



# Testing Students with Disabilities

Overview of the 2017–18 Publication

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# Purpose of this Presentation

- This presentation is only meant to highlight key points and specific changes to this publication
- This presentation should not replace a full reading of the *Testing Students with Disabilities* publication
- This will be recorded and posted



# Purpose of this Publication

- Policy guidelines and procedures for testing students with disabilities who have a current Individualized Education Program (IEP) or a Section 504 Plan
- Also provides guidance for students with a transitory impairment



# Transfer Students

- If a student transfers to a public school in NC and has a current IEP from out of state, the IEP team is required to provide comparable services until the student is found eligible in NC and a new IEP is developed
- ALL accommodations in the current IEP must be honored



# Joint Responsibility

- It is recommended that LEAs develop a local plan to designate responsibilities for the LEA test coordinator, exceptional children director, and Section 504 coordinator to more clearly define roles in the assessment of students with disabilities.
- Teachers and test administrators play an essential role in this effort



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# Participation in State Assessments

- Participation in the general state test under standard conditions
- Participation in the general state test with testing accommodations
- Participation in a North Carolina alternate assessment, with or without testing accommodations



# North Carolina Accessibility Framework

North Carolina's *Accessibility Framework* consists of three tiers of accessibility supports that are available to students in instructional and testing situations.

- Universal Design Features
- Designated Features
- Accommodations





# Universal Features

- These are available to *all* students
- These are components of the test construct to promote access for all students

Universal Features
Calculator (assessments requiring calculator use only)
Breaks at predetermined intervals
Scratch paper
Pencils with erasers
Graph paper (mathematics tests)
Tests written using Plain English*

\*Plain English is language selected with an emphasis on clarity, brevity, and avoidance of overly complex vocabulary.



# Designated Features\*

- Features that are available for use by any student
- Can be embedded and provided digitally or provided locally
- Students must have experience using designated features
- For students with IEPs/Section 504 Plans, these features should be documented in the respective plan



# Designated Features\*

Online Administrations	Paper-and-Pencil Administrations
Highlighter Tool	Highlighters
	Reading Tracker
Color Contrast	Color Acetate Overlays
Adapted Mouse	
Adapted Pencil	
Preferential Seating within the Regular Classroom	
Adaptive Seating	
Read Aloud Test Directions (in English)	
Redirection	



# Accommodations

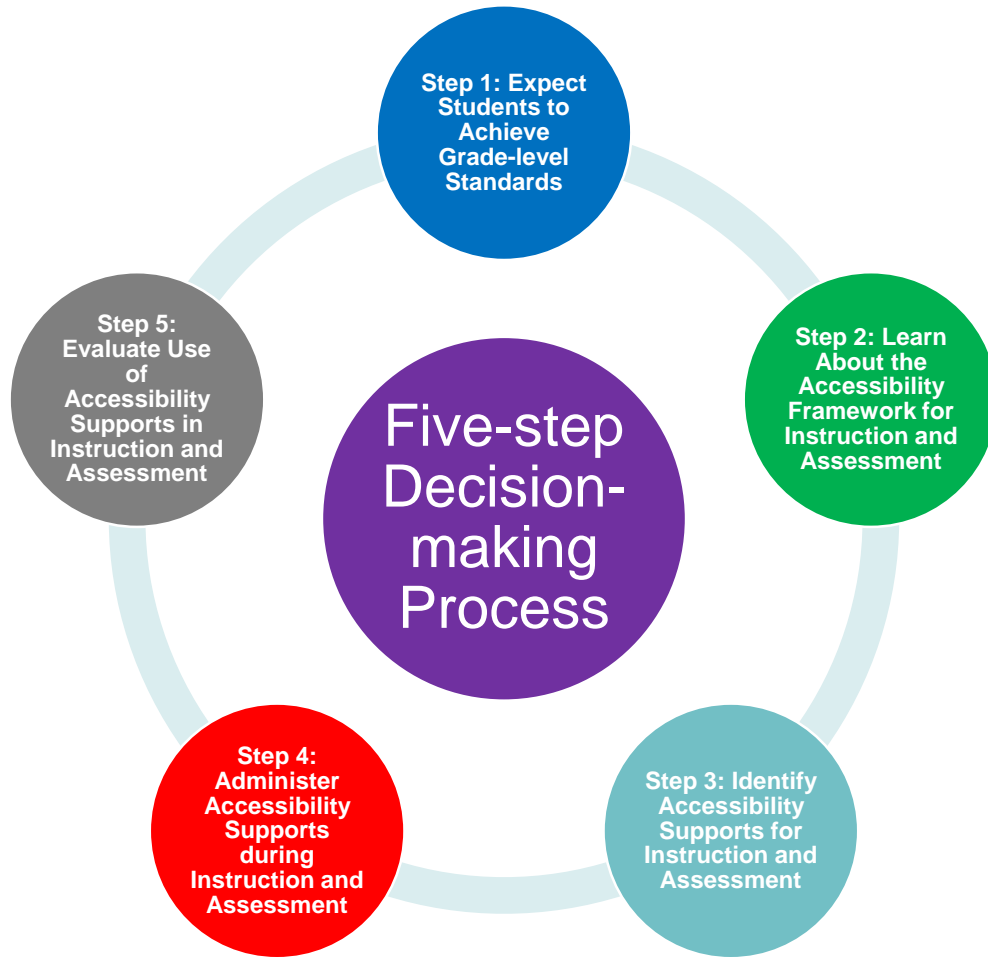
- These are changes in procedures or materials to ensure equitable access to instructional and assessment content
- Accommodations are only available for students with a current IEP, Section 504 Plan, Transitory Impairment documentation, or an English Learner Plan
- Decisions about accommodations must be made with the best interest of the student in mind



# Accommodations

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- Decisions about accommodations must be made with the best interest of the student in mind

# Accessibility Decision Making



The Council of Chief State School Officers (CCSSO) developed this graphic to assist in making instructional and testing decisions for students.

# Testing Mode Options

- All North Carolina assessments are offered in both online and paper-and-pencil format (except ***NCEXTEND1***)
- A student with a documented need in an IEP/Section 504 Plan can use either an online or paper-and-pencil version of any North Carolina Test
- Teams should be sure to consider all available accessibility and accommodations options when making this decision



## General Information on Accommodations

For any state-mandated test, accommodations must be documented in the student's current IEP or Section 504 Plan. That documentation must reflect a routine use of those accommodations during instruction and similar classroom assessments.

- Accommodations typically fall into one of three categories:
  - Special Print Versions
  - Assistive Technology Devices/Special Test Arrangements
  - Special Test Environment
- Students may require a combination of multiple accommodations





# Approved Accommodations for NC Developed Tests

- Special Print Versions:
  - Braille Edition
  - Large Print Edition
  - One Test Item Per Page Edition
  - Large Print/One Test Item Per Page Edition



# Approved Accommodations for NC Developed Tests

- Assistive Technology Devices and Special Arrangements:
  - Assistive Technology Devices
  - Braille Write/Slate and Stylus
  - Cranmer Abacus
  - Dictation to a Scribe
  - Interpreter/Transliterators Signs/Cute Test
  - Magnification Devices
  - Student Marks Answers in Test Book
  - Student Reads Test Aloud to Self
  - Test Read Aloud (in English)



# Approved Accommodations for NC Developed Tests

- Special Test Environments:
  - Multiple Testing Sessions
  - Scheduled Extended Time
  - Testing in a Separate Room



# Documentation of Accommodations

- Accommodations must be documented in a student's respective plan using this order of precedence:
  - IEP
  - Section 504 Plan
  - EL plan/documentation
  - Transitory impairment documentation



# Changes in Testing Accommodations

- Accommodations can and should be used/changed as appropriate in order to meet the needs of the student
- It is a best practice for a student to have at least thirty (30) school days to become familiar with using an accommodation prior
- If a student is newly identified as having a disability before testing, any testing accommodations that are documented and implemented should have been used as interventions before identification.
- Note: The use of testing accommodations that have not been routinely used during instruction or similar classroom assessments may result in a misadministration.



# Changes in Testing Accommodations

- It is a best practice for a student to have at least thirty (30) school days to become familiar with using an accommodation prior to using it on a test
- **Routinely used in similar instructional activities**
- What is in the IEP on the day of testing, must be provided.
- This guideline helps ensure that students are familiar with the use of an accommodation prior to testing
- Students should always be notified prior to testing about the accommodations they will be provided



# Changes in Testing Accommodations

- It is a best practice for a student to have at least thirty (30) school days to become familiar with using an accommodation prior to using it on a test
- **Best practice = changes in accommodations would not occur less than thirty (30) days prior first use**
- What is in the IEP on the day of testing, must be provided.
- This guideline helps ensure that students are familiar with the use of an accommodation prior to testing
- Students should always be notified prior to testing about the accommodations they will be provided



# Use of Accommodations Not Described

- In the event the IEP Team or Section 504 Committee recommends the provision of an accommodation or procedures not described in the *Testing Students with Disabilities* guide, the LEA test coordinator must be notified immediately.
- A *Special Accommodation Request* must be completed with the appropriate detail and description
- The NCDPI must receive the *Special Accommodation Request* as soon as possible
- The NCDPI will provide the LEA test coordinator with a written response, advising whether the use of the accommodation(s) or procedures invalidate the results for the test.







# Braille Editions

- Braille Editions must be entered into the LEA-approved accommodations management system at the time of the IEP/504 Committee meeting
- EBAE and UEB Braille must be specified at the time of the meeting  
***\*\*\*BRL code has been discontinued\*\*\****
- Uncontracted Braille requires a *Special Accommodation Request*



# Large Print Edition

- Standard test forms are printed on 8.5” x 11” paper using 12-point Verdana font
- *Large Print Edition* tests are printed on 11” x 17” paper using 22-point Verdana font
- *Large Print Editions* can be ordered on TNN
- *Large Print/One Test Item Per Page Editions* printed in 22-point Verdana font can also be ordered from TNN
- *Large Print* and *Large Print/One Test Item Per Page Editions* other than those specified must be requested via a *Special Accommodation Request*



# One Test Item Per Page Edition

- This accommodation provides one test question on each page
- Each 8.5" x 11" page contains items printed using 12 point Verdana font
- It is printed one-sided and comes unbound
- Reading selections and test items are in the same format as a regular test book



# Ordering One Test Item Per Page Editions

- *One Test Item Per Page Editions* can be ordered from TNN
- *Large Print/One Test Item Per Page Editions* printed in 22-point Verdana font can also be ordered from TNN
- *Large Print* and *Large Print/One Test Item Per Page Editions* other than those specified must be requested via a *Special Accommodation Request*



# AT Devices

- These provide access for students
- The test administrator must check the AT device before test administration to ensure it is in working order
- Any files saved to equipment used must be deleted after testing
- The following is not an exhaustive list, but examples of each type – please talk with your Regional Accountability Coordinator if there are any questions



# AT Devices

## Low-Technology Devices

- Clipboards
- Dry erase boards and markers
- Dycem non-slip mat/material
- Slant boards

## Sensory Techniques

- Chewing gum
- Hand fidget/comfort item
- Noise cancelling headphones
- Weighted blanket/vest



# AT Devices Continued

## Amplification Devices

- Classroom FM systems
- Whisper phones/PVC pipes

## Special Lighting

- Use of a specific bulb type/brightness within testing area





# Glucose Meters and Insulin Pumps

Diabetic students wearing insulin pumps, using glucose meters, or requiring snacks do not have to test in a separate room if these accommodations have been used routinely during classroom instruction and similar classroom assessments and their classmates are accustomed to the diabetes management care procedures.

- Students requiring a cellular device to communicate with a glucose monitor are able to have the phone in the testing room
- The test administrator must ensure that the phone is kept away from other students and is not used for any reason other than to communicate with the continuous glucose monitor



# AT Devices Continued

## Speech Recognition Systems

- Student dictates commands and responses to the computer
- If using, student must be tested in a one-on-one setting

## Talking Word Processors/Screen-Reading Software

- Computer reads aloud what the student has entered
- Student must use headphones or testing in a one-on-one setting



# AT Devices Continued

## Keyboarding Devices

- Typewriter, word processor, electronic Braille note taker

## Alternative /Customized Keyboards

- Sticky keys
- Touch screens
- Trackballs
- All can be used unless the use of the specific device would invalidate test results



# AT Devices Continued

## Screen Enlarging Programs

- Can be used during testing
- Test administrator must ensure that other students cannot see testing materials

## Accessibility Operations

- Examples include filter keys, toggle keys, and high-contrast settings
- Can be used unless their use would invalidate test results



# AT Devices Continued

## Audiotapes to Record Responses

- Must also be tested in a one-on-one setting
- Either the student or scribe can transfer the responses
- Transcription process must occur under secure conditions in a group setting

## Eye Gaze Device and/or Software

- All requirements for a word processor accommodation must be followed when using an eye gaze system



# AT Devices Continued

## Interactive Whiteboard

- Must be tested in a one-on-one setting
- The board and/or attached machine must not save or maintain any portion of the secure test(s)

## Calculators

- Talking and Large Key Calculators
- Calculators that Print
- Graphing Calculator Use through Software Programs
- All calculators and related output must be purged



# Use of AT Devices

- Test administrators must ensure the software is compatible with the NCTest Chrome App, NCTest secure browser, or NCTest iPad App and does not cause the App or browser to close when the technology is used.
- The functionality of the software can be tested through the use of the Online Tutorial and/or Online Released Items for the assessment.
- Any program or software that sends information presented on the screen to a third party vendor's server must not be used in conjunction with NCTest.



# Dictation to a Scribe

- Allows a student to dictate his/her responses to test questions to a scribe who records the responses
- Student must be tested in a one-on-one setting with two trained test administrators
- The scribe must transcribe responses verbatim from the student and may not prompt or question the student or correct a student's responses





# Tests That Measure Reading Comprehension

- Beginning-of-Grade 3 English Language Arts/Reading Test
- North Carolina EOG Assessments of English Language Arts/Reading (Grades 3–8)
- North Carolina EOC Assessment of English II
- NCFEs of English I, English III, and English IV



# Interpreter/Transliterators Signs/Cues Test\*

\*Use of this accommodation invalidates tests which measure reading comprehension\*

- Interpreter/transliterators must be proficient in the student's communication modality
- Fingerspelling and clarification in any manner are prohibited
- Interpreter/transliterators must sign only one test form to a group at a time



# Interpreter/Transliterators Signs/Cues Test\*

\*Use of this accommodation invalidates tests which measure reading comprehension\*

## Paper-and-Pencil Test

- Interpreter/transliterators may review the test up to two days prior to testing
- Review must occur under secure conditions in a group setting
- Notes may be made in the interpreter/transliterators book but must remain secure

## Online Test

- Online forms are randomly selected so prior review is not possible
- Interpreter/transliterators may use an additional monitor, set to duplicate the student's monitor, to aid in interpreting/transliterating



# Student Marks Answers in Test Book

- Allows student to record responses to test questions directly in the test book
- Student does NOT receive an answer sheet
- Not applicable for tests administered online
- Transcribing student responses must occur under secure conditions in a group setting
- Only answers on the regular answer sheet will be scored



# Student Reads Test Aloud to Self

- Must be tested in a one-on-one setting
- Test administrator and proctor must not correct the student as he/she reads aloud
- Test administrator and proctor must not read all or any part of the test to the student (unless student also has the *Test Read Aloud (in English)* accommodation)



# Test Read Aloud (in English)\*

\*Use of this accommodation invalidates tests which measure reading comprehension\*

- Student must receive *Testing in a Separate Room* accommodation, either small group with other students requiring the same accommodation or in a one-on-one setting



# Test Read Aloud (in English)\*

\*Use of this accommodation invalidates tests which measure reading comprehension\*

- There are three ways a student may have a test read aloud:
  - The test administrator reads the test aloud
  - A computer reads the test aloud
  - A combination of the two methods above
- Teams may consider these options:
  - Student has everything read aloud
  - Student is to request read aloud
  - Student does not need math tests read aloud
  - Student only needs read aloud for more complex content

\*Teams must specify the manner in which this accommodation will be provided in the student's documentation\*



# Test Read Aloud (in English)\*

\*Use of this accommodation invalidates tests which measure reading comprehension\*

- When using the computer to read the test aloud:
  - Student must use head phones or be tested in a one-on-one setting
  - There are no audio files within the test environment for graphics, graphs, or tables within a test item; drag-and-drop item answer choices; application content (menus, embedded tools), error messages, or warning/reminder messages
  - These are human vocalizations using a number of different voices; therefore volume may differ from item to item within a single test form
  - Consider stress on bandwidth when scheduling





# Braille Writer/Slate and Stylus (Braille Paper)

- It is recommended that the test administrator have knowledge of applicable Braille codes



# Cranmer Abacus

- If the student is using his/her own abacus, the test administrator may need to remind the student to bring the abacus for testing
- Before the test begins, the test administrator is to check that the abacus is in proper working order
- Only the student is permitted to operate the abacus during the test



# Magnification Device

- A device that dynamically magnifies text and images
- If student is using his/her own magnification device, the test administrator may need to remind the student to bring it
- Test administrator must ensure that test items are not visible to other students



# Multiple Testing Sessions

- Allows the total test administration time to be divided into mini-sessions as determined by the individual needs of the student
- Students using this accommodation whose testing breaks differ from those designated in the assessment guide must also be provided the *Testing in a Separate Room* accommodation, but may be grouped with students using the same timing schedule



# Multiple Testing Sessions

- Students who take a break and have access to other people or devices, must be prevented from accessing previously completed items (i.e., paper clip paper booklets or monitor student taking online assessments)
- Students who take a break and do not have access to other people or devices, may access previously completed items
- Under no circumstances may students revisit calculator inactive sections once they have had access to the calculator



# Scheduled Extended Time

- This accommodation allows the tests to be administered during a scheduled extended period of time within one school day, unless the student *also* has the *Multiple Testing Sessions* accommodation
- Students must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time
- If a student is still testing at his/her regularly scheduled lunchtime, arrangements must be made to ensure the student has the opportunity to eat lunch.



# Testing in a Separate Room

- It is inappropriate to provide certain accommodations to a small group unless all the students in the group are receiving the same accommodations
- The principal or his/her designee, usually the school test coordinator, shall assist in locating a separate room for the test administration



# Monitoring Accommodations

- The *Review of Accommodations Used During Testing* form is a way for schools and test administrators to:
  - Know what accommodations should be provided based on documentation
  - Indicate whether accommodations were appropriately provided
  - Indicate whether the student used the accommodations
  - Provide anecdotal notes to support future teams in making decisions about accommodations





# Monitoring Accommodations

Seek the support of your colleagues in other schools or districts to learn and share best practices for monitoring accommodations. Although the state conducts monitoring visits throughout the school year, monitoring accommodations is a job shared by all.

## Review of Accommodations Used During Testing

Student Name		
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"/> EL Plan <input type="checkbox"/> Transitory Impairment Documentation	
Dates of Plan	Start Date: _____ End Date: _____	
Test	<input type="checkbox"/> BOG3 <input type="checkbox"/> EOG <input type="checkbox"/> RTA3 <input type="checkbox"/> EOC <input type="checkbox"/> NCF <input type="checkbox"/> CCRAA <input type="checkbox"/> CTE <input type="checkbox"/> ACCESS for ELs	
Subject/Subtest		

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 Individualized Education Program (IEP) folder and/or Section 504/English Learner (EL)/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 ELs. Testing accommodations should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.

Regular Administration    Other Administration

School	
Grade	
Test Date	
Test Administrator	

Column 1: To Be Completed before Testing	Column 2: To Be Completed during/after Testing
Check the required accommodations documented on the student's IEP/Section 504 Plan/EL Plan/Transitory Impairment Documentation.	Was this accommodation <b>provided</b> to the student during testing? Did the student <b>use</b> the accommodation? If yes, <b>how</b> did he/she use it?
<input type="checkbox"/> <b>Example:</b> <b>Test Read Aloud (In English)</b> Specify: Computer reads test aloud	<b>Example:</b> Yes Computer read test aloud while student wore headphones.
<input type="checkbox"/> Braille Edition Specify:	
<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"/> Crammer Abacus	
<input type="checkbox"/> Dictation to a Scribe	
<input type="checkbox"/> Interpreter/Transliterator Signs/Cues Test	
<input type="checkbox"/> Magnification Devices	
<input type="checkbox"/> Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (EL only)	
<input type="checkbox"/> Student Marks Answers in Test Book	
<input type="checkbox"/> Student Reads Test Aloud to Self	
<input type="checkbox"/> Test Read Aloud (In English) Specify:	
<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 the form:	Printed name of person completing this portion of the form:
Signature of person completing this portion of the form:	Signature of person completing this portion of the form:
Comments/considerations for next IEP/504/EL/Transitory Impairment team meeting:	

This form is available in electronic format at <http://www.ncpublicschools.org/nc-countability/policies/accm>.



# North Carolina Alternate Assessments

- All students with disabilities in a school's membership are required to participate in the state testing program:
  - administration of a general assessment under standard conditions
  - administration of a general assessment with testing accommodations
  - state-designated alternate assessment with or without testing accommodations
- IEP teams must carefully consider if a student requires instruction and assessment using the Extended Content Standards.
- The decision regarding which assessment(s) a student will participate in is to be made annually by the IEP team. The decision regarding a student's participation in the alternate assessment must be made and documented in the student's IEP at least **one hundred twenty (120) school days** before the testing window.

**\*\*What is in the IEP must be followed\*\***



# North Carolina Alternate Assessments

- The student's IEP should always be followed.
  - if a student's IEP indicates that he/she should take the alternate assessment based on alternate academic achievement standards, but is dated fewer than 120 school days prior to the testing window, that student would still take the alternate assessment.
- Any concerns should be discussed on a case-by-case basis.



# ***NCEXTEND1***

- The ***NCEXTEND1*** alternate assessment is available for the following grades and content areas:
  - Grade 3 English language arts/reading and mathematics
  - Grade 4 English language arts/reading and mathematics
  - Grade 5 English language arts/reading, mathematics, and science
  - Grade 6 English language arts/reading and mathematics
  - Grade 7 English language arts/reading and mathematics
  - Grade 8 English language arts/reading, mathematics, and science
  - Grade 10 English II, Math I, and biology
  - Grade 11 English language arts/reading, mathematics, and science (combined in one assessment)
- Note: If the IEP Team determines, based on the following eligibility criteria, that the ***NCEXTEND1*** is the most appropriate assessment for a student, then that student must be assessed using the ***NCEXTEND1*** in all content areas assessed at that grade level.



# NCEXTEND1

- To determine participation in any of the **NCEXTEND1** alternate assessments, the following eligibility requirements must be met:
  - The student must have a current IEP.
  - The student is enrolled in grades 3–8, 10, or 11, according to PowerSchool. Note: Only those students enrolled in 11th grade for the first time are required to take the **NCEXTEND1** alternate assessment at grade 11.
  - The student is instructed using the North Carolina Extended Content Standards in all assessed content areas (i.e., English Language Arts/Reading, Mathematics, and Science).
  - The student has a significant cognitive disability.
    - The student’s disability significantly impacts adaptive behaviors, defined as those skills which are essential for someone to live and function independently.
    - The student requires extensive and repeated individualized instruction and support to make meaningful gains.
    - The student uses substantially adapted materials and individualized methods of accessing information in alternative ways



# ***NCEXTEND1* is not appropriate for students who**

- are being instructed in any or all of the assessed general grade-/course-level content standards of the North Carolina *Standard Course of Study* (i.e., English Language Arts/Reading, Mathematics, and Science);
- demonstrate delays only in academic achievement;
- demonstrate delays only in selected areas of academic achievement;
- demonstrate delays owing primarily to behavioral issues; or
- if in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study).



## The decision to participate in *NCEXTEND1* is not based on:

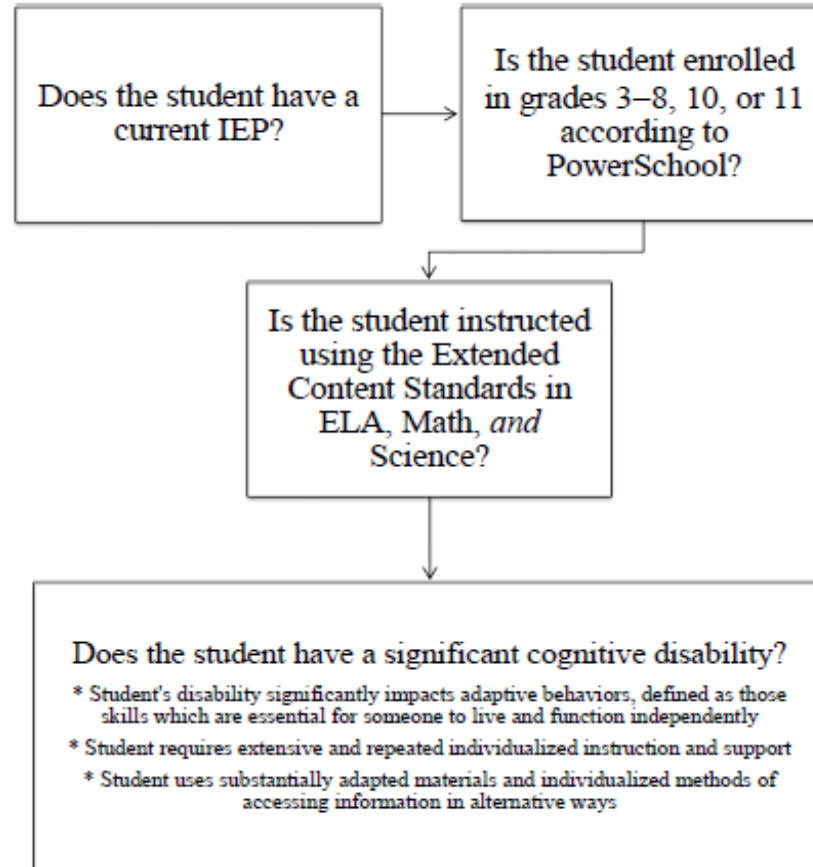
- a disability category or label,
- poor attendance or extended absences,
- native language/social, cultural, or economic differences,
- expected poor performance on the general education assessment,
- academic or other services the student receives,
- educational environment or instructional setting,
- percent of time receiving special education services,
- English Learner (EL) status,
- low reading level/achievement level,
- anticipated disruptive behavior,
- impact of student scores on the accountability program, administration decision,
- anticipated emotional distress, or
- need for accommodations to participate in the assessment process.



# Alternate Assessment Decision Making Chart

## North Carolina Alternate Assessment Decision-Making Chart

Individualized Education Program (IEP) teams can utilize this chart to determine if a student is eligible to take the *NCEXTENDI*. In order for a student to be eligible to take the *NCEXTENDI* alternate assessment, the answer to each question must be “yes.”





# North Carolina College and Career Readiness Alternate Assessments Grades 10 and 11

- The College and Career Readiness Alternate Assessments (CCRAAs) at Grades 10 and 11 are available for students with disabilities who are following a course of study that, upon their completing high school, may not lead to admission into a college-level course of study resulting in a college degree. The CCRAA at grade 10 is the alternate assessment for the PreACT™; the CCRAA at grade 11 is the alternate assessment for the ACT®.



# CCRAA Eligibility Requirements

- **CCRAA at GRADE 10 Only:** The student is enrolled in grade 10 according to PowerSchool. (Only eligible students enrolled in tenth grade for the first time are required to take the CCRAA at Grade 10.)
- **CCRAA at Grade 11 Only:** The student is enrolled in grade 11 according to PowerSchool. Eligible students who take the CCRAA will be included in participation of the ACT administration for accountability reporting but not for performance. Eligible students who are repeating the eleventh grade and have no record of a previous CCRAA score must take the CCRAA. If they do not, it will count against participation



# CCRAA Eligibility Requirements

- The student must have a current IEP
- The student does not have only a current Section 504 Plan
- The student, if identified as an English Learner (EL), must also have a current IEP.
- The student exhibits severe and pervasive delays in all areas of conceptual, linguistic, and academic development and in adaptive behaviors, including communication, daily living skills, and self-care.
- The student is following a course of study that, upon completion of high school, may not lead to admission into a college-level course of study resulting in a college degree (i.e., the Occupational Course of Study).
- The student is not receiving instruction in the North Carolina Extended Content Standards
- The student meets the criteria above and has a written parental request for the administration of an alternate assessment (i.e., CCRAA).



# Appendix C

## Timing Information for Required Assessments

The following times refer to a standard administration and may be used to support Individualized Education Program (IEP), Section 504 Plan, and English Learner (EL) teams in making decisions regarding accommodations required by students.

Test Title	Work Time Segments			Breaks	Total Work Time	Maximum Time Permitted
<b>ACCESS for ELLs 2.0</b> <b>Alternate ACCESS for ELLs</b>	See specific guidance from WIDA regarding test times.					
<b>ACT</b>	Section 1 Test 1 – 45 Mins Test 2 – 60 Mins	Section 2 Test 3 – 35 Mins Test 4 – 35 Mins	Section 3 Test 5 – 40 Mins	15 Minutes (between Sections 1 & 2) 5 Minutes (between Sections 2 & 3)	250 Minutes	250 Minutes
<b>PreACT</b>	Section 1 Test 1 – 30 Mins Test 2 – 40 Mins	Section 2 Test 3 – 30 Mins Test 4 – 30 Mins		5–10 Minutes (Time between Sections 1 & 2 determined by the school)	150 Minutes	150 Minutes
<b>ACT WorkKeys</b>	55 Minutes (3 Assessments Total)			Determined by school, based on administration schedule	165 Minutes	165 Minutes
<b>Beginning-of-Grade 3</b>	30 Minutes (3 Segments Total)			2 Three-Minute Breaks	90 Minutes	180 Minutes
<b>College and Career Readiness Alternate Assessment (Grades 10 and 11)</b>	50 Minutes (3 Segments Total)			2 Three-Minute Breaks	150 Minutes	150 Minutes
<b>End-of-Course (Biology, English II)</b>	50 Minutes (3 Segments Total)			2 Two-Minute Breaks	150 Minutes	240 Minutes
<b>End-of-Course (NC Math 1)</b>	60 Minutes (3 Segments Total)			2 Two-Minute Breaks	180 Minutes	240 Minutes
<b>End-of-Grade</b>	60 Minutes (3 Segments Total)			2 Three-Minute Breaks	180 Minutes	240 Minutes
<b>NCEXTEND1</b>	<b>NCEXTEND1</b> is administered in a one-on-one setting, and timing is determined by individual student need.					
<b>North Carolina Final Exams</b>	40 Minutes (3 Segments Total)			2 Two-Minute Breaks	120 Minutes	120 Minutes
<b>Read to Achieve</b>	55 Minutes 55 Minutes 50 Minutes (3 Segments Total)			2 Three-Minute Breaks	160 Minutes	210 Minutes

# Appendix I

## Special Print Versions Error Report Form

North Carolina Testing Program

<p>Check One:</p> <p><input type="checkbox"/> Braille</p> <p><input type="checkbox"/> Large Print</p> <p><input type="checkbox"/> Large Print – One Test Item Per Page</p> <p><input type="checkbox"/> One Test Item Per Page</p> <p><input type="checkbox"/> Other – Please specify _____</p>	<p><b>The following information must be completed for each form submitted:</b></p> <p>LEA Number: _____ <u>Test Information</u></p> <p>LEA Name: _____ Test Name: _____</p> <p>School Name: _____ Test Form Letter: _____</p> <p>Test Administrator Name: _____ Test Form Number: _____</p> <p>Test Administration Date: _____</p> <p>For EOG, please check the appropriate section/test that contains the noted potential error(s):</p> <p><input type="checkbox"/> ELA/Reading   <input type="checkbox"/> Math – Calculator Inactive   <input type="checkbox"/> Math – Calculator Active   <input type="checkbox"/> Science</p>
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**Instructions:** Record in the spaces provided information about errors found in a special print version (i.e., braille, large print, large print/one test item per page, or one test item per page). Use a separate error report form for each test/form. The LEA must have a mechanism in place to connect the student to the specific test in case the score must be recalculated due to the error. The LEA test coordinator must retain the original copy of this completed error report form and keep it on file for six months following the return of test scores. The LEA must also submit a copy of the report form to the NCDPI/TOPS, as specified below, and submit a copy of the form to the Regional Accountability Coordinator (RAC).

Potential Error(s)			For NCDPI Use Only		
Page Number*	Item Number	Description	Proofer Notes	NCDPI	
				Notes	SA
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>

\* Please list page number in accommodated test book

North Carolina Testing Program

FAX original to 919.515.4647  
ATTN: Accommodations Test Coordinator

Published May 2015

Attach a copy to test, return to TOPS  
Forward a copy to the RAC  
Retain original for LEA records

Stock No. 15754





# Testing Students with Disabilities

## Overview of the 2017–18 Publication

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Thank you for all you do for the students of North Carolina!