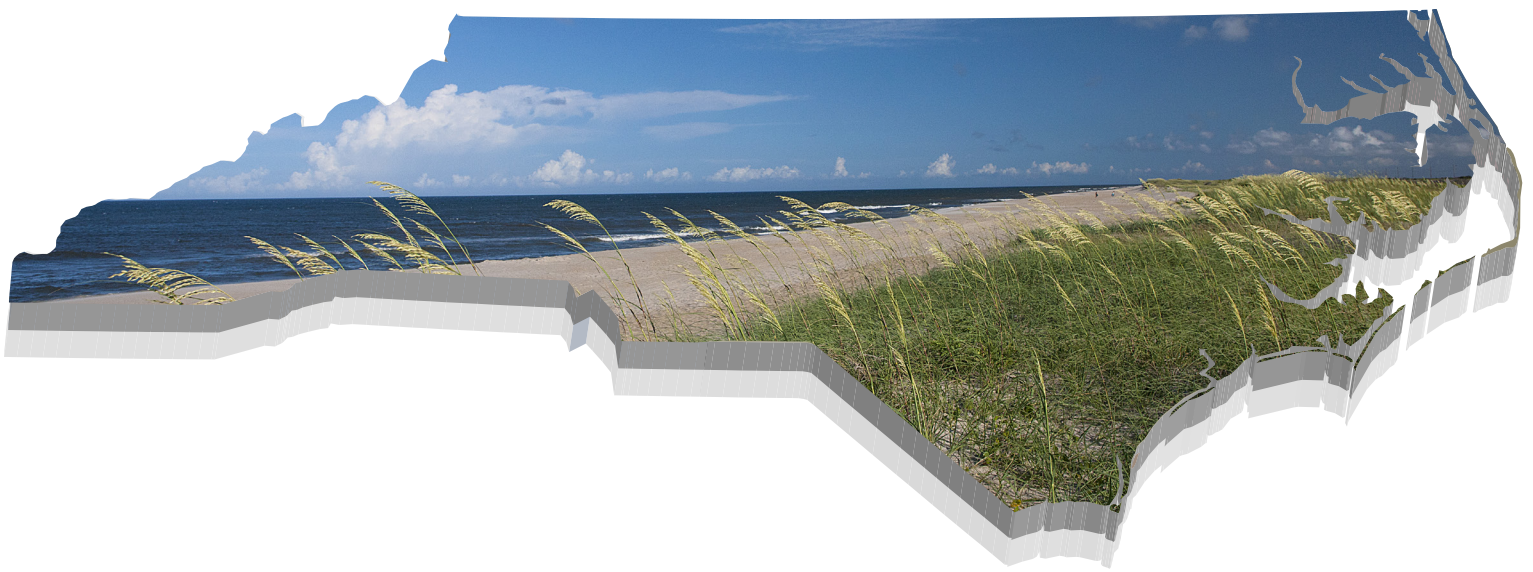# North Carolina State Specific Guidance for
WIDA™ ASSESSMENTS

Published 2019

PUBLIC SCHOOLS OF NORTH CAROLINA
Division of Accountability Services | North Carolina Testing Program
Department of Public Instruction | State Board of Education

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Table of Contents

General Information

Purpose

The *North Carolina State Specific Guidance for WIDA Assessments* is produced by the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services. It contains North Carolina specific testing policy and procedures, pertaining to English Learners (ELs), for uniform and valid administrations of WIDA™ Assessments (ACCESS for ELLs®, Alternate ACCESS for ELLs, W-APT, and WIDA Screener). The guidance provided in this publication does not replace written test procedures provided by the test publisher. Any Public School Unit staff member involved in the administration of these assessments is required, prior to administration, to complete the publisher's recommended training and read the associated administration manuals (including any supplemental publications). All WIDA assessments are to be administered as specified by the test publisher, including the reading/delivery of all testing scripts. All WIDA assessment test training materials are in the WIDA secure portal.

Note: Throughout this document the term Public School Unit refers to districts, charter schools, regional schools, renewal schools, transformational schools, lab schools, Innovative School District (ISD), renewal school district, and residential schools.

Account Management

WIDA Secure Portal

A user account/password is required to access test training materials. To obtain a new login, contact your Public School Unit/school test coordinator (TC). These staff members create new accounts through the "Account Creator" tile on the WIDA secure portal located at http://wida.wisc.edu. New Public School Unit TCs should contact their Regional Accountability Coordinator (RAC) for a WIDA Secure Portal account.

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

WIDA Assessment Management System (WIDA AMS)

WIDA AMS is managed by the test publisher's partner company, Data Recognition Corporation (DRC). The following functions are completed in WIDA AMS:
- ordering ACCESS test materials;
- managing student/test information; and
- accessing technology resources and testing software.

To obtain a WIDA AMS login contact your Public School Unit TC. New Public School Unit TCs should contact their RAC to create an account.

For assistance with WIDA AMS accounts contact DRC Customer Service at wida@datarecognitioncorp.com or call (855) 787-9615.

Public School Unit TCs are responsible for managing staff accounts in the WIDA Secure Portal and WIDA AMS. The Public School Unit TC should inactivate accounts for staff

members who no longer need access or when an individual is no longer employed by the Public School Unit.

Additional Information

Public School Units/schools seeking additional information/clarification regarding state-specific guidance for WIDA Assessments should contact their RAC.

For additional information regarding PowerSchool and EL data, contact Susan Walz (919) 807-3953.

Policies and Procedures

Kindergarten W-APT

The Kindergarten WIDA-ACCESS Placement Test (W-APT) is a paper-based English language proficiency screener given to incoming kindergarteners and students in Grade 1(1st semester only) who identify a language other than English during the Home Language Survey process. The W-APT is designed to assist educators with the identification of students as ELs and eligible for any necessary English language support services. Training and materials for administering the Kindergarten W-APT are found in the WIDA Secure Portal.

Test administrators are required to complete the associated W-APT training through the WIDA secure portal. There is no certification quiz associated with the Kindergarten W-APT.

Schools are required to administer the Kindergarten W-APT within the first thirty (30) calendar days of student enrollment.

Scores must be entered in PowerSchool for all administered tests. For information on how to complete this process, use the following link:
https://sites.google.com/dpi.nc.gov/ncels/el-data/ps-el-user-guides to reference the *PowerSchool WIDA Screener* and *W-APT User Guides*.

The *North Carolina Identification Criteria for Kindergarten W-APT and WIDA Screener* can be found in Appendix A of this document.

WIDA Screener [Grades 1(2nd Semester)–12]

WIDA Screener is an online English language proficiency assessment administered to all students in grades 1(2nd semester)–12 who identify a language other than English during the Home Language Survey process. For additional information on the Home Language Survey process, the North Carolina Home Language Survey flow chart can be found on p. 143 of the North Carolina ESSA Plan at
https://files.nc.gov/dpi/documents/succeeds/nc-essa-state-plan-final.pdf. The screener assists educators with the identification of students as ELs and eligible for any necessary English language support services. Training and materials for administering the WIDA Screener online are found in the WIDA secure portal.

The required testing mode for WIDA Screener is online. The only exception to this requirement is for students with disabilities who have accessibility concerns documented in the Individualized Education Program (IEP) or Section 504 Plan. In such cases, Public School Unit TCs should contact the RAC to secure paper materials.

Test administrators are required to complete the associated WIDA Screener training through the WIDA secure portal as well as face-to-face training on NC state specific guidance and test security. Only school staff who will be scoring student speaking and writing responses are required to take and pass the Speaking and Writing quizzes prior to scoring student speaking and writing responses. However, all staff members who

work with EL students can benefit from becoming familiar with the scoring scales and guidelines for WIDA Screener Speaking and Writing.

Before beginning the Speaking test, students are required to complete a microphone check. Refer to the *Test Administrator's Script* to assist students during the microphone check (see Headsets under Testing Materials).

The Writing test has two tiers. A student's performance on the Listening and Reading tests determine the appropriate tier on the Writing test. Once the student has completed the Listening and Reading tests, the tier placement will be automatically generated. Students in Grades 1–3 should be given the correct paper Writing Test Book to complete the Writing test. For administration specifics, please refer to the *WIDA Screener Test Administration Manual*.

Students participating in the WIDA Screener online are not required to complete practice items prior to the administration of the test.

Schools are required to administer the WIDA Screener within the first thirty (30) days of student enrollment.

Scores must be entered in PowerSchool for all administered tests. For information on how to complete this process, use the following link: https://sites.google.com/dpi.nc.gov/ncels/el-data/ps-el-user-guides to reference the *PowerSchool WIDA Screener and W-APT User Guides*.

The *North Carolina Identification Criteria for Kindergarten W-APT and WIDA Screener* can be found in Appendix A of this document.

Foreign Exchange Students
The expectation is that foreign exchange students are English proficient upon arrival in the United States. Generally, foreign exchange students do not take the WIDA Screener. However, if the district believes the student may need EL services, the district may administer the WIDA Screener.

ACCESS for ELLs
Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs), is North Carolina's required annual assessment that complies with Title I of the federal *Elementary and Secondary Education Act (ESEA)* as amended by the *Every Student Succeeds Act (ESSA)* legislation. ESEA requires that states provide an annual assessment of English language proficiency in the areas of listening, speaking, reading, writing, and comprehending English for all students identified as limited English proficient in the schools served by the state [ref. Title I, SEC. 1111 (a) (7)], including students who receive special education services. Because of this federal legislation, **all** students identified as English Learners (ELs) are tested annually on the ACCESS for ELLs or the Alternate ACCESS for ELLs during the window established by the state to determine student progress and English language proficiency.

Alternate ACCESS for ELLs

The Alternate ACCESS for ELLs is an assessment of English language proficiency for students in grades 1–12 who are classified as ELs and have significant cognitive disabilities that prevent their meaningful participation in the general ACCESS for ELLs assessment. The *Every Student Succeeds Act* (ESSA 2015) requires that all students identified as ELs be assessed annually for English language proficiency, including students who receive special education services. The Individuals with Disabilities Education Act (IDEA 2004) also mandates that students with disabilities participate in statewide and districtwide assessment programs, including alternate assessments with appropriate accommodations, when documented in their IEPs.

Alternate ACCESS Eligibility Criteria

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

- The student has a current IEP that reflects the student meets the eligibility criteria for the Alternate ACCESS for ELLs assessment.

- The student is instructed using the North Carolina Extended Content Standards in all assessed content areas (i.e., reading, mathematics, and science).

- The student must have a significant cognitive disability:

    o The student's disability significantly impacts adaptive behaviors, defined as those skills which are essential for someone to live and function independently.

    o The student requires extensive and repeated individualized instruction and support to make meaningful gains.

    o The student uses substantially adapted materials and individualized methods of accessing information in alternative ways.

- The student's ACCESS for ELLs scores from the prior school year yielded NA across any or all domains or yielded an overall composite score of less than 2.0. (If the composite score is 2.0 or above, the student does not qualify for the Alternate ACCESS for ELLs and must continue to take the regular ACCESS for ELLs.)

- If the student does not have ACCESS for ELLs scores from the prior school year, the student's WIDA Screener results must have a proficiency level of 1 in all applicable domains.

North Carolina Policy for Testing Students Identified as ELs

Per State Board of Education (SBE) policy TEST-011, to be identified as ELs, students must be assessed using the WIDA Screener/W-APT at initial enrollment. Thereafter, all students identified as ELs must be annually assessed during the state-designated testing window by using the ACCESS for ELLs.

If a student scores below Level 5.0 Bridging on the reading domain of the WIDA Screener/W-APT/ACCESS for ELLs, the student is eligible to receive state-

approved EL testing accommodations on all state tests. If the student scores Level 5.0 Bridging or above on the reading domain or exits EL identification, the student must participate in all state tests without accommodations.

According to SBE policy ACCT-021, all students identified as ELs shall participate in the statewide testing program using either the standard test administration or the standard test administration with accommodations. ELs must participate in state assessments beginning with their first year in a U.S. school; however,

- For the first year, the requirement is for participation and for reporting (e.g., NC School Report Card), not the accountability model.

- For year two, ELs' test scores will be included in the growth analysis for the accountability model.

- For year three and beyond, ELs' test scores will be included in growth and the achievement indicator of the accountability model.

Eligible Students (ACCESS for ELLs)

All students enrolled in schools (grades K–12) and identified as ELs between **January 27** and **February 28** must be administered the appropriate WIDA ACCESS assessment. Students enrolled after February 28 are not required to be assessed and will not be included in calculations.

Testing Window (ACCESS for ELLs)

The state testing window for the ACCESS for ELLs and the Alternate ACCESS for ELLs is **January 27** through **March 6, 2020**.

Scores from WIDA Consortium Member States

For student transfers who have not previously attended a North Carolina public school, the WIDA Screener/W-APT and ACCESS for ELLs scores can be used for determining EL status by applying the North Carolina criteria for identification and exit. All participating states are listed on the WIDA Consortium's home page (under Members/ States) at http://wida.wisc.edu. The school system in which the student from another WIDA Consortium Member State enrolls has up to thirty (30) calendar days from enrollment to obtain WIDA Screener/W-APT and/or ACCESS for ELLs test scores from the member state. If the scores are less than one year old, they may be used for making decisions regarding EL identification and placement. If the scores are more than a year old or the receiving school does not receive the scores within the timeline, the school must administer the WIDA Screener/W-APT to determine EL identification and eligibility for English as a Second Language (ESL) services. If the student previously attended a North Carolina public school, the identification from the most recent NC enrollment still applies. Each student identified as EL must be assessed annually. **Students who transfer to North Carolina during the test window must be assessed even if they have taken the ACCESS for ELLs in another state during the current school year.**

The Comprehensive Objective Composite (COC) and EL Exit Status

Results from the annual ACCESS for ELLs test are used in determining whether a student will exit EL identification. Students must meet the Comprehensive Objective Composite (COC) to exit EL status.

The COC defines the attainment of English language proficiency by a student reaching an overall composite score of 4.8 or above, with at least a 4.0 on the reading domain and at least a 4.0 on the writing domain for kindergarten and tiers B and C in grades 1–12.

The COC was established with a decision-consistency methodology that identified the cut points at which an increased level of English language proficiency (as measured on the ACCESS for ELLs) did not affect a student's reading or mathematics performance on the state end-of-grade (EOG) or end-of-course (EOC) tests. This comprehensive approach analyzed the impact of two "objective" factors for each student: scores on the state EOG and EOC reading and mathematics tests <u>and</u> the student's English language proficiency. Thus, the combined EL exit criteria are described as the Comprehensive Objective Composite (COC).

Testing Mode (ACCESS for ELLs)

North Carolina's testing mode for ACCESS for ELLs is online. The only exceptions to this requirement are (1) Public School Units that do not have the technology capability to support administering the assessment online and (2) students with disabilities who have documented accommodations that dictate a paper/pencil test format is necessary for accessibility (e.g., *Braille Edition*).

If Public School Units do not have the technology to support administering students the ACCESS for ELLs online, a Technology Hardship Request should be completed and submitted online through NCTest Admin.

The online Listening and Reading domains are administered to students first. The test coordinator should verify tier placement following the Listening and Reading domains. The test coordinator may need to request an appropriate Writing booklet from the district test coordinator, for students in grades 4–12, who are unable to keyboard Writing responses. These students may write their responses in a Writing Response Booklet for the Writing domain. A handwriting test session must be created in WIDA-AMS for each student who is handwriting a response instead of completing the test online. Doing so allows the delivery of the test questions (on the computer) without a keyboarded response.

The Kindergarten ACCESS for ELLs and Alternate ACCESS for ELLs are both paper-based administrations.

Test Administrator Requirements

Test administrator requirements for the administration of all state required tests can be found in the *Test Coordinator's Handbook*. In addition to these requirements, ACCESS

for ELLs test administrators must satisfy these conditions:

- must be highly proficient in the English language (The individual's spoken English must be clearly understandable by all language-minority students during the test administration.);

- must complete all test administration training and certificate of completion requirements for the ACCESS for ELLs; and

- must pass the certification quiz for the Speaking Scoring module [if administering ACCESS for ELLs (paper)].

Test Administrator Certification Requirements (ACCESS for ELLs)

The ACCESS for ELLs and Alternate ACCESS for ELLs training courses have a general administration quiz, which educators must pass with a score of eighty percent (80%) or higher to become certified to administer the assessment. WIDA recommends taking the quiz immediately after completing the training.

For 2019–20, all test administrators must recertify to administer ACCESS for ELLs (online and paper assessments) because of changes within the Writing domain. Test administrator certification is valid for two (2) years.

Test Protocol Documents (ACCESS for ELLs)

All test protocol documents are posted in each training course within the WIDA Secure Portal:

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

Proctor Requirements

It is a local decision whether to require proctors to "serve as additional monitors that help test administrators assure that testing occurs fairly" (State Board policy TEST-010). Prior to testing, proctors must be informed of their duties and be trained using the *North Carolina Proctor's Guide*.

Accommodations

Accommodations for the ACCESS for ELLs are available only to ELs with disabilities when they are documented in a current IEP or Section 504 Plan and the student requires the accommodation(s) to participate in the test meaningfully and appropriately. Refer to the North Carolina *Testing Students with Disabilities* publication to provide accommodations for students who are identified as ELs with a disability. Additionally, the testing charts provided in Appendix B of this guide indicate accommodations permitted for use with online or paper administrations of ACCESS for ELLs.

The following accommodations are not permissible on the ACCESS for ELLs:

- Reading aloud test items or passages on the Reading test

- Translating test items into a language other than English
- Reading test items in a language other than English
- Using a bilingual word-to-word dictionary
- Responding to test questions in a language other than English

Administrative Considerations

Only the following administrative considerations are approved by the state and are **available to all ELs** taking ACCESS for ELLs. Administrative considerations need not be preselected in the student record in the WIDA AMS. Students must complete the practice test items on days before the test so that these tools do not become a distraction during the online test administration.

Administrative Considerations	Description
Familiar Test Administrator	Students may feel more comfortable with a known test administrator. All test administrators must be trained and certified to administer the test.
Alternative Microphone	Students may feel uncomfortable speaking into the microphone attached to the headset if they are unfamiliar with this practice. Students may use an alternate microphone that is not attached to a headset. Bluetooth and other alternative microphone set-ups may or may not be compatible with the online test engine. Check for compatibility before the day of assessment, using the online Speaking practice test.
Monitor Placement of Responses in the Test Book or On-screen	The test administrator may monitor response placement to ensure that the student is marking the answer in the correct location for the problem the student intends to answer. The test administrator must not assist the student in any way with respect to the content of the item or selecting the correct response.

Administrative Considerations	Description
Participate in Different Testing Format (Paper vs. Online)	The state requires that the ACCESS for ELLs be administered online. The only exceptions to this requirement are • Public School Units that do not have the technology to support administering the online ACCESS for ELLs and • students with disabilities who have documented accommodations that dictate a paper/pencil test format is necessary for accessibility. • Some students participating in online testing in Grades 4–12 may need to take just the writing domain using the paper-based format. In this situation, the student must not use the online test platform for any part of writing as this results in the student receiving the lowest possible score for the domain.
Verbally Redirect Student's Attention to the Test (in English)	The test administrator may verbally redirect the student's attention to the test in English if the student is demonstrating off-task behaviors. Care must be taken not to coach or assist the student. Verbal redirection should be provided quietly without disturbing other students in the testing environment.
Adaptive Seating	Adaptive seating must be consistent with the seating used routinely during classroom instruction and similar classroom assessments. Adaptive seating may include, but is not limited to, round tables, standing desks, stability/yoga balls, working on the floor with a clipboard, sitting on a couch, or sitting on a floor mat at a table. All adaptive seating must be positioned in such a way that no student is able to see another student's test documents. All rooms with adaptive seating designated for testing (including those to which students may be relocated) *must* be approved by the RAC before testing can occur.

Administrative Considerations	Description
Preferential Seating within the Regular Classroom	Preferential seating within the regular classroom (i.e., not in a separate setting) may be used for students for the administration of all tests within the North Carolina Testing Program. Preferential seating may be appropriate for students who have difficulty maintaining attention in a group setting, students who use specialized equipment that may be distracting to others, or students with visual impairments who may need special lighting or closer seating to the front of the room. Preferential seating must be used routinely during classroom instruction and similar classroom assessments. All preferential seating must be positioned in such a way that no student is able to see another student's test documents

Special Accommodation Requests

In the event the IEP team or Section 504 committee recommends the provision of an accommodation or procedures not located in this publication, the Public School Unit TC must be notified immediately. A *Special Accommodation Request* must be completed as soon as possible after the IEP/Section 504 meeting. The NCDPI will provide the Public School Unit TC with a written response, advising whether the use of the accommodation(s) or procedures invalidates the results for the test.

Note: Online submission of the *Special Accommodation Request* is available in NC Education in the Testing News Network (TNN) Test Materials Order System.

Students with Transitory Impairments

Section 504, part of the Rehabilitation Act of 1973, is a federal law designed to protect the rights of students with disabilities who attend schools receiving federal financial assistance. To be protected under Section 504, a student must be determined to (1) have a physical or mental impairment that substantially limits one or more major life activities or (2) have a record of such an impairment or (3) be regarded as having such an impairment (ADA Amendments Act of 2008, Section 3 [1][A–C]).

A student is not regarded as an individual with disabilities if the impairment is transitory and minor (ADA Amendments Act of 2008, Section 3 [3][B]). A transitory impairment is impairment with an actual or expected duration of six months or less. A transitory impairment does not constitute a disability for purposes of Section 504 *unless* its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time.

On a case-by-case basis where appropriate documentation exists, students who are identified with a transitory impairment (i.e., not Section 504-eligible) may receive testing accommodations. As with all testing accommodations, accommodations that are being

considered for use during testing must be used routinely during instruction and similar classroom assessments when possible. Approved accommodations for students identified with transitory impairments include those accommodations that are approved for use by Section 504-eligible students. The need for accommodations must be documented before testing. Copies of this documentation must be kept at the school and made available to test coordinators. Those administering tests with accommodations must be trained before the administration by the Public School Unit TC or designee in the provision of the specified accommodations.

Review of Accommodations Used During Testing **Forms**

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

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

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

Testing Materials

Materials Shipping and Overage

ACCESS for ELLs test materials are delivered to districts for distribution to schools. Overage is split across a school district applying the following rule: seven point five percent (7.5%) to the district and seven point five percent (7.5%) to the school when the district and/or school have at least ten (10) students in a particular grade cluster and tier. Districts and schools with fewer than ten (10) students at a particular grade cluster and tier will not receive calculated overage.

It is imperative that the school test coordinator communicates any additional test material needs to the district test coordinator. Additional materials orders are limited to one (1) per district during the testing window.

Alternate ACCESS Materials

Students participating in Alternate ACCESS for ELLs should have a Tier "T" designation entered in the PowerSchool EL screen prior to the transfer of the state Pre-ID file. The Alternate ACCESS test must be selected on a student's IEP prior to designating the student as Tier T in PowerSchool. For 2019–20, districts/schools must have this information coded by November 22, 2019, to receive Alternate ACCESS materials with initial materials shipments.

Additional Materials Ordering

District test coordinators can place one (1) additional materials order for ACCESS testing. For District-Level Additional Orders between January 14–February 28, 2020 via WIDA AMS use the following path (**All Applications>Materials>Additional Materials**).

Orders for Special Print Versions

The superintendent/director or the superintendent's/director's designee, usually the Public School Unit TC, is responsible for ensuring secure test materials are properly ordered for ACCESS testing. Orders for special print versions (i.e., large print, braille) must be submitted to DRC **no later than February 14, 2020**.

Large Print and Braille Materials (ACCESS for ELLs)

Large print test kits, ordered from DRC, contain a large print test book, a test book for transcription, a test administrator script, and a CD of audio files.

Each braille test kit contains an embossed test book, a test book for transcription, a test administrator script, and a CD of audio files.

As soon as possible after the test administration, the student's responses must be transcribed verbatim into a scannable test book and returned to DRC for scoring. Student work and/or answers that are not transcribed will not be scored.

After completion of the transcription:

- On the original test book (transcribed book):

- o Write "Transcribed – DO NOT SCORE" or draw an "X" on the front of the original test book.

- o Do not cover the barcode.

- o Place a Do Not Process label on the test book.

- o Return the transcribed test book with nonscorable test materials.

- On the new test book (scannable book):

  - o Apply the white student label or apply the yellow District/School label and complete the student demographic information.

  - o Return the book with the scorable test materials.

- Ensure any stored test content on a word processing device or recorder is deleted immediately after transcription.

- Any original student responses that were printed from an assistive technology device or recorded separately on blank paper (or on other external devices) must be securely destroyed.

Large print and braille test materials must be ordered as additional materials. These materials are packaged in a shrink-wrapped kit that includes one copy of the accommodated test materials (either a large print test book or a braille test book) and a standard test book. Test administrators must ensure that student responses (multiple-choice and writing) have been transcribed to the standard test book and a student Pre-ID label has been applied. Student responses not transcribed into a standard test book will not be scored.

Headsets
Headsets are required for each student for the administration of the Speaking domain. Headsets must include a functioning microphone to allow students to record their speaking responses. NCDPI has purchased a small quantity of headsets and Public School Units may order a limited number of these headsets through TNN (Test Materials Ordering Systems for 2019–20) with RAC approval. For additional information on placing this materials order, refer to the *NCTest Admin Guide*. Public School Units/schools may elect to purchase comparable headsets. For headset technical specifications, refer to the WIDA AMS User Guide and INSIGHT Technology User Guide.

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

Test Security
The North Carolina *Testing Code of Ethics* (SBE policy TEST-010) addresses appropriate professional practices for central office and school administrators, test coordinators, teachers (test administrators), and proctors in the areas of securing tests; administering tests; and scoring, reporting, and interpreting test results. Ethical practices ensure validity of the test results.

Ethical practices for administering North Carolina tests include, but are not limited to:

- informing students about the tests and why the tests are important;

- informing students and parents of how the tests and test results will be used;

- ensuring all eligible students take the tests;

- encouraging students to attempt to respond to all test items and do their best;

- preparing students to take the tests;

- maintaining test security at all times; and

- sharing the results of the tests along with any available interpretation of the scores with students and parents within the allotted timelines.

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

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

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

- Complete a Nondisclosure and User Agreement (NDUA). If an electronic NDUA is signed during the training course, it is not necessary to sign a paper copy.

- Keep personal login information secure.

- Ensure that online test content does not remain open and unattended on screens at any time before, during, or after testing (online ACCESS testing only).

- Ensure that any paper contents are secure and are treated as secure test materials. Do not leave materials unattended at any time before, during, or after testing.

- Ensure that no specific information about the content of the test is shared with students or their families before or after testing. School personnel must not disclose the contents of the test with others or discuss any of the test items or information contained within the test or write about them on the Internet or on social media sites.

- Return all secure materials to the secure, locked storage facility after testing.

- Do not duplicate any test materials (except for the WIDA ACCESS for ELLs online or paper Test Administrator Manuals, writing response booklets, and

W-APT materials duplicated by the Public School Unit TC). Secure tests, including all test materials and test questions, must not be reproduced in any manner for any reason without prior written consent of the NCDPI Division of Accountability Services/North Carolina Testing Program.

- Excerpts from the tests must not be used at any time during classroom instruction or in resource materials such as study guides.

- Visitors to the classroom are prohibited during the test administration except when required for state or local monitoring of test administrations or under extreme circumstances (i.e., emergency situations).

- Any breaches of test security or problems with test administration must be reported in the Online Testing Irregularity Submission System (OTISS) and may result in the invalidation of student scores.

Access to the tests shall be limited to school personnel who have a legitimate need. SBE policy TEST-010 also states, "persons who have access to secure test materials shall not use their access to those materials for personal gain." Access does not include reviewing secure tests or conducting item analyses; personnel are not allowed to review secure tests or conduct item analyses without the express written consent of the test publisher.

Accounting for and Storing Test Materials
State specific guidance on accounting for and storing test materials can be found in the *Test Coordinator's Handbook* (Section B. Test Security).

Review of Test Materials (before Testing)
Before the test administration, under secure conditions, the test administrator may review and become familiar with the test materials for each assessment. Test administrators who receive materials in advance must have completed Test Administrator Training, a testing security agreement (locally), and must return all secure materials to the school test coordinator immediately at the conclusion of the secure review period.

Preparing for Administrations

Prepare the Testing Environment

Test administrators must prepare appropriate physical conditions for testing rooms. All testing rooms must be prepared in the following manner:

- Cover or remove posters, bulletin boards, and/or instructional displays that contain content being measured or test-taking skills.

- Cover or remove all reference materials (printed or attached) on student desks.

- A "**Testing—Do Not Disturb**" sign should be ready to post outside of the testing room.

- Ensure the room has enough devices (i.e., desktops, laptops, or tablets) for each student.

- Ensure each student has enough space in which to work.

- Seating must be arranged to discourage students from sharing responses.

- Make sure the audio is loud enough for the student(s) to hear.

- Test the audio on all headsets/headphones. Test administrators should not use speakers to administer any part of the test.

- Plan to have a table on which to lay out test materials.

- Verify that the Internet connection is functional on the devices used to administer the test.

- Have a local plan in place for handling internet connectivity issues that may occur during the testing sessions.

- Have an accurate timing device that does not make noise (e.g., loud ticking) or sound an alarm.

- Contact the school test coordinator before the test administration if there are questions related to the testing environment.

Prepare Students for Testing

State specific guidance on preparing students for testing can be found in the *Test Coordinator's Handbook* (Section D. Preparation for the Test Administration).

Required Online Test Practice Items

The NCDPI requires every student participating in the ACCESS for ELLs Online test to complete the ACCESS for ELLs Online test practice items at least one time at the school before test day. Students should not complete the test practice items on the day of the test administration. The practice items are designed to allow students to experience taking the assessment on a device and to experiment with the features and tools available to them during an actual assessment. It is especially important for students to practice the Speaking test due to the response requiring a headset and microphone (which may require adjustment).

On Test Day

Test Timing
Follow WIDA's timing recommendations for each test, as directed in the Test Administrator Manual.

Test Tickets
Students taking the WIDA Screener receive only one (1) test ticket for the administration of the assessment. For the ACCESS for ELLs Online, students receive one (1) test ticket for each domain or a total of four (4) test tickets. The test ticket contains the unique login credentials the student must use to access and begin the online administration of the test. These tickets are secure materials and must be treated as such. All online test tickets must be returned by the test administrator to the school TC upon completion of each test administration.

Test tickets are to be securely destroyed upon the completion of all test sessions. The school TC must follow the district TC's instructions for securely destroying the test tickets (School test coordinators who do not report to a district TC must follow the RAC's instructions). Additionally, the school test coordinator must complete the Test Ticket Destruction Verification Form (Appendix C). Schools must submit the form to their district TC (Schools that do not report to a district TC submit the form to the RAC).

Student Emergencies and Restroom Breaks during Testing
The NCDPI strongly recommends all students have an opportunity to use the restroom before beginning the test administration. If a student must leave the room during the test administration because of an emergency (e.g., becoming ill or requiring a visit to the restroom), the student must be accommodated. All test materials must remain in the room.

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

- To the extent possible, only one student at a time is to be excused to the restroom.

- If necessary, an appropriate member of the school staff may accompany the student to the restroom. Students must be accompanied if more than one student leaves the room, at the same time, during.

- The student's test materials must be secured (e.g., computer must be paused).

- The test administrator must note the time the student left the room to ensure the student has the allotted amount of time to complete the test upon return.

- Upon return from the restroom, resume the test from the beginning of the last item that was being administered.

Prohibited Items in the Testing Room
The presence of prohibited items in the testing room may constitute a misadministration

or violation of the *Testing Code of Ethics.* Students are not allowed to bring any prohibited items into the testing room and may be removed from testing if they fail to heed this requirement. Therefore, on days before testing, teachers must announce to students which items are prohibited in the testing room.

Prohibited items include:

- Electronic devices. Students are not allowed to use or have in their possession cell phones or any other electronic recording, listening, scanning, communication, or photographic devices at any time during testing, <u>including breaks</u>. Any student found or observed with a cell phone/electronic device during testing time must be dismissed from testing and a misadministration declared for that student.

  - o If the test administrator or proctor believes a cell phone/electronic device was used during the test administration to store or exchange information or to make an image of the test, the device must be collected from the student and the school test coordinator contacted immediately.

  - o If a student must be removed from testing because he/she has a cell phone/electronic device during testing, the test administrator must not leave the testing room unattended. The test administrator must remain in the room, and the school test coordinator must be notified and the student removed.

  - o Before testing begins, test administrators and proctors must turn off their personal cell phones/electronic devices and ensure these devices are neither used nor visible during testing, including breaks.

- Personal belongings. Students' personal belongings must be placed under their seats, and students must not be permitted to access them at any time during testing, <u>including breaks</u>.

- Testing aids. Textbooks, reference books, thesauruses, smartwatches, wearable activity trackers, smartpens, music, notes, bookmarks, number lines, multiplication tables, personal learning devices, or any unapproved testing aids are prohibited during the administration of any assessment in the North Carolina Testing Program.

Testing Violations and Testing Irregularities

Details regarding what constitutes a testing violation or irregularity and information concerning how to report incidents should be discussed during training. Test administrators must report any alleged testing violation or testing irregularity to the school test coordinator on the day of the occurrence. All irregularities require entry into the OTISS within five (5) days. Examples of testing irregularities include, but are not limited to the following:

- failing to follow the procedures as described in the *WIDA ACCESS for ELLs Test Administrator Manual,* the *WIDA ACCESS for ELLs District and School Test*

Coordinator Manual, and the *North Carolina State Specific Guidance for WIDA Assessments* (this publication);

- failing to administer the ACCESS for ELLs on the test date or during the testing window designated by the NCDPI Division of Accountability Services/North Carolina Testing Program;

- failing to follow the test schedule procedures designated by the NCDPI Division of Accountability Services/North Carolina Testing Program;

- failing to test all eligible students (SBE policy TEST-010);

- leaving students unsupervised with access to secure test materials;

- allowing students to review secure test materials before the test administration;

- giving students instruction related to the concepts measured by the tests before the test administration or during the test administration session;

- discussing test items with students and/or using test items or information contained in the tests as the basis for additional instruction or review;

- failing to cover or remove classroom displays that provide information regarding test-taking strategies or the content being measured by the test;

- paraphrasing, omitting, revising, interpreting, explaining, or rewriting the script, directions, or test items, to include answer choices;

- cheating;

- illness during testing;

- reading or tampering with (e.g., altering, changing, modifying, erasing, or scoring) student responses to the test questions by school district personnel;

- failing to return the originally distributed number of test materials to designated school personnel;

- providing accommodations to students who are not eligible to receive them;

- failing to follow procedures for providing testing accommodations;

- failing to provide approved accommodations to the appropriate students;

- administering the assessment off grade level; and

- allowing access to the test to school or district personnel who do not have a legitimate need.

Misadministrations

When a misadministration is declared, the affected student(s) must be readministered the test. There is only one form of the WIDA Screener and ACCESS for ELLs available per grade span and tier; therefore, the school system must wait five (5) days to readminister the test to the student(s) if a misadministration is declared. Only scores resulting from a valid test administration should be included in students' permanent records or used for placement decisions. All misadministrations must be documented

and reported using the appropriate procedures outlined in the OTISS.

Misadministrations of W-APT/WIDA Screener require a student to retake all four (4) domains. Misadministrations of a domain(s) of the ACCESS for ELLs assessment require a student to retake the misadministered domain(s).

Submit Incomplete Domain Process

Every effort should be made to test all eligible students to generate a valid test session and usable test score. In very rare circumstances, a student may need to have a test session ended using the Submit Incomplete Domain Process. Additional information on this process can be found at https://portal.wida.us/Resources/Secure/Resources/WIDA-AMS-Supplement-Submit-Incomplete-Domain.pdf

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

Labeling and Returning Materials

Instructions for Labels (Paper Test Materials)
One of three types of labels must be affixed onto a student test book:

- Pre-ID label

- District/School label

- Do Not Process label

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

Before affixing any label to a test book, check the label to ensure that the information is correct. Affix the appropriate label to each test book. Place the label squarely in the box located in the upper right-hand corner on the front of the test book. Do not remove any label that has been affixed to the test book. Instead, the label may be covered with another label of the appropriate type. Do not write on the labels, as doing so will not correct information on the label.

Note: Each district/school will receive an overage of test books (when a minimum of 10 students per grade band/tier is met) to use with EL students who enroll after the state Pre-ID file is finalized. These test books will not have Pre-ID labels and must be labeled with a District/School label and all demographic information must be completed on the front and back cover.

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

- If the label is correct, place the label in the box on the front cover of the test book in the designated area. Only one Pre-ID label can be placed on the test book. This will ensure accurate machine scanning of the barcode portion of the label.

- If the label is incorrect, contact the test coordinator. The information should be corrected in WIDA AMS by the test coordinator. Do not write on the labels, as doing so will not correct information on a label.

  o Student information changes or demographic changes made by writing on a Pre-ID label or by completing the demographic pages on the front and back covers of the test book WILL NOT change the information embedded in the Pre-ID label. Embedded Pre-ID label information will supersede information filled on the demographic pages. The data must be changed in WIDA AMS.

- The date of testing must be completed on the front cover of the book. Accommodations and Do Not Score fields (back cover) may be bubbled or marked in WIDA AMS.

- Schools should securely destroy Pre-ID labels for students who will not be tested.

Sample Pre-ID Label (White)

20XX-20XX WIDA ACCESS for ELLs 2.0

Name:	STUDENT, SAMPLE
District:	<State>01 SAMPLE DISTRICT
School:	0010 SAMPLE SCHOOL
Grade:	11	Gender: M	Birth Date: 10/09/1927
Student ID's-	State: XXXXX0000X	District: XXXXX0000X

PS19999   10150069   4

140000   24/06/20XX
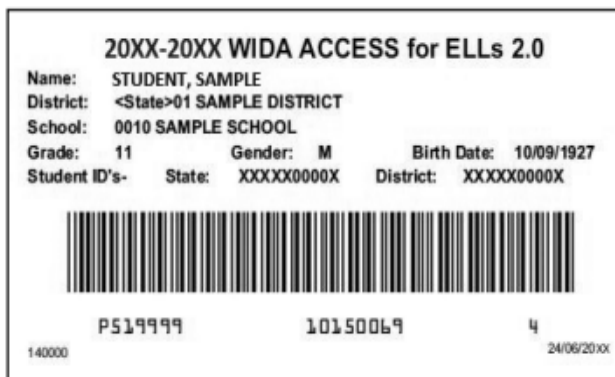
District/School Labels (Yellow)

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

Sample
District/School
Label (Yellow)

20XX-20XX WIDA ACCESS for ELLs 2.0

District/School Label

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

L596XXX   20003792   5

0003   3D:0 0024153858
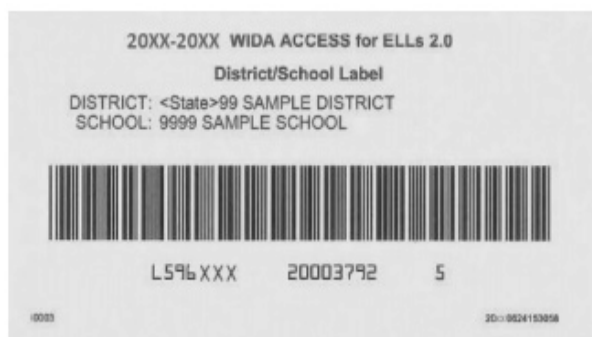
Do Not Process Labels (White with Orange Stripe)

DRC has preprinted a "blank" barcode space on the front of every test book. A "blank" barcode space with no label applied indicates the test book has not been used and should not be processed. There is no need to place a Do Not Process label on test books that haven't been used. Do Not Process labels should be used very rarely. Only a small supply will be shipped. These labels are supplied for use on test books that are damaged or should not be processed.

The Do Not Process label contains a barcode that indicates the test book should not be processed. Test books that have a Do Not Process label will be processed as blank even if there are student responses inside.

Place the label in the box located in the upper right-hand corner on the front of the test book. If a Pre-ID or District/School label is in that box, place the Do Not Process label directly on top of it.

Sample Do Not Process Label (White with Orange Stripe)

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

Completing Demographic Information (*Front Cover*)

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

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

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

- **DATE OF TESTING**. This field must be completed for all students, regardless of whether they use a Pre-ID label or District/School label. Start at the left, bubble in the date testing was completed by the student (MM/DD/YYYY).

- **STUDENT NAME**. Code only for District/School labels. Start at the left and print one letter of the student's last name in each box. Completely fill in each corresponding box below the letters, making sure the marks are dark. Repeat this process for the student's first name and middle initial as it appears in PowerSchool.

Completing Demographic Information (*Back Cover*)

Instructions for coding Information on the *Back Cover* of the Test Book

Not all sections on the back of the test book are to be completed. If coding is necessary (i.e., a District/School label is affixed), North Carolina test administrators will enter only the following sections of the back cover:

Complete for District/School Labels Only	Complete for Pre-ID and District/School Labels, If Applicable
• District Name • School Name • State Name Abbreviation • Birth Date • Grade Level • Gender • State Student ID Number (i.e., PowerSchool Student Number)	• Do Not Score This Section for This Student (if applicable)

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

- **DISTRICT NAME**. Start at the left and print the district name, putting one letter or number in each box.

- **SCHOOL NAME**. Start at the left and print the school name, putting one letter or number in each box.

- **STATE NAME ABBREVIATION**. Print the two-letter state name abbreviation for North Carolina (i.e., NC).

- **BIRTH DATE**. Starting at the left, bubble the student's birth date. For example, if the student's birth date is March 15, 1999, bubble in 03151999 (03 for March [MM], 15 for the day [DD], and 1999 for the year [YYYY]).

- **GRADE LEVEL**. Select the grade level for the student.

- **GENDER**. Fill in the M bubble if the student is male or fill in the F bubble if the student is female.

- **STATE STUDENT ID NUMBER**. Starting at the top left, print the student's PowerSchool student number in the blank boxes and fill in the corresponding bubble below each number. **Do not add any zeros to this field (before or after the student ID number).**

  Note: If you are completing this field for the Writing test for ACCESS for ELLs Online, bubble the State Student ID exactly as it appears in PowerSchool.

- **DO NOT SCORE THIS SECTION FOR THIS STUDENT**. Use of the codes in this box indicates a special circumstance. If any of these bubbles are filled in, the score for that domain will not be reported in the data file sent to the state or on any score reports distributed to the district. The overall proficiency level is "NA" for these records. NA scores uploaded into PowerSchool appear as "0" (zero). The code will provide an explanation as to why information is missing for an EL student who was reported as enrolled in the school system and was required to be assessed.

  Note: For District/School labels, this section must be bubbled to indicate special circumstances, if applicable. For Pre-ID labels, this section must either be bubbled **or** the Do Not Score codes must be marked in WIDA AMS to indicate special circumstances, if applicable.

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

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

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

- Student moved to another school system within North Carolina

- Student was enrolled during the annual testing window but transferred before the test administration.

- Student moved out of North Carolina.

- Student dropped out of school.

- Student was suspended long-term.

- Student was expelled.

- Student did not return to school, and student location is unknown.

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

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

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

- Student has physical disabilities, such as a visual impairment or hearing impairment preventing the student from being able to access one or more domain(s)

- Student has significant cognitive disabilities (**Not for use in North Carolina**).

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

Entering Required Testing Accommodations Information

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

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

- For Pre-ID labels, if accommodations were used, this section must be bubbled, or accommodations must be marked in WIDA AMS Student Management. If the accommodations are marked in WIDA AMS, there is no need to also bubble unless changes need to be made.

Note: Accommodations in WIDA AMS will supersede those bubbled on a test book.

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

Return of Paper Test Materials
Test materials are returned to DRC via UPS. **Materials that are not returned on or before March 13, 2020, will not be scored and reported on time.**

When packing materials for return, it is recommended that To-Be-Scored materials are grouped and on top of Not-To-Be-Scored materials. The following is a suggested order for packaging materials that must be shipped to DRC by **March 13, 2020**:

- USED Student Response Booklets with Pre-ID labels, District/School labels, or Do Not Process labels

    o **Note: Do Not Process labels should ONLY be affixed to USED Student Response Books that are damaged and/or when student responses were transcribed to a replacement book.**

- Test Administrator's Scripts

- ACCESS for ELLS Speaking Test Books

- ACCESS for ELLs Listening/Speaking CDs

- ACCESS for ELLs Human Reader Accommodation Scripts (if ordered)

- ACCESS for ELLs Braille Contracted and Uncontracted Kits (if ordered)

- Large Print Kits (if ordered)

- Alternate ACCESS for ELLs Listening/Reading/Speaking Test Books

- Kindergarten Ancillary Materials Kits

- USED Student Planning Sheets

    o **Note: Verify that Student Planning Sheets are not enclosed inside the Student Response Book.**

- UNUSED Student Response Books

    - **<u>Note</u>: Do not affix a label to UNUSED Student Response Books.**

        If a Pre-ID label or District/School label is affixed to an UNUSED Student Response Book, affix a Do Not Process label over the Pre-ID label or District/School label to ensure it is not processed.

- Defective Materials (if applicable)

Data Validation (ACCESS for ELLs)

Data Validation

Data validation is the process and time period in which TCs and/or EL Coordinators are required to validate ACCESS for ELLs testing records in WIDA AMS. The pre-reporting data validation period is **March 31, 2020–April 13, 2020**. The NCDPI will provide districts/schools with an ACCESS Discrepancy Report in the PowerSchool SQL5 reports menu. This report will highlight student discrepancy issues. General data corrections need to be made for the following situations:

- A student's demographic data does not match between online testing (Listening, Reading, Speaking) and paper Writing on paper, causing two records to appear. During this initial data validation, the Public School Unit has an opportunity to edit the data in the fields (State ID, Last Name, First Name, DOB, and Grade) to ensure the records are matched. If this validation step is not completed, DRC cannot merge the records and the student **will not** receive a composite score and will receive two (2) Individual Student Reports (ISRs).

- The district or school mistakenly added a Do Not Score (DNS) code to a domain or domains during test setup. During this initial data validation, the Public School Unit has an opportunity to remove the DNS code. Failure to do so will prevent the student from receiving an ISR.

- A test administrator misbubbles a student test book resulting in two (2) or more students having the same district code, school code, and/or state student ID, grade, and/or first six (6) characters of first and last name, etc. During this initial data validation, the Public School Unit may correct student demographic information in WIDA AMS.

It is the responsibility of the Public School Unit to review all student demographic information in WIDA AMS during the data validation period. This data validation period is determined by the testing window and therefore cannot be changed. Districts/schools should identify a specific individual responsible for correcting the data. This individual must be available to work with the NCDPI Data Consultant during the validation time period, which may include school holidays.

Customer Service Contacts

WIDA Consortium Help Desk

Questions or concerns about test administration, training, WIDA training accounts, and accommodations and accessibility may be directed to the WIDA Client Services center at help@wida.us or 866-276-7735.

DRC Customer Service

Questions about technology, ordering and returning test materials, test material logistics, and WIDA AMS may be directed to DRC Customer Service at WIDA@datarecognitioncorp.com or 855-787-9615.

Scores and Reports

Student Scores

Schools are scheduled to receive ACCESS for ELLs and Alternate ACCESS for ELLs paper score reports on May 29, 2020. SBE policy TEST-001 states, "LEAs shall report scores resulting from the administration of districtwide and state-mandated tests to students and parents or guardians along with available score interpretation information within thirty (30) days from the generation of the score at the LEA level or receipt of the score and interpretive documentation for NCDPI."

Using Score Reports

ACCESS for ELLs scores can be used to

- monitor student progress on an annual basis;

- establish when ELs have attained English language proficiency according to state criteria;

- inform classroom instruction and assessment; and

- aid in programmatic decision-making.

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

- scale scores on a K–12 vertically aligned scale (for each of the four domains: Listening, Reading, Writing, and Speaking)

- grade-level proficiencies in terms of the Proficiency Levels 1–5 in the WIDA English Language Development Standards

- composite scores as shown in the following diagram

Overall composite

Listening 15%	Speaking 15%	Reading 35%	Writing 35%

Oral language composite

Listening 50% | Speaking 50%

Literacy composite

Reading 50% | Writing 50%

Comprehension composite

Reading 70% | Listening 30%
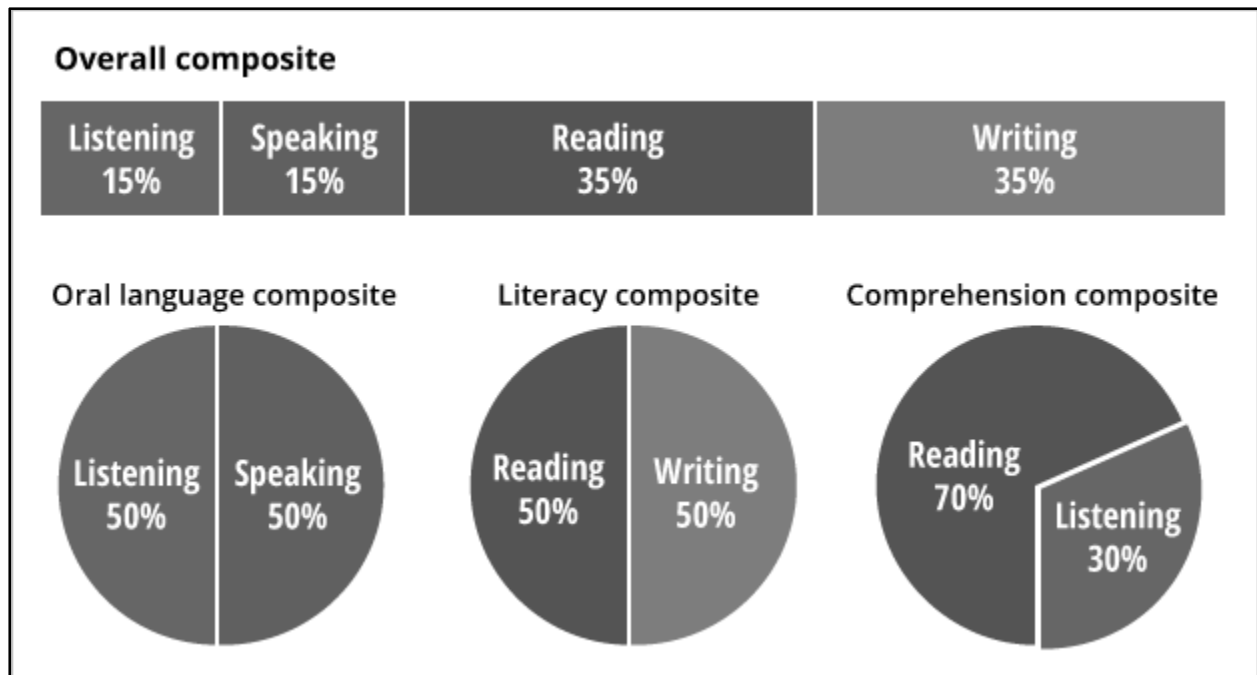
The *ACCESS for ELLs Interpretive Guide for Score Reports* can be referenced for further information and assistance in understanding the scores reported for ACCESS for ELLs test takers. If a parent/guardian requires an accessible score report (i.e., large print, braille, or alternate language, etc.) districts/schools should contact the Division of Accountability Services (919) 807-3988.

Appendices

Appendix A

North Carolina Identification Criteria
for Kindergarten W-APT and WIDA Screener

Kindergarten W-APT			
GRADE	**DOMAINS**	**QUALIFIES FOR SERVICE**	**DOES NOT QUALIFY FOR SERVICE**
Kindergarten (1st Semester)	Listening and Speaking (L/S)	Combined L/S score is 26 or below	Combined L/S score is 27 or above
Kindergarten (2nd Semester) Grade 1 (1st Semester)	Listening, Speaking, Reading, and Writing	Student qualifies for EL services, if *one or more* of the following domain criteria apply: □ Combined L/S score is 26 or below □ Reading score is 13 or below □ Writing score is 16 or below	Student does not qualify for EL services if *all of the domain criteria* apply: □ Combined L/S score is 27 or above *and* □ Reading score is 14 or above *and* □ Writing score is 17 or above
WIDA Screener			
Grade 1 (2nd Semester) Grades 2–12	Listening, Speaking, Reading, and Writing	Any domain score is 4 or below	All domain scores are 5 or above

Appendix B

ACCESS for ELLs Online Accommodations
The following chart indicates the accommodations that are permitted for use with the online administration of the ACCESS for ELLs assessment. Use the following key to read this chart: L=Listening, R=Reading, S=Speaking, and W=Writing.

Accommodation	L	R	S	W	Notes
Extended Time of a Test Domain Over Multiple Days	Yes	Yes	Yes	Yes	In rare cases, and only when necessary because of a disability, a student may extend the testing of a single domain session over multiple days. This accommodation may require the test to be unlocked for day two. **In order to have this accommodation, *Scheduled Extended Time* <u>and</u> *Multiple Testing Sessions* must be documented in the student's IEP/504 Plan.**
Extended Speaking Test Response Time	N/A	N/A	Yes	N/A	This accommodation allows the student to have up to twice the recommended testing time to complete the **Speaking** domain. This accommodation may be used to support students with cognitive, language processing, physical, or communication disabilities who need additional processing time for spoken language. This accommodation is meant to allow time for cognitive processing or motor planning for speaking. **For online testing, this accommodation *must* be preselected in WIDA AMS.** **In order to have this accommodation, *Scheduled Extended Time* must be documented in the student's IEP/504 Plan.**
Extended Testing Time within the School Day	Yes	Yes	N/A	Yes	This accommodation allows the student to have extended time within the same school day. This accommodation may be used to support students with cognitive, language processing, physical, or communication disabilities who need additional time to complete one or more test domains. If extended time is being administered in a group setting, it is recommended that students with fairly equivalent skills and abilities be assessed together to minimize disruption to the testing environment. **In order to have this accommodation, *Scheduled Extended Time* must be documented in the student's IEP/504 Plan.**

Accommodation	L	R	S	W	Notes
Human Reader for Response Options	Yes	No	N/A	N/A	This accommodation allows for oral reading of text-based response options by an in-person human reader. Response options do not include item text or prompt text. Graphic-only response options are not read or described. This accommodation is only available for the **Listening** domain and may be used for students who have a documented disability requiring support for reading, print, or focus/attention. The reader should read text exactly as it appears on screen, and the accommodation must be administered in a way that does not disturb or interfere with other test takers. **In order to have this accommodation, *Test Read Aloud (in English)* must be documented in the student's IEP/504 Plan.**
Human Reader for Repeat of Response Options One Time	Yes	No	No	No	This accommodation allows for oral repetition of text-based response options (i.e., answer choices) by an in-person human reader, <u>one time</u>. Response options do not include item text or prompt text. Graphic-only response options are not read or described. This accommodation is only available for the **Listening** domain, and may be used to support students in demonstrating listening skills, rather than print decoding skills. The reader may repeat listening item response options (i.e., answer choices) only <u>one time</u>. This accommodation must be administered in a way that does not disturb or interfere with other test takers. If provided in a small group setting, response options are read and repeated to the entire group, not individual students. **In order to have this accommodation, *Test Read Aloud (in English)* must be documented in the student's IEP/504 Plan.**
Interpreter Signs Test Directions in ASL	Yes	Yes	Yes	Yes	Directions refer to administration logistics, test directions, and practice items provided before the first test item. This accommodation may be used to help students who use ASL become familiar with test logistics, test directions, and practice items. Translating test items into other languages does not provide a valid test of English language proficiency and would therefore invalidate the assessment results. Therefore, ASL signing or making use of other translations of ACCESS for ELLs test items in any domain is not permitted. No part of the scorable test items may be signed to a student. **In order to have this accommodation, *Interpreter/Transliterator Signs/Cues Test* must be documented in the student's IEP/504 Plan.**

Accommodation	L	R	S	W	Notes
Manual Control of Item Audio	Yes	No	Yes	Yes	This accommodation allows the student to manually start the audio of a prerecorded human voice that is embedded in certain test item prompts. This accommodation may be used to support students with disabilities who need additional time for language processing or have attention/focus needs because of a documented disability. This accommodation allows the play button to be enabled and activated by the student <u>one time</u>. Once initiated, the audio cannot be paused or stopped. Administration of this accommodation must not disturb or interfere with other test takers. **For online testing, this accommodation must be preselected in WIDA AMS.** **In order to have this accommodation, *Test Read Aloud (in English)* must be documented in the student's IEP/504 Plan.**
Repeat Item Audio	Yes	No	Yes	Yes	This accommodation allows the student to select the repeat button to hear again the prerecorded human voice that has been embedded in certain test item prompts. This accommodation may be used to support students who need repetition based on language processing needs or attention/focus needs because of a documented disability. In the **Listening** domain, audio may be repeated only <u>one time</u>. **Speaking** and **Writing** domain audio (where available) may be repeated multiple times. **For online testing, this accommodation must be preselected in WIDA AMS.** **In order to have this accommodation, *Test Read Aloud (in English)* must be documented in the student's IEP/504 Plan.**
Scribe	Yes	Yes	N/A	Yes	The test administrator enters student responses as the student dictates them either verbally or using another reliable form of communication. This accommodation may be used for a student who has a physical disability that prevents independent computer input even with adaptive equipment, has a physical inability to hold a writing instrument, or has a disability that prevents him/her from expressing written language that routinely requires dictation for written compositions during classroom instruction. Responses must be scribed verbatim on-screen at the time of testing by the test administrator. A trained proctor must be present to verify the transcription. This accommodation must be administered in a one-on-one testing environment. **In order to have this accommodation, *Dictation to Scribe* <u>and</u> *Testing in a Separate Room* (one-on-one) must be documented in the student's IEP/504 Plan.**

Accommodation	L	R	S	W	Notes
Student Responds Using a Recording Device, Which Is Played Back and Transcribed by the Student	N/A	N/A	N/A	Yes	This accommodation allows a student to use a recording device to respond, after which the student transcribes the response onto the test. This accommodation allows a student to separate the processes of responding and writing the response. Responses must be transcribed by the student verbatim online. If transcription is not completed in the same testing session as the response recording, the student may not edit or rephrase responses. Student transcription must be closely monitored to ensure fidelity to the original answer. Any stored, secure test content (including student responses) on the recording device must be deleted after the transcription is completed. While awaiting transcription, the device must be stored in a secured, locked location. This accommodation must be administered in a one-on-one testing environment. **In order to have this accommodation, *Student Reads Test Aloud to Self* <u>and</u> *Testing in a Separate Room* (one-on-one) must be documented in the student's IEP/504 Plan.**
Word Processor or Similar Keyboarding Device to Respond to Test Items	Yes	Yes	N/A	Yes	This accommodation allows a student to respond using a standalone (external) word processor or similar keyboarding device. This accommodation may be used by a student who is unable to keyboard responses directly on the online assessment. For the **Writing** domain: spell- check, grammar check, dictionary/thesaurus, and access to Internet must be turned off. Any stored, secure test content (including student responses) on the word processing device must be deleted after the transcription is completed. While awaiting transcription, the device must be stored in a secured, locked location. **In order to have this accommodation, *AT Devices* must be documented in the student's IEP/504 Plan.**

ACCESS for ELLs Paper/Pencil Accommodations

The following chart indicates the accommodations that are permitted for use with the paper/pencil administration of the ACCESS for ELLs assessment. Please use the following key to read this chart: L=Listening, R=Reading, S=Speaking, and W=Writing.

Accommodation	L	R	S	W	Notes
Braille with Tactile Graphics (Braille Writer/Braille Note-Taker)	Yes	Yes	No	Yes	Embossed tests and graphics are provided in either contracted or uncontracted braille. Unified English Braille (UEB) in Grades 1–8, English Braille American Edition (EBAE) in Grades 9–12. WIDA recommends that the results of the braille assessment be used with caution since the student's proficiency in braille may confound the assessment of English language proficiency. There may be instances on the braille form when embossed graphics were determined to not provide an appropriate level of context, so picture descriptions are used. Picture descriptions must be provided in English <u>only</u>. The student may record his/her answers directly on the adapted format book, on blank braille paper, or use a braille note-taker. The transcription and verification process must occur under secure conditions in a group setting (i.e., three or more designated school personnel). Any stored test content on a word processing device or recorder must be deleted immediately after transcription. All non-test form paper containing student answers must be securely shredded after transcription. **In order to have this accommodation, *Braille Edition* must be document in the student's IEP/504 Plan.**
Extended Time of a Test Domain Over Multiple Days	Yes	Yes	Yes	Yes	In rare cases, and only when necessary because of a disability, a student may extend the testing of a single domain session over multiple days. The test book must be paper clipped to ensure the student does not return to previously answered items. **In order to have this accommodation, *Scheduled Extended Time* <u>and</u> *Multiple Testing Sessions* must be documented in the student's IEP/504 Plan.**
Extended Speaking Test Response Time	N/A	N/A	Yes	N/A	This accommodation allows the student to have up to twice the recommended testing time to complete the **Speaking** domain. This accommodation may be used to support students with cognitive, language processing, physical, or communication disabilities who need additional processing time for spoken language. This accommodation is meant to allow time for cognitive processing or motor planning for speaking. **In order to have this accommodation, *Scheduled Extended Time* must be documented in the student's IEP/504 Plan.**

Accommodation	L	R	S	W	Notes
Extended Testing Time within the School Day	Yes	Yes	N/A	Yes	This accommodation allows the student to have extended time within the same school day. This accommodation may be used to support students with cognitive, language processing, physical, or communication disabilities who need additional time to complete one or more test domains. If extended time is being administered in a group setting, it is recommended that students with equivalent skills and abilities be assessed together to minimize disruption to the testing environment. **In order to have this accommodation, *Scheduled Extended Time* must be documented in the student's IEP/504 Plan.**
Human Reader for Items	Yes	No	Yes	Yes	This accommodation allows the test items (e.g., prompts and response options) to be read aloud by an in-person human reader. This accommodation may be used for students who have a documented need for an in-person human reader (e.g., need for lip-reading support, support in focusing attention, etc.). Dialogue in the **Listening** and **Speaking** Human Recording Accommodation Script may require two trained test administrators to deliver this accommodation because it involves modeled dialogue between a sample student and a test administrator. For **Writing**, this accommodation is only applicable for students in Grades 4–12 who are taking either the Tier B or C forms. (For Grades 1–3 [all tiers] and for Grades 4–12 [Tier A only], the test prompts are read aloud as part of the test administration procedures). Note: There is no script for the **Writing** domain, so the test administrator should look over the student's shoulder to read the text, including labels on the graphics. **In order to have this accommodation, *Test Read Aloud (in English)* must be documented in the student's IEP/504 Plan.**
Human Reader for Response Options	Yes	No	N/A	N/A	This accommodation allows for oral reading of text-based response options by an in-person human reader. Response options do not include item text or prompt text. Graphic-only response options are not read or described. This accommodation is only available for the **Listening** domain and may be used for students who have a documented disability requiring support for reading, print, or focus/attention. The reader should read text exactly as it appears in the test book, and the accommodation must be administered in a way that does not disturb or interfere with other test takers. **In order to have this accommodation, *Test Read Aloud (in English)* must be documented in the student's IEP/504 Plan.**

Accommodation	L	R	S	W	Notes
Human Reader for Repeat of Items	Yes	No	Yes	Yes	For the **Listening** domain, text can only be repeated <u>one time</u>. For the **Speaking** and **Writing** domains, text may be repeated <u>multiple times</u>. Dialogue in the **Listening** and **Speaking** Human Reader Accommodation Script may require two trained test administrators to deliver this accommodation because it involves modeled dialogue between a sample student and the test administrator. The Human Reader Accommodation Script must be ordered from DRC. For **Writing**, this accommodation is only applicable for students in Grades 4–12 who are taking either Tier B or C forms. (For ACCESS for ELLs Grades 1–3 [all tiers] and Grades 4–12 [Tier A], the test prompts are read aloud as part of the test administration procedures.) <u>Note</u>: There is no script for the **Writing** domain, so the test administrator should look over the student's shoulder to read or repeat the text, including labels on the graphics. **In order to have this accommodation, *Test Read Aloud (in English)* must be documented in the student's IEP/504 Plan.**
Human Reader for Repeat of Response Options One Time	Yes	No	No	No	This accommodation allows for oral repetition of text-based response options (i.e., answer choices) by an in-person human reader, <u>one time</u>. Response options do not include item text or prompt text. Graphic-only response options are not read or described. This accommodation is only available for the **Listening** domain and may be used to support students in demonstrating listening skills, rather than print decoding skills. The reader may repeat **Listening** item-response options only <u>one</u> time. This accommodation must be administered in a way that does not disturb or interfere with other test takers. If provided in a small group setting, response options are read and repeated to the entire group, not individual students. **In order to have this accommodation, *Test Read Aloud (in English)* must be documented in the student's IEP/504 Plan.**
Interpreter Signs Test Directions in ASL	Yes	Yes	Yes	Yes	Directions refer to administration logistics, test directions, and practice items provided before the first test item. This accommodation may be used to help students who use ASL become familiar with test logistics, test directions, and practice items. Translating test items into other languages does not provide a valid test of English language proficiency and would therefore invalidate the assessment results. Therefore, ASL signing or making use of other translations of ACCESS for ELLs test items in any domain is not permitted. No part of the scorable test items may be signed to a student. **In order to have this accommodation, *Interpreter/Transliterator Signs/Cues Test* must be documented in the student's IEP/504 Plan.**

Accommodation	L	R	S	W	Notes
Large Print	Yes	Yes	Yes	Yes	The large print size for the ACCESS for ELLs assessment is 18-point font printed on 11" x 17" paper. Student answers must be transcribed verbatim to a standard test book, under secure conditions in a group setting, and returned to DRC for scoring. Student work and/or answers that are not transcribed will not be scored. **In order to have this accommodation, *Large Print Edition* must be documented in the student's IEP/504 Plan.** Note: Enlargement of response options for Alternate ACCESS for ELLs may be done at the local level.
Manual Control of Item Audio	Yes	No	Yes	N/A	This accommodation allows the test administrator to ask the student if he/she is ready to listen and then plays the audio of a prerecorded human voice that is delivered via CD for certain test item prompts. This accommodation may be used to support students with disabilities who need additional time for language processing or have attention/focus needs because of a documented disability. This accommodation must be administered in a way that does not disturb or interfere with other test takers. The test administrator will need to pause the audio files between items; thus, the test administrator must be familiar with the device which will be used to play the audio files. Once initiated, the audio for that item cannot be paused or stopped. **In order to have this accommodation, *Test Read Aloud (in English)* must be documented in the student's IEP/504 Plan.**
Repeat Item Audio	Yes	No	Yes	N/A	This accommodation allows the test administrator to ask the student if he/she is ready to listen and then to replay the prerecorded human voice that is delivered via CD for certain test item prompts. This accommodation may be used to support students who need repetition based on language-processing needs or attention/focus needs because of a documented disability. For the first playing of the audio, the test administrator asks if the student is ready to listen and then plays the prerecorded audio files. At the end of the recording, the test administrator will pause the audio file. The test administrator will then ask, "Would you like to hear that again?" If the student indicates yes, the test administrator will then ask if the student is ready to listen. The item audio file should then be played a second time. The test administrator will need to pause and restart the audio file items; thus, the test administrator must be familiar with the device that will be used to play the audio files. **In order to have this accommodation, *Test Read Aloud (in English)* must be documented in the student's IEP/504 Plan.**

Accommodation	L	R	S	W	Notes
Scribe	Yes	Yes	N/A	Yes	The test administrator types/marks/writes student responses as the student dictates responses either verbally or using another reliable form of communication. This accommodation may be used for a student who has a physical disability that prevents independent computer input even with adaptive equipment, has a physical inability to hold a writing instrument, or has a disability that prevents him/her from expressing written language and routinely requires dictation for written compositions during classroom instruction. Responses must be scribed verbatim at the time of testing by the test administrator. The student's responses must be transferred to the test book after the test session. Someone other than the original transcriber must check the transcription in order to ensure accuracy. This accommodation must be administered in a one-on-one testing environment. **In order to have this accommodation, *Dictation to Scribe* <u>and</u> *Testing in a Separate Room* (one-on-one) must be documented in the IEP/504 Plan.**
Student Responds Using a Recording Device, Which Is Played Back and Transcribed by the Student	N/A	N/A	N/A	Yes	This accommodation allows a student to use a recording device to respond, after which the student transcribes the response onto the test book. This accommodation may be used to allow a student to separate the processes of responding and writing the response. Responses must be transcribed by the student verbatim in the test book. If transcription is not completed in the same testing session as the response recording, the student may not edit or rephrase responses. Student transcription must be closely monitored to ensure fidelity to the original answer. Any stored, secure test content (including student responses) on the recording device must be deleted after the transcription is completed. While awaiting transcription, the device must be stored in a secured, locked location. This accommodation must be administered in a one-on-one testing environment. **In order to have this accommodation, *Student Reads Test Aloud to Self* <u>and</u> *Testing in a Separate Room* (one-on-one) must be documented in the student's IEP/504 Plan.**
Word Processor or Similar Keyboarding Device to Respond to Test Items	Yes	Yes	N/A	Yes	This accommodation may be used by a student who is unable to use a pencil to respond on the paper-based test. For the **Writing** domain: spell-check, grammar check, dictionary/thesaurus, and access to Internet must be turned off. Any stored secure test content (including student responses) on the word-processing device must be deleted after the transcription is completed. While awaiting transcription, the device must be stored in a secured, locked location. **In order to have this accommodation, *AT Devices* must be documented in the student's IEP/504 Plan.**

Appendix C

Test Ticket Destruction Verification Form

School Name:_____School Number: _____

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

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

Name of School Test Coordinator: _____

Signature of School Test Coordinator: _____ Date: _____

Name of School Principal/Director: _____

School Principal/Director Signature: _____ Date: _____

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

Appendix D

Testing Code of Ethics

Introduction

In North Carolina, standardized testing is an integral part of the educational experience of all students. When properly administered and interpreted, test results provide an independent, uniform source of reliable and valid information, which enables:

- *students* to know the extent to which they have mastered expected knowledge and skills and how they compare to others;
- *parents* to know if their children are acquiring the knowledge and skills needed to succeed in a highly competitive job market;
- *teachers* to know if their students have mastered grade-/course-level knowledge and skills in the curriculum and, if not, what weaknesses need to be addressed;
- *community leaders and lawmakers* to know if students in North Carolina schools are improving their performance over time and how the students compare with students from other states or the nation; and
- *citizens* to assess the performance of the public schools.

Testing should be conducted in a fair and ethical manner, which includes:

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

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

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

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

Standardized test scores are only one of the many indicators of how well the student is achieving. Such information should be used in conjunction with all other available information known about a student to assist in improving student learning. The administration of tests required by applicable statutes and the use of student data for personnel/program decisions shall comply with the *Testing Code of Ethics* (State Board of Education policy TEST-010), which is printed on the following pages.

Testing Code of Ethics

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

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

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

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

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

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

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

        (B)   establishes any needed school policies and procedures to assure all eligible students are tested fairly;

        (C)   identifies and trains personnel, proctors, and backup personnel for test administrations; and

        (D)   encourages a positive atmosphere for testing.

    (4)   Test administrators shall be school personnel who have professional training in education and the state testing program.

    (5)   Teachers shall provide instruction that meets or exceeds the state-adopted curriculum standards to meet the needs of the specific students in the class. Teachers may help students improve test-taking skills by:

        (A)   helping students become familiar with test formats using curricular content;

        (B)   teaching students test-taking strategies and providing practice sessions;

        (C)   helping students learn ways of preparing to take tests; and

        (D)   using resource materials such as test questions from test item banks and linking documents in instruction and test preparation.

(h) Test administration.

    (1)   The superintendent/charter school director or superintendent's/charter school director's designee shall:

        (A)   assure each school establishes procedures to ensure all test administrators comply with test publisher guidelines;

        (B)   inform the local board of education of any breach of this code of ethics; and

        (C)   inform school system (LEA) test coordinators and principals of their responsibilities.

    (2)   The school test coordinator shall:

        (A)   assure school personnel know the content of state and local testing policies;

        (B)   implement the school system and local testing policies and procedures to assure all eligible students are tested fairly;

        (C)   ensure trained proctors are assigned to test administrations by the principal; and

        (D)   ensure all testing irregularities are reported to the school system (LEA) test coordinator.

    (3)   Test administrators shall:

        (A)   administer tests according to the directions in the assessment guide and any subsequent updates developed by the test publisher;

        (B)   administer tests to all eligible students;

        (C)   report all testing irregularities to the school test coordinator; and

        (D)   provide a positive test-taking environment.

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

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

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

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

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

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

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

(j) Analysis and reporting. Educators shall use test scores appropriately. This means that the educator recognizes that a test score is only one piece of information and must be interpreted together with

other scores and indicators. Test data help educators understand educational patterns and practices. The superintendent shall ensure that school personnel analyze and report test data ethically and within the limitations described in this paragraph.

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

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

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

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

    (5)   Data analysis of test scores for decision-making purposes shall be based upon:
        (A)   disaggregation of data based upon student demographics and other collected variables;
        (B)   examination of grading practices in relation to test scores; and
        (C)   examination of growth trends and goal summary reports for state-mandated tests.

(k)   Unethical testing practices include, but are not limited to, the following practices:
    (1)   encouraging students to be absent the day of testing;
    (2)   encouraging students not to do their best;
    (3)   using secure test items or modified secure test items for instruction;
    (4)   changing student responses at any time;
    (5)   interpreting, explaining, or paraphrasing the test directions or the test items;
    (6)   reclassifying students solely for the purpose of avoiding state testing;
    (7)   not testing all eligible students;
    (8)   failing to provide required accommodations during testing;
    (9)   modifying scoring programs including answer keys, equating files, and lookup tables;
    (10) modifying student records solely for the purpose of raising test scores;
    (11) using a single test score to make individual decisions; and
    (12) misleading the public concerning the results and interpretations of test data.

(l)   In the event of a violation of this Rule, the State Board of Education may, in accordance with the contested case provisions of Chapter 150B of the General Statutes, impose any one or more of the following sanctions:
    (1)   withhold any applicable monetary incentive awards;
    (2)   file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;
    (3)   seek criminal prosecution of the person or persons responsible for the violation; and
    (4)   in accordance with the provisions of 16 NCAC 6C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.

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