

– North Carolina End-of-Grade Test – **ADMINISTRATION GUIDE**



Reading Grades 3–8
Mathematics Grades 3–8
Science Grades 5 and 8

SPRING 2020



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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PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, *Superintendent of Public Instruction*

WWW.DPI.NC.GOV

Dear Educators:

First, thank you for everything you do for students. All of North Carolina appreciates your hard work and your service. Our state is fortunate to have you.

One of our top priorities is reducing the time you and students must spend testing. This will allow you to better focus on what you entered the profession to do: teach.

Here are actions we have taken recently in addition to changing state policies and reducing the testing times.

- We secured the elimination of the NC Final Exams effective next school year and the creation of a program to reduce the number of local tests administered.
- We pushed the federal government and secured approval for an innovative assessment pilot program that can replace local benchmarks and EOGs with a few low-stakes, formative diagnostics throughout the year. We are one of only four states the federal government is allowing to take on this work.

My goal is to eliminate the high-stakes EOG and EOC tests.

My team and I have also been focused on our shared goals to improve state standards and increase funding for more and better school safety programs, classroom supplies, school construction, and educator salaries.

Education is one of our greatest tools to help every child succeed. Thank you for your tireless work for our students, communities, and our state.

Sincerely,

Mark Johnson
NC Superintendent
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General Information

Test Administration Guide for the North Carolina End-of-Grade Tests

The purpose of this *Test Administration Guide* is to provide information on the online and paper/pencil administrations of the Grades 3–8 North Carolina End-of-Grade (EOG) Reading and Mathematics tests and Grades 5 and 8 Science tests. Any information that is specific to either the online or the paper/pencil format is labeled for test administrations.

Throughout this document the term public school unit refers to a local school administrative unit, regional school, innovative school, laboratory school, residential school, or charter school.

Test Administration Time and Number of Questions

Refer to the following chart for the test administration times and number of questions. The total time for testing does not include the maximum minutes allowed. If needed, an additional sixty (60) minutes is allowed for students who have not completed the test in the normal timeframe.

Test Information		Number of Questions	Time (minutes)
Reading	Grades 3–5	48	120
	Grades 6–8	52	(180 maximum minutes)
	2 Three-Minute Breaks		6
	General Instructions		12
	Total		138
Mathematics	Grades 3 and 4	46	120
	Grade 5	48	(180 maximum minutes)
	Grades 6–8	53	
	2 Three-Minute Breaks		6
	General Instructions		12
	Total		138
Science	Grades 5 and 8	65	120
			(180 maximum minutes)
	2 Three-Minute Breaks		6
	General Instructions		12
	Total		138

Before Test Day

1. Preparing Students for Testing

The following is what the test administrator needs to know before administering the test. Though many of these processes and procedures ensure a standardized testing experience for all students, it is also important to note such efforts should not create a stressful environment for our students. In addition to the following suggestions, it is important to share with our students that their performance on one test is not the only way we know they are learning and growing. It may be helpful to remind students of their many successes during the school year and to reassure them that the test is intended to make sure we continue to provide them the best education possible.

With that in mind, the following suggestions are meant to help students feel comfortable with the test and the testing process:

- share with students that they have been learning the content of the tests all year;
- review test-taking strategies that have been used optimally throughout the school year;
- complete the Online Assessment Tutorial with those students taking an online test (required at least once a year);
- review gridding mathematics questions with those students in grades 5–8 taking a paper/pencil test (required at least once a year);
- complete the released test form for the associated test available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/end-grade-eog#released-forms>; and
- most importantly, affirm with students that this is just one test score and not the only measure of their abilities and potentials.

2. Preparing for the Test Session: Administrative Tasks

A. **Approved Accommodations Review**

Some students are approved to have access to accommodations as cited in their Individualized Education Programs (IEPs), Section 504 Plans, English Learner (EL) Plans, or transitory impairment documentation. On days before the test administration, the *Review of Accommodations Used During Testing* form is completed to ensure students receive the appropriate accommodations. Not providing these approved accommodations is an unfair test administration.

B. **Online Administrations: Student Interface Questions (SIQ)**

For students who are participating in an online test, on days before the online test administration, if designated to do so by the school test coordinator, the test administrator reviews and possibly edits the SIQ for students who need the

following interface options or documented accommodations:

Student Interface Options:

- Alternate Background Color
- Large Font

Accommodations Required by Student:

- *Multiple Testing Sessions*
- *Test Read Aloud (in English)*
- Other Required Accommodations (i.e., other accommodations besides *Multiple Testing Sessions* and/or *Test Read Aloud [in English]*)

C. Paper/Pencil Administrations: Precode Answer Sheets

The student information (i.e., School Name, Teacher Name, Student's Last Name, Student's First Name, and PowerSchool Student Number) on SIDE 1 of the students' answer sheets is precoded before testing, (i.e., students do not code the answer sheets). If corrections to the precoded information are necessary, the test administrator provides all corrections for precoded responses to the principal or the school test coordinator. Students and test administrators do not change, alter, or erase precoding on students' answer sheets.

3. Review the Checklist of Required Test Materials

To be prepared to administer the EOG test, the following materials are needed.

A. Online Testing

- ☐ This *Test Administration Guide*
- ☐ Computers/tablets meeting all technical requirements (For technical updates, periodically review the technical requirements for NCTest located at <http://center.ncsu.edu/nct/>.)
- ☐ Extra, sharpened No. 2 pencils with erasers
- ☐ A supply of scratch paper (scratch paper includes blank, colored, or lined paper)
- ☐ An accurate timing device (not a cell phone) that does not make noise (e.g., loud ticking) or sound an alarm
- ☐ **For Mathematics Grades 3–8 Only:**
 - A supply of graph paper issued/approved by the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services (The NCDPI-issued/approved graph paper cannot be photocopied and used for test administrations or instructional purposes.)
 - A calculator for each student
 - Grades 3–5: any four-function calculator with memory key
 - Grades 6–8: any four-function calculator with a square root function, y^x , π (pi), and algebraic logic

An online calculator is available for students to use on all online mathematics tests that require calculator use. The online calculator meets the minimum calculator requirements for the specific test. Students have the option to use the online calculator, the handheld calculator, or both.

Before beginning the mathematics testing session, the test administrator or the principal's designee is required to clear the calculator memory and all applications (including preloaded) of all calculators, including personal calculators, students may use during the calculator active part of the test. For additional information on clearing calculators, see Appendices F1–F6.

☐ **For Science Grade 8 Only:**

- A copy of the NCDPI Division of Accountability Services issued/ approved periodic table

B. Paper/Pencil Testing

- ☐ This *Test Administration Guide*
- ☐ The appropriate number of test books and answer sheets for the group of students being tested (Count and record the number of answer sheets and test books received.)
- ☐ One *North Carolina General Purpose Header Sheet* for each class or test group
- ☐ Enough vinyl bags for repackaging the test materials to be scored
- ☐ Extra, sharpened No. 2 pencils with erasers
- ☐ A supply of scratch paper (scratch paper includes blank, colored, or lined paper)
- ☐ Jumbo paper clips
- ☐ An accurate timing device (not a cell phone) that does not make noise (e.g., loud ticking) or sound an alarm
- ☐ **For Mathematics Grades 3–8 Only:**
 - A supply of graph paper issued/approved by the NCDPI Division of Accountability Services (The NCDPI-issued/approved graph paper cannot be photocopied and used for test administration or instructional purposes.)
 - A calculator for each student
 - grades 3–5: any four-function calculator with memory key
 - grades 6–8: any four-function calculator with a square root function, y^x , π (pi), and algebraic logic

Before beginning the mathematics testing session, the test administrator or the principal's designee is required to clear the calculator memory and all applications (including preloaded) of all calculators, including personal calculators, students may use during

the calculator active part of the test. For additional information on clearing calculators, see Appendices F1–F6.

- OPTIONAL for paper/pencil mathematics grades 5–8:
 - NCDPI-issued/approved example Mathematics Grid for End-of-Grade Mathematics for students with the *Student Marks Answers in Test Book* accommodation only

Students requiring the *Student Marks Answers in Test Book* accommodation do not receive an answer sheet during testing. Therefore, to provide them with equitable access to the demands of the mathematics gridded response questions, these students may receive a copy of the NCDPI issued/approved example mathematics grid during testing. The example sheets are printed locally and treated as secure test materials once printed for testing purposes. The documents can be enlarged locally for *Mark in Test Book* students who also require large print materials. These supplemental materials should only be provided to *Mark in Test Book* students who have used these documents before test day as a resource.

The grades 5 and 6–8 mathematics sample grids are posted at:
<https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/end-grade-eog#gridded-response-practice-activity-and-practice-sheets>.

□ **For Science Grade 8 Only:**

- A copy of the NCDPI Division of Accountability Services issued/approved periodic table

4. Review Testing Security

The State Board of Education (SBE) adopted the North Carolina *Testing Code of Ethics* in 1997. This document, provided in Appendix H, cites the requirements for ensuring the testing program is administered with adherence to security and ethical practices.

In addition, the *Testing Security Guide*, located at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-security>, contains required material for the training of all test administrators at least once each school year. A list of possible testing irregularities or violations is available in Appendix D.

Test administrators are to review the North Carolina *Testing Code of Ethics*, the *Testing Security Guide*, and Appendix D before the test day to minimize the occurrence of irregularities and misadministrations. This is critical to prevent students from being retested unnecessarily. By working together to ensure we all follow test security protocols and practices, our students' test results will report what all students know and are able to do.

On Test Day

Test administrators are responsible for ensuring the students are provided a testing environment that is quiet, well-lighted, comfortable, and each student has enough space in which to work. Sections 1–3 provide information that will assist in preparing the testing room, being mindful of processes, and accounting for secure test materials. Section 4 provides information on procedures that are part of the test administration. Being knowledgeable of these sections will minimize the possibility of a testing irregularity or misadministration, and it will provide our students with a positive testing experience.

1. Testing Room

- For online testing, all equipment is working properly (e.g., computers/tablets are Internet-accessible).
- A “Testing—Do Not Disturb” sign is posted outside the testing room.
- Bulletin boards, instructional displays, and reference materials (printed or attached) on student desks or workstations that might be a source of direct answers are covered or removed.
- All desks or workstations are cleared of books and other materials that are not required for the test.

2. Reminders

- A trained test administrator is required to be present in the testing room for the entire test administration.
- Test administrators are not to engage in any activity other than monitoring the test administration to ensure there are no misadministrations or irregularities.
- Test administrators cannot give students any assistance on the test, verbally or nonverbally.
- Each student tested has access to the appropriate test materials as specified in this *Test Administration Guide*.
- When necessary, students may be excused to use the restroom. The lapsed time is recorded so the student may receive the full time allowed. If more than one student is excused, they must be accompanied.
 - For online testing, the online test is to be paused.
 - For paper/pencil testing, the answer sheet is to be placed in the test book and the book closed.
- Only test materials specified in this *Test Administration Guide* (or published supplements or updates) may be used during the test administration.
- Placing test materials on students’ desks before the beginning of the test administration is a violation of the procedures outlined in this *Test Administration Guide* and the *Testing Code of Ethics*.

- Visitors are not allowed in the classroom during the test administration except when required for state or local monitoring of test administrations or under extreme circumstances (i.e., emergency situations).
- Seating is arranged to discourage students from sharing responses.
- For online testing, ensure spare computers/tablets and power sources are available, if needed.
- For online testing, several days before the administration date, verify that the test administrator's NC Education username/password is working correctly. The test administrator should ensure accessibility to the student information tab in NCTest. NC Education passwords are never shared, and if compromised, the school test coordinator must be notified immediately.
- Only under the following circumstances are study carrels or privacy shields permitted:
 - A classroom may use study carrels/privacy shields if the students' assigned seats are multistudent desks (i.e., desks that seat two or more students).
 - A study carrel/privacy shield may be appropriate for a student with the *Testing in a Separate Room* accommodation in a one-on-one or small-group situation. Use must be documented in the current IEP, Section 504 Plan, or EL Plan.

3. Verify Exact Number of Test Materials upon Receipt

Immediately before the test administration, the school test coordinator will provide each test administrator the required test materials (e.g., number of test books, answer sheets). To maintain security of the test materials, the test administrator will count and record the number of secure test materials, including supplemental materials, when the materials are first received from the school test coordinator. Any discrepancies in the count should be reported before the test administrator leaves the distribution site. The test administrator will return all materials at the end of testing, and the counts will be verified.

4. Administration Procedures

A. Misalignment During Paper/Pencil Testing

Misalignment occurs during a paper/pencil test administration when students are

- responding to a multiple-choice test question and the question number being coded on the answer sheet does not match the number of the question being answered in the test book;
- responding to a mathematics gridded response test question and coding the answer in the wrong column(s) below the recorded answer in the grid box; or
- responding to test questions and recording the answers in the wrong section of the answer sheet (e.g., mathematics calculator inactive/active).

Procedures test administrators should follow in the event misalignment occurs during the administration of the test are to be discussed during training. These procedures are listed below.

- If a student is observed marking a number on the answer sheet that does not match the number of the test question or is observed recording the answer in the wrong column(s) below the recorded answer in the grid box (grades 5–8 mathematics only), the test administrator is to use his/her best judgment to determine whether the error can be corrected during the testing session. If so, in the least disruptive manner possible, the test administrator should notify the student that the responses are misaligned.
- In some cases, it may be appropriate to determine where the misalignment occurred, guide the student to move/recode responses so the coded bubbles/responses are in alignment, and allow the student to continue the test.
- In other cases, it may be appropriate to guide the student in getting back in alignment and direct the student to continue answering questions for the test. The student should be told that he or she will receive help after finishing the rest of the test questions. Once the student completes the questions, the test administrator can guide the student in reordering the misaligned coding/responses. The student then recodes/moves responses so the coded bubbles/responses are in alignment on the answer sheet.
- In rare cases, the test administrator may elect to tell the student to begin responding to test questions by circling the correct responses in the test book. After the test administration ends, the test administrator or other designated school personnel must guide the student, under secure conditions in a group setting (i.e., three or more designated school personnel), to correct the errors coded on the answer sheet as well as to transfer the circled responses from the test book to the answer sheet. However, students must not receive extra time beyond the maximum time allowed for the test administration to correct the errors.
- In some cases, it may be appropriate to end the testing session for the student and complete a Report of Testing Irregularity so the student can be rescheduled to take another form of the test at a later date.
- Test administrators are not permitted to tamper with (e.g., alter, change, modify, erase) student responses to the test questions on the answer sheet.

B. Providing the *Multiple Testing Sessions* Accommodation

Students receiving the *Multiple Testing Sessions* accommodation must be informed of these policies before the first day of testing.

- Online testing, the PAUSE button must be clicked to prevent the online test questions from being visible on the computer/tablet screen and test materials are secured during extended breaks or before going to lunch. Each time the PAUSE button is clicked, the student has sixty (60) minutes to continue the test. If the break is longer than sixty (60) minutes, or if

the student has completed testing for the day, the test administrator must close NCTest by clicking the EXIT button on the Review or Pause page. The Exit Logout screen will pop up for the test administrator to enter his/her username and password to EXIT the test without completing it. The student's responses to test questions will be saved. The test administrator must log back in to NCTest and launch the test again to allow the student to continue working on the test.

The student should not click the END TEST button on days in which he/she has additional minisessions for testing. If the student does click the END TEST button on days in which he/she will continue working on the test following an extended break, the public school unit test coordinator must RESUME the test in NCTest under the Admin Entry Tab for the appropriate test before the student can continue. On subsequent test days, the test administrator should ensure the test begins at the point the student stopped on the previous test day and the PAUSE button should be activated.

- Paper/pencil testing, test books must be paper clipped before extended breaks or going to lunch so that students cannot return to previously attempted questions following the break. Pages that contain reading selections students will need access to must not be paper clipped; therefore, students must complete the reading selection they are working on and the selection's questions before the extended break or going to lunch.

When a student with the *Multiple Testing Sessions* accommodation takes an extended break or goes to lunch without the opportunity to communicate with others or to access any electronic devices (e.g., computers/tablets, cell phones), the student can go back to previously attempted questions following the break(s). However, if a student has the opportunity to communicate with others or to access any electronic devices during break(s) on the same day or continues the test on a subsequent day, then the student cannot go back to previously attempted questions following the break(s).

C. Procedures for Students Who Complete the Test before the Scheduled Testing Time is Over

In some test settings, there may be students who complete the test before the scheduled time is over. The following local options are available to these students.

- Students may remain in the testing room and read novels or other non-textbooks (e.g., magazines) while other students continue to work during the scheduled time.
- Students may be dismissed from the testing room when they complete the test if authorized by the appropriate local official (e.g., principal).

Before a student who has completed the test early may be dismissed or remain in the room to read, the test administrator must:

- for online testing, verify that the student has clicked the END TEST button to close the test (Once students have clicked the END Test button, they will not be able to return to the test questions. A STOP sign will appear on students' screens after the second END TEST button has been clicked and the test has been closed.);
- for online testing, collect all ancillary materials (e.g., calculators, used/unused papers, borrowed pencils);
- for paper/pencil testing, verify with the student that he/she has completed the test, checked over his/her answer sheet, and is sure all answers are clearly marked and entered on the answer sheet for scoring; and
- for paper/pencil testing, collect the student's answer sheet, test book, and all ancillary materials (e.g., calculators, used/unused papers). The test administrator must stack the student's test materials on the teacher's/test administrator's desk and is not allowed to open or review the student's answer sheet or test book. The test administrator is not to review test questions or alter student responses; test books are to remain closed and secure.

D. Paper Clip Student Test Books

For paper/pencil testing, test administrators are responsible for paper clipping students' test books for the following instances:

- Paper Clip before Students Begin Calculator Active: When students complete the calculator inactive part of the mathematics test, the test administrator must paper clip the students' test books so they cannot return to previously attempted questions.
- Paper Clip for Lunch Breaks: In *rare* cases in which students must leave the testing area for lunch, the test administrator must alert students when they have five minutes remaining before the lunch break. Students must be told that their test books will be paper clipped so they cannot return to previously attempted questions. Pages that contain reading selections students will need access to must not be paper clipped. Therefore, students must complete the reading selection they are working on and the selection's questions before going to lunch. During lunch, students must not be allowed to discuss specific test questions or information contained within the tests. All test materials must remain secure. Test administrators must inform students of this policy before they paper clip test books and students leave the testing area for lunch.

If students are provided lunch and will not have the opportunity to communicate with others or access electronic devices (e.g., computers/tablets, cell phones) during lunch, the students' test books do not have to be paper clipped, and the students may review and change responses in the portion of the test already completed (with the exception of the mathematics calculator inactive section of the test previously cited).

After Testing

At the end of the testing session, the test administrator reviews the following list to affirm all tasks have been completed as specified in this guide.

1. Count, Return, and Secure All Test Materials

Test administrators follow local procedures for the return of all test materials to the school test coordinator immediately after each test administration. Responsibilities also include:

- For online testing, ensure any information from the test saved or cached on any network appliance (e.g., server) or computer or tablet is purged or deleted immediately following the completion of the test administration session.
- Immediately following the test administration, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators, including students' personal calculators, used during the administration.

2. Report Testing Irregularities

On the day of the occurrence, immediately document and report any testing irregularities to the school test coordinator, who will ensure the irregularities are submitted in the Online Testing Irregularity Submission System (OTISS).

3. Review of Accommodations Used During Testing Form

The test administrator completes the *Review of Accommodations Used During Testing* form for each student who was to receive accommodations for the test administration. The test administrator uses the form to

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

Completed forms are returned to the school test coordinator to be kept in the students' IEP folders or Section 504/EL/transitory impairment documentation so they are accessible for future reference.

4. Complete Accommodations Used During Testing

To complete the entry of accommodations used by students during testing, the respondent may receive confidential lists from the appropriate school personnel. Contact the school test coordinator if there are any questions regarding coding.

- Online Test Administrations
 - Test administrators or other designated school personnel complete the information using the Accommodations tab in NCTest Admin for the appropriate test following the administration for all students marked in the SIQ as requiring accommodations.

- Paper/Pencil Test Administrations
 - The test administrator or principal's designee must use a No. 2 pencil to code number 2 in the *TO BE COMPLETED BY THE TEST ADMINISTRATOR OR PRINCIPAL'S DESIGNEE AFTER TESTING* section on SIDE 1 of each student's answer sheet:
 - **Number 2:** If the student was provided an accommodation during this test administration for *any* reason (i.e., documented in the current IEP, Section 504 Plan, EL Plan, or transitory impairment documentation), the appropriate bubble or bubbles are filled. *More than one response may be filled for this question.* If the student was provided an accommodation approved through the Special Accommodation Request process, the Special NCDPI-Approved Accommodation bubble is filled.

5. Complete Special Codes

To complete the Special Codes information, the test administrator or other designated school personnel may receive confidential student information.

- Online Test Administrations
 - The respondent completes the Special Codes in NCTest Admin under the Special Codes tab. To avoid miscoding errors in the data file for online test administrations, the respondent must complete the Special Codes either before test day or on test day before 7:00 p.m.
- Paper/Pencil Test Administrations
 - The respondent completes the Special Codes section on SIDE 1 on the students' answer sheet after the students complete testing.

Student Currently Identified under Section 504 Only (i.e., does not have a current IEP)

- Online Test Administrations
 - Mark the Section 504 Only Special Code
- Paper/Pencil Test Administrations
 - Number 1: Code the appropriate bubble

Student Identified with a Transitory Impairment (i.e., not Section 504 eligible)
--

- Online Test Administrations
 - Mark the Transitory Impairment Special Code
- Paper/Pencil Test Administrations
 - Number 1: Code the appropriate bubble

Absent from Makeup

- Online Test Administrations
 - Mark the Absent from Makeup Special Code
- Paper/Pencil Test Administrations
 - Code the Absent from Makeup bubble

Mark this code after all possible makeup sessions have been completed. Students without a coded reason for blank responses to test questions will receive a scale score equivalent to a raw score of 0.

Reason(s) the Student Is Not Participating in the Test Administration

Mark the appropriate reason the student is not participating in the standard administration of the test.

- Online Test Administrations
 - Code the appropriate bubble on the Special Codes tab.
 - Paper/Pencil Test administrations
 - Code Column A on SIDE 1 of the student's answer sheet.
- 1. Transfer Student**
 - Mark this Special Code if the student was administered the test at a former school before moving.
 - 2. Medical Exception**
 - Mark this Special Code if the student was granted a medical exception approved by the Division of Accountability Services/North Carolina Testing Program.
 - 3. Participates in NCEXTEND1**
 - Mark this Special Code if the student, according to IEP documentation, participates in the NCEXTEND1 alternate assessment.
 - 4. Grade 8 Taking NC Math 1**
 - Mark this special code if the student is in membership at grade 8 but enrolled for credit in NC Math 1 and exempt from being assessed on the grade 8 mathematics EOG.

Accommodations Not Permitted

- Online Test Administrations
 - Mark the Accommodations Not Permitted special code to indicate if the student used an accommodation on the test that is not permitted.
 - Paper/Pencil Test Administrations
 - Code Column B on SIDE 1 of the student's answer sheet.
- 0. Test Read Aloud (in English)** used by student for the reading test
 - 1. Interpreter/Transliterators Signs/Cues Test** used by student for the reading test
 - 2. Other Reading**

3. Other Mathematics

4. Other Science

The use of the *Test Read Aloud (in English)* and/or the *Interpreter/Transliterators Signs/Cues Test* accommodations for the reading test results in an invalid test score.

North Carolina General Purpose Header Sheet

One North Carolina General Purpose Header Sheet is coded and returned as a cover sheet for each set of answer sheets (i.e., for each class or group of students tested). The test administrator provides the information requested on the header sheet for each class of students. If the school system elects to precode the header sheet, the test administrator checks the accuracy of the precoded responses. To ensure accurate data, the printed directions on the header sheet have to be followed precisely.

All makeup tests completed by the end of the testing schedule are included under the appropriate header sheet. When test administrators assist with makeups, they are to code the correct number of enclosed answer sheets on the header sheet when adding makeup sheets to the appropriate vinyl bag.

The header sheet must be completed with a No. 2 pencil. All coded information must be accurate for scoring and reporting purposes. Contact the test coordinator if there are questions about these procedures.

Section 1: FOLLOW EXAMPLES. When completing this document, follow the examples printed on the reverse side.

Section 2: SCHOOL SYSTEM NAME and TEST NAME. In the first space, print the name of the school system. In the second space, print the name of the test (e.g., EOG science).

Section 3: LEA/SCHOOL CODE. The school test coordinator will provide the test administrator with the six-digit LEA/school code during training. This code must be recorded correctly on the document. Improper coding creates severe processing and reporting problems that may result in inaccurate test scores at the school and school system levels. The boxes below may be used to record the six-digit LEA/school code for reference when completing the header sheet.

--	--	--	--	--	--

Section 4: TEACHER'S NAME. In the columns provided, the test administrator prints and bubbles his or her last name, skips one column, and prints and bubbles the initial of his or her first name. For example, if the test administrator's name is Donna Taylor, she will print the following:

T	A	Y	L	O	R		D				
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If the test administrator is administering the test to more than one group of students, the test administrator prints and bubbles his or her name in the same manner on all header sheets.

Section 5: SCHOOL NAME. The school test coordinator provides the test administrator with the appropriate school name identification for the header sheet. All test administrators at one school record the same school name on all header sheets for more efficient computer sorting and processing. For example, if the name of the school is Martin Elementary School, the test coordinator may direct all test administrators from that school to code Martin Elem. It is important to be consistent.

Section 6: TEST ADMINISTRATION DATE. The test administrator prints and codes the date of the test administration. If the test is administered across multiple days (e.g., students with documented special needs requiring the accommodation of *Multiple Testing Sessions*), print and code the date for the first day of the test administration.

Section 7: ANSWER KEY CODE. The test administrator prints and codes the appropriate answer key code, which appears in the following chart and is based on the grade level of the students. This code must be recorded and coded accurately on the header sheet for scoring and reporting purposes.

Answer Key Codes for End-of-Grade Reading at Grades 3 through 8:

Grade Level	Answer Key Code	Grade Level	Answer Key Code
3	EGR3	6	EGR6
4	EGR4	7	EGR7
5	EGR5	8	EGR8

Answer Key Codes for Mathematics at Grades 3 through 8:

Grade Level	Answer Key Code	Grade Level	Answer Key Code
3	EGM3	6	EGM6
4	EGM4	7	EGM7
5	EGM5	8	EGM8

Answer Key Codes for End-of-Grade Science at Grades 5 and 8:

Grade Level	Answer Key Code
5	SCI5
8	SCI8

Section 8: CLASS PERIOD (CP). The test administrator may complete this section if directed to do so by the school system test coordinator. Test coordinators may devise a coding scheme that makes use of this section for their own purpose. If teachers want a separate class roster for each header sheet filled out, this section must be filled out with a different class period per header.

Section 9: NUMBER OF ANSWER DOCUMENTS ENCLOSED. The test administrator records the number of answer sheets enclosed behind the header sheet. Students who are administered the test as makeups, but who are members of this class, may have their answer sheets included with this header.

Special Codes Section for Header Sheet

The Special Codes section on SIDE 1 of the header sheet is available for local use. Test administrators may complete this section if directed to do so by the school system test coordinator. School system test coordinators may devise a coding scheme that makes use of this section for their own purpose.

Review the Answer Sheets

Under secure conditions in a group setting (i.e., three or more designated school personnel), test administrators or other designated school personnel are required to review each answer sheet and header sheet to ensure that all materials can be machine scored. This includes the Special Codes section of each student's answer sheet. Secure test books are not available during the reviewing process. It is never permissible to have test books during the review process except when recording or transcribing responses for students who used certain testing accommodations (i.e., *Student Marks Answers in Test Book, Braille Edition, Braille Writer/Slate and Stylus, Assistive Technology Devices, Large Print Edition, One Test Item Per Page Edition, and Dictation to a Scribe*) for scoring purposes.

School personnel who are designated to review the test materials under secure conditions in a group setting must use only a No. 2 pencil with an eraser to check for and erase inappropriate pencil marks on students' answer sheets. Correction fluid must not be used in the review process. Tampering with student responses to test questions on an answer sheet constitutes a serious breach in test security.

Test administrators or other designated school personnel are to complete the following procedures:

- Record or transcribe to the appropriate EOG answer sheet responses for students who used certain testing accommodations (i.e., *Student Marks Answers in Test Book, Braille Edition, Braille Writer/Slate and Stylus, Assistive Technology Devices, Large Print Edition, One Test Item Per Page Edition, and Dictation to a Scribe*) for scoring purposes. The transcription and verification occur under secure conditions in a group setting (i.e., three or more designated school personnel). One individual is to transcribe the student's responses, a second individual is to verify the transcription, and a third individual is to act as an objective observer of the process. All three individuals sign the front cover of the test book. The answer sheet is then processed following the regular procedures. Only responses coded on an answer sheet will be scored. If the responses are not transcribed, test results will be returned at the lowest possible score. See Appendix E for guidance on transcribing students' gridded response questions for the mathematics tests.
- Check for inconsistent spelling or coding of teacher and school names on the header sheets and missing, incorrect, or incomplete printing and coding of student's name, PowerSchool Student Number, form number, and other printed and/or coded responses on SIDE 1 of the answer sheet. Make needed corrections only for hand-coded responses on SIDE 1 of the answer sheets and header sheets; report any corrections needed for precoded responses to

the principal or school test coordinator. Do not change, alter, or erase precoding on students' answer sheets or header sheets.

- Check for missing Special Codes on SIDE 1 of each answer sheet. Responses are to be coded accurately and completely.
- Check for and erase inappropriate pencil marks on the answer sheets and header sheets. Examples of what can be erased during the review process are stray pencil marks in columns (like a pencil slash), pencil marks in or around the timing marks (the section of black bars appearing at the edge and bottom of the answer sheets and header sheets) or the lithocodes (the shaded box that states DO NOT WRITE IN THIS SHADED AREA on SIDE 1 of the answer sheet), and stray marks transferred from one answer sheet to another when coding an answer sheet on top of several sheets. Check that erased answer circles and grid circles are not redrawn. Stray marks in the answer grid section that are not erased may be scored as double responses for a single answer.
- Check to be sure the ANSWER KEY CODE and the LEA/SCHOOL CODE are printed and coded accurately and completely on the header sheet so the computer program will select the correct answer key for scoring and the test scores can be returned to the appropriate school.
- Check to be sure paper clips, sticky notes, rubber bands, and/or staples are not used when returning testing materials.

Bent, folded, stapled, torn, or damaged answer sheets cannot be scored. The test administrator notifies the school test coordinator if answer sheets are not properly marked and suitable for scoring. Follow the procedures established by the school system test coordinator for handling unscorable answer sheets.

Appendices

Appendix A ONLINE Test Administration Directions

Steps to Complete Before Beginning Online Testing

1. Set up the computers/tablets that will be used to deliver the online test.

The NCDPI recommends teachers begin setting up computers/tablets approximately 30–40 minutes before the students are to begin testing. The test administrator must perform the following:

- Launch the NCTest Secure Browser, NCTest Chrome App on Chromebooks, or NCTest iPad App and click on the NCTest LOGIN button.
 - Ensure Chromebooks are managed with settings and login processes that restrict a student’s ability to access additional resources during the test administration. Directions for Chromebooks can be found in the Technical Requirements for NCTest at <https://center.ncsu.edu/nct>.
 - Ensure iPads are in Automatic Assessment Configuration (AAC). Directions for placing iPads in this mode can be found in the Technical Requirements for NCTest at <https://center.ncsu.edu/nct>.
- Choose EOG from the drop-down menu.
- Choose the appropriate EOG test from the drop-down menu.
- Enter a valid NC Education username and password and click LOGIN.
- If requested, select the appropriate test from the list presented on the screen.
- Select the student to be tested from the list presented on the screen.
- Ensure the screen is set to the START page with the correct student’s name, test name, and school name near the top of the screen.
- Do not click the START button for the student.

2. After the computers/tablets are set up, and before beginning the test, the test administrator

- ensures students are seated at the specific computers/tablets that display their names, the test name, the students’ PowerSchool numbers, and the school name; and
- confirms the screen on each student’s computer/tablet is still set to the START page. Students must NOT click the START button and begin using the computer/tablet until they are told to do so.

Computers/tablets that are either open and display the students’ start screens or test material or are paused must not be left unattended by the test administrator at any time.

Clicking the EXIT button will result in a caution message. If the EXIT button is clicked accidentally during testing, click “cancel” to continue the online test.

IMPORTANT:

- Follow and present the directions and script as written in this guide. Failure to do so may constitute a misadministration or violation of the *Testing Code of Ethics*. Read aloud only the material in **boldface** print that is preceded by the word "SAY." The text printed in standard type is information for the test administrator only and is not to be read aloud to students. An exception to this policy is administrations that include the use of tablets. The word "click" may be replaced with the word "touch" in these instances. Test administrators can read test directions aloud to students as many times as necessary for students to understand the directions.
- For reading: Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the reading test for any students, including students with disabilities and students identified as ELs, invalidates test results because the test measures reading skills. Only the test directions may be read aloud or signed/cued to students during the online reading test.
- For mathematics: The mathematics test consists of two parts. The first part of the test is calculator inactive. Students are not allowed to use a calculator for this part of the test. The second part of the test is calculator active. Students have the option to use the online calculator, the handheld calculator, or both during the calculator active part of the test. When students complete the calculator inactive part of the test, the directions on the screen instruct them to raise their hand to receive a handheld calculator. When a student raises his/her hand to indicate he/she has completed the calculator inactive section, the test administrator, in the least disruptive manner possible, gives the student a calculator. The number of calculators distributed is counted and the number recorded.
- For mathematics: Before beginning and immediately following the test administrations, the test administrator or the principal's designee clears the calculator memory and all applications (including preloaded) of all calculators, including personal calculators, students may use for calculator active questions.
- No one is to leave the room except in an emergency (e.g., illness, necessary restroom break). Test security must be maintained at all times.
- Test administrators and students are not permitted to discuss with others specific questions from the test or information contained within the test.
- For those students who complete the test before the scheduled testing time is over, follow local testing procedures on page 9.
- When ready, turn to the appropriate online test administration directions.

ONLINE Test Administration	Appendix	Page Number
Reading	A1	21
Mathematics	A2	26
Science Grades 5 and 8	A3	32

Appendix A1 ONLINE: READING Test Administration Directions

SAY: Today, you will take the Reading End-of-Grade Test. Please do not use your computer/tablet until I tell you to do so. Before you begin, clear your work area of any materials except for a pencil. If you do not have a pencil, raise your hand, and I will give you one.

The test administrator pauses for students to clear their desks and distributes pencils to those students who raise their hands.

When ready, the test administrator continues reading.

SAY: Look at the information on the screen. Do not click any buttons on the screen. You should see your name, the school name, the name of the test, a button labeled START, and a button labeled EXIT. Please do not click the EXIT button; it will log you out of the test. Do NOT start the test until I tell you to do so. If the information on the screen is not correct, raise your hand.

Before continuing, the test administrator verifies all students taking the test are doing so at the computers/tablets assigned to them.

SAY: I am going to give each of you a sheet of scratch paper. You may use this paper to help you answer the test questions. I will collect this paper at the end of the testing session. If you need more scratch paper during the test, raise your hand, and I will give you more paper.

The test administrator distributes scratch paper to the students.

SAY: Most of you will take about two hours to complete the test, but if you need additional time, it will be provided. During the test, you will take 2 three-minute breaks. I will tell you when it is time for the breaks.

This is a multiple-choice test. You will be asked to read selections and to answer questions about the selections. Carefully read each selection. Then read each question and all of the answer choices. Choose the best answer from the choices provided. You should try to answer all the test questions.

Are there any questions?

The test administrator pauses to answer questions and then continues.

SAY: You will begin the test by answering sample questions. Your responses to the sample questions will not be scored. Click the Start button.

Read the selection and mark your answer for Sample 1.

The test administrator pauses while students read the selection and answer Sample 1.

SAY: Click NEXT. The correct answer for the sample question will appear on the screen. Are there any questions about how to answer Sample 1?

The test administrator pauses to answer questions and then continues.

SAY: Click OK. Read Sample 2 and mark your answer.

The test administrator pauses while students read and answer Sample 2.

SAY: Click NEXT. The correct answer for the sample question will appear on the screen. Are there any questions about how to answer Sample 2?

The test administrator pauses to answer questions and then continues.

SAY: Click OK and then click Next to begin the test.

To assist students with budgeting time, record the following on the board for all students to see:

START TIME:	(Record the start time.)
WORK TIME:	(Add 40 minutes to the start time.)
BREAK TIME:	(Record the time for the first break.)

Procedures during the Testing Session:

As soon as the START TIME, WORK TIME, and BREAK TIME are recorded on the board, the test administrator does the following:

- walks quietly and frequently throughout the room;
- provides a positive test-taking environment;
- assists students with computer problems or procedural questions (All student time lost because of technical problems is documented and credited to the student at the end of the test administration if needed.);
- avoids distracting behaviors;
- monitors students' screens to ensure students are not using additional resources, questions are displaying properly, and students have not prematurely ended the online test;
- remains in the room throughout the test administration unless an emergency

arises (a trained test administrator must be present for the duration of testing); and

- completes the *Review of Accommodations Used During Testing* form for each student who requires a testing accommodation and returns the completed form to the school test coordinator after testing.

Read to Announce the First Break:

SAY: **Stop working. You will take a three-minute break. Click the PAUSE button at the bottom of your screen.**

The test administrator ensures each student has clicked the PAUSE button and the online test questions are not visible on computers/tablets.

SAY: **You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

After three minutes, the test administrator continues.

SAY: **The break has now ended. Return to your seats.**

Some of you may finish the test early. If you do, please stay quietly in your seat and raise your hand, and I will help you.

If you need more time to complete the test when the testing session ends, time will be provided.

Now click the CONTINUE button and continue working.

To assist students with budgeting time, record the following on the board for all students to see:

START TIME:	(Record the start time after the first break.)
WORK TIME:	(Add 40 minutes to the start time.)
BREAK TIME:	(Record the time for the second break.)

Read to Announce the Second Break:

SAY: **Stop working. You will take a three-minute break. Click the PAUSE button at the bottom of your screen.**

The test administrator ensures each student has clicked the PAUSE button and the online test questions are not visible on computers/tablets.

SAY: **You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

After three minutes, the test administrator continues.

SAY: **The break has now ended. Return to your seats.**

SAY: **Some of you may finish the test early. If you do, please stay quietly in your seat and raise your hand, and I will help you.**

If you need more time to complete the test when the testing session ends, time will be provided.

Now click the CONTINUE button and continue working.

To assist students with budgeting time, record the following on the board for all students to see:

START TIME:	(Record the start time after the second break.)
WORK TIME:	(Add 40 minutes to the start time.)
END TIME:	(Record the end of the test administration.)

If all students finish the test, have reviewed their responses, and are ready to turn in their tests before the scheduled time period is over, the test administrator may end the testing session early by reading the information under the words *Read to Announce the End of the Testing Session*. Follow local procedures for returning students to the regular school schedule.

Read to Announce the End of the Testing Session:

SAY: **Stop working. Sit quietly. This is the end of the testing session.**

If you have completed the test, make sure you have reviewed your answers and clicked the END TEST button.

If you have not finished the test and need more time, please raise your hand.

The test administrator ensures that students who are finished with the test have clicked the END TEST button a second time to close the test. A STOP sign will appear on the students' screens after the END TEST button has been clicked and the test has been closed. Clicking the EXIT button on the STOP sign screen closes the test.

Follow local procedures to assist those students who need additional time to complete the test. As long as students are engaged and working, they can be provided up to the maximum time allowed to complete the test. No administration of the test may exceed the maximum time allowed (except for students with documented special needs requiring accommodations, such as *Scheduled Extended Time*).

When ready, the test administrator continues.

Read to Collect Test Materials:

SAY: **I will now collect your test materials.**

The test administrator collects all secure test materials.

Read After All Materials Have Been Collected:

SAY: **Please remember teachers are not allowed to discuss questions from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test or write about them on the Internet or on social media sites.**

You have completed the Reading End-of-Grade Test.

Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when the materials were first received. Report to the school test coordinator and/or principal any irregularities that occurred during testing.

Appendix A2
ONLINE: MATHEMATICS
Test Administration Directions

SAY: Today, you will take the Mathematics End-of-Grade Test. Please do not use your computer/tablet until I tell you to do so. Before you begin, clear your work area of any materials except for a pencil. If you do not have a pencil, raise your hand, and I will give you one.

The test administrator pauses for students to clear their desks and distributes pencils to those students who raise their hands.

When ready, the test administrator continues reading.

SAY: Look at the information on the screen. Do not click any buttons on the screen. You should see your name, the school name, the name of the test, a button labeled START, and a button labeled EXIT. Please do not click the EXIT button; it will log you out of the test. Do NOT start the test until I tell you to do so. If the information on the screen is not correct, raise your hand.

Before continuing, the test administrator verifies all students taking the test are doing so at the computers/tablets assigned to them.

SAY: I am going to give each of you a sheet of scratch paper and graph paper. You may use these papers to help you answer the test questions. I will collect these papers at the end of the testing session. If you need more scratch paper or graph paper during the test, raise your hand, and I will give you more paper.

The test administrator distributes scratch paper and graph paper to the students.

SAY: The test consists of two parts. The first part of the test is calculator inactive. For this part of the test, you are not allowed to use a calculator.

The second part of the test is calculator active. When you are ready to begin the calculator active part of the test, follow the directions on your screen. The directions will tell you to raise your hand for a handheld calculator. You may use the online calculator, a handheld calculator, or both on the calculator active questions. I will collect your handheld calculator at the end of testing.

Be sure you are ready to move on to the calculator active part of the test before you raise your hand because once you begin the calculator active section, you will not be able to return to the calculator inactive questions.

Are there any questions?

The test administrator pauses to answer questions and then continues.

SAY: Most of you will take about two hours to complete the test, but if you need additional time, it will be provided. During the test, you will take 2 three-minute breaks. I will tell you when it is time for the breaks.

Read for Grades 3 Only:

SAY: All of the questions are multiple-choice questions. Carefully read each question and choose the best answer from the choices provided. You should try and answer all of the questions on the test.

Read for Grade 4 Only:

SAY: Some of the questions on the test are multiple-choice questions that require you to choose the best answer. You may also have questions that require you to type a numerical answer into a text box rather than to select an answer from several choices or have some technology enhanced questions. You should try to answer all of the questions on the test.

Read for Grade 5 Only:

SAY: Some of the questions on the test are multiple-choice questions that require you to choose the best answer. Other questions require you to type a numerical answer into a text box rather than to select an answer from several choices. You should try and answer all of the questions on the test.

Read for Grades 6–8 Only:

SAY: Some of the questions on the test are multiple-choice questions that require you to choose the best answer. Other questions require you to type a numerical answer into a text box rather than to select an answer from several choices. There are also some technology enhanced questions. You should try to answer all of the questions on the test.

SAY: You will begin the test by answering sample questions. Your responses to the sample questions will not be scored. Click the Start button.

The test administrator may adjust the following “read aloud” directions accordingly for students whose IEPs and/or Section 504/EL/transitory impairment documentation indicates the specific manner in which the test will be read aloud when using the *Test Read Aloud (in English)* accommodation.

Read Only for Students Receiving the <i>Test Read Aloud (in English)</i> Accommodation:	
<p>Read If the Entire Test Is to Be Read Aloud:</p> <p>SAY: I will read aloud all the sample questions, test questions, and answer choices for you. I will repeat this information if you ask me to do so.</p>	<p>Read If Information Is Only to Be Read Aloud upon Student Request:</p> <p>SAY: I will read aloud any information from the sample questions, test questions, and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.</p>

Read Only for Students Receiving the <i>Test Read Aloud (in English)</i> Accommodation via the Computer/Tablet:
<p>SAY: You may control which portions of the online test are read aloud by clicking an audio button beside the block of text. Each test question and answer choice has an audio button. When you click the audio button, the recorded audio will play. Some parts of the test questions and answer choices cannot be read aloud by your computer/tablet, such as graphs and tables. When you click on the audio button for one of these test questions, the audio will indicate it cannot be read aloud.</p> <p>To ensure the validity of the test, students receiving the <i>Test Read Aloud (in English)</i> accommodation also receive the <i>Testing in a Separate Room</i> accommodation (one-on-one), unless they are using headphones. The audio volume is adjusted before the student starts the test.</p>

SAY: **Read the question and mark your answer for Sample 1.**

The test administrator pauses while students read the question and answer Sample 1.

SAY: **Click NEXT. The correct answer for the sample question will appear on the screen. Are there any questions about how to answer Sample 1?**

The test administrator pauses to answer questions and then continues.

SAY: **Click OK. Read the question and mark your answer for Sample 2.**

The test administrator pauses while students read the question and answer Sample 2.

SAY: **Click NEXT. The correct answer for the sample question will appear on the screen. Are there any questions about how to answer Sample 2?**

The test administrator pauses to answer questions and then continues.

Read for Grades 5–8 Only:

SAY: **Click OK. Read the question and mark your answer for Sample 3.**

The test administrator pauses while students read the question and answer Sample 3.

SAY: **Click NEXT. The correct answer for the sample question will appear on the screen. Are there any questions about how to answer Sample 3?**

The test administrator pauses to answer questions and then continues.

SAY: **Click OK and then click Next to begin the test.**

To assist students with budgeting time, record the following on the board for all students to see:

START TIME:	(Record the start time.)
WORK TIME:	(Add 40 minutes to the start time.)
BREAK TIME:	(Record the time for the first break.)

Procedures during the Testing Session:

As soon as the START TIME, WORK TIME, and BREAK TIME are recorded on the board, the test administrator does the following:

- walks quietly and frequently throughout the room;
- provides a positive test-taking environment;
- assists students with computer problems or procedural questions (All student time lost because of technical problems is documented and credited to the student at the end of the test administration, if needed.);
- avoids distracting behaviors;
- monitors students' screens to ensure students are not using additional resources, questions are displaying properly, and students have not prematurely ended the online test;
- remains in the room throughout the test administration unless an emergency arises (a trained test administrator must be present for the duration of testing); and
- completes the *Review of Accommodations Used During Testing* form for each student who requires a testing accommodation and returns the completed form to the school test coordinator after testing.

Read to Announce the First Break:

SAY: **Stop working. You will take a three-minute break. Click the PAUSE button at the bottom of your screen.**

The test administrator ensures each student has clicked the PAUSE button and the online test questions are not visible on computers/tablets.

SAY: **You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

After three minutes, the test administrator is to continue.

SAY: **The break has now ended. Return to your seats.**

Some of you may finish the test early. If you do, please stay quietly in your seat and raise your hand, and I will help you. If you need more time to complete the test when the testing session ends, time will be provided.

Now click the CONTINUE button and continue working.

To assist students with budgeting time, record the following on the board for all students to see:

START TIME:	(Record the start time after the first break.)
WORK TIME:	(Add 40 minutes to the start time.)
BREAK TIME:	(Record the time for the second break.)

Read to Announce the Second Break:

SAY: **Stop working. You will take a three-minute break. Click the PAUSE button at the bottom of your screen.**

The test administrator ensures each student has clicked the PAUSE button and the online test questions are not visible on computers/tablets.

SAY: **You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

After three minutes, the test administrator is to continue.

SAY: **The break has now ended. Return to your seats.**

Some of you may finish the test early. If you do, please stay quietly in your seat and raise your hand, and I will help you. If you need more time to complete the test when the testing session ends, time will be provided.

Now click the CONTINUE button and continue working.

To assist students with budgeting time, record the following on the board for all students to see:

START TIME:	(Record the start time after the second break.)
WORK TIME:	(Add 40 minutes to the start time.)
END TIME:	(Record the end of the test administration.)

If all students finish the test, review their responses, and are ready to turn in their tests before the scheduled time period is over, the test administrator may end the testing session early by reading the information under the words *Read to Announce the End of the Testing Session*. Follow local procedures for returning students to the regular school schedule.

Read to Announce the End of the Testing Session:

SAY: **Stop working. Sit quietly. This is the end of the testing session.**

If you have completed the test, make sure you have reviewed your answers and clicked the END TEST button.

If you have not finished the test and need more time, please raise your hand.

The test administrator ensures that students who are finished with the test have clicked the END TEST button a second time to close the test. A STOP sign will appear on the students' screens after the END TEST button has been clicked and the test has been closed. Clicking the EXIT button on the STOP sign screen closes the test.

Follow local procedures to assist those students who need additional time to complete the test. As long as students are engaged and working, they can be provided up to the maximum time allowed to complete the test. No administration of the test may exceed the maximum time allowed (except for students with documented special needs requiring accommodations, such as *Scheduled Extended Time*).

When ready, the test administrator continues.

Read to Collect Test Materials:

SAY: **I will now collect your test materials.**

The test administrator collects all secure test materials.

Read After All Materials Have Been Collected:

SAY: **Please remember teachers are not allowed to discuss questions from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test or write about them on the Internet or on social media sites.**

You have completed the Mathematics End-of-Grade Test.

Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when the materials were first received. Report to the school test coordinator and/or principal any irregularities that occurred during testing.

Appendix A3
ONLINE: SCIENCE GRADES 5 AND 8
Test Administration Directions

SAY: Today, you will take the Science End-of-Grade Test. Please do not use your computer/tablet until I tell you to do so. Before you begin, clear your work area of any materials except for a pencil. If you do not have a pencil, raise your hand, and I will give you one.

The test administrator pauses for students to clear their desks and distributes pencils to those students who raise their hands.

When ready, the test administrator continues reading.

SAY: Look at the information on the screen. Do not click any buttons on the screen. You should see your name, the school name, the name of the test, a button labeled START, and a button labeled EXIT. Please do not click the EXIT button; it will log you out of the test. Do NOT start the test until I tell you to do so. If the information on the screen is not correct, raise your hand.

Before continuing, the test administrator verifies all students taking the test are doing so at the computers/tablets assigned to them.

SAY: I am going to give each of you a sheet of scratch paper. You may use this paper to help you answer the test questions. I will collect this paper at the end of the testing session. If you need more scratch paper during the test, raise your hand, and I will give you more paper.

The test administrator distributes scratch paper to the students.

Read for Grade 8 Only:

SAY: I am also going to give each of you a periodic table. The periodic table may be used to help you answer the test questions. I will collect the periodic table at the end of testing.

The test administrator distributes a copy of the periodic table to each student.

SAY: Most of you will take about two hours to complete the test, but if you need additional time, it will be provided. During the test, you will take 2 three-minute breaks. I will tell you when it is time for the breaks.

Some of the questions are multiple-choice questions and others are technology-enhanced questions. You should try to answer all of the questions on the test.

SAY: You will begin the test by answering sample questions. Your responses to the sample questions will not be scored. Click the Start button.

The test administrator may adjust the following “read aloud” directions accordingly for students whose IEPs and/or Section 504/EL/transitory impairment documentation indicates the specific manner in which the test will be read aloud when using the *Test Read Aloud (in English)* accommodation.

Read Only for Students Receiving the <i>Test Read Aloud (in English)</i> Accommodation:	
<p>Read If the Entire Test Is to Be Read Aloud:</p> <p>SAY: I will read aloud all of the sample questions, test questions, and answer choices for you. I will repeat this information if you ask me to do so.</p>	<p>Read If Information Is Only to Be Read Aloud upon Student Request:</p> <p>SAY: I will read aloud any information from the sample questions, test questions, and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.</p>

Read Only for Students Receiving the Test Read Aloud (in English) Accommodation via the Computer/Tablet:
<p>SAY: You may control which portions of the online test are read aloud by clicking a speaker button beside the block of text. Each test question and answer choice has an audio button. When you click the audio button, the recorded audio will play. Some test questions and answer choices cannot be read aloud by your computer/tablet, such as graphs and tables. When you click on the audio button for one of these test questions, the audio will indicate it cannot be read aloud.</p> <p>To ensure the validity of the test, students receiving the <i>Test Read Aloud (in English)</i> accommodation also receive the <i>Testing in a Separate Room</i> accommodation (one-on-one), unless using headphones. The audio volume is adjusted before the student starts the test.</p>

SAY: Read the question and mark your answer for Sample 1.

The test administrator pauses while students read the question and answer Sample 1.

SAY: Click NEXT. The correct answer for the sample question will appear on the screen. Are there any questions about how to answer Sample 1?

The test administrator pauses to answer questions and then continues.

SAY: Click OK. Read the question and mark your answer for Sample 2.

The test administrator pauses while students read the question and answer Sample 2.

SAY: Click NEXT. The correct answer for the sample question will appear on the screen. Are there any questions about how to answer Sample 2?

The test administrator pauses to answer questions and then continues.

SAY: Click OK. Read the question and mark your answer for Sample 3.

The test administrator pauses while students read the question and answer Sample 3.

SAY: Click NEXT. The correct answer for the sample question will appear on the screen. Are there any questions about how to answer Sample 3?

The test administrator pauses to answer questions and then continues.

SAY: Click OK and then click Next to begin the test.

To assist students with budgeting time, record the following on the board for all students to see:

START TIME:	(Record the start time.)
WORK TIME:	(Add 40 minutes to the start time.)
BREAK TIME:	(Record the time for the first break.)

Procedures during the Testing Session:

As soon as the START TIME, WORK TIME, and BREAK TIME are recorded on the board, the test administrator does the following:

- walks quietly and frequently throughout the room;
- provides a positive test-taking environment;
- assists students with computer problems or procedural questions (All student time lost because of technical problems is documented and credited to the student at the end of the test administration if needed.);
- avoids distracting behaviors;
- monitors students' screens to ensure students are not using additional resources, questions are displaying properly, and students have not prematurely ended the online test;
- remains in the room throughout the test administration unless an emergency arises (a trained test administrator must be present for the duration of testing); and
- complete the *Review of Accommodations Used During Testing* form for each student who requires a testing accommodation and returns the completed

form to the school test coordinator after testing.

Read to Announce the First Break:

SAY: **Stop working. You will take a three-minute break. Click the PAUSE button at the bottom of your screen.**

The test administrator ensures each student has clicked the PAUSE button and the online test questions are not visible on computers/tablets.

SAY: **You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

After three minutes, the test administrator is to continue.

SAY: **The break has now ended. Return to your seats.**

Some of you may finish the test early. If you do, please stay quietly in your seat and raise your hand, and I will help you.

If you need more time to complete the test when the testing session ends, time will be provided.

Now click the CONTINUE button and continue working.

To assist students with budgeting time, record the following on the board for all students to see:

START TIME:	(Record the start time after the first break.)
WORK TIME:	(Add 40 minutes to the start time.)
BREAK TIME:	(Record the time for the second break.)

Read to Announce the Second Break:

SAY: **Stop working. You will take a three-minute break. Click the PAUSE button at the bottom of your screen.**

The test administrator ensures each student has clicked the PAUSE button and the online test questions are not visible on computers/tablets.

SAY: **You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

After three minutes, the test administrator is to continue.

SAY: **The break has now ended. Return to your seats.**

Some of you may finish the test early. If you do, please stay quietly in your seat and raise your hand, and I will help you.

If you need more time to complete the test when the testing session ends, time will be provided.

SAY: **Now click the CONTINUE button and continue working.**

To assist students with budgeting time, record the following on the board for all students to see:

START TIME:	(Record the start time after the second break.)
WORK TIME:	(Add 40 minutes to the start time.)
END TIME:	(Record the end of the test administration.)

If all students finish the test, review their responses, and are ready to turn in their tests before the scheduled time period is over, the test administrator may end the testing session early by reading the information under the words *Read to Announce the End of the Testing Session*. Follow local procedures for returning students to the regular school schedule.

Read to Announce the End of the Testing Session:

SAY: **Stop working. Sit quietly. This is the end of the testing session.**

If you have completed the test, make sure you have reviewed your answers and clicked the END TEST button.

If you have not finished the test and need more time, please raise your hand.

The test administrator ensures that students who are finished with the test have clicked the END TEST button a second time to close the test. A STOP sign will appear on the students' screens after the END TEST button has been clicked and the test has been closed. Clicking the EXIT button on the STOP sign screen closes the test.

Follow local procedures to assist those students who need additional time to complete the test. As long as students are engaged and working, they can be provided up to the maximum time allowed to complete the test. No administration of the test may exceed the maximum time allowed (except for students with documented special needs requiring accommodations, such as *Scheduled Extended Time*).

When ready, the test administrator continues.

Read to Collect Test Materials:

SAY: **I will now collect your test materials.**

The test administrator collects all secure test materials.

Read After All Materials Have Been Collected:

SAY: **Please remember teachers are not allowed to discuss questions from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test or write about them on the Internet or on social media sites.**

SAY: You have completed the Science End-of-Grade Test.

Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when the materials were first received. Report to the school test coordinator and/or principal any irregularities that occurred during testing.

Appendix B
PAPER/PENCIL: STUDENT INFORMATION
Test Administration Directions

IMPORTANT:

- Ensure the student information (i.e., School Name, Teacher Name, Student's Last Name, Student's First Name, and PowerSchool Number) on SIDE 1 of the student answer sheets has been precoded before testing.
- Follow and present the directions and script as written in this guide. Failure to do so may constitute a misadministration or violation of the *Testing Code of Ethics*. Read aloud only the material in **boldface** print that is preceded by the word "SAY." The text printed in standard type is information for the test administrator only and is not to be read aloud to students. Test administrators can read test directions aloud to students as many times as necessary for students to understand the directions.
- For reading: Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the reading test for any students, including students with disabilities and students identified as ELs, invalidates test results because the test measures reading skills. Only the test directions may be read aloud or signed/cued to students during the reading test.
- For mathematics: The mathematics test consists of two parts. The first part of the test is calculator inactive. Students are not allowed to use a calculator for this part of the test. The second part of the test is calculator active. The test administrator is not to give any student a calculator until the student has completed the calculator inactive questions. When students complete the calculator inactive part of the test, the directions will instruct them to raise their hand to receive a calculator. When a student raises his/her hand to indicate he/she has completed the calculator inactive section, the test administrator, in the least disruptive manner possible, gives the student a calculator. The number of calculators distributed is counted and the number recorded.
- For mathematics: Before beginning and immediately following the test administrations, the test administrator or the principal's designee clears the calculator memory and all applications (including preloaded) of all calculators, including personal calculators, students may use for calculator active questions (See Appendices F1–F6).
- For mathematics: When each student raises his or her hand to indicate he/she has completed the calculator inactive test questions, the test administrator
 1. collects the student's used scratch paper and graph paper (i.e., students may only keep clean scratch paper and clean graph paper); (If the test administrator takes used papers from a student, he/she must give another sheet of clean scratch paper and clean graph paper to the student.)

2. paper clips the student's test book so he/she will not be able to go back and work on questions in the calculator inactive part of the test;
 3. gives a calculator to the student;
 4. ensures the student begins work in the calculator active part of the test; and
 5. keeps a count of the number of calculators distributed.
- No one is to leave the room except in an emergency (e.g., illness, necessary restroom break). Test security must be maintained at all times.
 - Test administrators and students are not permitted to discuss with others specific questions from the test or information contained within the test.
 - For those students who complete the test before the scheduled testing time is over, follow the local testing procedures on page 9.
 - Test administrators must complete *Appendix B: Student Information* with students before continuing to the appropriate appendix of the directions.

Paper/Pencil Test Administration	Appendix	Page Number
Reading	B and B1	42
Mathematics	B and B2	47
Science Grades 5 and 8	B and B3	55

When ready, the test administrator is to begin the testing session.

SAY: Today you will take the (insert end-of-grade subject) End-of-Grade Test. Before you begin, clear your desk of any materials except two sharpened No. 2 pencils. You must use only No. 2 pencils to mark the answer sheet. If you do not have two No. 2 pencils, raise your hand, and I will provide them for you.

The test administrator pauses for students to clear their desks and distributes No. 2 pencils to those students who raise their hands. If NCDPI-approved supplemental materials or designated features such as highlighters, colored pencils, color acetate overlays, or example mathematics grids for mathematics tests (for students with *Mark in Book* accommodation only) will be used, the test administrator may give students these items at this time.

SAY: I am going to give you an answer sheet. Do not mark on your answer sheet until I tell you to do so.

Precoded answer sheets are distributed to the appropriate students. As the test administrator distributes the answer sheets, he/she is to check that the appropriate student's name is precoded on SIDE 1 of the answer sheet.

The test administrator counts and records the number of answer sheets distributed. When each student has an answer sheet, the test administrator continues.

SAY: The color of your answer sheet may be different from some of the other students' answer sheets. Students with different answer sheets will have different test questions, but the questions in all of the test books are for your grade level.

Look at SIDE 1 of your answer sheet.

The test administrator ensures students are looking at SIDE 1 of the answer sheet.

SAY: A computer filled in some of the responses on this side of your answer sheet. Do not mark on or over any of the responses made by the computer. Do not try to erase or correct any computer mistakes. The school will correct any computer mistakes later.

Your name should be printed in the boxes labeled STUDENT'S LAST NAME and FIRST NAME. Check to be sure your name is printed on SIDE 1 of the answer sheet. Do not worry if your name is too long and part of it does not fit in the boxes. If you have questions, raise your hand.

The test administrator assists those students who raise their hands and then continues.

SAY: I am now going to give you a test book. Do not open or mark on the test book until I tell you to do so.

Students must receive a test book that has the same form letter, grade level, and color as their answer sheet.

SAY: Raise your hand if you did not receive a test book.

The test administrator pauses to give a test book to students who raise their hands.

SAY: If the color or grade level of your answer sheet is different from the color or grade level of your test book, raise your hand.

The test administrator pauses to give the correct test books to students who raise their hands.

SAY: Find the form letter on SIDE 1 of your answer sheet. It is located in the upper left corner. If you cannot find the form letter, raise your hand.

The test administrator helps any students who request assistance.

When reading the following directions aloud, the test administrator may point to the form letter located on a student test book cover.

SAY: Find the form letter on the cover of your test book. It is located near the top right corner. It must match the form letter on your answer sheet. If the form letter of your test book and your answer sheet do not match, raise your hand.

The test administrator ensures the form letter of each student's answer sheet and test book matches. The test administrator helps any students who request assistance.

When reading the following directions aloud, the test administrator may point to the form number located on the student test book cover.

SAY: Find the form number on the cover of your test book. It is printed beside the form letter. If you cannot find the form number, raise your hand.

The test administrator helps any students who request assistance. When reading the following directions aloud, the test administrator may point to the FORM box on a student answer sheet.

SAY: Look at SIDE 1 of your answer sheet and find the FORM box near the upper left corner. Write the form number on the line in that box. Then fill the bubble that matches the form number of your test book.

The test administrator checks each student's answer sheet and ensures the coded form number on the answer sheet matches the form number located on the test book cover.

SAY: Look at the cover of your test book. Find the line near the top of the test book that says STUDENT NAME and print your first and last name on this line.

The test administrator pauses and ensures students are following directions correctly.

SAY: Turn to SIDE 2 of your answer sheet and find the box near the top of the page that says STUDENT NAME. Print your first and last name on the line in that box.

The test administrator pauses to ensure students are printing their names in the box on SIDE 2 of their answer sheets.

When ready, the test administrator turns to the appropriate Paper/Pencil Test Directions appendix to continue the test session.

**Appendix B1
PAPER/PENCIL: READING
Test Administration Directions**

Test administrators must complete *Appendix B: Student Information* with students before continuing.

SAY: I am going to give you a sheet of scratch paper. You may use this paper to cover your work or to help you answer the test questions. I will collect this paper at the end of the testing session. If you need more scratch paper during the test, raise your hand, and I will give you more paper.

The test administrator distributes scratch paper to the students.

SAY: Most of you will take about two hours to complete the test, but if you need additional time, it will be provided. During the test, you will take 2 three-minute breaks. I will tell you when it is time for the breaks.

This is a multiple-choice test. You will be asked to read selections and to answer questions about the selections. Carefully read each selection. Then read each question and all of the answer choices. Choose the best answer from the choices provided. Fill in the circle on your answer sheet that has the letter of the best answer. Make a dark mark that completely fills the circle. If you change your answer, completely erase the mark you made and make a new mark. If you accidentally erase the circle, do not redraw a new circle. A redrawn circle might be scored as your answer.

You should try to answer all the test questions. To help you answer the test questions, you may write on the scratch paper and in the test book, but all of your answers must be properly entered on the answer sheet in order for them to be scored.

Are there any questions?

The test administrator pauses to answer questions and then continues.

SAY: You will begin the test by answering sample questions. Look at SIDE 1 of your answer sheet. You will mark your answers for the sample questions on this side of the answer sheet.

The test administrator pauses and ensures all students are on SIDE 1 of the answer sheets.

SAY: Now turn to page one of your test book.

The test administrator pauses and ensures all students are on the correct page in the test book.

SAY: Read the selection for the sample questions.

The test administrator pauses while students read the selection and then continues.

SAY: Read sample question S1 in your test book and choose the best answer. On SIDE 1 of your answer sheet, mark your answer beside the S1 in the SAMPLES box.

The test administrator ensures students are following directions and marking the correct section of the answer sheet.

SAY: Now read sample question S2 in your test book and choose the best answer. Mark your answer beside the S2 in the SAMPLES box.

The test administrator ensures students are following directions and marking the correct section of the answer sheet.

SAY: The answer for sample question S1 is A. If you did not mark A, change your answer. Do you have any questions about how to mark your answer for sample question S1?

The test administrator pauses to answer questions.

SAY: The answer for sample question S2 is B. If you did not mark B, change your answer. Do you have any questions about how to mark your answer for sample question S2?

The test administrator pauses to answer questions and then continues.

SAY: In a moment you will begin the test. Remember to select the best answer from the choices given and to make sure the question number of the circle you are filling in on the answer sheet matches the question number in the test book.

Look at SIDE 2 of your answer sheet. You will mark your answers for the test on this side of the answer sheet.

The test administrator ensures all students are on SIDE 2 of the answer sheets.

SAY: Are there any questions before you begin?

The test administrator pauses to answer questions and then continues.

SAY: You may begin.

To assist students with budgeting time, record the following on the board for all students to see:

START TIME: (Record the start time.)
WORK TIME: (Add 40 minutes to the start time.)
BREAK TIME: (Record the time for the first break.)

Procedures during the Testing Session:

As soon as the START TIME, WORK TIME, and BREAK TIME are recorded on the board, the test administrator does the following:

- walks quietly and frequently throughout the room;
- provides a positive test-taking environment;
- avoids distracting behaviors;
- remains in the room throughout the test administration unless an emergency arises (a trained test administrator must be present for the duration of testing); and
- completes the *Review of Accommodations Used During Testing* form for each student who requires a testing accommodation and returns the completed form to the school test coordinator after testing.

Misalignment

If the question number being coded by the student on the answer sheet does not match the question number of the question being answered in the test book, refer to the section *Misalignment During Paper/Pencil Testing*.

Read to Announce the First Break:

SAY: **Stop working. Put all of your papers inside your test book and close your test book. You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

After three minutes, the test administrator is to continue.

SAY: **The break has now ended. Return to your seats.**

Some of you may finish early. If you do, look back over your answers and then close your test book. Raise your hand when you are finished, and I will help you. If you need more time to complete the test when the testing session ends, time will be provided.

Now open your test book to the last question you have answered. Take out your answer sheet and work papers. You may continue working.

To assist students with budgeting time, record the following on the board for all students to see:

START TIME:	(Record the start time after the first break.)
WORK TIME:	(Add 40 minutes to the start time.)
BREAK TIME:	(Record the time for the second break.)

Read to Announce the Second Break:

SAY: **Stop working. Put all of your papers inside your test book and close your test book. You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

After three minutes, the test administrator is to continue.

SAY: **The break has now ended. Return to your seats.**

Some of you may finish early. If you do, look back over your answers and then close your test book. Raise your hand when you are finished, and I will help you. If you need more time to complete the test when the testing session ends, time will be provided.

Now open your test book to the last question you have answered. Take out your answer sheet and work papers. You may continue working.

To assist students with budgeting time, record the following on the board for all students to see:

START TIME:	(Record the start time after the second break.)
WORK TIME:	(Add 40 minutes to the start time.)
END TIME:	(Record the end of the test administration.)

If all students finish the test, review their responses, and are ready to turn in their tests before the scheduled time period is over, the test administrator may end the testing session early by reading the information under the words *Read to Announce the End of the Testing Session*. Follow local procedures for returning students to the regular school schedule.

Read to Announce the End of the Testing Session:

SAY: **Stop working. Close your test book and sit quietly. This is the end of the testing session.**

If you have not finished the test and need more time, please raise your hand.

Follow local procedures to assist those students who need additional time to complete the test. As long as students are engaged and working, they can be provided up to the maximum time allowed to complete the test. No administration

of the test may exceed the maximum time allowed (except for students with documented special needs requiring accommodations, such as *Scheduled Extended Time*).

When ready the test administrator continues.

SAY: Make sure your first and last name are printed on the front cover of your test book. Put all of your used and unused papers inside your test book and close your test book. Check SIDE 1 of your answer sheet to be sure you have marked the form number in the form box. Make sure all of your answers are entered on the answer sheet. Only what is entered on your answer sheet will be scored. Look over your answers and make sure your circles are dark. Erase any stray marks. If you completely erase a circle on your answer sheet, do not draw a new circle.

The test administrator allows sufficient time for students to check their answer sheets and to erase any stray marks.

When ready, the test administrator continues.

Read to Collect Test Materials:

SAY: I will now collect your test materials.

The test administrator collects all secure test materials.

Read after All Test Materials Have Been Collected:

SAY: Please remember teachers are not allowed to discuss questions from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test or write about them on the Internet or on social media sites.

You have completed the Reading End-of-Grade Test.

Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when the materials were first received. Report to the school test coordinator and/or principal any irregularities that occurred during testing.

Appendix B2
PAPER/PENCIL: MATHEMATICS
Test Administration Directions

Test administrators must complete *Appendix B: Student Information* with students before continuing.

SAY: I am going to give each of you a sheet of scratch paper and graph paper. You may use these papers to cover your work or to work out problems. I will collect these papers at the end of the testing session. If you need more scratch paper or graph paper during the test, raise your hand, and I will give you more paper.

The test administrator distributes scratch paper and graph paper to the students.

SAY: This test consists of two parts. The first part of the test is calculator inactive. For this part of the test, you are not allowed to use a calculator. The second part of the test is calculator active. For this part of the test, you may use a calculator.

When you finish the first part of the test, you will see a STOP sign and some directions. Carefully read and follow the directions in your test book. The directions will tell you to not begin the calculator active test until you have raised your hand and been given a calculator.

When you raise your hand, I will collect the sheets of paper you have written on. You may keep only clean scratch paper and clean graph paper. If I take these papers from you, I will give you another sheet of clean scratch paper and graph paper to use. I will also give you a calculator and paper clip your test book so that you will not be able to go back and work on questions in the calculator inactive part of the test.

When you complete the calculator active part of the test, look back over your answers for only the calculator active questions and then close your test book. Raise your hand when you are finished with the test, and I will help you.

Are there any questions?

The test administrator pauses to answer questions and then continues.

SAY: Most of you will take about two hours to complete the test, but if you need additional time, it will be provided. During the test, you will take 2 three-minute breaks. I will tell you when it is time for the breaks.

Read for Grades 3 and 4 Only:

SAY: All of the questions are multiple-choice questions. Carefully read each question and choose the best answer from the choices provided. Fill in the circle on your answer sheet that has the letter of the best answer. Make a dark mark that completely fills the circle on the answer sheet. If you change your answer, completely erase the mark you made and make a new mark. If you accidentally erase the circle, do not redraw a new circle. A redrawn circle might be scored as your answer.

Read for Grades 5–8 Only:

SAY: This test has multiple-choice and gridded response questions. For the multiple-choice questions, read each question and choose the best answer from the choices provided. Fill in the circle on your answer sheet that has the letter of the best answer. Make a dark mark that completely fills the circle on the answer sheet. If you change your answer, completely erase the mark you made and make a new mark. If you accidentally erase the circle, do not redraw a new circle. A redrawn circle might be scored as your answer.

The gridded response questions will require you to enter a numeric answer into a grid on your answer sheet. To record your answer, you must write only one digit or symbol in each box. Spaces are permitted before or after your answer but not within the answer. Do not use symbols such as commas or dollar signs. If an answer is a mixed number, it must be changed and entered as an improper fraction or a decimal. Each box that makes up the grid has a column of circles below it. To record your answer, make a dark mark that completely fills the circle in each column that matches what you have printed on the grid.

A sample grid is shown below each gridded response question in your test book. You may write in your test book and use the sample grids to record your answers; but your answers must be properly entered on the answer sheet in order to be scored.

SAY: Remember, you may write on the scratch and graph paper and in the test book, but your answers must be properly entered on the answer sheet in order to be scored. You should try to answer all of the questions on the test.

Are there any questions before you begin?

The test administrator pauses to answer questions.

SAY: You will begin the test by answering the sample questions.

The test administrator may adjust the following “read aloud” directions accordingly for students whose IEPs and/or Section 504/EL/transitory impairment documentation indicate the specific manner in which the test will be read aloud when using the *Test Read Aloud (in English)* accommodation.

Read Only for Students Receiving the <i>Test Read Aloud (in English)</i> Accommodation:	
<p>Read If the Entire Test Is to Be Read Aloud:</p> <p>SAY: I will read aloud the sample questions and answer choices for you. I will repeat this information if you ask me to do so.</p>	<p>Read If Information Is Only to Be Read Aloud upon Student Request:</p> <p>SAY: I will read aloud the sample questions and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.</p>

SAY: **Look at SIDE 1 of your answer sheet. You will mark your answers for the sample questions on this side of the answer sheet.**

The test administrator pauses and ensures all students are on SIDE 1 of the answer sheets.

SAY: **Now turn to page one of your test book.**

The test administrator pauses and ensures all students are on the correct page in the test book.

SAY: **Read sample question S1 in your test book and choose the best answer. On SIDE 1 of your answer sheet, mark your answer beside the S1 in the SAMPLES box.**

The test administrator ensures students are following directions and marking the correct section of the answer sheet.

Read for Grades 3 and 4 Only:

SAY: **Now read sample question S2 in your test book and choose the best answer. Mark your answer beside the S2 in the SAMPLES box.**

The test administrator ensures all students are following directions and marking the correct section of the answer sheet.

SAY: **The answer for sample question S1 is A. If you did not mark A, change your answer. Do you have any questions about how to mark your answer for sample question S1?**

The test administrator pauses to answer questions.

Read for Grades 3 and 4 Only (continued):

Say: **The answer for sample question S2 is B. If you did not mark B, change your answer. Do you have any questions about how to mark your answer for sample question S2?**

The test administrator pauses to answer questions and then continues.

Read for Grades 5–8 Only:

SAY: **Sample questions S2 and S3 are gridded response questions. Remember, for all gridded response questions, a sample grid will be shown below the test question. You may write in your test book and use the sample grid to record your answer; but your answer must be properly entered on the answer sheet in order to be scored.**

Now read sample question S2 in your test book and write a numerical answer into the grid boxes beside the S2 on your answer sheet. Put one digit or symbol in each box. Do not skip spaces within your answer. If your answer does not require all six boxes, you may leave blanks before or after your answer.

Each box has a column of circles below it. Fill in the circle in each column that matches what you have printed in the grid. Fill in only one circle in each column.

The test administrator pauses and ensures all students are following directions and marking the correct section of the answer sheet.

SAY: **Now read sample question S3 in your test book and write a numerical answer into the grid boxes beside the S3 on your answer sheet. Fill in the circle in each column that matches what you have printed in the grid.**

The test administrator ensures all students are following directions and marking the correct section of the answer sheet.

Read for Grade 5 Only:

SAY: **The answer for sample question S1 is A. If you did not mark A, change your answer. Do you have any questions about how to mark your answer for sample question S1?**

The test administrator pauses to answer questions.

SAY: **The answer for sample question S2 is 2.7. If you did not mark 2.7, change your answer. Do you have any questions about how to mark your answer for sample question S2?**

The test administrator pauses to answer questions.

Read for Grade 5 Only (continued):

SAY: **The answer for sample question S3 is $\frac{3}{4}$, or .75 is also acceptable. If you did not mark $\frac{3}{4}$ or .75, change your answer.**

Do you have any questions about how to mark your answer for sample question S3?

The test administrator pauses to answer questions and then continues.

Read for Grades 6–8 Only:

SAY: **The answer for sample question S1 is A. If you did not choose A, change your answer. Do you have any questions about how to mark your answer for sample question S1?**

The test administrator pauses to answer questions.

SAY: **The answer for sample question S2 is -7 . If you did not mark -7 , change your answer. Do you have any questions about how to mark your answer for sample question S2?**

The test administrator pauses to answer questions.

SAY: **The answer for sample question S3 is $\frac{3}{4}$, or .75 is also acceptable. If you did not mark $\frac{3}{4}$ or .75, change your answer. Do you have any questions about how to mark your answer for sample question S3?**

The test administrator pauses to answer questions and then continues.

SAY: **In a moment you will begin the test. Remember, when you finish the calculator inactive test questions, look back over your answers. Then raise your hand for a calculator.**

Read Only for Students Receiving the *Test Read Aloud (in English)* Accommodation:

Read if the Entire Test Is to Be Read Aloud:

SAY: **I will read aloud all of the test questions and answer choices. I will repeat this information if you ask me to do so.**

Read if Information Is Only to Be Read Aloud upon Student Request:

SAY: **I will read aloud the test questions and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.**

SAY: **Look at SIDE 2 of your answer sheet. You will mark your answers for the test on this side of the answer sheet.**

The test administrator ensures all students are on SIDE 2 of the answer sheets.

SAY: **Are there any questions before you begin?**

The test administrator pauses to answer questions and then continues.

SAY: **You may begin.**

To assist students with budgeting time, record the following on the board for all students to see:

START TIME:	(Record the start time.)
WORK TIME:	(Add 40 minutes to the start time.)
BREAK TIME:	(Record the time for the first break.)

Procedures during the Testing Session:

As soon as the START TIME, WORK TIME, and BREAK TIME are recorded on the board, the test administrator does the following:

- walks quietly and frequently throughout the room;
- provides a positive test-taking environment;
- avoids distracting behaviors;
- remains in the room throughout the test administration unless an emergency arises (a trained test administrator must be present for the duration of testing); and
- completes the *Review of Accommodations Used During Testing* form for each student who requires a testing accommodation and returns the completed form to the school test coordinator after testing.

Misalignment

If the question number being coded by the student on the answer sheet does not match the question number of the question being answered in the test book, or if the student is observed recording the answer in the wrong column(s) below the recorded answer in the grid box, refer to the subsection *Misalignment During Paper/Pencil Testing* located in this guide.

Read to Announce the First Break:

SAY: **Stop working. Put all of your papers inside your test book and close your test book. You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

After three minutes, the test administrator is to continue.

SAY: **The break has now ended. Return to your seats.**

Some of you may finish early. If you do, look back over your answers and then close your test book. Raise your hand when you are finished, and I will help you. If you need more time to complete the test when the testing session ends, time will be provided.

Now open your test book to the last question you have answered. Take out your answer sheet and work papers. You may continue working.

To assist students with budgeting time, record the following on the board for all students to see:

START TIME:	(Record the start time after the first break.)
WORK TIME:	(Add 40 minutes to the start time.)
BREAK TIME:	(Record the time for the second break.)

Read to Announce the Second Break:

SAY: **Stop working. Put all of your papers inside your test book and close your test book. You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

After three minutes, the test administrator is to continue.

SAY: **The break has now ended. Return to your seats.**

Some of you may finish early. If you do, look back over your answers and then close your test book. Raise your hand when you are finished, and I will help you. If you need more time to complete the test when the testing session ends, time will be provided.

Now open your test book to the last question you have answered. Take out your answer sheet and work papers. You may continue working.

To assist students with budgeting time, record the following on the board for all students to see:

START TIME:	(Record the start time after the second break.)
WORK TIME:	(Add 40 minutes to the start time.)
END TIME:	(Record the end time of the test administration.)

If all students finish the test, review their responses, and are ready to turn in their tests before the scheduled time period is over, the test administrator may end the testing session early by reading the information under the words *Read to Announce the End of the Testing Session*. Follow local procedures for returning students to the regular school schedule.

Read to Announce the End of the Testing Session:

SAY: **Stop working. Close your test book and sit quietly. This is the end of the testing session.**

If you have not finished the test and need more time, please raise your hand.

Follow local procedures to assist those students who need additional time to complete the test. As long as students are engaged and working, they can be provided up to the maximum time allowed to complete the test. No administration

of the test may exceed the maximum time allowed (except for students with documented special needs requiring accommodations, such as *Scheduled Extended Time*).

When ready the test administrator continues.

SAY: Make sure your first and last name are printed on the front cover of your test book. Put all of your used and unused papers inside your test book and close your test book. Put your calculator on top of your test book. Check SIDE 1 of your answer sheet to be sure you have marked the form number in the form box. Make sure all of your answers are entered on the answer sheet. Only what is entered on your answer sheet will be scored. Look over your answers and make sure your circles are dark. Erase any stray marks. If you completely erase a circle on your answer sheet, do not draw a new circle.

The test administrator allows sufficient time for students to check their answer sheets and to erase any stray marks.

When ready, the test administrator continues.

Read to Collect Test Materials:

SAY: I will now collect your test materials.

The test administrator collects all secure test materials.

Read after All Test Materials Have Been Collected:

SAY: Please remember teachers are not allowed to discuss questions from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test or write about them on the Internet or on social media sites.

You have completed the Mathematics End-of-Grade Test.

Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when the materials were first received. Report to the school test coordinator and/or principal any irregularities that occurred during testing.

Appendix B3
PAPER/PENCIL: SCIENCE GRADES 5 AND 8
Test Administration Directions

Test administrators must complete *Appendix B: Student Information* with students before continuing.

SAY: I am going to give each of you a sheet of scratch paper. This paper may be used to cover your work or to help you answer the test questions. I will collect this paper at the end of the testing session. If you need more scratch paper during the test, raise your hand, and I will give you more paper.

The test administrator distributes the scratch paper to the students.

Read for Grade 8 Only:

SAY: I am also going to give each of you a periodic table. The periodic table may be used to help you answer the test questions. I will collect the periodic table at the end of testing.

The test administrator distributes a copy of the periodic table to each student.

SAY: Most of you will take about two hours to complete the test, but if you need additional time, it will be provided. During the test, you will take 2 three-minute breaks. I will tell you when it is time for the breaks.

This is a multiple-choice test. Carefully read each question and all of the answer choices. Choose the best answer from the choices provided. Fill in the circle on your answer sheet that has the letter of the best answer. Make a dark mark that completely fills the circle. If you change your answer, completely erase the mark you made and make a new mark. If you accidentally erase the circle, do not redraw a new circle. A redrawn circle might be scored as your answer.

You should try to answer all the test questions. To help you answer the test questions, you may write on the scratch paper and in the test book, but all of your answers must be properly entered on the answer sheet in order for them to be scored.

Are there any questions?

The test administrator pauses to answer questions and then continues.

SAY: You will begin the test by answering some sample questions.

The test administrator may adjust the following “read aloud” directions accordingly for students whose IEPs and/or Section 504/EL/transitory impairment

documentation indicate the specific manner in which the test will be read aloud when using the *Test Read Aloud (in English)* accommodation.

Read Only for Students Receiving the <i>Test Read Aloud (in English)</i> Accommodation:	
<u>Read If the Entire Test Is to Be Read Aloud:</u> SAY: I will read aloud the sample questions and answer choices. I will repeat this information if you ask me to do so.	<u>Read If Information Is Only to Be Read Aloud upon Student Request:</u> SAY: I will read aloud the sample questions and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.

SAY: Look at SIDE 1 of your answer sheet. You will mark your answers for the sample questions on this side of the answer sheet.

The test administrator pauses and ensures all students are on SIDE 1 of the answer sheets.

SAY: Now turn to page one of your test book.

The test administrator pauses and ensures all students are on the correct page in the test book.

SAY: Read sample question S1 in your test book and choose the best answer. On SIDE 1 of your answer sheet, mark your answer beside the S1 in the SAMPLES box.

The test administrator ensures students are following directions and marking the correct section of the answer sheet.

SAY: Now read sample question S2 in your test book and choose the best answer. Mark your answer beside the S2 in the SAMPLES box.

The test administrator ensures students are following directions and marking the correct section of the answer sheet.

SAY: The answer for sample question S1 is A. If you did not mark A, change your answer. Do you have any questions about how to mark your answer for sample question S1?

The test administrator pauses to answer questions.

SAY: The answer for sample question S2 is B. If you did not mark B, change your answer. Do you have any questions about how to mark your answer for sample question S2?

The test administrator pauses to answer questions and then continues.

SAY: In a moment you will begin the test. Remember to select the best answer from the choices given and to make sure the question number of the circle you are filling in on the answer sheet matches the question number in the test book.

Read Only for Students Receiving the <i>Test Read Aloud (in English)</i> Accommodation:	
<p>Read if the Entire Test Is to Be Read Aloud:</p> <p>SAY: I will read aloud all of the test questions and answer choices for you. I will repeat this information if you ask me to do so.</p>	<p>Read if Information Is Only to Be Read Aloud upon Student Request:</p> <p>SAY: I will read aloud the test questions and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.</p>

SAY: Look at SIDE 2 of your answer sheet. You will mark your answers for the test on this side of the answer sheet.

The test administrator ensures all students are on SIDE 2 of the answer sheets.

SAY: Are there any questions before you begin?

The test administrator pauses to answer questions and then continues.

SAY: You may begin.

To assist students with budgeting time, record the following on the board for all students to see:

START TIME:	(Record the start time.)
WORK TIME:	(Add 40 minutes to the start time.)
BREAK TIME:	(Record the time for the first break.)

Procedures during the Testing Session:

As soon as the START TIME, WORK TIME, and BREAK TIME are recorded on the board, the test administrator does the following:

- walks quietly and frequently throughout the room;
- provides a positive test-taking environment;
- avoids distracting behaviors;
- remains in the room throughout the test administration unless an emergency arises (a trained test administrator must be present for the duration of testing); and
- completes the *Review of Accommodations Used During Testing* form for each student who requires a testing accommodation and returns the completed form to the school test coordinator after testing.

Misalignment

If the question number being coded by the student on the answer sheet does not match the question number of the question being answered in the test book refer to the subsection *Misalignment During Paper/Pencil Testing* located in this guide.

Read to Announce the First Break:

SAY: **Stop working. Put all of your papers inside your test book and close your test book. You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

After three minutes, the test administrator is to continue.

SAY: **The break has now ended. Return to your seats.**

Some of you may finish early. If you do, look back over your answers and then close your test book. Raise your hand when you are finished, and I will help you. If you need additional time to complete the test when the testing session ends, time will be provided.

Now open your test book to the last question you have answered. Take out your answer sheet and work papers. You may continue working.

To assist students with budgeting time, record the following on the board for all students to see:

START TIME:	(Record the start time after the first break.)
WORK TIME:	(Add 40 minutes to the start time.)
BREAK TIME:	(Record the time for the second break.)

Read to Announce the Second Break:

SAY: **Stop working. Put all of your papers inside your test book and close your test book. You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

After three minutes, the test administrator is to continue.

SAY: **The break has now ended. Return to your seats.**

Some of you may finish early. If you do, look back over your answers and then close your test book. Raise your hand when you are finished, and I will help you. If you need additional time to complete the test when the testing session ends, time will be provided.

Now open your test book to the last question you have answered. Take out your answer sheet and work papers. You may continue working.

To assist students with budgeting time, the test administrator records the following on the board for all students to see:

START TIME:	(Record the start time after the second break.)
WORK TIME:	(Add 40 minutes to start time.)
END TIME:	(Record the end of the test administration.)

If all students finish the test, review their responses, and are ready to turn in their tests before the scheduled time period is over, the test administrator may end the testing session early by reading the information under the words *Read to Announce the End of the Testing Session*. Follow local procedures for returning students to the regular school schedule.

Read to Announce the End of the Testing Session:

SAY: **Stop working. Close your test book and sit quietly. This is the end of the testing session.**

If you have not finished the test and need additional time, please raise your hand.

Follow local procedures to assist those students who need additional time to complete the test. As long as students are engaged and working, they can be provided up to the maximum time allowed to complete the test. No administration of the test may exceed the maximum time allowed (except for students with documented special needs requiring accommodations such as *Scheduled Extended Time*).

When ready the test administrator continues.

SAY: **Make sure your first and last name are printed on the front cover of your test book. Put all of your used and unused papers inside your test book and close your test book. Check SIDE 1 of your answer sheet to be sure you have marked the form number in the form box. Make sure all your answers are entered on the answer sheet. Only what is entered on your answer sheet will be scored. Look over your answers and make sure your circles are dark. Erase any stray marks. If you completely erase a circle on your answer sheet, do not draw a new circle.**

The test administrator allows sufficient time for students to check their answer sheets and to erase any stray marks.

When ready, the test administrator continues.

Read to Collect Test Materials:

SAY: **I will now collect your test materials.**

The test administrator collects all secure test materials.

Read after All Test Materials Have Been Collected:

SAY: **Please remember teachers are not allowed to discuss questions from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test or write about them on the Internet or on social media sites.**

You have completed the Science End-of-Grade Test.

Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental material) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when the materials were first received. Report to the school test coordinator and/or principal any irregularities that occurred during testing.

Appendix C

EOG Reading GRADE 3 RETEST

Test Administration

Purpose of the EOG Reading Grade 3 Retest

General Statute §115C-83.7(a) states that the State Board of Education (SBE) “shall require that a student be retained in the third grade if the student fails to demonstrate reading proficiency appropriate for a third-grade student as demonstrated on a State-approved standardized test of reading comprehension administered to third-grade students” (i.e., end-of-grade [EOG] test of reading comprehension). “The test may be readministered once prior to the end of the school year.”

Eligible Students

All public school students at grade 3 who failed to demonstrate reading proficiency appropriate for a third-grade student on the regular administration (i.e., first administration) of the EOG Reading Test may take the test again.

Students who have satisfied the requirements of the Read to Achieve law through one of the following options do not participate in a retest of the Grade 3 EOG Reading Test:

- The student scored Achievement Level 3 or higher on the Beginning-of-Grade 3 (BOG3) Reading Test.
- The student passed the Read to Achieve Test administered at the end of the third-grade year (after the initial administration of the EOG Reading Test). Additional information on the Read to Achieve Test is found in a separate administration guide.
- The student qualifies for a Good Cause Exemption. Schools must determine all Good Cause Exemptions no later than the end of the third-grade year. Good Cause Exemptions shall be limited to the following:
 - EL students with less than two school years of instruction in an English as a Second Language (ESL) program
 - students with disabilities, as defined in G.S. §115C-106.3(1), whose current Individualized Education Programs (IEPs) indicate (1) the use of the NCEXTEND1 alternate assessment, (2) at least a two-school-year delay in educational performance, or (3) receipt of intensive reading interventions for at least two school years
 - A grade 3 student who qualifies for an IEP after the EOG Reading Test does not qualify for a good cause exemption. To qualify for this exemption, the IEP must be in place before the student takes the EOG Reading Test.
 - students who demonstrate reading proficiency appropriate for third-grade students on an alternative assessment approved by the SBE

- students who demonstrate through a student reading portfolio reading proficiency appropriate for third-grade students
- students who have (1) received reading intervention and (2) have previously been retained more than once in kindergarten, first, second, or third grades

In rare cases, students deemed medically fragile because of a significant medical emergency and/or condition may be unable to participate in the options used to satisfy requirements of the Read to Achieve law. If the NCDPI Division of Accountability Services grants a student a medical exception for the regular (i.e., first) administration of the EOG Reading Test, it becomes the local board's decision as to how the student will progress in accordance with the Read to Achieve law.

Testing Window

The EOG Reading Grade 3 Retest administrations occur during the last ten (10) days of the school year. For public school units that had to adjust their school schedules because of adverse weather conditions or other emergencies, the testing schedule should be adjusted to fall within the final ten (10) days of the adjusted school year.

Test Materials

Refer to *Review the Checklist of Required Test Materials* of this *Test Administration Guide* for test materials required for the Reading Grade 3 Retest administration.

- Online testing
 - Use the script provided in this *Test Administration Guide*, Appendix A1, when administering the online EOG Reading Grade 3 Retest.
 - Select the Reading Grade 3 Retest course in NCTest.
- Paper/pencil testing
 - Student test books for the EOG Reading Grade 3 Retest administration are the same as those for the regular Grade 3 Reading EOG administrations. Test coordinators ensure that students receive a different form (i.e., a different letter) of the test than the one they took for the regular (i.e., first) administration.
 - The answer sheet for the Reading Grade 3 Retest differs from the answer sheet used for the regular EOG test administration.
 - Use the script provided in this *Test Administration Guide*, Appendices B and B1, when administering the EOG Reading Grade 3 Retest.

Administration Procedures for the EOG Reading Grade 3 Retest

For the EOG Reading Grade 3 Retest, test administrators must adhere to the North Carolina *Testing Code of Ethics* (see Appendix H) and follow the standardized test administration procedures located in this *Test Administration Guide* for the general administration of the EOG Reading Test. Public school units follow procedures

established by the NCDPI Division of Accountability Services to produce valid results for the retests at grade 3.

Reporting Testing Violations or Irregularities

Public school units ensure all procedures in the Online Testing Irregularity Submission System (OTISS) are followed to document and report any violations that occur during the retest. Report any irregularities in OTISS under “EOG Reading.”

Complete the SIQ for Online Administrations

On days before the retest administration, if designated to do so by the school test coordinator, the test administrator reviews and possibly edits the SIQ for students. The test administrator or principal’s designee must refer to *Online Administrations: Student Interface Questions (SIQ)* of this *Test Administration Guide*.

Accommodations and Special Codes

The test administrator or principal’s designee must follow the procedures located in this *Test Administration Guide* for entering accommodations and special codes for the retest administrations.

General Purpose Header Sheet

The test administrator or principal’s designee must follow the procedures located in this *Test Administration Guide* for completing the North Carolina General Purpose Header Sheet.

Test Name	Section 7: Answer Key Code
Reading Grade 3 Retest	G3RR

Scoring and Reporting

Only scores from the regular (i.e., first) administration of the EOG Reading Test will be used in school accountability results and school performance grades. Test results from retest administrations are uploaded to PowerSchool; however, they will not be used for school accountability reporting.

Appendix D

Prohibited Items in the Testing Room, Testing Violations, and Irregularities

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

Students participating in online testing may use computers/tablets to respond to the test questions if computer/tablet meets all technical requirements posted at <http://center.ncsu.edu/nct/>.

- Personal belongings. Personal belongings are not prohibited in the testing room. However, students must not be permitted to access their personal belongings at any time during testing, including breaks.
- 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 test in the North Carolina Testing Program.

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

Eligibility Issues

- Eligible students were not tested
- Ineligible students were tested

Accommodation Issues

- Approved accommodation not provided
- Approved accommodation not provided appropriately
- Accommodation provided but not approved/documented

- *Accommodation Test Read Aloud (in English) or Interpreter/Transliterators Signs/Cues Test* provided during a reading test administration

Security Issues

- Allowing others access to the tests, including public school unit personnel who do not have a legitimate need
- Allowing students to review secure test materials before the test administration
- Missing test materials
- Secure test materials not properly returned
- For online testing, failing to maintain security of NC Education username and password
- Failing to store secure test materials in a secure, locked facility
- Failing to cover or remove bulletin board materials, classroom displays, or reference materials (printed or attached) on students' desks that provide information regarding test-taking strategies or the content being measured by the test
- Reproducing questions from secure test(s) in any manner or form
- Using questions from secure test(s) for instruction
- Failing to return the originally distributed number of test materials to designated school personnel
- Discussing with others any of the test questions or information contained in the tests or writing about or posting them on the Internet or on social media sites

Monitoring Issues

- Failing to prevent students from cheating by copying, using a cheat sheet, or asking for information
- Failing to prevent students from gaining an unfair advantage through the use of cell phones, text messages, or other means
- Allowing students to remove secure materials from the testing site
- Failing to monitor students and secure test materials during breaks
- For online testing, leaving computers/tablets unsupervised when secure online tests are open and visible
- Leaving the testing room unmonitored when students and secure materials are present

Procedural Issues

- Paraphrasing, omitting, revising, interpreting, explaining, or rewriting the script, directions, or test questions, including answer choices

- Reading or tampering with (e.g., altering, changing, modifying, erasing, deleting, or scoring) student responses to the test questions
- Failing to administer the secure tests 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 or makeup test schedule designated by the NCDPI Division of Accountability Services/North Carolina Testing Program
- Providing students with additional time beyond the designated maximum time specified in this *Test Administration Guide* (except for students with documented special needs requiring accommodations, such as *Scheduled Extended Time*)
- Test administrator/proctor giving improper assistance during the test

Technical Issues (Online Testing)

- Online test connectivity/technical problems
 - Schools must report online test connectivity and technical problems that occur during the administration of online assessments when a student(s) is not able to successfully complete the assessment. Reports do not need to be entered for students who successfully complete the assessment despite a technical issue.
- Online test questions not displaying properly

Appendix E

Transcribing Gridded Response Mathematics Questions

Where appropriate documentation exists, the provision of the accommodations *Student Marks Answers in Test Book, One Test Item Per Page Edition, Large Print Edition, Braille Edition, Braille Writer/Slate and Stylus, Dictation to a Scribe*, and/or *Assistive Technology Devices* is available to students with disabilities, including students receiving services under Section 504 only. The need for the accommodation(s) must be documented in the students' current IEPs or Section 504 Plans and used routinely during the students' instructional programs or similar classroom tests. For students who use these accommodations and record their responses in a manner other than the regular answer document, the test administrator or principal's designee may be required to transcribe the students' responses to the appropriate EOG answer sheet. The transcription of a student's answers to the answer sheet must be identical to what the student has recorded or dictated to a scribe. The test administrator or principal's designee must not change or alter student responses or ask students to change or alter their responses.

Mathematics:

For transcriptions of student answers to the gridded response questions for the EOG mathematics test:

- Write only one digit or symbol in each box. Spaces are permitted before or after the answer, but do not leave spaces within the answer. Darken the corresponding circle below each box on the answer sheet.
- Students are allowed to enter only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., -, and / into the answer box(es). Transcribe only the numbers or symbol(s) the student has written as his or her answer.
- For the gridded response questions, if the student wrote a mixed number for his or her answer, it must be transcribed as written by the student (i.e., do not change the student's response to an improper fraction or a decimal).

Appendix F

Calculator Use

The minimum calculator requirement for the mathematics tests in grades 3–5 is any four-function calculator with memory key. The minimum calculator requirement for the mathematics tests in grades 6–8 is any four-function calculator with a square root function, y^x , π (pi), and algebraic logic. Students may use calculators with more than the minimum requirements (e.g., fraction keys), provided that those additional features are not prohibited. However, public school units should be cautioned that the use of these features without prior training may confuse students and adversely affect their performance during the test administration.

For the mathematics tests, all students must have access to calculators only during the administration of the calculator active part of the test. Students may not use calculators during the administration of the calculator inactive part of the test. Student use of calculators during the calculator inactive part of the test results in a misadministration, in which case the school and school system test coordinators must be notified immediately.

Students are to use calculators that are similar to those used during classroom instruction within the current school year. Students who regularly use more than one calculator during classroom instructional activities may be permitted to use more than one calculator during the test administration.

Restrictions: Students are not allowed to share calculators during test administrations, nor are they allowed to use calculators with the following functionalities:

- Calculators with wireless communication technologies (e.g., Bluetooth, Infrared, and IEEE 802.11)
- Calculators with built-in computer algebraic systems (CAS) capable of doing symbolic algebra (e.g., factoring, expanding, or simplifying given variable output) or symbolic calculus
- Pocket organizers
- Handheld, tablet, or laptop/notebook computers, unless specifically approved
- Calculators built into cell phones or other electronic communication devices (Cell phones/electronic devices are not permitted during state test administrations.)
- Calculators in pen input/stylus-driven devices (e.g., palm-based devices, tablets, laptops/notebooks, and computers)
- Calculators requiring access to an electrical outlet (except for students needing special accommodations)
- Calculators that make noises of any kind that cannot be disabled (except for students needing special accommodations)
- Calculators that use a QWERTY (typewriter-style) keyboard
- Calculators that use paper tape

The following list includes calculators not permitted for use on North Carolina tests. The list is not all-inclusive. If the district/charter school test coordinator believes calculator brands other than those listed below may need to be restricted, then he or she must contact the Regional Accountability Coordinator (RAC) for confirmation before excluding them.

- Texas Instruments: All model numbers that begin with TI-89 or TI-92, Voyage 200, Nspire CAS (TI-Nspire CX CAS and TI-Nspire CAS with touchpad)
- Hewlett-Packard: HP 48GII and all models that begin with HP 40G, HP 49G, or HP 50G
- Casio: Algebra fx 2.0, ClassPad 300, and all models that begin with CFX-9970G
- Virtual calculators, downloaded calculators, and calculator apps
- Calculators accessible by desktop, laptop, or other devices (e.g., iPad and Chromebook)

Texas Instruments TI-Nspire calculators without CAS are allowed only in the following two cases: (1) with the TI-84 Plus keypad or (2) with the Nspire keypad using operating system 1.7 or higher with both "limit geometry functions" and "disable function grab and move" invoked in Press-to-Test mode.

Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) from all calculators that will be used during each administration of the test. Only the test administrator or principal's designee is allowed to carry out this procedure. Procedures for clearing the calculator memory (including standard memory, ROM, and Flash ROM) that are appropriate for the specific calculator model(s) must be used. The test administrator or principal's designee should use caution when clearing calculators because different calculators require different procedures. In some cases the calculator's memory and applications are cleared or disabled and in others they are deleted (permanently removed).

Because the memory and all applications must be cleared and all data stored in the calculator erased, students who wish to use their own calculators must be told before the test day to back up all data and programs that they wish to save. After the test administration, the test administrator or principal's designee should enable the memory and applications of the students' calculators.

Comprehensive clearing procedures for the calculators most frequently used in the state testing program are available in Appendices F1–F6 of this *Test Administration Guide*. In addition, major calculator vendors have support teams who assist test administrators in clearing calculators. Vendor contact information can be obtained through the school system test coordinator.

As curricula and technology change, the policy concerning calculator use with North Carolina tests will be reevaluated.

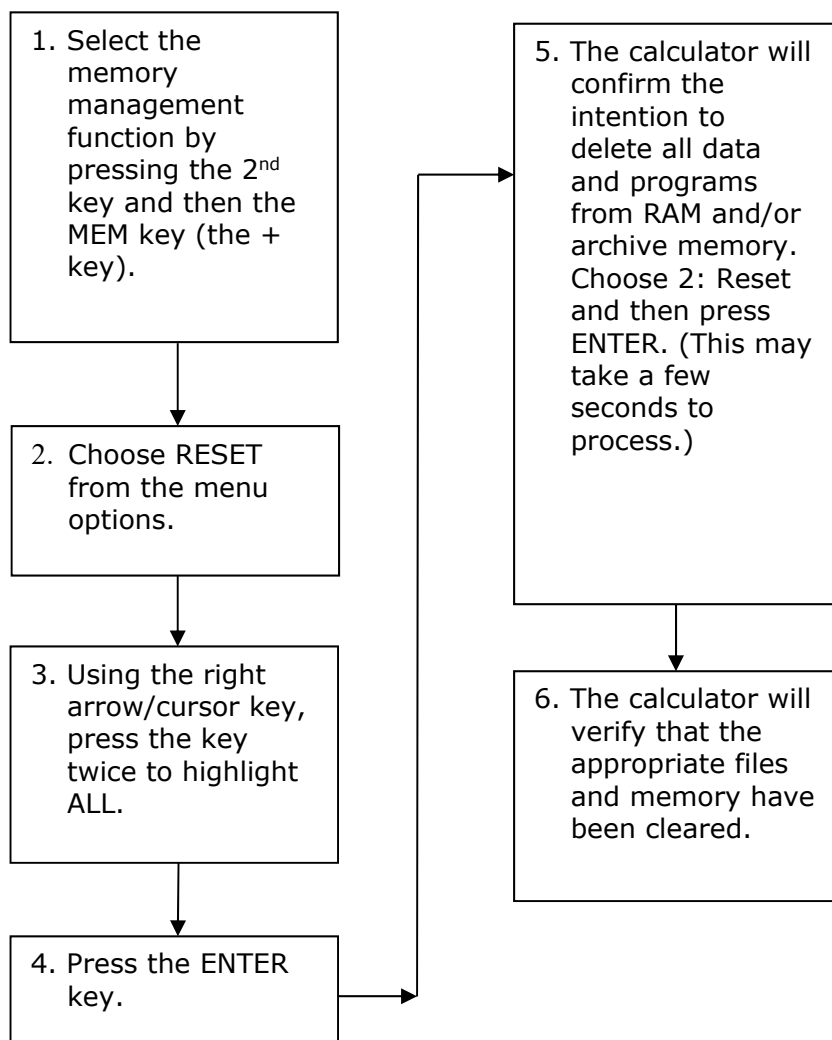
Appendix F1

Methods for Clearing Calculators

Method for Clearing Memory: Memory Management to Reset
Calculator Models: All TI-83 Plus and All TI-84 Plus Models
(See note for TI-73, TI-80, TI-82, TI-83, TI-85, and TI-86 models)

Overview: All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators to be used during the administration of the test. The memory management function on Texas Instruments graphing calculators will permanently delete all data, programs, and lists from RAM. Archive memories, including Apps, are cleared from TI-83 Plus and TI-84 Plus models.

Before Testing:



After Each Test Administration:

Repeat the process outlined in steps 1–6, or below for older models.

Note: Calculator Reset varies on older model calculators from Texas Instruments.

TI-73, TI-80, TI-82, TI-83, TI-85, and TI-86

Press 2nd and then MEM. Select Reset. Select All, or Reset (if All is not an option). Select options to confirm, if prompted.

Location of the MEM and Reset functions vary.

TI-81

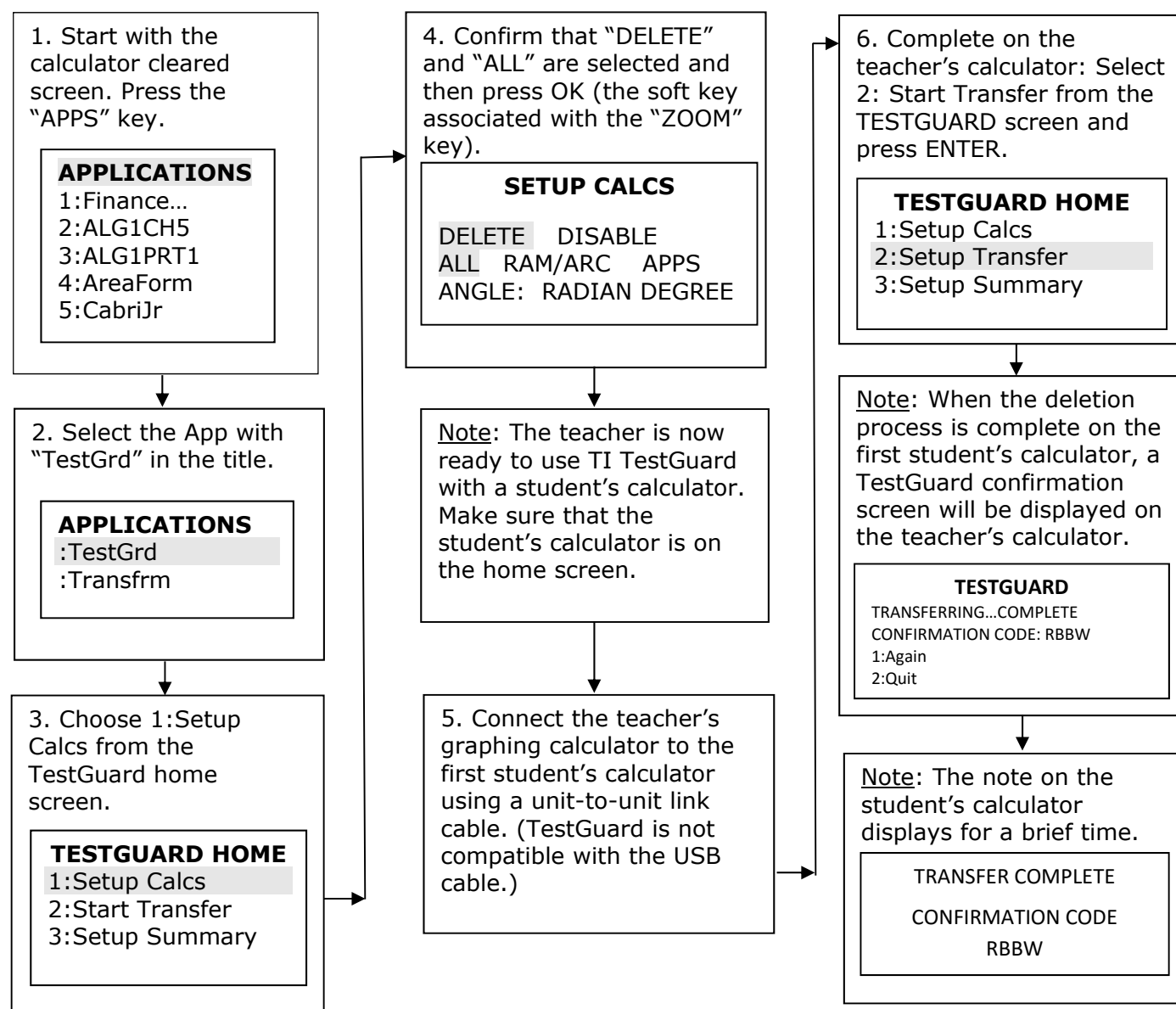
Press 2nd and then Reset. Select Reset.

Appendix F2

Method for Clearing Applications & Memory: TI TestGuard™ App Calculator Models: TI-83 Plus Family and TI-84 Plus Family

Overview: All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators to be used during the administration of the test. TI TestGuard™ is an application that can be implemented with TI-83 Plus and TI-84 Plus graphing calculators as a means of "clearing the memory and applications" of student calculators. TI TestGuard permanently deletes selected applications from TI-83 Plus and TI-84 Plus student calculators and can be obtained directly from Texas Instruments. It is a software program *designated for educators only* and should be run from the teacher's graphing calculator only.

Note: Steps 1–4 are preliminary functions done on a teacher's calculator that has been preloaded with the TestGuard App.



7. Disconnect the link cable from the first student's calculator and connect to the next student's calculator. Then select 1:Again.

TESTGUARD
TRANSFERRING...COMPLETE

CONFIRMATION CODE: RBBW
1:Again
2:Quit

Note: Repeat Steps 5–7 with all student calculators to be used in the test administration.

Note: By pressing the APPS key on a student's calculator, it can be confirmed again that this process has been successfully completed.

APPLICATIONS

1:Finance

Appendix F3

Method for Clearing Applications & Memory: Press-to-Test Calculator Models: All TI-84 Plus Models

Overview: All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators to be used during the administration of the test. All TI-84 Plus models have a special key sequence that students and teachers can initiate to prepare a calculator for use in a testing environment where applications, programs, and other calculator files are not permitted. This feature is called "**Press-to-Test.**" This feature **temporarily disables** all applications, programs and calculator files. "Press-to-Test" **does not permanently delete** these files from the calculator, thereby facilitating restoration of these files after test administration. Note: **TI-84 Plus** and **TI-84 Plus Silver Edition** graphing calculators must be upgraded to **Operating System 2.53 or higher** to use Press-to-Test.

Before Testing:

1. Turn the calculator off. Press and hold down both the LEFT and RIGHT arrow/cursor keys while pressing the ON key. (All three keys must be depressed simultaneously.) The Reset Options screen will be displayed. Select NO for DISABLED logBASE and DISABLE Σ (.

```

NORMAL FLOAT AUTO REAL RADIAN MP
TEST MODE
RESET OPTIONS
DISABLE APPS & PROGRAMS
DISABLE Pic & Image VARS
ANGLE: RADIAN DEGREE
STAT DIAGNOSTICS: ON OFF
DISABLE logBASE: YES NO
DISABLE  $\Sigma$ (: YES NO
[ESC] [OK]
  
```

2. Press OK (the soft key for this command is the ZOOM key) and the Reset Complete screen will be displayed.

```

NORMAL FLOAT AUTO REAL DEGREE MP
TEST MODE ENABLED
RESET COMPLETE
APPS & PROGRAMS DISABLED
Pic & Image VARS DISABLED
ANGLE: DEGREE
STAT DIAGNOSTICS: ON
DISABLE logBASE: NO
DISABLE  $\Sigma$ (: NO
RAM is RESET
Press any Key...
  
```

After Each Test Administration:

3. Press the ENTER key to return to the home screen of the calculator.

4. Press the APPS key to confirm again that this process has been successfully completed.

```

NORMAL FLOAT AUTO REAL DEGREE MP
TEST MODE ENABLED
TEST MODE
APPS
DISABLED
LINK-RECEIVE L1
(OR ANY FILE)
TO RESTORE
Press any Key...
  
```

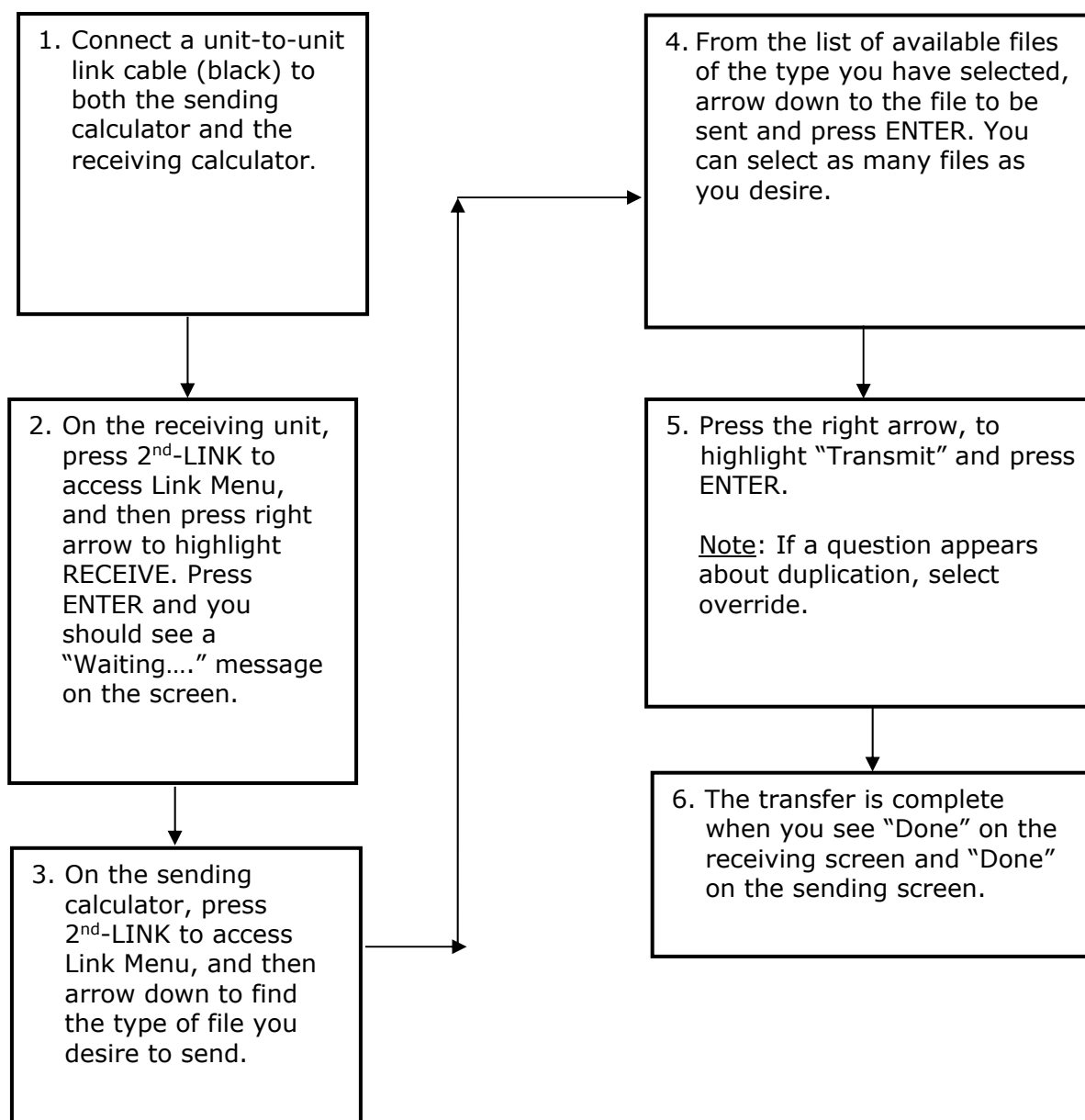
Note: Repeat Steps 1–4 after every test administration.

Appendix F4

How to Restore Files That Were on Calculators before the Reset

To Be Completed at the Conclusion of Testing:


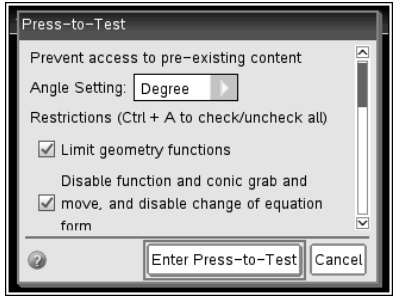

Note: To restore files that were on the calculator before the reset, transfer files from one calculator to another via the "Unit-to-Unit Transfer" function, if applicable. For instructions to reset a specific model calculator, please contact 1-800-TI-CARES (800-842-2737). On TI-84 Plus models, following these steps to send any file type will also exit Press-to-Test mode, restoring Apps and programs that were previously disabled.



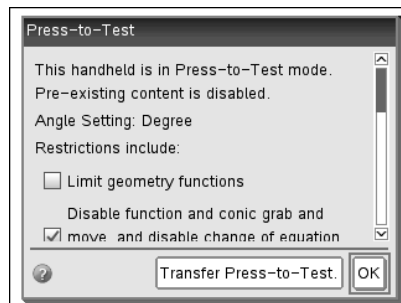
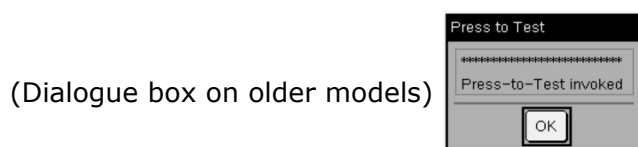
Appendix F5

TI-Nspire and TI-Nspire CX Press-to-Test Mode Keystrokes

Overview: All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and applications (including preloaded) of all calculators to be used during the administration of the test. This version of the operating system has Press-to-Test. This feature **temporarily disables** all calculator files. **Press-to-Test does not permanently delete** these files from the calculator, facilitating a quick and easy restoration of these files to the affected calculator.

<p>1. Turn the calculator OFF with the [ctrl] and then [on] keys.</p>	
<p>2. With the calculator turned OFF, press and hold down [esc] and [home icon] keys at the same time. Older models additionally require pressing the [on] key at the same time. Release the keys after you see the dialog box (pictured below in Step 3).</p>	
<p>3. Make your selections for the default angle setting and select functions to enable (uncheck) versus keep disabled (checked). Use the [tab] key to move to the different options in the dialog box and <u>click</u> to uncheck. The following functions must remain disabled (checked)</p> <ul style="list-style-type: none"> • "Limiting geometry functions" and • "Disable function and conic grab and move, and disable change of equation form". <p>You may enable (uncheck) the "Disable $\log_b x$ template and summation functions". When complete, highlight [Enter Press-to-Test] or [OK] (on older models) and press [enter]. The TI-Nspire will reboot with a status bar.</p>	
<p>4. Notice the flashing LED at the top of the device. It will flash green if <u>all</u> functions remain checked. It will flash amber/yellow if you unchecked "Disable $\log_b x$ template and summation functions". During the rebooting process, there is also a red light combined with the green or amber light. Once reboot is complete, the red light goes away and the green/yellow light continues to flash.</p>	

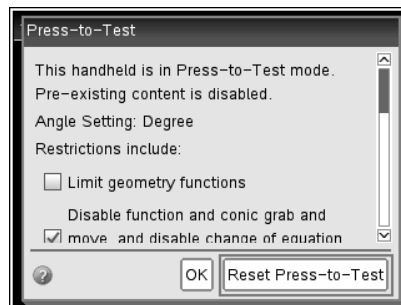
5. After the reboot, you will see a dialogue box that confirms you have entered Press-to-Test. Click [OK] to proceed.



6. During or after the exam, you can tell if a calculator is still in Press-to-Test mode by the flashing LED and also by turning the calculator OFF and back ON. You will again see a confirmation screen.

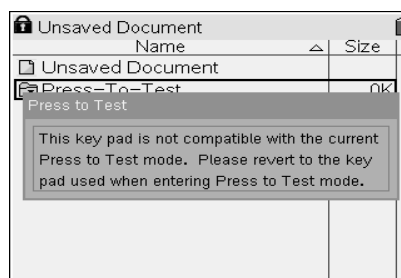
Restoring the calculator from Press-to-Test mode will delete the documents created during testing mode and restore all previous working documents.

Reinvoking Press-to-Test (step 1) when it is still in test mode will show a dialog box telling you that you are in Press-to-Test mode, and you can clear out the Press-to-Test documents if you want to start over with a reset calculator (image shown).



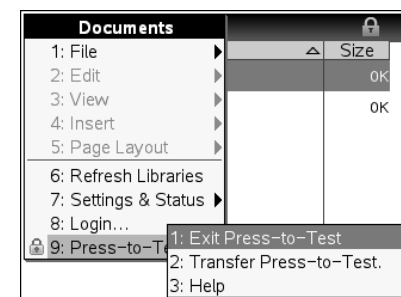
7. SECURITY:

- The flashing LED is hardware-secure and cannot be affected by coded software.
- The students cannot get out of this mode by removing the batteries or by resetting the device.
- On models with replaceable keypads, students cannot change the keypad while in the Press-to-Test mode. If they attempt to, they will get a dialog box to change the keypad back to the one in which Press-to-Test was invoked.



Exiting Press-to-Test mode:

- Connect two TI-Nspire or TI-Nspire CX using a unit-to-unit USB cable.
- Press the [home icon] key and select My Documents.
- Press the [doc] key. Or, on older models, press the [ctrl] and then the [Tools icon].
- Select the Press-to-Test options to Exit Press-to-Test.
- Contact TI to learn about other methods to exit Press-to-Test.



Appendix F6

Resetting Casio Calculators

Overview: All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators to be used during the administration of the test.

Resetting the Calculator

1. Highlight the MEM icon on the main menu and press EXE.



2. Using the down arrow of the replay key, move the highlighting to "Reset."

```
Memory
Memory Usage
Reset
```

```
To Select:[↑][↓]
To Set   :[EXE]
```

3. Press F1 (Yes) to reset the calculator or F6 (No) to abort the operation.

```
*****
*      RESET      *
*****
RESET ALL MEMORIES?
[F1]                [F6]
YES  RESET ALL    NO
```

4. Once the window resets, a "Memory Cleared!" message is displayed. Press the Menu Key to return to Main Menu.

```
*****
MEMORY CLEARED!
```

```
*****
Press [Menu] Key
```

Quick Reset

You can reset the calculator by using an object like the thin, pointed end of a paper clip. Simply locate the small P-button on the back of the calculator and press the button with the end of the paper clip. This will put the screen in Step 3. "Reset All Memories" mode; then press F1 (Yes) to Reset or F6 (No) to abort the operation. Once reset, press Menu to return to the Main Menu screen.

Appendix G

Test Development Process

How Our Teachers Write and Review Test Items

North Carolina teachers are very involved in the development of the End-of-Grade (EOG) Tests, End-of-Course (EOC) Tests, and the NCEXTEND1 alternate assessments.

The item writing process is explained below:

- North Carolina professional educators from across the state who have current classroom experience are recruited and trained as item writers and developers for state tests.
- The use of classroom teachers from across the state ensures that instructional validity is maintained.
- Diversity among the item writers and their knowledge of the current state-adopted content standards are addressed during recruitment.

North Carolina teachers are also recruited for reviewing the written test items.

- Each item reviewer receives training in item writing and reviewing test items.
- Based on the comments from the reviewers, items are revised and/or rewritten, item-objective/standard alignment is re-examined and changed where necessary, and introductions and diagrams for passages are refined.
- Analyses occur to verify alignment of the items to the objective/standards.
- Additional items are developed as necessary to ensure sufficiency of the item pool.
- Test-development staff members as well as curriculum specialists review each item.
- Representation for students with special needs is included in the review.
- The process continues until a specified number of test items are written to each objective, edited, reviewed, edited, and finalized.

If a teacher is interested in training to become an item writer or reviewer for the North Carolina Testing Program, visit the Test Development home page at <https://dpi.nc.gov/> to access the training materials.

For an in-depth explanation of the multiple-choice test development process, see State Board policy TEST-013 or visit <https://files.nc.gov/dpi/documents/accountability/testing/testdvprcss17.pdf>.

Appendix H

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.

