

Heading & Page Number	General Information	
	Paper-and-Pencil	Online
Purpose of the Beginning-of-Grade 3 English Language Arts/Reading Test Page 1	<ul style="list-style-type: none"> ➤ This test serves several purposes <ul style="list-style-type: none"> ○ Establishes a baseline measure of beginning third-grade students' English language arts (ELA)/reading skills ○ Students who score achievement level 3 or higher have satisfied the requirements of the Read to Achieve legislation ○ Serves as a teacher-growth tool for determining which teachers are well-suited to teach reading camps ○ Data from the administration of the BOG3 and the End-of-Grade 3 (EOG3) ELA/reading assessment are used for school accountability growth and student growth for teachers ○ Students who are proficient on the BOG3 but <u>not</u> proficient on the EOG3, count as proficient in the performance composite and school performance grades 	
Eligible Students Page 2	<ul style="list-style-type: none"> ➤ All students in membership at grade 3 ➤ Exceptions <ul style="list-style-type: none"> ○ Students with disabilities who, according to their Individualized Education Program (IEP), participate in the NCEXTEND1 alternate assessment ○ Transfer students who were administered the BOG3 at the former school ○ Students who are granted a medical exception 	
Testing Window Page 2	<ul style="list-style-type: none"> ➤ Begins on the 11th day of the school year and continues through the 15th day 	
Makeup Testing Page 2	<ul style="list-style-type: none"> ➤ Any student absent must make up the test. ➤ Makeup sessions are to extend up to two weeks from the date of the original test administration. The count for makeup days begins with the first working day after the administration date of the test. 	
Testing Schedule Page 2	<ul style="list-style-type: none"> ➤ Administered in one day ➤ The test should be administered as early in the school day as the school schedule permits. ➤ Schedule the test administrations within the school day for the maximum time allowed without interfering with lunch or bus schedules. ➤ The test administration may not exceed the maximum time allowed (except for students with documented special needs requiring accommodations, such as <i>Scheduled Extended Time</i>). 	
	<ul style="list-style-type: none"> ➤ All students in grade 3 within a school must be administered the test at the same time on the same day. 	
Estimated Test Administration Time... Page 3	<ul style="list-style-type: none"> ➤ Estimated Time = 90 minutes ➤ Maximum Time = 180 minutes ➤ Number of Items = 44 (multiple-choice) 	

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Maximum Testing Time Allowed Page 4	<ul style="list-style-type: none"> ➤ Students must be allowed ample opportunity to complete the BOG3 Test. No administration of the test may exceed the maximum testing time of three hours. ➤ Students who complete the test during the scheduled time must not be allowed to remain in the testing room with any students who require additional time. ➤ Test administrator must consult with the school test coordinator for the procedures to follow in providing additional time to students to complete the test. ➤ Follow the procedures for students who must leave the testing area for lunch. ➤ Students requiring additional time should continue to be provided a three-minute break every 30 minutes. 	
	<ul style="list-style-type: none"> ➤ Paper clip test books 	<ul style="list-style-type: none"> ➤ Students must click the PAUSE button
Before Test Day		
Prepare for and Attend Training Page 6	<ul style="list-style-type: none"> ➤ Contracted employees can administer secure state tests only if the employee meets the criteria listed. ➤ Test administrators shall attend training, read and sign a Test Security Agreement, read the guide thoroughly, and review the student directions (script). ➤ Test administrators conducting administrations with accommodations must also be trained in the provision of the specified accommodation before testing (Appendix A1 – approved testing accommodations). 	
		<ul style="list-style-type: none"> ➤ Complete the Online Assessment Tutorial for the associated assessment ➤ Review Appendix C: Addressing Technical Issues
Read and Study the <i>Testing Code of Ethics</i> Page 7	<ul style="list-style-type: none"> ➤ Before test day, the test administrator must read and study the North Carolina <i>Testing Code of Ethics</i> and discuss the <i>Testing Code of Ethics</i> and its sanctions during the test administration training. 	
Read and Follow Test Security Procedures Page 7	<ul style="list-style-type: none"> ➤ Test security procedures must be studied and discussed during test administration training <ul style="list-style-type: none"> ○ Copying Secure Test Materials ○ Classroom Instruction and/or Study Guides ○ Displays ○ Testing Environment ○ Accounting for and Storing Test Materials <ul style="list-style-type: none"> ▪ The test administrator must count and record the number of secure test materials and supplemental materials at all levels of distribution. ○ Access to Secure Tests 	<ul style="list-style-type: none"> ➤ Accounting for and Storing Test Materials <ul style="list-style-type: none"> ○ Computers/tablets must not be left unattended ○ Any information from an online test saved or cached must be purged or deleted ➤ Access <ul style="list-style-type: none"> ○ Usernames and passwords must remain secure and not shared or compromised

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Proctors Page 9	<ul style="list-style-type: none"> ➤ A trained proctor should be assigned and present for each test administration regardless of the number of students tested (refer to bullets). ➤ The proctor assigned can be either (1) a one-on-one, full-time proctor or (2) a roving proctor (see conditions that should apply for using the roving proctor option). ➤ If after working with the RAC and exhausting all options it is not possible for a school to have a proctor in every test setting, LEAs/charters must complete a <i>Proctor Hardship Notification Form</i> (submit it to the RAC). 	
Prepare the Testing Environment Page 10	<ul style="list-style-type: none"> ➤ Test administrators must prepare appropriate physical conditions for testing rooms (refer to bullets). ➤ Study carrels or privacy shields are permitted <ul style="list-style-type: none"> ○ assigned seats are multistudent desks (must have a one-on-one full-time proctor) ○ for a student with the <i>Testing in a Separate Room</i> accommodation (must be documented in the current IEP, Section 504 Plan, or EL documentation). 	
Prepare Students for Testing Page 11	<ul style="list-style-type: none"> ➤ Familiarizing students with the test formats using curricular content ➤ Teaching students test-taking strategies and providing practice sessions ➤ Helping students learn ways of preparing to take tests 	<ul style="list-style-type: none"> ➤ Ensure spare computers and power sources are available
Online Test Format Page 12	<ul style="list-style-type: none"> ➤ Completing the BOG3 Practice Activity 	<ul style="list-style-type: none"> ➤ Completing the Online Assessment Tutorial ➤ Online assessments are presented through a secure platform (e.g., NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App) ➤ Regular or large font and alternate background colors available for all students ➤ It is recommended that students be given the opportunity to view the large font and/or alternate background color versions of the online tutorial and released forms of the assessment (with the device to be used on test day) to determine which mode of administration is appropriate.
Complete the Online Assessment Tutorial O: Page 12		<ul style="list-style-type: none"> ➤ Every student participating in the BOG3 online assessment completes the Online Assessment Tutorial at least one time at the school before test day. ➤ Practice navigating through the testing platform and to respond to sample multiple-choice items. ➤ Used to determine the student's appropriate font size and/or alternate background color ➤ Review both options for the Online Assessment Tutorial (video or use standard script developed by the NCDPI) to determine the best options for students.

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<p>Complete the Beginning-of-Grade 3 Practice Activity Page 13</p>	<ul style="list-style-type: none"> ➤ Recommended for all grade 3 students who are taking the BOG3 test ➤ The practice activity is not a test. ➤ Allows students the opportunity to practice <ul style="list-style-type: none"> ○ Answering multiple-choice questions ○ Transferring answers from a test book to a separate answer sheet 	
<p>Prohibited Items in Testing Room Page 14</p>	<ul style="list-style-type: none"> ➤ Electronic Devices <ul style="list-style-type: none"> ○ Any student found or observed with a cell phone/electronic device during testing must be dismissed from testing and a misadministration declared. ➤ Personal belongings are not prohibited in the testing room. However, they must be placed under their seats and not accessible. <ul style="list-style-type: none"> ○ Students must be provided with the opportunity to read a novel or other nontextbook after they complete the test administration and are waiting for others to finish the test. ➤ Testing aids 	
<p>Monitor Students during the Assessment Page 15</p>	<ul style="list-style-type: none"> ➤ Personal cell phones/electronic devices must not be used during the test administration, including breaks. ➤ No reading, grading papers, using a computer, cell phone, or other electronic device, no talking casually with a proctor or other staff; or engaging in any activity in the testing room not directly related to the administration ➤ If the test administrator or proctor needs to sit during the test, he/she should maintain an unobstructed view of and easy access to students. ➤ Test administrators and proctors cannot indicate answers to students (refer to bulleted list). ➤ Test administrators and proctors cannot help students by: (refer to bulleted list). 	
<p>Misadministrations Page 16</p>	<ul style="list-style-type: none"> ➤ Readminister the secure form of the BOG3 English Language Arts/Reading Test ➤ The test must not be administered earlier than five consecutive calendar days following the conclusion of the prior administration. ➤ All misadministrations must be documented and reported using the appropriate procedures outlined in the Online Testing Irregularity Submission System (OTISS). 	
<p>Misalignment during Paper-and-Pencil Testing PP: Page 17</p>	<ul style="list-style-type: none"> ➤ Multiple-Choice: the item number being coded on the answer sheet does not match the number of the question being answered in the test book ➤ Follow the bulleted procedures outlined in the <i>Assessment Guide</i> in the event misalignment occurs during the administration of the test. 	

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Student Emergencies and Restroom Breaks during Testing Page 18	<ul style="list-style-type: none"> ➤ If a student must leave the room during the test administration because of an emergency, the student must be accommodated. ➤ All test materials must remain in the room. ➤ Follow bulleted procedures 	<ul style="list-style-type: none"> ➤ Secure test materials by placing them inside the test book as a place holder and closing the test book. ➤ Click PAUSE to prevent test items from being visible ➤ Upon return, the student must click CONTINUE
North Carolina Accessibility Framework Page 18	<ul style="list-style-type: none"> ➤ Universal Design Features (incorporated in the testing experience) ➤ Designated Features (available for all students) <ul style="list-style-type: none"> ○ Students must have experience using designated features regularly in the classroom and with similar classroom assessments ➤ Accommodations (available to students with a documented need in an IEP, Section 504 Plan, or EL Plan) ➤ See Appendix A 	
Testing Accommodations for the... Page 19	<ul style="list-style-type: none"> ➤ Where appropriate documentation exists, students with disabilities and students identified as ELs may receive testing accommodations 	
Students with Transitory... Page 19	<ul style="list-style-type: none"> ➤ Students who are identified with a transitory impairment, may receive testing accommodations. 	
Record Students' Required Accommodations Page 20	<ul style="list-style-type: none"> ➤ On days before the test administration, the <i>Review of Accommodations Used During Testing</i> form must be used to record the required testing accommodations. ➤ See Appendix B 	
Complete Student Interface Questions (SIQ) Page 20		<ul style="list-style-type: none"> ➤ On days before the test administration, the test administrator must review and possibly edit the SIQ (alternate background color, large font, <i>Multiple Testing Sessions</i>, other required accommodations).
Recognize and Report Testing Violations or Irregularities Page 21	<ul style="list-style-type: none"> ➤ Test administrators must report any alleged testing violations or testing irregularity to the school test coordinator on the day of the occurrence. ➤ Review bulleted examples of eligibility, accommodation, security, monitoring, procedural, and technical issues. 	
Report Online Test Connectivity and Technical Problems in OTISS Page 23		<ul style="list-style-type: none"> ➤ Report all online test connectivity and technical problems that occur during the administration of online assessments.

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Know What Will Be Precoded... Page 24	<ul style="list-style-type: none"> ➤ The student information on SIDE 1 of the students' answer sheets must be precoded before testing. 	
Know Procedures for Students Who Complete the Test before the Scheduled Testing Time Is Over Page 24	<ul style="list-style-type: none"> ➤ Students who complete the test before the scheduled time is over must be provided the opportunity to read novels or other nontextbooks (e.g., magazines) while other students continue to work during the scheduled time. ➤ Ensure the student's reading material is a novel or other nontextbook. ➤ If all students finish the test before the scheduled time period is over, the test administrator may end the testing session early by reading the information in the <i>Assessment Guide</i> under the words <i>Read to Announce the End of the Testing Session</i>. 	
	<ul style="list-style-type: none"> ➤ Verify with the student that he/she has completed the test, checked over his/her answer sheet, and is sure all answers are clearly marked ➤ Collect the student's answer sheet, test book, and all ancillary materials 	<ul style="list-style-type: none"> ➤ Verify that the student has clicked the End Test button to close the test (Once students have clicked the End Test button, they will not be able to return to the test items. A STOP sign will appear on students' monitors after the End Test button has been clicked, and the test has been closed. ➤ Collect all ancillary materials
Know Local Testing Procedures Page 25	<ul style="list-style-type: none"> ➤ During test administration training, test administrators must be informed of local testing policies and procedures. 	
		<ul style="list-style-type: none"> ➤ Addressing technical issues ➤ Ending an online test
Paper Clip Student Test Books Page 25	<ul style="list-style-type: none"> ➤ Five minute warning before the lunch break ➤ Test books will be paper clipped so they cannot return to previously attempted questions. ➤ Pages that contain reading selections students will need access to must not be paper clipped. Therefore, students must complete the reading selection they are working on and the selection's questions before going to lunch. ➤ If students are provided lunch and will not have the opportunity to communicate with others or access electronic devices during lunch, the students' test books do not have to be paper clipped, and the students may review and change responses in the portion of the test already completed. 	

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Know Best Practices... Page 26		<ul style="list-style-type: none"> ➤ Locally stored off-line content must be cleared or secured after accessing the test. ➤ Never share passwords. ➤ Passwords written down on a piece of paper must be stored in a secure place and then destroyed ➤ Change passwords immediately if they have been compromised. ➤ Be careful where passwords are saved on computers and tablets.
Online Readiness Checklist Page 26		<ul style="list-style-type: none"> ➤ Before administering the BOG3 Test, follow the bulleted list of reminders.
On Test Day		
Verify Exact Number of Test Materials... Page 28	<ul style="list-style-type: none"> ➤ Test materials must be distributed to test administrators immediately before each test administration. (See bulleted list of reminders) ➤ Verify the receipt of the exact number of test materials required ➤ All test materials assigned to a test administrator must be returned after each testing session. 	
Review the Checklist of Required Test Materials Page 28	<ul style="list-style-type: none"> ➤ <i>Assessment Guide</i> ➤ No. 2 pencils and blank paper ➤ Accurate timing device ➤ Test books and answer sheets ➤ General purpose header sheet & vinyl bags ➤ Jumbo paper clips 	<ul style="list-style-type: none"> ➤ Computers or tablets meeting all technical requirements
Follow a Uniform Process of Administration Page 29	<ul style="list-style-type: none"> ➤ Test sessions must be conducted according to the policies, procedures, and directions in this <i>Assessment Guide</i> and any subsequent updates developed by the NCDPI Division of Accountability Services/North Carolina Testing Program. ➤ The test administrator must review and complete the bulleted list. ➤ Procedures specified in this <i>Assessment Guide</i> must be followed for assisting students who misalign answers when responding to test items. 	<ul style="list-style-type: none"> ➤ All equipment is working properly

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Student Directions for the Test Administration		
Student Directions for the Test Administration O: Page 32 PP: Page 40	<ul style="list-style-type: none"> ➤ Follow the test schedule procedures ➤ Failure to follow the script as written in this publication may constitute a misadministration or violation of the <i>Testing Code of Ethics</i>. ➤ Read the directions aloud to students <i>as they are written</i> that are in boldface print that is preceded by the word "SAY." ➤ Reading aloud or signing/cueing the selections, sample questions, test questions, or answer choices from the English Language arts/reading test invalidates test results. Test directions may be signed/cued to students during the English Language arts/reading test. ➤ Teachers must review <i>Procedures during the Actual Test Administration</i> 	<ul style="list-style-type: none"> ➤ Set up computers and tablets that will be used to deliver the online assessment. (See bulleted list.) ➤ After the computers or tablets are set up, and before beginning the test, the test administrator must follow the bulleted list.
After Testing		
Count, Return, and Secure... Page 49	<ul style="list-style-type: none"> ➤ Test administrators must follow local procedures for the return of all test materials. ➤ Follow the bulleted list of responsibilities. ➤ All test materials assigned to the test administrator must be returned after each testing session. 	
Report Testing Irregularities Page: 49	<ul style="list-style-type: none"> ➤ On the day of the occurrence, immediately document and report any testing irregularities to the school test coordinator. 	
Record Students' Provided and Used Accommodations Page 49	<ul style="list-style-type: none"> ➤ The test administrator must complete the <i>Review of Accommodations Used During Testing</i> form for each student who was to receive accommodations. ➤ The completed forms should be kept in the students' IEP folders and/or Section 504/EL/transitory impairment documentation. 	
Entering Special Codes and Accommodations Provided... Page 50		<ul style="list-style-type: none"> ➤ Complete the Special Codes tab before test day or on test day before 7:00 p.m. ➤ Absent for Makeup Special Codes must be completed after testing, if applicable.
Complete the Accommodations Provided Page 50		<ul style="list-style-type: none"> ➤ Complete the Accommodations Provided tab following the online test administration for all students marked in the SIQ as requiring accommodations. ➤ Codes must be completed in NC Education after students complete testing.

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Code the Student Answer Sheet Page 51	<ul style="list-style-type: none"> ➤ All coding of student answer sheets must occur after students complete testing and take place under secure conditions in a group setting (3 or more designated school personnel). ➤ Complete questions 1 and 2 on SIDE 1 	
Code Absent... Page 52	<ul style="list-style-type: none"> ➤ Code the ABSENT FROM MAKEUP bubble on SIDE 1 of the student's answer sheet. 	
Special Codes Section for... Page 52	<ul style="list-style-type: none"> ➤ Complete the Special Codes section on SIDE 1 of each student's answer sheet, when applicable. 	
Section 7: Answer Key Code Page 55	<ul style="list-style-type: none"> ➤ The Answer Key Code: BOG3 	
Review the Test Materials Page 55	<ul style="list-style-type: none"> ➤ Secure conditions, group setting (3 or more designated school personnel), all 3 signatures on the front of the test book ➤ Secure test books must not be available during the reviewing process ➤ Tampering with student responses on an answer sheet constitutes a serious breach in test security. 	