

North Carolina End-of-Grade Test Administration Guide



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

2022–23



Copyright 2023 by the North Carolina Department of Public Instruction. All rights reserved.

Stock No. 24324

In compliance with federal law, the NC Department of Public Instruction administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

Inquiries or complaints regarding discrimination issues should be directed to:

Dr. Thomas Tomberlin, Senior Director, Office of Educator Preparation and Teacher Licensure, NCDPI
6301 Mail Service Center, Raleigh, NC 27699-6301 / Phone: (984) 236-2114 / Fax: (984) 236-2099

Visit us on the web: www.dpi.nc.gov

Contents

<u>General Information</u>	1
Overview	1
Test Administration Information	1
<u>Online Testing Information</u>	2
<u>Before Test Day</u>	3
Preparing Students for Testing	3
Review the Required Test Materials	3
Review Testing Security	4
Accommodations	4
Student Interface Questions (SIQs)	4
<u>On Test Day</u>	6
Testing Room	6
Test Day Reminders	6
Verify Necessary Online Testing Materials	7
Providing Breaks during the Test	7
Procedures for Students Who Complete the Test before the Scheduled Testing Time Is Over	8
<u>Online Test Administration Directions</u>	10
Steps to Complete before Beginning Online Testing	10
Online Reading Test Administration Directions	13
Online Mathematics Test Administration Directions	21
Online Science Grades 5 and 8 Test Administration Directions	31
<u>After Testing</u>	40
Count, Return, and Secure All Test Materials	40
Report Testing Irregularities	40
Complete Review of Accommodations Used During Testing Form	40
Complete Accommodations Used during Testing in NCTest Admin	40
Complete Special Codes in NCTest Admin	41
<u>Paper Testing Information</u>	42
<u>Before Test Day</u>	43
Preparing Students for Testing	43
Review the Required Test Materials	43
Review Testing Security	44
Accommodations	44
Precoded Answer Sheets	44
<u>On Test Day</u>	45
Testing Room	45
Test Day Reminders	45
Verify Exact Number of Test Materials upon Receipt	46
Misalignment during Paper Testing	46

Providing Breaks during the Test	47
<u>Procedures for Students Who Complete the Test before the Scheduled Testing Time Is Over</u>	48
<u>Paper Test Administration Directions</u>	49
<u>Section 1: Paper Test Administration Directions</u>	50
<u>Section 2: Paper Reading Test Administration Directions</u>	55
<u>Section 3: Paper Mathematics Test Administration Directions</u>	64
<u>Section 4: Paper Science Grades 5 and 8 Test Administration Directions</u>	76
<u>After Testing</u>	85
Count, Return, and Secure All Test Materials	85
Report Testing Irregularities	85
<u>Complete Review of Accommodations Used During Testing Form</u>	85
Complete Accommodations Used during Testing on the Answer Sheet	85
Complete Special Codes on the Answer Sheet	86
Complete North Carolina General Purpose Header Sheet	87
Special Codes Section for the Header Sheet	89
Review the Answer Sheets	89
<u>End-of-Grade Reading Grade 3 Retest</u>	92
<u>End-of-Grade Reading Grade 3 Retest Administration</u>	93
Purpose of the EOG Reading Grade 3 Retest	93
Eligible Students	93
Testing Window	94
Test Materials	94
Administration Procedures for the EOG Reading Grade 3 Retest	95
Reporting Testing Violations or Irregularities	95
<u>Complete the Student Interface Questions (SIQ) for Online Administrations</u>	95
Accommodations and Special Codes	95
General Purpose Header Sheet	95
Scoring and Reporting	95
<u>Appendixes</u>	97
<u>Appendix A: Testing Room, Testing Violations, and Irregularities</u>	98
<u>Appendix B: Transcribing Gridded Response Mathematics Questions</u>	101
<u>Appendix C: Calculator Use</u>	102
<u>Appendix C1: Method for Clearing Memory: Memory Management to Reset Calculator Models: All TI-83 Plus and All TI-84 Plus Models</u>	105
<u>Appendix C2: Method for Clearing Applications & Memory: TI TestGuard™ App Calculator Models: TI-83 Plus Family and TI-84 Plus Family</u>	106
<u>Appendix C3: Method for Clearing Applications & Memory: Press-to-Test Calculator Models: All TI-84 Plus Models</u>	108

Appendix C4 : How to Restore Files That Were on Calculators before the Reset	109
Appendix C5 : TI-Nspire and TI-Nspire CX Press-to-Test Mode Keystrokes	110
Appendix C6 : Resetting Casio Calculators	112
Appendix D : <i>Testing Code of Ethics</i>	113

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

Refer to the following chart for 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

Preparing Students for Testing

Test administrators are expected to review the following information before administering the test. Though many of these processes and procedures ensure a standardized testing experience for all students, it is also important to note such efforts should not create a stressful environment for students. In addition to the following suggestions, it is important to share with students that their performance on one test is not the only way to know they are learning and growing. Educators should remind students of their many successes during the school year and that the test is only one part of their school experience.

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.

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.](#))
- a writing utensil
- 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 grades 3–8:
 - a supply of graph paper issued by the Annual Testing Program
 - a calculator for each student (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. The online calculator meets the minimum calculator requirements for the EOG tests.

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–C6](#) for more information regarding calculators.

- For science grade 8:
 - A copy of the periodic table issued and approved by the Annual Testing Program

Review Testing Security

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

- [Policies and Procedures for Test Administrations Online 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, 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, if designated to do so by the school test coordinator, the test administrator reviews and possibly edits the SIQ for students who need the following interface options or documented accommodations:

Student Interface Options:

- alternate background color

- large font

Accommodations Required by 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 workstations that might be a source of direct answers are covered or removed.
- all desks or workstations are cleared of books and other materials that are not required for the test.

Test Day Reminders

- A trained test administrator is required to be present in the testing room for the entire test administration.
- Test administrators are not to engage in any activity other than monitoring the test administration to ensure there are no misadministrations or irregularities.
- Test administrators cannot give students any assistance on the test, verbally or nonverbally.
- Each student 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 and the [Testing Code of Ethics](#).
- 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 is working correctly. NC Education passwords are never shared, and if comprised, the school test coordinator must be notified immediately.
- Ensure that study carrels or privacy shields are permitted only under the following circumstances:
 - the students' assigned seats are multistudent desks (i.e., desks that seat two or more students).
 - 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., periodic tables, 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.
- **Extended breaks.** When the 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 the 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 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 stopped on the previous day. It is a 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 complete the following steps:
 1. Inform students that during the break, they are not allowed to discuss specific test questions or information contained in the test.
 2. Inform students they must complete the current reading selection and the associated test questions before leaving the room.
 3. Inform students they 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 novels or other nontextbooks (e.g., magazines) while the other students continue to work during the scheduled time.
- Students may be dismissed from the testing room when they complete the test if authorized by the appropriate local official (e.g., principal).

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

- 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., used and unused papers, borrowed writing utensils).

Online Test Administration Directions

Steps to Complete before Beginning Online Testing

1. Set up the devices that will be used to deliver the online test.

The Annual Testing Program recommends teachers begin setting up devices thirty to forty minutes before the students are to begin testing. The test administrator must perform the following:

- Launch the NCTest Secure Browser, NCTest Chrome App on Chromebooks, or NCTest iPad App and click on the NCTest login button.
 - Ensure Chromebooks are managed with settings and login processes that restrict a student’s ability to access additional resources during the test administration. Directions for Chromebooks can be found in the [Technical Requirements for NCTest](#).
 - Ensure iPads are in Automatic Assessment Configuration (AAC) by clicking on the “yes” button in the pop up to Confirm App Self-Lock.
 - Enter a valid NC Education username and password and click login.
 - Choose EOG from the Test Type drop-down menu.
 - Choose the appropriate EOG test from the Test Name drop-down menu and click continue.
 - Select the student to be tested from the list presented on the screen and click select student.
 - Ensure the screen is set to the start page with the correct student’s name, test name, their PowerSchool number, and school’s name near the top of the screen.
 - Do not click the start button for the student.
2. After the devices are set up, and before beginning the test, the test administrator should
 - ensure students are seated at the specific device that displays their name, test name, their PowerSchool number, and the school’s name; and
 - 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.

Devices that are open, displaying the students’ start screens or test material, or are paused must not be left unattended by the test administrator at any time.

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

Important: 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.” The text printed in standard type is information for the test administrator only and is not to be read aloud to students. An exception to this policy is administrations that include the use of tablets. The word “click” may be replaced with the word “touch” in these instances. Test administrators can read test directions aloud to students as many times as necessary for students to understand the directions.
- For reading—Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the reading test for any students, including students with disabilities and students identified as ELs, invalidates test results because the test measures reading skills. Only the test directions may be read aloud or signed/cued to students during the online reading test.
- For mathematics—The mathematics test consists of two parts. The first part of the test is calculator inactive. Students are not allowed to use a calculator for this part of the test. The second part of the test is calculator active. Students have the option to use the online calculator, a handheld calculator, or both during the calculator active part of the test. When students complete the calculator inactive part of the test, the directions on the screen instruct them to raise their hand to receive a handheld calculator (if needed). When a student raises his or her hand to indicate he or she has completed the calculator inactive section, the test administrator, in the least disruptive manner possible, gives the student a calculator. The number of calculators distributed is counted and the number recorded.
- For mathematics—Before beginning and immediately following the test administrations, the test administrator or the principal’s designee clears the calculator memory and all applications (including preloaded) of all calculators, including personal calculators, students may use for calculator active questions.
- Students are not permitted to leave the room except in an emergency (e.g., illness, necessary restroom break).
- 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, 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	13
Mathematics	21
Science Grades 5 and 8	31

Online Reading Test Administration Directions

If any Annual Testing Program-approved supplemental materials will be used, the test administrator may give students these items at this time.

SAY: Today, you will take the Reading End-of-Grade Online Test. Please do not use your device until I tell you to do so. Before you begin, 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, 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 test. Do not start the test until I tell you to do so. If the information on the screen is not correct, raise your hand.

Before continuing, the test administrator verifies all students 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 will be asked to read selections and to answer questions about the selections. Carefully read each selection. Then read each question and all of the answer choices. Choose the best answer from the choices provided. You should try to answer all of the test questions. I am not allowed to read any part of this

SAY: **test to you.**

Click start now. A pop up box will display asking you to confirm the test you are taking before you 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 device problems or procedural questions (All time lost because of technical problems is documented and credited to the student(s) at the end of the test administration if needed.);
- avoids distracting behaviors;
- monitors students' screens to ensure students are not using additional resources, questions are displaying properly, and students have not prematurely ended the online test;
- remains in the room throughout the test administration unless an emergency arises (A trained test administrator must be present for the duration of testing.); and
- completes the [Review of Accommodations Used During Testing form](#) for each student who requires a testing accommodation and returns the completed form to the school test coordinator after testing.

Read to Announce the First Break:

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

The test administrator ensures each student has clicked the pause button, and the online test questions are not visible on 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 stay quietly in your seat, raise your hand, and I will help you. If you need more time to complete the test when the testing session ends, time will be provided.

Now click the continue button and continue working.

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

Start Time: _____ (Record the start time.)
Work Time: <u> +40 </u> (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.

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

Now click the continue button and continue working.

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

Start Time: _____ (Record the start time.)
Work Time: <u> +40 </u> (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.

SAY: 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, make sure that you have reviewed your answers and clicked 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. Once you do so, you will not be able to return to this test.

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.

<i>Directions for Students Who Have Finished Testing:</i>	<i>Directions for Students Who Need Additional Time:</i>
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	The test administrator ensures students have clicked the pause button. 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

<i>Directions for Students Who Have Finished Testing (continued):</i>	<i>Directions for Students Who Need Additional Time (continued):</i>
<p>on the stop sign screen closes the test.</p> <p>When ready, the test administrator continues.</p> <p>Read to Collect Test Materials:</p> <p>SAY: I will now collect your test materials.</p> <p>The test administrator collects all test materials.</p> <p>Read after All Materials Have Been Collected:</p> <p>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.</p> <p>You have completed the Reading End-of-Grade test.</p> <p>Students are dismissed according to procedures developed for the school by the principal or school test coordinator.</p> <p>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</p>	<p>exceed the maximum time allowed (except for students with documented accommodations, such as <i>Scheduled Extended Time</i>).</p> <p>When ready, the test administrator continues.</p> <p>Read to Announce a Break:</p> <p>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.</p> <p>After three minutes, the test administrator continues.</p> <p>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.</p> <p>Now click the continue button and continue working.</p> <p>All students must have the remainder of the script read at the conclusion of the testing session (i.e., up to maximum time).</p> <p>SAY: Stop working. This is the end of the testing session. Click the review button on your screen.</p>

<i>Directions for Students Who Have Finished Testing (continued):</i>	<i>Directions for Students Who Need Additional Time (continued):</i>
<p>materials returned matches the count taken when the materials were first received.</p> <p>Report to the school test coordinator or principal any irregularities that occurred during testing.</p>	<p>SAY: Now, click the end test button.</p> <p>A caution box will pop up on your screen. Click the second end test button.</p> <p>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.</p> <p>When ready, the test administrator continues.</p> <p>Read to Collect Test Materials:</p> <p>SAY: I will now collect your test materials.</p> <p>The test administrator collects all test materials.</p> <p>Read after All Materials Have Been Collected:</p> <p>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.</p>

<p><i>Directions for Students Who Have Finished Testing (continued):</i></p>	<p><i>Directions for Students Who Need Additional Time (continued):</i></p>
	<p>SAY: You have completed the Reading End-of-Grade Test.</p> <p>Students are dismissed according to procedures developed for the school by the principal or school test coordinator.</p> <p>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.</p> <p>Report to the school test coordinator or principal any irregularities that occurred during testing.</p>

Online Mathematics Test Administration Directions

If any Annual Testing Program-approved supplemental materials will be used, the test administrator may give students these items at this time.

SAY: Today, you will take the Mathematics End-of-Grade Online Test. Please do not use your device until I tell you to do so. Before you begin, 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, 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 test. Do not start the test until I tell you to do so. If the information on the screen is not correct, raise your hand.

Before continuing, the test administrator verifies all students are doing so at the device assigned to them.

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

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

SAY: 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

SAY: 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 begin. You should see Math (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 <i>Test Read Aloud (in English)</i> Accommodation:	
Read If the Entire Test Is to Be Read Aloud: SAY: I will read aloud all the sample questions, test questions, and answer choices for you. I will repeat this information if you ask me to do so.	Read If Information Is 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 an audio button beside the block of text. Each test question and answer choice has an audio button. When you click the audio button, the recorded audio will play. Some parts of the test questions and answer choices cannot be read aloud by your 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 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.

Read for Grades 5–8 Only (continued):

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 break.)

Procedures during the Testing Session:

As soon as the start time, work time, and break time are recorded on the board, the test administrator does the following:

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

Read to Announce the First Break:

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

The test administrator ensures each student has clicked the pause button and the online test questions are not visible on 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 stay quietly in your seat, raise your hand, and I will help you. If you need more time to complete the test when the testing session ends, time will be provided.

Now click the continue button and continue working.

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

Start Time: _____ (Record the start time.)
Work Time: <u>+40</u> (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 stay quietly in your seat, raise your hand, and I will help you. If you need more time to complete the test when the testing session ends, time will be provided.

SAY: Now click the continue button and continue working.

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

Start Time:	_____	(Record the start time.)
Work Time:	<u>+40</u>	(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, make sure that you have reviewed your answers and clicked 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. Once you do so, you will not be able to return to this test.

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.

<i>Directions for Students Who Have Finished Testing:</i>	<i>Directions for Students Who Need Additional Time:</i>
<p>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.</p> <p>When ready, the test administrator continues.</p> <p>Read to Collect Test Materials:</p> <p>SAY: I will now collect your test materials.</p> <p>The test administrator collects all test materials.</p> <p>Read after All Materials Have Been Collected:</p> <p>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</p>	<p>The test administrator ensures students have clicked the PAUSE button.</p> <p>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 <i>Scheduled Extended Time</i>).</p> <p>When ready, the test administrator continues.</p> <p>Read to Announce a Break:</p> <p>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.</p> <p>After three minutes, the test administrator continues.</p> <p>SAY: The break has now ended. Return to your seats. You have sixty additional</p>

<i>Directions for Students Who Have Finished Testing (continued):</i>	<i>Directions for Students Who Need Additional Time (continued):</i>
<p>SAY: to write about them on the internet or on social media.</p> <p>You have completed the Mathematics End-of-Grade Test.</p> <p>Students are dismissed according to procedures developed for the school by the principal or school test coordinator.</p> <p>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.</p> <p>Report to the school test coordinator or principal any irregularities that occurred during testing.</p>	<p>SAY: minutes to complete the test. When you finish, raise your hand, and I will help you.</p> <p>Now click the continue button and continue working.</p> <p>All students must have the remainder of the script read at the conclusion of the testing session (i.e., up to maximum time).</p> <p>SAY: Stop working. This is the end of the testing session. Click the review button on your screen.</p> <p>Now, click the end test button.</p> <p>A caution box will pop up on your screen. Click the second end test button.</p> <p>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.</p> <p>When ready, the test administrator continues.</p>

<i>Directions for Students Who Have Finished Testing (continued):</i>	<i>Directions for Students Who Need Additional Time (continued):</i>
	<p>Read to Collect Test Materials:</p> <p>SAY: I will now collect your test materials.</p> <p>The test administrator collects all test materials.</p> <p>Read after All Materials Have Been Collected:</p> <p>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.</p> <p>You have completed the Mathematics End-of-Grade Test.</p> <p>Students are dismissed according to procedures developed for the school by the principal or school test coordinator.</p> <p>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.</p>

<i>Directions for Students Who Have Finished Testing (continued):</i>	<i>Directions for Students Who Need Additional Time (continued):</i>
	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 may give students these items at this time.

SAY: Today, you will take the Science End-of-Grade Online Test. Please do not use your device until I tell you to do so. Before you begin, 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, 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 test. Do not start the test until I tell you to do so. If the information on the screen is not correct, raise your hand.

Before continuing, the test administrator verifies all students 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.

Click start now. A pop up box will display asking you to confirm the test you are taking before you 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 <i>Test Read Aloud (in English)</i> Accommodation:	
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 a speaker button beside the block of text. Each test question and answer choice have 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

Read Only for Students Receiving the Test Read Aloud (in English)
Accommodation via the Device (continued):

SAY: 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 break.)

Procedures during the Testing Session:

As soon as the start time, work time, and break time are recorded on the board, the test administrator does the following:

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

Read to Announce the First Break:

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

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

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

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

Now click the continue button and continue working.

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

Start Time: _____ (Record the start time.)
Work Time: <u>+40</u> (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 stay quietly in your seat, raise your hand, and I will help you.

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

Now click the continue button and continue working.

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

Start Time: _____ (Record the start time.)
Work Time: <u>+40</u> (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 ensure their pause buttons have been clicked.

SAY: **If you have finished the test, make sure that you have reviewed your answers and clicked 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. Once you do so, you will not be able to return to this test.

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*;
 - 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.

<i>Directions for Students Who Have Finished Testing:</i>	<i>Directions for Students Who Need Additional Time:</i>
<p>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.</p> <p>When ready, the test administrator continues.</p> <p>Read to Collect Test Materials:</p> <p>SAY: I will now collect your test materials.</p> <p>The test administrator collects all test materials.</p> <p>Read after All Materials Have Been Collected:</p> <p>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.</p>	<p>The test administrator ensures students have clicked the pause button.</p> <p>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 <i>Scheduled Extended Time</i>).</p> <p>When ready, the test administrator continues.</p> <p>Read to Announce a Break:</p> <p>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.</p> <p>After three minutes, the test administrator continues.</p> <p>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</p>

<i>Directions for Students Who Have Finished Testing (continued):</i>	<i>Directions for Students Who Need Additional Time (continued):</i>
<p>SAY: You have completed the Science End-of-Grade Test.</p> <p>Students are dismissed according to procedures developed for the school by the principal or school test coordinator.</p> <p>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.</p> <p>Report to the school test coordinator or principal any irregularities that occurred during testing.</p>	<p>SAY: button and continue working.</p> <p>All students must have the remainder of the script read at the conclusion of the testing session (i.e., up to maximum time).</p> <p>SAY: Stop working. This is the end of the testing session.</p> <p>Click the review button on your screen. Now, click the end test button.</p> <p>A caution box will pop up on your screen. Click the second end test button.</p> <p>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.</p> <p>When ready, the test administrator continues.</p> <p>Read to Collect Test Materials:</p> <p>SAY: I will now collect your test materials.</p> <p>The test administrator collects all test materials.</p>

<i>Directions for Students Who Have Finished Testing (continued):</i>	<i>Directions for Students Who Need Additional Time (continued):</i>
	<p>Read after All Materials Have Been Collected:</p> <p>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.</p> <p>You have completed the Science End-of-Grade Test.</p> <p>Students are dismissed according to procedures developed for the school by the principal or school test coordinator.</p> <p>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.</p> <p>Report to the school test coordinator or principal any irregularities that occurred during testing.</p>

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

Complete 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 Accommodations Used during Testing in NCTest Admin

To complete the entry of accommodations used by students during testing, the respondent may receive confidential lists from the appropriate school personnel.

Following the test administration for all students marked in the SIQ as 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 Special Codes in NCTest Admin

The respondent completes the special codes in NCTest Admin under the Special Codes tab. To avoid miscoding errors in the data file, the respondent must complete the special codes either before test day or on test day before 7:00 p.m.

- **Absent from Makeup**
 - If a student is absent from both the initial test administration and the makeup test administration, the *Absent from Makeup* special code must be completed. Students without a coded reason for blank responses to test questions will receive a scale score equivalent to a raw score of 0.
- **Reason(s) the Student Is Not Participating in the Test Administration**
 - Mark the appropriate reason the student is not participating in the standard administration of the test.
- **Student Currently Identified under Section 504 Only (i.e., does not have a current IEP)**
 - Mark the Section 504 Only special code.
- **Student Identified with a Transitory Impairment (i.e., not Section 504 eligible)**
 - Mark the Transitory Impairment special code
- **Accommodations Not Permitted**
 - Mark the Accommodations Not Permitted special code to indicate if the student used an accommodation on the test that is not permitted.
 - RA (*Test Read Aloud [in English]* used by student for the reading test)
 - IN (*Interpreter/Transliterators/Signs/Cues Test* used by student for the reading test)
 - OR (Other Reading)
 - OM (Other Mathematics)
 - OS (Other Science)

Paper Testing Information

Before Test Day

Preparing Students for Testing

Test administrators are expected to review the following information before administering the end-of-grade (EOG) tests. 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. In addition to the following suggestions, it is important to share with students that their performance on one test is not the only way to know they are learning and growing. Educators should remind students of their many successes during the school year and that the test is only one part of their school experience.

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 how to answer gridded mathematics questions with those students in grades 5–8 taking a paper test (required review 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.

Review the Required Test Materials

The following materials are needed to administer the EOG tests:

- this test administration guide
- the appropriate number of test books and answer sheets for the group of students to be tested (Count and record the number of answer sheets and test books received.)
- extra, sharpened No. 2 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
- one North Carolina General Purpose Header Sheet for each class or test group
- sufficient vinyl bags for repackaging the test materials to be scored
- jumbo paper clips
- for mathematics grades 3–8:
 - a supply of 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–C6](#) for more information regarding calculators.
- For science grade 8:
 - A copy of the periodic table issued and approved by the Annual Testing Program

Review Testing Security

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

- [Policies and Procedures for Test Administrations Online 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, 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.

Precoded Answer Sheets

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

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 that might be a source of direct answers are covered or removed.
- all desks or workstations are cleared of books and other materials that are not required for the test.

Test Day Reminders

- A trained test administrator is required to be present in the testing room for the entire test administration.
- Test administrators are not to engage in any activity other than monitoring the test administration to ensure there are no misadministrations or irregularities.
- Test administrators cannot give students any assistance on the test, verbally or nonverbally.
- Each student 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 and the [Testing Code of Ethics](#).
- 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.
- Ensure that study carrels or privacy shields are permitted only under the following circumstances:
 - the students' assigned seats are multistudent desks (i.e., desks that seat two or more students).
 - 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, answer sheets). To maintain security of the test materials, the test administrator will count and record the number of secure test materials, including supplemental materials, when the materials are first received from the school test coordinator. Any discrepancies in the 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.

Misalignment during Paper Testing

Misalignment occurs during a paper test administration when a student is responding to a multiple-choice question and the question number the student is responding to on the answer sheet does not match the question number the student is responding to in the test book.

The following options are to be discussed during training and followed in the event a misalignment occurs during the test administration.

Option 1. If the test administrator is able to help the student identify where the misalignment occurred, the student should realign their answers on the answer document and continue testing.

Option 2. If the test administrator determines that the misalignment is too severe to correct during the test administration, or that working with the student to realign their answers would create too much of a distraction during the test administration, the test administrator may tell the student to circle their remaining responses in the test book.

After the test administration ends, the test administrator or other designated school personnel must guide the student, under secure conditions in a group

setting (i.e., three or more designated school personnel), to correct the misalignment and transfer the circled responses from the test book to the answer sheet. Students must complete this process within the maximum time allowed for the test administration.

Option 3. If the student is unable to continue testing due to the severity of the misalignment, the test administrator may need to end the testing session for the student and complete a testing irregularity report. The student must be provided with an opportunity to take the test again at a later date.

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 the students when there are five minutes remaining before the break.
- Secure all test materials during the break.
- Instruct the students to place their answer sheet and 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.

If students *will* have the opportunity to communicate with others or access electronic devices during the break, the test administrator must complete the following steps:

- Inform students that during the break, they are not allowed to discuss specific test questions or information contained in the test.
- Inform students they must complete the current reading selection and the associated test questions before leaving the room.
- Inform students they 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 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 novels or other nontextbooks (e.g., magazines) while the other students continue to work during the scheduled time.
- Students may be dismissed from the testing room when they complete the test if authorized by the appropriate local official (e.g., principal).

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

- Verify with the student that the test is completed and that all answers are clearly marked and entered on the answer sheet for scoring.
- Collect the student's answer sheet, test book, and all ancillary materials (e.g., used and unused papers, borrowed pencils).
- Stack the student's test materials on the teacher's or test administrator's desk and ensure the test books and answer sheets remain 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 [Section 1: Paper Test Administration Directions](#) with students before continuing to the appropriate section of the test directions.

- [Section 2](#) contains directions for the administration of the reading test.
- [Section 3](#) contains directions for the administration of the mathematics test.
- [Section 4](#) contains directions for the administration of the science test.

Section 1: Paper Test Administration Directions

Important: Test administrators complete *Section 1: Paper Test Administration Directions* with students before continuing to the appropriate section of the test directions.

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

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

1. collects the student's used scratch paper and graph paper (i.e., students may only keep clean scratch paper and clean graph paper); (If the test administrator takes used papers from a student, he or she must give another sheet of clean scratch paper and clean graph paper to the student.)
 2. paper clips the student's test book so he or she will not be able to go back and work on questions in the calculator inactive part of the test;
 3. gives a calculator to the student;
 4. ensures the student begins work in the calculator active part of the test; and
 5. keeps a count of the number of calculators distributed.
- Students are not permitted to leave the room except in an emergency (e.g., illness, necessary restroom break).
 - 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, 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 Annual Testing Program-approved supplemental materials or designated features such as highlighters, color acetate overlays, or example mathematics grids for mathematics tests (for the *Student Marks Answers in Test Book* accommodation only) will be used, the test administrator may give students these items at this time.

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

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

The test administrator pauses for students to clear their desks and distributes No. 2 pencils to those students who raise their hands.

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

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

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

SAY: Look at SIDE 1 of your answer sheet.

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

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

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

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

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

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

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

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

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

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

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

The test administrator helps any students who request assistance.

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

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

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

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

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

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

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

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

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

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

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

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

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

Paper Test Administration Directions	Page Number
Section 2: Reading	55
Section 3: Mathematics	64
Section 4: Science Grades 5 and 8	76

Section 2: Paper Reading 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. You may use this paper to cover your work or to help you answer the test questions. I will collect this paper at the end of the testing session. If you need more scratch paper during the test, raise your hand, and I will give you more paper.

The test administrator distributes scratch paper to the students.

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

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

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

Are there any questions?

The test administrator pauses to answer questions and then continues.

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

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

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

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

SAY: Read the selection for the sample questions.

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

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

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

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

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

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

The test administrator pauses to answer questions.

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

The test administrator pauses to answer questions and then continues.

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

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

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

SAY: Are there any questions before you begin?

The test administrator pauses to answer questions and then continues.

SAY: You may begin.

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

Start Time:	_____	(Record the start time.)
Work Time:	+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;
- avoids distracting behaviors;
- remains in the room throughout the test administration unless an emergency arises (A trained test administrator must be present for the duration of testing.); and
- completes the [Review of Accommodations Used During Testing form](#) for each student who requires a testing accommodation and returns the completed form to the school test coordinator after testing.

Misalignment

If the question number being coded by the student on the answer sheet does not match the number of the question being answered in the test book, refer to the subsection [Misalignment during Paper Testing](#) located in this guide.

Read to Announce the First Break:

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

After three minutes, the test administrator is to continue.

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

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

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

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

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

Read to Announce the Second Break:

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

After three minutes, the test administrator is to continue.

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

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

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

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

Start Time:	_____	(Record the start time.)
Work Time:	<u>+40</u>	(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. Close your test book and sit quietly. This is the end of the testing session.

If you have not finished the test and need more time, please place your answer sheet, and scratch papers inside your test book and then raise your hand.

The test administrator makes note of students who need additional time and ensures their answer sheets and scratch papers are placed inside their test books, and their test books are closed.

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.

<i>Directions for Students Who Have Finished Testing:</i>	<i>Directions for Students Who Need Additional Time:</i>
<p>SAY: If you have finished the test, make sure your first and last name are printed on the front cover of your test book.</p> <p>Now check SIDE 1 of your answer sheet to be sure you have marked the form number in the form box.</p> <p>Make sure all of your answers are entered on the answer sheet. Only what is entered on your answer sheet will be scored. Look over your answers and make sure your circles are dark. Erase any stray marks. If you completely erase a circle on your answer sheet, do not draw a new circle.</p> <p>The test administrator allows sufficient time for students to check their answer sheets and to erase any stray marks.</p> <p>When ready, the test administrator continues.</p> <p>Read to Collect Test Materials:</p> <p>SAY: I will now collect your test materials.</p> <p>The test administrator collects all test materials.</p>	<p>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 <i>Scheduled Extended Time</i>).</p> <p>Before continuing, the test administrator must ensure students' answer sheets and scratch papers have been placed inside their test books, and their test books are closed.</p> <p>When ready, the test administrator continues.</p> <p>Read to Announce a Break:</p> <p>SAY: Please leave all of your papers 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.</p> <p>After three minutes, the test administrator continues.</p> <p>SAY: The break has now ended. Return to your seats. You have sixty additional minutes to complete the test. Now open your test book to the last question you have answered. Take</p>

<i>Directions for Students Who Have Finished Testing (continued):</i>	<i>Directions for Students Who Need Additional Time (continued):</i>
<p>Read after All Materials Have Been Collected:</p> <p>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.</p> <p>You have completed the Reading End-of-Grade Test.</p> <p>Students are dismissed according to procedures developed for the school by the principal or school test coordinator.</p> <p>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.</p> <p>Report to the school test coordinator or principal any irregularities that occurred during testing.</p>	<p>out your answer sheet and scratch papers. You may continue working. When you finish, raise your hand, and I will help you.</p> <p>All students must have the remainder of the script read at the conclusion of the testing session (i.e., up to maximum time).</p> <p>After sixty minutes, the test administrator reads to announce the end of the maximum time session:</p> <p>SAY: Stop working. Close your test book. This is the end of the testing session.</p> <p>Make sure your first and last name are printed on the front cover of your test book.</p> <p>Check SIDE 1 of your answer sheet to be sure you have marked the form number in the form box.</p> <p>Check to be sure all of your answers are entered on the answer sheet. Only what is entered on your answer sheet will be scored. Look over your answers and make sure your circles are dark. Erase any stray marks. If you completely erase a circle on your answer sheet, do not draw a new circle.</p>

<i>Directions for Students Who Have Finished Testing (continued):</i>	<i>Directions for Students Who Need Additional Time (continued):</i>
	<p>The test administrator allows sufficient time for students to check their answer sheets and to erase any stray marks.</p> <p>When ready, the test administrator continues.</p> <p>Read to Collect Test Materials:</p> <p>SAY: I will now collect your test materials.</p> <p>The test administrator collects all test materials.</p> <p>Read after All Materials Have Been Collected:</p> <p>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.</p> <p>You have completed the Reading End-of-Grade Test.</p> <p>Students are dismissed according to procedures developed for the school by the principal or school test coordinator.</p> <p>All secure test materials (including supplemental materials) are counted and returned to the school test</p>

<p><i>Directions for Students Who Have Finished Testing (continued):</i></p>	<p><i>Directions for Students Who Need Additional Time (continued):</i></p>
	<p>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.</p> <p>Report to the school test coordinator or principal any irregularities that occurred during testing.</p>

Section 3: Paper Mathematics 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. You may use these papers to cover your work or to work out problems. I will collect these papers at the end of the testing session. If you need more scratch paper or graph paper during the test, raise your hand, and I will give you more paper.

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

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

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

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

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

Are there any questions?

The test administrator pauses to answer questions and then continues.

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

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

Read for Grades 5–8 Only:

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

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

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

Are there any questions?

The test administrator pauses to answer questions and then continues.

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

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 <i>Test Read Aloud (in English)</i> 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: **Look at SIDE 1 of your answer sheet. You will mark your answers for the sample questions on this side of the answer sheet.**

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

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

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

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

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

Read for Grades 3 and 4 Only:

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

Read for Grades 3 and 4 Only (continued):

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

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

The test administrator pauses to answer questions.

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

The test administrator pauses to answer questions and then continues.

Read for Grades 5–8 Only:

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

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

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

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

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

Read for Grade 5 Only:

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

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

The test administrator pauses to answer questions.

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

The test administrator pauses to answer questions.

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

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

The test administrator pauses to answer questions and then continues.

Read for Grades 6–8 Only:

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

The test administrator pauses to answer questions.

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

The test administrator pauses to answer questions.

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

The test administrator pauses to answer questions and then continues.

Read Only for Students Receiving the <i>Test Read Aloud (in English)</i> Accommodation:	
Read if the Entire Test Is to Be Read Aloud:	Read if Information Is 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.

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

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

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

The test administrator pauses to answer questions and then continues.

SAY: **You may begin.**

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

Start Time:	_____	(Record the start time.)
Work Time:	+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;
- avoids distracting behaviors;
- remains in the room throughout the test administration unless an emergency arises (A trained test administrator must be present for the duration of testing.); and
- completes the [Review of Accommodations Used During Testing form](#) for each student who requires a testing accommodation and returns the completed form to the school test coordinator after testing.

Misalignment

If the question number being coded by the student on the answer sheet does not match the number of the question being answered in the test book, or if the student is observed recording the answer in the wrong column(s) below the recorded answer in the grid box, refer to the subsection

[*Misalignment during Paper Testing*](#) located in this guide.

Read to Announce the First Break:

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

After three minutes, the test administrator is to continue.

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

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

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

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

Start Time:	_____	(Record the start time.)
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 all of your papers inside your test book and close your test book. You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.

After three minutes, the test administrator is to continue.

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

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

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

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

Start Time:	_____	(Record the start time.)
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 Session*. Follow local procedures for returning students to the regular school schedule.

Read to Announce the End of the Standard Testing Session:

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

If you have not finished the test and need more time, please place your answer sheet, and scratch papers inside your test book and then raise your hand.

The test administrator makes note of students who need additional time and ensures their answer sheets and scratch papers are placed inside their test books and their test books are closed.

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.

<i>Directions for Students Who Have Finished Testing:</i>	<i>Directions for Students Who Need Additional Time:</i>
<p>SAY: If you have finished the test, make sure your first and last name are printed on the front cover of your test book.</p> <p>Now check SIDE 1 of your answer sheet to be sure you have marked the form number in the form box.</p> <p>Make sure all of your answers are entered on the answer sheet. Only what is entered on your answer sheet will be scored. Look over your answers and make sure your circles are dark. Erase any stray marks. If you completely erase a circle on your answer sheet, do not draw a new circle.</p> <p>The test administrator allows sufficient time for students to check their answer sheets and to erase any stray marks.</p> <p>When ready, the test administrator continues.</p>	<p>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 <i>Scheduled Extended Time</i>).</p> <p>Before continuing, the test administrator must ensure students' answer sheets and scratch papers have been placed inside their test books, and their test books are closed.</p> <p>When ready, the test administrator continues.</p> <p>Read to Announce a Break:</p> <p>SAY: Please leave all of your papers 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.</p>

<i>Directions for Students Who Have Finished Testing (continued):</i>	<i>Directions for Students Who Need Additional Time (continued):</i>
<p>Read to Collect Test Materials:</p> <p>SAY: I will now collect your test materials</p> <p>The test administrator collects all test materials.</p> <p>Read after All Materials Have Been Collected:</p> <p>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.</p> <p>You have completed the Mathematics End-of-Grade Test.</p> <p>Students are dismissed according to procedures developed for the school by the principal or school test coordinator.</p> <p>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.</p>	<p>After three minutes, the test administrator continues.</p> <p>SAY: The break has now ended. Return to your seats. You have sixty additional minutes to complete the test. Now open your test book to the last question you have answered. Take out your answer sheet and scratch papers. You may continue working. When you finish, raise your hand and I will help you.</p> <p>All students must have the remainder of the script read at the conclusion of the testing session (i.e., up to maximum time).</p> <p>After sixty minutes, the test administrator reads to announce the end of the maximum time session:</p> <p>SAY: Stop working. Close your test book. This is the end of the testing session.</p> <p>Make sure your first and last name are printed on the front cover of your test book.</p> <p>Check SIDE 1 of your answer sheet to be sure you have marked the form number in the form box.</p> <p>Check to be sure all of your answers are entered on the answer sheet. Only what is</p>

<i>Directions for Students Who Have Finished Testing (continued):</i>	<i>Directions for Students Who Need Additional Time (continued):</i>
<p>Report to the school test coordinator or principal any irregularities that occurred during testing.</p>	<p>SAY: entered on your answer sheet will be scored. Look over your answers and make sure your circles are dark. Erase any stray marks. If you completely erase a circle on your answer sheet, do not draw a new circle.</p> <p>The test administrator allows sufficient time for students to check their answer sheets and to erase any stray marks.</p> <p>When ready, the test administrator continues.</p> <p>Read to Collect Test Materials:</p> <p>SAY: I will now collect your test materials.</p> <p>The test administrator collects all test materials.</p> <p>Read after All Materials Have Been Collected:</p> <p>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.</p>

<p><i>Directions for Students Who Have Finished Testing:</i></p>	<p><i>Directions for Students Who Need Additional Time:</i></p>
	<p>SAY: You have completed the Mathematics End-of-Grade Test.</p> <p>Students are dismissed according to procedures developed for the school by the principal or school test coordinator.</p> <p>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.</p> <p>Report to the school test coordinator or principal any irregularities that occurred during testing.</p>

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

Test administrators must complete [Section 1: Paper Test Administration Directions](#) with students before continuing with this section.

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

The test administrator distributes 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.

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

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

Are there any questions?

The test administrator pauses to answer questions and then continues.

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

The test administrator may adjust the following “read aloud” directions accordingly for students whose 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 <i>Test Read Aloud (in English)</i> 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: Look at SIDE 1 of your answer sheet. You will mark your answers for the sample questions on this side of the answer sheet.

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

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

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

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

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

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

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

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

The test administrator pauses to answer questions.

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

The test administrator pauses to answer questions and then continues.

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

Read Only for Students Receiving the <i>Test Read Aloud (in English)</i> Accommodation:	
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: Look at SIDE 2 of your answer sheet. You will mark your answers for the test on this side of the answer sheet.

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

SAY: Are there any questions before you begin?

The test administrator pauses to answer questions and then continues.

SAY: You may begin.

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

Start Time: _____ (Record the start time.)
Work Time: <u>+40</u> (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;
- avoids distracting behaviors;
- remains in the room throughout the test administration unless an emergency arises (A trained test administrator must be present for the duration of testing.); and
- completes the *Review of Accommodations Used During Testing* form for each student who requires a testing accommodation and returns the completed form to the school test coordinator after testing.

Misalignment

If the question number being coded by the student on the answer sheet does not match the number of the question being answered in the test book refer to the subsection [Misalignment during Paper Testing](#) located in this guide.

Read to Announce the First Break:

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

After three minutes, the test administrator is to continue.

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

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

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

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

Start Time:	_____	(Record the start time.)
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 all of your papers inside your test book and close your test book. You will take a three-minute break. You may stand beside your desk and stretch or just relax, but you cannot talk during the break.

After three minutes, the test administrator is to continue.

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

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

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

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

Start Time:	_____	(Record the start time.)
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 Session*. Follow local procedures for returning students to the regular school schedule.

Read to Announce the End of the Standard Testing Session:

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

If you have not finished the test and need more time, please place your answer sheet, and scratch papers inside your test book and then raise your hand.

The test administrator makes note of students who need additional time and ensures their answer sheets and scratch papers are placed inside their test books, and their test books are closed.

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.

<i>Directions for Students Who Have Finished Testing:</i>	<i>Directions for Students Who Need Additional Time:</i>
<p>SAY: If you have finished the test, make sure your first and last name are printed on the front cover of your test book.</p> <p>Now check SIDE 1 of your answer sheet to be sure</p>	<p>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 accommodations, such as <i>Scheduled Extended Time</i>).</p>

<i>Directions for Students Who Have Finished Testing (continued):</i>	<i>Directions for Students Who Need Additional Time (continued):</i>
<p>SAY: you have marked the form number in the form box.</p> <p>Make sure all of your answers are entered on the answer sheet. Only what is entered on your answer sheet will be scored. Look over your answers and make sure your circles are dark. Erase any stray marks. If you completely erase a circle on your answer sheet, do not draw a new circle.</p> <p>The test administrator allows sufficient time for students to check their answer sheets and to erase any stray marks.</p> <p>When ready, the test administrator continues.</p> <p>Read to Collect Test Materials:</p> <p>SAY: I will now collect your test materials.</p> <p>The test administrator collects all test materials.</p> <p>Read after All Materials Have Been Collected:</p> <p>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</p>	<p>Before continuing, the test administrator must ensure students' answer sheets and scratch papers have been placed inside their test books, and their test books are closed.</p> <p>When ready, the test administrator continues.</p> <p>Read to Announce a Break:</p> <p>SAY: Please leave all of your papers 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.</p> <p>After three minutes, the test administrator continues.</p> <p>SAY: The break has now ended. Return to your seats. You have sixty additional minutes to complete the test. Now open your test book to the last question you have answered. Take out your answer sheet and scratch papers. You may continue working. When you finish, raise your hand, and I will help you.</p> <p>All students must have the remainder of the script read at the conclusion of the testing session (i.e., up to maximum time).</p>

<i>Directions for Students Who Have Finished Testing (continued):</i>	<i>Directions for Students Who Need Additional Time (continued):</i>
<p>SAY: contained within the test or to write about them on the internet or on social media.</p> <p>You have completed the Science End-of-Grade Test.</p> <p>Students are dismissed according to procedures developed for the school by the principal or school test coordinator.</p> <p>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.</p> <p>Report to the school test coordinator or principal any irregularities that occurred during testing.</p>	<p>Read to Announce the End of the Maximum Time Session:</p> <p>SAY: Stop working. Close your test book. This is the end of the testing session.</p> <p>Make sure your first and last name are printed on the front cover of your test book.</p> <p>Check SIDE 1 of your answer sheet to be sure you have marked the form number in the form box. Check to be sure all of your answers are entered on the answer sheet. Only what is entered on your answer sheet will be scored. Look over your answers and make sure your circles are dark. Erase any stray marks. If you completely erase a circle on your answer sheet, do not draw a new circle.</p> <p>The test administrator allows sufficient time for students to check their answer sheets and to erase any stray marks.</p> <p>When ready, the test administrator continues.</p> <p>Read to Collect Test Materials:</p> <p>SAY: I will now collect your test materials.</p>

<i>Directions for Students Who Have Finished Testing (continued):</i>	<i>Directions for Students Who Need Additional Time (continued):</i>
	<p>The test administrator collects all test materials.</p> <p>Read after All Materials Have Been Collected:</p> <p>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.</p> <p>You have completed the Science End-of-Grade Test.</p> <p>Students are dismissed according to procedures developed for the school by the principal or school test coordinator.</p> <p>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.</p> <p>Report to the school test coordinator or principal any irregularities that occurred during testing.</p>

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 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 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 (OTISS).

Complete 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 Accommodations Used during Testing on the Answer Sheet

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

- The test administrator or principal's designee must use a No. 2 pencil to code numbers 1 and 2 in the *TO BE COMPLETED BY THE TEST ADMINISTRATOR OR PRINCIPAL'S DESIGNEE AFTER TESTING* section on SIDE 1 of each student's answer sheet:
 - Number 1. The respondent must code if the student is currently identified under Section 504 or identified with a transitory

impairment. If the student is not officially identified under Section 504 or with a transitory impairment, this question must be left blank.

- Number 2. If the student was provided an accommodation during this test administration for *any* reason (documented in the current IEP, Section 504 Plan, EL Plan, or transitory impairment documentation), the appropriate bubble or bubbles must be filled. More than one response may be filled for this question. If the student was provided an accommodation approved through the Accommodation Request process, the Special NCDPI-Approved Accommodation bubble must be filled. If the student was not provided an accommodation during the test administration, this question must be left blank.

Complete Special Codes on the Answer Sheet

To complete the special codes information, the test administrator or other designated school personnel may receive confidential student information. The respondent completes the Special Codes section on SIDE 1 of the students' answer sheet after the students complete testing.

- **Absent from Makeup**

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

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

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

- Code Column A on SIDE 1 of the student's answer sheet.
 - 1=Transfer Student
 - Mark this special code if the student was administered the test at a former school before moving.
 - 2=Medical Exception
 - Mark this special code if the student was granted a medical exception approved by the Annual Testing Program.
 - 3=Participates in NCEXTEND1
 - Mark this special code if the student, according to IEP documentation, participates in the NCEXTEND1 alternate assessment.
 - 4=Grade 8 Taking NC Math 1
 - Mark this special code if the student is in membership at grade 8 but enrolled for credit in NC Math 1 and exempt from being assessed on the grade 8 mathematics EOG.

- **Accommodations Not Permitted**

- Code Column B on SIDE 1 of the student’s answer sheet to indicate if the student used an accommodation on the test that is not permitted.
 - 1=*Test Read Aloud (in English)* used by student for the reading test
 - 2=*Interpreter/Transliterators Signs/Cues Test* used by student for the reading test
 - 3=Other Reading
 - 4=Other Mathematics
 - 5=Other Science

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

Complete North Carolina General Purpose Header Sheet

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

All makeup tests completed by the end of the testing schedule are included under the appropriate header sheet. When test administrators assist with makeups, they must code the correct number of enclosed answer sheets on the header sheet when adding makeup sheets to the appropriate vinyl bag. The header sheet must be completed with a No. 2 pencil. All coded information must be accurate for scoring and reporting purposes. The test coordinator must be contacted if there are questions about these procedures.

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

Section 2: School System Name and Test Name. In the first space, print the name of the school system. In the second space, print the name of the test (e.g., EOG science).

Section 3: School Code. The school test coordinator will provide the test administrator with the six-digit school code during training. This code must be recorded correctly on the document. Improper coding creates severe processing and reporting problems that may result in inaccurate test scores

at the school and school system levels. The boxes below may be used to record the six-digit school code for reference when completing the header sheet.

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

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

T	A	Y	L	O	R		D				
---	---	---	---	---	---	--	---	--	--	--	--

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

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

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

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

Answer Key Codes for EOG Reading at Grades 3 through 8:

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

Answer Key Codes for EOG Mathematics at Grades 3 through 8:

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

Answer Key Codes for EOG Science at Grades 5 and 8:

Grade Level	Answer Key Code
5	SCI5
8	SCI8

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

Section 9: Number of Answer Documents Enclosed. The test administrator records the number of answer sheets enclosed behind the header sheet. Students who are administered the test as makeups, but who are members of this class, may have their answer sheets included with this header.

Special Codes Section for the Header Sheet

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

Review the Answer Sheets

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

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

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

- Record or transcribe to the appropriate EOG answer sheet responses for students who used certain testing accommodations (i.e., *Student Marks Answers in Test Book, Braille Edition, Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, Electronic Braille Notetaker, Assistive Technology, Large Print Edition, One Test Item Per Page Edition, Large Print/One Test Item Per Page Edition, and Dictation to a Scribe*) for scoring purposes. The transcription and verification occur under secure conditions in a group setting (i.e., three or more designated school personnel). One individual is to transcribe the student's responses, a second individual is to verify the transcription, and a third individual is to act as an objective observer of the process. All three individuals sign the front cover of the test book. The answer sheet is then processed following the regular procedures. Only responses coded on answer sheets will be scored. If the responses are not transcribed, test results will be returned at the lowest possible score. See Appendix B for information on how to transcribe the gridded response mathematics questions.
- Check inconsistent spelling or coding of teacher and school names on the header sheets and missing, incorrect, incomplete printing and coding of student's name, PowerSchool Student Number, and other coded responses on SIDE 1 of the students' answer sheets. Make needed corrections only for hand-coded responses on SIDE 1 of the answer sheets and header sheets; report any corrections needed for precoded responses to the principal or school test coordinator. Do not change, alter, or erase precoding on students' answer sheets or the header sheets.
- Check for missing Special Codes on SIDE 1 of each answer sheet. Responses must be coded accurately and completely.
- Check for and erase inappropriate pencil marks on the answer sheets and header sheets. Examples of what can be erased during the review process are stray pencil marks in columns (a pencil slash) and stray marks transferred from one answer sheet to another when coding an answer sheet on top of several sheets. Erased grid circles must not be redrawn. Stray marks in the answer grid section that are not erased may be scored as double responses for a single answer.

- Check to be sure the answer key code and the school code are printed and coded accurately and completely on the header sheet so the computer program will select the correct answer key for scoring and the test scores can be returned to the appropriate school.
- Check to be sure paper clips, sticky notes, rubber bands, and staples are not used when returning testing materials.
- Bent, folded, stapled, torn, or damaged answer sheets cannot be scored. Test administrators must notify the school test coordinator if answer sheets are not properly marked and suitable for scoring. Follow the procedures established by the PSU test coordinator for handling unscorable answer sheets.

End-of-Grade Reading Grade 3 Retest

End-of-Grade Reading Grade 3 Retest Administration

Purpose of the EOG Reading Grade 3 Retest

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

Eligible Students

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

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

- The student scored achievement level 3 or higher on the Beginning-of-Grade 3 Reading Test.
- The student passed the Read to Achieve Test administered at the end of the third-grade year (after the initial administration of the EOG reading test). Additional information on the Read to Achieve Test is found in a separate test administration guide.
- The student qualifies for a good cause exemption. Schools must determine all good cause exemptions no later than the end of the third-grade year. Good cause exemptions shall be limited to the following.
 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 an alternative assessment approved by the SBE.

4. Students who demonstrate through a student reading portfolio reading proficiency appropriate for third-grade students. Student reading portfolio and review processes 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 *Review the Checklist of Required Test Materials* (for [online](#) or [paper](#) test administrations) in this test administration guide for the test materials required for the EOG Reading Grade 3 Retest.

Online Test Administrations

- Use [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 grade 3 reading EOG administrations. Test coordinators ensure that students receive a different form (i.e., a different letter) of the test than the one they took for the regular (i.e., first) administration.
- The answer sheet for the EOG Reading Grade 3 Retest differs from the answer sheet used for the regular EOG test administration.
- Use [Section 1: Paper Test Administration Directions](#) and [Section 2: Paper Reading 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 (OTISS) are followed to document and report any violations that occur during the retest. Report any irregularities in OTISS under “EOG Reading.”

Complete the Student Interface Questions (SIQ) for Online Administrations

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

Accommodations and Special Codes

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

General Purpose Header Sheet

The test name and answer key code for the Reading Grade 3 Retest North Carolina General Purpose Header Sheet are provided below. The test administrator or principal’s designee must follow the procedures located in this test administration guide for completing the North Carolina General Purpose Header Sheet.

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

Scoring and Reporting

Only scores from the regular (i.e., first) administration of the EOG reading test will be used in school accountability results and school performance grades. Test results from retest administrations are uploaded to

PowerSchool; however, they will not be used for school accountability reporting.

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.** Other than permitted calculators, students are not allowed to use or have in their possession cell phones or any other electronic recording, listening, scanning, communication, or photographic devices at any time during testing, including breaks. Any student found or observed with a cell phone or electronic device during testing time must be dismissed from testing and a misadministration declared for that student.
 - 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.
 - 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.
 - 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 other nontextbooks (e.g., magazines) while waiting for other students to finish the test.
 - 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., calculators, used papers) before students can take out their reading materials.
 - For paper administrations, test administrators must collect student answer sheets, test books, and all ancillary materials (e.g., calculators, used paper) before students can take out their reading materials.
- **Testing aids.** Textbooks, reference books, thesauruses, smartwatches, 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

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: Transcribing Gridded Response Mathematics Questions

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

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

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

Appendix 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.

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.

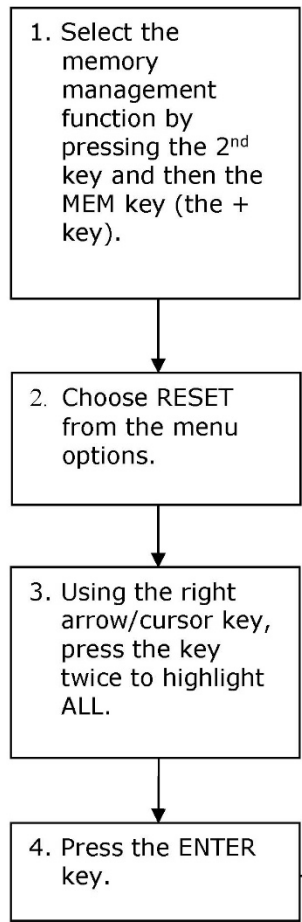
Comprehensive clearing procedures for calculators most frequently used in the Annual Testing Program are available in Appendixes C1–C6 of this guide. In addition, major calculator vendors have support teams who assist test administrators clearing calculators. Vendor contact information can be obtained 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.

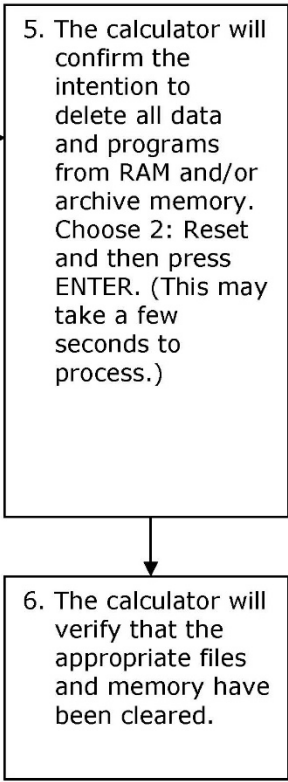
Appendix C1: Method for Clearing Memory: Memory Management to Reset Calculator Models: All TI-83 Plus and All TI-84 Plus Models

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

Before Testing:



After Each Test Administration:



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

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

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

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

Location of the MEM and Reset functions vary.

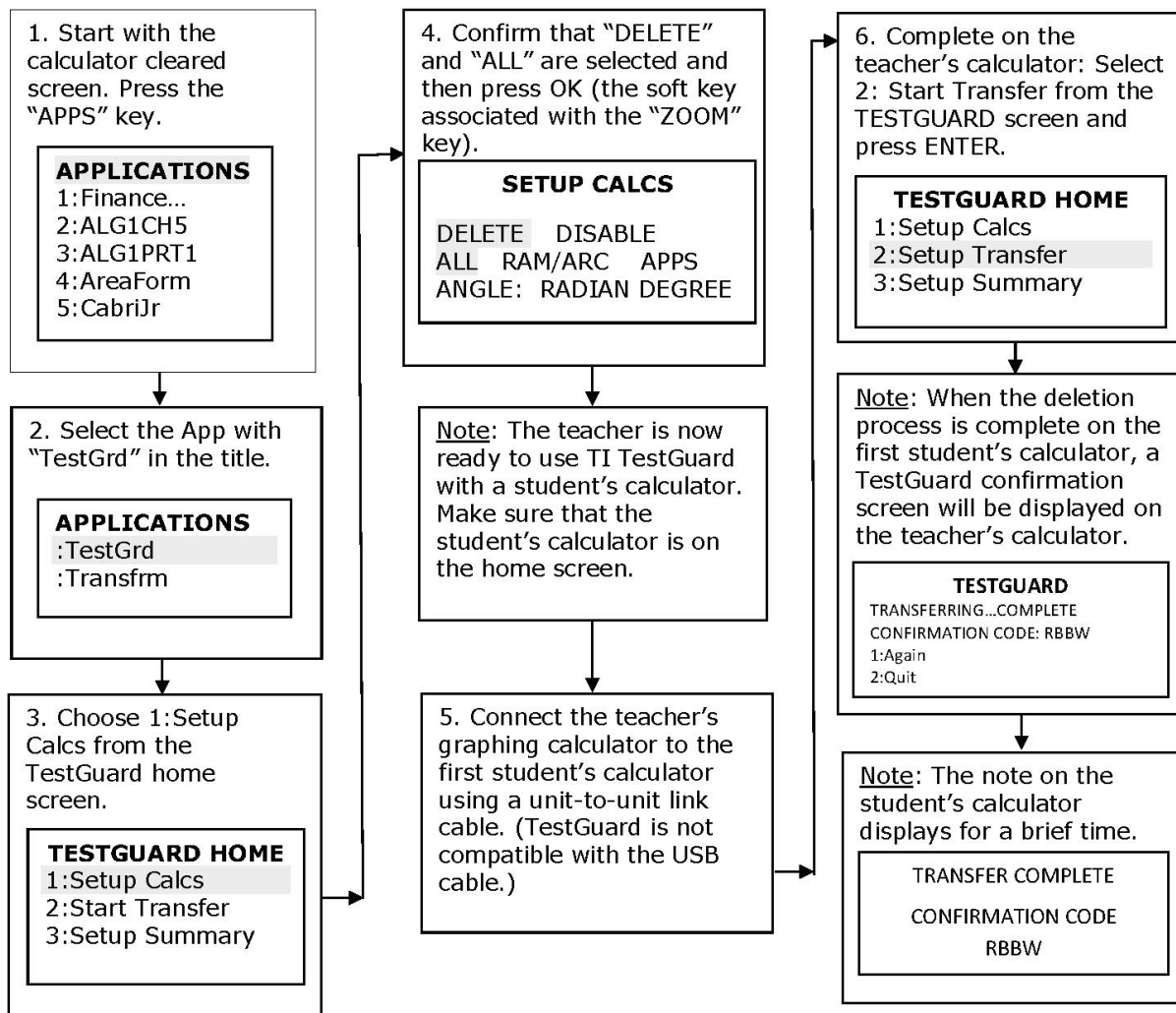
TI-81

Press 2nd and then Reset. Select Reset.

Appendix C2: Method for Clearing Applications & Memory: TI TestGuard™ App Calculator Models: TI-83 Plus Family and TI-84 Plus Family

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

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



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

TESTGUARD

TRANSFERRING...COMPLETE

CONFIRMATION CODE: RBBW

1:Again

2:Quit

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

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

APPLICATIONS

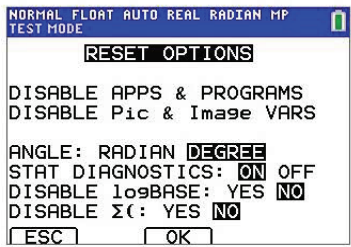
1:Finance

Appendix C3: Method for Clearing Applications & Memory: Press-to-Test Calculator Models: All TI-84 Plus Models

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

Before Testing:

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



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



After Each Test Administration:

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

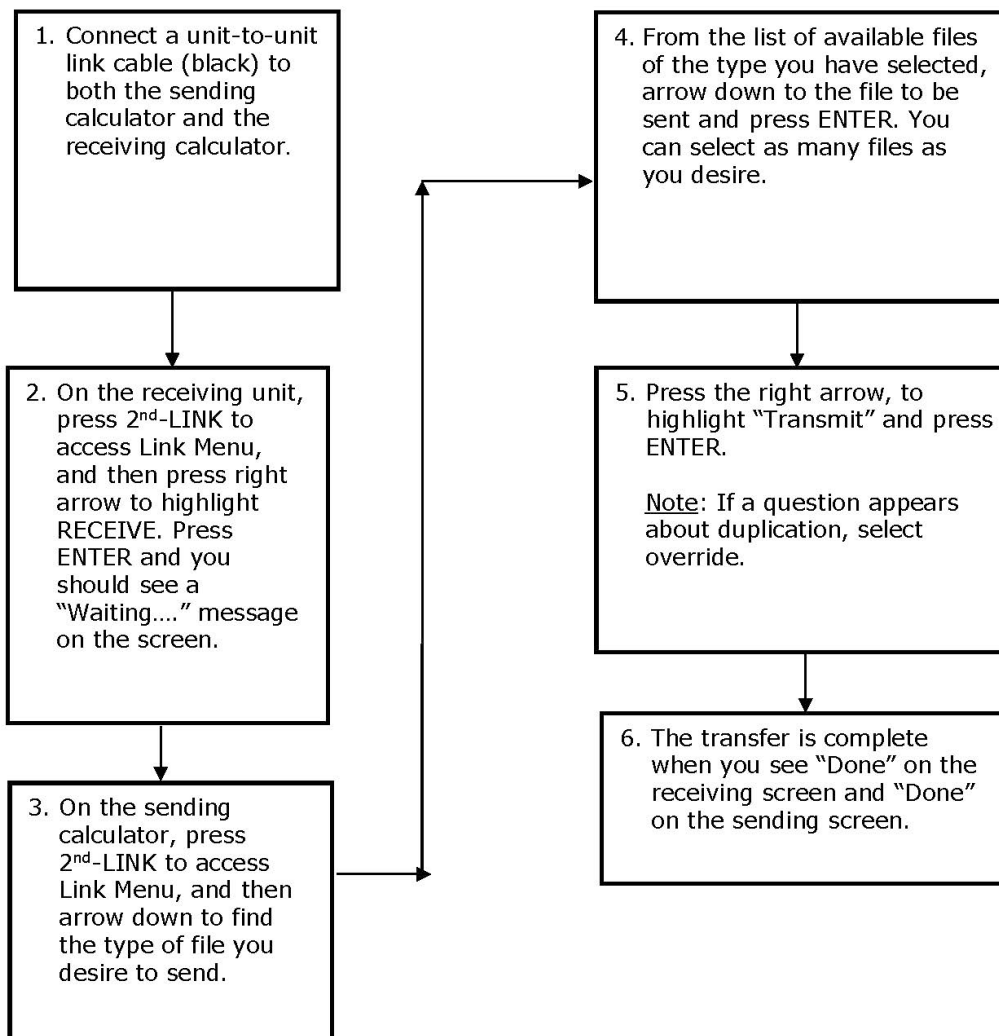
4. Press the APPS key to confirm again that this process has been successfully completed.



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


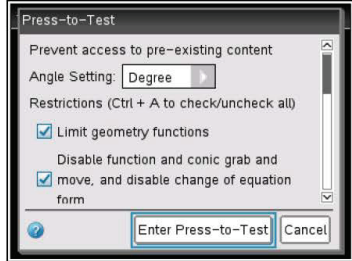

Appendix C4: How to Restore Files That Were on Calculators before the Reset**To Be Completed at the Conclusion of Testing:**

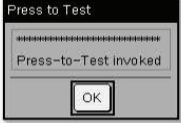
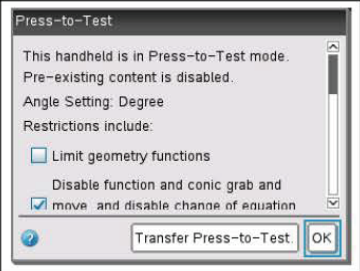
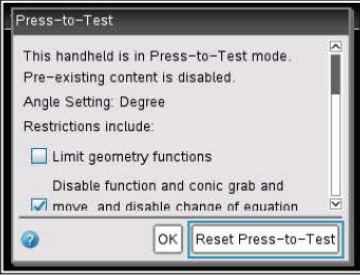
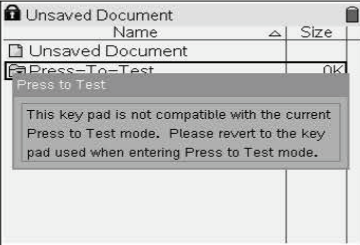
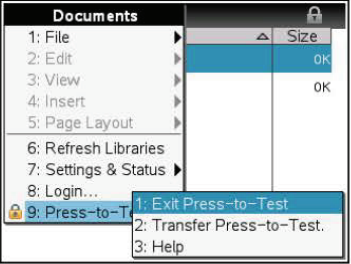
Note: To restore files that were on the calculator before the reset, transfer files from one calculator to another via the "Unit-to-Unit Transfer" function, if applicable. For instructions to reset a specific model calculator, please contact 1-800-TI-CARES (800-842-2737). On TI-84 Plus models, following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



Appendix C5: TI-Nspire and TI-Nspire CX Press-to-Test Mode Keystrokes

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

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

<p>5. After the reboot, you will see a dialogue box that confirms you have entered Press-to-Test. Click [OK] to proceed.</p> <p style="text-align: center;">(Dialogue box on older models)</p> 	
<p>6. During or after the exam, you can tell if a calculator is still in Press-to-Test mode by the flashing LED and also by turning the calculator OFF and back ON. You will again see a confirmation screen.</p> <p>Restoring the calculator from Press-to-Test mode will delete the documents created during testing mode and restore all previous working documents.</p> <p>Reinvoking Press-to-Test (step 1) when it is still in test mode will show a dialog box telling you that you are in Press-to-Test mode, and you can clear out the Press-to-Test documents if you want to start over with a reset calculator (image shown).</p>	
<p>7. SECURITY:</p> <ul style="list-style-type: none"> The flashing LED is hardware-secure and cannot be affected by coded software. The students cannot get out of this mode by removing the batteries or by resetting the device. On models with replaceable keypads, students cannot change the keypad while in the Press-to-Test mode. If they attempt to, they will get a dialog box to change the keypad back to the one in which Press-to-Test was invoked. 	
<p>Exiting Press-to-Test mode:</p> <ul style="list-style-type: none"> Connect two TI-Nspire or TI-Nspire CX using a unit-to-unit USB cable. Press the [home icon] key and select My Documents. Press the [doc] key. Or, on older models, press the [ctrl] and then the [Tools icon]. Select the Press-to-Test options to Exit Press-to-Test. Contact TI to learn about other methods to exit Press-to-Test. 	

Appendix C6: Resetting Casio Calculators

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

Resetting the Calculator

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



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

```
Memory
Memory Usage
Reset
```

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

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

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

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

```
*****
MEMORY CLEARED!
*****
Press [Menu] Key
```

Quick Reset

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

Appendix 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.*

This publication and the information contained within must not be used for personal or financial gain. North Carolina public school units, school officials, and teachers may download and duplicate this publication for instructional and educational purposes only.