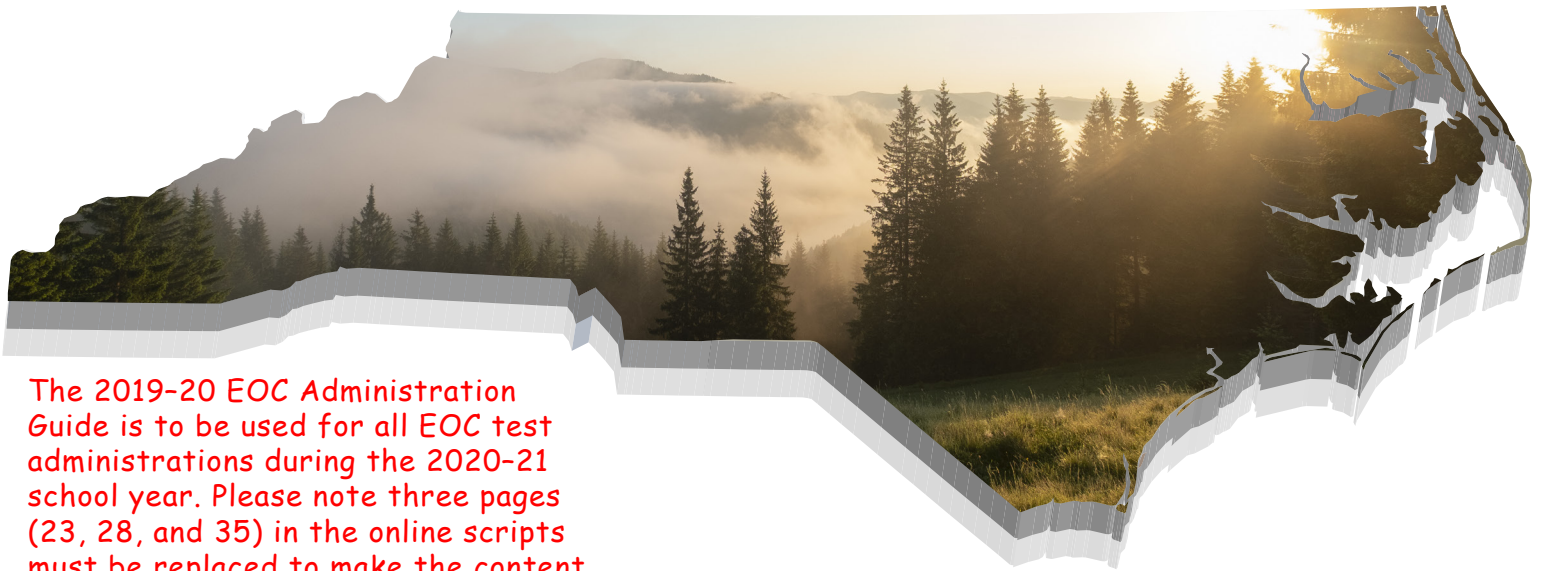


– North Carolina End-of-Course Test – ADMINISTRATION GUIDE



The 2019-20 EOC Administration Guide is to be used for all EOC test administrations during the 2020-21 school year. Please note three pages (23, 28, and 35) in the online scripts must be replaced to make the content current for all online test administrations.

Updated script pages are located by accessing the following :
TNN Administrative Documents,
2020-21 Test Administration Guides,
Updated Test Administration Guidance
2020-21.

Biology
English II
NC Math 1
NC Math 3

2019–2020



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.NCPUBLICSCHOOLS.ORG

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,

A handwritten signature in black ink, appearing to read "Mark Johnson".

Mark Johnson
NC Superintendent
@MarkRJohnsonNC

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General Information

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

The purpose of this *Test Administration Guide* is to provide information on the online and paper/pencil administrations of the North Carolina Biology, English II, NC Math 1, and NC Math 3 End-of-Course (EOC) tests. Any information that is specific to either the online or the paper/pencil format is labeled for test administrations.

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.

Test Information		Administration Times (minutes)	Number of Questions
Biology	Biology	120 (180 maximum minutes)	65
	2 Two-Minute Breaks	4	
	General Instructions	12	
	Total	136	65
English II	English II	150 (240 Maximum minutes)	60
	2 Two-Minute Breaks	4	
	General Instructions	12	
	Total	166	60
NC Math 1	NC Math 1	180 (240 maximum minutes)	60
	2 Two-Minute Breaks	4	
	General Instructions	12	
	Total	196	60
NC Math 3	NC Math 3	180 (240 maximum minutes)	60
	2 Two-Minute Breaks	4	
	General Instructions	12	
	Total	196	60

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 be 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 which 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 the answering of gridded mathematics questions with those students taking a paper/pencil test (required at least once a year);
- complete the released test form for the associated test available at <http://www.ncpublicschools.org/accountability/testing/releasedforms>; 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, so attention to the completion of this form is critical for our students with documented accommodations.

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 EOC test, the following materials are needed.

A. Online Testing

- The *Test Administration Guide* for the North Carolina End-of-Course Tests of Biology, English II, NC Math 1, and NC Math 3 (this document)
- 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 NC Math 1 and NC Math 3:**
 - A supply of graph paper issued/approved by the NCDPI Division of Accountability Services/North Carolina Testing Program (The NCDPI-issued/approved graph paper cannot be photocopied and used for test administrations or instructional purposes.)
 - A graphing calculator for each student
 - NC Math 1: calculators are permitted only during the calculator active portion of the test
 - NC Math 3: calculators are permitted for the entire test. All test questions are calculator active.

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, a 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 E1–E6.

B. Paper/Pencil Testing

- The *Test Administration Guide* for the North Carolina End-of-Course Tests of Biology, English II, NC Math 1, and NC Math 3 (this document)
- 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 NC Math 1 and NC Math 3:**
 - A supply of graph paper issued/approved by the NCDPI Division of Accountability Services/North Carolina Testing Program (The NCDPI-issued/approved graph paper cannot be photocopied and used for test administrations or instructional purposes.)
 - A graphing calculator for each student
 - NC Math 1: calculators are permitted only during the calculator active portion of the test
 - NC Math 3: calculators are permitted for the entire test. All test questions are calculator active.

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 E1–E6.

- OPTIONAL for paper/pencil English II, NC Math 1, and NC Math 3:
 - NCDPI-issued/approved example English II response space for students with the *Student Marks Answers in Test Book* accommodation only
 - NCDPI-issued/approved example Mathematics Grid for NC Math 1 and NC Math 3 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 English II constructed response questions and/or 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.

These documents are posted at:
<http://www.ncpublicschools.org/accountability/policies/accom>

4. Review Testing Security

The State Board of Education adopted the North Carolina *Testing Code of Ethics* in 1997. This document, provided in Appendix G, 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 <http://www.dpi.state.nc.us/accountability/policies/shared/testsecurity>, is required training for all test administrators at least once each school year. A list of possible testing irregularities or violations is available in Appendix C.

Test administrators are to review the North Carolina *Testing Code of Ethics*, the *Testing Security Guide* and Appendix C before 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 test 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 other 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 for a restroom visit. For online testing, the online test is to be paused; and for paper/pencil testing, the answer sheet is to be placed in the test booklet and the booklet closed. 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.
- 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, verify that NC Education username/password is working correctly and there is access to the test's student information tabs in NCTest. Usernames and passwords should be checked two to three days before the test administration date. Passwords are never shared under any circumstances, 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 number of test books and answer sheets for paper/pencil testing. 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 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;
- for *English II only*, responding to a short answer question next to a number on the answer sheet that does not match the question number being answered in the test book;
- for *NC Math 1* and *NC Math 3*, 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).

The 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 (*NC Math 1* and *NC Math 3* 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. **Test administrators are not permitted to tamper with (e.g., alter, change, modify, erase) student responses to the test questions on the answer sheet.**
- 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.

B. Monitoring English II Short Answer Paper/Pencil Responses

Students must write their responses to the paper/pencil English II short answer questions on the lines provided on their answer sheets. Five lines are provided for each short answer response. Students must not write beyond the end of the lines or in the margins. Words written in the margins or unlined areas of the answer sheet will not be scored. Students are not to add more lines to the answer sheet. Words written on extra lines will not be scored. If on the day of the test administration students do not record their short answers on the lines of their answer sheets (e.g., write their responses on blank paper and/or in the test book), the test administrator must use his/her best judgment to determine whether the error can be corrected during the testing session.

- If the error is noticed during testing, the test administrator should remind/direct the student to enter the responses on the answer sheet; but the

student must not be allowed time beyond the maximum time allowed for the test administration to transfer the responses.

- If the error is not observed by the test administrator during testing but is noticed when answer sheets are collected, the school test coordinator should be notified, and the student should be allowed to transfer his/her responses onto the answer sheet; however, the student must **not** be allowed to exceed the maximum time allotted for the test administration to transfer the responses.
- If the error is not discovered until after the test administration is completed and the student has been returned to his/her regular school schedule, a Report of Testing Irregularity must be completed, a misadministration declared, and the student should be scheduled to take another form of the test at a later date.

Student responses that are entirely illegible or otherwise nonscorable (totally blank responses, responses written in a foreign language, exact restatements of the question, and responses that are completely off topic or incoherent) do not receive a score.

C. Providing 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 monitor 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 LEA 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 from testing on the same day, such as lunch or a five-minute break between scheduled minisessions, and does not have the opportunity to communicate with others or to access any electronic devices (e.g., computers, cell phones), the student can go back to previously attempted questions following the break(s). However, if the 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 breaks.

D. 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 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.)

E. 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 NC Math 1 test, the test administrator paper clips 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, 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 NC Math 1 calculator inactive section 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 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 Plan/transitory impairment documentation so they are accessible for future reference.

4. Complete Accommodations Used During Testing

Accommodations are completed in NC Education under the Accoms tab for online test administrations or on SIDE 1 on the students' answer sheets for paper/pencil test administrations by the test administrator or other designated school personnel after students complete testing. To complete this information, the respondent may receive confidential lists from the appropriate school personnel. Contact the school test coordinator if there are any questions regarding coding.

For online test administrations: Test administrators or other designated school personnel complete the Accoms tab for the appropriate test following the online test administration for all students marked in the SIQ as requiring accommodations.

For 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

Special Codes are completed in NC Education under the Special Codes tab for online test administrations or on SIDE 1 on the students’ answer sheets for paper/pencil test administrations by the test administrator or other designated school personnel after students complete testing. To avoid miscoding errors in the data file for online test administrations, the test administrator or designee must complete the Special Codes either before test day or on test day before 7:00 p.m. To complete this information, the respondent may receive confidential lists from the appropriate school personnel.

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. For online test administrations, code the appropriate tab. For 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.

5. Repeating the Course for Credit/Taking Credit Recovery

- Mark the Repeating the Course for Credit/Taking Credit Recovery special code if the student is repeating the course for credit or taking the course for credit recovery and was not administered the EOC test.

Accommodations Not Permitted

For 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. For 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 English II
1. *Interpreter/Transliterator Signs/Cues Test* used by student for English II
2. Other English II
3. Other NC Math 1 and/or NC Math 3
4. Other Biology

The use of the *Test Read Aloud (in English)* and/or the *Interpreter/Transliterator Signs/Cues Test* accommodations for the English II 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 should 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., EOC Biology).

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

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 High School, the test coordinator may direct all test administrators from that school to code **Martin High**. 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. This code **must** be recorded and coded accurately on the header sheet for scoring and reporting purposes.

Answer Key Codes for EOC Tests

Test Name	Answer Key Code
Biology	BIOL
English II	ENG2
NC Math 1	MAT1
NC Math 3	MAT3

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 are ready to 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 EOC 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 answer sheets will be scored. If the responses are not transcribed, test results will be returned at the lowest possible score.** See Appendix D for guidance on transcribing students’ gridded response questions for the mathematics tests and the short answer responses for the English II test.

- **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), Single app mode, or guided access mode. Directions for placing iPads in these modes can be found in the Technical Requirements for NCTest at <https://center.ncsu.edu/nct>.
 - Choose EOC from the drop-down menu.
 - Choose the appropriate EOC 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 computer/tablet 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." 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 English II: Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the English II 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 English II test.
- For NC Math 1: The online NC Math 1 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 will have access to both an online calculator (which will appear in the upper right corner of the screen) and a handheld calculator for the calculator active test questions. Students have the option to use the online calculator, the handheld calculator, or both during the calculator active part of the test. 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 on the screen 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 and ensures the student has moved into the calculator active section of the test. The number of calculators distributed is counted and the number recorded.
- For NC Math 3: The online NC Math 3 test consists of all calculator active questions. Students will have access to both an online graphing calculator and a handheld graphing calculator for the entire test. Students have the option to use the online calculator, a handheld calculator, or both during the administration of the NC Math 3 online test.
- For NC Math 1 and NC Math 3: 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 10.
- When ready, turn to the appropriate online test administration directions.

ONLINE Test Administration	Appendix	Page Number
Biology	A1	22
English II	A2	28
NC Math 1 and NC Math 3	A3	33

**Appendix A1
ONLINE: Biology
Test Administration Directions**

SAY: Today, you will take the Biology End-of-Course Online 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 students who raise their hands.

When ready, the test administrator continues reading.

SAY: Look at the information 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 computer/tablet 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 120 minutes to complete the test, but if you need additional time, it will be provided. During the test you will take 2 two-minute breaks. I will tell you when it is time for the breaks.

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

The test administrator may adjust the following “read aloud” directions accordingly for students whose IEPs and/or Section 504/EL Plan/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</i> (in English) 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</i> (in English) Accommodation via the Computer/Tablet:
<p>SAY: You have control which portions of the online test are read aloud by clicking the audio button beside the block of text. Each test question and answer choice has an audio button. When you click this 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><u>Note:</u> To ensure the validity of the test, students receiving the <i>Test Read Aloud</i> (in English) accommodation must also receive the <i>Testing in a Separate Room</i> accommodation (one-on-one) unless they are using headphones. The audio volume should be adjusted before the student starts the test.</p>

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

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 answer Sample 2.**

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. Read the question and answer Sample 3.

The test administrator pauses while students read 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 50 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 two-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 two 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; I will help you. If you need additional 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 50 minutes.) BREAK TIME: (Record the time for the second break.)

Read to Announce the Second Break:

After exactly 50 minutes, the test administrator announces the second break by reading the following:

SAY: Stop working. You will take a two-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 two 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; I will help you.

If you need additional 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 20 minutes.) END TIME: (Record the end time for 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 that you have reviewed your answers and clicked the END TEST button.

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

The test administrator ensures that students who are finished with the test have clicked the END TEST button 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 to write about them on the Internet or on social media sites.**

You have completed the Biology End-of-Course 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: English II
Test Administration Directions**

SAY: Today, you will take the English II End-of-Course Online 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 students who raise their hands.

When ready, the test administrator continues reading.

SAY: Look at the information 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 computer/tablet 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 15 minutes to complete the test, but if you need additional time, it will be provided. During the test, you will take 2 two-minute breaks. I will tell you when it is time for the breaks.

There are multiple-choice questions, technology-enhanced questions, and questions that require a short, written answer on the English II test. You should try to answer all the test questions. I am not allowed to read any part of this test to you, including the sample questions.

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

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 type your answer for Sample 2.

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

SAY: Click NEXT. Information about answering this question correctly 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 answer 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. Read the question and answer Sample 4.

The test administrator pauses while students read the question and answer Sample 4.

SAY: Click NEXT. The correct answer for the sample question will appear on the screen. Are there any questions about how to answer Sample 4?

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 50 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 two-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 two 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; I will help you. If you need additional 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 50 minutes.)

BREAK TIME: (Record the time for the second break.)

Read to Announce the Second Break:

SAY: **Stop working. You will take a two-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 computer/tablet.

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

After two 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; I will help you.

If you need additional 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 50 minutes.)
END TIME: (Record the end time for 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 that you have reviewed your answers and clicked the END TEST button.

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

The test administrator must ensure that students who are finished with the test have clicked the END TEST button 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 NCTest Chrome App on Chromebooks, NCTest Secure Browser, or NCTest iPad App.

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 can 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 to write about them on the Internet or on social media sites.**

You have completed the English II End-of-Course 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: NC Math 1 and NC Math 3
Test Administration Directions

SAY: Today you will take the (insert end-of-course subject) End-of-Course Online 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 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 computer/tablet assigned to them.

SAY: I am going to give each of you a sheet of scratch paper and graph paper. You may use these to help you work out problems. I will collect these 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.

Read for the **NC Math 1** EOC Test Only:

SAY: The NC Math 1 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. These directions will instruct you to raise your hand for a calculator.

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

Read for the **NC Math 1** EOC Test Only (continued):

SAY: **You may use the online calculator, a handheld calculator, or both on the calculator active questions. If you raise your hand after beginning the calculator active section, I will give you a calculator. I will collect the calculator at the end of testing.**

Are there any questions?

The test administrator pauses to answer questions and then continues.

Read for the **NC Math 3** EOC Test Only:

SAY: **You may use the online calculator, a handheld calculator, or both on this test. If you prefer to use a handheld calculator during the test, please raise your hand and I will provide one now.**

The test administrator may distribute handheld calculators to students. Students may use the online calculator, a handheld calculator, or both during the NC Math 3 online test administration.

For All Students:

SAY: **Most of you will take about 180 minutes to complete the test, but if you need additional time, it will be provided. During the test, you will take 2 two-minute breaks. I will tell you when it is time for the breaks.**

You should try to answer all the test questions. The test has multiple-choice questions, questions that require numeric entry, and technology-enhanced questions. Only one question will appear on the screen at a time.

The test administrator may adjust the following “read aloud” directions accordingly for students whose IEPs and/or Section 504/EL Plan/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:	
Read If the Entire Test Is to Be Read Aloud:	Read If Information Is Only to Be Read Aloud upon Student Request:
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.	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.

Read Only for Students Receiving the *Test Read Aloud (in English)* Accommodation via the Computer/Tablet:

SAY: You may control which portions of the online test are read aloud by clicking the audio button beside the block of text. Each test question and answer choice has an audio button. When you click this 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 the audio button for one of these test questions, the audio will indicate it cannot be read aloud.

Note: To ensure the validity of the test, students receiving the *Test Read Aloud (in English)* accommodation must also receive the *Testing in a Separate Room* accommodation (one-on-one) unless they are using headphones. The audio volume should be adjusted before the student starts the test.

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

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 type 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 type 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 60 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.

When students complete the **NC Math 1** calculator inactive part of the test, the directions on their screens 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 and ensure the student has moved into the calculator active section of the test. Students may use the online calculator, a handheld calculator, or both during the test. *The number of calculators distributed must be counted and the number recorded.*

Read to Announce the First Break:

SAY: **Stop working. You will take a two-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 two 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; I will help you. If you need additional 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 60 minutes.) BREAK TIME: (Record the time for the second break.)

Read to Announce the Second Break:

SAY: Stop working. You will take a two-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 two 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; I will help you.

If you need additional 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 60 minutes.) END TIME: (Record the end time for 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 that you have reviewed your answers and clicked the END TEST button.

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

The test administrator ensures that students who are finished with the test have clicked the END TEST button 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 can 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 to write about them on the Internet or on social media sites.**

You have completed the (insert end-of-course subject) **End-of-Course 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

This section of the *Test Administration Guide* contains the paper/pencil administration directions that are read aloud or signed/cued to students. Test administrators complete *Appendix B: Student Information* with students before continuing to the appropriate appendix of the directions. *Appendix B1* contains directions for the administration of the Biology test. *Appendix B2* contains directions for the administration of the English II test. *Appendix B3* contains directions for the administration of the NC Math 1 and NC Math 3 tests.

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.” Test administrators can read *test directions* aloud to students as many times as necessary for students to understand the directions.
- For English II: Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the English II 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 English II test.
- For NC Math 1: 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 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.

- For NC Math 3: Calculators are used for the entire test. All test questions are calculator active.
- For NC Math 1 and NC Math 3: 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 10.

If NCDPI-approved supplemental materials or designated features such as highlighters, color acetate overlays, or example mathematics grids for mathematics tests (for the accommodation *Student Marks Answers In Test Book* accommodation only) will be used, the test administrator may give students these items at this time.

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

SAY: **Today you will take the (insert end-of-course) End-of-Course 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.

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: **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.**

SAY: 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 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 of your answer sheet is different from the color 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.

PAPER/PENCIL Test Administration	Appendix	Page Number
Biology	B1	43
English II	B2	48
NC Math 1 and NC Math 3	B3	53

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

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 120 minutes to complete the test, but if you need additional time, it will be provided. During the test, you will take 2 two-minute breaks. I will tell you when it is time for the breaks.

All of the test questions are multiple-choice questions that require you to read each question and choose the best answer. Choose only one answer for each question. To record your 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 the 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 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. Turn to the sample questions on page one of your test book. Then find the word SAMPLES on SIDE 1 of your answer sheet.

The test administrator pauses until all students have located the sample questions in the test book and the SAMPLES section on SIDE 1 of the answer sheet.

The test administrator may adjust the following “read aloud” directions accordingly for students whose IEPs and/or Section 504/EL Plan/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:	
Read If the Entire Test Is to Be Read Aloud: 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.	Read If Information Is Only to Be Read Aloud upon Student Request: 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.

SAY: **Read Sample Question 1 and choose the best answer. Mark your answer beside S1 on your answer sheet.**

The test administrator pauses to allow students time to respond.

SAY: **The answer for Sample Question 1 is A. If you did not choose A, change your answer. Do you have any questions about Sample Question 1?**

The test administrator pauses to answer students' questions and then continues.

SAY: **Read Sample Question 2 and choose the best answer. Mark your answer beside the S2 on your answer sheet.**

The test administrator pauses to allow students time to respond.

SAY: **The answer for Sample Question 2 is B. If you did not choose B, change your answer. Do you have any questions about Sample Question 2?**

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 after the first break.)
WORK TIME:	(Add 50 minutes to the start time.)
BREAK TIME:	(Record the time for the second 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 two-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.

After two minutes, the test administrator continues.

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 50 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 two-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

After two minutes, the test administrator continues.

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 20 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 Biology End-of-Course 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: English II
Test Administration Directions**

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 150 minutes to complete the test, but if you need additional time, it will be provided. During the test, you will take 2 two-minute breaks. I will tell you when it is time for the breaks.

This test has multiple-choice questions and questions that require you to write a short answer. For the multiple-choice questions, read each question and choose the best answer. Choose only one answer for each question. To record your 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 the circle. A redrawn circle might be scored as your answer.

For the short answer questions you will write your responses on the lines provided on your answer sheet. Do not write beyond the end of the lines or in the margins. Words written in the margins or unlined areas of the answer sheet will not be scored.

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 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. Turn to the sample questions on page one of your test book. Then find the word SAMPLES on SIDE 1 of your answer sheet.

The test administrator pauses until all students have located the sample questions in the test book and the SAMPLES section on SIDE 1 of the answer sheet.

SAY: Read Sample Question 1 and choose the best answer. Mark your answer beside S1 on your answer sheet.

The test administrator pauses to allow students time to respond.

SAY: The answer for Sample Question 1 is A. If you did not choose A, change your answer. Do you have any questions about Sample Question 1?

The test administrator pauses to answer students' questions and then continues.

SAY: Read Sample Question 2 and choose the best answer. Mark your answer beside the S2 on your answer sheet.

The test administrator pauses to allow students time to respond.

SAY: The answer for Sample Question 2 is B. If you did not choose B, change your answer. Do you have any questions about Sample Question 2?

The test administrator pauses to answer questions and then continues.

SAY: In a moment you will begin the test.

When you complete the test, look back over your answers and then close your test book. Raise your hand when you are finished with the test, and I will help you.

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 50 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 two-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.

After two minutes, the test administrator continues.

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 50 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 two-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.

After two minutes, the test administrator continues.

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.

SAY: 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 50 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 English II End-of-Course 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: NC Math 1 and NC Math 3
Test Administration Directions

SAY: I am going to give you a sheet of scratch paper and graph paper. These may be used to cover your work or to work out problems. I will collect these 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.

Read for NC Math 3 Only:

SAY: I am going to give each of you a calculator. You may use the calculator for answering all of the test questions.

SAY: In a few minutes you will begin the test.

The test has multiple-choice questions and gridded response questions. For the multiple-choice questions, read each question and choose the best answer from the choices provided. Choose only one answer for each question. To record your 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 a circle, do not redraw the 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 in 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.

Are there any questions?

Read for **NC Math 1** Only:

SAY: The NC Math 1 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. You may use a handheld calculator for the calculator active test questions.

When you finish the calculator inactive 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 part of the test until you have raised your hand and been given a calculator.

When you raise your hand, I will collect the scratch paper and graph paper you have written on. You may keep only clean scratch paper and clean graph paper. If I take papers from you, I will give you another sheet of clean scratch paper and clean graph paper to use. I will also give you a calculator and will paper clip your test books 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 the calculator active section only and then close your test book.

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 Plan/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:	
Read If the Entire Test Is to Be Read Aloud: 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.	Read If Information Is Only to Be Read Aloud upon Student Request: 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.

SAY: Turn to the sample questions on page one of your test book. Then find the word SAMPLES on SIDE 1 of your answer sheet.

The test administrator pauses and ensures all students are in the correct location in the test book and answer sheet.

SAY: Read Sample Question 1 and choose the best answer. Mark your answer beside S1 on your answer sheet.

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

SAY: The answer for Sample Question 1 is B. If you did not choose B, change your answer. Do you have any questions about Sample Question 1?

The test administrator pauses to answer questions and then continues.

SAY: Sample Question 2 is a gridded response question. 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.

Read Sample Question 2. Write your numeric answer into the grid boxes beside the S2 on your answer sheet. Then, fill in the circle in each column that matches what you have written in the grid.

The test administrator pauses to allow students time to respond.

SAY: The answer for Sample Question 2 is -3 . If you did not write -3 , change your answer. Do you have any questions about Sample Question 2?

The test administrator pauses to answer questions and then continues.

SAY: Read Sample Question 3. It is a gridded response question. Write your numeric answer into the grid boxes beside S3 on your answer sheet. Then fill in the circle in each column that matches what you have written in the grid.

The test administrator pauses to allow students time to respond.

SAY: The answer for Sample Question 3 is 4.5 , or $9/2$ is also acceptable. If you did not write 4.5 or $9/2$, change your answer. Remember, if an answer is a mixed number, it must be changed and entered as an improper fraction or a decimal. Do you have any questions about Sample Question 3?

The test administrator pauses to answer questions and then continues.

SAY: Most of you will take about 180 minutes to complete the test, but if you need additional time, it will be provided. During the test you will take 2 two-minute breaks. I will tell you when it is time for the breaks.

Turn to SIDE 2 of your 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 of the test administration.)
WORK TIME:	(Add 60 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.

For NC Math 1 Only:

When a student raises his/her hand to indicate he/she has completed the calculator inactive section, the test administrator must, in the least disruptive manner possible, give the student a calculator, paper clip the student's test book, collect the student's used scratch and graph papers (i.e., students may keep only clean scratch paper and clean graph paper), and ensure the student has begun working in the calculator active section of the test. *The number of calculators distributed is counted and recorded.*

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

After two minutes, the test administrator continues.

SAY: **The break has now ended. Return to your seats. Open your test book to the last question you answered. 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 60 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 two-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

After two minutes, the test administrator continues.

SAY: **The break has now ended. Return to your seats. Some of you may finish early. If you do, raise your hand to let me know you have finished the test, and I will help you.**

Some of you may need additional time to complete the test when the testing session ends. If so, time will be provided.

SAY: **Now open your test book to the last question you answered. 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 60 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 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 is 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 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 to write about them on the Internet or on social media sites.**

You have completed the (insert end-of-course subject) End-of-Course 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 C 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 or adhere 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 items if the computers/devices meet all technical requirements posted at <http://center.ncsu.edu/nct/>.

- Personal belongings. Personal belongings are not prohibited in the testing room. However, students' personal belongings must be placed under their seats, and students must not be permitted to access them 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 the English II test administration

Security Issues

- Allowing others access to the tests, including school or district 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 items from secure test(s) in any manner or form
- Using items 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 items 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 the *Administration Guide* (except for students with documented special needs requiring accommodations, such as *Scheduled Extended Time*)
- Test administrator/proctor giving improper assistance or providing instruction related to the concepts measured by the test before the test administration or during the test administration session

Technical Issues (Online Testing)

- Online test connectivity/technical problems
- Online test questions not displaying properly

Appendix D

Transcribing Gridded Response and Short Answer 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 EOC answer sheet. The transcription of a student's answers to an answer sheet must be identical to what the student has recorded or dictated to the scribe. The test administrator or the principal's designee must not change or alter student responses or ask students to change or alter their responses.

NC Math 1 and NC Math 3:

For transcriptions of students' answers to the gridded response questions for the EOC NC Math 1 and NC Math 3 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).

English II:

The EOC English II answer sheet provides each student with the same number of printed lines for recording his or her responses. It is imperative that transcribed student responses "fit" on those printed lines as these responses are imaged before scoring. Responses transcribed on added horizontal lines, in a double-stack format, in margins, or on separate sheets of paper will not be scored. This policy ensures equitable opportunities for all students participating in the English II test administration.

The *Dictation to a Scribe* accommodation allows a student to dictate his/her responses to test questions to a scribe who records the responses. For test administrations, two trained test administrators must be present when the *Dictation to a Scribe* accommodation is provided. One fills the role of test administrator; the other fills the role of scribe. The test administrator and scribe must attend all test administrator

training sessions provided before testing. Each student must be notified before the test administration that he or she must proofread the response(s). The test administrator cannot provide the student with any directions or clues for how to proofread the dictated responses.

In the event that a student signs/cues the response to the scribe during the administration of the English II test, the scribe must record the student's response exactly as signed/cued. For example, if a student signs, "Me search field," the scribe must record the exact words.

Note: The responses for the EOC English II test are scored only for content (i.e., spelling and grammar are not scored).

Appendix E

Calculator Use

The minimum calculator requirement for the NC Math 1 and NC Math 3 EOC Tests is a graphing calculator. Students may use calculators with more than the minimum requirements (e.g., fraction keys), provided that those additional features are not prohibited. However, school systems 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 NC Math 1 test, all students must have access to calculators, but 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.

For the NC Math 3 test, all students must have access to calculators during the entire test. The NC Math 3 test is entirely calculator active. Students may use a calculator at any time during the test administration.

An online graphing calculator is available for students to use on the online NC Math 1 and NC Math 3 tests. Students have the option to use the online calculator, a handheld calculator, or both for the online administrations.

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 LEA/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 calculators most frequently used in the state testing program are available in Appendices E1–E6 of this guide. In addition, major calculator vendors have support teams who assist test administrators clearing

calculators. Vendor contact information can be obtained through the school system test coordinator.

Note: As curricula and technology change, the policy concerning calculator requirements on North Carolina tests will be reevaluated.

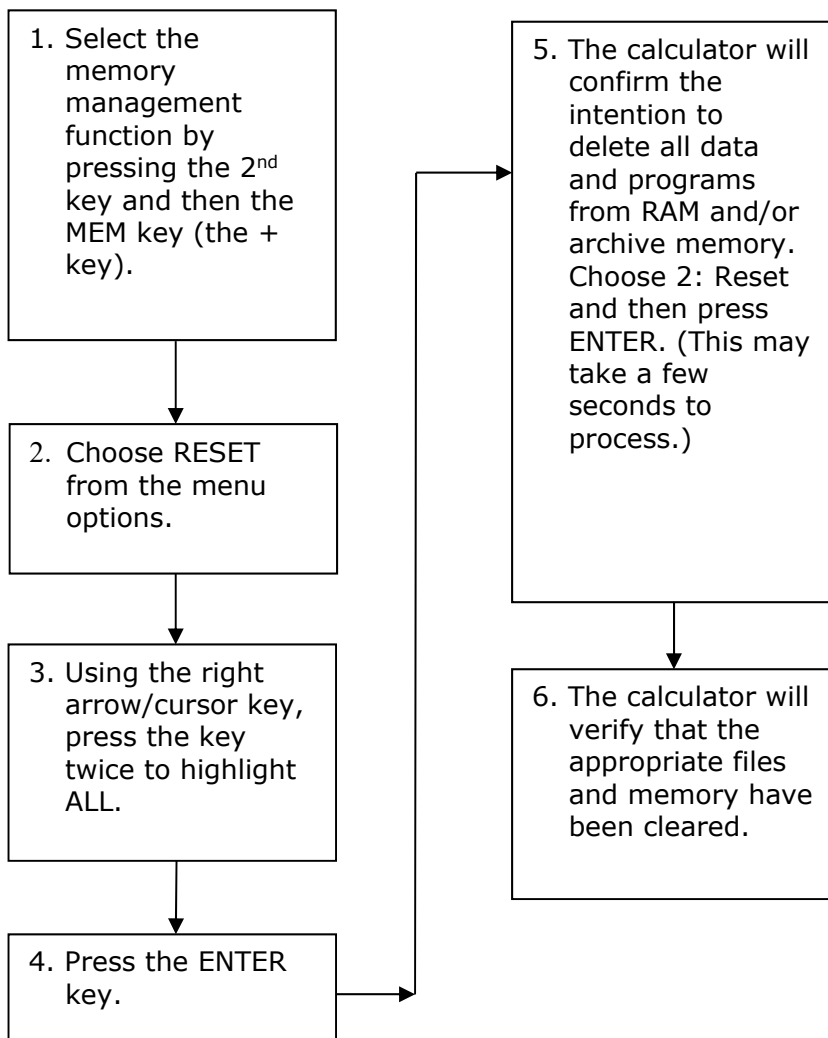
Appendix E1

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

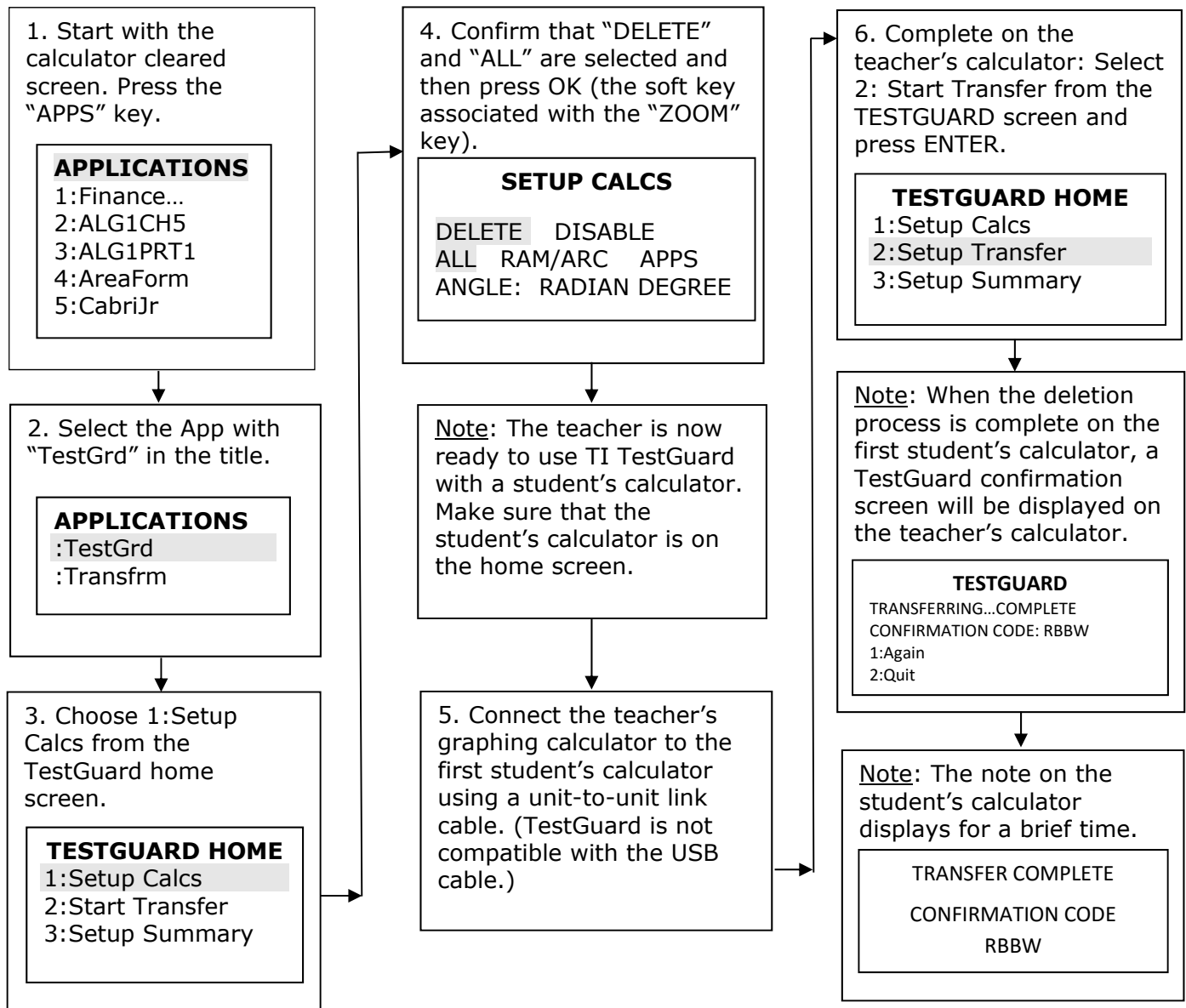
Press 2nd and then Reset. Select Reset.

Appendix E2

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

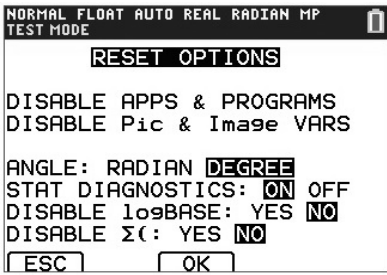
Appendix E3

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

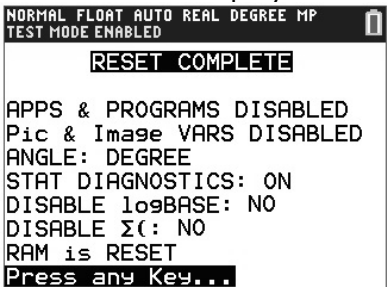
Overview: All students must have access to calculators that meet the minimum requirements during the administration of North Carolina tests, when applicable. Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must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



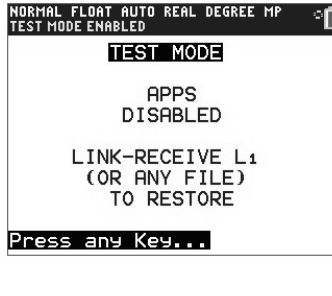
2. Press OK (the soft key for this command is the ZOOM key) and the Reset Complete screen will be displayed.



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.



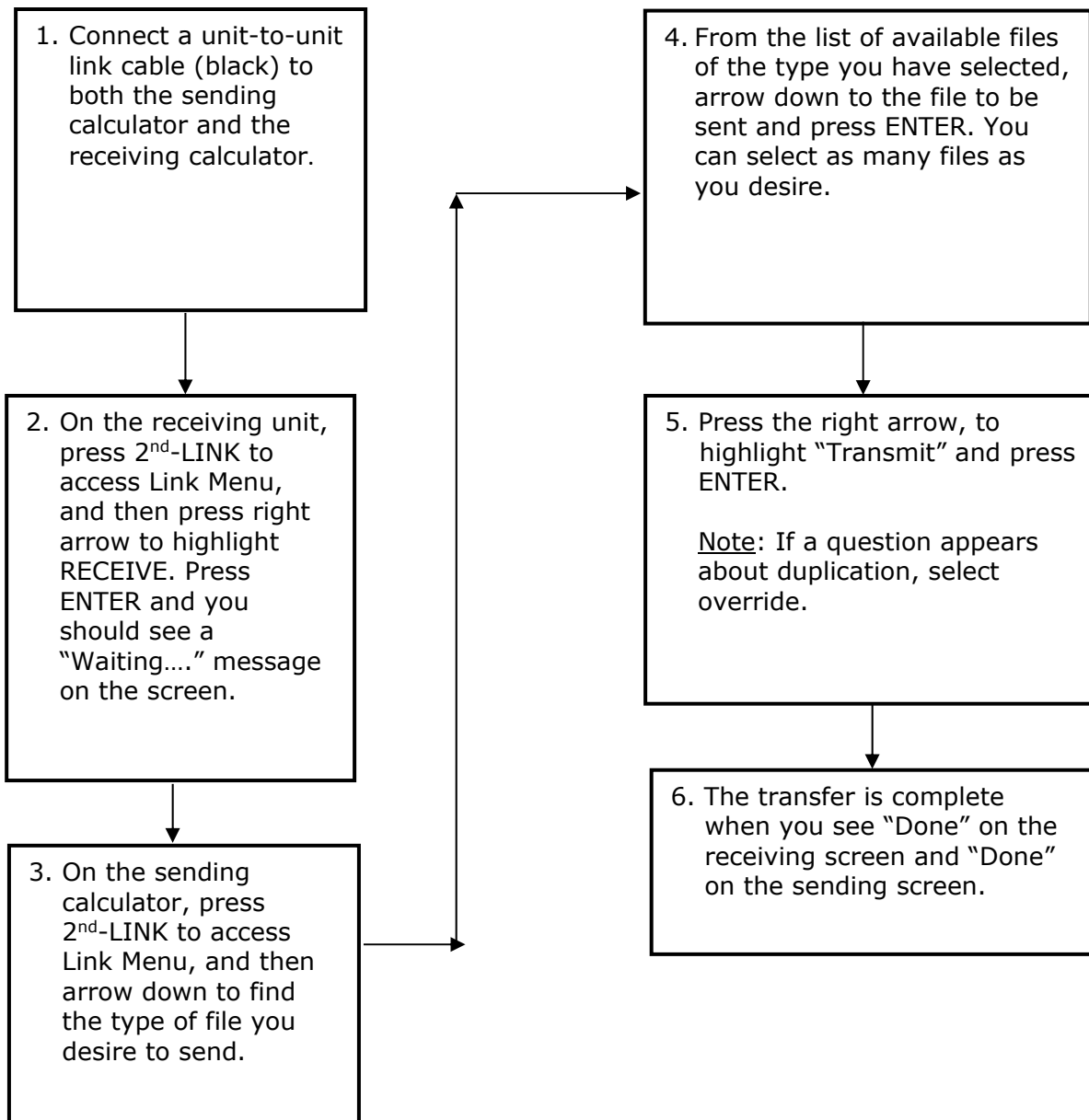
Note: Repeat Steps 1-4 after every test administration.

Appendix E4

How to Restore Files That Were on Calculators before the Reset

To Be Completed at the Conclusion of Testing:


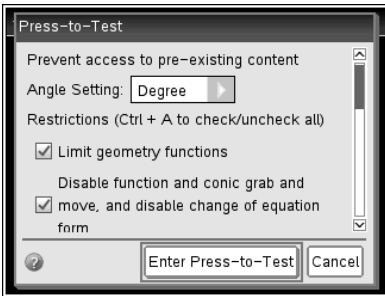

Note: To restore files that were on the calculator before the reset, transfer files from one calculator to another via the "Unit-to-Unit Transfer" function, if applicable. For instructions to reset a specific model calculator, please contact 1-800-TI-CARES (800-842-2737). On TI-84 Plus models, following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



Appendix E5

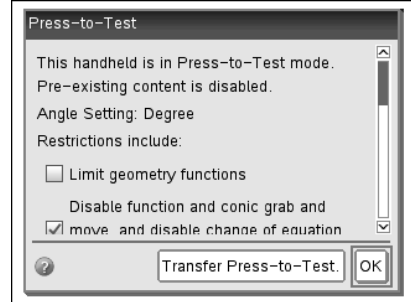
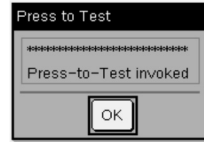
TI-Nspire and TI-Nspire CX Press-to-Test Mode Keystrokes

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.

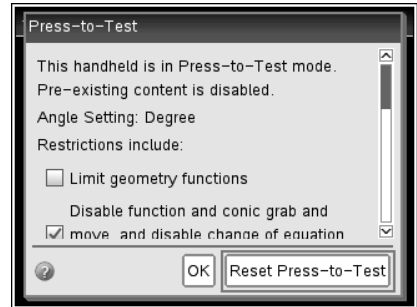
(Dialogue box on older models)



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.

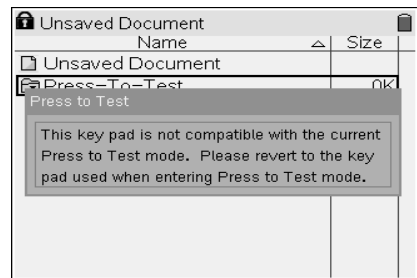
Restoring the calculator from Press-to-Test mode will delete the documents created during testing mode and restore all previous working documents.

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).



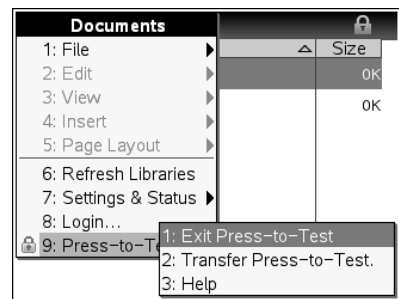
7. SECURITY:

- 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 E6

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 F

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) Assessments, End-of-Course (EOC) Assessments, and the NC Final Exams beginning with the item writing process as 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 matches are re-examined and changed where necessary, and introductions and diagrams for passages are refined.
- Analyses occur to verify alignment of the items to the curriculum.
- 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 <https://center.ncsu.edu/ncpd/course/view.php?id=128> to access the training materials.

For an in-depth explanation of the multiple-choice test development process, see State Board policy TEST-013.

Appendix G

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.