list of state-mandated tests is updated annually and is located on the Web site for the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services/North Carolina Testing Program at: <http://www.ncpublicschools.org/accountability/testing>.

**Student Performance
and Achievement**

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

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

IDEA mandates that all students with disabilities are provided access to the general curriculum. In North Carolina, this is the North Carolina [*Standard Course of Study*](#). For students with the most significant cognitive disabilities, access is provided through the North Carolina [*Standard Course of Study Extended Content Standards*](#).

According to the *No Child Left Behind Act* of 2001, all students must

be assessed on grade-level content. For students with significant cognitive disabilities, the assessment must be linked to grade-level content through the [Extended Content Standards](#).

Rules, Guidelines, and Procedures for Implementation of the North Carolina Testing Program

On July 9, 1998, the North Carolina State Board of Education adopted the policy *Rules, Guidelines, and Procedures for the Implementation of the North Carolina Testing Program* ([GCS-A-009](#)). This policy was last updated on November 3, 2005. According to this policy:

“The information contained within the North Carolina Testing Program policy documents shall apply to all public school personnel who are responsible for the implementation of the North Carolina Testing Program. These documents include the test administrator’s manuals and guides for each test, test material processing guides, handbooks, the *North Carolina Proctor’s Guide*, the *North Carolina Testing Security: Protocol and Procedures for School Personnel* publication, the *North Carolina Guidelines for Testing Students Identified as Limited English Proficient* publication, the *North Carolina Testing Students with Disabilities* publication, and any subsequent published supplements or updates and periodic training provided to each LEA. The information shall set forth the rules and procedures required for a proper test administration and shall be provided to each LEA by the department through the LEA test coordinator.

The LEA superintendent shall ensure that each school follows the established testing procedures by keeping building-level administrators informed of their responsibilities. Local boards of education shall cooperate with the State Board of Education in implementing the provisions of this policy.”

Providing Information and Updates

Students, parents, Individualized Education Program (IEP) Team or Section 504 Committee members, teachers, directors of instruction, exceptional children directors, LEA test coordinators, principals, and superintendents are to review this publication prior to making decisions about students with disabilities who may be participating in the North Carolina Testing Program at grades 3–12 with accommodations or through the use of North Carolina alternate assessments.

The LEA test coordinators are to provide any subsequent updates to this publication or any publication that will provide additional information to inform the decision-making for testing students with disabilities.

State Policy and Federal Laws

North Carolina’s statewide testing policy requires all students with disabilities to participate in the statewide testing program by taking the general state-mandated tests with or without available accommodations

and/or by participating in North Carolina alternate assessment(s). This policy is in accordance with the IDEA Reauthorization of 2004 and the *No Child Left Behind Act of 2001* (NCLB). Results from student performance are reported annually by the NCDPI.

General Information for Accommodations

Standardized test procedures for students with disabilities require that test accommodations and administrative procedures be developed and implemented to assure that individual student needs are met, and, at the same time, to maintain sufficient uniformity of the test administration to maintain test validity, and to fulfill the requirements of testing for accountability. **One of the purposes of state tests is to generate information for the purpose of accountability. State tests are not designed to provide comprehensive diagnostic information at the individual student level.** Among the accommodations students with disabilities may need are (a) modified test formats, (b) assistive technology devices/special test arrangements, and/or (c) a special test environment. A student may require the use of any number of these accommodations in order to obtain access to a given test. Accommodations designated for the tests should be consistent with the accommodations used routinely during classroom instruction and similar classroom assessments.

For any state-mandated test, the accommodation must (1) be documented in the student's current IEP or Section 504 Plan and (2) the documentation must reflect routine use during instruction and similar classroom assessments that measure the same construct. If a student has inappropriately not received the accommodations documented on the IEP or Section 504 Plan during instruction, the student is still to receive the accommodations specified in the current IEP or Section 504 Plan for the state-mandated tests. If an accommodation is provided that has not been routinely used during instruction, student performance could be adversely affected since the student would not be familiar with the accommodation(s) prior to testing. It is vital for students with disabilities to receive accommodations on state-mandated tests that allow them to demonstrate their true abilities; however, students must not receive unnecessary, inappropriate, or unfamiliar accommodations.

It is not appropriate to recommend the use of accommodations during test administrations if the purpose is to potentially enhance student performance beyond providing equal access and opportunity to perform.

Accommodations that alter the content of the test, interfere with the measurement of the construct, or provide inappropriate assistance to the student within the context of the test, invalidate the results from the test. Use of accommodations for North Carolina tests that are not

specified in this publication may invalidate the results from a given test. Additional information regarding accommodations for state tests is located in Sections C and D of this publication.

IEP Teams and Section 504 Committees are to select, for each assessment, only those accommodations that do not invalidate the score. Among the accommodations that invalidate test results are:

1. Test administrator reads aloud a reading test designed to measure reading comprehension;
2. Interpreter/transliterators signs/cues a reading comprehension test designed to measure reading comprehension;
3. Assistive technology is used that reads text aloud during a test designed to measure reading comprehension;
4. A calculator is used on a calculator inactive portion of a mathematics test;
5. Dictation to a scribe on the state writing assessment, which invalidates the conventions score of the writing assessment;
6. Certain assistive technology devices or keyboarding devices that would identify/correct errors in conventions on the state writing assessment (e.g., prediction software, outlining program, electronic spellers, spell check, grammar check, and/or online thesaurus) invalidate the conventions score of the writing assessment; and
7. Testing occurs prior to the school's scheduled testing date.

**General Information
for Alternate
Assessments**

In order for a student with a disability to participate in a North Carolina alternate assessment, the student must meet the eligibility criteria published by the NCDPI, and the decision to participate in the alternate assessment must be documented in the current IEP. The IDEA Reauthorization of 2004 and the *No Child Left Behind Act of 2001* (NCLB) require students with disabilities to participate in alternate assessments if they do not participate in a general statewide test administration with or without accommodations. Students with only 504 Plans are not eligible to participate in alternate assessments. *Additional information regarding alternate assessments is located in Sections C and F of this publication.*

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

Since IDEA and NCLB require that all students with disabilities participate in the statewide testing program, where appropriate, a local procedure must be established in the LEA to ensure that students with disabilities who have the appropriate documentation in the current IEP or Section 504 Plan (1) participate in the standard administration of a North Carolina test, (2) receive appropriate accommodation(s) during the administration of a North Carolina test, and/or (3) if eligible, participate in a North Carolina alternate assessment. All test administrators and proctors, including those who administer state tests with accommodations or provide a North Carolina alternate assessment, must adhere to the North Carolina *Testing Code of Ethics*. To ensure that test results are valid, all school personnel must follow the appropriate procedures for use of the accommodation or alternate assessment for students with disabilities located in this publication and other designated state publications. If questions arise regarding procedures for determining or using appropriate accommodations or North Carolina alternate assessments, school staff must contact the LEA test coordinator.

Refer to *Section E: Monitoring Accommodations* for additional information.

Policy for Duplicating or Quoting from this Publication

North Carolina LEA personnel, school personnel, parents, and students may duplicate or download this publication for instructional and educational purposes only. Portions of this document may be duplicated and distributed to members of IEP Teams and/or Section 504 Committees so that informed decisions may be made. This publication is located on the NCDPI Division of Accountability Services/North Carolina Testing Program Web site at <http://www.ncpublicschools.org/accountability/policies/tswd>. Others may not duplicate or quote from this publication without written permission from the NCDPI Division of Accountability Services/North Carolina Testing Program.

Responsibilities

B. Responsibilities of the LEA Test Coordinator and Exceptional Children Director/Section 504 Coordinator

The LEA test coordinator, exceptional children director, and Section 504 coordinator are to work collaboratively to provide information to school-based staff regarding policies and procedures for testing students with disabilities. This information will demonstrate how to appropriately document in either the current Individualized Education Program (IEP) or (for the local Section 504 coordinator) Section 504 Plan a student's participation in the statewide testing program at grades 3–12, including whether the student will participate in:

1. Testing under standard conditions (i.e., without accommodations);
2. Testing with accommodations; and/or
3. A North Carolina alternate assessment, if eligible.

Local personnel must ensure that any consequences resulting from the use of an accommodation or alternate assessment (e.g., procedures that invalidate test results) are explained in totality to parents/legal guardians/surrogate parents and to those students who are 18 or older.

Document Information

LEA test coordinators, exceptional children directors, and Section 504 coordinators are to distribute and review copies of this document, which contains State Board of Education policies for testing students with disabilities, to appropriate school personnel and members of the community so that IEP Teams and Section 504 Committees can make informed decisions related to testing students with disabilities. Portions of this document may be duplicated and distributed to members of IEP Teams and/or Section 504 Committees so that informed decisions may be made.

Joint Responsibility

It is recommended that LEAs develop a local plan to designate responsibilities for the LEA test coordinator, exceptional children director, and Section 504 coordinator to more clearly define roles in the assessment of students with disabilities. It is the joint responsibility of LEA test coordinators, exceptional children directors, and Section 504 coordinators to work collaboratively to ensure the following within a reasonable time frame:

1. All teachers, IEP Teams, and Section 504 Committees, including parent(s), guardian(s), and surrogate parent(s), must be informed about the:
 - a. State testing requirements at each grade level (including NAEP, if applicable);
 - b. Statewide Student Accountability Standards;

- c. Guidelines governing the use of testing accommodations; and
 - d. Guidelines governing the use of North Carolina alternate assessments.
2. A local monitoring system is to be established to ensure that only eligible students with disabilities with the appropriate documentation on the current IEP or Section 504 Plan use testing accommodations during the administration of state tests and, in order to ensure valid test results, that all state policies are followed.
 3. A local monitoring system is to be established to ensure that only eligible students with disabilities with the appropriate documentation on the current IEP participate in North Carolina alternate assessment(s) if not participating in a statewide test administration under standard conditions or with accommodations.
 4. Appropriate documentation on the current IEP or Section 504 Plan is on file in the event of state audits or monitoring that may be required as part of the Exceptional Children, State Testing, and/or Accountability Programs.
 5. Any special scheduling or other provisions that may be required to accommodate the testing of students with disabilities is arranged.
 6. Each school's implementation of state policies is monitored to ensure that appropriate procedures are followed during the administration of state tests using accommodations. Appropriate accommodations are only provided to students with disabilities having documentation that they are eligible to receive them. *If a student is tested and the school does not provide the approved accommodation, (a) a Report of Testing Irregularity provided through the Online Testing Irregularity Submission System (OTISS) is to be completed, (b) the superintendent/LEA test coordinator is to declare a misadministration, and (c) the student is to be retested with another form of the test with the approved accommodation, unless the parent/guardian signs a statement waiving the right to have the student retested with the documented accommodation and that the test results from the administration without the accommodation will be used for state and local accountability purposes and student performance/placement.*

Note: Under no circumstances shall the parent be provided the results of the test administration prior to waiving the right to have the student retested.

7. A local system for (a) notifying parents/guardians and students about the accommodations the student is to use during the actual test administration prior to the actual test administration date and (b) procedures to follow in the event that a student declines to use an approved accommodation during an actual test administration is devised collaboratively. This information must be documented in the LEA and school testing plans. *Additional information is located in Section C of this publication.*
8. All appropriate staff receive training about the IDEA Reauthorization of 2004, NCLB, and North Carolina alternate assessments. IDEA and NCLB require that all students with disabilities who do not participate in a standard test administration, with or without accommodations, must be administered an alternate assessment. When the IEP Team, using the state alternate assessment eligibility criteria, determines and documents that a student will participate in a North Carolina alternate assessment, the student must participate in the documented North Carolina alternate assessment(s) unless the IEP Team reconvenes and changes the testing requirements. Changes must be made at least 30 school days prior to the testing window.
9. The parent/guardian is informed when his/her child is to be evaluated by modified academic achievement standards or alternate academic achievement standards. *Additional information on modified and alternate academic achievement standards may be found in Sections C and F of this publication.*

Joint Training of Local Staff

Training sessions on testing students with disabilities must be conducted by the LEA for:

1. Test administrators;
2. Proctors;
3. Exceptional children teachers; and
4. Any other appropriate school personnel who serve students with disabilities on IEP Teams and Section 504 Committees or who are otherwise involved in administering the test, using accommodations during the administration of a state test, or assisting with or completing an alternate assessment.

Training related to testing is primarily the responsibility of LEA test coordinators. However, exceptional children directors, Section 504 coordinators, and general curriculum specialists are strongly encouraged to participate and assist in developing training for exceptional children teachers involved in testing students with disabilities. *In no case shall a test be administered by an individual*

who has not participated in training on administering state tests, the appropriate use of accommodations, or procedures for documenting and completing alternate assessments.

All school system personnel are to be aware of the following when administering state tests with or without accommodations:

1. Trained proctors must be provided during administrations of all state-mandated tests regardless of the number of students tested, unless otherwise authorized by the NCDPI Testing and Accountability Program.
2. Every attempt is to be made to relieve testing anxiety.
3. The security of the test must be maintained at all times.

The training is to include:

1. Information located in the *Testing Students with Disabilities* document (this publication) and the *North Carolina Testing Code of Ethics*. The *North Carolina Testing Code of Ethics* includes information about maintaining test security and the sanctions for violations.
2. Only the superintendent or the superintendent's designee, usually the LEA test coordinator, is permitted to order secure test materials. Modified test formats for accommodations (e.g., *Braille*, *Large Print*, and *One Test Item Per Page* editions) must be ordered at least 30 working days prior to the actual test administration date to ensure adequate production, quality control, and delivery time.
3. Accommodations. *Additional information regarding accommodations is located in Sections C and D of this publication.*

To ensure valid test results, training prior to the administration of each state test must include the (a) review of the standard procedures for administering the tests, (b) accommodation(s) that have been approved for the student to use with specific tests, and (c) appropriate use of and procedures for the accommodation(s).

The accommodation may only apply to one test (for example, reading comprehension or mathematics). In addition, a student may have approval for more than one accommodation due to his or her special needs.

If appropriate, a small group of students in the same grade at the same school using the same accommodation in one testing site (i.e., classroom) may use the same form of the test (e.g., students

using the accommodation *Test Administrator Reads Test Aloud* or *Interpreter/Transliterators Signs/Cues Test* for a test that does not measure reading comprehension) if approved and documented by the IEP Team or Section 504 Committee for each student prior to the test administration.

Test administrators may require special assistance from proctors when administering tests requiring accommodations.

Unless the use of the accommodation requires special handling, the test administrator must follow standard procedures for processing test materials.

When using accommodations, such as Student Marks Answers in Test Book, it is imperative that school system personnel follow the specified procedures in this publication for transcribing student responses at the local level. LEA test coordinators are required to ensure that the student responses are transcribed appropriately so that the test may be scored using regular procedures. If the responses are not transcribed to a regular test document/answer sheet that is then scanned, test results will be returned as the lowest possible score.

Procedures for the storage or return of test materials used with accommodations (e.g., *Braille Editions* or used test books for *Student Marks Answers in Test Book*) are located in each test administrator's manual.

When information regarding the use of procedural accommodations is requested, the test administrator must code all applicable bubbles on the student test document/answer sheet to identify the specific accommodation(s) used during the test administration. Coding must be accurate. This information is used for state and federal reporting purposes and in making determinations about the validity of the scores.

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

- a. Identity of the test administrator, proctor, interpreter, transliterator, or scribe (if known). It is desirable that students know and have worked with the test administrator, proctor, interpreter, transliterator, or scribe prior to the test administration;
- b. Test date, time the test administration is scheduled to begin, and room location; and

- c. The testing accommodations they will be provided and the appropriate way in which they will be provided.
4. *North Carolina Alternate Assessments.* While training for the alternate assessments for students with disabilities is the responsibility of the LEA test coordinator, it should be conducted in collaboration with the exceptional children director. The collaboration of the LEA test coordinator and exceptional children director is necessary because the majority of LEA test coordinators may have minimal experience working with content standards and students with disabilities. Communication and cooperation among LEA staff are vital to the assurance that all assessors and related personnel involved in the administration of the alternate assessments receive appropriate training, staff development, and support. *Additional information regarding alternate assessments is located in Sections C and F of this publication.*

Review Recommendations

The exceptional children director and Section 504 coordinator, in collaboration with the LEA test coordinator, are to review the accommodations and alternate assessments determined by the IEP Teams and Section 504 Committees.

In order to assist exceptional children directors and Section 504 coordinators with collecting data regarding the use of accommodations and alternate assessments, the NCDPI Division of Accountability Services/North Carolina Testing Program has provided optional forms at <http://www.ncpublicschools.org/accountability/parents/tswd>. These forms are for local use only. These forms are updated annually and generally include the following:

- NCTP Table 1: Documentation for tests and field tests at grades 3–8
 - NCTP Table 2: Documentation for end-of-course, *NCEXTEND2* OCS, and grade 10 tests
 - NCTP Table 3: Documentation for state-identified English language proficiency test (K–12)
 - NCTP Table 4: Documentation for districtwide assessments
 - Forms for schools to summarize the appropriate accommodations or alternate assessments for a particular test
 - Appendix A: Grades 3–8
 - Appendix B: Grades 9–12
 - Appendix C: Alternate Assessment Summary Form
 - Appendix D: Districtwide Assessments
-

Determining Participation

C. Procedures for Determining Participation in the General Test Administration, Testing with Accommodations, or an Alternate Assessment

The following procedures are to be used when determining whether students with disabilities will be administered the general state tests with or without accommodations and/or participate in North Carolina alternate assessments.

General Local Procedures

Testing needs for a student with disabilities must be considered every school year at the annual review of the student's IEP or Section 504 Plan. The IEP Team or Section 504 Committee discusses the individual testing needs of the student with disabilities who is to participate in the state-mandated test administration. Information in this publication must be studied and, in the case of each student, the team/committee determines which of the following is appropriate for each state test, field test, or national test (e.g., NAEP) at the grade level or course:

- Participating in the general state test without accommodations;
- Participating in the general state test with accommodations; and/or
- Participating in a North Carolina alternate assessment.

Information/procedures for each of the above options are described below. Addressing one state test at a time enables the IEP Team or Section 504 Committee to focus on individual student needs for each test. For example, it may be appropriate for a student to receive an accommodation during the North Carolina End-of-Grade Test of Reading Comprehension; however, the team/committee may decide that the same student is to be administered the North Carolina End-of-Grade Test of Mathematics under standard conditions (i.e., without accommodations). A different team may determine that another student is to participate in the North Carolina End-of-Grade Test of Reading Comprehension under standard conditions (i.e., without accommodations), and the student is to participate in an alternate assessment based on modified academic achievement standards for mathematics.

All valid test scores will remain in the student's permanent record and will be used for student placement decisions and school accountability. Invalid test scores are not to be included in the student's permanent record, NC WISE, or data files generated for the purpose of school accountability. Invalid test results must not be used for promotion/placement decisions or used for student or school accountability. In addition, invalid test results will not be used for the ABCs Accountability Program or for Adequate Yearly Progress calculations (AYP).

Note: *The decision regarding the general test administration (with or without accommodations) or the use of the alternate assessment for participation in the North Carolina Testing Program must be based on the state eligibility criteria and on the individual needs of the student and must be documented in the current IEP. The decision must not be made merely to enhance test scores for the purpose of student placement or school accountability.*

1. The LEA test coordinator distributes copies of this publication to appropriate school and local personnel.
2. In relation to the statewide testing program, the LEA test coordinator provides school-based staff with current information regarding the:
 - A. State tests, field tests, national tests (e.g., NAEP) required at each grade;
 - B. Individuals with Disabilities Education Act (IDEA) Reauthorization of 2004 (information in this publication regarding having high expectations for students with disabilities);
 - C. *No Child Left Behind Act of 2001* (NCLB);
 - D. North Carolina Testing Program;
 - E. Statewide Student Accountability Standards as related to the North Carolina Testing Program;
 - F. State graduation requirements as related to the North Carolina Testing Program; and
 - G. Student participation in the North Carolina Testing Program, which includes:
 - 1) Testing under Standard Conditions;
 - 2) Procedures for discussion of testing with accommodations (including procedures to be followed in the event that (a) the student declines to use the accommodation and (b) an accommodation not located in this publication is used during the administration of a North Carolina test); or
 - 3) Procedures for discussion of use of North Carolina alternate assessments.
 - H. Established local procedures for collecting information for the

ordering of (1) modified test materials such as Braille, one test item per page, and large print editions and (2) North Carolina alternate assessments.

For North Carolina alternate assessments, it is imperative that LEA test coordinators obtain accurate information in a timely manner regarding the number of alternate assessments needed at each school so that educators and students can be assessed during the designated testing windows.

The following details the procedures that IEP Teams and Section 504 Committees are to follow when determining student participation in the North Carolina Testing Program at grades 3–12.

**Access to the
General
Curriculum**

IDEA mandates that all students with disabilities be provided access to the general curriculum. In North Carolina, this is the North Carolina [Standard Course of Study](#). For students with the most significant cognitive disabilities, access is provided through the North Carolina *Standard Course of Study* [Extended Content Standards](#).

According to the *No Child Left Behind Act* of 2001, all students must be assessed on grade-level content. For students with significant cognitive disabilities, the assessment must be linked to grade-level content through the Extended Content Standards.

**Instructional
Accommodations**

This document focuses on the North Carolina Testing Program and the testing accommodations and alternate assessments that may be considered in determining how a student will participate in the state tests. It is important, however, to recognize instructional accommodations. Accommodations used during instruction and classroom assessments should always be considered first by IEP Teams and Section 504 Committees. These accommodations should determine those things that would enable the student to access instruction and generally are not held to the same restrictions of testing accommodations. There is a wide array of accommodations that may be used during instruction. If there are questions regarding instructional accommodations, the student's exceptional children teachers and/or school system exceptional children staff may be of assistance. Once the IEP Team or Section 504 Committee determines the accommodations needed during instruction and classroom assessments, it should address state testing. The accommodations for state tests are a subset of those needed during instruction.

**North Carolina
Testing Program**

Each school year, the NCDPI Division of Accountability Services/North Carolina Testing Program publishes information regarding the current North

Carolina Testing Program. Updated North Carolina Testing Program publications can be obtained by visiting the NCDPI Division of Accountability Services/North Carolina Testing Program Web site at <http://www.ncpublicschools.org/accountability/testing/>.

In the event that the IEP Team or Section 504 Committee addresses procedures not specified in this document, the Team/Committee is to contact the LEA test coordinator and exceptional children director/Section 504 coordinator for clarification prior to documenting a final decision. The LEA test coordinator can provide the IEP Team or Section 504 Committee with information regarding the potential impact of the IEP Team/Section 504 Committee decision in regard to test validity and test security (e.g., test scheduling) in addition to mandates such as the federal *No Child Left Behind* legislation, the North Carolina Administrative Procedures Act, State Board of Education policies, and the North Carolina *Testing Code of Ethics*.

Note: The State Board of Education determines proficiency standards (i.e., cut scores) for all North Carolina tests. IEP Teams or Section 504 Committees are not permitted to revise the standards established by the State Board of Education in order to meet the unique needs of a student.

**Statewide
Student
Accountability
Standards as
Related to the
North Carolina
Testing Program**

Current information regarding the Statewide Student Accountability Standards must be discussed before final decisions are made regarding student participation in the North Carolina Testing Program. **The IEP Team and Section 504 Committee must also be fully informed at the meeting about local promotion requirements.**

For students at grades 3, 5, and 8, the IEP Team or Section 504 Committee is to review the North Carolina Statewide Student Accountability Standards. Information on the statewide student accountability standards is located at <http://www.ncpublicschools.org/promotionstandards/>.

**State
Graduation
Requirements
as Related to the
North Carolina
Testing Program**

For each test, current information regarding state and local graduation requirements must be discussed before final decisions are made regarding student participation in the North Carolina Testing Program. **The IEP Team and Section 504 Committee must also be fully informed about state and local graduation requirements.** Information about the current exit standards for graduation can be found at <http://www.ncpublicschools.org/accountability/policies/highschoolexit>.

**Student
Participation in
the North
Carolina Testing
Program**

After the IEP Team or Section 504 Committee has been updated regarding the Statewide Student Accountability Standards and local and state promotion and graduation requirements, the team/committee is to discuss whether the student is to participate in each general state-mandated test (1) without accommodations, (2) with accommodations, and/or (3) through an alternate assessment.

The following provides a list of the state-mandated tests in the 2009–10 North Carolina Testing Program by grade (Please see page F1.03 regarding the alternate assessment(s) available for each test):

Grade 3

1. North Carolina End-of-Grade Test in reading comprehension
2. North Carolina End-of-Grade Test in mathematics

Grade 4

1. North Carolina End-of-Grade Test in reading comprehension
2. North Carolina End-of-Grade Test in mathematics
3. NAEP

Grade 5

1. North Carolina End-of-Grade Test in reading comprehension
2. North Carolina End-of-Grade Test in mathematics
3. North Carolina End-of-Grade Test in science

Grade 6

1. North Carolina End-of-Grade Test in reading comprehension
2. North Carolina End-of-Grade Test in mathematics

Grade 7

1. North Carolina End-of-Grade Test in reading comprehension
2. North Carolina End-of-Grade Test in mathematics

Grade 8

1. North Carolina End-of-Grade Test in reading comprehension
2. North Carolina End-of-Grade Test in mathematics
3. North Carolina End of Grade Test in science
4. NAEP

Grade 9

North Carolina End-of-Course Tests¹

Grade 10

1. North Carolina Writing Assessment
2. North Carolina End-of-Course Tests¹

¹North Carolina End-of-Course Tests are administered in eight high school courses: English I, Algebra I, Geometry, Algebra II, Civics and Economics, U.S. History, Biology, and Physical Science. State Board of Education policy specifies that students who are enrolled in an end-of-course test for credit must be administered the end-of-course test or its alternate assessment.

Grade 11

North Carolina End-of-Course Tests²

Grade 12

1. North Carolina End-of-Course Tests²
2. NAEP

**North Carolina-
Developed Field
Tests**

Students with disabilities who are administered a North Carolina-developed field test are to participate (under standard conditions or with accommodations) in the same manner as the current IEP or Section 504 Plan documents their participation in the operational North Carolina test (e.g., a sixth-grade student who is to receive approved accommodations for the operational end-of-grade mathematics test receives the same accommodations for an end-of-grade mathematics field test). For a list of the current North Carolina-developed field tests, which is updated annually, contact the LEA test coordinator.

**General Test
Administration**

When appropriate, students with disabilities should participate in the general test administration of state tests.

**Procedures for
Discussion of
Testing with
Accommodations**

The accommodations that are to be used during regular classroom instruction and assessments are to be discussed, finalized, and documented in the current IEP or Section 504 Plan prior to the discussion and documentation of accommodations that are to be used during a state-mandated test administration.

*North Carolina
Testing Program
Assessment
Options*

The IEP Team or Section 504 Committee must consider the *North Carolina Testing Program Assessment Options* whenever making decisions about how a student will participate in the testing program. Each type of test administration is described. *Students with Section 504 Plans must be assessed with the standard test administration, with or without accommodations.*

The current options charts are found at <http://www.ncpublicschools.org/accountability/policies/tswd>.

*Guiding
Principles for
Accommodations*

The following “Guiding Principles” for accommodations used during state-mandated test administrations are adapted from a document published by the Council of Exceptional Children³:

- a) **“Do not assume that every student with disabilities needs**

² North Carolina End-of-Course Tests are administered in eight high school courses: English I, Algebra I, Geometry, Algebra II, Civics and Economics, U.S. History, Biology, and Physical Science. State Board of Education policy specifies that students who are enrolled in an end-of-course test for credit must be administered the end-of-course test or its alternate assessment.

³ Council for Exceptional Children. (2000). *Making assessment accommodations: A toolkit for educators*. Reston, VA: Council for Exceptional Children, 17-19.

- assessment accommodations.”** Accommodations used in assessments should be routinely used in instruction and similar classroom assessments.
- b) **“Obtain approval by the IEP Team.”** The IEP Team or Section 504 Committee must determine the accommodations.
 - c) **“Base accommodations on student need.”** Whether a student receives any accommodations and what those accommodations should be must be based on the particular needs of that individual student. Decisions must not be based on a category of disability or an educational placement.
 - d) **“Be respectful of the student’s cultural and ethnic background.”** When an accommodation is being discussed, make sure that the student and the student’s family are comfortable with it. If a student is also identified as limited English proficient, his/her ability to access the test from a language perspective must also be taken into consideration when making testing decisions.
 - e) **“Integrate assessment accommodations into classroom instruction.”** Decisions regarding assessment accommodations must be based on what that student requires to access instruction and similar classroom assessments. The instructional accommodations decision thus comes before the assessment accommodation decision.
 - f) **“Know which accommodations are approved for each assessment.”** Refer to the tables in Section D of this publication for North Carolina’s lists of approved accommodations. The lists are specific for each test. If the IEP Team or Section 504 Committee determines that a student requires an accommodation not found on the lists, the process specified in this section under the *Use of Accommodations or Procedures Not Described in This Publication* subheading should be followed.
 - g) **“Plan early for accommodations.”** Because the need for accommodations should be evident through classroom instruction, the discussion concerning accommodations should take place well before any assessments for which they are needed.
 - h) **“Include students in decision making.”** Whenever possible, the student should be included in deciding whether an accommodation is appropriate. The student can often express whether he/she feels there is a need for the accommodation and whether he/she is willing to use it. It is unlikely that the student will use the accommodation if he/she is uncomfortable with it.
 - i) **“Understand the purpose of the assessment.”** It is important to know what construct is being tested so that the accommodations decided on can yield valid results. For instance, use of the *Test*

Administrator Reads the Test Aloud accommodation is a valid option for the North Carolina End-of-Grade Test in mathematics but would invalidate the results from the North Carolina End-of-Grade Test in reading comprehension.

- j) **“Request only those accommodations that are truly needed.”** The decision regarding testing accommodations must be based on the individual needs of the student. If the student does not require an accommodation in order to access the test, use of it may overwhelm or distract the student. For instance, if a student is given the *Read Aloud* accommodation but does not require it in order to access the test, the effect of the distraction of someone reading the test may outweigh any benefits.
- k) **“Determine if the selected accommodation requires another accommodation.”** There are some accommodations, such as the *Test Administrator Reads the Test Aloud*, that require the student to also receive a setting accommodation.
- l) **“Provide practice opportunities for the student.”** All students should have opportunities to practice sample questions in the same format as they will experience on the test. Practice opportunities may demonstrate that a specific testing accommodation is unnecessary for the student. For example, if a student is provided ample opportunity to practice responding to questions on a bubble sheet, it may be determined that he does not require the *Student Marks Answers in Test Book* accommodation.
- m) **“Remember that accommodations in test taking won’t necessarily eliminate frustration for the student.”** Accommodations are not meant to provide a student with an unfair advantage, but rather an opportunity to demonstrate what he/she can do. Therefore, the use of accommodations does not guarantee a proficient score for the student or a reduction in text anxiety or other emotions caused by the testing situation.

Accommodations for the National Assessment of Educational Progress (NAEP) at Grades 4, 8, and 12

Background Information about NAEP. The National Assessment of Educational Progress (NAEP), also known as “the Nation’s Report Card,” is authorized by Congress and administered by the National Center for Education Statistics (NCES) in the U.S. Department of Education. NAEP is the only nationally representative, continuing assessment of what America’s students know and can do in various subject areas. The National Assessment Governing Board (NAGB) sets policy for NAEP and is responsible for developing the frameworks and test specifications that serve as the blueprint for the assessments.

In accordance with the *No Child Left Behind* legislation, signed by President Bush on January 8, 2002, NAEP administrations in reading and mathematics (beginning in 2003) are required at grades 4 and 8 every other year in all states. In North Carolina, State Board of Education policy GCS-A-001 (16 NCAC 6D.0302) requires that all selected schools participate in NAEP; however, at the student level, participation in the NAEP is voluntary. *No Child Left Behind* allows students or parents to refuse to participate.

For each NAEP administration, a sample of students to participate is drawn from both public and nonpublic schools at grades 4, 8, and 12 (*No Child Left Behind* requires that reading and mathematics assessments at grade 12 on a nationally representative basis be conducted at least as often as they were in the past, or every four years). In September, NCES notifies the NCDPI which schools have been selected for participation. The NCDPI notifies the districts; student selection from the participating schools is completed by December.

The results for NAEP are reported in the aggregate for large groups; no student or school-level data are reported. Included in the reports are statistical information about student performance and factors related to educational performance for the nation and specific subgroups of the population. To ensure the data have integrity and are complete, every effort must be made to include each selected student in the NAEP assessment. The NCDPI recommends that IEP Teams and Section 504 Committees document the accommodation(s) to be used during the administration of NAEP in the event that the student's school is selected to participate in the NAEP assessments. Participation is encouraged; there are no consequences for the student or school based on student performance. Planning ahead allows students with disabilities to use accommodations approved by the test publisher, NCES, during the administration of a NAEP test. Accommodations for students with disabilities are determined on a case-by-case basis.

Procedure for IEP Team or Section 504 Committee.

Step 1. The IEP Team or Section 504 Committee is to determine whether the student may be administered a NAEP test at the assigned grade by viewing the Schedule for the State and National Assessment of Educational Progress located on the following page. If a NAEP test is not scheduled to be administered at the student's assigned grade, the IEP Team or Section 504 Committee is not to address NAEP in the IEP or Section 504 Plan. If a NAEP test is scheduled to be administered at the student's assigned grade level, the IEP Team or Section 504 Committee continues with Step 2 below.

Step 2. The IEP Team or Section 504 Committee reviews the Background Information for NAEP located above.

Step 3. The IEP Team or Section 504 Committee is to first determine if the student is to be administered the NAEP test under standard conditions (i.e., without accommodations). If the team or committee determines that the student is to use accommodations during the administration of the NAEP test, it should then review the NAEP accommodation information included in this document and contact the LEA test coordinator if additional information is needed.

Schedule for the State and National Assessment of Educational Progress

YEAR	NATIONAL	STATE (also TUDA)	LONG-TERM TREND
2009	reading ¹ mathematics ² science ¹ high school transcript study	reading (4, 8, 12) ^{1, 3} mathematics (4, 8, 12) ³ science (4, 8) ¹	
2010	U.S. history civics geography		
2011	reading (4, 8) mathematics (4, 8) writing ¹	reading (4, 8) mathematics (4, 8) writing (4) ¹	
2012	economics (12) probe: technological literacy (special study) ¹		reading mathematics
2013	reading mathematics science high school transcript study	reading (4, 8) mathematics (4, 8) science (4, 8)	

¹ Updated or new framework is planned for implementation in this subject. In the case of subjects for which frameworks are already adopted, the Board will decide whether a new or updated framework is needed for this assessment year.

² New framework for grade 12 mathematics only, in 2009.

³ For 2009, there is a pilot study of state-level results, for which eleven states volunteered.

For the most current schedule of the NAEP assessments, please visit the Nation's Report Card Web site at <http://nces.ed.gov/nationsreportcard/about/assessmentsched.asp>.

Accommodations for NAEP. The LEA test coordinator has the most recent list of approved accommodations designated by NAEP. Students who are normally participating in the North Carolina Testing Program with accommodations should receive those accommodations on the NAEP, unless the specific accommodation is not allowed by NAEP. For example, like North Carolina, NAEP does not allow (1) a test administrator to read aloud a test that measures reading comprehension, (2) the use of a calculator on noncalculator math blocks, or (3) the use of off-level testing. A list of frequently provided NAEP accommodations for students with disabilities is located on page C1.12. The list identifies whether or not NAEP allows the specific accommodations.

A needed accommodation not on the NAEP list may be provided in the event that the use of it does not interfere with the validity or reliability of the test. In the event that the IEP Team or Section 504 Committee determines that a student is to use an accommodation during the administration of a NAEP test that is not located in this publication, approval of the use of the accommodation must be received from the NAEP field staff prior to the assessment.

For students who participate in the ***NCEXTEND2***, it may be possible to allow them inclusion in NAEP with the use of an accommodation.

The NCDPI is committed to including as many students as possible in NAEP. The NAEP results for North Carolina should represent the entire student population. The IEP Team and the Section 504 Committee should consider ways to offer accommodations for students to enable participation in NAEP, and every effort should be made to identify an accommodation that will facilitate students' participation in NAEP. NAEP only reports results at the state level; there are no high-stake consequences for individual students or schools.

List of Frequently Provided NAEP Accommodations for Students with Disabilities

NAEP permits students to use most accommodations that are provided to them on state or district achievement tests. The most common accommodations are listed below along with an indication of whether they are permitted for NAEP assessments. Other less frequent accommodations may be used if the accommodation does not change the construct or meaning of the assessment item.

Accommodations for Students with Disabilities	Mathematics ²	Reading ²	Science	Writing	Civics, Economics, U.S. History	Music	Visual Arts
Presentation Format							
Read directions aloud/Repeat directions ¹	yes	yes	yes	yes	yes	yes	yes
Sign directions only	yes	yes	yes	yes	yes	no	yes
Sign test items	yes	no	yes	yes	yes	no	yes
Read aloud occasional words or phrases	yes	no	yes	yes	yes	yes	yes
Read aloud all or most of the test materials	yes	no	yes	yes	yes	yes	yes
Braille version of the test	yes	yes	yes	yes	yes	yes	no
Large-print version of the test	yes	yes	yes	yes	yes	yes	no
Uses magnifying equipment	yes	yes	yes	yes	yes	yes	yes
Response Format							
Responds in sign language	yes	yes	yes	no	yes	no	yes
Uses Braille typewriter to respond	yes	yes	yes	yes	yes	yes	no
Points to answers or responds orally to a scribe	yes	yes	yes	no	yes	yes	yes
Tape records answers	no	no	no	no	no	no	no
Uses a computer or typewriter to respond—no spell/grammar check allowed	yes	yes	yes	yes	yes	yes	yes
Uses a template to respond	yes	yes	yes	yes	yes	yes	yes
Uses large marking pen or special writing tool	yes	yes	yes	yes	yes	yes	yes
Writes directly in test booklet ¹	yes	yes	yes	yes	yes	yes	yes
Setting Format							
Tests in small group (5 or fewer)	yes	yes	yes	yes	yes	yes	yes
Takes the test one-on-one	yes	yes	yes	yes	yes	yes	yes
Takes the test in a study carrel	yes	yes	yes	yes	yes	yes	yes
Receives preferential seating, special lighting, or furniture	yes	yes	yes	yes	yes	yes	yes
Test administered by a familiar person	yes	yes	yes	yes	yes	yes	yes
Timing Accommodations							
Receives extended time	yes	yes	yes	yes	yes	yes	yes
Given breaks during the test	yes	yes	yes	yes	yes	yes	yes
Test sessions over several days	no	no	no	no	no	no	no
Other Accommodations							
Calculator, including talking or Braille calculator, for computation tasks	no	no	no	no	no	no	no
Abacus, arithmetic tables, graph paper	no	no	no	no	no	no	no
Dictionary, thesaurus, or spelling and grammar-checking software or devices	no	no	no	no	no	no	no

¹ Standard NAEP practice and not considered as accommodations.

² Accommodations for main NAEP mathematics and reading also pertain for Long-Term Trend mathematics and reading.

*Accommodations
for North
Carolina-
Developed Tests*

Each member of the IEP Team or Section 504 Committee is to have access to the accommodation information located in Section D: Testing Accommodations—Descriptions and Procedures at the IEP or Section 504 meeting so that specific procedures for a test administration can be discussed, determined, and documented. The IEP Team or Section 504 Committee is to discuss specific procedures located in Section D prior to the final decision so as to avoid any anomalies and misadministrations. The Team/Committee has the responsibility of specifying, to the greatest degree possible, how the accommodation is to be provided. For example, the Team/Committee is to address (a) the number of sessions when using the *Multiple Testing Sessions* accommodation, (b) the approximate amount of extra time to be given when using the *Scheduled Extended Time* accommodation, and (c) whether the test administrator reads aloud all words or only words requested by the student when using the *Test Administrator Reads Test Aloud* accommodation for tests that do not measure reading comprehension. Section D should guide the LEA test coordinator and the test administrator in providing accommodations to students during the actual test administration.

The following accommodations approved for use by the NCDPI Division of Accountability Services/North Carolina Testing Program will result in valid test scores (procedures specified in this publication) for North Carolina-developed tests:

Modified Test Formats

- Braille Edition
- Large Print Edition
- One Test Item Per Page Edition

Assistive Technology Devices and Special Arrangements

- *Assistive Technology Devices* includes *Amplification Devices* (Use of certain assistive technology devices during the administration of the writing assessment may result in the student not receiving a conventions score.)
- *Braille Writer/Slate and Stylus* (and Braille Paper)
- *Cranmer Abacus*
- *Dictation to a Scribe* (Use of this accommodation during the administration of the writing assessment will result in the student not receiving a conventions score.)
- *Interpreter/Transliterators Signs/Cues Test* (Use of this accommodation during the administration of a state test that measures reading comprehension invalidates the results from the test.)
- *Keyboarding Devices* includes *electronic Braille note takers* (Use of certain keyboarding devices or features during the administration of the writing assessment may result in the student not receiving a

conventions score.)

- *Magnification Devices*
- *Student Marks Answers in Test Book*
- *Student Reads Test Aloud to Self*
- *Test Administrator Reads Test Aloud* (Use of this accommodation during the administration of a state test that measures reading comprehension invalidates the results from the test.)

Note: Tests in the North Carolina Testing Program that measure reading comprehension include the (a) end-of-grade reading comprehension test and the (b) end-of-course English I test.

Special Test Environments:

- *Hospital/Home Testing*
- *Multiple Testing Sessions*
- *Scheduled Extended Time*
- *Testing in a Separate Room* includes individual or small group administration, study carrel, special furniture, special lighting

Students Eligible for Accommodations

A student with disabilities must have a current IEP or Section 504 Plan in order to be eligible for accommodations. The following are some situations in which a student with disabilities would *not* be eligible for accommodations:

- The student had an IEP, but was reevaluated and found no longer eligible to receive exceptional children (EC) services;
- The student reaches the age of 22; or
- The student graduates with a regular diploma.

Addressing the Use of Accommodations

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

*Changes in
Testing
Accommodations
Prior to Testing*

In order for a student with disabilities to be eligible to receive a testing accommodation, it must be documented in his/her IEP or Section 504 Plan, and the accommodation must be used routinely during instruction and similar classroom assessments. In order to allow sufficient time for the testing accommodations to be considered routinely used, there should be no additions/changes made to the testing accommodations in the IEP or Section 504 Plan just prior to testing, unless the student's eligibility status has changed (i.e., the student exits EC identification). This ensures that students have experience using the accommodations during instruction and similar classroom assessments prior to testing.

If a student does not have at least 30 calendar days prior to the test date to use the accommodation, then the use of the accommodation cannot be considered "routinely used" during instruction or similar classroom assessments. If a student is newly identified as having a disability and it is just prior to testing, any testing accommodations that are documented and implemented should have been used as intervention prior to identification. The use of testing accommodations that are not routinely used during instruction or similar classroom assessments is a misadministration and results in invalid test scores. Instructional accommodations can and should be used/changed as appropriate.

*More Than One
Accommodation*

A student may have approval for more than one accommodation due to his or her special needs.

*Notifying Students
about
Accommodations*

Notifying students about the accommodations they are to use prior to the actual test administration date allows the student to know what to expect in advance of testing. For example, if the student is to use the accommodation *Test Administrator Reads Test Aloud* during the administration of a mathematics test, the IEP Team may have agreed and documented that the test administrator is only to read aloud words upon student request. On the other hand, the IEP Team may have specified that the test administrator is to read all words aloud to the student. Knowing such details beforehand assists the student in preparing for the test administration.

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

Note: Accommodations documented on the IEP must be provided during the test administration regardless of whether a student wants to use them or not.

- IEP Team/Section 504 Committee Discussion of the Procedure Used When a Student Declines the Use of an Accommodation (includes the procedure to be followed for the actual test administration)*
- Once the IEP Team or Section 504 Committee determines which accommodation(s) the student will use during the test administration, the procedures to be followed in the event that the student declines to use the accommodation(s) during the actual test administration must be discussed. This discussion must be documented in the current IEP or Section 504 Plan. Every effort must be made to ensure that IEP or Section 504 Plan requirements are followed, including the use of accommodation(s) when documented in the current IEP or Section 504 Plan.
1. Step 1. At the annual review of the IEP or Section 504 Plan the IEP Team or Section 504 Committee discusses the procedures to be followed in the event that the student declines the use of the accommodation(s) during the actual test administration. Prior to the test administration date, the student will be notified of what accommodation(s) he or she will use during the actual test administration. Documentation of notification should be maintained at the school. The student will also be reminded of the accommodation(s) on the day of testing prior to the actual test administration. Steps 2–4 below may not need to be followed during the actual test administration if the student uses the documented accommodation(s).
 2. Step 2. The student’s decision to decline the use of the accommodation(s) is discussed thoroughly with the student to ensure he or she understands the reasons for the accommodation(s) and the potential consequences of not using them. This can be handled by the test administrator, principal, or designee. If the student agrees to use the accommodation(s), the testing session continues.
 3. Step 3. If the student continues to decline the use of the accommodation(s), the test is administered without the accommodation(s). The incident must be reported immediately to the LEA test coordinator to allow any needed changes to the student’s testing time and location. The LEA test coordinator will notify the exceptional children director or the Section 504 coordinator and the superintendent at the conclusion of testing each day. A Report of Testing Irregularity provided through the Online Testing Irregularity Submission System (OTISS) must be completed for documentation of the incident.
 4. Step 4. Immediately upon completion of testing, on the same day, the parent/guardian is notified by telephone with a follow-up in writing that the accommodation was provided/attempted at the start of the test administration but the student decided to decline the use of the accommodation. Telephone and written follow-up are to be completed by the student’s exceptional children teacher, who case

manages the IEP development.

5. Step 5. The student must be retested with the accommodation specified in the IEP or Section 504 Plan. This must occur within the makeup window for that test. If the parent does not wish to have the student retested and understands that the score will be based on the test administration without the specified accommodation, then this must be documented with the parent's signature. This documentation must be completed prior to the parent's knowing the test results. The testing irregularity reported in OTISS must be updated with this information by either the school or LEA test coordinator.
6. Step 6. The IEP Team or Section 504 Committee reconvenes to readdress the recommendations for accommodation(s) and the student's concerns. The IEP Team or Section 504 Committee may elect to invite the student to attend the meeting.

Note: The makeup test administration windows for state tests are as follows:

- The multiple-choice tests may have a makeup period of 10 working days following the actual test administration date.
- The writing assessment has a limited makeup period following the actual test administration date.

*Use of
Accommodations
or Procedures
Not Described in
This Publication*

In the event that the IEP Team or Section 504 Committee recommends the use of an accommodation or procedures not located in this publication, the LEA test coordinator must be notified immediately. An Accommodation Notification Form, a copy of which is located in Appendix D of this publication, must be completed with the appropriate signatures. The LEA test coordinator will ensure that the completed Accommodation Notification Form is forwarded to the regional accountability coordinator. The regional accountability coordinator must receive the Accommodation Notification Form within 30 days of the IEP Team or Section 504 Committee's decision or at least 3 weeks prior to the test administration, whichever occurs first. The NCDPI will provide the LEA test coordinator with a written response, advising whether the use of the accommodation or procedures invalidates the results for the test. Note: Online Submission of the Accommodation Notification form is available on the TNN Testing Program Order System.

*Invalid Test
Results*

Invalid test results must neither be included in the student's permanent record or NC WISE or used for promotion/placement decisions or used for student or school accountability. In addition, invalid test scores will not be used in ABC or AYP determinations.

*Documentation of
Accommodations*

If the IEP Team or Section 504 Committee determines that testing with accommodations is appropriate, documentation must exist in the current IEP

or Section 504 Plan to substantiate the use of accommodations. The documented accommodations must be used routinely during (a) classroom instruction and (b) similar classroom assessments that measure the same construct.

Additional information regarding the use of accommodations for North Carolina Tests is located in Section D of this publication.

Procedures for Discussion of Use of North Carolina Alternate Assessments

1. The IEP Team must discuss and exhaust the use of appropriate accommodations before considering the need for alternate assessments. Students with a Section 504 Plan are expected to participate in the standard test administration with or without the use of accommodations; they are NOT eligible to participate in an alternate assessment. The IDEA Amendments require (1) that **all** students, including those with disabilities, must participate in statewide test administrations and (2) in the event that students with disabilities cannot participate in a statewide test administration, with or without accommodations, they are to participate in a state-designated alternate assessment.

At IEPs meeting each member of the IEP Team is to have access to the alternate assessment information located in Section F: North Carolina Alternate Assessments so that specific procedures for a test administration can be discussed, determined, and documented.

2. When discussing the use of an alternate assessment, the IEP Team must carefully review potential long-term consequences for (1) statewide Student Accountability Standards and (2) state and local graduation requirements with all team members, including the parent(s), legal guardian(s), surrogate parent(s), and the student, if age 18 or older.

Automatic and blanket use of alternate assessments for groups of students based on one or more common characteristics, such as a specific disability or low achievement, is prohibited.

3. A careful and complete analysis regarding the decision to use an NCDPI-designated alternate assessment must occur if the IEP Team determines that the student cannot participate in a general statewide test administration, with or without accommodations, for the following state-mandated tests:
 - North Carolina End-of-Grade Test of Reading Comprehension (Grades 3–8);
 - North Carolina End-of-Grade Test of Mathematics (Grades 3–8);
 - North Carolina Writing Assessment (Grade 10); or
 - North Carolina End-of-Course Test(s).

The IEP Team determines the state-developed alternate assessments(s) in which the student will participate.

Additional information regarding North Carolina alternate assessments is located in Section F of this publication.

Testing
Accommodations

D. Testing Accommodations—Descriptions and Procedures

This section provides a list of accommodations and information describing testing accommodations typically used by students with disabilities, including students identified only under Section 504, that are approved for use when administering state-mandated tests in the North Carolina Testing Program. When accommodations are provided in accordance with the procedures in this section and proper test administration procedures, results from the tests are deemed to be valid. Test administrators are to recognize that when administering state tests using accommodations as described in this publication, the following procedures take precedence over any conflicting regular test procedures in the test administrator's manuals (e.g., students who use the *Student Marks Answers in Test Book* accommodation are not to be given an answer sheet during the actual test administration).

Accommodations Not Described in This Publication. The use of other accommodations not in this publication may result in invalid test scores. The process described in the *Use of Accommodations or Procedures Not Described in This Publication* subheading on page C1.17 must be followed in order to determine if the recommended accommodation will invalidate results of the test.

Note: All accommodations for the English language proficiency test are located in the document *ACCESS for ELLs North Carolina Policy and Procedure Guidance for Annual Testing 2009–10*.

Role of the IEP Team or Section 504 Committee

Only the IEP Team or Section 504 Committee can determine if a student with a disability will participate in a state-mandated general test administration with or without accommodations and/or participate in an alternate assessment. The decision must be documented in the current IEP or Section 504 Plan. At the IEP Team or Section 504 Committee meeting, each member of the team/committee is to have access to the accommodation information contained within this publication so that specific procedures for a test administration can be discussed, determined, and documented. Portions of this document may be copied and distributed to Team/Committee members prior to meetings so that all members may be familiar with the information.

The IEP Team or Section 504 Committee must discuss specific procedures for accommodation use prior to the final decision to avoid any anomalies and misadministrations. The IEP Team or Section 504 Committee has the responsibility of specifying information that will guide the school test coordinator and test administrator when providing accommodations to students (for example, the approximate amount of extra time to be given in *Scheduled Extended Time* or the number of sessions in *Multiple Testing Sessions*).

Accommodations Tables

The following tables contain the accommodations approved for use during state-mandated test administrations.

**Approved Accommodations for North Carolina-Developed Tests at Grades 3–8
for Students with Current IEPs or Section 504 Plans¹**

Accommodation	End-of-Grade Tests <u>and</u> <i>NCEXTEND2</i> EOG		
	Reading (Grades 3–8)	Mathematics (Grades 3–8)	Science (Grades 5 and 8)
Assistive Technology Devices	Yes	Yes	Yes
Braille Edition	Yes	Yes	Yes
Braille Writer/Slate and Stylus (Braille Paper)	Yes	Yes	Yes
Cranmer Abacus	Yes	Yes	Yes
Dictation to a Scribe	Yes	Yes	Yes
Hospital/Home Testing	Yes	Yes	Yes
Interpreter/Transliterator Signs/Cues Test	No ²	Yes	Yes
Keyboarding Devices	Yes	Yes	Yes
Large Print Edition	Yes	Yes	Yes
Magnification Devices	Yes	Yes	Yes
Multiple Testing Sessions	Yes	Yes	Yes
One Test Item Per Page Edition	Yes	Yes	Yes
Scheduled Extended Time	Yes	Yes	Yes
Student Marks Answers in Test Book	Yes	Yes	Yes
Student Reads Test Aloud to Self	Yes	Yes	Yes
Test Administrator Reads Test Aloud (in English)	No ²	Yes	Yes
Testing in a Separate Room	Yes	Yes	Yes

¹Students with only Section 504 plans (i.e., students who *do not* have a current IEP that designates participation in an alternate assessment) are *not* eligible for participation in any of North Carolina’s alternate assessments. These students may participate in the standard test administration with accommodations as documented in their individual Section 504 plans.

²Reading aloud or signing/cueing the selections/passages, sample questions, test questions, and answer choices from North Carolina tests that measure reading comprehension invalidates the results from those tests because the test measures reading comprehension. However, test directions in the *Test Administrator’s Manuals* may be signed/cued during the administration of any state test.

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

Approved Accommodations for Paper and Pencil Administrations of North Carolina-Developed Tests at Grades 9–12 for Students with Current IEPs or Section 504 Plans¹

Accommodations	End-of-Course Tests	NCEXTEND2 OCS Tests (Occupational English I, Mathematics I, Life Skills Science I & II)	General Writing Assessment (Grade 10)	NCEXTEND2 OCS Writing Assessment (Grade 10)
Assistive Technology Devices	Yes	Yes	Yes	Yes
Braille Edition	Yes	Yes	Yes	Yes
Braille Writer/ Slate and Stylus (Braille Paper)	Yes	Yes	Yes	Yes
Cranmer Abacus	Yes	Yes	Yes	Yes
Dictation to a Scribe	Yes	Yes	Yes	Yes
Hospital/Home Testing	Yes	Yes	Yes	Yes
Interpreter/ Transliterators/ Signs/Cues Test	No for English I; Yes for Other EOC Tests ²	No for English; Yes for Other OCS Tests ²	Yes	Yes
Keyboarding Devices	Yes	Yes	Yes	Yes
Large Print Edition	Yes	Yes	Yes	Yes
Magnification Devices	Yes	Yes	Yes	Yes
Multiple Testing Sessions	Yes	Yes	Yes	Yes
One Test Item Per Page Edition	Yes	Yes	No ³	No ³
Scheduled Extended Time	Yes	Yes	Yes	Yes
Student Marks Answers in Test Book	Yes	Yes	No ⁴	No ⁴
Student Reads Test Aloud to Self	Yes	Yes	Yes	Yes
Test Administrator Reads Test Aloud (in English)	No for English I; Yes for Other EOC Tests ²	No for English; Yes for Other OCS Tests ²	Yes ⁵	Yes ⁵
Testing in a Separate Room	Yes	Yes	Yes	Yes

¹Students with only Section 504 plans (i.e., students who *do not* have a current IEP that designates participation in an alternate assessment) are *not* eligible for participation in any of North Carolina’s alternate assessments. These students may participate in the standard test administration with accommodations as documented in their individual Section 504 plans.

²Reading aloud or signing/cueing the selections/passages, sample questions, test questions, and answer choices from North Carolina tests that measure reading comprehension invalidates the results from those tests (including the end-of-course English I test) because the test measures reading comprehension. However, test directions in the *Test Administrator’s Manuals* may be signed/cued during the administration of any state test.

³The One Test Item Per Page Edition is not available for the writing assessment because there is only one prompt for the test.

⁴The Student Marks Answers in Test Book is not an applicable accommodation because all students respond in the test booklet.

⁵The directions and prompt from the writing assessment are read aloud two times to all students as part of the standard test administration.

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

Approved Accommodations for Online Administrations of North Carolina-Developed Tests at Grades 9–12 for Students with Current IEPs or Section 504 Plans¹

Accommodations	End-of-Course Tests
Assistive Technology Devices	Yes
Braille Edition	Yes
Braille Writer/ Slate and Stylus (Braille Paper)	Yes
Cranmer Abacus	Yes
Dictation to a Scribe	Yes
Hospital/Home Testing	Yes
Interpreter/Transliterators Signs/Cues Test	No for English I; ² Yes for Other EOC Tests
Keyboarding Devices	Yes
Large Print Edition	Yes
Magnification Devices	Yes
Multiple Testing Sessions	Yes
One Test Item Per Page Edition	Yes ³
Scheduled Extended Time	Yes
Student Marks Answers in Test Book	No
Student Reads Test Aloud to Self	Yes
Test Administrator Reads Test Aloud (in English)	No for English I; ² Yes for Other EOC Tests
Testing in a Separate Room	Yes

¹To ensure valid test results, school system personnel must participate in training sessions prior to the test administration to be made aware of any restrictions for appropriate use of these accommodations.

²Reading aloud or signing/cueing the selections/passages, sample questions, test questions, and answer choices from North Carolina tests that measure reading comprehension invalidates the results from those tests (including the end-of-course English I test) because the test measures reading comprehension. However, test directions in the *Test Administrator's Manuals* may be signed/cued during the administration of any state test.

³All end-of-course online tests are presented one test item at a time.

Modified Test Formats

Modified Test Formats

The following accommodations are included as Modified Test Formats:

- *Braille Edition*
- *Large Print Edition*
- *One Test Item Per Page Edition*

Note: Only the superintendent or superintendent's designee, usually the LEA test coordinator, is permitted to order Modified Test Formats. Braille, Large Print, One Test Item Per Page Editions, and other special print requests must be received by NCDPI/TOPS at least 30 working days prior to the test administration date. Special print requests, other than those specified in this publication, must be submitted by an Accommodation Notification Form as described in the *Use of Accommodations or Procedures Not Described in this Publication* subheading on page C1.17.

Braille Edition

A *Braille Edition* accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the *Braille Edition* accommodation.

Description

If *Braille Edition* of the test is provided to the student, as with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Braille Literary Code and Braille Nemeth Code sheets do not accompany *Braille Editions* for use during secure state test administrations. The information located on such sheets should be addressed during classroom instruction.

The North Carolina Testing Program produces tests using contracted Braille. Students with impaired vision who have less than contracted Braille skills may have the Braille or standard version read aloud while the test administrator or scribe records student responses. See the information on the *Test Administrator Reads Test Aloud* accommodation, including information regarding reading aloud North Carolina reading tests and validity. Contracted Braille (formerly called “Grade Two”) is Braille written with a variety of standard short cuts for digraphs, parts of words, and entire words. Uncontracted Braille (formerly called “Grade One”) is Braille written letter to letter with each word spelled out completely.

Ordering Braille Editions. Only the superintendent or superintendent’s designee, usually the LEA test coordinator, is permitted to order Braille editions. All Braille editions must be ordered 30 working days prior to the actual test administration date to ensure adequate production, quality control, and delivery time.

Considerations and Instructions

Recording Student Responses. Answers for multiple-choice test items may be marked in the test book, brailled, dictated to a scribe, or recorded using a keyboarding device (e.g., word processor), as determined by the IEP Team or Section 504 Committee. Student responses to the writing assessment may be recorded using a Braille writer, dictation to a scribe, or keyboarding device, as determined by the IEP Team or Section 504 Committee. The accommodation that specifies the method for recording student responses is to be included on the current IEP or Section 504 Plan. (The test administrator must refer to those accommodations as described in this section for

additional information.)

Using Braille Edition in Regular Classroom. Some students with impaired vision may be able to take the Braille edition test in the regular classroom if responses can be recorded in a manner that does not disturb other students (e.g., marking answers in test book). Preparations must be made prior to the test administration in order to accommodate these students.

Regular Copy of Test Book. The test administrator must have a regular copy of the test in case the student asks questions. The test administrator should ensure that the form of the regular test book matches the Braille edition prior to the beginning of the actual test administration. If the student asks questions during the test and the student is in the regular classroom with other students, caution should be taken. Security of test items must be maintained and distractions must be minimized.

Accommodated Test Item Due to Braille Coding. If a test item is accommodated to be consistent with Braille coding, a Transcriber's Note will be included in the Braille edition that describes how the item has been accommodated.

Test Administrator Codes Background Information/Survey for Student. The test administrator must review the information regarding the regular test administration before testing begins. When administering the test, directions for filling in the bubbles for the student's name and other background information must not be read aloud. The test administrator must complete the background information on the regular scannable answer sheet or scannable test document cover in advance of the test administration. The test administrator may read any student survey question aloud to the student and fill in the bubbles as directed by the student to indicate responses.

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Braille Edition* accommodation is appropriate for the student:

1. Does the student use a Braille edition during regular classroom instruction and similar classroom assessments?
2. Are Braille Literary Code and Braille Nemeth Code sheets available during classroom instruction?
3. Does the student have contracted Braille skills?
4. How will the student record responses to the Braille edition of the

test (e.g., mark in the test book, use a Braille writer, dictate to a scribe, or use a keyboarding device)?

5. Should the student use the Braille edition during the test administration in the regular classroom setting or should the student also use the *Testing in a Separate Room* accommodation?
6. Should the student receive the *Scheduled Extended Time* accommodation?

Collection, Storage, and Processing of Test Materials

Transcribing Student Responses. Because students may record their responses in a manner other than the regular answer document, (e.g. use of a keyboarding device, Braille writer, mark answers in test book, or dictation to scribe), the test administrator or proctor may be required to transcribe the student's responses to the appropriate regular writing test document and/or multiple-choice answer sheet for scoring purposes. If a student's responses require the transcriber to transcribe information from a Braille format (e.g., answers marked in Braille test book or student used a Braille writer), the transcriber must be trained and proficient in the reading of Braille. The transcription must be double-checked by another designated Braille-proficient school official to ensure that no errors occurred. *The transcription and verification must occur under secure conditions in a group setting (i.e., three or more school personnel).* Both the transcriber and the transcription verifier must sign the outside cover of the test book. **Only responses on regular writing test documents and/or multiple-choice answer sheets will be scored. The test administrator must purge any electronic files immediately following the completion of the transcription process. If the responses are not transcribed, test results will be returned as the lowest possible score.**

Error Report. If errors in Braille editions are discovered, a *Modified Test Format Error Report* (obtained from the LEA test coordinator) must be completed and submitted to the NCDPI/TOPS.

Return All Braille Editions. At the conclusion of the test administration, all Braille editions of state tests must be returned to the LEA test coordinator, who will return all editions to the NCDPI/TOPS by the designated deadline.

Large Print Edition

Large Print Edition

A *Large Print Edition* accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the *Large Print Edition* accommodation.

Description

The *Large Print Edition* accommodation allows a student to take a test using an enlarged version of the test. The majority of tests are printed on 11 inch by 17 inch paper using 22-point Verdana font. When a test item requires superscript and/or subscript, the text of the superscript and/or subscript is in 22-point Verdana font, and the rest of the text in that test item is enlarged to 33-point Verdana font.

Students typically circle their responses (i.e., uses the *Student Marks Answers in Test Book* accommodation as documented in the IEP or Section 504 Plan) to questions directly on the large print edition of the test.

Note: All end-of-course tests (i.e., Algebra I, Algebra II, Geometry, English I, Civics and Economics, U. S. History, Biology, and Physical Science) are available online. Online end-of-course tests allow students to adjust the font size on the computer screen to meet their vision needs. Test answers are entered online. This may be a more appropriate option for some students.

As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Ordering Large Print Editions. Only the superintendent or superintendent's designee, usually the LEA test coordinator, is permitted to order large print editions of the test. All large print editions must be ordered 30 working days prior to the actual test administration date to ensure adequate production, quality control, and delivery time.

Considerations and Instructions

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

Test Administrator Codes Background Information/Survey for Student. The test administrator must review the information regarding the regular test administration before testing begins. When administering the test, directions for filling in the bubbles for the student's name and other background information must not be read

aloud. The test administrator must complete the background information on the regular scannable answer sheet or scannable test document cover in advance of the test administration. The test administrator may read any student survey question aloud to the student and fill in the bubbles as directed by the student to indicate responses.

Record Student Name on Large Print Edition. The student's full name and a second identifier (e.g., student ID number or student date of birth) must be legible on the front of the large print edition of the test book. The recorded information must uniquely identify the student.

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Large Print Edition* accommodation is appropriate for the student:

1. Does the student use large print editions during regular classroom instruction and similar classroom assessments?
2. How will the student record responses to the large print edition of the test (e.g., mark in the test book, use a Braille writer, dictate to a scribe, or use a keyboarding device), and is this documented in the IEP or Section 504 Plan?
3. Does the student need the *Magnification Devices* accommodation?
4. Does the student need the *Scheduled Extended Time* accommodation?
5. Does the student need an edition that is both large print and one test item per page? If so, this is a special request involving an Accommodation Notification Form. The IEP Team or Section 504 Committee should be aware that the combination of these accommodations produces a large document, both in size of paper (same size paper as large print) and number of pages.

**Collection, Storage,
and Processing of
Test Materials**

Transcribing Student Responses. Because many students mark their responses in the large print editions, the test administrator or proctor must transcribe the student's responses to the appropriate regular writing test document or multiple-choice answer sheet for scoring purposes. The transcription must be double-checked by another designated school official to ensure that no errors occurred. *The transcription and verification must occur under secure conditions in a group setting (i.e., three or more school personnel).* The staff members transcribing and verifying the transcription must sign the outside cover of the test book. **Only responses on regular writing test documents or multiple-choice answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible**

score.

Error Report. If errors in the large print editions are discovered, a *Modified Test Format Error Report* (obtained from the LEA test coordinator) must be completed and submitted to the NCDPI/TOPS.

Storage or Return of Large Print Editions. The LEA must follow the procedures in the test administrator's manual regarding the storage or return of large print editions of state tests. The procedures will vary based on the test administered to the students.

One Test Item Per Page
Edition

One Test Item Per Page Edition

The *One Test Item Per Page Edition* accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the *One Test Item Per Page Edition* accommodation.

North Carolina Writing Assessment at Grade 10: The *One Test Item Per Page Edition* accommodation is not available for the North Carolina Writing Assessment at Grade 10 because there is only one writing prompt for each writing assessment.

Description

The *One Test Item Per Page Edition* accommodation provides one test question on each page. Each 8.5" x 11" page contains standard size font. Reading selections and test items are in the same format as a regular test book. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments so that the student has the opportunity to become familiar and comfortable with the use of the accommodation prior to the actual test administration.

It should be noted that the number of test book pages will increase, and it may be appropriate to provide the student with the *Multiple Testing Sessions* accommodation. If *Multiple Testing Sessions* is appropriate, the student may be provided with a certain number of test pages at a time to avoid overwhelming the student by the thickness of the test book.

Ordering One Test Item Per Page Editions. Only the superintendent or the superintendent's designee, usually the LEA test coordinator, is permitted to order one test item per page editions. All one test item per page editions must be ordered 30 days prior to the actual test administration date to ensure adequate production, quality control, and delivery time.

Considerations and Instructions

Test Administrator May Code Student Background Information/Survey for Student. The test administrator must review the information regarding the regular test administration before testing begins. When appropriate, the test administrator may complete the student background information on the regular scannable answer sheet or scannable test document cover in advance of the test administration. The test administrator may read any student survey question aloud to the student and fill in the bubbles as directed by the student to indicate responses.

Record Student Name on One Test Item Per Page Edition. The student's full name and a second identifier (e.g., student ID number or student date of birth) must be legible on the front of the one test item per page edition. The recorded information must uniquely identify the student.

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *One Test Item Per Page Edition* accommodation is appropriate for the student:

1. Does the student use one test item per page editions during regular classroom instruction and similar classroom assessments?
2. Does the student have visual-discrimination difficulties?
3. Will the student need the *Multiple Testing Sessions* accommodation? This would allow the student to be provided with a certain number of test pages at a time during the test administration so that the student is not overwhelmed by the thickness of the test book.
4. How will the student record responses to the one test item per page edition of the test (e.g., mark in the test book, use a Braille writer, dictate to a scribe, or use a keyboarding device), and is this documented in the IEP or Section 504 Plan?

Collection, Storage, and Processing of Test Materials

Transcribing Student Responses. If students mark their responses in the one test item per page editions, the test administrator must transcribe the students' responses to the appropriate multiple-choice answer sheets for scoring purposes. The transcription must be double-checked by another designated school official to ensure that no errors occurred. *The transcription and verification must occur under secure conditions in a group setting (i.e., three or more school personnel).* Both the transcriber and the transcription verifier must sign the outside cover of the test books. **Only responses on regular multiple-choice answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score.**

Error Report. If errors in one test item per page editions are discovered, a *Modified Test Format Error Report* (obtain from the LEA test coordinator) must be completed and submitted to the NCDPI/TOPS.

Storage or Return of One Test Item Per Page Editions. The LEA must follow the procedures in the test administrator's manual regarding the storage or return of the one test item per page editions. The procedures vary based on the test administered to the students.

**AT Devices and
Special Arrangements**

Assistive Technology (AT) Devices and Special Arrangements

The following accommodations are included as Assistive Technology (AT) Devices and Special Arrangements:

- *AT Devices*
- *Dictation to a Scribe*
- *Interpreter/Transliterators Signs/Cues Test*
- *Student Marks Answers in Test Book*
- *Student Reads Test Aloud to Self*
- *Test Administrator Reads Test Aloud*
- Other:
 - *Braille Writer/Slate and Stylus (and Braille Paper)*
 - *Cranmer Abacus*
 - *Keyboarding Devices*
 - *Magnification Devices*

AT Devices

The *AT Devices* accommodation may be used with any state-mandated test, as long as the results from the test administration are not invalidated by the use of the AT device(s). **Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the *AT Devices* accommodation.**

Note: Additional information about AT devices that invalidate the results of the test is located in this subheading. Examples of AT devices that invalidate test results include, but are not limited to, the following:

1. Use of AT devices that read aloud reading comprehension tests which are designed to measure reading comprehension;
2. Use of a calculator during the administration of the calculator inactive part of a North Carolina mathematics test; and
3. Use of prediction software, electronic spellers, spell check, and/or grammar check utilities during the administration of the writing assessment invalidates the conventions score.

Note: IEP Teams and Section 504 Committees are to review information located in *Use of Accommodations or Procedures Not Described in This Publication* on page C1.17 before making the final decision to use AT devices that will invalidate test scores. **When school-based personnel have questions regarding appropriate AT devices, such as the potential for an AT device to invalidate the results of the test, the LEA test coordinator must be contacted.** The LEA test coordinator will contact the regional accountability coordinator for further clarification of the use of AT devices.

Description

Students may use AT devices as an accommodation when appropriate. As with all accommodations for North Carolina tests, (1) the specific AT device to be used must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments. The principal or his designee, usually the school test coordinator, shall arrange for student access to the appropriate AT device during the scheduled test administration.

Considerations and Instructions

The test administrator must check the AT device (e.g., computer) prior to the test administration to ensure that it is in working order. If the student is keying responses on a computer, the student must be reminded periodically to save the file. However, at the end of the test administration, the saved file must be deleted.

Students may use the following technologies during the administration of any state test unless otherwise noted. This includes end-of-grade tests, writing assessments, and all end-of-course tests.

1. Students may use low technology devices such as pencil grips, clipboards, and slant boards. Note: If using a slant board, the student must be positioned in such a location that no other student is able to see the student's test documents.
2. Students may use amplification devices (e.g., personal hearing aids, classroom FM systems, cochlear implants) to hear (a) instructions read aloud by the test administrator as part of the standard test administration and/or (b) words read aloud by the test administrator if the *Test Administrator Reads the Test Aloud* accommodation is used. Note: The use of the *Test Administrator Reads the Test Aloud* accommodation during the administration of any state test that measures reading comprehension invalidates the results from the test.
3. Students may use speech recognition systems (i.e., students dictate commands and responses to the computer) as an accommodation. Note: The use of speech recognition systems during the administration of the state writing assessment would result in an invalid conventions score.
4. Students may use talking word processors/screen reading (i.e., the computer reads aloud what the student has entered) as an accommodation. Note: If using talking word processors/screen reading, the student must use headphones or also receive the *Testing in a Separate Room* (one-on-one) accommodation.
5. Alternative/customized keyboards, "stickie keys," touch screens, and trackballs may be used as accommodations unless use of the AT device would invalidate test results.
6. Screen enlarging programs may be used as an accommodation.
7. Students may use accessibility options of an operating system if a computer is being used. Examples are filter keys, toggle keys, and high contrast settings. These options may be used as accommodations unless the use of them would invalidate test results.
8. Students may use audiotapes to record responses during the administration of state tests. For example, a student may record his or her responses on an audiocassette. Then either the student or a scribe can transfer the student responses to the regular test document/answer sheet. If a scribe is transferring the student responses, someone other than the original transcriber must check the transcription for accuracy. *The transcription and verification*

must occur under secure conditions in a group setting (i.e., three or more school personnel). Once this is completed, the audiocassette must be erased. The LEA is to provide the materials needed to provide this accommodation. Note: Use of audiotapes to record a student's response to the state writing assessment would result in an invalid conventions score if it is transcribed by someone other than the student.

Technology That Reads Tests Aloud. North Carolina reading comprehension tests are designed to measure reading comprehension. If a student uses an AT device that reads a reading test aloud to a student, the test results will be invalid. IEP Teams and Section 504 Committees must review information located in *Use of Accommodations or Procedures Not Described in This Publication* on page C1.17 before making the final decision to use AT devices that will invalidate test scores. North Carolina reading tests include the (1) end-of-grade reading comprehension test and (2) end-of-course English I test. AT devices that read tests aloud include speech synthesizer/screen reader software and optical character recognition (OCR)/scanners.

AT devices that read tests aloud will not invalidate the results of the test when used during the administration of the (1) end-of-grade mathematics test, (3) writing assessments, and (3) all end-of-course tests except English I.

Using a Scanner with Secure State Tests. In the event that the LEA would like to use a scanner to scan a secure state test in order to provide a student with a disability with an accommodation, the LEA must send a written request to the Director of Accountability Operations for the NCDPI Division of Accountability Services. The written request must address how test security will be maintained. The NCDPI will determine if the secure state test can be scanned and also address copyrighted material that the state does not have permission to scan.

Calculators. To receive valid test scores, students may use calculators as accommodations only when calculator use is part of the standard test administration. The policies and procedures for calculator use are located in each test administrator's manual. The information below reflects the policies and procedures in place at the time of this publication. The information below may change due to revisions in the North Carolina *Standard Course of Study* and procedures during field-testing. The LEA test coordinator can provide updates.

- **Calculator Use That Invalidates the Score.** Calculator use by any students during the administration of the calculator inactive part of North Carolina End-of-Grade Mathematics Tests at Grades 3–7 invalidates test results.
- **Calculator Use That Does Not Invalidate the Score.** All students have access to calculators as part of the standard test administration for the following North Carolina tests: (1) calculator-active part of the end-of-grade mathematics tests at grades 3–8; and (3) end-of-course tests of Algebra I, Algebra II, Geometry, and Physical Science.

Note: Prior to beginning and immediately following testing that requires calculator use, the test administrator or the principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators, including personal calculators that students may use during the test administration.

1. *Talking and Large Key Calculators.* Students may use “talking” calculators or large key calculators as an AT device accommodation and receive valid test results *only* when calculator use is part of the standard test administration. Students who use “talking” calculators must either use an earphone or be tested in a separate room so as not to disturb other students during the test administration.
2. *Calculators that Print.* Students may use calculators that print as an AT device accommodation and receive valid test results *only* when calculator use is part of the standard test administration. **If a student uses a calculator that prints, those printed materials are secure test materials that must be recycled/destroyed in a secure manner at the central office level.**
3. *Graphing Calculator Use through Software Programs.* Students may use graphing calculators during designated state tests in order to receive valid test results. A graphing calculator is the minimum (“at least”) calculator requirement for use during the administration of the end-of-course tests of Algebra I and Algebra II. Students may use graphing calculators during the administration of end-of-course tests of Geometry and Physical Science and during the administration of any end-of-grade mathematics test when calculator use is part of the standard test administration. For those students who require auditory and tactual access to graphing calculators, the IEP Team or Section 504 Committee may determine that the students use software programs approved

by the NCDPI Division of Accountability Services/North Carolina Testing Program. (The software programs must be approved through the Accommodation Notification Form process in order to ensure validity of test results.) The student must use the program on a consistent basis during regular classroom instruction and similar classroom assessments and the calculator must operate independently during the test administration. Immediately following the test administration, any saved files that contain test items must be purged and any embossed test items created by the software program must be recycled in a secure manner. For more information on graphing calculator accessibility, contact the NCDPI Exceptional Children Division.

Note: The following list includes calculators **not** permitted for use on North Carolina mathematics tests.

- Texas Instruments: All model numbers that begin with TI-89 or TI-92; Voyage 200; N-Spire CAS;
- Hewlett-Packard: hp 48GII and all model numbers that begin with hp 40G, hp 49G, or hp 50G;
- Casio: Algebra fx 2.0, ClassPad 300, and all other model numbers that begin with CFX-9970G;

Note: The above list is not all-inclusive. If the school system test coordinator believes other calculator brands not listed above may need to be restricted, the test coordinator must contact the regional accountability coordinator (RAC) for clearance prior to use.

- Calculators with built-in computer algebra systems (CAS) capable of doing symbolic algebra (i.e., factoring, expanding, or simplifying given variable output), or symbolic calculus;
- Pocket organizers;
- Handheld or laptop/notebook computers;
- Calculators built into cellular phones or other electronic communication devices;
- Calculators that have pen input/stylus driven devices;
- Calculators requiring access to an electrical outlet;
- Calculators that make noises of any kind that cannot be disabled (except for students needing special accommodations);
- Calculators that use a QWERTY (typewriter-style) keyboard; and
- Calculators that use paper tape.

On-Demand Writing Assessments: *The following information applies to the North Carolina Writing Assessment at Grade 10, which is an on-demand writing assessment.* The use of the AT devices listed below during the administration of an on-demand writing assessment invalidates the conventions score of the test. These technologies must be disabled prior to the actual test administration in order for the student to receive a valid conventions score:

1. Prediction software (i.e., software that provides a list of words after the user enters a few letters);
2. Speech-recognition software (i.e., software that provides a word after the student says the word aloud);
3. Electronic spellers (i.e., provides students with an accurate spelling of a word after the student enters how he or she thinks the word is spelled); and
4. Spell check and/or grammar check utilities when they are part of the operating environment.

On-demand state writing assessments provide each student with the same number of printed lines for the student response. It is imperative that all student responses, including those that use the AT Device accommodation, “fit” on those printed lines. Student responses on added horizontal lines, in a double-stack format, in the margins, or on separate sheets of paper cannot be scored. This policy ensures equitable opportunities for all students participating in the test administration. It would be helpful for students using this accommodation during the writing assessment to have opportunities to respond to practice prompts and have the responses transcribed to answer documents similar to that of the actual assessment. This would allow the student to gauge how long a document can be produced using the AT device and still fit in the space provided by the answer document. Because of differences in handwriting, the same transcriber should be used for both the practice and actual writing assessment.

**Use of Assistive
Technology Devices
not Specifically Listed
in this Publication**

In the event that the IEP Team or Section 504 Committee recommends the use of an assistive technology device that is not specifically listed in this publication, the Team/Committee should follow the steps described in the *Use of Accommodations or Procedures not Described in This Publication* subsection located on page C1.17.

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *AT Devices* accommodation is appropriate for the student:

1. Does the student use the assistive technology device during regular classroom instruction and similar classroom assessments?
2. State Reading Comprehension Tests. If the IEP Team or Section 504 Committee is considering the use of an assistive technology device that reads aloud a state test that measures reading comprehension, has there been discussion that the test results will not be valid and the implications for nonvalid test results? The IEP Team/Section 504 Committee may refer to page C1.17 of this publication to review a statement regarding nonvalid test results for North Carolina tests.
3. State Mathematics Tests and Calculators. If the IEP Team or Section 504 Committee is considering the use of a calculator during the administration of a state mathematics test that does not permit the use of calculators, has there been discussion that the test results will not be valid? The IEP Team/Section 504 Committee may refer to page C1.17 of this publication to review a statement regarding nonvalid test results for North Carolina tests.

If the student will use a talking calculator, should the student use an earphone or use the *Testing in a Separate Room* accommodation?

Does the student require auditory and tactual access to a graphing calculator during the state test administration? If so, the IEP Team/Section 504 Committee may determine that the student use a software program approved by the NCDPI North Carolina Testing Program in order to ensure valid test results.

4. On-Demand Writing Assessment. If the IEP Team or Section 504 Committee is considering the use of prediction software, speech-recognition software, electronic spellers, and/or spelling and grammar check utilities during the administration of an on-demand state writing assessment, has there been discussion that the conventions score will not be valid or reported? The IEP Team/Section 504 Committee may refer to page C1.17 of this

publication to review a statement regarding nonvalid test results for North Carolina tests.

**Collection, Storage,
and Processing of Test
Materials**

Transcribing Student Responses. If students' responses are not located directly on the secure test document, test book, or answer sheet due to the use of the AT device, the test administrator or proctor must transcribe the responses to the appropriate regular writing test document or multiple-choice answer sheet for scoring purposes. The transcription must be double-checked by another designated school official to ensure that no errors occurred. *The transcription and verification must occur under secure conditions in a group setting (i.e., three or more school personnel).* Both the transcriber and the transcription verifier must sign the outside front cover of the test book. **Only responses on regular writing test documents or multiple-choice answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score.**

The test administrator must follow the regular procedures for processing test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Interpreter/
Transliterator

Interpreter/Transliterators Signs/Cues Test

The *Interpreter/Transliterators Signs/Cues Test* accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the *Interpreter/Transliterators Signs/Cues Test* accommodation.

North Carolina Writing Assessment at Grade 10: The writing prompt and directions for the North Carolina Writing Assessment at Grade 10 may be signed/cued if this accommodation is deemed appropriate for use.

North Carolina Reading Comprehension Tests: If the Interpreter/Transliterators Signs/Cues Test accommodation is used during the administration of North Carolina tests that measure reading comprehension (selections/passages, sample questions, test questions, or answer choices are signed/cued to the student), the test results are invalid. North Carolina tests that measure reading comprehension are listed below:

1. North Carolina End-of-Grade Tests of Reading Comprehension (Grades 3–8);
2. **NCEXTEND2** EOG Test of Reading Comprehension (Grades 3–8);
3. North Carolina End-of-Course Test of English I; and
4. **NCEXTEND2** OCS Occupational English I.

Note: IEP Teams and Section 504 Committees must review information located in *Use of Accommodations or Procedures Not Described in This Publication* on page C1.17 before making the final decision to use accommodations that will invalidate test results.

Description

The *Interpreter/Transliterators Signs/Cues Test* accommodation allows a student to use the services of an interpreter or transliterator to sign or cue the directions and the content of the test during a test administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Each test site must have at least **two** adults when using an interpreter/transliterator to sign/cue a North Carolina test. As with all state tests, a trained proctor is required. In addition, (a) a test administrator who reads the information aloud (e.g., directions, test questions) and (b) a qualified interpreter/transliterator who signs/cues to the students is required. The test administrator and interpreter/transliterator must attend all training sessions. One person may fulfill the requirements as described in (a) and (b). It is important that the school use an interpreter/transliterator who has previously signed/cued for the students. However, as stated previously, two adults must be present during the test administration.

The interpreter must be proficient in sign language or the student's individual communication modality. The interpreter must not fingerspell

words that have a commonly used sign. Test items may not be clarified in any manner.

Considerations and Instructions

Reviewing Secure Test Items Prior to Testing. Because the interpreter/transliterators must be familiar with the concepts of the test questions, he or she is allowed under secure conditions to review the test up to two days prior to testing. If necessary, the interpreter/transliterators may make notes regarding the signs to use during the test administration in the test booklet that will be used during the test administration. The school test coordinator must ensure that the interpreter/transliterators is given the same test booklet to refer to during the test administration. No notes may be made on separate paper and no materials may be removed from the secure location. The interpreters/transliterators must not disclose the content or specific items of the test. Test security must be maintained.

Procedures During the Actual Test Administration. Test administrators are not allowed to sign/cue two or more different test forms to a group of students during one test administration session. The directions in the test administrator's manual that the test administrator reads aloud to students may be signed/cued during the administration of any North Carolina state-mandated tests, including state tests that measure reading comprehension.

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

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

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

Mathematics Tests. The interpreter is to sign greater/less than signs, equal signs, exponents, etc. in the same manner that they are signed when used during classroom instruction and similar classroom assessments. However, the interpreter is not to sign information that would provide the student with the answer. For example, a test question asks: Which digit is in the hundreds place in the number 2,345? The interpreter would sign the number as “two—comma—three—four—five” instead of “two thousand three hundred forty-five.”

Tests that Measure Comprehension. In the event that there is not a sign for a word located in a secure state test that measures the student’s comprehension of that word, the interpreter may not use a sign that is close to the word in the test. For example, if the state test contains the word “bronco” (no sign available), and the test measures the student’s comprehension of that word, the interpreter must not substitute the sign for “horse.” Instead, the interpreter should fingerspell the word “bronco.” If the *Interpreter/Transliterator Signs/Cues Test* accommodation is used during the administration of North Carolina tests that measure reading comprehension, the test results are invalid.

State Writing Assessments. For the state writing assessments, the interpreter may use a sign that is close to the word during the test administration because comprehension is not being measured.

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Interpreter/Transliterator Signs/Cues Test* accommodation is appropriate for the student:

1. Does the student use the *Interpreter/Transliterator Signs/Cues Test* accommodation during regular classroom instruction and similar classroom assessments?
2. Is the use of an interpreter or transliterator this student’s typical mode of communication?
3. Does the interpreter/transliterator have prior experience working with the student?
4. Because a test administrator will read the test aloud to the interpreter/transliterator, has the *Testing in a Separate Room* accommodation been addressed?
5. If the IEP Team or Section 504 Committee is considering the use of the *Interpreter/Transliterator Signs/Cues Test* accommodation during the administration of a state reading comprehension test, has there been discussion about the fact that the test results will be invalid?

**Collection, Storage,
and Processing of
Test Materials**

The test administrator must follow the regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Student Marks
Answers in Test Book

Student Marks Answers in Test Book

***The Student Marks Answers in Test Book* accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the *Student Marks Answers in Test Book* accommodation.**

Writing Assessment: Students record responses directly onto testing materials for the North Carolina Writing Assessment at grade 10 as part of the regular test administration procedures.

Description

The *Student Marks Answers in Test Book* accommodation allows a student to circle his/her responses to test questions directly in the test book during the test administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Note: According to a report by the National Center on Educational Outcomes:

“If a student does not know how or is not attentive enough to mark answers appropriately on a separate answer sheet, this accommodation should be provided; however, it may be that the student should be taught how to appropriately use the standard bubble sheet format for later testing purposes.”¹

Considerations and Instructions

Test Administrator Codes Background Information/Survey for Student. The test administrator must review the information regarding the regular test administration. When using this accommodation while testing in a separate room, directions for filling in the bubbles for the student’s name and other background information are not to be read aloud. The test administrator must complete the background information in advance of testing. The test administrator may read any student survey question aloud to the student and fill in the bubbles as directed by the student to indicate responses.

The test administrator must review the regular test administration procedures in the manual prior to the test administration day and should omit general directions that are not applicable for this accommodation (e.g., asking students to locate the appropriate section of the multiple-choice answer sheet).

¹ Thurlow, M., & Bolt, S. (2001). *Empirical support for accommodations most often allowed in state policy* (Synthesis Report 41). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes, 25. Retrieved December 15, 2002, from the World Wide Web: <http://education.umn.edu/NCEO/OnlinePubs/Synthesis41.html>

Procedure During Actual Test Administration. Students shall be instructed to circle the letters of their multiple-choice responses in the test book.

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Student Marks Answers in Test Book* accommodation is appropriate for the student:

1. Does the student use the *Student Marks Answers in Test Book* accommodation during regular classroom instruction and similar classroom assessments?
2. Does the student have difficulty transferring information or staying focused? Does the student have mobility, coordination, or motor limitations?

**Collection, Storage,
and Processing of
Test Materials**

Record Student Name on Test Book. The student's full name and a second identifier (e.g., student ID number or student date of birth) must be legible on the cover of the test book. The recorded information must uniquely identify the student.

Transcribing Student Responses. After the testing session, the student's answer to multiple-choice test questions must be transferred to the appropriate regular multiple-choice answer sheet. Someone other than the original transcriber must check the transcription in order to ensure accuracy. *The transcription and verification must occur under secure conditions in a group setting (i.e., three or more school personnel).* Both the transcriber and the transcription verifier must sign the outside cover of the test book. The multiple-choice answer sheet must then be processed by following the regular procedures. **Only answers on regular multiple-choice answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score.**

The LEA must follow the procedures in the test administrator's manual regarding the storage or return of test books when the *Student Marks Answers in Test Book* accommodation is used. The procedures may vary based on the test administered to the students.

Student Reads Test
Aloud to Self

Student Reads Test Aloud to Self

The *Student Reads Test Aloud to Self* accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the *Student Reads Test Aloud to Self* accommodation.

Description

The *Student Reads Test Aloud to Self* accommodation permits the student to read the test aloud to him/herself during the test administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during classroom instruction and similar classroom assessments.

Considerations and Instructions

If a student requires the *Student Reads Test Aloud to Self* accommodation, he/she must also receive the *Testing in a Separate Room* (one-on-one administration) accommodation. There may not be any other students in the room.

The *Student Reads Test Aloud to Self* accommodation would also apply to students who routinely use a device that allows them to hear themselves read, such as a PVC elbow pipe or other device that directs the sound towards the student's ear. These students may use such a device, but must follow the same guidelines as other students receiving this accommodation.

A test administrator or proctor may not (1) correct the student as he/she reads aloud or (2) read all or any part of the test to the student unless the student also has the *Test Administrator Reads the Test Aloud* accommodation. If the test administrator or proctor corrects or reads all or any part of a test that measures reading comprehension to the student, the test results are invalid. North Carolina tests that measure reading comprehension are listed below:

1. North Carolina End-of-Grade Tests in reading comprehension (Grades 3–8);
2. *NCEXTEND2* End-of-Grade Test of Reading (Grades 3–8);
3. North Carolina End-of-Course Test of English I; and
4. *NCEXTEND2* OCS Test of Occupational English I.

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Student Reads Test Aloud to Self* accommodation is appropriate for the student:

1. Does the student use the *Student Reads Test Aloud to Self* accommodation during regular classroom instruction and similar

classroom assessments?

2. Will the student use a device while reading the test that allows the student to hear himself/herself read?
3. If the student will use this accommodation, has the *Testing in a Separate Room* accommodation been discussed?

**Collection, Storage,
and Processing of
Test Materials**

The test administrator must follow the regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Test Administrator
Reads Test Aloud

Test Administrator Reads Test Aloud

The *Test Administrator Reads Test Aloud* accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the *Test Administrator Reads Test Aloud* accommodation.

North Carolina Writing Assessment: The writing prompt and directions for the North Carolina Writing Assessment at grade 10 are read aloud two times to all students as part of the regular test administration procedures.

North Carolina Reading Comprehension Tests: If the *Test Administrator Reads Test Aloud* accommodation is used during the administration of North Carolina tests that measure reading comprehension (selections/passages, sample questions, test questions, or answer choices are read aloud to the student), the test results are invalid. North Carolina tests that measure reading comprehension are listed below:

1. North Carolina End-of-Grade Tests in reading comprehension (Grades 3–8);
2. **NCEXTEND2** EOG Test of Reading (Grades 3–8);
3. North Carolina End-of-Course Test of English I; and
4. **NCEXTEND2** OCS Test of Occupational English I.

Note: IEP Teams and Section 504 Committees must review information located in *Use of Accommodations or Procedures Not Described in This Publication* on page C1.17 before making the final decision to use accommodations that will invalidate test results.

Description

The *Test Administrator Reads Test Aloud* accommodation permits the test administrator to read aloud test directions and content to a student during the test administration (for state tests that do not measure reading comprehension). As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during classroom instruction and similar classroom assessments.

Considerations and Instructions

Specific Procedures During the Test Administration and the Role of IEP Team/Section 504 Committee. Students with disabilities are to be as independent as possible. During instruction in the regular classroom, the administration of a state test (for state tests that do not measure reading comprehension) and the administration of similar classroom assessments, only those tests or part of tests that the student needs read aloud based on individual student needs are to be read aloud.

The IEP Team or Section 504 Committee must specify the extent to which the student is to receive the read aloud accommodation during a state test administration (for state tests that do not measure reading comprehension). Some examples are:

1. A student who is to have every word (including words on maps, tables, graphs, charts, computer screen, etc.) read aloud during the test administration.
2. A student who is only to have words read aloud upon the student's request.
3. A student who does not require that numbers in mathematics tests be read aloud.
4. A student with a learning disability in reading comprehension may only require this accommodation when there is greater content or unknown vocabulary words on a test, but the student may not need the accommodation for tests with shorter sentences.

Note: This decision is not to be made by the test administrator or other school personnel. The IEP Team or Section 504 Committee determines and documents this decision.

The test administrator must contact the student's exceptional children teacher or school counselor for a review of the documentation in order to obtain information regarding specific scheduling procedures for the *Test Administrator Reads Test Aloud* accommodation.

Note: To ensure the validity of the test, students receiving the *Test Administrator Reads Test Aloud* accommodation must also receive the *Testing in a Separate Room* accommodation (small group or one on one).

The test administrator may repeat the instructions and test questions (for state tests that do not measure reading comprehension) as many times as necessary for the students to understand and respond.

The test administrator must review the regular test administration procedures in the manual prior to the test administration day and should omit general directions that are not applicable for this accommodation. Test administrators may read any student survey and sample questions aloud to the student and fill in the bubbles as directed by the student to indicate responses.

The test administrator must have a copy of the test in order to read the instructions and questions to the student.

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

- When reading the entire test aloud, the test administrator must read one test item, its corresponding answer choices, and then allow the student to choose an answer before moving on to the next item.
- The test administrator must read each test item and answer choices in a consistent manner so as to not provide any hints of the correct answer.
- If asked to read a test item on request, the test administrator should say the item number before reading the item and its answer choices.

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

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

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Test Administrator Reads Test Aloud* accommodation is appropriate for the student:

1. Does the student use the *Test Administrator Reads Test Aloud* accommodation during regular classroom instruction and similar classroom assessments?
2. Would the student’s functioning reading level affect his or her performance on a state test that does not measure reading comprehension?
3. Has there been discussion as to the extent to which the student will use this accommodation during the administration of the state test?

4. When test questions are read aloud for classroom assessments, is every question read aloud or only questions requested by the student?
5. Would the student be comfortable requesting test items to be read aloud?
6. If the student will use this accommodation, should the student receive the *Testing in a Separate Room* accommodation?
7. How does the student feel about being tested in a separate room?
8. Should the student use the *Scheduled Extended Time* or *Multiple Testing Sessions* accommodation?
9. If the IEP Team or Section 504 Committee is considering the use of the *Test Administrator Reads Test Aloud* accommodation during the administration of a state reading comprehension test, has there been discussion about the fact that the test results will be invalid?

**Collection, Storage,
and Processing of
Test Materials**

The test administrator must follow the regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

**Other AT Devices and
Special Arrangements**

Other AT Devices and Special Arrangements

Braille Writer/Slate and Stylus (and Braille Paper)

The *Braille Writer/Slate and Stylus (and Braille Paper)* accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the *Braille Writer/Slate and Stylus (and Braille Paper)* accommodation.

Description

Students may use the *Braille Writer/Slate and Stylus (and Braille Paper)* accommodation during state tests. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Considerations and Instructions

Test Administrator Knowledge of Braille Codes. It is recommended that the test administrator have knowledge of applicable Braille codes.

Test Administrator Codes Background Information/Survey for Student. The test administrator must review the information regarding the regular test administration prior to testing. When administering the test, directions for filling in the bubbles for the student's name and other background information must not be read aloud. The test administrator must complete the background information on the regular scannable answer sheet or scannable test document cover in advance of testing.

The test administrator may read any student survey question aloud to the student and fill in the bubbles as directed by the student to indicate responses. The test administrator shall omit instructional information located in the *Directions for Administration* section of the manual, that is not applicable when a student is using the *Braille Writer/Slate and Stylus (and Braille Paper)* accommodation (e.g., asking students if they have No. 2 pencils).

Record Student Name on Original Student Responses. The student's full name and a second identifier (e.g., student ID number or student date of birth) must be legible on the original Braille writer/slate and stylus (and Braille paper) student responses. The recorded information must uniquely identify the student.

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Braille Writer/Slate and Stylus (and Braille Paper)* accommodation is appropriate for the student:

1. Does the student use the *Braille Writer/Slate and Stylus (and*

Braille Paper) accommodation during regular classroom instruction and similar classroom assessments?

2. Will the test administrator have knowledge of applicable Braille codes?
3. Should the student receive the *Multiple Testing Sessions* and/or *Scheduled Extended Time* accommodations?

Collection, Storage and Processing of Test Materials

Transcribing Student Responses. After the testing session, the student's responses must be transcribed to the appropriate regular multiple-choice answer sheet or writing test document. Someone other than the original transcriber must check the transcription in order to ensure accuracy. *The transcription and verification must occur under secure conditions in a group setting (i.e., three or more school personnel).* Both the transcriber and the transcription verifier must sign the outside cover of the test book. The writing test document or multiple-choice answer sheet must then be processed by following the regular procedures. **Only answers on regular multiple-choice answer sheets or writing test documents will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score.**

Only in the event that the transcriber discovers that a student response for a multiple-choice test item is nonsensical (e.g., the student writes "f" when the answer choices are only a, b, c, or d), the test administrator may ask the student to clarify the answer. In the event that the transcriber discovers that a student response for the writing assessment is nonsensical (e.g., the student response is inappropriate because the student wrote a nonsensical series of letters due to not using the correct keys), the transcriber may ask the student, "What are the letters or words that you wrote in this part of your Braille response?" The transcriber is not permitted to ask for any other clarification.

The transcription for the writing test document must be photocopied, and the student's full name and school must be recorded on the photocopy.

Storage or Return of Secure Test Materials. The LEA must follow the procedures in the test administrator's manual regarding the storage or return of Braille writer/slate and stylus (and Braille paper) responses and photocopies of the student responses. The procedures may vary based on the test administered to the student.

Cranmer Abacus

The *Cranmer Abacus* accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the Cranmer Abacus accommodation.

Description

The Cranmer abacus is a tool that may be used as an accommodation. The Cranmer abacus is not a substitute for a calculator but can serve as a paper-and-pencil substitute for some students. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Considerations and Instructions

Checking the Cranmer Abacus. If the student is using his/her own abacus, the test administrator may need to remind the student to bring the abacus to the testing session. Prior to the start of the test, the administrator is to check to ensure that the abacus is in proper working order.

Student Operates the Cranmer Abacus. Only the student is permitted to operate the abacus during the test.

Role of the IEP Team or Section 504 Committee and Recording Student Responses. Upon completion of a task on the abacus, the student is responsible for reading and recording the answer by use of any method for which the IEP or Section 504 team deems the student eligible. If a scribe is used, that person must not read the abacus and must only write/print what the student dictates.

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Cranmer Abacus* accommodation is appropriate for the student:

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

Collection, Storage, and Processing of Test Materials

Unless this accommodation has been used in conjunction with another accommodation that requires special handling, the test administrator must follow the regular procedures for processing test materials.

Dictation to a Scribe

The *Dictation to a Scribe* accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the *Dictation to a Scribe* accommodation.

Note: When the use of an accommodation does the task or provides the answer for a student, the use of the accommodation invalidates the results of the test. For example, use of a scribe during the administration of the state writing assessment would result in an invalid conventions score.

Description

The *Dictation to a Scribe* accommodation allows a student to dictate his/her responses to test questions to a scribe who records the responses. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Note: If the student can efficiently use a keyboard, the IEP Team or Section 504 Committee may wish to consider the use of the *Keyboarding Device* accommodation instead of the *Dictation to a Scribe* accommodation. According to a report by the National Center on Educational Outcomes:

“If students are unable to handwrite, but can efficiently type on a computer, a computer response accommodation should be considered prior to a dictated response accommodation.”²

Considerations and Instructions

Role of the IEP Team or Section 504 Committee. Consistent with the student’s need due to the nature of the disability, the scribe may record the student responses directly on a clean sheet of paper, on the answer sheet, or in the test book. Dictation may also be recorded using a keyboarding device (e.g., typewriter or word processor). The IEP or Section 504 team makes the final decision after reviewing these options for each state test. The decision regarding the method of recording the student responses must be documented in the IEP or Section 504 Plan.

Identifying the Scribe. The student should know the identity of the scribe, who should have prior experience working with the student.

² Thurlow, M., & Bolt, S. (2001). *Empirical support for accommodations most often allowed in state policy* (Synthesis Report 41). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes, 13. Retrieved December 15, 2002, from the World Wide Web: <http://education.umn.edu/NCEO/OnlinePubs/Synthesis41.html>

Student Proofreads Responses. Each student must be notified prior to the test administration that he or she must proofread the response(s). *The test administrator cannot provide the student with any directions or clues for how to proofread the dictated responses.*

Student Signs to the Scribe During the Administration of the Writing Assessment. In the event that a student signs/cues the response to the scribe during the administration of the writing assessment, the scribe must record the student response exactly as signed/cued. For example, if a student signs “Me search field,” the scribe must record the exact words.

Procedures During Actual Test Administration. The test administrator must review the regular test administration procedures in the manual prior to the test administration day and omit general directions that are not applicable for this accommodation (e.g., asking if students have No. 2 pencils).

The test administrator must only write/print what the student dictates.

If the *Dictation to a Scribe* accommodation is used in conjunction with the *Test Administrator Reads Test Aloud* accommodation, the test administrator may read the student’s dictated response aloud to the student during proofing. If the *Test Administrator Reads Test Aloud* accommodation is not to be provided, the test administrator must not read the student’s dictated response aloud to the student during proofing. Instead, the student must read his or her dictated response when proofing.

Multiple-Choice Tests. For use of this accommodation during the administration of a state multiple-choice test, the student may indicate responses in different ways. Examples of how a student may indicate answer choices include, but are not limited to: (a) dictating the letter of the answer choice to the scribe, (b) reading aloud the entire answer choice, or (c) pointing to the correct answer choice.

On-Demand Writing Assessment. The use of the *Dictation to a Scribe* accommodation during the administration of an on-demand state writing assessment (i.e., North Carolina General and *NCEXTEND2* OCS Writing Assessments at Grade 10) would invalidate the conventions score.

If this accommodation is used for the writing assessment at grade 10, the test administrator must code the designated *Special Codes* section of the student test document to ensure that the student does not receive writing conventions scores. If the coding is not completed, the student

will incorrectly receive a conventions score. Directions are located in the test administrator's manuals.

Each writing assessment test document provides each student with the same number of printed lines for the student response. It is imperative that all student responses, including those that use the *Dictation to a Scribe* accommodation, "fit" on those printed lines. Student responses on added horizontal lines, in a double-stack format, in the margins, or on separate sheets of paper cannot be scored. This policy ensures equitable opportunities for all students participating in the test administration.

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Dictation to a Scribe* accommodation is appropriate for the student:

1. Does the student use the *Dictation to a Scribe* accommodation during regular classroom instruction and similar classroom assessments?
2. If the student can efficiently use a keyboard, should the student use the *Keyboarding Device* accommodation instead of the *Dictation to a Scribe* accommodation?
3. Will the scribe have prior experience working with the student?
4. Will the student be notified prior to the test administration date that the student is to proofread the dictated response?
5. How will the scribe record student responses (e.g., use a clean sheet of paper, code the answer sheet, write in the test book, or use a keyboarding device and transfer student responses at a later time)?
6. For multiple-choice tests, will the student dictate to the scribe by:
(a) saying the letter of the answer choice, (b) reading aloud the entire answer choice, or (c) pointing to the correct answer choice?
7. For an on-demand writing assessment, has there been discussion that conventions scores will not be reported because they are nonvalid and, therefore, will not count toward the student's final writing assessment score?

**Collection, Storage,
and Processing of
Test Materials**

Transcribing Student Responses. After the testing session, if the student response(s) must be transcribed, the student's response must be transferred to the appropriate regular writing test document or multiple-choice answer sheet. Someone other than the original transcriber must check the transcription in order to ensure accuracy. *The transcription and verification must occur under secure conditions in a group setting (i.e., three or more school personnel).* Both the transcriber and the transcription verifier must sign the outside cover of the test book. The writing test document or answer sheet must then be processed by following the regular procedures. **Only responses on regular writing test documents or multiple-choice answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score.**

The LEA must follow the procedures in the test administrator's manual regarding the storage or return of materials when using the *Dictation to a Scribe* accommodation (e.g., student responses recorded on a separate sheet of paper by the scribe instead of being recorded directly on a multiple-choice answer sheet). The procedures may vary based on the test administered to the students.

Keyboarding Devices

The *Keyboarding Devices* accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the *Keyboarding Devices* accommodation.

Description

The *Keyboarding Devices* accommodation allows a student to use a keyboarding device during the administration of the test. The student may use a typewriter, word processor, or electronic Braille note taker during the test administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

The principal or his/her designee, usually the school test coordinator, must make special provisions prior to the scheduled test administration to provide the student with access to the necessary equipment.

Considerations and Instructions

Electronic Braille Note Takers. An electronic Braille note taker performs the functions of a word processor, note taker, and calculator. All input is through a Braille keyboard, and output is either through synthesized speech or a Braille display. Usually there is not a monitor associated with these note takers. They can be connected with printers or Braille embossers to produce written output. The calculator of these note takers may be used during the administration of state tests that allow calculator use; however, if it is used during the administration of a state test that does not allow the use of calculators (i.e., calculator inactive part of the end-of-grade tests), the test results are invalid. The calculator on these devices often can be disabled, so the test administrator must ensure that the student uses it as determined by the IEP Team or Section 504 Committee. The Assistive Technology Devices section includes more specific information about calculators and other utilities (e.g., spell check, grammar check, etc.).

Equipment Check. The test administrator is to check the equipment (e.g., computer) prior to the test administration to ensure that it is in working order. If the student is using a computer, the student should be reminded to save periodically. However, at the end of the test administration, the saved file must be deleted.

Test Administrator Codes Background Information/Survey for Student. The test administrator must review the information regarding regular test administration procedures. When administering the test, the directions for filling in the bubbles for the student's name and other background information must not be read aloud. The test administrator

must complete the background information in advance of testing. The test administrator may read any student survey question aloud to the student and fill in the bubbles as directed by the student to indicate responses. General directions not applicable to this accommodation should not be read to students (e.g., asking the students if they need No. 2 pencils).

On-Demand Writing Assessments. *The following information applies to the North Carolina Writing Assessment at Grade 10, which is an on-demand writing assessment.* Prior to beginning the actual test administration, the spell check, grammar check, online thesaurus, outlining program, prediction software, and electronic spellers must be disabled on the keyboarding device (e.g., word processor or electronic Braille note taker) in order for the conventions results for the writing assessment to be valid. Any electronic files containing student responses must be purged from the computer after student responses have been transcribed to a regular test document and checked for accuracy by someone other than the original transcriber.

The state writing assessment provides each student at grade 10 with the same number of printed lines for the student response. It is imperative that all student responses, including those that use the *Keyboarding Devices* accommodation, “fit” on those printed lines. Student responses on added horizontal lines, in a double-stack format, in the margins, or on separate sheets of paper cannot be scored. This policy ensures equitable opportunities for all students participating in the test administration. It would be helpful for students using this accommodation during the writing assessment to have opportunities to respond to practice prompts and have the response transcribed to an answer document similar to that of the actual assessment. This would allow the student to gauge how long a document can be produced using the keyboarding device and still fit in the space provided by the answer document. Because of differences in handwriting, the same transcriber should be used for both the practice and actual writing assessment.

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Keyboarding Devices* accommodation is appropriate for the student:

1. Does the student use a keyboarding device during regular classroom instruction and similar classroom assessments?
2. For the state mathematics tests that do not allow the use of a calculator (i.e., calculator inactive part of the end-of-grade tests), has there been discussion that use of the electronic Braille note taker calculator during the test administration will invalidate test results?

3. For the on-demand state writing assessments, the spell check, grammar check, online thesaurus, outlining program, prediction software, and electronic spellers must be disabled on the keyboarding device (e.g., word processor or electronic Braille note taker) in order for the student to receive a valid conventions score. If applicable, has the team or committee addressed this?

Collection, Storage, and Processing of Test Materials

Record Student Name on Original Responses. The student's full name and a second identifier (e.g., student ID number or student date of birth) must be legible on the front of the original dictated responses (typed, printed, or brailled). The recorded information must uniquely identify the student.

Transcribing Student Responses. After the testing session, the student's response must be transcribed to the appropriate regular writing test book or multiple-choice answer sheet. Someone other than the original transcriber must check the transcription in order to ensure accuracy. *The transcription and verification must occur under secure conditions in a group setting (i.e., three or more school personnel).* Both the transcriber and the transcription verifier must sign the outside cover of the test book. The regular test book or answer sheet must then be processed following regular procedures. **Only responses on regular writing test documents or multiple-choice answer sheets will be scored. For the writing assessment, the test administrator must not attach or tape the student's original response to the writing test document because these will not be scored. If the responses are not transcribed, test results will be returned as the lowest possible score.**

Storage or Return of Secure Test Materials. The LEA must follow the procedures in the test administrator's manual regarding the storage or return of original student responses (i.e., typed, printed, or brailled) when the *Keyboarding Devices* accommodation is used. The procedures may vary based on the test administered to the students.

Magnification Devices

The *Magnification Devices* accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the *Magnification Devices* accommodation.

Description

The *Magnification Devices* accommodation allows a student to use a magnification device during the test administration. A magnification device is a tool that dynamically magnifies text and images (e.g., magnifier, monocular, closed-circuit television, etc.). As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments. Any magnification device normally used during instruction may be used with any state-mandated test.

Considerations and Instructions

The test administrator may need to remind the student to bring the magnification device to the testing session.

Note: The IEP Team or Section 504 Committee may wish to consider the use of the *Scheduled Extended Time* or *Multiple Testing Sessions* accommodation if the *Magnification Devices* accommodation is to be used. According to a publication by the Council for Exceptional Children:

“**Caution:** Students who use magnification devices may tire more easily than other students. If this is the case for a particular student, it may be necessary to extend the time period or provide additional breaks.”³

When the student begins to record responses, the test administrator must check to ensure that the student is recording in the appropriate section of the answer sheet.

Questions for the IEP Team or Section 504 Committee

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Magnification Devices* accommodation is appropriate for the student:

1. Does the student use the particular magnification device during regular classroom instruction and similar classroom assessments?
2. Should the student also receive the *Scheduled Extended Time* or *Multiple Testing Sessions* accommodation?

³ Council for Exceptional Children. (2000). *Making assessment accommodations: A toolkit for educators*. Reston, VA: Council for Exceptional Children, 49.

**Collection, Storage,
and Processing of
Test Materials**

The test administrator must follow the regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Special Test
Environments

Special Test Environments

The following accommodations are included as Special Test Environments:

- *Hospital/Home Testing*
- *Multiple Testing Sessions*
- *Scheduled Extended Time*
- *Testing in a Separate Room*

Hospital/Home Testing

The *Hospital/Home Testing* accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the *Hospital/Home Testing* accommodation.

Educational services for hospital/homebound students are typically provided at a home or hospital by LEA/school personnel. If a student is confined at home or in a hospital, is unable to attend the base school, and is receiving homebound instruction from his/her base school/LEA, the student is considered hospital/homebound. Once LEA/school personnel have made contact (i.e., a face-to-face meeting) with the student to provide instruction, the student should be counted present for the span of time during which regularly scheduled hospital/homebound instructional services are delivered. (Supporting documentation should be maintained at the school.) The base school is responsible for ensuring that all required state tests are administered. Medical exceptions can be submitted, if appropriate. For accountability purposes, the test results of a hospital/homebound student must be included in the accountability results at the base school.

Description

The *Hospital/Home Testing* accommodation allows a student receiving hospitalized or homebound services to take a test in a special environment away from the school's facility in order to meet the needs of the student.

Considerations and Instructions

Scheduling. Testing may be deferred until a makeup day, although time constraints for makeup testing are considerable for tests such as the North Carolina Writing Assessment.

Training Local Staff. The student's hospital/homebound teacher must be included in the test administrator's training and must review the manual before the test administration begins. The LEA coordinator is to be contacted if there are any questions. Trained proctors are to be provided for each test administration.

Discussing Accommodation(s) with Student Prior to Testing. The hospital/homebound teacher must discuss the accommodation(s) to be used with the student beforehand.

Hospital or home testing is subject to the same procedures as regular test administrations unless the cause of the hospital/homebound testing necessitates the use of other accommodations.

Collection, Storage, and Processing of Test Materials

The test administrator must follow the regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Multiple Testing Sessions

Multiple Testing Sessions

The *Multiple Testing Sessions* accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the *Multiple Testing Sessions* accommodation.

Note: Multiple testing sessions should begin on the same day as the general test administration but may continue beyond the school’s schedule for the regular test administration if the IEP or Section 504 Plan designates the sessions stretch across multiple days.

Description

The *Multiple Testing Sessions* accommodation allows the test to be administered during several mini-sessions as determined by the needs of the student. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Note: According to a publication by the Council for Exceptional Children:

“**Caution:** A student who must take a test over several days may experience a decline in motivation. Student absenteeism also may become a factor if several days of testing are scheduled.”⁴

Scheduling. Multiple testing sessions must begin on the same day as the general test administration but may continue beyond the school’s schedule for the regular test administration if the IEP or Section 504 Plan designates the sessions stretch across multiple days.

Every effort must be made to complete the test administration as close to the school’s test schedule as possible in order to maintain test security.

Writing Assessments. For the writing assessments, scheduling multiple testing sessions should take into consideration the testing schedule to ensure time for processing, shipping, and scoring.

End-of-Grade Tests. When scheduling multiple testing sessions for the end-of-grade tests, the school and/or LEA should consider scheduling the mathematics test first, followed by the reading comprehension test. This is because most students who use the *Multiple Testing Sessions* accommodation use it on the reading comprehension

⁴ Council for Exceptional Children. (2000). *Making assessment accommodations: A toolkit for educators*. Reston, VA: Council for Exceptional Children, 35.

test and not the mathematics test. A schedule such as this allows all students to take the mathematics test at the same time on the first two days of testing and those that have multiple testing sessions for reading comprehension may require additional days to finish their tests.

Considerations and Instructions

Specific Procedures During the Test Administration and the Role of IEP Team/Section 504 Committee. The test administrator must contact the student's exceptional children teacher or school counselor for a review of the documentation in order to obtain information regarding specific scheduling procedures for a multiple testing session schedule. There are several ways in which this accommodation may be provided. The IEP Team or Section 504 Committee determines how this accommodation is to be provided and documents the specifics in the IEP or Section 504 Plan prior to the test administration. The decision is to be based on the individual needs of the student. For example, it may be appropriate:

1. For the student to begin the test on the scheduled date and complete the test on the makeup day.
2. For the student to test for a specified time period (e.g., 15 minutes), then have the student take a break (e.g., eight minutes), and then test again for a specified time period, etc.
3. For the student to use the *Testing in a Separate Room* accommodation so as not to disturb other students.

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

If the student requires additional time beyond that designated in the test administrator's manual, the IEP Team or Section 504 Committee should consider the use of the *Scheduled Extended Time* accommodation. If the student does not also receive the *Scheduled Extended Time* accommodation, the student is expected to complete the test within the test administration time designated in the test administrator's manual. This total test administration time is divided into "mini-sessions" based on the decision and documentation of the IEP Team or Section 504 Committee.

If the student will have the opportunity to communicate with peers during breaks, such as over lunch, an extended break in the same day, or when continuing the test the next day, the test administrator must tell the student before ending each mini-session that the student must review what has been recorded and that the student will not be allowed to go back to previously attempted questions and change any part of the

responses in the following mini-sessions. Pages already completed must be secured. Paper clips may be used to secure those pages already completed or planned for future sessions. Reading selections/passages that are to be used during the next mini-session must not be clipped. Note: For the writing assessment, students are permitted to continue to use their rough drafts so that students may copy the final composition in the regular test document.

If the student is taking short breaks and will not have the opportunity to communicate with peers during the breaks, the student may review and change responses in the portion of the test already completed.

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Multiple Testing Sessions* accommodation is appropriate for the student:

1. Does the student typically require extra time over several days to complete classroom assignments and similar classroom assessments?
2. Does the student need additional time to complete the test (i.e., *Scheduled Extended Time* accommodation) in addition to more frequent breaks or the test given over multiple days? If so, the IEP Team or Section 504 Committee should discuss whether *Scheduled Extended Time* should also be documented as an appropriate accommodation.
3. Can the student finish the test within the given time constraints but with more frequent breaks or over multiple days? If so, *Scheduled Extended Time* should **not** be documented as an appropriate accommodation.
4. Does the student use the *Multiple Testing Sessions* accommodation during regular classroom instruction and similar classroom assessments?
5. Is the student using another accommodation during the administration of the state test that may require the use of the *Multiple Testing Sessions* accommodation?
6. Should the student receive the *Testing in a Separate Room* accommodation?
7. Has there been discussion as to how the *Multiple Testing Sessions* accommodation will be provided to the student during the administration of the state test?

**Collection, Storage,
and Processing of
Test Materials**

The test administration must follow the regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Scheduled Extended
Time

Scheduled Extended Time

The *Scheduled Extended Time* accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the *Scheduled Extended Time* accommodation.

For most of the tests of the North Carolina Testing Program, including end-of-grade tests and all end-of-course tests, students are allowed ample time to complete the test. For these tests, the test administrator's manuals provide an estimated test administration time and a maximum testing time allowed. If a student typically requires more time beyond his/her peers during classroom assignments and assessments, the IEP Team or Section 504 Committee may want to address *Scheduled Extended Time* as a possible testing accommodation.

Note: Students who use the *Scheduled Extended Time* accommodation do not have to be administered the test at the same time as the regular scheduled test administration; however, students may not begin the test administration sooner than the school's schedule for the regular test administration.

Description

This accommodation allows the tests to be administered on a scheduled extended period of time. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Note: According to a publication by the Council for Exceptional Children:

“Caution: When a student has too much time to finish an assessment, he or she may engage in nonproductive guessing or change answers when they should not be changed.”⁵

Considerations and Instructions

Role of the IEP Team or Section 504 Committee. It is appropriate to use scheduled extended time if the IEP Team or Section 504 Committee determines that due to the nature of the disability a student will need additional time to complete the test beyond the time period recommended in the manual. The IEP Team or Section 504 Committee determines how this accommodation is to be provided and documents the specifics in the current IEP or Section 504 Plan prior to the test administration.

⁵ Council for Exceptional Children. (2000). *Making assessment accommodations: A toolkit for educators*. Reston, VA: Council for Exceptional Children, 34.

Scheduling.

Students must be allowed as much time as they need to complete the test on the scheduled test day. An estimate of the maximum amount of extended time should be documented, to the extent possible, in the student's current IEP or Section 504 Plan. This may be in terms of a multiple of the regular administration time (e.g., 1.5 times the regular administration time) or as a specified amount of time (e.g., 1 hour beyond the regular administration time). The IEP Team or Section 504 Committee must review the local policy and document the final decision. Students receiving the *Scheduled Extended Time* accommodation without the additional accommodation of *Multiple Testing Sessions* should have the ability to complete the test in one day and are limited to one school day.

Any extension of time shall occur at the end of, or immediately following, the planned testing session during the scheduled test day. Special arrangements may be needed to accommodate extensions to the usual testing schedule.

If the student is still testing at his/her regularly scheduled lunchtime, arrangements must be made to ensure the student has the opportunity to eat lunch. The student should not be able to communicate with peers during this time. If the student is still testing shortly before dismissal time, the test administration must end with enough time for the student to be dismissed in his/her regular manner.

Procedures During Actual Test Administration. When reading the instructions from the regular test administration manual, the test administrator shall omit information regarding time limits.

If the student will have the opportunity to communicate with peers during breaks (such as over lunch) the test administrator must tell the student before ending the session that the student must review what has been recorded and that the student may not change any part of the responses in the next session of scheduled extended time. Pages already completed must be secured. Paper clips may be used to secure those pages already completed or planned for future session(s). Reading selections/passages that are to be used during the next mini-session must not be clipped. Note: For the writing assessment, students are permitted to continue to use their rough drafts so that students may copy the final composition in the regular test document.

If the student is taking breaks as designated in the test administrator's manuals and will not have the opportunity to communicate with peers during the breaks, the student may review and change responses in the portion of the test already completed.

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Scheduled Extended Time* accommodation is appropriate for the student.

1. Does the student typically require extra time to complete classroom assignments and similar classroom assessments?
2. Does the student use the *Scheduled Extended Time* accommodation during regular classroom instruction and similar classroom assessments?
3. Is the student using another accommodation during the administration of the state test that may require the use of the *Scheduled Extended Time* accommodation?
4. Can the student complete the state test with extended time on one day or over a period of several days? If over a period of several days, the *Multiple Testing Sessions* accommodation should be discussed.
5. Should the student use the *Testing in a Separate Room* accommodation?
6. Has there been discussion as to how the *Scheduled Extended Time* accommodation will be provided to the student during the administration of the state test?

**Collection, Storage,
and Processing of
Test Materials**

The test administrator must follow the regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Testing in a Separate
Room

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

The *Testing in a Separate Room* accommodation is available for specific tests. Please refer to the tables on pages D1.02–D1.04 for a list of the tests permitting the *Testing in a Separate Room* accommodation.

Description

This accommodation allows a student to take a test in a separate room in a one-on-one or small group administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom assessments.

Considerations and Instructions

Role of the IEP Team or Section 504 Committee and Providing One-on-One or Small Group Test Administration. The IEP Team or Section 504 Committee must document in the current IEP or Section 504 Plan if the *Testing in a Separate Room* accommodation is to be provided in a one-on-one setting or small group setting. Specifics regarding the procedure must be documented prior to the test administration. If the Team/Committee specifies that the test administration is to be one-on-one, the student must receive the *Testing in a Separate Room* accommodation on a one-on-one basis as part of the regular classroom instruction and similar classroom assessments. If the team specifies that the test administration is to occur in a small group, the team must review the local policy for the definition of a small group. The maximum number of students for a small group test administration is determined at the local level but must be documented in the student's current IEP or Section 504 Plan. If the Team/Committee has specific concerns regarding the number of students in a particular small group test administration, it should document these concerns in the IEP or Section 504 Plan.

The IEP Team or Section 504 Committee must consider whether other accommodations the student will be receiving during testing require the *Testing in a Separate Room* accommodation (e.g., *Test Administrator Reads Test Aloud*, *Multiple Testing Sessions* with more frequent breaks than as designated in the test administrator's manual). If the other accommodations the student will be receiving do require the *Testing in a Separate Room* accommodation, it too must be documented in the student's IEP or Section 504 Plan.

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

Scheduling. It is inappropriate to provide certain accommodations to a small group unless all students are receiving the same accommodations. For example, students who are to have the test read aloud must not be tested in the same room as students who should not have the test read aloud.

The principal or his designee, usually the school test coordinator, shall assist in locating a separate room for the test administration.

Procedures in Test Administrator's Manual. The test must be administered as stated in the regular test administration manual unless other accommodations that require modified procedures are used.

**Questions for the
IEP Team or
Section 504
Committee**

The IEP Team or Section 504 Committee may wish to address the following questions when determining whether the *Testing in a Separate Room* accommodation is appropriate for the student:

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

**Collection, Storage,
and Processing of
Test Materials**

The test administrator must follow the regular procedures for processing the test materials unless this accommodation is used in conjunction with another accommodation that requires special storage and processing.

Monitoring Accommodations

E. Monitoring Accommodations

Introduction

As stated throughout this publication, all testing accommodations must be used during instruction and similar classroom assessments. In addition, all testing accommodations documented on a student's IEP or Section 504 Plan must be provided during testing. It is important to monitor that this is taking place.

Prior to Testing

School and school system test coordinators should collect information regarding students needing testing accommodations with sufficient time to properly plan the test administrations. Optional forms that may help in the collection and review of this information are the NCTP Tables and Appendices described in the *Review Recommendations* subheading on page B1.06. Whenever changes in IEPs or Section 504 Plans are made, this information should be updated. The appendices could be used closer to the time of testing to verify the accommodations scheduled for each student. This verification helps to ensure that the test administration will mirror what is documented in the student's IEP or Section 504 Plan. Once the accommodations have been verified, the school test coordinator can use this information to plan the small group administrations and to ensure that proper test materials have been ordered (e.g., Braille Editions, Large Print Editions).

In addition, it is helpful to think of the logistical considerations involved with accommodations. The *Testing Accommodations: Logistics Planning Checklist*, located in the Appendix, is a useful tool when thinking about the details to be considered with accommodations.

Observing Test Administrations

When determining whether students are actually receiving the accommodations that have been documented, an important piece of information can be gathered from observing the actual test administrations. In as little as a few minutes, it can be clear whether the student is receiving the *Test Administrator Reads Test Aloud* or *Student Marks Answers in Test Book* accommodations.

Documentation on Answer Sheet

After completing testing, the test administrator or other designated personnel is to complete the TO BE COMPLETED BY THE TEACHER OR COUNSELOR section of the answer sheet. Within this section is a question regarding the accommodations that were provided to the student during that test administration. This question must be coded for each student who received accommodations. If the test consists of more than one subject (e.g., end-of-grade tests of reading and mathematics), there may be more than one bubble beside each accommodation. In the case of the end-of-grade tests, there are two bubbles, one with an "R" inside of it for reading and one with an "M"

for mathematics. The respondent must code the accommodation provided for each test as they may be different.

**Review of
Accommodations
Used During Testing**

While the answer sheet captures what was provided to the student during the test administration, it is also important to document whether the student actually used the accommodation. For instance, if Sam's IEP states that he is to receive *Scheduled Extended Time*, yet he finishes within the general estimated administration time, this is helpful information. If the student did use the accommodation, that is equally helpful to note. For example, Michelle has *Test Administrator Reads Test Aloud* on her IEP, and it is specified on her IEP that everything is to be read aloud. During the test administration, Michelle follows right along with the test administrator, waiting after completing an item to have the next item read to her and others in the small group.

A form that can be used for such documentation is titled *Review of Accommodations Used During Testing* and is found in the Appendix of this publication. It is also found online at www.ncpublicschools.org/accountability/policies/tswd. Prior to testing, the accommodations that are documented in the student's IEP or Section 504 Plan should be checked off. Once testing has concluded, the test administrator should use the form to document whether the accommodation was actually provided to the student and, if so, if the student used the accommodation. Because students with limited English proficiency who meet certain criteria are eligible for testing accommodations, this form can be used for them as well.

**Procedures to Follow
When Documented
Accommodations
Have Not Been
Provided**

If it is discovered that a student was not provided a documented accommodation during the test administration, this constitutes a misadministration. If a student is tested and the school does not provide the approved accommodation, (a) the parent/guardian must be notified immediately, (b) a Report of Testing Irregularity provided through the Online Testing Irregularity Submission System (OTISS) is to be completed, (c) the superintendent/LEA test coordinator declares a misadministration, and either (d) the test scores are invalidated and the student is retested with another secure form of the test with the approved accommodation or (e) the parent/guardian signs a statement specifying that the parent/guardian waives the right to have the student retested with the documented accommodation and the test results from the administration without the accommodation will be used for state and local accountability purposes and student performance placement. This statement must be signed prior to the parent/guardian knowing the test results.

Procedures to Follow When Accommodations are Provided That Are Not Documented Providing a student with an accommodation that is not documented on the student's current IEP or Section 504 Plan also constitutes a misadministration. If a student is provided an accommodation that is not documented, (a) the parent/guardian must be notified immediately, (b) a Report of Testing Irregularity provided through the Online Testing Irregularity Submission System (OTISS) is to be completed, (c) the superintendent/LEA test coordinator declares a misadministration, and (d) the affected student is to be administered another secure form of the test without the use of the accommodation.

North Carolina
Alternate Assessments

F. North Carolina Alternate Assessments

Introduction

The North Carolina alternate assessments were first designed by the staff of the NCDPI to respond to the mandates of the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA), which requires that all students, including students with disabilities, participate in the statewide and local testing programs. The alternate assessments were designed to ensure access to the statewide testing program for students with disabilities who cannot participate in the general multiple-choice or performance assessment even with approved accommodations. Throughout the years, the alternate assessments have changed to adapt to the changing federal regulations. Collaborative efforts among the Exceptional Children Division, the Curriculum, Instruction and Technology Division, and the Division of Accountability Services have resulted in assessment instruments in North Carolina that provide access for students who otherwise would not have been able to participate in the statewide testing program. As of the printing of this publication, the available alternate assessments are the *NCEXTEND2* and the *NCEXTEND1*. Information regarding these alternate assessments is provided in depth on the following pages.

In the event that the IEP team determines that a student with a disability will not participate in a state test administration even with the approved accommodations specified in this publication, the team is to address the student's eligibility for participation in the appropriate North Carolina alternate assessment(s). All students with disabilities in membership are required to participate in the state tests under standard conditions, with accommodations, or through the use of the state-designated alternate assessments.

Note: Students who only have a 504 Plan are not eligible to participate in North Carolina Alternate Assessments.

Testing Students with Disabilities Web Site

Information on testing students with disabilities may be found at: <http://www.ncpublicschools.org/accountability/policies/tswd>.

Districtwide Assessments

According to IDEA, all students with disabilities must be included not only in all statewide assessments but also in all districtwide assessments. Participation may be through the general test administration with or without accommodations or by an alternate assessment. All students with disabilities must participate, including those with the most significant cognitive disabilities. A memo is included in the Appendix that addresses the requirements of LEAs to include all students with disabilities in districtwide assessments through accommodations and alternate assessments. In addition, the results of

these test administrations must be included in any public reporting of districtwide assessments that take place.

Annual Decision

The decision regarding which assessment(s) a student will participate in is to be made annually by the IEP team.

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

IDEA mandates that all students with disabilities are provided access to the general curriculum. In North Carolina, this is the North Carolina [*Standard Course of Study*](#). For students with the most significant cognitive disabilities, access is provided through the North Carolina [*Standard Course of Study Extended Content Standards*](#).

According to the *No Child Left Behind Act* of 2001, all students must be assessed on grade-level content. For students with significant cognitive disabilities, the assessment must be linked to grade-level content through the Extended Content Standards.

Alternate Assessments and Achievement Standards

The U.S. Department of Education (USED) has allowed states to develop three types of alternate assessments based on different achievement standards (i.e., grade-level, modified, alternate). Below are the alternate assessments that North Carolina has in place:

1. Modified Academic Achievement Standards – *NCEXTEND2*; and
2. Alternate Academic Achievement Standards – *NCEXTEND1*.

Expectations and Assessment Options

Students with disabilities are expected to follow the North Carolina *Standard Course of Study* and graduate with a North Carolina diploma. If the IEP Team determines that the student cannot participate in the general statewide test administrations with or without accommodations (column 2 in the table on the following page), the team must determine which North Carolina alternate assessment (columns 3 and 4) the student is to be administered. The IEP Team must document the decision to use an alternate assessment and specify in the current IEP which alternate assessment is to be used.

North Carolina State Tests and Alternate Assessments

Assigned Grade	State-Mandated Test (General Administration)	Reading	Mathematics	Science	Writing	<i>NCEXTEND2</i> Alternate Assessment	<i>NCEXTEND1</i> Alternate Assessment
3	NC End-of-Grade (EOG) Tests	✓	✓			✓	✓
4	NC EOG Tests	✓	✓			✓	✓
5	NC EOG Tests	✓	✓	✓		✓	✓
6	NC EOG Tests	✓	✓			✓	✓
7	NC EOG Tests	✓	✓			✓	✓
8	NC EOG Tests	✓	✓	✓		✓	✓
10	NC Writing Assessment				✓	✓ ¹	✓
9–12	NC End-of-Course Tests	Administered at the end of specific courses				✓ ¹	

¹The *NCEXTEND2* Alternate Assessment for Occupational Course of Study (*NCEXTEND2* OCS) is available at grades 9–12 for the following courses: Occupational English I, Occupational Mathematics I, Life Skills Science I and II. In addition, grade 10 students following the Occupational Course of Study are to participate in the *NCEXTEND2* OCS writing assessment.

NCEXTEND2

Introduction

The ***NCEXTEND2*** Alternate Assessment is an alternate assessment for students with disabilities who are working toward grade-level achievement but are having continued difficulty in making progress in the same time frame as students without disabilities. The assessment is a multiple-choice test with fewer items that utilizes universal design principles to address accessibility for students with disabilities. ***NCEXTEND2*** uses shorter reading selections, simplified language, and fewer test items and item responses (foils/answer choices) to assess students on grade-level content. ***NCEXTEND2*** provides access to the statewide testing program through a test design that utilizes a different format and permits the use of modified academic achievement standards (achievement levels).

Grades and Subjects for Which the *NCEXTEND2* Is Available

The ***NCEXTEND2*** Alternate Assessment for End-of-Grade (***NCEXTEND2*** EOG) is available for the following grades and subjects:

- Reading at grades 3–8;
- Mathematics at grades 3–8; and
- Science at grades 5 and 8; and

The ***NCEXTEND2*** Alternate Assessment for Occupational Course of Study (***NCEXTEND2*** OCS) is available for the following courses:

- Occupational English I;
- Occupational Mathematics I; and
- Life Skills Science I and II.¹

In addition, grade 10 students following the Occupational Course of Study are to participate in the ***NCEXTEND2*** OCS writing assessment.

Eligible Students for the *NCEXTEND2* and the Role of the IEP Team

To determine student participation in the ***NCEXTEND2*** EOG for reading comprehension and/or mathematics, the following eligibility requirements must be considered:

- The student must have a current IEP;
- The student **DOES NOT** have a current 504 Plan;
- The student, if identified as limited English proficient (LEP), must also have a current IEP;
- The student **IS NOT** identified as having a significant cognitive disability;

¹Regardless of the order in which the two courses (OCS Life Skills Science I or II) were taken, students who are currently enrolled in the second course of OCS Life Skills Science I or II must participate in the Life Skills Science test.

- The student **IS NOT** receiving instruction in the NCSCS through the Extended Content Standards;
- The student's progress in response to high-quality instruction is such that the student is not likely to achieve grade-level proficiency within the school year covered by the IEP;
- The student's disability has precluded the student from achieving grade-level proficiency, as demonstrated by objective evidence, (e.g., results from standardized state tests, IQ tests, achievement tests, aptitude tests, and psychological evaluations. **It is the expectation that more than one objective measure would be used to assist in the evaluation of a student's assessment placement.**);
- The student's IEP must include goals that are based on grade-level content standards and provide for monitoring of student's progress in achieving those goals; and
- The nature of the student's disability may require assessments that are different in design.

To determine student participation in the *NCEXTEND2* OCS (Occupational Mathematics I, Occupational English I [reading], Life Skills Science I and II, and the OCS writing assessment at grade 10), the following eligibility criteria must be considered:

- The student must have a current IEP;
- The student **DOES NOT** have a current 504 plan;
- The student, if identified as limited English proficient (LEP), must also have a current IEP;
- The student is enrolled for credit in courses in the Occupational Course of Study that require an *NCEXTEND2* OCS assessment (Occupational Mathematics I, Occupational English I [reading], Life Skills Science I and II²);
- The student's IEP includes goals that are based on course content standards and provides for monitoring of student's progress in achieving those goals; and
- For the *NCEXTEND2* OCS in writing, the student is assigned to grade 10 according to NC WISE and is following the Occupational Course of Study (OCS).

The IEP Team may determine that a student is to be assessed with modified academic achievement standards (*NCEXTEND2*) in one or more subjects for which the assessments are administered. Parents of these students, as part of the IEP Team and as participants in the IEP

² Regardless of the order in which the two courses (OCS Life Skills Science I or II) were taken, students who are currently enrolled in the second course of OCS Life Skills Science I or II must participate in the Life Skills Science test.

process, are to be informed that their child's achievement will be measured in specific subjects based on modified academic achievement standards.

Testing Window

The testing window for the *NCEXTEND2* EOG multiple-choice tests is the last 27 days of the school year. The testing window for the *NCEXTEND2* OCS multiple-choice tests is the last 17 days of the course for semester-long courses and the last 22 days of the course for traditional yearlong courses.

The *NCEXTEND2* OCS Writing at grade 10 is administered on a given day in March.

For current testing windows, refer to the North Carolina Statewide Testing Calendar available at <http://www.ncpublicschools.org/accountability/>.

***NCEXTEND2* Multiple-Choice Tests**

The *NCEXTEND2* EOG in reading, mathematics, and science and the *NCEXTEND2* OCS are modified multiple-choice tests. Test booklets and scannable answer sheets are provided to the student, unless the student has the *Student Marks in Test Book* accommodation in which case only the test book will be provided. Blank paper is provided for all tests, and graph paper is provided for the *NCEXTEND2* EOG in mathematics at grades 3–8. In addition, periodic tables are provided for the *NCEXTEND2* EOG in science at grade 8. Calculators are required for the *NCEXTEND2* EOG in mathematics at grade 8, *NCEXTEND2* EOG in science at grades 5 and 8, *NCEXTEND2* OCS in Occupational Mathematics I, and the calculator-active portion of the *NCEXTEND2* EOG in mathematics at grades 3–7.

All accommodations that are allowed on the general end-of-grade tests are allowed during the administration of the *NCEXTEND2*. As with the general end-of-grade reading tests and English I end-of-course test, the *Test Administrator Reads Test Aloud* and the *Sign Language Interpreter/Transliterater Signs/Cues Test* accommodations are not allowed during the *NCEXTEND2* EOG in reading or the *NCEXTEND2* OCS in Occupational English I tests. If these accommodations are used during these tests, the results will be nonvalid and the student will be considered a nonparticipant under IDEA and NCLB.

***NCEXTEND2* Writing Assessments**

The *NCEXTEND2* OCS Writing Assessment assesses writing objectives of the OCS Occupational English I and II courses. Students respond to a prompt requiring an expressive response. An expressive response requires students to explore and/or communicate personal knowledge, experiences, and insights. The prompt focuses on events

related to learning occupational skills, and the response is written in the form of letters or journal entries. There are three types of responses that may be assessed with the *NCEXTEND2* OCS Writing Assessment:

- Work Skills response, which examines modes of communication in employment settings;
- Life Skills response, which examines modes of communication in daily living; and
- Personal Skills response, which expresses factual, functional information.

All accommodations allowed on the General Writing Assessment are allowed on the *NCEXTEND2* Writing Assessments. The use of the *Dictation to a Scribe* accommodation will result in a nonvalid score for conventions, one component of the total score.

**Achievement Level
Cut Scores and
Performance Level
Descriptors**

Achievement level cut scores and performance level descriptors for the *NCEXTEND2* in reading and mathematics at grades 3–8 and science at grades 5 and 8 are stated in SBE Policy [GCS-C-026](#).

Achievement level cut scores and performance level descriptors for the *NCEXTEND2* Occupational Course of Study (OCS) English, Mathematics, and Life Skills Science are stated in SBE Policy [GCS-C-030](#).

Achievement level cut scores and performance level descriptors for the *NCEXTEND2* OCS Writing are stated in SBE Policy [GCS-C-027](#).

***NCEXTEND2* Web
Sites**

Additional information about the *NCEXTEND2* may be found at the following URLs:

- *NCEXTEND2* EOG:
<http://www.ncpublicschools.org/accountability/policies/tswd/ncextend2>
- *NCEXTEND2* OCS:
<http://www.ncpublicschools.org/accountability/policies/tswd/ncextend2ocs>

NCEXTENDI

NCEXTEND1

Introduction

The *NCEXTEND1* Alternate Assessment is a performance-based alternate assessment designed to assess students with significant cognitive disabilities. *NCEXTEND1* Alternate Assessment items are grade-level performance items that measure the standards specified in the North Carolina *Standard Course of Study* (SCS) Extended Content Standards. These Extended Content Standards are available for download at <http://www.ncpublicschools.org/curriculum/ncecs>.

Grades and Subjects for Which the *NCEXTEND1* Is Available

The *NCEXTEND1* Alternate Assessment is available for the following grades and subjects:

- Grade 3 reading and mathematics;
- Grade 4 reading, mathematics;
- Grade 5 reading, mathematics, and science;
- Grade 6 reading and mathematics;
- Grade 7 reading, mathematics;
- Grade 8 reading, mathematics, and science; and
- Grade 10 reading, mathematics, science, and writing.

Note: If the IEP Team determines, based on the eligibility criteria below, that the *NCEXTEND1* is the most appropriate assessment for a student, then that student must be assessed with the *NCEXTEND1* in *all* subjects assessed at that grade level (stated above).

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

The *NCEXTEND1* Alternate Assessment is designed for students with disabilities who:

- Have a current IEP;
- Are enrolled in grades 3–8 or 10 according to NC WISE;
- Are instructed in the North Carolina *Standard Course of Study* Extended Content Standards in **ALL** assessed content areas; and
- Have a **SIGNIFICANT COGNITIVE DISABILITY** (i.e., exhibit severe and pervasive delays in **ALL** areas of conceptual, linguistic, and academic development and also in adaptive behavior areas, such as communication, daily living skills, and self-care).

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

- are being instructed in **ANY OR ALL** of the general grade-level content standards of the North Carolina *Standard Course of Study*;
- demonstrate delays only in academic achievement;
- demonstrate delays due primarily to behavioral issues;
- demonstrate delays only in selected areas of academic achievement; or
- if in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study).

The *NCEXTENDI* Alternate Assessment is designed for students who have a severe intellectual disability; it is **NOT** designed for students who have a specific learning disability.

Note: If the IEP Team determines, based on the eligibility criteria above, that the *NCEXTENDI* is the most appropriate assessment for a student, then that student must be assessed with the *NCEXTENDI* in *all* subjects assessed at that grade level.

Testing Window

The *NCEXTENDI* in writing is to be administered during a given window in March. The *NCEXTENDI* in reading, mathematics, and science are to be administered during a given window near the end-of-grade testing window. As the dates will vary slightly year to year, the annual testing calendar should be consulted for the exact testing window. The annual testing calendar may be found at <http://www.ncpublicschools.org/accountability/>.

Administering the *NCEXTENDI* Assessment

The *NCEXTENDI* is a performance-based assessment that is administered by a test administrator to one student at a time. A test administrator will administer the assessment and record results, and a second assessor will observe the assessment and independently record results. Each test administrator/assessor receives one administrative guide and a student test booklet for each student to be assessed. The test booklet provides the script the test administrator is to use when conducting the assessment. Most manipulatives are provided by the NCDPI and may have adaptations made to them when necessary, according to guidelines provided in the administrative guide.

The number of test items ranges from 7 to 15, depending on the subject being assessed. All items must be administered to all students. The test administrator reads the script for each item, uses any corresponding manipulatives as directed in the test booklet, and records whether the

student responded correctly to the item, using given criteria, on a recording sheet. The second assessor has a separate recording sheet on which to record whether the student responded correctly.

After the completion of the assessment, both assessors must log on independently to a Web-based application and submit the student responses.

**Achievement Level
Cut Scores and
Performance Level
Descriptors**

Achievement level cut scores and performance level descriptors for the *NCEXTENDI* in reading, mathematics, science, and writing are stated in SBE Policy [GCS-C-029](#).

***NCEXTENDI* Web
Site**

Additional information about the *NCEXTENDI* may be found at the following URL:
<http://www.ncpublicschools.org/accountability/policies/tswd/ncextend1>

Appendices

Appendix A
State Board of Education (SBE) Policies Related to the
Testing of Students with Disabilities

SBE Policy Number	Description and URL
<u>GCS-C-018</u>	Provides the achievement level ranges (cut scores) and achievement level descriptors for the North Carolina End-of-Grade Tests in Reading and Mathematics at grades 3–8 and 10, Science at grades 5 and 8, and the North Carolina Writing Assessment at grade 10
<u>GCS-C-020</u>	Provides the components of the ABCs Accountability Program including whether the component is used for ABCs Growth, Performance Composite, and/or Adequate Yearly Progress (AYP) for the No Child Left Behind (NCLB) Act of 2001.
<u>GCS-C-021</u>	Provides annual performance standards under the ABCs Model
<u>GCS-C-026</u>	Provides the achievement level ranges (cut scores) and the achievement level descriptors for the <i>NCEXTEND2</i> for reading, mathematics, and science
<u>GCS-C-027</u>	Provides the achievement level ranges (cut scores) and achievement level descriptors for the <i>NCEXTEND2</i> OCS Writing
<u>GCS-C-029</u>	Provides achievement level ranges (cut scores) and descriptors for the <i>NCEXTEND1</i> for reading, mathematics, science, and writing
<u>GCS-C-030</u>	Provides the achievement level ranges (cut scores) and descriptors for the <i>NCEXTEND2</i> Occupational Course of Study (OCS) English, Mathematics, and Life Skills Science

Appendix B

Questions for IEP Teams/Section 504 Committees to Consider: Testing Accommodations

When considering the use of a testing accommodation, the IEP Team or Section 504 Committee should consider the appropriate questions below:

Modified Test Formats	
Braille Edition	<ol style="list-style-type: none">1. Does the student use a Braille edition during regular classroom instruction and similar classroom assessments?2. Are Braille Literary Code and Braille Nemeth Code sheets available during classroom instruction?3. Does the student have contracted Braille skills?4. How will the student record responses to the Braille edition of the test (e.g., mark in the test book, use a Braille writer, dictate to a scribe, or use a keyboarding device)?5. Should the student use the Braille edition during the test administration in the regular classroom setting or should the student also use the <i>Testing in a Separate Room</i> accommodation?6. Should the student receive the <i>Scheduled Extended Time</i> accommodation?
Large Print Edition	<ol style="list-style-type: none">1. Does the student use large print editions during regular classroom instruction and similar classroom assessments?2. How will the student record responses to the large print edition of the test (e.g., mark in the test book, use a Braille writer, dictate to a scribe, or use a keyboarding device), and is this documented in the IEP or Section 504 Plan?3. Does the student need the <i>Magnification Devices</i> accommodation?4. Does the student need the <i>Scheduled Extended Time</i> accommodation?5. Does the student need an edition that is both large print and one test item per page? If so, this is a special request involving an Accommodation Notification Form. The IEP Team or Section 504 Committee should be aware that the combination of these accommodations produces a large document, both in size of paper (same paper size as large print) and number of pages.

One Test Item Per Page Edition	<ol style="list-style-type: none">1. Does the student use one test item per page editions during regular classroom instruction and similar classroom assessments?2. Does the student have visual-discrimination difficulties?3. Will the student need the <i>Multiple Testing Sessions</i> accommodation? This would allow the student to be provided with a certain number of test pages at a time during the test administration so that the student is not overwhelmed by the thickness of the test book.4. How will the student record responses to the one test item per page edition of the test (e.g., mark in the test book, use a Braille writer, dictate to a scribe, or use a keyboarding device), and is this documented in the IEP or Section 504 Plan?
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AT Devices and Special Arrangements	
Assistive Technology (AT) Devices	<ol style="list-style-type: none"> 1. Does the student use the assistive technology device during regular classroom instruction and similar classroom assessments? 2. <u>State Reading Comprehension Tests</u>. If the IEP Team or Section 504 Committee is considering the use of an assistive technology device that reads aloud a state test that measures reading comprehension, has there been discussion that the test results will not be valid and the implications for nonvalid test results? The IEP Team/Section 504 Committee may refer to page C1.17 of this publication to review a statement regarding nonvalid test results for North Carolina tests. 3. <u>State Mathematics Tests and Calculators</u>. If the IEP Team or Section 504 Committee is considering the use of a calculator during the administration of a state mathematics test that does not permit the use of calculators, has there been discussion that the test results will not be valid? The IEP Team/Section 504 Committee may refer to page C1.17 of this publication to review a statement regarding nonvalid test results for North Carolina tests. If the student will use a talking calculator, should the student use an earphone or use the <i>Testing in a Separate Room</i> accommodation? Does the student require auditory and tactual access to a graphing calculator during the state test administration? If so, the IEP Team/Section 504 Committee may determine that the student use a software program approved by the NCDPI North Carolina Testing Program in order to ensure valid test results. 4. <u>On-Demand Writing Assessment</u>. If the IEP Team or Section 504 Committee is considering the use of prediction software, speech-recognition software, online thesaurus, outlining program, electronic spellers, and/or spell check and/or grammar check utilities during the administration of the on-demand state writing assessments, has there been discussion that the conventions score will not be valid or reported? The IEP Team/Section 504 Committee may refer to page C1.17 of this publication to review a statement regarding nonvalid test results for North Carolina tests.
Interpreter/Transliterators Signs/Cues Test	<ol style="list-style-type: none"> 1. Does the student use the <i>Interpreter/Transliterators Signs/Cues Test</i> accommodation during regular classroom instruction and similar classroom assessments? 2. Is the use of an interpreter or transliterator this student's typical mode of communication? 3. Does the interpreter/transliterators have prior experience working

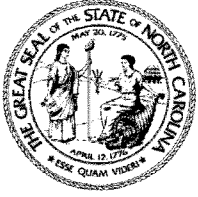
	<p>with the student?</p> <ol style="list-style-type: none"> 4. Because a test administrator will read the test aloud to the interpreter/transliterater, has the <i>Testing in a Separate Room</i> accommodation been addressed? 5. If the IEP Team or Section 504 Committee is considering the use of the <i>Interpreter/Transliterater Signs/Cues Test</i> accommodation during the administration of a state reading comprehension test, has there been discussion about the fact that the test results will be invalid?
<p>Student Marks Answers in Test Book</p>	<ol style="list-style-type: none"> 1. Does the student use the <i>Student Marks Answers in Test Book</i> accommodation during regular classroom instruction and similar classroom assessments? 2. Does the student have difficulty transferring information or staying focused? Does the student have mobility, coordination, or motor limitations?
<p>Student Reads Test Aloud to Self</p>	<ol style="list-style-type: none"> 1. Does the student use the <i>Student Reads Test Aloud to Self</i> accommodation during regular classroom instruction and similar classroom assessments? 2. Will the student use a device while reading the test that allows the student to hear himself/herself read? 3. If the student will use this accommodation, has the <i>Testing in a Separate Room</i> accommodation been discussed?
<p>Test Administrator Reads Test Aloud</p>	<ol style="list-style-type: none"> 1. Does the student use the <i>Test Administrator Reads Test Aloud</i> accommodation during regular classroom instruction and similar classroom assessments? 2. Would the student's functioning reading level affect his or her performance on a state test that does <u>not</u> measure reading comprehension? 3. Has there been discussion as to the <u>extent</u> to which the student will use this accommodation during the administration of the state test? 4. When test questions are read aloud for classroom assessments, is every question read aloud or only questions requested by the student? 5. Would the student be comfortable requesting test items to be read

	<p>aloud?</p> <ol style="list-style-type: none"> 6. If the student will use this accommodation, should the student receive the <i>Testing in a Separate Room</i> accommodation? 7. How does the student feel about being tested in a separate room? 8. Should the student use the <i>Scheduled Extended Time or Multiple Testing Sessions</i> accommodation? 9. If the IEP Team or Section 504 Committee is considering the use of the <i>Test Administrator Reads Test Aloud</i> accommodation during the administration of a state reading comprehension test, has there been discussion about the fact that the test results will be invalid?
<p>Braille Writer/Slate and Stylus (and Braille Paper)</p>	<ol style="list-style-type: none"> 1. Does the student use the <i>Braille Writer/Slate and Stylus</i> (and Braille Paper) accommodation during regular classroom instruction and similar classroom assessments? 2. Will the test administrator have knowledge of applicable Braille codes? 3. Should the student receive the <i>Multiple Testing Sessions</i> and/or <i>Scheduled Extended Time</i> accommodations?
<p>Cranmer Abacus</p>	<ol style="list-style-type: none"> 1. Does the student use the <i>Cranmer Abacus</i> accommodation during regular classroom instruction and similar classroom assessments? 2. How will the student record responses to the test (e.g., mark in the test book, use a Braille writer, dictate to a scribe, or use a keyboarding device)?
<p>Dictation to a Scribe</p>	<ol style="list-style-type: none"> 1. Does the student use the <i>Dictation to a Scribe</i> accommodation during regular classroom instruction and similar classroom assessments? 2. If the student can efficiently use a keyboard, should the student use the <i>Keyboarding Devices</i> accommodation instead of the <i>Dictation to a Scribe</i> accommodation? 3. Will the scribe have prior experience working with the student? 4. Will the student be notified prior to the test administration date that the student is to proofread the dictated response? 5. How will the scribe record student responses (e.g., use a clean sheet of paper, code the answer sheet, write in the test book, or use a

	<p>keyboarding device and transfer student responses at a later time)?</p> <p>6. For multiple-choice tests, will the student dictate to the scribe by: (a) saying the letter of the answer choice, (b) reading aloud the entire answer choice, or (c) pointing to the correct answer choice?</p> <p>7. For the on-demand writing assessments, has there been discussion that conventions scores will not be reported because they are non-valid and, therefore, will not count towards the student's final writing assessment score?</p>
<p>Keyboarding Devices</p>	<p>1. Does the student use a keyboarding device during regular classroom instruction and similar classroom assessments?</p> <p>2. For the state mathematics tests that do not allow the use of a calculator (i.e., calculator inactive part of end-of-grade tests), has there been discussion that use of the electronic Braille note taker calculator during the test administration will invalidate test results?</p> <p>3. For the on-demand state writing assessment, the spell check, grammar check, online thesaurus, outlining program, prediction software, and electronic spellers must be disabled on the keyboarding device (e.g., word processor or electronic Braille note taker) in order for the student to receive a valid conventions score. If applicable, has the IEP Team or Section 504 Committee addressed this?</p>
<p>Magnification Devices</p>	<p>1. Does the student use a magnification device during regular classroom instruction and similar classroom assessments?</p> <p>2. Should the student also receive the <i>Scheduled Extended Time</i> or <i>Multiple Testing Sessions</i> accommodation?</p>

Special Test Environments	
Multiple Testing Sessions	<ol style="list-style-type: none">1. Does the student typically require extra time over several days to complete classroom assignments and similar classroom assessments?2. Does the student need additional time to complete the test (i.e., scheduled extended time) in addition to more frequent breaks or the test given over multiple days? If so, the IEP Team or Section 504 Committee should discuss whether <i>Scheduled Extended Time</i> should also be documented as an appropriate accommodation.3. Can the student finish the test within the given time constraints but with more frequent breaks or over multiple days? If so, <i>Scheduled Extended Time</i> should not be documented as an appropriate accommodation.4. Does the student use the <i>Multiple Testing Sessions</i> accommodation during regular classroom instruction and similar classroom assessments?5. Is the student using another accommodation during the administration of the state test that may require the use of the <i>Multiple Testing Sessions</i> accommodation?6. Should the student receive the <i>Testing in a Separate Room</i> accommodation?7. Has there been discussion as to how the <i>Multiple Testing Sessions</i> accommodation will be provided to the student during the administration of the state test?
Scheduled Extended Time	<ol style="list-style-type: none">1. Does the student typically require extra time to complete classroom assignments and similar classroom assessments?2. Does the student use the <i>Scheduled Extended Time</i> accommodation during regular classroom instruction and similar classroom assessments?3. Is the student using another accommodation during the administration of the state test that may require the use of the <i>Scheduled Extended Time</i> accommodation?4. Can the student complete the state test with extended time on one day or over a period of several days? If over a period of several days, the <i>Multiple Testing Sessions</i> accommodation should be discussed.

	<ol style="list-style-type: none">5. Should the student use the <i>Testing in a Separate Room</i> accommodation?6. Has there been discussion as to <u>how</u> the <i>Scheduled Extended Time</i> accommodation will be provided to the student during the administration of the state test?
Testing in a Separate Room	<ol style="list-style-type: none">1. Does the student typically require a separate room to complete classroom assignments and similar classroom assessments?2. Is the student using another accommodation during the administration of the state test that may require the use of the <i>Testing in a Separate Room</i> accommodation?3. Will the student receive this accommodation during the state test administration on an individual basis <u>or</u> in a small group? Has the maximum number for the small group been specified?4. Does the student require a study carrel, special furniture, or special lighting?





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DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

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October 27, 2009

TO LEA Superintendents
Charter School Directors

FROM Rebecca Garland, Chief Academic Officer 
Angela Quick, Deputy Chief Academic Officer 

SUBJECT Accommodations that Invalidate Test Results

As the school year gets underway, this is a reminder that there are certain accommodations that, if used for specific state tests, will invalidate the test results. This means that the student will not receive a valid score and will not count as having participated in the test administration. In order to ensure that each student has the opportunity to have a valid test administration, it is important that IEP Teams and Section 504 Committees select for each assessment only those accommodations that do not invalidate the score. As stated in the guidance on modified achievement standards published by the U.S. Department of Education (USED) on July 20, 2007, “if an IEP Team or Section 504 Committee decides that a student should use an accommodation in an assessment that results in an invalid test score, the student is considered to be a non-participant under both Title I and the *Individuals with Disabilities Education Improvement Act* (IDEA) of 2004.”

If a student takes an assessment with an accommodation that invalidates the score, the assessment is no longer measuring the concepts it was intended to measure. Therefore, the score does not accurately reflect the student’s academic achievement. Invalid test results must not be included in the student’s permanent record, used for promotion/placement decisions or used for student or school accountability. For the ABCs Accountability Program at the school and for the federal *No Child Left Behind Act* of 2001 (NCLB), students with invalid test results will be included in the denominator (students eligible to be tested) but not included in the numerator (eligible students who have a valid test score) for participation calculations. Invalid test scores will not be included in the numerator or denominator for the ABCs performance composite or the Adequate Yearly Progress calculations. Invalid test scores will not be used to determine growth at the school for the purpose of the ABCs.

The following accommodations are **not** approved for use on state tests:

- Interpreter/Transliterators Signs/Cues Test for tests of reading comprehension,
- Test Administrator Reads Test Aloud for tests of reading comprehension,
- Assistive Technology (AT) Devices that read aloud tests of reading comprehension,
- Use of a calculator during the calculator inactive portion of mathematics tests,

DIVISION OF ACCOUNTABILITY SERVICES

6314 Mail Service Center, Raleigh, North Carolina 27699-6314 | (919) 807-3769 | Fax (919) 807-3772

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

- Some AT Devices may invalidate other tests. If the device is not specifically described in the *Testing Students with Disabilities* publication, available at <http://www.ncpublicschools.org/accountability/parents/tswd>, then an Accommodation Notification Form must be completed and submitted to the NCDPI Division of Accountability Services. Through this process the LEA will be notified whether the use of the requested accommodation will result in a valid score.

As a reminder, the use of Dictation to a Scribe or the use of certain assistive technology devices or keyboarding devices that would identify/correct errors in conventions on the State writing assessments at grade 10 (e.g., prediction software, electronic spellers, outlining programs, spell check, grammar check, and/or online thesaurus) invalidates the conventions score of the writing assessments. The student will count as having participated but will receive a valid score based solely on the content of the student's response.

Please share this information with IEP Teams or Section 504 Committees to ensure that students are given the opportunity to participate in a valid test administration. If you have any questions regarding this memo, please contact Gary Williamson, Director of Accountability Operations at 919-807-3787.

RBG:AHQ:njc

- c: Gary Williamson, Director of Accountability Operations
Lou Fabrizio, Director of Accountability Policy and Communications
Mary Watson, Director, Exceptional Children
Sarah McManus, Section Chief, Testing Policy and Operations
Nancy Carolan, Education Testing/Accountability Consultant
Regional Accountability Coordinators
LEA Testing Directors
LEA Exceptional Children Directors

Appendix D

Accommodation Notification Form

SIDE 1

North Carolina Testing Program

In rare cases where an IEP Team or Section 504 Committee decides that a student with a disability requires the use of an accommodation not specified in the state accommodations publications in order to access state tests, a request must be submitted to the NCDPI Division of Accountability Services/North Carolina Testing Program. The submitted information will be reviewed by the NCDPI Division of Accountability Services/North Carolina Testing Program in conjunction with the NCDPI Exceptional Children Division and a determination will be made regarding the validity of the accommodation. The LEA will receive a response stating whether the use of the specified accommodation will result in a valid score. The information will be shared with the Reporting Section along with a statement of validity or nonvalidity for the purposes of school accountability and Adequate Yearly Progress (AYP). Accommodations used during the administration of North Carolina tests must be used routinely during classroom instruction and similar classroom assessments.

NOTE: The use of certain unauthorized accommodations may invalidate test results. Students with invalid test results are considered to be non-participants under IDEA and *No Child Left Behind Act of 2001 (NCLB)*. Invalid test results must not be included in the student's permanent record, used for promotion/placement decisions, or used for student or school accountability. For the ABCs Accountability Program at the school and for the federal *No Child Left Behind Act of 2001 (NCLB)*, students with invalid test results will be included in the denominator (students eligible to be tested) but not included in the numerator (eligible students who have a valid test score) for participation calculations. Invalid test scores will not be included in the numerator or denominator for the ABCs performance composite or the AYP calculations. Invalid test scores will not be used to determine growth at the school for the purpose of the ABCs.

Directions: Fill in all requested information. Additional pages may be attached. It is imperative that specifics are provided to ensure accurate evaluation of the accommodation and so that research studies duplicate the use of the accommodation during a state test administration. The school system test coordinator will send the completed form to the regional accountability coordinator who will submit the request with the NCDPI Division of Accountability Services/North Carolina Testing Program. *The form must be received by the NCDPI within 30 days of the IEP Team or Section 504 Committee decision or at least 3 weeks prior to the test administration, whichever occurs first.* The LEA test coordinator will receive a response from the NCDPI Division of Accountability Services/North Carolina Testing Program specifying whether use of the documented accommodation will result in invalid test scores. If the accommodation is used during the test administration, the student's answer sheet must be properly coded using the designated Accommodation Notification Form bubble in accordance with directions in the test administrator's manual/guide.

LEA/School System (6 digits)

School System Name

School Name

Student Name

Assigned Grade Level

Primary Disability Classification

Name of State Test(s)

First Test Date

*Charter schools are to use the numeric SCAN code for the LEA/School Code.

Appendix E

TESTING ACCOMMODATIONS: LOGISTICS PLANNING CHECKLIST¹

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

ACCOMMODATIONS THROUGHOUT THE ACADEMIC YEAR		Y	N	NA
1.	Accommodations are documented on student's IEP or 504 Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Student uses accommodations regularly and evaluates use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	A master accommodations plan/database listing assessment accommodation needs for all students tested is updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PREPARATION FOR TEST DAY

4.	Special test editions are ordered for individual students based on information contained in master accommodations plan (e.g., audio tape, Braille, large print).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Test administrators/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/database).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Adult supervision is arranged and test administrators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Trained readers, scribes, and sign language interpreters are arranged for individual students (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ACCOMMODATIONS ON THE DAY OF THE TEST

9.	All eligible students receive accommodations as determined by their IEP or 504 Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Provision of accommodations is recorded by test administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

11. Substitute providers of accommodations are available as needed (e.g., interpreters, readers, scribes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Plans are made to replace defective equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
CONSIDERATION AFTER THE DAY OF THE TEST	Y	N	NA
13. Responses are transcribed to scannable answer sheets/documents for students using student marks answers in test book, special equipment, dictation to a scribe, and other accommodations in which the student does not record his or her answers on the regular answer document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. All equipment is returned to appropriate locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Students who take make-up tests receive needed accommodations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Effectiveness of accommodations use is evaluated by test administrators and students, and plans are made for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Review of Accommodations Used During Testing

This form is to be completed in its entirety. Prior to testing, the accommodations that are documented on the student's IEP, 504 Plan, or LEP documentation are to be checked off. After testing, the test administrator must complete the remaining columns regarding what actually took place during testing. Completed forms should be kept in the student's IEP folder or Section 504 or LEP documentation so that it is accessible for future meetings and in case of auditing/monitoring of accommodations use. NOTE: While the list below includes all accommodations, some do not apply to students identified as LEP.

Student Name	
Grade	
Choose one or more of the following:	<input type="checkbox"/> EC (IEP) <input type="checkbox"/> LEP <input type="checkbox"/> 504 Plan
Date	

Test	
Subject	
Test Administrator	

To Be Completed Prior to Testing	Was this accommodation provided to student during testing?	To Be Completed After Testing	Describe if and how the student used this accommodation
Accommodations Documented on Student's IEP/ Section 504 Plan/ LEP Documentation <input checked="" type="checkbox"/> Example: Test Administrator Reads Test Aloud <input type="checkbox"/> Braille Edition <input type="checkbox"/> Large Print Edition <input type="checkbox"/> One Test Item Per Page Edition <input type="checkbox"/> Assistive Technologies/Devices (Specify) <input type="checkbox"/> Braille Writer/Slate and Stylus (and Braille Paper) <input type="checkbox"/> Cranmer Abacus <input type="checkbox"/> Dictation to a Scribe <input type="checkbox"/> Interpreter/Transliterater Signs/Cues Test <input type="checkbox"/> Keyboarding Devices <input type="checkbox"/> Magnification Devices <input type="checkbox"/> Student Marks Answers in Test Book <input type="checkbox"/> Student Reads Test Aloud to Self <input type="checkbox"/> Test Administrator Reads Test Aloud (Specify) <input type="checkbox"/> Hospital/Home Testing <input type="checkbox"/> Multiple Testing Sessions (Explain: _____) <input type="checkbox"/> Scheduled Extended Time (Estimated Amount: _____) <input type="checkbox"/> Testing in a Separate Room <input type="checkbox"/> Other (Specify: _____)	Yes	If yes, provide specifics regarding how this accommodation was provided. (This has been shaded for some accommodations if it does not apply.) All items and answer choices were read to student.	Student completed test without following along with the read aloud.

Comments/Considerations for next IEP/504/LEP team meeting:
--

Printed name of person completing form: _____
 Signature of person completing form: _____

This form is available in electronic format at <http://www.ncpublicschools.org/accountability/policies>.

ACKNOWLEDGEMENTS

Clip art from Free School Days Clip Art on <http://www.phillipmartin.info/clipart/school.htm>