

Test Administrators' Guide



NC Final Exams 2014–15

PUBLIC SCHOOLS OF NORTH CAROLINA
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Teacher Evaluation Process

North Carolina's Teacher Evaluation Process

In 2011, the State Board of Education (SBE) voted to require an annual evaluation for every teacher in North Carolina. Annual evaluation applies to all public schools, including traditional, charter, and regional schools, that accepted funding through the *Race to the Top* grant and as a condition of an Elementary and Secondary Education Act (ESEA) waiver.

“The intended purpose of the North Carolina Teacher Evaluation Process is to assess the teacher’s performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth. The principal or a designee must conduct the evaluation process in which the teacher actively participates through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s)” (SBE policy TCP-C-004).

Standard 6 and Educator Status

The teacher evaluation process includes a student-growth component. Standard 6 focuses on the amount of growth students achieve as the result of a teacher’s instruction.

Standard 6: Teachers contribute to the academic success of students. The work of the teacher results in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.

Teachers receive a rating for each standard to provide them with meaningful information about their knowledge and practice. Ratings on the standards are used to create professional development plans each year as well as to determine educator status.

Educator status is a more holistic view of an educator’s knowledge and skills. A status encompasses all standards of the North Carolina Educator Evaluation System. A teacher receives a status when there are three years of growth data (i.e., current year and two prior years) to populate Standard 6. The categories for status are

- Highly Effective,
- Effective, and
- In Need of Improvement.

How Student Growth Is Measured for Standard 6

Standard 6 is the student-growth component of the teacher evaluation process. As stated in SBE policy GCS-A-016, the following assessments shall be used to assess educators’ performance in relation to Standard 6 of the North Carolina Teacher Evaluation Process:

1. End-of-Grade English Language Arts/Reading (grades 3–8)
2. End-of-Grade Mathematics (grades 3–8)
3. End-of-Grade Science (grades 5 and 8)
4. End-of-Course Math I
5. End-of-Course English II
6. End-of-Course Biology
7. NC Final Exams
8. K–3 Checkpoints
9. Career and Technical Education State Assessments
10. Analysis of Student Work
11. Locally Developed Processes for Measuring Student Growth

School year 2012–13 was the first year of a three-year cycle of student-growth data used as part of the status determination. Whenever possible, growth is calculated through EVAAS.

School Administrator Evaluation Process

North Carolina's School Administrator Evaluation Process

The SBE requires an annual evaluation of every principal and assistant principal in North Carolina. The annual evaluation requirement applies to all public schools including traditional, charter, and regional schools that accepted funding through the *Race to the Top* grant and as a condition of an ESEA waiver.

The intended purpose of the North Carolina School Executive Evaluation Process is to assess the administrator's performance in relation to the North Carolina School Executive Standards and to design a plan for professional growth.

Standard 8 and Educator Status

The school executive evaluation process includes a student-growth component. Standard 8 focuses on the amount of growth students achieve as the result of their instruction in a school.

Standard 8: Academic Achievement Leadership. The school executive will contribute to the academic success of students. The work of the school executive will result in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.

Administrators receive a rating for each standard to provide them with meaningful information about their knowledge and practice. Ratings on the standards are used to determine educator status.

Educator status is a more holistic view of an educator's knowledge and skills. A status encompasses all standards of the North Carolina Educator Evaluation System. A principal or assistant principal receives a status when there are three years of growth data (i.e., current year and two prior years) to populate Standard 8. The categories for status are

- Highly Effective,
- Effective, and
- In Need of Improvement.

How Student Growth Is Measured for Standard 8

Standard 8 is the student-growth component for the school executive evaluation process. As stated in SBE policy GCS-A-016, the following assessments shall be used to assess educators' performance in relation to Standard 8 of the North Carolina School Executive Evaluation Process:

- End-of-Grade English Language Arts/Reading (grades 3–8)
- End-of-Grade Mathematics (grades 3–8)
- End-of-Grade Science (grades 5 and 8)
- End-of-Course Math I
- End-of-Course English II
- End-of-Course Biology
- NC Final Exams
- K–3 Checkpoints
- Career and Technical Education State Assessments
- Analysis of Student Work
- Locally Developed Processes for Measuring Student Growth

School year 2012–13 was the first year of a three-year cycle of student-growth data used as part of the status determination. Whenever possible, growth is calculated through EVAAS.

North Carolina Final Exams for 2014–15

Course Name	NC Final Exam Required (Cover Title)	Constructed Response (CR) Items	Format Offered Fall 2014 ¹	Format Offered Spring 2015 ¹
English I	English Language Arts I		P/P	P/P / Online
English III	English Language Arts III	2	P/P / Online	P/P / Online
English IV	English Language Arts IV		P/P	P/P / Online
4 th Grade Social Studies ²	Grade 4 Social Studies			P/P / Online
5 th Grade Social Studies ²	Grade 5 Social Studies			P/P / Online
6 th Grade Social Studies	Grade 6 Social Studies		P/P	P/P / Online
7 th Grade Social Studies	Grade 7 Social Studies		P/P	P/P / Online
8 th Grade Social Studies	Grade 8 Social Studies	2	P/P / Online	P/P / Online
Civics and Economics	Civics and Economics	2	P/P / Online	P/P / Online
United States History	U.S. History		P/P / Online	P/P / Online
World History	World History	2	P/P / Online	P/P / Online
American History I: The Founding Principles	American History I	2	P/P	P/P / Online
American History II	American History II	2	P/P	P/P / Online
4 th Grade Science ²	Grade 4 Science			P/P / Online
6 th Grade Science	Grade 6 Science		P/P	P/P / Online
7 th Grade Science	Grade 7 Science		P/P / Online	P/P / Online
Physical Science	Physical Science		P/P / Online	P/P / Online
Chemistry	Chemistry		P/P	P/P / Online
Physics	Physics		P/P	P/P / Online
Earth/Environmental Science	Earth/Environmental Science		P/P / Online	P/P / Online
Geometry	Geometry		P/P	P/P / Online
Math II	Math II		P/P / Online	P/P / Online
Algebra II	Algebra II		P/P	P/P / Online
Math III	Math III		P/P / Online	P/P / Online
Integrated Mathematics III	Integrated Math III		P/P	P/P / Online
Advanced Functions and Modeling	Advanced Functions and Modeling		P/P	P/P / Online
Discrete Mathematics	Discrete Mathematics		P/P	P/P / Online
Precalculus	Precalculus		P/P	P/P / Online

¹Local educational agencies (LEAs)/charter schools have the option of administering the North Carolina Final Exams (NCFEs) in either the online or paper-and-pencil (P/P) format; however, online testing is strongly encouraged.

²This NCFE is only administered in the spring of 2015.

Eligible Students

Students Required to Participate:

Per State Board policy GCS-A-016, all eligible public school students shall participate in the administration of the NCFEs (standard administrations with or without accommodations).

- Regardless of the grade level in which the course is offered, a student enrolled in a course that requires an NCFE shall take the appropriate assessment at the completion of the course. This requirement does not apply to
 - students for science NCFEs at grades 4, 6, and 7 whose teachers have their test scores for the same year from the end-of-grade tests of English language arts/reading and/or mathematics and/or the social studies NCFEs (The decision must be applied consistently to all schools within a district so that teachers in like categories have the same measures) or
 - students for social studies NCFEs at grades 4, 5, 6, 7 and 8 whose teachers have their test scores for the same year from the end-of-grade tests of English language arts/reading, mathematics, and/or science, and/or science NCFEs. (The decision must be applied consistently to all schools within a district so that teachers in like categories have the same measures.)

Note: School systems may elect to administer the science and social studies NCFEs even if teachers have English language arts/reading, mathematics, science, or social studies scores.

- Students repeating a course must take the NCFE.
- Students with disabilities must participate in the NCFEs with or without accommodations.
- Students identified as limited English proficient (LEP) must participate in the NCFEs with or without accommodations.
- Students identified as LEP who score below Level 4.0 Expanding on the reading subtest of the WIDA ACCESS Placement Test (W-APT™) and are in their first year in U. S. schools are not eligible to be assessed on the NCFEs for English I, English III, and English IV. However, they are required to participate in the administration of the NCFEs for science, mathematics, and social studies.
- Students who are identified as failing a course/grade/subject for which an NCFE is required shall take the appropriate assessment.
- Transfer students must take the NCFEs. Scores will not be used to determine teacher growth if the transfer student is in membership less than 70 days for a 4x4/semester course or 140 days for a traditional yearlong course.
- Students, including seniors, who are exempt from final exams by local board of education policy, shall not be exempt from the NCFEs.

Students Not Required to Participate:

Note: The 95% tested rule does not apply to the NCFEs.

- All students in AP and IB courses are exempt from the administration of the NCFEs. AP and IB courses have a different process to determine teacher effectiveness.
- Students currently instructed on the Extended Content Standards who, according to their Individualized Education Programs (IEPs), participate in the ***NCEXTENDI*** alternate assessments are exempt from the NCFEs.
- Students identified as LEP who score below Level 4.0 Expanding on the reading subtest of the WIDA ACCESS Placement Test (W-APT™) and are in their first year in U. S. schools are exempt from the NCFEs for English I, English III, and English IV.

- Students taking a course for credit recovery are exempt from the NCFEs.
- Students enrolled in online courses taught by persons not employed by the school district (e.g., student enrolled in an early college course taught by a college professor) are exempt from the NCFEs.
- Students enrolled in courses through the North Carolina Virtual Public Schools (NCVPS) are exempt from the NCFEs.
- Charter schools that have never received *Race to the Top* funds do not have to participate in the NCFEs; however, the final exams must be administered by teachers whom a charter school plans to recommend for Standard Professional 2 (SP2) licensure.
- In rare cases, students may be medically fragile because of a significant medical emergency and/or condition and are unable to participate in a specific test administration. These students may be granted a medical exception for the NCFEs. It is a local decision as to how requests for medical exceptions are to be processed. Medical exceptions for final exams are NOT to be sent to the North Carolina Department of Public Instruction (NCDPI). However, if a student has been granted a medical exception by the NCDPI for the current school year's testing window(s), it may be extended to include the NCFEs at the discretion of the LEA.

Testing Window for the NC Final Exams

Test administrators must administer the NCFEs during the last five days (4x4/semester courses) or the last ten days (traditional yearlong schedule) of the instructional period (SBE policy GCS-A-016). For school systems that were required to adjust their school schedules because of adverse weather conditions or other emergencies, the testing schedule should be adjusted to fall within the final five days (4x4/semester) or last ten days (yearlong) of the adjusted school year.

Note: For the 2014–15 school year only, local boards of education could apply for a waiver from the requirements of G.S. §115C-174.12(4) which limit the administration of final exams (i.e., end-of-course, end-of-grade, NCFEs, Career and Technical Education State Assessments, and teacher-made final exams) for yearlong courses to the final ten instructional days of the school year and the final five instructional days of the semester for semester courses. The SBE required all waiver requests be received by September 1, 2014. Waivers must be approved by the SBE in order for LEAs/charter schools to have up to five additional days to administer final exams (i.e., within the final fifteen instructional days of the school year for yearlong courses; within the final ten instructional days of the semester for semester courses). The SBE notified LEAs/charters whether the requested waiver was granted by October 1, 2014.

Makeup Testing

Any student absent (i.e., not present) from the test administration must make up the test. The LEA test coordinator will specify how makeup tests are to be handled at the school and will schedule dates and times for completing makeup tests in each school so that all makeups are completed within the testing window.

Retesting

No retests are permitted for the NC Final Exams unless a misadministration is declared.

Administration Time and Testing Schedule

The administration time for all NCFEs (elementary, middle, and high schools) is 120 minutes. No administration of the NCFEs may exceed the 120 minutes (except for students with documented special needs requiring accommodations, such as *Scheduled Extended Time*). The administration time does not include time for general instructions and breaks. The NC Final Exams must be administered in one school day (i.e., not over two or more days) except for students with documented special needs requiring accommodations, such as *Multiple Testing Sessions*. Refer to the following chart for the test administration times.

Activity	Time
Administration Time	120 minutes
2 Two-Minute Breaks	4 minutes
General Instructions	12 minutes
Total Time	136 minutes

Note: Students are provided the first break after 40 minutes of testing; the second break is provided after another 40 minutes of testing. During the breaks, students must not be allowed to talk or to leave the room except in an emergency (i.e., illness, necessary restroom break).

Accommodations and Alternate Assessments

Students with disabilities, including students only receiving services under Section 504, may receive testing accommodations for the NCFEs. Documentation must exist in the students' IEPs or Section 504 Plans to substantiate the provision of these accommodations. The documented accommodations must be used routinely during classroom instruction and similar classroom assessments that measure the same construct.

The superintendent or superintendent's designee, usually the LEA test coordinator, is responsible for ensuring secure test materials are ordered properly. For ordering purposes, requests for special print versions (*Braille, Large Print, and One Test Item Per Page* editions) must be entered into the Testing News Network's (TNN) ordering system. Orders for special print versions must be placed at least **thirty (30)** working days before the actual test administration date. Requests for special print versions other than those specified in this guide must be submitted on an Accommodation Notification Form.

Test administrators who provide accommodations for students with disabilities must refer to the most recent publication of *Testing Students with Disabilities* and any published supplements or updates for additional information regarding appropriate testing procedures and accommodations. This publication is available through the local school system or at <http://www.ncpublicschools.org/accountability/educators/tswd>.

Alternate assessments are **not** available for the NCFEs.

On a case-by-case basis where appropriate documentation exists, **students identified as LEP** may receive testing accommodations for the NCFEs. The need for the accommodations must be documented in the students' current LEP plan/documentation to substantiate the provision of these accommodations. Moreover, the documented accommodations must be used routinely during classroom instruction and similar classroom assessments that measure the same construct.

For additional information on accommodations and guidelines for testing students identified as LEP, refer to the *Guidelines for Testing Students Identified as Limited English Proficient* publication and any published supplements or updates. These publications are available through the local school system or at www.ncpublicschools.org/accountability/policies/slep.

On a case-by-case basis where appropriate documentation exists, **students who are identified with a transitory impairment** (i.e., not Section 504-eligible) may receive testing accommodations for the NCFEs. As with all testing accommodations, accommodations that are being considered for use during testing must be used routinely during instruction and similar classroom assessments when possible. Approved accommodations for students identified with transitory impairments include those accommodations that are approved for use by Section 504-eligible students. The need for accommodations must be documented before testing. Copies of this documentation must be kept at the school and made available to test coordinators.

On days before the test administration, the **Review of Accommodations Used During Testing form** (see Appendix E) must be used to record the required testing accommodations documented on students' IEPs, Section 504 Plans, LEP documentation, or transitory impairment documentation. One form is to be completed per assessment per student.

For a list of testing accommodations for the NCFEs, see Appendix F.

Test Formats and Availability

Paper-and-Pencil Format:

For the 2014–15 school year, all NCFEs are available in paper-and-pencil format for fall and spring administrations.

Online Format:

English III, Grade 8 Social Studies, Civics and Economics, U.S. History, World History, Grade 7 Science, Physical Science, Earth/Environmental Science, Math II, and Math III are available for online administrations in the fall.

For the spring 2015 administrations, all NCFEs will be available online.

Answer Sheets

There are three different answer sheets available for the administration of the NCFEs (see Appendices B, C, and D).

1. Multiple-Choice Answer Sheet

The multiple-choice answer sheet is designated for all NCFEs that have only multiple-choice items. The total number of multiple-choice items varies for the final exams. Therefore, students should bubble in responses only for the question numbers that appear in the assessment and should leave the remaining unused bubbles blank. NC Final Exams that require the multiple-choice answer sheet include the following:

NC Final Exams Requiring the Multiple-Choice Answer Sheet	
• English Language Arts I	• Physical Science
• English Language Arts IV	• Chemistry
• Algebra II	• Physics
• Geometry	• Grade 4 Science
• Integrated Math III	• Grade 6 Science
• Advanced Functions in Modeling	• Grade 7 Science
• Precalculus	• Grade 4 Social Studies
• Discrete Mathematics	• Grade 5 Social Studies
• Math II	• Grade 6 Social Studies
• Math III	• Grade 7 Social Studies
• Earth/Environmental Science	• U. S. History

2. English III Only Answer Sheet

The English Language Arts III NCFE consists of both multiple-choice and constructed response items. The constructed response items are located throughout the English Language Arts III exam. To prevent students from incorrectly bubbling in their answers as they move back and forth between the multiple-choice items and the constructed response items, the constructed response items are identified in the multiple-choice section of the answer sheet with the word “WRITTEN.” When students see the word “WRITTEN,” they must record their answer for the constructed response item on the appropriate lines located beneath the multiple-choice section. Note: *These answer sheets must not be reproduced. Locally reproduced answer sheets will result in invalid test scores.*

3. Multiple-Choice and Constructed Response Answer Sheet

The multiple-choice and constructed response answer sheet has two sections. Students record their answers to the multiple-choice items in the top section of the answer sheet and record their responses to the constructed response items on the lines on the bottom section of the answer sheet. The total number of multiple-choice and constructed response items varies for the final exams. NCFEs that require the multiple-choice and constructed response answer sheet include the following:

NC Final Exams Requiring the Multiple-Choice and Constructed Response Answer Sheet
• Grade 8 Social Studies
• Civics and Economics
• World History
• American History I
• American History II

Note: These answer sheets must not be reproduced. Locally reproduced answer sheets will result in invalid test scores.

Precoding Student Answer Sheets

The information on SIDE 1 of the student answer sheet must be precoded before testing. The answer sheets must be precoded by the LEA test coordinator, school test coordinator, or the principal's designee on days before the NCFE administration (i.e., students must not code the answer sheets before testing). Students and test administrators must not change, alter, or erase precoding on students' answer sheets. The test administrator should provide all corrections for precoded responses to the principal or the school test coordinator.

Printing and Coding the Appropriate Test Code

For Multiple-Choice Answer Sheets Only:

Before the test administration, the test administrator must accurately print and code the appropriate test code on SIDE 1 of each student's answer sheet for scoring and reporting purposes. A complete list of test codes is found in Appendix A.

For English III and Multiple-Choice and Constructed Response Answer Sheets Only:

The English III and Multiple-Choice and Constructed Response answer sheets include a Quick Response (QR) code. The QR code contains all of the student information (student name, date of birth, PowerSchool number, etc.) and also includes the test code. Therefore, printing the test code is not necessary. Please note that handwritten information in the precoded area is not permitted. Students and test administrators must not make marks on the QR code.

Testing Materials

The superintendent or superintendent's designee, usually the LEA test coordinator, is responsible for ensuring all NCFE test materials are ordered properly from the Testing News Network (TNN) ordering page.

Note: Orders will not be prepopulated.

The following chart lists the materials required for **all** NCFEs. In addition to the required testing materials listed in the chart, test administrators will need an accurate timing device that does not make noise or sound an alarm.

The following supplemental materials are approved for use on the NCFEs for students who routinely use them in the classroom:

- Color acetate overlays
- Highlighters

Note: For NCFEs that require blank paper, the test administrator may distribute additional blank paper and/or graph paper to students who need them.

2014-15 North Carolina Final Exams Materials List¹

NC Final Exam (Cover Title)	Test Format				Paper/Pencil				Online	Paper/Pencil and Online					
	P/P Fall	Online Fall	P/P Spring	Online Spring	Answer Sheets			Test Books	P/P Guide	Online Guide	Blank Paper	Graph Paper	Calculator (Sci/Graph)	Formula Sheet	Reference Table
					ELA III MC+CR	MC	MC+CR								
English Lang. Arts I	✓		✓	✓		✓			✓	✓	✓				
English Lang. Arts III	✓	✓	✓	✓	✓				✓	✓	✓				
English Lang. Arts IV	✓		✓	✓		✓			✓	✓	✓				
Grade 4 Soc. Studies ²			✓	✓		✓			✓	✓	✓				
Grade 5 Soc. Studies ²			✓	✓		✓			✓	✓	✓				
Grade 6 Soc. Studies	✓		✓	✓		✓			✓	✓	✓				
Grade 7 Soc. Studies	✓		✓	✓		✓			✓	✓	✓				
Grade 8 Soc. Studies	✓	✓	✓	✓			✓		✓	✓	✓				
Civics and Economics	✓	✓	✓	✓			✓		✓	✓	✓				
U.S. History	✓	✓	✓	✓		✓			✓	✓	✓				
World History	✓	✓	✓	✓			✓		✓	✓	✓				
American History I	✓		✓	✓			✓		✓	✓	✓				
American History II	✓		✓	✓			✓		✓	✓	✓				
Grade 4 Science ²			✓	✓		✓			✓	✓	✓				
Grade 6 Science	✓		✓	✓		✓			✓	✓	✓				
Grade 7 Science	✓	✓	✓	✓		✓			✓	✓	✓				
Physical Science	✓	✓	✓	✓		✓			✓	✓	✓	Sci.			✓
Chemistry	✓		✓	✓		✓			✓	✓	✓	Sci.			✓
Physics	✓		✓	✓		✓			✓	✓	✓	Sci.			✓
Earth/Env. Science	✓	✓	✓	✓		✓			✓	✓	✓	Sci.			
Geometry	✓		✓	✓		✓			✓	✓	✓	Sci.			
Math II	✓	✓	✓	✓		✓			✓	✓	✓	Graph.			
Algebra II	✓		✓	✓		✓			✓	✓	✓	Graph.			
Math III	✓	✓	✓	✓		✓			✓	✓	✓	Graph.			
Integrated Math III	✓		✓	✓		✓			✓	✓	✓	Graph.			
Adv. Funct. and Modeling	✓		✓	✓		✓			✓	✓	✓	Graph.	✓		
Discrete Mathematics	✓		✓	✓		✓			✓	✓	✓	Graph.	✓		
Precalculus	✓		✓	✓		✓			✓	✓	✓	Graph.	✓		

¹LEAs/charters have the option of administering in the online or paper-and-pencil (p/p) format; however, online testing is strongly encouraged.

²This exam is only administered in the spring.

Calculator Requirements

All students are to have access to calculators only during the administration of NCFEs requiring calculator use. Students must use calculators that are similar to those used during classroom instruction in the current school year. Students who regularly use more than one calculator during classroom instructional activities may be permitted to use more than one calculator during the NCFE administration. Students are not allowed to share calculators during test administrations.

Before beginning and immediately following an NCFE that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) of all 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.

Students may use their personal calculators for the NCFEs. However, they must be informed that if they use their personal calculators, the calculator memory and all applications (including preloaded) must be cleared before and after the test administration. Students who still wish to use their own calculators must be told before the assessment 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.

The minimum calculator requirements for the NCFEs requiring calculator use are as follows:

A **graphing calculator** is the minimum requirement for

- Math II
- Algebra II
- Math III
- Integrated Math III
- Advanced Functions and Modeling
- Discrete Mathematics
- Precalculus

A **scientific calculator** is the minimum requirement for

- Geometry
- Physical Science
- Chemistry
- Physics
- Earth/Environmental Science

The following calculator functionalities are not permitted for use on the NCFEs:

- Calculators with wireless communication technologies (e.g., Bluetooth, Infrared)
- Calculators with built-in computer algebra systems (CAS) capable of doing symbolic algebra (e.g., factoring, expanding, or simplifying given variable output) or symbolic calculus
- Pocket organizers
- Handheld or laptop/notebook computers, unless specifically approved
- Calculators built into cellular phones or other electronic communication devices
- Calculators in pen-input/stylus-driven devices
- 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 the NCFEs. The list is not all-inclusive. If the school system test coordinator believes calculator brands other than those listed below may need to be restricted, he/she must contact the regional accountability coordinator (RAC) for clearance before allowing their use.

- Texas Instruments: All model numbers that begin with TI-89 or TI-92; Voyage 200; N-Spire CAS
- Hewlett-Packard: hp 48GII and all model numbers that begin with HP 40G, HP 49G, or HP 50G
- Casio: Algebra fx 2.0, ClassPad 300, and all model numbers that begin with CFX-9970G

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.

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

Testing Code of Ethics

The North Carolina *Testing Code of Ethics* (SBE policy GCS-A-010) applies to the administration of all NCFEs. Before the test administration, test administrators must read and study the *Testing Code of Ethics*. The *Testing Code of Ethics* addresses appropriate professional practices for central office and school administrators, test coordinators, teachers (test administrators), and proctors in the areas of securing tests; administering tests; and scoring, reporting, and interpreting test results. The sanctions for violations included in the *Testing Code of Ethics* are applicable to the administration of the final exams. A copy of the *Testing Code of Ethics* is found in Appendix G of this guide.

Test Security

The principal shall account for all test materials and shall ensure test security within the school building (SBE policy GCS-A-010). All NCFE test administrators and proctors must receive training on the policies and procedures for conducting a proper test administration before they administer or proctor an NCFE. The importance of maintaining test security at all times must be stressed.

Copying Secure Test Materials

- Secure tests, including all test materials and test questions, must not be reproduced in any manner.
- Secure tests must **not** be copied, filed, or used directly in instructional activities.
- **No person** may copy, reproduce, or paraphrase the test materials in any manner for any reason without the prior written consent of the NCDPI Division of Accountability Services/North Carolina Testing Program.

Classroom Instruction and/or Study Guides

- Excerpts from the tests must **not** be used at any time during classroom instruction or in resource materials such as study guides.
- Instructional materials that contain sample test questions (whether generated locally or obtained from another school system) **must** be shared with the principal and school system test coordinator **before they can be used**.
- Teachers are **not** permitted to discuss specific items from the tests with students or colleagues before, during, or after the test administration or ask students which test questions were difficult.

Displays

- Displaying information regarding content being measured or test-taking strategies (e.g., “Tips for Taking Tests,” displays, word lists, word walls, definitions, writing formulas, multiplication tables,

mathematical formulas/theorems) in any manner or form in the room during a test administration will result in a misadministration. These displays must be covered or removed.

- Failure to cover or remove such displays during a test administration is considered a violation of the *Testing Code of Ethics*.

Testing Environment

- All rooms designated for testing must be quiet, orderly, comfortable, and have adequate lighting.
- Seating must be arranged to discourage students from sharing responses.
- Students are prohibited from having any electronic devices, other than permitted calculators, in their possession or to use cell phones at any time during testing, including breaks. Any person found or observed with a cell phone/electronic device during testing time must be dismissed from testing and a misadministration declared.
 - If the test administrator or proctor believes an electronic device was used during the test administration to store or exchange information, or to make an image of the test, the device must be collected from the student and the school test coordinator contacted immediately.
 - If a student must be removed from testing because he/she has a cell phone/electronic device during testing, the test administrator must not leave the testing room unattended. The test administrator must remain in the room, and the school coordinator must be notified and the student removed.
- Students' personal belongings must be placed under their seats and students must not be permitted to access them at any time during testing, including breaks.
 - Students who complete the test before the scheduled time is over must be provided the option to read novels or other nontextbooks (e.g., magazines) while waiting for other students to finish the test. Test administrators must collect students' answer sheets, test books, and all other ancillary materials (e.g., calculators, used papers) before students are allowed to take out their reading materials. (See the section *Procedures for Students Who Complete the Test before the Scheduled Time Is Over* located in this guide for additional information.)
- No one, including testing staff, may eat or drink in the testing room.

Accounting for and Storing Test Materials

- The test administrator must count and record the number of secure test materials and supplemental materials
 - when the materials are first received;
 - before the distribution of materials to students;
 - after the test administration; and
 - when the materials are returned to the school test coordinator.
- The test administrator must immediately report any discrepancies in the count to the school test coordinator/principal.
- Test materials must **not** be left unattended by the test administrator at any time.
- Immediately after the test administration, the test administrator must return all testing materials to the school test coordinator according to the directions specified in this *Assessment Guide*.
- The school test coordinator shall collect, count, and return all test materials to the secure, locked facility.

Access to Secure Assessments

- Access to the tests shall be limited to school personnel who have a legitimate need.
- School personnel must not disclose the contents of the tests nor discuss with each other or with students specific test questions or information contained within the test(s).
- Visitors to the classroom are prohibited during the test administration except when required for state or local monitoring of test administrations or under extreme circumstances (i.e., emergency situations).

Read Aloud or Signing/Cueing Administrations

- Test administrators who provide read aloud or signing/cueing administrations have the added responsibility of maintaining confidentiality because of the access they are granted for these types of accommodations. It is strictly prohibited for test administrators who give these administrations to divulge the contents of the assessment, generally or specifically, to anyone or to copy or record test items. Note: Reading aloud or signing/cueing the English Language Arts I, English Language Arts III, and the English Language Arts IV NCFEs invalidates the test results because these tests measure reading skills.

Selection of Test Administrators

The selection of test administrators should follow these guidelines:

- If the test administrator is the teacher who teaches the students in the subject/course of the NCFE being administered (i.e., the teacher of record), then two adults (i.e., the teacher and a proctor [one-on-one, full-time proctor or roving proctor]) should be present during the test administration.
- If the test administrator is a teacher who teaches the same subject matter/course as the NCFE being administered (i.e., not the teacher of record), then two adults (i.e., the teacher and a proctor [one-on-one, full-time proctor or roving proctor]) should be present during the test administration.
- If the test administrator is a teacher who does not teach the subject matter/course of the final exam being administered, then LEAs/Charter Schools may elect not to require a second adult (i.e., proctor) be present during the test administration.

Using a One-on-One/Full-Time or Roving Proctor

A trained proctor should be assigned and present for each NCFE administration regardless of the number of students tested. The proctors assigned to monitor the NCFEs can be either (1) a one-on-one, full-time proctor (i.e., one proctor assisting one test administrator in a single testing room) or (2) a roving proctor (e.g., one proctor assisting up to three test administrators in three testing rooms).

- All proctors must be trained before each test administration.
- For best practices, two adults (i.e., the test administrator and a proctor [one-on-one, full-time proctor or roving proctor]) should be present during the test administration if the test administrator is either the teacher of record (i.e., teacher of the group tested) or is a teacher of the subject matter being tested.
- For best practices, roving proctors should not be responsible for more than three, centrally located classrooms.
- Before assigning proctors, the LEA/charter school test coordinator must consider the test group(s) that will be monitored by a proctor(s). For example, a small group of students who are easily distracted might not be the best test group for a roving proctor.
- The LEA/charter school test coordinator must specify the logistics for roving proctors such as the room assignments; the time spent monitoring in each testing room, and whether the testing room door is to be left open or closed during the testing session.
- For best practices, there should not be more than thirty students in the testing class or group. Testing rooms with over thirty students should have a full-time proctor.

Ideally, every test administration should have a proctor present, and it is most preferred when test administrations exceed thirty students. If after working with the RAC and exhausting all options, it is not possible to have proctors as stated in this Administrators' Guide, LEAs may submit a letter to the Office of the State Superintendent stating the hardship and assuring the district assumes responsibility for test security.

Student Emergencies and Breaks

All students should have an opportunity to use the restroom before beginning an NCFE. If a student must leave the room during the test administration because of an emergency (i.e., becoming ill or requiring a visit to the restroom) the student must be accommodated. All test materials must remain in the room.

If a student needs a restroom break during testing, the NCDPI recommends the following procedures be followed:

- To the extent possible, only one student at a time is to be excused to the restroom.
- The student's test materials must be secured (i.e., the answer sheet and any papers should be placed inside the test book as a place holder and the test book closed).
- The test administrator must note the time the student left the room to ensure the student has the allotted time to complete the test upon return.
- If necessary, an appropriate member of the school staff may accompany the student to the restroom. Students must be accompanied if more than one is allowed to leave during the test at the same time.

Procedures for Students Who Complete the Test before the Scheduled Testing Time Is Over

Students who complete the NCFE before the scheduled time is over must be provided the option to read novels or other nontextbooks (e.g., magazines) while other students continue to work during the scheduled time. Before students who have completed the exam may read, however, the test administrator must

- verify with the student that he/she has completed the test, checked over his/her answers, and is sure all answers are clearly marked on the answer sheet for scoring;
- collect the student answer sheet, test book, and all ancillary materials (e.g., calculators, used blank and graph papers). The test administrator must stack the student's test materials on the teacher's/test administrator's desk and must not open or review the student's answer sheets or test books. (*The test administrator must not review test items or alter student responses; test books must remain closed and secure.*); and
- ensure the student's reading material is a novel or other nontextbook, such as a magazine. (Textbooks, reference books, thesauruses, audio books, music, notes, or any unapproved testing aids are prohibited during the administration of any test in the North Carolina Testing Program. *During the scheduled testing time, students are only allowed to read only novels or other nontextbooks after they are finished and waiting for other students to complete the test.* Students may put their heads down on their desks and rest if they decide not to read.)

If all students finish the NCFE, 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 in the *Assessment Guide* under the words *Read to Announce the End of the Testing Session*. Students must not be dismissed from the room unless authorized by the appropriate local official (e.g., principal). The test administrator must follow local procedures for returning students to the regular school schedule.

Reporting Testing Irregularities

The test administrator or proctor must report any alleged testing violation or testing irregularity to the school test coordinator on the day of the occurrence. The school test coordinator must contact the LEA test coordinator immediately with any allegation of a testing violation. The school test coordinator must then conduct a thorough investigation and complete the Report of Testing Irregularity provided through the Online Testing Irregularity Submission System (OTISS). (Please note that persons reporting irregularities in OTISS must first receive training and a password from the LEA test coordinator.) The OTISS irregularity report must be submitted to the school system test coordinator within five days of the test administration. Different incidents must be documented on separate reports of testing irregularities even when the incidents occur during the same test administration in the same room. For example, if one student is disruptive during testing and another student becomes ill during the administration of the test, two separate reports of testing irregularity must be filed in OTISS. If the superintendent or school system test coordinator declares a misadministration, the misadministration must be documented and reported using appropriate procedures outlined in OTISS.

Examples of testing irregularities include, but are not limited to

Eligibility Issues:

- Failing to test all eligible students (SBE policy GCS-A-016)
- Administering tests to ineligible students

Accommodation Issues:

- Providing accommodations to students who are not eligible to receive them
- Failing to provide approved accommodations to the appropriate students
- Failing to follow appropriate procedures for providing testing accommodations
- Accommodation *Test Administrator Reads Test Aloud (in English)* or *Interpreter/Transliterater Signs/Cues Test* was provided during an assessment that measures reading skills (i.e., English I, English III, or English IV)

Security Issues:

- Allowing access to the secure tests to school or district personnel who do not have a legitimate need
- Allowing students to review secure test materials before the test administration
- Leaving students unsupervised with access to secure test materials
- Secure test materials not stored in a secure, locked facility
- Failing to cover or remove bulletin board materials, or 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
- Failing to return the originally distributed number of test materials (e.g., test books, answer sheets) to designated school personnel
- Reproducing secure tests in any manner or form
- Giving students instruction related to the concepts measured by the tests before the test administration or during the test administration session

Monitoring Issues:

- Test administrator left the room unattended when students and secure materials were present
- Testing personnel did not monitor students during break
- Students allowed to remove secure materials from the testing area
- Students cheated by copying, using a cheat sheet, or asking for information
- Students not prevented from gaining an unfair advantage through the use of cell phones, text messages, or other means

Procedural Issues:

- Interpreting or explaining the test items, including answer choices (SBE policy GCS-A-010)
- Reading or tampering with (e.g., altering, changing, modifying, erasing, or scoring) student responses to the test questions
- Failing to administer the secure tests during the testing window designated by the NCDPI Division of Accountability Services/North Carolina Testing Program
- Failing to follow the test schedule procedures or makeup test schedule designated by the NCDPI Division of Accountability Services/North Carolina Testing Program
- Providing students with additional time beyond the time specified in this administration guide (except for students with documented special needs requiring accommodations, such as *Scheduled Extended Time*)

Misadministrations

School systems must monitor test administration procedures. According to SBE policy GCS-A-001, if school officials discover any instance of improper administration and determine that the validity of the test results has been affected, they must notify the local board of education, order the affected students to be

retested, and declare a misadministration. Only the superintendent and the school system test coordinator have the authority to declare misadministrations at the local level.

When a misadministration is declared, the affected students must be readministered the test. The LEA/charter school test coordinator will specify how misadministrations are to be handled at the school and will schedule dates and times for readministering the tests in each school so that all misadministration retests are completed within the testing windows.

Only results from a valid test administration should be used as a minimum of 20% of the student's final grade for the respective course and entered into the North Carolina Educator Evaluation System. All misadministrations must be documented and reported using the appropriate procedures outlined in the OTISS.

Information about Test Items

All NC Final Exams contain a small portion of experimental (field test) items, which do not count toward or against a student's score. These items are indistinguishable from operational items and should not interfere with the students' test-taking experience.

Scanning and Scoring the NC Final Exams

Some of the NCFEs contain only multiple-choice items, while others contain both multiple-choice and constructed response items. Only multiple-choice answer documents will be scored locally. Answer documents that include constructed response items will not be scored locally. The LEA test coordinator must use the provided shipping labels to **ship all answer sheets with constructed response items** to Technical Outreach for Public Schools (TOPS) via UPS. The following return process must be followed:

- Return to TOPS only the answer sheets with constructed response items to be scored. Do not return unused test materials, extraneous materials such as administrator's guides, scratch paper, graph paper, or any used/unused test books.
- Separate and assemble the answer sheets by class or test group.
- Pack the shipping envelope.
- Complete the school shipping list
- Affix the shipping label and seal the package. Make no alterations to the shipping label. If additional labels are needed, Fax TOPS at (919-515-4622).
- Arrange for UPS pickup.

Charter Schools and Answer Documents

TOPS will precode answer sheets and ship them to charter schools participating in the NCFEs. Labels for the return of the final exam answer sheets to TOPS for scoring will be included with the shipment. After testing, the charter school test coordinator must use the provided shipping labels to send all NC Final Exam answer sheets, all test books, and all ancillary materials back to TOPS via UPS. (UPS labels are provided by TOPS and will arrive with the test materials.) After all materials have arrived at TOPS, the answer sheets will be scored, and TOPS will transfer the files to Accountability Information Technology.

Confidentiality of Student Scores

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

Student Directions

Before Beginning the Testing Session:

- Ensure the correct NCFE answer sheets have been precoded by the LEA test coordinator, school test coordinator, or principal's designee (i.e., students must not code answer sheets before testing).
- Ensure all necessary materials (test books and ancillary materials) for the NCFE are ready for distribution to the students. All materials should be counted and the numbers recorded.
- Follow and present the directions in the Student Directions script as written. The test administrator is to read aloud only the material in **boldface** print that is preceded by the word "SAY." Because the text written in standard type, underlined, or typed in *italics* is information for the test administrator only, it must not be read aloud to students.
- Reading aloud or signing/cueing the selections, test questions, or answer choices from the English I, III, and IV NC Final Exams invalidates test results because the assessments measure reading skills.

Print the Following on the Board for Multiple-Choice Final Exams Only:

Print the first and last name of the teacher of the students on the board for all students to see. Print the appropriate two-digit test code for the NCFE that will be administered. A list of the test codes is located in Appendix A.

Teacher Name _____

Test Code _____

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

SAY: Today you will take the (insert the course/subject) NC Final Exam. You should try to do your best and answer all of the test questions. Before you begin, you must clear your desk of any materials except sharpened No. 2 pencils.

If you do not have a sharpened No. 2 pencil, raise your hand, and I will provide one for you.

The test administrator distributes sharpened No. 2 pencils to students who raise their hands.

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

As the test administrator distributes the answer sheets, he/she must check that the student's name is precoded on the front. The test administrator must count and record the number of answer sheets distributed. When each student has an answer sheet, the test administrator continues.

SAY: Look at the front of your answer sheet.

The test administrator must ensure students are looking at the front of the answer sheet.

SAY: A computer filled in some of the responses on the front 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 the computer mistakes later.

Note: The test administrator must make note of any needed corrections to the front of the answer sheet and report them to the school test coordinator when the test materials are returned after testing.

SAY: Your name should be printed on the front of your answer sheet. Check to be sure your name is printed on your answer sheet. If you have questions, raise your hand.

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

Read for Multiple-Choice Final Exams Only:

When reading the following directions aloud, the test administrator may point to the Teacher Name and Test Code boxes located on SIDE 1 of the student answer sheet.

SAY: Find the boxes labeled Teacher Name and Test Code. I have printed the correct Teacher Name and Test Code on the board. If your answer sheet does not have these boxes filled in, or if the information does not match what is written on the board, raise your hand.

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

Read for English Language Arts I, III, and IV; Social Studies Grades 4, 5, 6, 7 and 8; Civics and Economics; U.S. History; World History; American History I and II; Science Grades 4, 6, and 7 Only:

SAY: I am going to give each of you a sheet of blank 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.

The test administrator distributes the blank paper and then continues reading under *For All Students*.

Read for Physical Science, Chemistry, and Physics Only:

SAY: I am going to give each of you a sheet of blank paper, a reference table and a calculator. I will collect these materials at the end of the testing session. You may use these materials to help you answer the test questions.

The test administrator distributes blank paper, a reference table, and a calculator to the students and then continues reading under *For All Students*.

Read for Earth/Environmental Science Only:

SAY: I am going to give each of you a sheet of blank paper and a calculator. You may use these materials to help you answer the test questions. I will collect these materials at the end of the testing session.

The test administrator distributes blank paper and a calculator to the students and then continues reading under *For All Students*.

Read for Geometry, Math II, Algebra II, Math III, and Integrated Math III Only:

SAY: I am going to give each of you a sheet of blank paper, a sheet of graph paper, and a calculator. You may use these materials to help you answer the test questions. I will collect these materials at the end of the testing session.

The test administrator distributes blank paper, graph paper, and a calculator to the students and then continues reading under *For All Students*.

Read for Advanced Functions and Modeling, Discrete Mathematics, and Precalculus Only:

SAY: I am going to give each of you a sheet of blank paper, a sheet of graph paper, a calculator, and a formula sheet. You may use these materials to help you answer the test questions. I will collect these materials at the end of the testing session.

The test administrator distributes blank paper, graph paper, a calculator, and a formula sheet to the students and then continues reading under *For All Students*.

For All Students:

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

The test administrator pauses to pass out test books to the students. The test books distributed must be counted and the number recorded.

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

The test administrator must pause to give test books to students who raise their hands.

SAY: Look at your test book cover and find the box in the top, right corner that has information printed about the color of the answer sheet needed for this test administration. If the color printed in the box does not match the color of your answer sheet, raise your hand.

The test administrator must pause to ensure all students have the correct test book and answer sheet.

SAY: Now 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 must check to be sure students have written their names on their test book covers.

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

SAY: Now look in the upper right corner of the cover of your test book and find the box with a letter and number printed inside it. The number in this box is the test form number. This number must be recorded on your answer sheet

When reading the following directions aloud, the test administrator may point to the form box located on the front of the answer sheet.

SAY: Look at the front of your answer sheet and find the FORM box.

Read for Multiple-Choice Final Exams Only:

SAY: Fill the bubble in the FORM box that matches the form number of your test book. Then write the form number on the line.

IMPORTANT: The test administrator must check each student's answer sheet and ensure the coded form number on the answer sheet matches the form number located on the test book cover.

When ready, the test administrator continues reading under *For All Students*.

Read for English Language Arts III and Multiple-Choice and Constructed Response Final Exams Only:

SAY: Fill the bubble in the FORM box that matches the form number of your test book. Then write the form number in the two boxes that are above the row of circles. Write only one digit in a box. For example, if you have form number 1, you will bubble the circle for 01 and then write the number zero (0) in the first box and write the number one (1) in the second box.

IMPORTANT: The test administrator must check each student's answer sheet and ensure the coded form number on the answer sheet matches the form number located on the test book cover.

When ready, the test administrator continues reading under *For All Students*.

For All Students:

SAY: In a few minutes you will begin the NC Final Exam. You should try to do your best to answer all of the test questions. You may use the materials I gave you to help answer the test questions. You may also write in your test book, but your answers must be properly entered on the answer sheet in order to be scored. You will record the answers to the test questions on SIDE 2 of your answer sheet. Turn to SIDE 2 of your answer sheet now.

The test administrator must ensure students are looking at SIDE 2 of their answer sheet before continuing.

Read for Multiple-Choice Final Exams Only:

SAY: All of the test questions are multiple-choice. Choose only one answer for each question. To record your answer, make a dark mark that completely fills the circle on the answer sheet. If you change your answer, completely erase the mark you made and make a new mark. If you accidentally erase the circle, do not redraw a new circle. A redrawn circle might be scored as your answer.

Bubble in responses only for the question numbers that appear in your test book. Leave any unused bubbles blank.

The test administrator continues reading under *For All Students*.

Read for English III and Multiple-Choice and Constructed Response Final Exams Only:

SAY: This test has multiple-choice questions and questions that require you to write a short answer. For the multiple-choice questions, read each question and choose the best answer from the choices provided. Choose only one answer for each question. To record your answer, make a dark mark that completely fills the circle on the answer sheet. If you change your answer, completely erase the mark you made and make a new mark. If you accidentally erase the circle, do not redraw a new circle. A redrawn circle might be scored as your answer. Bubble in responses only for the question numbers that appear in your test book. Leave any unused bubbles blank.

For the short answer questions, you will write your responses on the lines provided on your answer sheet. You have nine lines to write on for each of the short answer responses. Do not write beyond the end of the lines or in the margins. Words written in the margins or unlined areas of the answer sheet will not be scored. Do not add more lines to the answer sheet. Words written on extra lines will not be scored. Responses that are written in a foreign language, are exact restatements of the question, or are completely off topic or incoherent will not be scored.

The test administrator continues reading under *For All Students*.

For All Students:

SAY: This is a timed test. You will have 120 minutes to complete the test questions. During the test you will take 2 two-minute breaks. I will tell you when it is time for the breaks. I will also let you know when you have five minutes left to work on the test. You should continue working on the test questions until you complete the exam or until time is called.

NOT FOR ENGLISH I, III, or IV	<u>Read Only for Students Receiving the Test Administrator Reads Test Aloud Accommodation:</u>	
	<p><u>Read If the Entire Test Is to Be Read Aloud:</u></p> <p>SAY: I will read aloud all the test questions and answer choices for you. I will repeat this information if you ask me to do so.</p> <p>The test administrator will read aloud all test questions and answer choices.</p>	<p><u>Read If Information Is Only to Be Read Aloud upon Student Request:</u></p> <p>SAY: I will read aloud any information from the test questions and answer choices if you ask me to do so. I will repeat this information if you ask me to do so.</p> <p>Upon request, the test administrator will read aloud the test questions and answer choices.</p>

SAY: Are there any questions before you begin working?

The test administrator answers students' questions and then continues.

SAY: Open your test book to page one. You may begin.

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

<p>START TIME: (Record the start time of the test administration.)</p> <p>TIME FOR TESTING: (Add 40 minutes to the start time.)</p> <p>BREAK TIME: (Record the time for the first break.)</p>

<p><u>Procedures during the Actual Test Administration:</u></p> <p>As soon as the START TIME, TIME FOR TESTING, and BREAK TIME are recorded on the board, the test administrator must begin walking quietly and frequently throughout the room, monitoring the test administration.</p> <p>The test administrator must not leave students unattended at any time during the test administration. The test administrator must remain in the room throughout the entire test administration unless an emergency arises (e.g., illness, necessary restroom break). If an emergency arises and the test administrator must leave the room, the school test coordinator must be notified. <i>Test security must be maintained at all times.</i></p>
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Read to Announce the First Break:

After exactly 40 minutes, the test administrator announces the first break by reading the following:

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

The test administrator must not allow students to talk during the break. No one is to leave the room except in an emergency (e.g., illness, necessary restroom break).

After two 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 for the test, and then close your test book. Raise your hand when you are finished with the test, and I will assist you.

Now open your test book to the last question you answered. You may continue working.

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

START TIME: (Record the start time after the first break.) TIME FOR TESTING: (Add 40 minutes.) BREAK TIME: (Record the time for the second break.)
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<u>Note:</u> Test administrators must follow the procedures outlined on page 14 for those students who complete the test before the scheduled time is over.

Read to Announce the Second Break:

After exactly 40 minutes, the test administrator announces the second break by reading the following:

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

The test administrator must not allow students to talk during the break. No one is to leave the room except in an emergency (e.g., illness, necessary restroom break).

After two minutes, the test administrator is to continue.

SAY: The break has now ended. Return to your seats. You have 40 minutes left to complete the test. I will tell you when you have five minutes remaining. Some of you may finish early. If you do, look back over your answers for the test, and then close your test book. Raise your hand when you have finished the test, and I will assist you.

Now open your test book to the last question you answered. You may continue working.

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

START TIME: (Record the start time after the second break.) TIME FOR TESTING: (Add 40 minutes.) END TIME: (Record the end time for the test administration.)
--

<u>Note:</u> Test administrators must follow the procedures outlined on page 14 for those students who complete the test before the scheduled time is over.

If ALL students finish the exam, review their responses, and are ready to turn in their tests before the scheduled time period is over, the test administrator may end the testing session early by reading the information under the words *Read to Announce the End of the Testing Session*. Students must not be dismissed from the room unless authorized by the appropriate local official (e.g., principal). The test administrator must follow local procedures for returning students to the regular school schedule.

Read to Announce the FIVE-MINUTE Warning:

When there are five minutes remaining to work before the end of the test administration, the test administrator must announce the five-minute warning.

SAY: You have five minutes remaining.

Read to Announce the End of the Testing Session:

After exactly 40 minutes, the test administrator asks the students to stop working.

SAY: Stop working. Close your test book and sit quietly. This is the end of the testing session. Make sure your name is printed on the front of your test book. Put all of your used and unused papers inside your test book and close your test book. Make sure all your answers are entered on the answer sheet. Only what is entered on your answer sheet will be scored. Look over your answers and erase any stray marks.

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

When ready, the test administrator continues reading.

Read to Collect Test Materials:

SAY: I will now collect your test materials.

The test administrator must collect all answer sheets, test books, and ancillary materials from students. Test materials may be collected separately for more efficient processing. The number of test books, answer sheets, and other materials the test administrator collects must agree with the count taken at the beginning of the testing session.

The test administrator must check carefully to ensure each student turns in all materials and must resolve any discrepancies while students are still seated and before they leave the room. Any discrepancies that cannot be corrected must be reported immediately to the school test coordinator.

When all materials are collected and any discrepancies have been resolved, the test administrator continues reading.

Read after All Materials Have Been Collected and Any Discrepancies Are Resolved:

Note: Test administrators and students are not permitted to discuss with others specific items from the test or information contained within the test. The test administrator must inform students of this policy before dismissal.

SAY: Please remember, teachers are not allowed to discuss items from the test with you, and you are not allowed to discuss with others any of the test items or information contained within the test.

You have completed the (insert the course/subject) final exam.

Students must be dismissed according to procedures developed for the school by the principal or school test coordinator. Use the appropriate procedure and documentation to report to the school test coordinator and/or principal any irregularities that occurred during testing.

The test administrator must refer to the *After Testing* section of this guide for additional responsibilities to attend to following testing.

After Testing

Count and Return *All* Test Materials Following the Test Administration

- Upon completion of testing, all test materials must be returned to the school test coordinator and stored in a secure, locked facility.
- Return all test materials for accommodations (e.g., original student responses recorded in a manner other than the regular answer sheet, special print versions, and original scribe recordings of student responses not recorded directly in a test book) to the school test coordinator.
- Do not allow proctors to return test materials to the school test coordinator at the end of testing unless accompanied by the appropriate school personnel. Every effort must be made to minimize public access to secure state tests before and after each test administration.
- Count and verify with the school test coordinator that the number of secure materials (including supplemental materials) returned matches the count taken when the materials were first received.
- Following the test administration, the test administrator or the principal's designee must clear the calculator memory and all applications, including personal calculators, used during the administration of all NCFEs that required calculator use.

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 OTISS.

Record Students' Provided and Used Accommodations

For test administrations that required accommodations, the test administrator must complete the *Review of Accommodations Used During Testing* form (see Appendix B) for each student who was to receive accommodations. The test administrator must use the form to

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

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

Code and Review the Student Answer Sheets

All coding of student answer sheets must occur after students complete testing and take place under secure conditions in a group setting (i.e., three or more designated school personnel). *Secure test books must not be available during the coding and reviewing process. Tampering with student responses to test questions on an answer sheet constitutes a serious breach in test security.*

1. During the coding of student answer sheets, test administrators must check and ensure

- the student information is completed on SIDE1 of each student's answer sheet;
- the appropriate Test Code number is printed and coded accurately on the multiple-choice answer sheets only. (The Test Code number is embedded in the QR code on the English III and multiple-choice and constructed response answer sheets); and
- the correct Test Form number is printed and coded accurately in the Form box on the students' answer sheets.

2. The test administrator must use a No. 2 pencil to code questions 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:
 - **Question 1:** The respondent must code the appropriate bubble if the student is currently (1) identified ONLY under Section 504 (i.e., does not have a current IEP) or (2) identified with a transitory impairment (i.e., not Section 504 eligible). If the student is not officially classified as either of the above, this question must be left blank.
 - **Question 2:** If the student was provided an accommodation during this test administration for *any* reason (i.e., documented in the current IEP, Section 504 Plan, limited English proficiency documentation, 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 Notification 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.*
3. The use of the *Test Administrator Reads Test Aloud (in English)* and/or *Interpreter/Transliterator Signs/Cues Test* accommodations for the English Language Arts I, III, and IV NCFEs results in an invalid test score.
4. Absent for Makeup Test Administration. If the student was absent (i.e., not present) from a makeup test session(s), the test administrator must code the ABSENT FROM MAKEUP bubble on the student's answer sheet. Otherwise, leave this bubble blank.
5. Test administrators or other designated school personnel must record or transcribe to the appropriate NCFE answer sheet the student information (student information must not be hand entered on the English III or multiple-choice and constructed response answer sheets; these answer sheets must be precoded). Someone other than the original transcriber must check the transcription to ensure accuracy. One individual is to transcribe the student's responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process. All three individual must sign the outside cover of the test book. The answer sheet must then be processed following the regular procedures. Only responses coded on the answer sheet will be scored.
6. Check for and erase inappropriate pencil marks at the edge and bottom of the answer sheets. Examples of what can be erased are stray pencil marks in columns (like a pencil slash), pencil marks in or on skunk marks, 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.

Transcribing Constructed Response Items

The answer sheets provide each student with the same number of printed lines for recording his or her responses. It is imperative that transcribed student responses “fit” on those printed lines as these responses are imaged before scoring. Responses transcribed on added horizontal lines, in a double-stacked format, in margins, or on separate sheets of paper will not be scored. This policy ensures equitable opportunities for all students participating in NCFEs with constructed response items.

The *Dictation to a Scribe* accommodation allows a student to dictate his or her responses to test questions to a scribe who records the responses. For paper-and-pencil administrations, two trained test administrators must be present when the *Dictation to a Scribe* accommodation is provided. One fills the role of test administrator; the other fills the role of scribe. The test administrator and scribe must attend all test administrator training sessions provided before testing. Each student must be notified before the test

administration that he or she must proofread the response(s). The test administrator cannot provide the student with any directions or clues for how to proofread the dictated responses.

In the event that a student signs/cues his or her responses to the scribe during the NCFE administration, the scribe must record the student's response exactly as signed/cued. For example, if a student signs "Me search field," the scribe must record the exact words.

Note: The responses for all NCFE constructed response items, regardless of the subject matter, are scored only for content. Spelling and grammar are not scored.

Appendix A

Test Codes for NC Final Exams

Test Code	NC Final Exam
10	Earth/Environmental Science
11	Physics
12	Chemistry
13	Physical Science
14*	Science Grade 4 (spring)
15	Science Grade 6
16	Science Grade 7
20	English Language Arts I
21	English Language Arts III
22	English Language Arts IV
30	Precalculus
31	Advanced Functions and Modeling
34	Geometry
35	Algebra II
36	Integrated Math III
37	Math II
38	Math III
39	Discrete Mathematics
40	World History
41	Civics and Economics
42	U.S. History
43	American History I
44	American History II
45*	Social Studies Grade 4 (spring)
46*	Social Studies Grade 5 (spring)
47	Social Studies Grade 6
48	Social Studies Grade 7
49	Social Studies Grade 8

*This exam is only administered in the spring.



NC Final Exam Multiple-Choice 2014 – 2015

SIDE 1

School Name: _____

Test Name: _____

Form

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Teacher Name: _____

Student Date of Birth	
Month	Year
00	00
01	01
02	02
03	03
04	04
05	05
06	06
07	07
08	08
09	09

PowerSchool Student Number	
00	00
01	01
02	02
03	03
04	04
05	05
06	06
07	07
08	08
09	09

LEA / School Code	
00	00
01	01
02	02
03	03
04	04
05	05
06	06
07	07
08	08
09	09

Student's Last Name	First Name
A	A
B	B
C	C
D	D
E	E
F	F
G	G
H	H
I	I
J	J
K	K
L	L
M	M
N	N
O	O
P	P
Q	Q
R	R
S	S
T	T
U	U
V	V
W	W
X	X
Y	Y
Z	Z
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Serial #

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

TO BE COMPLETED BY THE TEST ADMINISTRATOR OR PRINCIPAL'S DESIGNEE AFTER TESTING

1. Mark any of the following that apply to this student.

- Student Identified Only Under Section 504
- Student Identified with a Transitory Impairment

2. Which, if any, of the following accommodations were provided to this student during this test administration? (Mark all that apply.)

- Braille Edition
- Large Print Edition
- Assistive Tech. Devices
- Crammer/Abacus
- Dictation to a Scribe
- Magnification Devices
- Testing in a Separate Room
- Scheduled Extended Time
- One Test Item Per Page Edition
- Multiple Testing Sessions
- Student Reads Test Aloud to Self
- Student Marks Answers in Test Book
- Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator
- Interpreter/Translator Signs/Cues Test
- Test Administrator Reads Test Aloud (in English)
- Braille Writer/Slate & Stylus (Braille Paper)
- Special NCDPI-Approved Accommodation

Class Period / Section	
00	00
01	01
02	02
03	03
04	04
05	05
06	06
07	07
08	08
09	09

Test Code	
00	00
01	01
02	02
03	03
04	04
05	05
06	06
07	07
08	08
09	09

Special Codes	
A	A
B	B
C	C
D	D
E	E
00	00
01	01
02	02
03	03
04	04
05	05
06	06
07	07
08	08
09	09

DO NOT WRITE IN THIS SHADED AREA

Stock No. 14896

BEGIN TEST HERE

- ↳
- | | | | | | |
|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| 1 (A) (B) (C) (D) | 10 (A) (B) (C) (D) | 19 (A) (B) (C) (D) | 28 (A) (B) (C) (D) | 37 (A) (B) (C) (D) | 46 (A) (B) (C) (D) |
| 2 (A) (B) (C) (D) | 11 (A) (B) (C) (D) | 20 (A) (B) (C) (D) | 29 (A) (B) (C) (D) | 38 (A) (B) (C) (D) | 47 (A) (B) (C) (D) |
| 3 (A) (B) (C) (D) | 12 (A) (B) (C) (D) | 21 (A) (B) (C) (D) | 30 (A) (B) (C) (D) | 39 (A) (B) (C) (D) | 48 (A) (B) (C) (D) |
| 4 (A) (B) (C) (D) | 13 (A) (B) (C) (D) | 22 (A) (B) (C) (D) | 31 (A) (B) (C) (D) | 40 (A) (B) (C) (D) | 49 (A) (B) (C) (D) |
| 5 (A) (B) (C) (D) | 14 (A) (B) (C) (D) | 23 (A) (B) (C) (D) | 32 (A) (B) (C) (D) | 41 (A) (B) (C) (D) | 50 (A) (B) (C) (D) |
| 6 (A) (B) (C) (D) | 15 (A) (B) (C) (D) | 24 (A) (B) (C) (D) | 33 (A) (B) (C) (D) | 42 (A) (B) (C) (D) | |
| 7 (A) (B) (C) (D) | 16 (A) (B) (C) (D) | 25 (A) (B) (C) (D) | 34 (A) (B) (C) (D) | 43 (A) (B) (C) (D) | |
| 8 (A) (B) (C) (D) | 17 (A) (B) (C) (D) | 26 (A) (B) (C) (D) | 35 (A) (B) (C) (D) | 44 (A) (B) (C) (D) | |
| 9 (A) (B) (C) (D) | 18 (A) (B) (C) (D) | 27 (A) (B) (C) (D) | 36 (A) (B) (C) (D) | 45 (A) (B) (C) (D) | |

SAMPLE



NC Final Exam 2014 – 2015
English Language Arts III

Student Name:

XXXX XXXXX

School Name:

XXXX XXXX XXXXXX

Power/School Number:

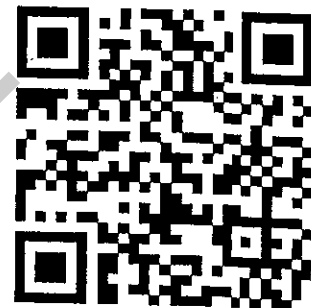
XXXXXXXXXXXX

Teacher Name:

XXXXX, X

Class Period/Section:

XX



SAMPLE

**TO BE COMPLETED BY THE
TEST ADMINISTRATOR OR PRINCIPAL'S DESIGNEE AFTER TESTING**

1. Mark any of the following if it applies to this student.

Student Identified Only Under Section 504
 Student Identified with a Transitory Impairment

2. Which, if any, of the following accommodations were provided to this student during this test administration? (Mark all that apply.)

<input type="radio"/> Braille Edition	<input type="radio"/> Testing in a Separate Room
<input type="radio"/> Large Print Edition	<input type="radio"/> Scheduled Extended Time
<input type="radio"/> Assistive Tech. Devices	<input type="radio"/> One Test Item Per Page Edition
<input type="radio"/> Cranmer Abacus	<input type="radio"/> Multiple Testing Sessions
<input type="radio"/> Dictation to a Scribe	<input type="radio"/> Student Reads Test Aloud to Self
<input type="radio"/> Magnification Devices	<input type="radio"/> Student Marks Answers in Test Book
<input type="radio"/> Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator	
<input type="radio"/> Braille Writer/Slate & Stylus (Braille Paper)	
<input type="radio"/> Special NCDPI-Approved Accommodation	

Special Codes

A	B	C	D
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Form

01	11
02	12
03	13
04	14
05	15
06	16
07	17
08	18
09	19
10	20

Absent from Makeup

BEGIN TEST HERE

- | | | | | | |
|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| 1 (A) (B) (C) (D) | 10 (A) (B) (C) (D) | 19 (A) (B) (C) (D) | 28 (A) (B) (C) (D) | 37 (A) (B) (C) (D) | 46 (A) (B) (C) (D) |
| 2 (A) (B) (C) (D) | 11 (A) (B) (C) (D) | 20 (A) (B) (C) (D) | 29 (A) (B) (C) (D) | 38 (A) (B) (C) (D) | 47 (A) (B) (C) (D) |
| 3 (A) (B) (C) (D) | 12 (A) (B) (C) (D) | 21 (A) (B) (C) (D) | 30 (A) (B) (C) (D) | 39 (A) (B) (C) (D) | 48 (A) (B) (C) (D) |
| 4 (A) (B) (C) (D) | 13 (A) (B) (C) (D) | 22 (A) (B) (C) (D) | 31 (A) (B) (C) (D) | 40 (A) (B) (C) (D) | 49 (A) (B) (C) (D) |
| 5 (A) (B) (C) (D) | 14 (A) (B) (C) (D) | 23 (A) (B) (C) (D) | 32 (A) (B) (C) (D) | 41 (A) (B) (C) (D) | 50 WRITTEN |
| 6 (A) (B) (C) (D) | 15 (A) (B) (C) (D) | 24 (A) (B) (C) (D) | 33 (A) (B) (C) (D) | 42 (A) (B) (C) (D) | |
| 7 (A) (B) (C) (D) | 16 (A) (B) (C) (D) | 25 (A) (B) (C) (D) | 34 (A) (B) (C) (D) | 43 (A) (B) (C) (D) | |
| 8 (A) (B) (C) (D) | 17 WRITTEN | 26 (A) (B) (C) (D) | 35 (A) (B) (C) (D) | 44 (A) (B) (C) (D) | |
| 9 (A) (B) (C) (D) | 18 (A) (B) (C) (D) | 27 (A) (B) (C) (D) | 36 (A) (B) (C) (D) | 45 (A) (B) (C) (D) | |

17. _____

50. _____

**NC Final Exam 2014 – 2015
Multiple-Choice and Constructed Response**

Social Studies Grade 8

Student Name:

XXXX XXXXX

School Name:

XXXX XXXX XXXXXX

Power/School Number:

XXXXXXXXXXXX

Teacher Name:

XXXXX, X

Class Period/Section:

XX



SAMPLE

**TO BE COMPLETED BY THE
TEST ADMINISTRATOR OR PRINCIPAL'S DESIGNEE AFTER TESTING**

1. Mark any of the following if it applies to this student.

Student Identified Only Under Section 504
 Student Identified with a Transitory Impairment

2. Which, if any, of the following accommodations were provided to this student during this test administration? (Mark all that apply.)

<input type="radio"/> Braille Edition	<input type="radio"/> Testing in a Separate Room
<input type="radio"/> Large Print Edition	<input type="radio"/> Scheduled Extended Time
<input type="radio"/> Assistive Tech. Devices	<input type="radio"/> One Test Item Per Page Edition
<input type="radio"/> Cranmer Abacus	<input type="radio"/> Multiple Testing Sessions
<input type="radio"/> Dictation to a Scribe	<input type="radio"/> Student Reads Test Aloud to Self
<input type="radio"/> Magnification Devices	<input type="radio"/> Student Marks Answers in Test Book
<input type="radio"/> Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator	
<input type="radio"/> Interpreter/Transliterator Signs/Cues Test	
<input type="radio"/> Test Administrator Reads Test Aloud (in English)	
<input type="radio"/> Braille Writer/Slate & Stylus (Braille Paper)	
<input type="radio"/> Special NCDPI-Approved Accommodation	

Special Codes

A B C D

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Form

01	11
02	12
03	13
04	14
05	15
06	16
07	17
08	18
09	19
10	20

Absent from Makeup

BEGIN TEST HERE

- | | | | | | |
|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| 1 (A) (B) (C) (D) | 10 (A) (B) (C) (D) | 19 (A) (B) (C) (D) | 28 (A) (B) (C) (D) | 37 (A) (B) (C) (D) | 46 (A) (B) (C) (D) |
| 2 (A) (B) (C) (D) | 11 (A) (B) (C) (D) | 20 (A) (B) (C) (D) | 29 (A) (B) (C) (D) | 38 (A) (B) (C) (D) | 47 (A) (B) (C) (D) |
| 3 (A) (B) (C) (D) | 12 (A) (B) (C) (D) | 21 (A) (B) (C) (D) | 30 (A) (B) (C) (D) | 39 (A) (B) (C) (D) | 48 (A) (B) (C) (D) |
| 4 (A) (B) (C) (D) | 13 (A) (B) (C) (D) | 22 (A) (B) (C) (D) | 31 (A) (B) (C) (D) | 40 (A) (B) (C) (D) | 49 (A) (B) (C) (D) |
| 5 (A) (B) (C) (D) | 14 (A) (B) (C) (D) | 23 (A) (B) (C) (D) | 32 (A) (B) (C) (D) | 41 (A) (B) (C) (D) | 50 (A) (B) (C) (D) |
| 6 (A) (B) (C) (D) | 15 (A) (B) (C) (D) | 24 (A) (B) (C) (D) | 33 (A) (B) (C) (D) | 42 (A) (B) (C) (D) | |
| 7 (A) (B) (C) (D) | 16 (A) (B) (C) (D) | 25 (A) (B) (C) (D) | 34 (A) (B) (C) (D) | 43 (A) (B) (C) (D) | |
| 8 (A) (B) (C) (D) | 17 (A) (B) (C) (D) | 26 (A) (B) (C) (D) | 35 (A) (B) (C) (D) | 44 (A) (B) (C) (D) | |
| 9 (A) (B) (C) (D) | 18 (A) (B) (C) (D) | 27 (A) (B) (C) (D) | 36 (A) (B) (C) (D) | 45 (A) (B) (C) (D) | |

1. _____

2. _____

Appendix E

Sample Review of Accommodations Form

Review of Accommodations Used During Testing

Student Name		Complete one form per test. Before testing, complete the top of the form and column 1. During/after testing, complete column 2. Completed forms should be kept in the student's IEP folder and/or Section 504/LEP/transitory impairment documentation to be accessible for future reference. NOTE: While the list below includes all state-approved accommodations, some do not apply to students identified solely as LEP. <i>Testing accommodations should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.</i>
PowerSchool ID		
Case Manager		
Choose one of the following plans (according to order of accommodations documentation):	<input type="checkbox"/> IEP <input type="checkbox"/> Section 504 Plan <input type="checkbox"/> LEP Plan <input type="checkbox"/> Transitory Impairment Documentation	
Dates of Plan	Start Date: _____ End Date: _____	
Test	<input type="checkbox"/> EOC <input type="checkbox"/> EOG <input type="checkbox"/> BOG3 <input type="checkbox"/> CTE <input type="checkbox"/> NCFE <input type="checkbox"/> CCRAA <input type="checkbox"/> ACCESS for ELLs	
Subject/Subtest		<input type="checkbox"/> Regular Administration <input type="checkbox"/> Other Administration
		School: _____ Grade: _____ Test Date: _____ Test Administrator: _____

Column 1: To Be Completed before Testing	Column 2: To Be Completed during/after Testing	
Required Accommodations Documented on Student's IEP/Section 504 Plan/LEP Plan/Transitory Impairment Documentation	Was this accommodation provided to the student during testing?	Describe the specific details of how this accommodation was provided to the student. Did the student use the accommodation? If yes, how did he/she use it?
<input checked="" type="checkbox"/> Example: Test Administrator Reads Test Aloud (In English) Specify: <input checked="" type="checkbox"/> Read by Student Request <input checked="" type="checkbox"/> Read Everything <input type="checkbox"/> Other	Example: Yes	Example: Test administrator read the entire test aloud. Student followed along while the test administrator read aloud.
<input type="checkbox"/> Braille Edition		
<input type="checkbox"/> Large Print Edition		
<input type="checkbox"/> One Test Item Per Page Edition		
<input type="checkbox"/> Assistive Technology Devices Specify:		
<input type="checkbox"/> Braille Writer/Slate and Stylus (and Braille Paper)		
<input type="checkbox"/> Cranmer Abacus		
<input type="checkbox"/> Dictation to a Scribe		
<input type="checkbox"/> Interpreter/Transliterater Signs/Cues Test		
<input type="checkbox"/> Magnification Devices		
<input type="checkbox"/> Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (LEP only)		
<input type="checkbox"/> Student Marks Answers in Test Book		
<input type="checkbox"/> Student Reads Test Aloud to Self		
<input type="checkbox"/> Test Administrator Reads Test Aloud (In English) Specify: <input type="checkbox"/> Read by Student Request <input type="checkbox"/> Read Everything <input type="checkbox"/> Other		
<input type="checkbox"/> Computer Reads Test Aloud - Student Controlled		
<input type="checkbox"/> Multiple Testing Sessions Specify:		
<input type="checkbox"/> Scheduled Extended Time Amount:		
<input type="checkbox"/> Testing in a Separate Room Specify:		
<input type="checkbox"/> Special NCDPI-Approved Accommodation(s) Specify:		

Printed name of person completing this portion of form: _____	Printed name of person completing this portion of form: _____
Signature of person completing this portion of form: _____	Signature of person completing this portion of form: _____

Comments/considerations for next IEP/504/LEP/TI team meeting:

This form is available in electronic format at <http://www.ncpublicschools.org/accountability/policies/accom>.

Appendix F

Testing Accommodations for the NC Final Exams (NCFEs)¹

Accommodations ²	Students with Disabilities/ Section 504	Students Identified as Limited English Proficient
Assistive Technology Devices	Yes	No
Braille Edition	Yes	No
Braille Writer/Slate and Stylus (Braille Paper)	Yes	No
Cranmer Abacus	Yes	No
Dictation to a Scribe	Yes	No
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (LEP only)	No	Yes
Interpreter/Transliterators/Signs/Cues Test	<u>No</u> for English I, III, IV ³ <u>Yes</u> for all other NCFEs	No
Large Print Edition	Yes	No
Magnification Devices	Yes	No
Multiple Testing Sessions	Yes	Yes
One Test Item Per Page Edition	Yes	No
Scheduled Extended Time	Yes	Yes
Student Marks Answers in Test Book	Yes	No
Student Reads Test Aloud to Self	Yes	Yes
Test Administrator Reads Test Aloud (in English) ³	<u>No</u> for English I, III, IV ³ <u>Yes</u> for all other NCFEs	<u>No</u> for English I, III, IV ³ <u>Yes</u> for all other NCFEs
Testing in a Separate Room	Yes	Yes

¹To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of any restrictions affecting appropriate use of these accommodations.

²The accommodations listed in this chart are permissible for all 2014–15 NCFEs in the English, social studies, science, and mathematics content areas unless specified otherwise.

³Reading aloud or signing/cueing the selections, test questions, or answer choices from the English I, III, and IV NC Final Exams invalidates test results because the assessments measure reading skills. However, test directions in this guide may be read aloud or signed/cued to students during the English I, III, and IV NCFEs. A testing session comprised of a small group is allowed to use one test form (i.e., same form letter and form number) for these accommodations at one testing site (i.e., classroom). A different form number must be used for each of these sessions within a school.

Appendix G

Testing Code of Ethics

Introduction

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

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

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

Security

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

Preparation

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

Administration

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

Scoring, Analysis and Reporting

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

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

TESTING CODE OF ETHICS

- (a) This Rule sets out the administrative testing procedures and testing code of ethics and shall apply to all public school employees, including charter school and regional school employees, who are involved in the state testing program.
- (b) The superintendent/charter school director or superintendent's/charter school director's designee shall develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher.
- (c) The superintendent/charter school director or superintendent's/charter school director's designee shall instruct personnel who are responsible for the testing program in testing administration procedures. This instruction shall include test administrations that require testing accommodations and shall emphasize the need to follow the directions outlined by the test publisher.
- (d) The superintendent/charter school director or superintendent's/charter school director's designee shall designate the personnel who are authorized to have access to secure test materials. "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items.
 - (1) Persons who have access to secure test materials shall not use those materials for personal gain.
 - (2) No person may copy, reproduce, or paraphrase in any manner or for any reason the test materials without the express written consent of the test publisher.
- (e) The principal shall ensure test security within the school building.
 - (1) The principal shall store test materials in a secure, locked facility. The principal shall allow test materials to be distributed immediately before the test administration.
- (f) Any breach of security, loss of materials, failure to account for materials, or any other deviation from required security procedures shall be reported immediately to the principal, school test coordinator, school system (LEA) test coordinator, superintendent/charter school director, and regional accountability coordinator.
- (g) Preparation for testing.
 - (1) The superintendent/charter school director shall ensure that school system (LEA) test coordinators:
 - (A) secure necessary materials;
 - (B) plan and implement training for school test coordinators, test administrators, and proctors;
 - (C) ensure each school test coordinator and test administrator is trained before each test administration on the policies and procedures for conducting a proper test administration and for processing and returning test materials; and
 - (D) in conjunction with program administrators, ensure the need for test accommodations is documented and that accommodations are limited to the specific need.
 - (2) The principal or the principal's designee shall serve as school test coordinator.
 - (3) The principal shall ensure the school test coordinator:
 - (A) maintains test security and accountability of test materials;
 - (1) Before each test administration, the school test coordinator shall accurately count and distribute test materials.
 - (2) Immediately after each test administration, the school test coordinator shall collect, count, and return all test materials to the secure, locked storage facility.
 - (B) establishes any needed school policies and procedures to assure all eligible students are tested fairly;
 - (C) identifies and trains personnel, proctors, and backup personnel for test administrations; and
 - (D) encourages a positive atmosphere for testing.
 - (4) Test administrators shall be school personnel who have professional training in education and

- the state testing program.
- (5) Teachers shall provide instruction that meets or exceeds the state-adopted curriculum standards to meet the needs of the specific students in the class. Teachers may help students improve test-taking skills by:
- (A) helping students become familiar with test formats using curricular content;
 - (B) teaching students test-taking strategies and providing practice sessions;
 - (C) helping students learn ways of preparing to take tests; and
 - (D) using resource materials such as test questions from test item banks and linking documents in instruction and test preparation.
- (h) Test administration.
- (1) The superintendent/charter school director or superintendent's/charter school director's designee shall:
- (A) assure each school establishes procedures to ensure all test administrators comply with test publisher guidelines;
 - (B) inform the local board of education of any breach of this code of ethics; and
 - (C) inform school system (LEA) test coordinators and principals of their responsibilities.
- (2) The school test coordinator shall:
- (A) assure school personnel know the content of state and local testing policies;
 - (B) implement the school system and local testing policies and procedures to assure all eligible students are tested fairly;
 - (C) ensure trained proctors are assigned to test administrations by the principal; and
 - (D) ensure all testing irregularities are reported to the school system (LEA) test coordinator.
- (3) Test administrators shall:
- (A) administer tests according to the directions in the assessment guide and any subsequent updates developed by the test publisher;
 - (B) administer tests to all eligible students;
 - (C) report all testing irregularities to the school test coordinator; and
 - (D) provide a positive test-taking environment.
- (4) Proctors shall serve as additional monitors to help the test administrator assure that testing occurs fairly.
- (i) Scoring. The school system test coordinator shall:
- (1) ensure each test is scored according to the procedures and guidelines defined for the test by the test publisher;
 - (2) maintain quality control during the entire scoring process, which consists of handling and editing documents, scanning answer documents, and producing electronic files and reports. Quality control shall address at a minimum accuracy and scoring consistency.
 - (3) maintain security of tests and data files at all times, including:
 - (A) protecting the confidentiality of students at all times when publicizing test results; and
 - (B) maintaining test security of answer keys and item-specific scoring rubrics.
- (j) Analysis and reporting. Educators shall use test scores appropriately. This means that the educator recognizes that a test score is only one piece of information and must be interpreted together with other scores and indicators. Test data help educators understand educational patterns and practices. The superintendent shall ensure that school personnel analyze and report test data ethically and within the limitations described in this paragraph.
- (1) Educators shall maintain the confidentiality of individual students. Publicizing test scores or any written material containing personally identifiable information from the student's educational records shall not be disseminated or otherwise made available to the public by any member of the State Board of Education, any employee of the State Board of Education, the State Superintendent of Public Instruction, any employee of the North Carolina Department of Public Instruction, any member of a local board of education, any employee of a local board of education, or any other person, except as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. §1232g.

- (2) Educators shall release test scores to students, parents, legal guardians, teachers, and the media with interpretive materials as needed.
- (3) Staff development relating to testing must enable school personnel to respond knowledgeably to questions related to testing, including the tests, scores, scoring procedures, and other interpretive materials.
- (4) Items and associated materials on a secure test shall not be in the public domain. Only items that are within the public domain may be used for item analysis.
- (5) Data analysis of test scores for decision-making purposes shall be based upon:
 - (A) disaggregation of data based upon student demographics and other collected variables;
 - (B) examination of grading practices in relation to test scores; and
 - (C) examination of growth trends and goal summary reports for state-mandated tests.
- (k) Unethical testing practices include, but are not limited to, the following practices:
 - (1) encouraging students to be absent the day of testing;
 - (2) encouraging students not to do their best;
 - (3) using secure test items or modified secure test items for instruction;
 - (4) changing student responses at any time;
 - (5) interpreting, explaining, or paraphrasing the test directions or the test items;
 - (6) reclassifying students solely for the purpose of avoiding state testing;
 - (7) not testing all eligible students;
 - (8) failing to provide required accommodations during testing;
 - (9) modifying scoring programs including answer keys, equating files, and lookup tables;
 - (10) modifying student records solely for the purpose of raising test scores;
 - (11) using a single test score to make individual decisions; and
 - (12) misleading the public concerning the results and interpretations of test data.
- (l) In the event of a violation of this Rule, the State Board of Education may, in accordance with the contested case provisions of Chapter 150B of the General Statutes, impose any one or more of the following sanctions:
 - (1) withhold any applicable monetary incentive awards;
 - (2) file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;
 - (3) seek criminal prosecution of the person or persons responsible for the violation; and
 - (4) in accordance with the provisions of 16 NCAC 6C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.

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

