This version of the North Carolina End-of-Grade Test Administration Guide has been provided to nonpublic school unit test coordinators with key points and specific content highlighted. This guidance does not replace a thorough review and understanding of the entire publication and the test publisher's training and test protocol documents for each respective test, prior to the test administration date.

North Carolina End-of-Grade Test Administration Guide

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

2023–24

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General Information

Overview

The North Carolina End-of-Grade (EOG) Tests at Grades 3–8 for Reading and Mathematics and Grades 5 and 8 for Science require online administrations unless a paper format is necessary for students with a documented need for accessibility purposes. This test administration guide contains the administrative procedures that apply to both the online and the paper administrations. Any information that is specific to either the online or the paper format is clearly labeled in this guide.

Test Administration Information

The following chart includes test administration times. No test administration may exceed maximum time (except for students with documented accommodations, such as *Scheduled Extended Time*). The administration time does not include time for general instructions and breaks. The tests must be administered in one school day (except for students with documented accommodations, such as *Multiple Testing Sessions*).

Test Information		Time (minutes)
Reading	Grades 3–8	120 (180 maximum)
	2 Three-Minute Breaks	6
	General Instructions	12
	Total	138
Mathematics	Grades 3–8	120 (180 maximum)
	2 Three-Minute Breaks	6
	General Instructions	12
	Total	138
Science	Grades 5 and 8	120 (180 maximum)
	2 Three-Minute Breaks	6
	General Instructions	12
	Total	138

Online Testing Information

Before Test Day

Prepare Students for Testing
Test administrators are expected to review the following information before administering an end-of-grade (EOG) 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 students.

With that in mind, the following suggestions are meant to help students feel comfortable with the test and the testing process:
- Share with students that they have been learning the content of the tests all year.
- Review test-taking strategies that have been used optimally throughout the school year.
- Complete the Online Assessment Tutorial (required at least once a year before the test administration).
- Review the appropriate released test form for the associated test with students.
- Most importantly, affirm with students that this is just one test score and not the only measure of their skills and abilities. Educators should remind students of their many successes during the school year, and that the test is only one part of their school experience.

Review the Required Test Materials
The following materials are needed to administer the EOG tests:
- this test administration guide
- devices that meet all technical requirements (For technical updates, periodically review the technical requirements for NCTest.)
- ~~access codes (if applicable) for each student in the assigned testing session~~
- writing utensils
- a supply of scratch paper (blank, colored, or lined paper)
- an accurate timing device (not a cell phone) that does not make noise (e.g., loud ticking) or sound an alarm
- for mathematics tests at grades 3–8:
  - a supply of EOG graph paper issued by the Annual Testing Program
  - a calculator (online or handheld)
    - Grades 3–5: any four-function calculator with memory key
    - Grades 6 and 7: any four-function calculator with a square root function, y^x, π (pi), and algebraic logic (scientific)
    - Grade 8: a graphing calculator and any four-function calculator with a square root function, y^x, π (pi), and algebraic logic (scientific)

An online calculator is available for students to use on all online test questions (when applicable). The online calculator meets the minimum calculator requirements for the specific test.

A handheld calculator is not required for online test administrations; however, students who routinely use a handheld calculator during classroom instruction and on similar classroom assessments or have not had enough practice using the online calculator, should be provided a handheld calculator during the test administration. A student may also require a handheld calculator for accessibility purposes, when appropriate. See [Appendixes C–C8](#) for more information regarding calculators.

- for science grade 8:
  - a copy of the periodic table issued by the Annual Testing Program

Review Testing Security
To ensure a secure and ethical testing experience for all students, test administrators are required to review the following information before the test administration:

- *Online Test Administrations—Policies and Procedures Training Course*
- *Testing Room, Testing Violations, and Irregularities*
- *Testing Code of Ethics*
- *Testing Security Protocol and Procedures for School Personnel*

Reviewing this information will minimize the occurrence of irregularities and misadministrations and prevent students from retesting unnecessarily.

Accommodations
Some students are approved to have access to accommodations as written 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. If a student is not provided a required accommodation, the result may be a misadministration.

Student Interface Questions (SIQs)
On days before an online test administration, designated school personnel must review and possibly edit the SIQs for students who need the following interface options or documented accommodations:

Student Interface Options:
- alternate background color
- large font

Accommodations Required by the Student:
- *Multiple Testing Sessions*
- *Test Read Aloud (in English)*
- other required accommodations (i.e., other accommodations besides *Multiple Testing Sessions* and *Test Read Aloud [in English]*)

On Test Day

Test administrators are responsible for ensuring students are provided with a testing environment that is quiet, well-lit, comfortable, and have enough space in which to work. The following information will assist in preparing the testing room, understanding the testing processes, accounting for secure test materials, and completing procedures that are part of the test administration.

Understanding and application of the following information will minimize the possibility of a testing irregularity or misadministration and will provide students with a positive testing experience.

Testing Room
Test administrators are required to ensure
- all devices work properly and are able to access the internet;
- 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 devices are covered or removed; and
- all desks or workstations are cleared of books and other materials that are not required for the test.

Test Day Reminders
- Students must turn off and appropriately store all cell phones and other electronic devices during the test administration.
- A trained test administrator is required to be present in the testing room for the entire test administration.
- ~~Student access codes:~~
  - ~~are considered secure test materials and must be checked out on test day and accounted for before, during, and after each test administration.~~
  - ~~are unique for each student's specified EOG test and only permitted for in-school test administrations.~~
  - ~~can only be used once. After initial use, the access codes can no longer be used.~~
- Test administrators are not to engage in any activity other than monitoring the test administration to ensure there are no misadministrations or irregularities.
- Test administrators cannot give students any assistance on the test, verbally or nonverbally.
- Ensure each student in the room has access to the appropriate test materials as specified in this test administration guide.

- Only test materials specified in this test administration guide (or published supplements and/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.
- When necessary, students may be excused for a restroom visit. While the student is out of the room, the online test is to be paused, and the elapsed time should be recorded so the student may receive the full testing time allowed. It is best practice not to allow more than one student to use the restroom at the same time.
- 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.
- Ensure spare devices and power sources are available.
- Verify that the test administrator's NC Education username and password are working correctly. NC Education passwords are never shared, and if compromised, the school test coordinator must be notified immediately.
- Study carrels or privacy shields are permitted only under the following circumstances:
  - o The students' assigned seats are multi-student desks (i.e., desks that seat two or more students).
  - o The student has the *Testing in a Separate Room* accommodation (i.e., in a one-on-one or small group setting).

Verify Necessary Online Testing Materials
The morning of the test administration, the school test coordinator will provide each test administrator with the required test materials (e.g., access codes [if utilized], scratch paper, writing utensils). To maintain security of the materials, the test administrator will count and record the number of secure materials when they are first received from the school test coordinator. Any discrepancies in the counts 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.

Providing Breaks during the Test
If a student stops for a break during testing (e.g., *Multiple Test Sessions* accommodation, lunch), the following steps must be completed before dismissing the student from the testing room:
- Alert the student when there are five minutes remaining before the break.
- Secure all test materials during the break.
- **Breaks for students with the *Multiple Testing Sessions* accommodation.** If a student receives the *Multiple Testing Sessions*

accommodation, he or she may require more frequent breaks than the standard work and break times. The test administrator should replace the standard timing information in the test administration script with the timing information documented in the student's IEP, Section 504 Plan, EL Plan, or transitory impairment documentation.

- **Extended breaks.** If a student takes an extended break, the test administrator should instruct the student to click the **Pause** button to prevent others from seeing the test questions on the screen and to ensure test materials remain secure. The **Pause** button pauses the test for sixty minutes. If the student is taking a break for longer than sixty minutes, the test administrator should follow the directions for testing over multiple days.

- **Testing over multiple days.** If a student has completed testing for the day (or is taking a break that is longer than sixty minutes), the test administrator must close NCTest by clicking the **Save and Exit** button on the review or pause page. The exit logout screen will display for the test administrator to enter his or her username and password to exit the test without completing it. The student's responses to test questions will be saved.

  When the student returns to testing, the test administrator must log back in to NCTest and click the **Start** button so the student can continue testing from his or her previous stopping point. Clicking the **Start** button will launch the test again to allow the student to continue working. The test administrator should ensure the test begins at the point the student previously stopped. It is best practice for the test administrator to record the question number where the student stopped to ensure the test begins at the correct starting point during the next test session.

  Once the student finishes testing, the **End Test** button must be clicked, and the test will be finalized that evening at 7:00 p.m.

- **Communication during a break.** If students *will* have the opportunity to communicate with others or access electronic devices during the break, the test administrator must inform students that they
  o are not allowed to discuss specific test questions or information contained in the test,
  o must complete the current reading selection and the associated test questions before leaving the room, and
  o are not allowed to return to any questions attempted before the break.

If students *will not* have the opportunity to communicate with others or access electronic devices during the break, they may return to any previously attempted questions.

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 non-instructional reading materials (e.g., magazines) while the other students continue working to complete the test. (Students are not permitted to use electronic reading devices while there are students still testing in the same room.)
- Students may be dismissed from the testing room when they complete the test if authorized by the appropriate school staff (e.g., principal).

Before dismissing a student who has completed the test early or allowing the student to remain in the room to read, the test administrator must:

- Verify that the student has clicked the **End Test** button to close the test. Once the student has clicked the **End Test** button, the student will not be able to return to the test questions. A stop sign will appear on the student's screen after the second **End Test** button has been clicked, and the test has been closed.
- Collect all ancillary materials (e.g., ~~access code [if applicable],~~ used and unused papers).

Online Test Administration Directions

Procedures the Test Administrator Must Complete on Test Day
Steps to complete before beginning online testing. The Annual Testing Program recommends test administrators begin setting up devices used to deliver the online test thirty to forty minutes before the students are to begin testing. The test administrator must perform the following:

1. 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.
2. Launch the NCTest Secure Browser, NCTest Chrome App on Chromebooks, or NCTest iPad App and click on the **NCTest Login** button.
   - Ensure iPads are in Automatic Assessment Configuration by clicking on the **Yes** button in the pop-up to Confirm App Self-Lock.
3. The test administrator should follow local procedures to log in each student at a device or have the students log themselves in using the directions below.
   - If the *test administrator* logs in to the test,
     o enter a valid NC Education username and password and click **Login**;
     o choose EOG from the Test Type drop-down menu;
     o choose the appropriate EOG test from the Test Name drop-down menu and click **Continue**; and
     o select the student to be tested from the list presented on the screen and click **Select Student**.
   - ~~If the *student* logs in to the test (test administrator securely distributes each student's unique access code),~~
     o ~~enter the student ID number and access code provided by the teacher and click **Login**.~~
4. After login is complete, the test administrator should ensure the screen is set to the start page with the correct student's name, PowerSchool number, school name, and test name displayed on the screen.
5. Confirm the screen on each student's device is still set to the start page—students must not click the **Start** button and begin using their devices until they are told to do so.
6. ~~Collect access codes (if used) from each student and ensure the collected count matches the distributed count.~~
7. Upon direction from the test administrator, the student clicks **Start**. After the **Start** button is clicked, a pop-up box will appear. The student confirms the information in the pop-up box and then clicks **OK** to begin. If

students experience an unexpected exit during testing, they must be logged back into the test by the test administrator.

Devices that are (1) open, (2) displaying the students' start screens or test material, or (3) paused, must not be left unattended by the test administrator at any time.

Clicking the **Save and Exit** button will result in a caution message. If the **Save and Exit** button is clicked accidentally during testing, click **Cancel** to continue the online test.

Important: Test administrators must read and review the following policies and procedures before starting the online test administration:
- Follow and present the directions and script as written in this guide. Failure to do so may constitute a misadministration or violation of the *Testing Code of Ethics*. Read aloud only the material in **boldface** print that is preceded by the word "SAY." The text printed in standard type is information for the test administrator only and is not to be read aloud to students. An exception to this policy is administrations that include the use of tablets. The word "click" may be replaced with the word "touch" in these instances. Test administrators can read test directions aloud to students as many times as necessary for students to understand the directions.
- For reading—Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the reading test for any students, including students with disabilities and students identified as ELs, invalidates test results because the test measures reading comprehension. Only the test directions may be read aloud or signed/cued to students during the online reading test.
- For mathematics—The mathematics test consists of two parts.
  - The first part of the test is calculator inactive. Students are not allowed to use a calculator for this part of the test.
  - The second part of the test is calculator active.
    - Students testing online will have access to an online calculator for the calculator active portion of this test.
    - If students will be provided a handheld calculator as referenced in the *Review the Required Test Materials* subsection of this guide, 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 if they would like to receive a handheld calculator in addition to the online calculator.

- If a student raises his or her hand to indicate completion of the calculator inactive section and would like a handheld calculator, 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 handheld calculators distributed should be counted and recorded.
- No one is to leave the testing 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 or information contained within the test or to write about them on the internet or on social media.
- For those students who complete the test before the scheduled testing time is over, test administrators should follow the directives outlined in the *Procedures for Students Who Complete the Test before the Scheduled Testing Time is Over* subsection of this guide.

When ready, turn to the appropriate online test administration directions.

Online Test Administration Directions	Page Number
Reading Grades 3–8	13
Mathematics Grades 3–8	22
Science Grades 5 and 8	33

Online Reading Grades 3–8 Test Administration Directions

- If any Annual Testing Program-approved supplemental materials will be used, the test administrator should give students these items at this time.
- If a student receives the *Multiple Testing Sessions* accommodation, he or she may require more frequent breaks than the standard work and break times. The test administrator should replace the standard timing information in the test administration script with the timing information documented in the student's IEP, Section 504 Plan, EL Plan, or transitory impairment documentation. The total testing time must not exceed the maximum time allotted for the test as outlined in this test administration guide unless the student also has the *Scheduled Extended Time* accommodation.

When ready, the test administrator begins the testing session.

SAY: **Today, you will take the reading end-of-grade online test. Please do not begin testing until I tell you to do so. During testing, you are not allowed to use or have in your possession a cell phone or other electronic devices, except for your testing device. I will now pause and give you the opportunity to turn off and appropriately store your cell phone or other electronic devices if you have not already done so.**

The test administrator pauses to allow students the time to turn off and appropriately store cell phones or other electronic devices.

When ready, the test administrator continues reading.

SAY: **Before you begin, you must clear your work area of any materials except for a writing utensil. If you do not have a writing utensil, raise your hand, and I will give you one.**

The test administrator pauses for students to clear their desks and distributes writing utensils 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, your student ID number, the school's 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**

SAY: **test. Do not click** Start **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 are checking the information on the device assigned to them.

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

The test administrator distributes scratch paper to the students.

SAY: **Most of you will take about two hours to complete the test, but if you need additional time, it will be provided. During the test, you will take 2 three-minute breaks. I will tell you when it is time for the breaks. You should try to answer all of the test questions. I am not allowed to read any part of this test to you.**

Do you have any questions about the test?

The test administrator pauses to answer any student questions and then continues.

SAY: **Click** Start **now. A pop-up box will display asking you to confirm the test you are taking before you can begin. You should see Reading** (insert the appropriate grade level) **Test, your name, your student ID number, and your school's name in the box. Click** OK **to begin the test.**

The test administrator pauses while students click OK.

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

Read the selection and mark your answer for Sample 1.

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

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

The test administrator pauses to answer questions and then continues.

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

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

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

The test administrator pauses to answer questions and then continues.

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

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:	_+40_	(Add forty minutes.)
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 (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 it to the school test coordinator after testing.~~

Read to announce the first break:

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

The test administrator ensures each student has clicked the **Pause** button, and the online test questions are not visible on devices.

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

After three minutes, the test administrator continues.

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

Some of you may finish the test early. If you do, please sit 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.)
Work Time: __+40_	(Add forty minutes.)
Break Time: _____	(Record the time for the second break.)

Read to announce the second break:

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

The test administrator ensures each student has clicked the **Pause** button, and the online test questions are not visible on devices.

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

After three minutes, the test administrator continues.

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

SAY: **Some of you may finish the test early. If you do, please sit 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.)
Work Time:	_+40_	(Add forty minutes.)
End Time:	_____	(Record the end time for the test administration.)

If all students finish the test, review their responses, and are ready to end 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 standard testing administration session*. Follow local procedures for returning students to the regular school schedule.

Read to announce the end of the standard testing administration session:

SAY: **Stop working and sit quietly. If you have not finished the test and need additional time, click the `Pause` button at the bottom of your screen and raise your hand.**

The test administrator makes note of students who need additional time and ensures their `Pause` buttons have been clicked.

SAY: **If you have finished the test and reviewed your answers, click the `End Test` button. A caution box will pop up on your screen. If you are sure you are finished with this test, click the second `End Test` button. You have now ended this test and will not be able to return to it.**

The test administrator continues by following the appropriate test administration directions (i.e., number 1, 2, or 3):
1. If all students are finished testing,
   - the test administrator follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*.
2. If all students need additional time for testing,

- the test administrator follows instructions and SAY statements for *Directions for Students Who Need Additional Time*.
3. If the test session has a combination of students who are finished testing and students who need additional time, the test administrator
   - follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*;
   - ensures students who need additional time have clicked the **Pause** button;
   - follows local procedures to assist those students who need additional time to complete the test; and
   - follows instructions and SAY statements for *Directions for Students Who Need Additional Time* once students are ready to finish testing.

Directions for Students Who Have Finished Testing:	*Directions for Students Who Need Additional Time*:
The test administrator ensures that students who are finished with the test have clicked the second **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. When ready, the test administrator continues. Read to collect test materials: SAY: **I will now collect your test materials.** The test administrator collects all test materials. Read after all materials have been collected:	The test administrator ensures students have clicked the **Pause** button and follows 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. However, no administration of the test may exceed the maximum time allowed (except for students with documented accommodations, such as *Scheduled Extended Time*). When ready, the test administrator continues. Read to announce a break: SAY: **You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.**

Directions for Students Who Have Finished Testing (continued):	*Directions for Students Who Need Additional Time (continued)*:
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.** **You have completed the reading end-of-grade test.**	After three minutes, the test administrator continues. SAY: **The break has now ended. Return to your seats. You have sixty additional minutes to complete the test. When you finish, raise your hand, and I will help you.** **Now click the ⎡Continue⎤ button and continue working.**
Students are dismissed according to procedures developed for the school by the principal or school test coordinator.	All students must have the remainder of the script read at the conclusion of the testing session (i.e., up to maximum time).
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 materials were first received.	After sixty minutes, the test administrator announces the end of the test session: SAY: **Stop working. This is the end of the testing session. Click the ⎡Review⎤ button on your screen. Now, click the ⎡End Test⎤ button.**
Report to the school test coordinator or principal any irregularities that occurred during testing.	**A caution box will pop up on your screen. Click the second ⎡End Test⎤ button.**
	The test administrator ensures that students have clicked the second ⎡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.

	Directions for Students Who Need Additional Time (continued):
	Clicking the **Exit** button on the stop sign screen closes the test.
	When ready, the test administrator continues.
	Read to collect test materials:
	SAY: **I will now collect your test materials.**
	The test administrator collects all 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.**
	You have completed the reading end-of-grade test.
	It is a local decision how students will be dismissed at the conclusion of additional testing time (e.g., all students dismissed at the same time, or students dismissed as they complete their test).
	Students are dismissed according to procedures developed for the school by the principal or school test coordinator.

	Directions for Students Who Need Additional Time (continued):
	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 materials were first received. Report to the school test coordinator or principal any irregularities that occurred during testing.

> # Online Mathematics Grades 3–8 Test Administration Directions

> - If any Annual Testing Program-approved supplemental materials will be used, the test administrator should give students these items at this time.
> - If a student receives the *Multiple Testing Sessions* accommodation, he or she may require more frequent breaks than the standard work and break times. The test administrator should replace the standard timing information in the test administration script with the timing information documented in the student's IEP, Section 504 Plan, EL Plan, or transitory impairment documentation. The total testing time must not exceed the maximum time allotted for the test as outlined in this test administration guide unless the student also has the *Scheduled Extended Time* accommodation.

When ready, the test administrator begins the testing session.

SAY: **Today, you will take the mathematics end-of-grade online test. Please do not begin testing until I tell you to do so. During testing, you are not allowed to use or have in your possession a cell phone or other electronic devices, except for your testing device. I will now pause and give you the opportunity to turn off and appropriately store your cell phone or other electronic devices if you have not already done so.**

The test administrator pauses to allow students the time to turn off and appropriately store cell phones or other electronic devices.

When ready, the test administrator continues reading.

SAY: **Before you begin, you must clear your work area of any materials except for a writing utensil. If you do not have a writing utensil, raise your hand, and I will give you one.**

The test administrator pauses for students to clear their desks and distributes writing utensils 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, your student ID number, the school's 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**

SAY: **test. Do not click Start 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 are checking the information on the device assigned to them.

SAY: **I am going to give 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.

SAY: **The test consists of two parts. The first part of the test is calculator inactive. For this part of the test, you are not allowed to use a calculator. The second part of the test is calculator active. When you are ready to begin the calculator active part of the test, follow the directions on your screen.**

When you are ready to move on to the calculator active section of the test, an online calculator is available in the test for your use. After you begin the calculator active section, you will not be able to return to the calculator inactive section.

Are there any questions?

The test administrator pauses to answer questions and then continues.

SAY: **Most of you will take about two hours to complete the test, but if you need additional time, it will be provided. During the test, you will take 2 three-minute breaks. I will tell you when it is time for the breaks. You should try to answer all the test questions. Only one question will appear on the screen at a time.**

Click START now. A pop up box will display asking you to confirm the test you are taking before you can begin. You should see Mathematics (insert appropriate grade level) **Test, your name, your student ID number, and your school's name in the box.**

Click OK to continue.

The test administrator pauses while students click **OK** .

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

The test administrator may adjust the following "read aloud" directions accordingly for students whose IEP, Section 504 Plan, EL Plan, or 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 *Test Read Aloud (in English)* accommodation via human reader:	
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 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.**

Read only for students receiving the *Test Read Aloud (in English)* accommodation via device audio:
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 audio will play. Some parts of the test questions and answer choices cannot be read aloud by your device, such as graphs and tables. When you click on the** **Audio** **button for a test question that cannot be read aloud, it will be indicated in the audio.** 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: **Read the question and mark your answer for Sample 1.**

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

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

The test administrator pauses to answer questions and then continues.

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

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

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

The test administrator pauses to answer questions and then continues.

Read for grades 5–8 only:

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

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

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

The test administrator pauses to answer questions and then continues.

SAY: **Click OK, and then click NEXT to begin the test questions.**

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: +40	(Add forty minutes.)
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:

- walks quietly and frequently throughout the room;
- provides a positive test-taking environment;
- assists students with computer problems or procedural questions (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 it to the school test coordinator after testing.~~

When students complete the calculator inactive part of the test, the directions on their screens instruct them to raise their hand if they would like to receive a calculator.

When a student raises his or her hand to indicate completion of 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. 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 three-minute break. Click the Pause button at the bottom of your screen.**

The test administrator ensures each student has clicked the Pause button, and the online test questions are not visible on devices.

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

After three minutes, the test administrator continues.

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

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

Now click the Continue button and continue working.

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

Start Time:	_____	(Record the start time.)
Work Time:	+40	(Add forty minutes.)
Break Time:	_____	(Record the time for the second break.)

Read to announce the second break:

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

The test administrator ensures each student has clicked the **Pause** button, and the online test questions are not visible on devices.

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

After three minutes, the test administrator is to continue.

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

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

Now click the Continue button and continue working.

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

Start Time:	_____	(Record the start time.)
Work Time:	+40	(Add forty 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 standard testing administration session*. Follow local procedures for returning students to the regular school schedule.

Read to announce the end of the standard testing administration session:

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

If you have not finished the test and need additional time, click the Pause button at the bottom of your screen and raise your hand.

The test administrator makes note of students who need additional time and ensures their **Pause** buttons have been clicked.

SAY: **If you have finished the test and reviewed your answers, click the End Test button. A caution box will pop up on your screen. If you are sure you are finished with this test, click the second End Test button. You have now ended this test and will not be able to return to it.**

The test administrator continues by following the appropriate test administration directions (i.e., number 1, 2, or 3):
1. If all students are finished testing,
   - the test administrator follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*.
2. If all students need additional time for testing,
   - the test administrator follows instructions and SAY statements for *Directions for Students Who Need Additional Time*.
3. If the test session has a combination of students who are finished testing and students who need additional time, the test administrator
   - follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*;
   - ensures students who need additional time have clicked the **Pause** button;
   - follows local procedures to assist those students who need additional time to complete the test; and
   - follows instructions and SAY statements for *Directions for Students Who Need Additional Time* once students are ready to finish testing.

Directions for Students Who Have Finished Testing:	*Directions for Students Who Need Additional Time*:
The test administrator ensures that students who are finished with the test have clicked the second **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. When ready, the test administrator continues. Read to collect test materials: SAY: **I will now collect your test materials.** The test administrator collects all 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.** **You have completed the Mathematics End-of-Grade Test.**	The test administrator ensures students have clicked the **Pause** button and follows 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. However, no administration of the test may exceed the maximum time allowed (except for students with documented accommodations, such as *Scheduled Extended Time*). When ready, the test administrator continues. Read to announce a break: SAY: **You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.** After three minutes, the test administrator continues. SAY: **The break has now ended. Return to your seats. You have sixty additional minutes to complete the test. When you finish, raise your hand, and I will help you.** **Now click the Continue button and continue working.**

Directions for Students Who Have Finished Testing (continued):	*Directions for Students Who Need Additional Time (continued)*:
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 or principal any irregularities that occurred during testing.	All students must have the remainder of the script read at the conclusion of the testing session (i.e., up to maximum time). After sixty minutes, the test administrator announces the end of the test session: SAY: **Stop working. This is the end of the testing session. Click the Review button on your screen.** **Now, click the End Test button.** **A caution box will pop up on your screen. Click the second End Test button.** The test administrator ensures that students have clicked the second **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. When ready, the test administrator continues. Read to collect test materials: SAY: **I will now collect your test materials.** The test administrator collects all test materials.

	Directions for Students Who Need Additional Time (continued):
	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.** **You have completed the mathematics end-of-grade test.** It is a local decision how students will be dismissed at the conclusion of additional testing time (e.g., all students dismissed at the same time, or students dismissed as they complete their 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.

	Directions for Students Who Need Additional Time (continued):
	Report to the school test coordinator or principal any irregularities that occurred during testing.

Online Science Grades 5 and 8 Test Administration Directions

- If any Annual Testing Program-approved supplemental materials will be used, the test administrator should give students these items at this time.
- If a student receives the *Multiple Testing Sessions* accommodation, he or she may require more frequent breaks than the standard work and break times. The test administrator should replace the standard timing information in the test administration script with the timing information documented in the student's IEP, Section 504 Plan, EL Plan, or transitory impairment documentation. The total testing time must not exceed the maximum time allotted for the test as outlined in this test administration guide unless the student also has the *Scheduled Extended Time* accommodation.

When ready, the test administrator begins the testing session.

SAY: **Today, you will take the science end-of-grade online test. Please do not begin testing until I tell you to do so. During testing, you are not allowed to use or have in your possession a cell phone or other electronic devices, except for your testing device. I will now pause and give you the opportunity to turn off and appropriately store your cell phone or other electronic devices if you have not already done so.**

The test administrator pauses to allow students time to turn off and appropriately store cell phones or other electronic devices.

When ready, the test administrator continues reading.

SAY: **Before you begin, you must clear your work area of any materials except for a writing utensil. If you do not have a writing utensil, raise your hand, and I will give you one.**

The test administrator pauses for students to clear their desks and distributes writing utensils to those 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, your student ID number, the school's 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**

SAY: **test. Do not click Start 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 are doing so at the device assigned to them.

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

The test administrator distributes scratch paper to the students.

> Read for Grade 8 Only:
>
> SAY: **I am also going to give each of you a periodic table. The periodic table may be used to help you answer the test questions. I will collect the periodic table at the end of testing.**
>
> The test administrator distributes a copy of the periodic table to each student.

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

   Click Start now. A pop-up box will display asking you to confirm the test you are taking before you can begin. You should see Science (insert appropriate grade level) **Test, your name, your student ID number, and your school's name in the box. Click OK to continue.**

The test administrator pauses while students click OK.

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

The test administrator may adjust the following "read aloud" directions accordingly for students whose IEP, Section 504 Plan, EL Plan, or 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 *Test Read Aloud (in English)* accommodation via human reader:	
Read if the entire test is to be read aloud: SAY: **I will read aloud all of the sample questions, test questions, and answer choices for you. I will repeat this information if you ask me to do so.**	Read if information is 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.**

Read only for students receiving the *Test Read Aloud (in English)* accommodation via the device:
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 the ⧉Audio button, the recorded audio will play. Some test questions and answer choices cannot be read aloud by your device, 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.** 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 using headphones. The audio volume should be adjusted before the student starts the test.

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

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

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

The test administrator pauses to answer questions and then continues.

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

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

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

The test administrator pauses to answer questions and then continues.

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

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

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

The test administrator pauses to answer questions and then continues.

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

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:	+40	(Add forty minutes.)
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:
- walks quietly and frequently throughout the room;
- provides a positive test-taking environment;
- assists students with computer problems or procedural questions (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 it to the school test coordinator after testing.~~

Read to announce the first break:

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

The test administrator ensures each student has clicked the **Pause** button, and the online test questions are not visible on devices.

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

After three minutes, the test administrator is to continue.

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

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

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

Now click the **Continue** **button and continue working.**

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

Start Time: _____ (Record the start time.)	
Work Time: _+40_ (Add forty minutes.)	
Break Time: _____ (Record the time for the second break.)	

Read to announce the second break:

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

The test administrator ensures each student has clicked the **Pause** button and the online test questions are not visible on devices.

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

After three minutes, the test administrator is to continue.

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

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

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

Now click the Continue button and continue working.

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

Start Time:	_____	(Record the start time.)
Work Time:	+40	(Add forty 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 standard testing administration session*. Follow local procedures for returning students to the regular school schedule.

Read to announce the end of the standard testing administration session:

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

If you have not finished the test and need additional time, click the Pause button at the bottom of your screen and raise your hand.

The test administrator makes note of students who need additional time and ensures their **Pause** buttons have been clicked.

SAY: **If you have finished the test and reviewed your answers, click the End Test button. A caution box will pop up on your screen. If you are sure you are finished with this test, click the second End Test button. You have now ended this test and will not be able to return to it.**

The test administrator continues by following the appropriate test administration directions (i.e., number 1, 2, or 3):
1. If all students are finished testing,
    *   the test administrator follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*.
2. If all students need additional time for testing,
    *   the test administrator follows instructions and SAY statements for *Directions for Students Who Need Additional Time*.
3. If the test session has a combination of students who are finished testing and students who need additional time, the test administrator
    *   follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*;
    *   ensures students who need additional time have clicked the **Pause** button;
    *   follows local procedures to assist those students who need additional time to complete the test; and
    *   follows instructions and SAY statements for *Directions for Students Who Need Additional Time* once students are ready to finish testing.

Directions for Students Who Have Finished Testing:	*Directions for Students Who Need Additional Time:*
The test administrator ensures that students who are finished with the test have clicked the second 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. When ready, the test administrator continues. Read to collect test materials:	The test administrator ensures students have clicked the Pause button and follows 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. However, no administration of the test may exceed the maximum time allowed (except for students with documented accommodations, such as *Scheduled Extended Time*).

Directions for Students Who Have Finished Testing (continued):	*Directions for Students Who Need Additional Time (continued)*:
SAY: **I will now collect your test materials.** The test administrator collects all 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.** **You have completed the science end-of-grade test.** Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when the materials were first received. Report to the school test coordinator or principal any irregularities that occurred during testing.	When ready, the test administrator continues. Read to announce a break: SAY: **You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.** After three minutes, the test administrator continues. SAY: **The break has now ended. Return to your seats. You have sixty additional minutes to complete the test. When you finish, raise your hand, and I will help you.** **Now click the Continue button and continue working.** All students must have the remainder of the script read at the conclusion of the testing session (i.e., up to maximum time). After sixty minutes, the test administrator announces the end of the test session: SAY: **Stop working. This is the end of the testing session. Click the Review button on your screen.**

	Directions for Students Who Need Additional Time (continued):
	SAY: **Now, click the** **End Test** **button.**
	A caution box will pop up on your screen. Click the second **End Test** **button.**
	The test administrator ensures that students have clicked the second **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.
	When ready, the test administrator continues.
	Read to collect test materials:
	SAY: **I will now collect your test materials.**
	The test administrator collects all 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.**

	Directions for Students Who Need Additional Time (continued):
	SAY: **You have completed the science end-of-grade test.** It is a local decision how students will be dismissed at the conclusion of additional testing time (e.g., all students dismissed at the same time, or students dismissed as they complete their 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 or principal any irregularities that occurred during testing.

After Testing

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

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.

Additionally, immediately following the completion of the test administration, the test administrator or principal's designee must
- purge or delete saved or cached test information on any network appliance (e.g., server) or device; and
- clear the calculator memory and all applications (including preloaded) of all handheld calculators, including students' personal calculators, used during the test administration.

Report Testing Irregularities
On the day of the occurrence, 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.

Complete the *Review of Accommodations Used During Testing* Form
The test administrator completes the *Review of Accommodations Used During Testing* form for each student who received accommodations during 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 with the students' IEP, Section 504 Plan, EL Plan, or transitory impairment documentation so they are accessible for future reference.

Complete the Accommodations Used during Testing in NCTest Admin
To complete the entry of accommodations used by students during testing, test administrators or other designated school personnel may receive confidential lists from the appropriate school personnel.

Following the test administration for all students requiring accommodations, test administrators or other designated school personnel complete the accommodation information using the Accommodations tab in NCTest

Admin. The school test coordinator should be contacted if there are questions while entering this information.

Complete the Special Codes in NCTest Admin
Designated school personnel complete the special codes in NCTest Admin under the Special Codes tab on test day before 7:00 p.m. Students without a coded reason for blank responses to test questions will receive the lowest score possible.
- **Absent from Makeup**
  o If a student is absent from both the initial test administration and the makeup test administration, the Absent from Makeup special code may be selected.

Paper Testing Information

Before Test Day

Prepare Students for Testing
Test administrators are expected to review the following information before administering an end-of-grade (EOG) 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 students.

With that in mind, the following suggestions are meant to help students feel comfortable with the test and the testing process:
- Share with students that they have been learning the content of the tests all year.
- Review test-taking strategies that have been used optimally throughout the school year.
- Review the appropriate released test form for the associated test with students.
- Most importantly, affirm with students that this is just one test score and not the only measure of their skills and abilities. Educators should remind students of their many successes during the school year, and that the test is only one part of their school experience.

Review the Required Test Materials
The following materials are needed to administer EOG tests:
- this test administration guide
- the appropriate number of test books for the students to be tested (Count and record the number of test books received.)
- pencils with erasers
- a supply of scratch paper (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
- sufficient vinyl bags for repackaging the test materials to be scored
- jumbo paper clips
- for mathematics at grades 3–8:
  - a supply of EOG graph paper issued by the Annual Testing Program
  - a calculator for each student
    - grades 3–5: any four-function calculator with memory key
    - grades 6 and 7: any four-function calculator with a square root function, y^x, π (pi), and algebraic logic
    - grade 8: a graphing calculator and any four-function calculator with a square root function, y^x, π (pi), and algebraic logic
  - See Appendixes C–C8 for more information regarding calculators.
- For science grade 8:
  - A copy of the periodic table issued by the Annual Testing Program

Removal of Answer Sheets
Effective with the 2023–24 school year, answer sheets will no longer be used for paper test administrations. All students with a documented need for a paper format will mark their answers in the test book. When testing is complete, the test administrator or principal's designee will transcribe the student's answers from the test book to the online testing system. Additional information about the process is located in the *Transcription Instructions* subsection of this test administration guide.

Review Testing Security
To ensure a secure and ethical testing experience for all students, test administrators are required to review the following information before the test administration:
- *Paper Test Administrations—Policies and Procedures Training Course*
- *Testing Room, Testing Violations, and Irregularities*
- *Testing Code of Ethics*
- *Testing Security Protocol and Procedures for School Personnel*

Reviewing this information will minimize the occurrence of irregularities and misadministrations and prevent students from retesting unnecessarily.

Accommodations
Some students are approved to have access to accommodations as written 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. If a student is not provided a required accommodation, the result may be a misadministration.

Student Interface Questions (SIQs) for Paper Administrations
On days before a paper test administration, if designated to do so by the school test coordinator, the test administrator marks the following student interface questions in NCTest Admin:
- Transcribe Online
- *Multiple Testing Sessions* accommodation
- Other required accommodations (e.g., other accommodations besides *Multiple Testing Sessions*)

Selecting the Transcribe Online SIQ assigns the student the same test form for both paper and online administrations. If the Transcribe Online SIQ is not selected, the student will not be assigned the same online and paper form; therefore, the transcriber will not be able to transcribe the student's answers from the test book to the online test.

On Test Day

Test administrators are responsible for ensuring students are provided with a testing environment that is quiet, well-lit, comfortable, and have enough space in which to work. The following information will assist in preparing the testing room, understanding the testing processes, accounting for secure test materials, and completing procedures that are part of the test administration.

Understanding and application of the following information will minimize the possibility of a testing irregularity or misadministration and will provide students with a positive testing experience.

Testing Room
Test administrators are required to ensure
- 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 are covered or removed; and
- all desks or workstations are cleared of books and other materials that are not required for the test.

Test Day Reminders
- Students must turn off and appropriately store all cell phones and other electronic devices during the test administration.
- A trained test administrator is required to be present in the testing room for the entire test administration.
- Test administrators are not to engage in any activity other than monitoring the test administration to ensure there are no misadministrations or testing irregularities.
- Test administrators cannot give students any assistance on the test, verbally or nonverbally.
- Each student in the room has access to the appropriate test materials as specified in this test administration guide.
- Only test materials specified in this test administration guide (or published supplements and/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.
- When necessary, students may be excused for a restroom visit. While the student is out of the room, the elapsed time should be recorded so the student may receive the full testing time allowed. It is best practice not to allow more than one student to use the restroom at the same time.

- 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.
- Study carrels or privacy shields are permitted only under the following circumstances:
  o The students' assigned seats are multi-student desks (i.e., desks that seat two or more students).
  o The student has the *Testing in a Separate Room* accommodation (i.e., one-on-one or small group setting).

Verify Exact Number of Test Materials upon Receipt
Immediately before the test administration, the school test coordinator will provide each test administrator with the required test materials (e.g., correct number of test books, scratch paper, pencils). To maintain security of the test materials, the test administrator will count and record the number of secure test materials, including supplemental materials, when the materials are first received from the school test coordinator. Any discrepancies in the counts 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.

Providing Breaks during the Test
If students stop for a break during testing (e.g., *Multiple Testing Sessions* accommodation, lunch), the following steps must be completed before dismissing the students from the testing room:
- Alert students when there are five minutes remaining before the break.
- Instruct students to place their scratch paper(s) inside the test book and close the test book.
- Test books must be paper clipped before extended breaks to prevent students from returning 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 the extended break.
- Secure all test materials during the break.
- **Breaks for students with the *Multiple Testing Sessions* accommodation.** If a student receives the *Multiple Testing Sessions* accommodation, he or she may require more frequent breaks than the standard work and break times. The test administrator should replace the standard timing information in the test administration script with the timing information documented in the student's IEP, Section 504 Plan, EL Plan, or transitory impairment documentation.

- **Communication during a break.** If students *will* have the opportunity to communicate with others or access electronic devices during the break, the test administrator must inform students that they
  o are not allowed to discuss specific test questions or information contained in the test,
  o must complete the current reading selection and the associated test questions before leaving the room, and
  o are not allowed to return to any questions attempted before the break.
    ▪ Paperclip students' test books to ensure they do not return to any questions attempted before the break.

  If students *will not* have the opportunity to communicate with others or access electronic devices during the break, they may return to any previously attempted questions. Students are not allowed to go back and work on questions in the calculator inactive part of the mathematics test if they have received a calculator and are working on the calculator active questions.

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 non-instructional reading materials (e.g., magazines) while the other students continue working to complete the test. (Students are not permitted to use electronic reading devices while there are students still testing in the same room.)
- Students may be dismissed from the testing room when they complete the test if authorized by the appropriate local official (e.g., principal).

Before dismissing a student who has completed the test early or allowing the student to remain in the room to read, the test administrator must:
- Verify with the student that the test is completed, and that all answers are clearly marked in the test book.
- Collect the student's test book and all ancillary materials (e.g., used and unused scratch and graph papers, borrowed pencils, calculators). Ensure the student's name (first and last) is written on all used scratch papers, and these papers are placed inside the student's test book.
- Stack the student's test materials on the teacher's or test administrator's desk, and ensure the test book remains closed and secure.

Paper Test Administration Directions

This section of the test administration guide contains the paper test administration directions that are read aloud or signed/cued to students.

Test administrators complete <u>Section 1: Paper Test Administration Directions</u> with students before continuing to the appropriate section of the test directions.
- <u>Section 2</u> contains directions for the administration of the reading test.
- <u>Section 3</u> contains directions for the administration of the mathematics test.
- <u>Section 4</u> contains directions for the administration of the science test.

Section 1: Paper Test Administration Directions

Important: Test administrators begin each test session by completing Section 1: Paper Test Administration Directions with students before continuing to the appropriate section of the test directions.

Test administrators must read and review the following policies and procedures before starting the paper test administration:

- 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 reading—Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the reading test for any students, including students with disabilities and students identified as ELs, invalidates test results because the test measures reading comprehension. Only the test directions may be read aloud or signed/cued to students during the reading test.
- For mathematics—The mathematics test consists of two parts. The first part of the test is calculator inactive. Students are not allowed to use a calculator for this part of the test. The second part of the test is calculator active. The test administrator is not to give any student a calculator until the student has completed the calculator inactive questions. When students complete the calculator inactive part of the test, the directions will instruct them to raise their hand to receive a calculator. When a student raises his or her hand to indicate he or she has completed the calculator inactive test questions, the test administrator must complete the following:
    1. Collect used papers. Ensure the student's first and last name are printed on his or her used scratch and graph papers before collecting them. Students may keep clean scratch paper and clean graph paper only. Used papers collected from the student must be replaced with a clean sheet of scratch and/or graph paper. At the end of the test administration, after all materials have been collected, the used scratch and graph papers that were collected from the calculator inactive portion of the test are inserted in the appropriate student's test book.
    2. Paper clip the student's test book so he or she will not be able to go back and work on questions in the calculator inactive part of the test.
    3. Give a calculator to the student.
    4. Ensure the student begins work in the calculator active part of the test.

5. Keep a count of the number of calculators distributed.
- No one is to leave the testing 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 or to write about them on the internet or on social media.
- For those students who complete the test before the scheduled testing time is over, follow the directives outlined in the *Procedures for Students Who Complete the Test before the Scheduled Testing Time is Over* subsection of this guide.

- If any Annual Testing Program-approved supplemental materials will be used, the test administrator should give students these items at this time.
- If a student receives the *Multiple Testing Sessions* accommodation, he or she may require more frequent breaks than the standard work and break times. The test administrator should replace the standard timing information in the test administration script with the timing information documented in the student's IEP, Section 504 Plan, EL Plan, or transitory impairment documentation. The total testing time must not exceed the maximum time allotted for the test as outlined in this test administration guide unless the student also has the *Scheduled Extended Time* accommodation.

When ready, the test administrator begins the testing session.

SAY: **Today you will take the** (insert end-of-grade subject) **end-of-grade test. Please do not begin testing until I tell you to do so. During testing, you are not allowed to use or have in your possession a cell phone or other electronic devices. I will now pause and give you the opportunity to turn off and appropriately store your cell phone or other electronic devices if you have not already done so.**

The test administrator pauses to allow students the time to turn off and appropriately store cell phones or other electronic devices.

SAY: **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 work areas and distributes pencils to those students who raise their hands.

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.**

   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: **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.

When ready, the test administrator turns to the appropriate *Paper Test Administration Directions* section to continue the test session.

Paper Test Administration Directions	Page Number
Section 2: Reading Grades 3–8	55
Section 3: Mathematics Grades 3–8	63
Section 4: Science Grades 5 and 8	75

Section 2: Paper Reading Grades 3–8 Test Administration Directions

Important: Test administrators must complete with students before continuing with this section.

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: **Please print your first and last name on your scratch paper.**

The test administrator pauses and ensures students are printing their first and last name on the scratch paper. If students need additional scratch paper during testing, the test administrator ensures students also print their name on the additional scratch paper. The test administrator then continues.

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

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, circle the answer in your test book. You will not mark your answer on an answer sheet. If you change your answer, completely erase the circle you made and make a new circle. You should try to answer all of the test questions.

Are there any questions?

The test administrator pauses to answer questions and then continues.

SAY: **You will begin the test by answering sample questions. Turn to page one of your test book.**

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

SAY: **Read the selection for the sample questions.**

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

SAY: **Read sample question S1 in your test book and choose the best answer.**

The test administrator ensures students are following directions and marking the answer in the test book.

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

The test administrator ensures students are following directions and marking the answer in the test book.

SAY: **The answer for sample question S1 is A. Do you have any questions about how to mark your answer for sample question S1?**

The test administrator pauses to answer questions.

SAY: **The answer for sample question S2 is B. Do you have any questions about how to mark your answer for sample question S2?**

The test administrator pauses to answer questions and then continues.

SAY: **In a moment, you will begin the test. When you complete the test, look back over your answers, place your scratch paper in your test book, and then close your test book. Raise your hand when you are finished with the test, and I will help you.**

Now turn to the next page of your test book.

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

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:	+40	(Add forty minutes.)
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:
- 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.

Read to announce the first break:

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

After three minutes, the test administrator is to continue.

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

Some of you may finish early. If you do, look back over your answers, place your scratch paper inside your test book, 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 scratch paper 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.)
Work Time:	_+40_	(Add forty minutes.)
Break Time:	_____	(Record the time for the second break.)

Read to announce the second break:

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

After three minutes, the test administrator is to continue.

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

Some of you may finish early. If you do, look back over your answers, place your scratch paper inside your test book, 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 scratch paper 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.)
Work Time:	_+40_	(Add forty 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 standard testing administration session*. Follow local procedures for returning students to the regular school schedule.

Read to announce the end of the standard testing administration session:

SAY: **Stop working and close your test book. If you have not finished the test and need more time, raise your hand.**

The test administrator ensures test books are closed and makes note of students who need additional time.

SAY: **Make sure your first and last name are on the front cover of your test book and on your scratch paper. Place your scratch paper inside your test book and sit quietly.**

The test administrator ensures test books are closed and scratch papers are placed inside of closed test books.

The test administrator continues by following the appropriate test administration directions listed below (i.e., number 1, 2, or 3):
1. If all students are finished testing,
   - the test administrator follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*.
2. If all students need additional time for testing,
   - the test administrator follows instructions and SAY statements for *Directions for Students Who Need Additional Time*.
3. If the test session has a combination of students who are finished testing and students who need additional time, the test administrator
   - follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*;
   - follows local procedures to assist those students who need additional time to complete the test; and
   - follows instructions and SAY statements for *Directions for Students Who Need Additional Time* once students are ready to finish testing.

Directions for Students Who Have Finished Testing:	*Directions for Students Who Need Additional 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 test materials and ensures scratch	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 accommodations, such as *Scheduled Extended Time*).

Directions for Students Who Have Finished Testing (continued):	*Directions for Students Who Need Additional Time (continued)*:
paper is placed inside each student's test book. 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.** SAY: **You have completed the reading end-of-grade test.** Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when the materials were first received. All used scratch paper must be labeled with the student's first and last name and placed inside the student's test book. Report to the school test coordinator or principal any irregularities that occurred during testing.	Before continuing, the test administrator must ensure students' scratch paper has been placed inside their test books and their test books are closed. When ready, the test administrator continues. Read to announce the break: SAY: **Please leave your scratch paper inside your test book and keep your test book closed.** **You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.** After three minutes, the test administrator continues. SAY: **The break has now ended. Return to your seats. You have sixty minutes to complete the test. Now open your test book to the last question you have answered. Take out your scratch paper and continue working. When you finish, raise your hand and I will help you.** All students must have the remainder of the script read at the conclusion of the testing session (i.e., up to maximum time).

	Directions for Students Who Need Additional Time:
	After sixty minutes, the test administrator reads to announce the end of the testing session: SAY: **Stop working. Close your test book. This is the end of the testing session. Make sure your first and last name are printed on the front cover of your test book and on your scratch paper.** **Place all scratch paper inside your test book.** When ready, the test administrator continues. Read to collect test materials: SAY: **I will now collect your test materials.** The test administrator collects all 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.**

	Directions for Students Who Need Additional Time:
	SAY: **You have completed the reading end-of-grade test.** Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when the materials were first received. All used scratch papers must be labeled with the student's first and last name and placed inside the student's test book. Report to the school test coordinator or principal any irregularities that occurred during testing.

Section 3: Paper Mathematics Grades 3–8 Test Administration Directions

Important: Test administrators must complete Section 1: Paper Test Administration Directions with students before continuing with this section.

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.

SAY: **Please print your first and last name on your scratch and graph papers.**

The test administrator pauses and ensures students are printing their first and last name on the scratch and graph papers. If students need additional scratch or graph papers during testing, the test administrator ensures students also print their name on the additional scratch or graph papers. The test administrator then continues.

SAY: **The mathematics 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 book so that you will not be able to go back

SAY: **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.

Read for Grades 3–4 Only:

SAY: **The test has multiple-choice questions. Read each question and choose the best answer. Choose only one answer for each question. To record your answer, circle the answer in your test book. You will not mark your answer on an answer sheet.**

Read for Grades 5–8 Only:

SAY: **The test has multiple-choice questions and gridded response questions. For the multiple-choice questions, read each question and choose the best answer. Choose only one answer for each question. To record your answer, circle the answer in your test book. You will not mark your answer on an answer sheet.**

The gridded response questions will require you to record a numeric answer into boxes in your test book. To record your answer, you must write only one digit or symbol in each box. Spaces are permitted only within an answer that is a mixed number. Mixed numbers are entered by adding a space after the whole number. Do not use symbols such as commas or dollar signs.

SAY: **You should try to answer all of the test questions. You may write on the scratch paper, graph paper, and in the test book, but your answers must be recorded in the test book in order for them to be scored. If you change an answer, completely erase it, and then record the correct answer.**

Are there any questions?

The test administrator pauses to answer questions and then continues.

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

SAY: **You will begin the test by answering sample questions. Turn to page one of your test book.**

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

The test administrator may adjust the following "read aloud" directions accordingly for students whose IEP, Section 504 Plan, EL Plan, or 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 *Test Read Aloud (in English)* accommodation:	
Read if the entire test is to be read aloud:	Read if information is to be read aloud upon student request:
SAY: **I will read aloud the sample questions and answer choices for you. I will repeat this information if you ask me to do so.**	SAY: **I will read aloud the sample questions and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.**

SAY: **Read sample question S1 in your test book and choose the best answer.**

The test administrator ensures students are following directions and marking the answer in the test book.

> Read for Grades 3 and 4 Only:
>
> SAY: **Now read sample question S2 in your test book and choose the best answer.**
>
> The test administrator ensures all students are following directions and marking the correct section of the answer sheet.
>
> SAY: **The answer for sample question S1 is A. Do you have any questions about how to mark your answer for sample question S1?**

Read for Grades 3 and 4 Only (continued):

The test administrator pauses to answer questions.

Say: **The answer for sample question S2 is B. Do you have any questions about how to mark your answer for sample question S2?**

The test administrator pauses to answer questions and then continues.

Read for Grades 5–8 Only:

SAY: **Sample questions S2 and S3 are gridded response questions. Remember, for all gridded response questions, you will record a numeric answer into boxes in your test book.**

Now read sample question S2 in your test book and write a numerical answer into the grid boxes for S2 in your test book.

The test administrator pauses and ensures all students are following directions and marking the correct section in the test book.

SAY: **Now read sample question S3 in your test book and write a numerical answer into the grid boxes for S3 in your test book.**

Read for Grade 5 Only:

SAY: **The answer for sample question S1 is A. Do you have any questions about how to mark your answer for sample question S1?**

The test administrator pauses to answer questions.

SAY: **The answer for sample question S2 is 2.7. Do you have any questions about how to mark your answer for sample question S2?**

The test administrator pauses to answer questions.

SAY: **The answer for sample question S3 is 3/4, or .75 is also acceptable.**

Read for Grade 5 Only (continued):

SAY: **Do you have any questions about how to mark your answer for sample question S3? Remember, only answers recorded in the boxes will be scored.**

The test administrator pauses to answer questions and then continues.

Read for Grades 6–8 Only:

SAY: **The answer for sample question S1 is A. Do you have any questions about how to mark your answer for sample question S1?**

The test administrator pauses to answer questions.

SAY: **The answer for sample question S2 is –7. Do you have any questions about how to mark your answer for sample question S2?**

The test administrator pauses to answer questions.

SAY: **The answer for sample question S3 is 3/4, or .75 is also acceptable. Do you have any questions about how to mark your answer for sample question S3? Remember, only answers recorded in the boxes will be scored.**

The test administrator pauses to answer questions and then continues.

Read only for students receiving the *Test Read Aloud (in English)* accommodation:

Read if the entire test is to be read aloud:	Read if information is to be read aloud upon student request:
SAY: **I will read aloud all of the test questions and answer choices. I will repeat this information if you ask me to do so.**	SAY: **I will read aloud the test questions and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.**

The test administrator continues.

SAY: **In a moment, you will begin the test. When you complete the test, look back over your answers, place your scratch and graph papers inside your test book, and then close your test book. Raise your hand when you are finished with the test, and I will help you.**

Now turn to the next page of your test book.

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

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:	+40	(Add forty minutes.)
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:
- 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 it to the school test coordinator after testing.

When a student raises his or her hand to indicate completion of 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 begins working in the calculator active section of the test. Used scratch and graph paper must be labeled with the student's first and last name. After materials are collected at the end of the test session, used scratch and graph papers should be placed inside the student's test book. The number of calculators distributed is counted and recorded.

Read to announce the first break:

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

After three minutes, the test administrator 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, place your papers inside your test book, 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 scratch and graph papers 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.)
Work Time:	+40	(Add forty minutes.)
Break Time:	_____	(Record the time for the second break.)

Read to announce the second break:

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

After three minutes, the test administrator 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, put your scratch and graph papers inside your test

SAY: **book, 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 scratch and graph papers 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.)
Work Time:	+40	(Add forty 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 standard testing administration session*. Follow local procedures for returning students to the regular school schedule.

Read to announce the end of the standard testing administration session:

SAY: **Stop working and close your test book. If you have not finished the test and need more time, raise your hand.**

The test administrator ensures test books are closed and makes note of students who need additional time.

SAY: **Make sure your first and last name are on the front cover of your test book and on your scratch and graph papers. Place your scratch and graph papers inside your test book and sit quietly.**

The test administrator ensures test books are closed and scratch and graph papers are placed inside of closed test books.

The test administrator continues by following the appropriate test administration directions listed below (i.e., number 1, 2, or 3):
1. If all students are finished testing,
   - the test administrator follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*.

2. If all students need additional time for testing,
   • the test administrator follows instructions and SAY statements for *Directions for Students Who Need Additional Time*.
3. If the test session has a combination of students who are finished testing and students who need additional time, the test administrator
   • follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*;
   • follows local procedures to assist those students who need additional time to complete the test; and
   • follows instructions and SAY statements for *Directions for Students Who Need Additional Time* once students are ready to finish testing.

Directions for Students Who Have Finished Testing:	*Directions for Students Who Need Additional 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 test materials and ensures scratch and graph paper is placed inside each student's test book. 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.** **You have completed the mathematics end-of-grade 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 accommodations, such as *Scheduled Extended Time*). Before continuing, the test administrator must ensure students' scratch and graph papers have been placed inside their test books, and their test books are closed. When ready, the test administrator continues. Read to announce the break: SAY: **Please leave your scratch and graph papers inside your test book and keep your test book closed. You will take a three-minute break. You may stand**

Directions for Students Who Have Finished Testing (continued):	*Directions for Students Who Need Additional Time (continued)*:
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. All used scratch and graph papers must be labeled with student's first and last name and placed inside the student's test book. Report to the school test coordinator or principal any irregularities that occurred during testing.	SAY: **beside your desk and stretch or just relax, but you cannot talk during the break.** After three minutes, the test administrator continues. SAY: **The break has now ended. Return to your seats. You have sixty minutes to complete the test. Now open your test book to the last question you have answered. Take out your scratch and graph papers and continue working. When you finish, raise your hand and I will help you.** All students must have the remainder of the script read at the conclusion of the testing session (i.e., up to maximum time). After sixty minutes, the test administrator reads to announce the end of the testing session: SAY: **Stop working. Close your test book. This is the end of the testing session. Make sure your first and last name are on the front cover of your test book and on your scratch and graph papers.** **Place your scratch and graph papers inside your test book.**

	Directions for Students Who Need Additional Time (continued):
	Read to collect test materials: SAY: **I will now collect your test materials.** The test administrator collects all 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.** **You have completed the mathematics end-of-grade test.** Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when the materials were first received. All used scratch and graph papers must be labeled

	Directions for Students Who Need Additional Time:
	with the student's first and last name and placed inside the student's test book. Report to the school test coordinator or principal any irregularities that occurred during testing.

Section 4: Paper Science Grades 5 and 8 Test Administration Directions

Test administrators must complete <u>Section 1: Paper Test Administration Directions</u> with students before continuing with this section.

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: **Please print your first and last name on your scratch paper.**

The test administrator pauses and ensures students are printing their first and last name on the scratch paper. If students need additional scratch paper during testing, the test administrator ensures students also print their name on the additional scratch paper. The test administrator then continues.

Read for Grade 8 Only:

SAY: **I am also going to give each of you a periodic table. The periodic table may be used to help you answer the test questions. After I hand you the periodic table, please write your name on the top right-hand corner of the paper. I will collect the periodic table at the end of testing.**

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

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

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, circle the answer in your test book. You will not mark your answer on an answer sheet. If you change your answer,

SAY: **completely erase the circle you made and make a new circle.
You should try to answer all of the test questions.**

Are there any questions?

The test administrator pauses to answer questions and then continues.

SAY: **You will begin the test by answering some sample questions.
Turn to page one of your test book.**

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

The test administrator may adjust the following "read aloud" directions
accordingly for students whose IEP, Section 504 Plan, EL Plan, or 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 *Test Read Aloud (in English)* accommodation:	
Read if the entire test is to be read aloud:	Read if information is to be read aloud upon student request:
SAY: **I will read aloud the sample questions and answer choices. I will repeat this information if you ask me to do so.**	SAY: **I will read aloud the sample questions and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.**

SAY: **Read sample question S1 in your test book and choose the best
answer.**

The test administrator ensures students are following directions and marking
the answer in the test book.

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

The test administrator ensures students are following directions and marking
the answer in the test book.

SAY: **The answer for sample question S1 is A. Do you have any questions about how to mark your answer for sample question S1?**

The test administrator pauses to answer questions.

SAY: **The answer for sample question S2 is B. Do you have any questions about how to mark your answer for sample question S2?**

The test administrator pauses to answer questions and then continues.

SAY: **In a moment, you will begin the test. When you complete the test, look back over your answers, place your scratch paper in your test book, and then close your test book. Raise your hand when you are finished with the test, and I will help you.**

Now turn to the next page of your test book.

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

Read only for students receiving the *Test Read Aloud (in English)* accommodation:	
Read if the entire test is to be read aloud:	Read if information is to be read aloud upon student request:
SAY: **I will read aloud all of the test questions and answer choices for you. I will repeat this information if you ask me to do so.**	SAY: **I will read aloud the test questions and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.**

SAY: **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:	+40	(Add forty minutes.)
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:
- 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 it to the school test coordinator after testing.

Read to announce the first break:

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

After three minutes, the test administrator 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, place your scratch paper inside your test book, 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 scratch paper 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.)
Work Time: __+40__	(Add forty minutes.)
Break Time: _____	(Record the time for the second break.)

Read to announce the second break:

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

After three minutes, the test administrator 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, put your scratch paper inside your test book, 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 scratch paper 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.)
Work Time:	_+40_	(Add forty 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 standard testing administration session*. Follow local procedures for returning students to the regular school schedule.

Read to announce the end of the standard testing administration session:

SAY: **Stop working and close your test book. If you have not finished the test and need more time, raise your hand.**

The test administrator ensures test books are closed and makes note of students who need additional time.

SAY: **Make sure your first and last name are on the front cover of your test book and on your scratch paper. Place your scratch paper inside your test book and sit quietly.**

The test administrator ensures test books are closed and scratch papers are placed inside of closed test books.

The test administrator continues by following the appropriate test administration directions listed below (i.e., number 1, 2, or 3):
1. If all students are finished testing,
   • the test administrator follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*.
2. If all students need additional time for testing,
   • the test administrator follows instructions and SAY statements for *Directions for Students Who Need Additional Time*.
3. If the test session has a combination of students who are finished testing and students who need additional time, the test administrator
   • follows instructions and SAY statements for *Directions for Students Who Have Finished Testing*;
   • follows local procedures to assist those students who need additional time to complete the test; and
   • follows instructions and SAY statements for *Directions for Students Who Need Additional Time* once students are ready to finish testing.

Directions for Students Who Have Finished Testing:	*Directions for Students Who Need Additional 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 test materials and ensures scratch paper is placed inside each student's test book. 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**	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 accommodations, such as *Scheduled Extended Time*). Before continuing, the test administrator must ensure students' scratch paper has been placed inside their test books and their test books are closed. When ready, the test administrator continues. Read to announce the break:

Directions for Students Who Have Finished Testing (continued):	*Directions for Students Who Need Additional Time (continued)*:
SAY: **questions or information contained within the test or to write about them on the internet or on social media.** **You have completed the science end-of-grade test.** Students are dismissed according to procedures developed for the school by the principal or school test coordinator. All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test materials returned matches the count taken when the materials were first received. All used scratch paper must be labeled with the student's first and last name and placed inside the student's test book. Report to the school test coordinator or principal any irregularities that occurred during testing.	SAY: **Please leave your scratch paper inside your test book and keep your test book closed. You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.** After three minutes, the test administrator continues. SAY: **The break has now ended. Return to your seats. You have sixty minutes to complete the test. Now open your test book to the last question you have answered. Take out your scratch paper and continue working. When you finish, raise your hand, and I will help you.** All students must have the remainder of the script read at the conclusion of the testing session (i.e., up to maximum time). After sixty minutes, the test administrator reads to announce the end of the testing session: SAY: **Stop working. Close your test book. This is the end of the testing session. Make sure your first and last name are printed on the front cover of your test book and on your scratch paper. Place all scratch**

	Directions for Students Who Need Additional Time (continued):
	SAY: **paper inside your test book.**
	When ready, the test administrator continues.
	Read to collect test materials:
	SAY: **I will now collect your test materials.**
	The test administrator collects all 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.**
	You have completed the science end-of-grade test.
	Students are dismissed according to procedures developed for the school by the principal or school test coordinator.
	All secure test materials (including supplemental materials) are counted and returned to the school test coordinator. The school test coordinator and test administrator verify that the count of test

	Directions for Students Who Need Additional Time (continued):
	materials returned matches the count taken when the materials were first received. All used scratch papers must be labeled with the student's first and last name and placed inside the student's test book. Report to the school test coordinator or principal any irregularities that occurred during testing.

After Testing

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

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. All used scratch and graph papers must have the individual student's first and last name written on it and be placed inside the student's test book.

Additionally, 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 mathematics test administrations.

Report Testing Irregularities
On the day of the occurrence, 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.

Complete the *Review of Accommodations Used During Testing* Form
The test administrator completes the *Review of Accommodations Used During Testing* form for each student who received 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 with the students' IEP, Section 504 Plan, EL Plan, or transitory impairment documentation so they are accessible for future reference.

Complete the Accommodations Used during Testing in NCTest Admin
To complete the entry of accommodations used by students during testing, the test administrators or other designated school personnel may receive confidential lists from the appropriate school personnel.

Following the test administration for all students requiring accommodations, test administrators or other designated school personnel complete the accommodation information using the Accommodations tab in NCTest Admin. The school test coordinator should be contacted if there are questions while entering this information.

Complete the Special Codes in NCTest Admin

Designated school personnel complete the special codes in NCTest Admin under the Special Codes tab on test day before 7:00 p.m. Students without a coded reason for blank responses to test questions will receive the lowest score possible.

- **Absent from Makeup**
  - o If a student is absent from both the initial test administration and the makeup test administration, the Absent from Makeup special code may be selected.

Transcription Instructions

After completion of a paper test administration, test administrators or other designated school personnel must transcribe the student's answers from the test book into the online testing system. If the responses are not transcribed into the online testing system, the student will not receive a score. Test administrators or other designated school personnel may transcribe student's responses if they have completed all training elements that are required for the test.

Transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel):
- one individual transcribes the student's responses,
- a second individual verifies the transcription, and
- a third individual acts as an objective observer of the process.

When transcribing a student's answers from the test book to the online testing system, the following steps must be followed:
- **Step 1**. Ensure the SIQ is set for Transcribe Online in NCTest Admin.
- **Step 2.** Launch the NCTest secure browser or app and click on the **NCTest** login button.
- **Step 3.** Enter an NC Education username and password and click **Login**. (It is not allowable to use the student access code when transcribing student responses.)
- **Step 4.** Choose the appropriate EOG from the Test Type drop-down menu.
- **Step 5.** Choose the appropriate test name from the Test Name drop-down menu; then click **Continue**.
- **Step 6.** Select the appropriate student from the list presented on the screen.
- **Step 7.** 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.
- **Step 8.** Click the **Start** button.

- **Step 9.** Confirm the student information on the screen in the pop-up box and click OK.
- **Step 10.** Begin transcribing the student's responses.
  - o The individual verifying responses checks each response as it is entered in the system by the transcriber, while the third individual observes the process. All of the transcribed calculator inactive responses must be verified prior to transitioning into transcribing the calculator active section.
- **Step 11.** After all responses are transcribed and verified, click the End Test button. A stop sign will appear on the screen after the second End Test button has been clicked, and the test has been closed.
- **Step 12.** All three individuals completing the secure transcription process must sign the transcription box on the front cover of the student's test book. Ensure that all scratch and graph papers are labeled with the student's first and last name and are inserted in the student's test book, if applicable.
- **Step 13.** The test administrator or principal's designee must purge any electronic files associated with the test administration immediately following the completion of the transcription process.
- **Step 14.** Return the student's test book with scratch and graph papers (inserted inside) to the school test coordinator.

Complete the School Transcription Tracking Form
Designated school personnel complete the *School Transcription Tracking Form* (Appendix B) to account for all paper tests transcribed at each school into the online testing system. Follow local procedures for the return of the *School Transcription Tracking Form* to the public school unit test coordinator after all paper tests have been transcribed into the online system. Before returning test materials to Technical Outreach for Public Schools, the completed *School Transcription Tracking Form* must be placed on the top of each school's set of paper test books that were transcribed. Schools should create and retain a copy of the *School Transcription Tracking Form* prior to returning test materials.

Test Book Return
Test administrators follow local procedures for the return of all EOG test books and test materials to the school test coordinator immediately following the test administration. All test books and used materials must be returned to Technical Outreach for Public Schools upon completion of testing.

End-of-Grade Reading Grade 3 Retest

End-of-Grade Reading Grade 3 Retest Administration

Purpose of the End-of-Grade (EOG) Reading Grade 3 Retest

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

Eligible Students

All public school students in grade 3 who failed to demonstrate reading proficiency on the first administration of the EOG reading test may take the test again.

Students who have satisfied the requirements of the Read to Achieve law through one of the following options may not participate in a retest of the grade 3 EOG reading test:

- The student scored achievement level 3 or higher on the Beginning-of-Grade 3 Reading Test.
- The student passed the Read to Achieve Test administered at the end of the third-grade year (after the initial administration of the EOG reading test). (Additional information about Read to Achieve can be found at this link.)
- The student qualifies for a good cause exemption. Schools must determine all good cause exemptions no later than the end of the third-grade year. Good cause exemptions shall be limited to the following:
  1. Limited English proficient students with less than two school years of instruction in an English as a second language program.
  2. Students with disabilities, as defined in G.S. §115C-106.3(1), whose current Individualized Education Programs (IEPs) indicate (i) the use of the NCEXTEND1 alternate assessment, (ii) at least a two-school-year delay in educational performance, or (iii) receipt of intensive reading interventions for at least two school years.
     - A grade 3 student who qualifies for an IEP after the EOG reading test does not qualify for a good cause exemption. To qualify for this exemption, the IEP must be in place before the student takes the EOG reading test.
  3. Students who demonstrate reading proficiency appropriate for third-grade students on the alternative assessment approved by the SBE.
  4. Students who demonstrate through a student reading portfolio reading proficiency appropriate for third-grade students. A student reading

portfolio and review process used by local school administrative units shall be approved by the SBE.

5. Students who have (i) received reading intervention and (ii) previously been retained more than once in kindergarten, first, second, or third grades.

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

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

Test Materials
Refer to the online or paper *Review of Test Materials* subsection of this guide for test materials required for the EOG Reading Grade 3 Retest.

Online Test Administrations
- Use the *Online Reading Test Administration Directions* provided in this test administration guide when administering the online EOG Reading Grade 3 Retest.
- Select the Reading Grade 3 Retest course in NCTest.

Paper Test Administrations
- Student test books for the EOG Reading Grade 3 Retest administrations are the same as those for the regular EOG Reading Grade 3 administrations.
- Answer sheets are no longer used for paper test administrations. All students with a documented need for a paper format, mark their answers in their test book.
- Use *Section 1: Paper Test Administration Directions* and *Section 2: Paper Reading Grades 3—8 Test Administration Directions* provided in this test administration guide when administering the paper EOG Reading Grade 3 Retest.

Administration Procedures for the EOG Reading Grade 3 Retest
For the EOG Reading Grade 3 Retest, test administrators must adhere to the *Testing Code of Ethics* and follow the standardized test administration procedures located in this test administration guide for the general administration of the EOG reading test. PSUs follow procedures established by the Annual Testing Program to produce valid results for the retests at grade 3.

Reporting Testing Violations or Irregularities
PSUs ensure all procedures in the Online Testing Irregularity Submission System are followed to document and report any violations that occur during the retest. Report any irregularities in the Online Testing Irregularity Submission System under "EOG Reading."

Complete the Student Interface Questions (SIQs)
On days before the retest administration, if designated to do so by the school test coordinator, the test administrator reviews and possibly edits the SIQ for students. The test administrator or principal's designee must refer to the *Student Interface Questions (SIQs)* subsection of this test administration guide for the procedures to complete the SIQ.

Accommodations and Special Codes
The test administrator or principal's designee must follow the procedures located in this test administration guide for entering online or paper accommodations and online or paper special codes for the retest administrations.

Transcription Instructions for Paper Administrations
The test administrator or principal's designee must follow the procedures located in this test administration guide for transcribing student responses into the online testing system.

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

Appendixes

Appendix A: Testing Room, Testing Violations, and Irregularities

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

- **Electronic devices.** Students are not allowed to use or have in their possession cell phones or any other electronic recording, listening, scanning, communication, or photographic devices at any time during testing, including breaks. Any student found or observed with a cell phone or electronic device during testing time must be dismissed from testing and a misadministration declared for that student.
  - o If a student must be removed from testing because he or she has a cell phone or electronic device during testing, the test administrator must not leave the testing room unattended but must notify the school test coordinator so that the student can be removed from the testing room in the least disruptive manner possible.
  - o Before testing begins, test administrators and proctors must turn off their personal cell phones and electronic devices and ensure these devices are neither used nor visible during testing, including breaks.
- **Personal belongings.** Personal belongings are allowed in the testing room. However, students must not be permitted to access them at any time during testing, including breaks.
  - o Students who complete the test before the scheduled time is over and will remain in the testing room shall be provided with the opportunity to read novels or any other reading materials that are not a textbook or contain instructional content (e.g., magazines) while waiting for other students to finish the test.
  - o For online tests, test administrators must ensure students have clicked the end test button to close the test and must collect all ancillary materials (e.g., used papers) before students can take out their reading materials.
  - o ~~For paper administrations, test administrators must collect student answer sheets, test books, and all ancillary materials (e.g., used paper) before students can take out their reading materials.~~
- **Testing aids.** Textbooks, reference books, thesauruses, smartwatches, smart glasses, wearable activity trackers, smartpens, music, notes, bookmarks, personal learning devices, or any unapproved testing aids are prohibited for use during testing.

Test administrators must remain attentive to their testing responsibilities throughout the entire test administration. Reading (except for the test administration guide or supplemental testing policy information); grading

papers; using a computer, cell phone, or other electronic device; talking casually with a proctor or other staff; or engaging in any activity in the testing room not related to the test administration is not allowed.

Details regarding what constitutes a misadministration, irregularity, or violation of the *Testing Code of Ethics* 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 not tested
- Ineligible students tested

Accommodation Issues
- Approved accommodation not provided
- Approved accommodation not provided appropriately
- Accommodation provided but not approved or documented
- Accommodation *Test Read Aloud (in English)* or *Interpreter/Transliterator Signs/Cues Test* provided during a test that measures reading skills (e.g., end-of-course [EOC] English II, end-of-grade [EOG] reading)

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 questions from secure test(s) in any manner or form
- Using questions from secure tests for instruction
- Failing to return the originally distributed number of test materials to designated school personnel
- Discussing with others any of the test questions or information contained in the tests, or writing about or posting them on the internet or on social media

Monitoring Issues

- Failing to prevent students from cheating by copying, using cheat sheets, or asking for information
- Failing to prevent students from gaining an unfair advantage by using 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 devices unsupervised when secure online tests are paused or 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 the test questions, including answer choices ([State Board of Education policy TEST-010](#))
- Reading or tampering with (e.g., altering, changing, modifying, erasing, deleting, or scoring) student responses to the test questions
- Failing to administer the secure test on the test date or during the testing window designated by the Annual Testing Program
- Failing to follow the test schedule procedures or makeup test schedule designated by the Annual Testing Program
- Providing students with additional time beyond the designated time specified in this test administration guide (except for students with documented special needs requiring accommodations, such as *Scheduled Extended Time)*
- Test administrator or 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 and technical problems
  - Schools must report online test connectivity and technical problems that occur during the administration of online tests only when students are unable to successfully complete the test. Reports do not need to be entered for students who successfully complete the test despite a technical issue.
- Online test questions did not display properly

Appendix B: School Transcription Tracking Form

School Transcription Tracking Form

School Code:

Test Coordinator:

Test Name	Student ID Number	Student Name (Last)	Student Name (First)	Test Form (Letter/Number)	Transcriber Name	Transcription Date

Appendix C: Calculator Use

When applicable, all students must have access to calculators that meet the minimum calculator requirements during the administration of North Carolina tests. Students should use calculators that are routinely used during classroom instruction and on classroom tests during the school year when taking state tests. Students who routinely use more than one calculator during classroom activities may be permitted to use more than one calculator during the test administration. Students may use calculators with more than the minimum requirements (e.g., fraction keys, graphing capabilities), if those additional features are not prohibited. 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.

An online calculator is available for students testing online. The online calculator meets the minimum calculator requirements for the specific test. Both a scientific calculator and a graphing calculator are available for grade 8 mathematics. A handheld calculator is not required for online test administrations; however, students who routinely use a handheld calculator during classroom instruction and on similar classroom tests or have not had enough practice using the online calculator, should be provided a handheld calculator during the test administration. A student may also require a handheld calculator for accessibility purposes, when appropriate.

To access the North Carolina testing version of the online calculators visit
- four function calculator
- scientific calculator
- graphing calculator

All online calculators are free to use and are accessible for students who are visually impaired and blind. For more information, visit https://www.desmos.com/accessibility.

Calculator 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, or Wi-Fi)
- 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, laptop, or notebook computers, unless specifically approved
- Calculators built into cell phones or other electronic communication devices (Cell phones and electronic devices are not permitted during state test administrations.)
- Calculators in pen input or 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 public school unit 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.

NumWorks calculators are allowed if using operating system 21.1.0 or higher with "Exact results," "Equation solver," and "Grapher details" disabled 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 handheld calculators that will be used during each administration of the test. Only the test administrator or principal's designee is permitted 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 permanently deleted.

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 Annual Testing Program are available in Appendix C1−8 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 public school unit test coordinator.

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

Appendix C1: TI-84 Plus Family

TI-84 Plus family of graphing calculators
Test preparation: Press-to-Test

Use this method when exams require calculator clearing but allow programs and applications (apps) to be disabled, rather than deleted. Calculator memory will be cleared. Access to programs and apps will be blocked. Programs and apps can be recovered after the exam.

Before the exam – Put the calculator in Press-to-Test mode:

Press-to-Test will ensure that no user saved data, programs, applications or pictures are available during the exam.

Screens may vary slightly by model and Operating System (OS).

1) Ensure the calculator is turned off [2nd] [off].

2) Press and hold down [◄][►] and [on] keys simultaneously.

3) Release all three keys and the RESET OPTIONS screen will open.

```
NORMAL FLOAT AUTO REAL RADIAN MP
TEST MODE
        RESET OPTIONS
DISABLE APPS & PROGRAMS
DISABLE Pic & Image VARS

ANGLE: RADIAN DEGREE
STAT DIAGNOSTICS: ON OFF
DISABLE logBASE: YES NO
DISABLE Σ(: YES NO
[ ESC ]         [ OK ]
```

By default: ANGLE is set to DEGREE, STAT DIAGNOSTICS is set to ON, and

DISABLE logBASE and DISABLE Σ(are set to YES. To change options, use ARROW keys to navigate to desired setting and press [ENTER].

4) Press OK ([ZOOM]) to enable your selections.

5) When the RESET COMPLETE screen appears, press any key to continue.

```
NORMAL FLOAT AUTO REAL DEGREE MP
TEST MODE ENABLED
        RESET COMPLETE
APPS & PROGRAMS DISABLED
Pic & Image VARS DISABLED
ANGLE: DEGREE
STAT DIAGNOSTICS: ON
DISABLE logBASE: YES
DISABLE Σ(: YES
RAM is RESET
Press any Key...
```

6) To confirm Press-to-Test mode: Press [APPS] key; APPS HAVE BEEN DISABLED.

```
NORMAL FLOAT AUTO REAL DEGREE MP
TEST MODE ENABLED
        TEST MODE
        APPS
        DISABLED

    LINK-RECEIVE L₁
    (OR ANY FILE)
      TO RESTORE
Press any Key...
```
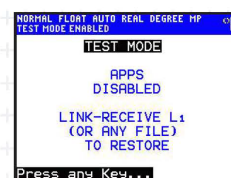
Press [PRGM] key; PROGRAMS HAVE BEEN DISABLED.

```
NORMAL FLOAT AUTO REAL DEGREE MP
TEST MODE ENABLED
        TEST MODE
        PROGRAMS
        DISABLED

    LINK-RECEIVE L₁
    (OR ANY FILE)
      TO RESTORE
Press any Key...
```

After each exam – Reset Press-to-Test mode:

If the handheld is in Press-to-Test mode and is to be used in subsequent exams, you can reset Press-to-Test to clear all data and files created during the previous exam.

1) Turn off the calculator while in Press-to-Test mode [2nd] [off].

2) Press and hold down [◄][►] and [on] keys simultaneously.

3) When the RESET COMPLETE screen appears, press any key to continue.

The calculator is now ready for the next test.

```
NORMAL FLOAT AUTO REAL DEGREE MP
TEST MODE ENABLED
        RESET COMPLETE
APPS & PROGRAMS DISABLED
Pic & Image VARS DISABLED
ANGLE: DEGREE
STAT DIAGNOSTICS: ON
DISABLE logBASE: YES
DISABLE Σ(: YES
RAM is RESET
Press any Key...
```

After the exam – Exit Press-to-Test mode:

If the calculator will not be used in subsequent exams, exiting Press-to-Test will return user access to any programs, applications, variables, or images that were stored on the calculator prior to testing.

1) Connect the calculator to another TI-84 Plus family calculator with the I/O unit-to-unit cable or USB cable.

2) On the RECEIVING unit: Press [2nd] [LINK] to go to SEND RECEIVE screen.

Press [►] to highlight RECEIVE and Press [ENTER]. Calculator will show WAITING...

3) On the SENDING unit: Press [2nd] [LINK] to go to SEND RECEIVE screen. SEND will be highlighted.

Select 4: LIST Press [ENTER] to select L1. Press [►] to select TRANSMIT. Press [ENTER].

4) On the RECEIVING unit: Select 2: OVERWRITE. Press [ENTER].

DONE will appear on both screens; devices are restored and have full access to previous APPS and PROGRAMS.

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Appendix C1: (continued)

TI-84 Plus family of graphing calculators

Test preparation: Clearing calculator memory and selected applications (apps)

This method is ideal for exams that require clearing calculator memory and programs prior to the exam and removing selected calculator applications (apps) that are not permitted. The following instructions give an overview of how to prepare TI-84 Plus family graphing calculators to meet these conditions.

IMPORTANT: These steps permanently delete apps and other data. Prior to proceeding, you may consider backing up your calculator using TI Connect™ or TI Connect™ CE computer software and restoring it afterwards. If preparing multiple calculators, back up at least one "master". Visit **education.ti.com/software** to download the free computer software and guidebook.

Before the exam: Clear all memory and delete prohibited apps

Clearing calculator memory prior to the exam will ensure that no user-saved data is available during the exam.

Memory on TI-84 Plus family calculators is stored in two places; RAM and ARCHIVE. Preparing calculators for exams using this method requires 3 steps.

Step 1: Clear RAM
This will delete programs that you may have stored, and all data in RAM memory:

1) Press [2nd] [mem] **7: Reset**, to highlight the RAM menu
2) Select **1: All RAM**…
3) At the RESET RAM screen, select **2: Reset**
4) When complete, the display will show **RAM Cleared**

Screens may vary slightly by model and Operating System (OS).

Models in the TI-84 Plus family include:
TI-84 Plus
TI-84 Plus Silver Edition
TI-84 Plus C Silver Edition
TI-84 Plus CE
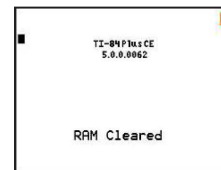
Step 2: Clear ARCHIVE
These steps will delete archived variables (vars) and archived programs, but not apps:

1) Press [2nd] [mem] **7: Reset**, and press [▶] to highlight the ARCHIVE menu
2) Select **1: Vars**…
3) At the RESET ARC VARS screen, select **2: Reset**
4) When complete, the display will show **Arc Vars Cleared**
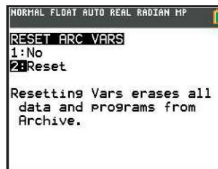
Appendix C1: (continued)

Before the exam: Clear all memory and delete prohibited apps *(continued)*

Step 3: Delete selected apps

1) Press [2nd] [mem] and select **2: Mem Management/Delete**

2) Select **A: Apps...**

3) Scroll to an App title you would like to delete, and press the [del] key

4) When prompted with "Are You Sure?", select **2: Yes**

5) Repeat steps 3 and 4 for each app you would like to delete.
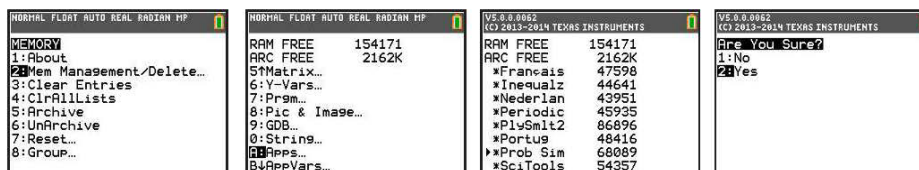
After each exam: Re-clear

Resetting calculator memory after the exam ensures that information entered or saved during the exam is permanently deleted.

This step is required by some exams.

1) Press [2nd] [mem] and select **7: Reset** to highlight the RAM menu

2) Select **1: All RAM...**

3) At the RESET RAM screen, select **2: Reset**

4) When complete, the display will show **RAM Cleared**

Restoring apps that were deleted during calculator preparation

Restoring apps that were deleted during calculator preparation can be accomplished in multiple ways:

1) Link the apps from a comparable TI-84 Plus model via calculator-to-calculator linking.

2) Send the app files from a computer using TI Connect™ and a computer-to-calculator USB cable.

3) Restore the calculator using a backup file (if one was created prior to calculator preparation).

If you have questions or need assistance, contact **800-TI-CARES (800.842.2737)**, **ti-cares@ti.com** or chat through online service at **http://support.education.ti.com**

Appendix C2: TI-83 Plus Family

TI-83 Plus graphing calculators

Test preparation: Resetting all memory

Use this method when exams require clearing all calculator memory. Clearing all memory deletes all programs and deletes all calculator applications (apps).

IMPORTANT: Resetting all memory premanently deletes all applications (apps) from the calculator. Back up your TI-83 Plus to a computer before resetting so they can be restored after the exam.* (Note: The Finance app is built-in functionality and will remain in place after a reset.)

Resetting all memory

Before the exam
Resetting all memory prior to exams will ensure that no user saved information is available during the exam.

After each exam
Repeating all of the steps will reset all memory again and ensure that any information entered or saved during the exam is permanently deleted.

* Use TI-Connect™ software to back up your TI-83 Plus graphing calculator prior to preparing it for an exam (resetting all memory) and to restore applications after the exam.

Screens may vary slightly by model and Operating System (OS).

1) Press [2nd] [mem] to display the MEMORY menu.

```
MEMORY
1:About
2:Mem Mgmt/Del…
3:Clear Entries
4:ClrAllLists
5:Archive
6:UnArchive
7↓Reset…
```

2) Select **7: Reset** to display the RESET menu.

```
RAM ARCHIVE ALL
1:All RAM…
2:Defaults…
```

3) Press ▶ ▶ and select **1: All Memory**

```
RAM ARCHIVE ALL
1:All Memory…
```

4) Select **2: Reset** to erase all data and programs. Factory defaults are reset.

```
RESET MEMORY
1:No
2:Reset
Resetting ALL
will delete all
data, programs &
Apps from RAM &
Archive.
```

Mem cleared is displayed on the screen to confirm all non-system variables and programs have been deleted.

```
TI-83 Plus
1.19

Mem cleared
```

If you have questions or need assistance, contact **800-TI-CARES (800.842.2737)**, **ti-cares@ti.com** or chat through online service at **http://support.education.ti.com**

TEXAS INSTRUMENTS

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Appendix C3: TI-Nspire Handhelds

TI-Nspire™ handhelds
Test preparation: Press-to-Test

Use this method when exams require calculator clearing but allow documents and programs to be disabled, rather than deleted. This method also allows the option of disabling selected built-in functionality. Documents and programs can be recovered after the exam.

Before the exam – Put the calculator in Press-to-Test mode:

Enabling Press-to-Test will block access during the exam to pre-existing programs, documents, files, applications, data and pictures.

Screens may vary slightly by model and Operating System (OS).

1) Ensure the handheld is turned off. Press [ctrl] [off] keys.

2) Press and hold down [esc] and [on] keys simultaneously until Press-to-Test screen is displayed.
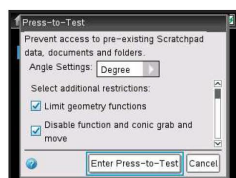
3) Select restrictions: By default, all restrictions are selected. To change default restrictions, use arrow keys or [tab] key to scroll through list of restrictions. When a restriction is

highlighted, press [?] to deselect the restriction. (Do not press the [enter] key.) To deselect all restrictions press [ctrl] [A] keys.

4) Enable Press-to-Test by pressing [tab] to select **Enter Press-to-Test** then pressing [enter].

5) The handheld will reboot and confirm restrictions. Select **OK** to continue to home screen.
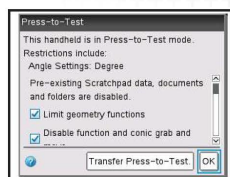
6) When Press-to-Test is enabled, a lock icon will display in the upper right corner of the home screen.
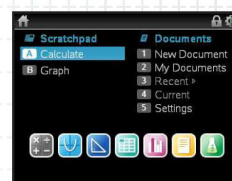
An LED near the handheld's mini USB port will:
» Flash green to indicate all restrictions (default) are selected.
» Flash amber to indicate one or more restrictions were disabled.

After each exam – Reset Press-to-Test mode:

If the handheld is in Press-to-Test mode and is to be used in subsequent exams, you can reset Press-to-Test to clear all data and files created during the previous exam.

1) Ensure the handheld is turned off Press [ctrl] [off] keys.

2) Press and hold down [esc] and [on] keys simultaneously until Press-to-Test screen is displayed.

3) Select **Reset Press-to-Test** and then **OK**.

After the exam – Exit Press-to-Test mode:
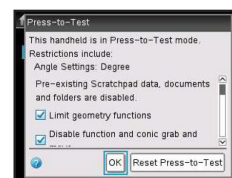
If the calculator will not be used in subsequent exams, exiting Press-to-Test restores system settings and files that were restricted and clears all data and files created while in Press-to-Test mode.

1) Connect the handheld to another TI-Nspire™ handheld using the USB unit-to-unit cable.

2) Press [on] for HOME screen. Press [2] to select **My Documents**

3) Press [doc▾] and select **9: Press-to-Test.** Press [ENTER].

4) Select **1: Exit Press-to-Test** Press [ENTER].
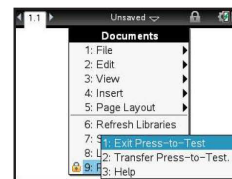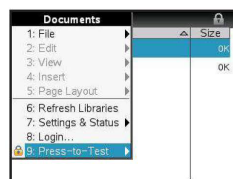
The handheld will reboot out of Press-to-Test mode

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Appendix C4: Casio fx-9750GII
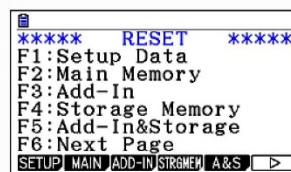
Resetting the CASIO *fx-9750GII* for testing purposes

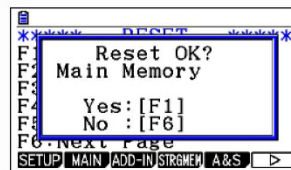1. From the Main Menu, highlight the SYSTEM icon and press [EXE] or press [COS].

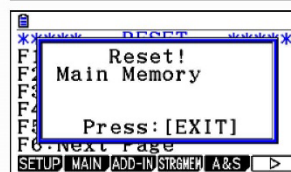2. Press [F5] (RSET) to reset the memory. If your screen does not match the one shown, press [EXIT] until it does.

3. Select [F2] (MAIN) to reset the main memories, for testing purposes.

4. Press [F1] (Yes) to reset the memory on the calculator.

5. Press [EXIT] when the calculator is complete.

6. To return to the Main Menu, press [MENU].
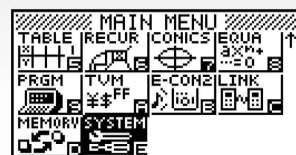
Appendix C5: Casio fx-9860GII

Resetting the CASIO *fx-9860GII* for testing purposes
This will delete all RAM, Archive Memory, Programs, List and Spreadsheet Data (resetting the calculator to factory default), which meets the reset requirements for standardized testing.

1. From the Main Menu, highlight the SYSTEM icon and press [EXE] or press [a↔⅖].

2. Press [F5](RSET) to reset the memory. If your screen does not match the one shown, press [EXIT] until it does.

3. Select [F2](MAIN) to reset the main memories.

4. Press [F1](Yes) to reset the memory on the calculator.

5. Press [EXIT] when the calculator is complete.

6. To return to the Main Menu, press [MENU].

To Disable Add-in Applications, if necessary:
This will disable the Geometry functionality.

1. From the Main Menu, highlight the SYSTEM icon and press [EXE] or press [a↔⅖].
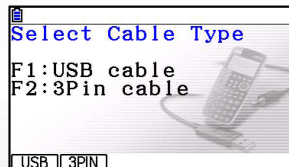
CASIO®
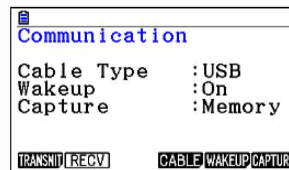
Simply Calculate The Difference!

Appendix C5: (continued)

2. Press $\boxed{\text{F5}}$ (RESET) to reset the memory. If your screen does not match the one shown, press $\boxed{\text{EXIT}}$ until it does.

3. Select $\boxed{\text{F3}}$ (Add-In) to disable Add-In Applications.
    Select $\boxed{\text{F4}}$ (STRGMEM) to delete storage memory data.
    Select $\boxed{\text{F5}}$ (A&S) to disable Add-In Applications and delete storage memory data.

To Restore Add-in Applications, Programs and List and Spreadsheet Data:

1. Using an I/O unit-to-unit cable (which comes with the fx-9860GII models), connect together the two graphing calculators- at least one of the two units must be "temporarily disabled".

2. On both calculators, from the Main Menu, highlight the LINK icon and press $\boxed{\text{EXE}}$ or press $\boxed{\text{COS}}$.

3. Press $\boxed{\text{F4}}$ (CABLE) to select the type of cable.

4. Select $\boxed{\text{F2}}$ (3PIN) as the cable type.

Appendix C5: (continued)

5. On the receiving calculator, press F2 (RECV) to set up the calculator to receive data.

   The calculator is now ready to receive data.

6. On the sending calculator, press F1 (TRANSMIT) to set up the calculator to transmit data.

   Press F1 (MAIN) to send data from the Main Memory.

   Press F1 (SELECT) to select what data to send.

   Press F1 (SELECT) to select specific data to send.
   Press F2 (ALL) to select all data.

   Once the data has been selected, press F6 (TRANSMIT) to transmit the selected data.

   Press F1 (Yes) to transmit the data.

**CASIO.**   *Simply* Calculate The Difference!

Appendix C6: Casio PRIZM/fx-CG10

Resetting the CASIO PRIZM/*fx-CG10* for testing purposes
This will delete all RAM, Archive Memory, Programs, List and Spreadsheet Data (resetting the calculator to factory default), which meets the reset requirements for standardized testing.

1. From the Main Menu, highlight the SYSTEM icon and press [EXE] or press [a⅔].

2. Press [F5](RESET) to reset the memory. If your screen does not match the one shown, press [EXIT] until it does.
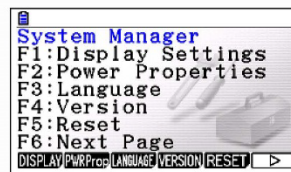
3. Select [F2](MAIN) to reset the main memories.

4. Press [F1](Yes) to reset the memory on the calculator.

5. Press [EXIT] when the calculator is complete.

6. To return to the Main Menu, press [MENU].

To Disable Add-in Applications, if necessary:
This will disable the Geometry and Picture Plot functionalities.

1. From the Main Menu, highlight the SYSTEM icon and press [EXE] or press [a⅔].

CASIO.

Simply Calculate The Difference!

Appendix C6: (continued)

2. Press F5 (RESET) to reset the memory. If your screen does not match the one shown, press EXIT until it does.

3. Select F3 (Add-In) to disable Add-In Applications.
Select F4 (STRGMEM) to delete storage memory data.
Select F5 (A&S) to disable Add-In Applications and delete storage memory data.
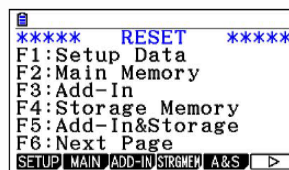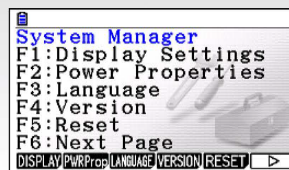
To Restore Add-in Applications, Programs and List and Spreadsheet Data:

1. Using an I/O unit-to-unit cable (which comes with the PRIZM/fx-CG10 models), connect together the two graphing calculators- at least one of the two units must be "temporarily disabled".

2. On both calculators, from the Main Menu, highlight the LINK icon and press EXE or press COS.

3. Press F4 (CABLE) to select the type of cable.

4. Select F2 (3PIN) as the cable type.
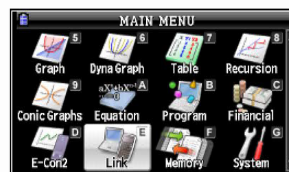
Appendix C6: (continued)

5. On the receiving calculator, press F2 (RECV) to set up the calculator to receive data.

   The calculator is now ready to receive data.

6. On the sending calculator, press F1 (TRANSMIT) to set up the calculator to transmit data.

   Press F1 (MAIN) to send data from the Main Memory.

   Press F1 (SELECT) to select what data to send.

   Press F1 (SELECT) to select specific data to send. Press F2 (ALL) to select all data.

   Once the data has been selected, press F6 (TRANSMIT) to transmit the selected data.

   Press F1 (Yes) to transmit the data.
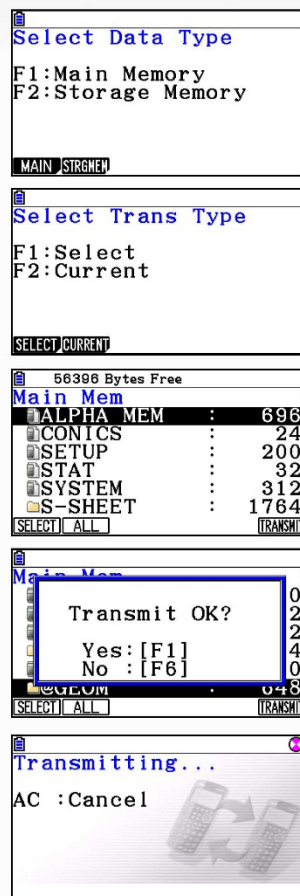
CASIO® *Simply* Calculate The Difference!

Appendix C7: Casio PRIZM Exam Mode

How to set the PRIZM to "Exam" Mode:

1. *From the Main Menu, press* COS *(Link).*
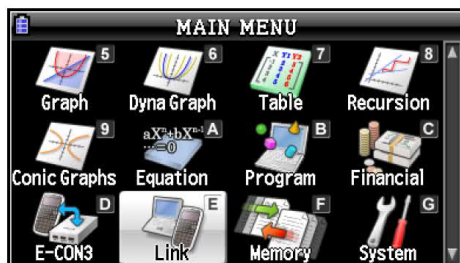
2. *Press* F3 *(EXAM) to view the Examination Mode Menu.*
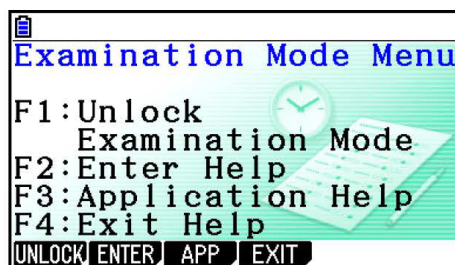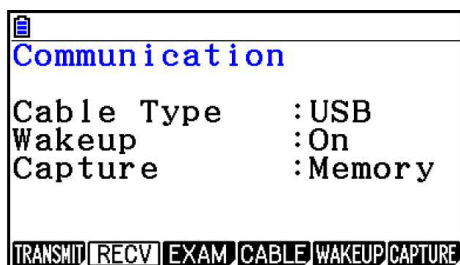
3. *Press* F2 *(ENTER) to view the required steps to enter Examination Mode.*
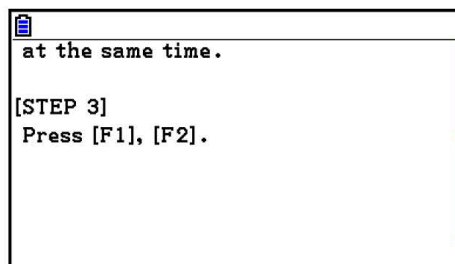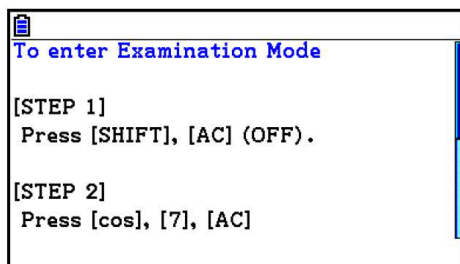
After completing Step 2:
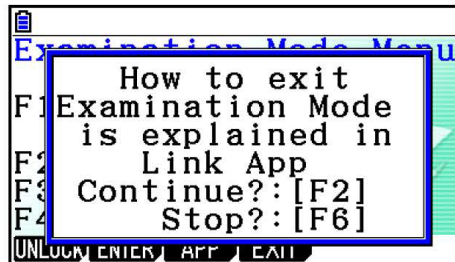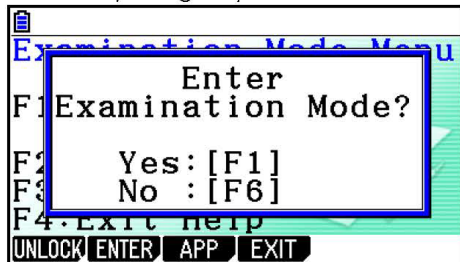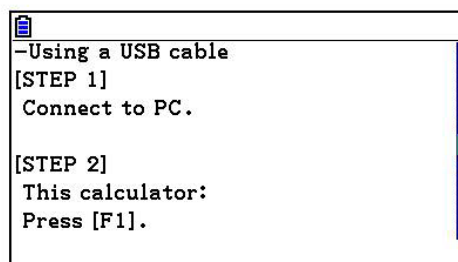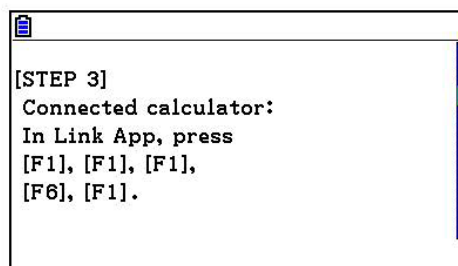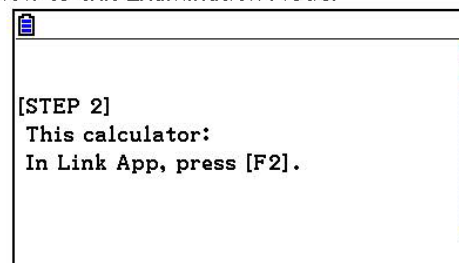

4. *Press* F3 *(APP) to see what applications are restricted in Exam mode.*

Appendix C7: (continued)

```
Examination Mode
 Restricted Applications

 -eActivity
 -E-CON3
 -Memory
 -Program
```

```
 -eActivity
 -E-CON3
 -Memory
 -Program
 -Add-In
```
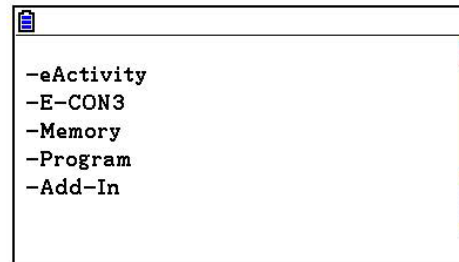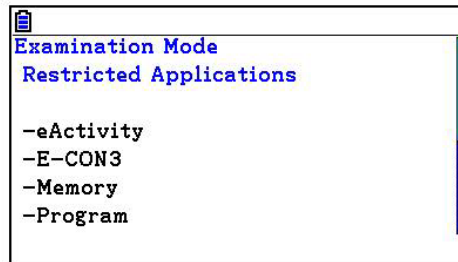
5. *Press* `F4` *(EXIT) for all of the instructions on how to exit Examination Mode.*

```
To exit Examination Mode

 -Using a 3pin cable
[STEP 1]
 Connect to
 a calculator not in
 the Examination Mode.
```

```
[STEP 2]
 This calculator:
 In Link App, press [F2].
```

```
[STEP 3]
 Connected calculator:
 In Link App, press
 [F1], [F1], [F1],
 [F6], [F1].
```

```
OS
 02.01~
 Connected calculator:
 In Link App, press
 [F3], [F1], [F1].
```

```
 -Using a USB cable
[STEP 1]
 Connect to PC.

[STEP 2]
 This calculator:
 Press [F1].
```

```
[STEP 3]
 Send any file to
 storage memory
 of calculator.

[STEP 4]
 This calculator:
```

Appendix C7: (continued)

```
storage memory
of calculator.

[STEP 4]
This calculator:
Press [AC].
```

```
-On time expiration
[STEP 1]
12 hours elapsed
after entering
Examination Mode.
```

```
[STEP 2]
The next time the
calculator is turned ON,
a message appears
and Examination Mode
is exited.
```

Appendix C8: NumWorks

NUMWORKS

NumWorks NC Exam Mode
Note: the operating system must be greater than or equal to 22.2.0

NumWorks has a special mode that students and teachers can initiate to prepare a calculator for testing in North Carolina. This feature is called "**NC exam mode**". This feature temporarily disables specific applications and features. It also clears all memory, data, and unofficial applications .
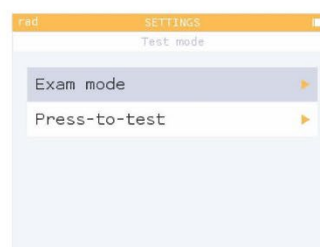
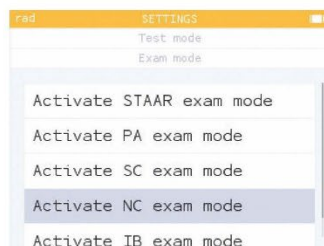### Before testing - Enabling NC exam mode
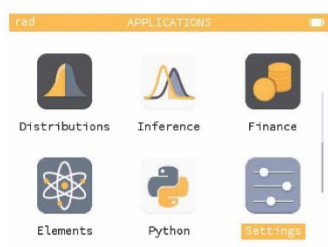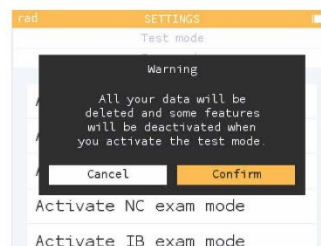

1. Navigate to the last application, **Settings**.

2. Navigate down and press the right arrow or OK to enter **Test mode**.

3. Select **Exam mode**.

4. Press OK on "Activate NC exam mode".

5. Select **Confirm** to clear your calculator and deactivate the necessary features.
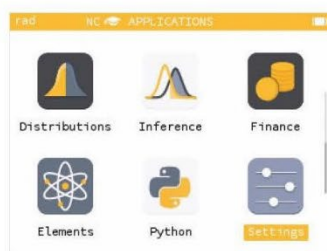
Good to know: The "NC 🎓" symbol appears on the screen when exam mode is active.

Appendix C8: (continued)

NUMWORKS

NumWorks NC Exam Mode
Note: the operating system must be greater than or equal to 22.2.0

After each test - Reset

1. Go back to **Settings**.

2. Go all the way down to Reset the calculator

3. A warning message appears, select **Confirm**.

After testing - Exit NC exam mode

1. Plug the calculator into a computer.

2. A warning message appears, select **Confirm**.

numworks.com

Appendix D: *Testing Code of Ethics*

Introduction to the *Testing Code of Ethics*

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

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

In order to achieve those objectives, teachers and administrators must conduct testing in a fair and ethical manner, which includes:

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

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

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

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

Standardized test scores are only one of the many indicators of how well the student is learning. Test scores should be used in conjunction with all other available information about a student to understand student progress and improve student learning. When administering tests, school administrators and teachers must comply with applicable statutes, rules and policies. In particular, administrators and teachers must comply with the *Testing Code of Ethics* (16 N.C. Admin. Code 6D .0311), which is printed on the following page.

16 NCAC 06D .0311   TESTING CODE OF ETHICS

(a) This Rule shall apply to all public school unit (PSU) employees or agents while they are administering the Annual Testing Program defined in Rule .0307(c) of this Section.

(b) The PSU shall develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher.

(c) The PSU shall require all testing coordinators, school test coordinators, test administrators and proctors to be trained as required in Rule .0308 of this Section.

(d) The PSU shall designate the personnel who are authorized to have access to secure test materials. "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items.

> (1)   Persons who have access to secure test materials shall not use those materials for any purpose other than test administration.
>
> (2)   No person shall copy, reproduce, or paraphrase the test materials without the express written consent of the test publisher.

(e) The principal shall store test materials in a locked facility to which only the principal has access. The principal shall not allow anyone access to the test materials except as necessary for administration.

(f) When PSU personnel discover loss of materials, failure to account for materials, or any evidence of unauthorized access to the materials, they shall report the discovery without delay to the principal, school test coordinator, school system (LEA) test coordinator, or charter school director.

(g) PSUs shall ensure that test coordinators:

> (1)   plan and implement training for school test coordinators, test administrators, and proctors;
>
> (2)   ensure each school test coordinator and test administrator is trained in accordance with Rule .0308 of this Section; and
>
> (3)   in conjunction with program administrators, ensure test accommodations to students entitled to testing accommodations as defined in 16 NCAC 06G .0315; are documented and provided.

(h) The principal or the principal's designee shall serve as school test coordinator.

(i) The principal shall ensure the school test coordinator maintains test security and accountability of test materials, including taking the following actions:

> (1)   before each test administration, the school test coordinator shall count and distribute test materials;
>
> (2)   after each test administration, the school test coordinator shall without delay collect, count, and return all test materials to the locked storage facility;
>
> (3)   establishes procedures to assure all students participating in the Annual Testing Program have an equal opportunity to demonstrate their knowledge on the test; and
>
> (4)   identifies and trains personnel, proctors, and backup personnel for test administrations.

(j) Teachers may help students improve test-taking skills by:

> (1)   helping students become familiar with test formats using curricular content;
>
> (2)   teaching students test-taking strategies and providing practice sessions;

> (3)   helping students learn ways of preparing to take tests; and
>
> (4)   using resource materials such as test questions from test item banks and linking documents in instruction and test preparation.

(k) With respect to test administration, PSUs shall:

> (1)   assure each school establishes procedures to ensure all test administrators comply with test publisher guidelines;
>
> (2)   inform the local board of education of any breach of this code of ethics; and
>
> (3)   inform test coordinators and principals of their responsibilities.

(l) The school test coordinator shall:

> (1)   assure school personnel know the content of rules in this Section and local testing policies;
>
> (2)   implement the school system and local testing policies and procedures to assure all students participating in the Annual Testing Program have an equal opportunity to demonstrate their knowledge on the test;
>
> (3)   ensure proctors are trained; and
>
> (4)   ensure all violations of rules in this Section and local testing policies are reported to the school system (LEA) test coordinator.

(m) Test administrators shall:

> (1)   administer tests according to the directions in the assessment guide and any subsequent updates developed by the test publisher;
>
> (2)   administer tests to all students enrolled in a grade or course that requires a test in the Annual Testing Program;
>
> (3)   report all violations of rules in this Section and local testing policies to the school test coordinator; and

(n) Proctors shall serve as additional monitors to help the test administrator assure that students have an equal opportunity to demonstrate their knowledge on the test.

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

> (1)   ensure each test is scored according to the procedures and guidelines defined for the test by the test publisher;
>
> (2)   maintain quality control during the entire scoring process, which consists of handling and editing documents, scanning answer documents, and producing electronic files and reports. Quality control shall address scoring accuracy and scoring consistency.
>
> (3)   maintain security of tests and data files at all times, including;
>
> > (A)   protecting the confidentiality of students at all times when publicizing test results; and
> >
> > (B)   maintaining test security of answer keys and item-specific scoring rubrics.

(p) Educators shall use test scores as one piece of information to be interpreted together with other scores and indicators when determining a student's grade. The PSU shall ensure that school personnel analyze and report test data within the limitations described in this Paragraph.

> (1)   Educators shall maintain the confidentiality of individual students. PSU personnel shall not publicize test scores or any written material containing personally identifiable information from the student's educational records except

as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g and regulations adopted pursuant thereto.

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

(q) Unethical testing practices include the following practices:

    (1)   encouraging students to be absent the day of testing;

    (2)   encouraging students not to do their best;

    (3)   using secure test items or modified secure test items for instruction;

    (4)   changing student responses at any time;

    (5)   interpreting, explaining, or paraphrasing the test directions or the test items;

    (6)   classifying students for the purpose of avoiding State testing;

    (7)   not testing all students enrolled in a grade or course that requires a test in the Annual Testing Program;

    (8)   failing to provide required accommodations during testing to students entitled to testing accommodations as defined in 16 NCAC 06G .0315;

    (9)   modifying scoring programs including answer keys, equating files, and lookup tables;

    (10)   modifying student records for the purpose of raising test scores;

    (11)   using a single test score to place a student in a grade or a course; and

    (12)   providing inaccurate test results and interpretations to the public.

(r) In the event of a violation of this Rule, the State Board of Education may impose any one or more of the following sanctions:

    (1)   withhold any monetary incentive awards;

    (2)   file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;

    (3)   seek criminal prosecution of the person or persons responsible for the violation; and

    (4)   in accordance with the provisions of 16 NCAC 06C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.

History Note: Authority G.S. 115C-12(9); 115C-174.11; 115C-174.12; 115C-218.85(a)(3);
Emergency Adoption Eff. August 20, 2019;
Eff. August 23, 2022.