



Testing Accommodations for Students with Visual Impairment

From the 2017 Publication of Testing
Students with Disabilities

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Purpose

- This presentation is only meant to highlight key points and specific changes to this publication especially for student's with Visual Impairment
- This presentation DOES NOT replace full training as required by the state
- This will be recorded and posted
- Testing Students with Disabilities 2017



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



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.
 - I. Universal Design Features- are available to **all** students
 - II. Designated Features- are available to **any** student and can be embedded and provided digitally or provided locally
 - III. Accommodations- **only** available for students with a current IEP, 504 Plan, Transitory Impairment documentation, EL Plan



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

- Must be documented on the IEP; Section 504 Plan; EL plan/documentation; Transitory impairment documentation
- 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.
- Accommodations typically fall into one of three categories:
 1. Special Print Versions
 2. Assistive Technology Devices/Special Test Arrangements
 3. Special Test Environment



Changing 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 to testing
- **There is no thirty (30) day deadline or cut off for changes in accommodations**
- What is in the IEP on the day of testing, **must** be provided.
- **Note**: The use of testing accommodations that have not been routinely used during instruction or similar classroom assessments may result in a **misadministration**.



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 provided to the student during testing? Did the student use the accommodation? If yes, how did he/she use it? |
| <input type="checkbox"/> Example: Test Read Aloud (In English) Specify: Computer reads test aloud | Example: Yes |
| <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/accoutability/policies/acc.com>.



Braille Editions

- EBAE and UEB Braille must be specified at the time of the IEP meeting
- Uncontracted Braille requires a ***Special Accommodation Request***
- Students with emerging Braille skills can also have read aloud in addition to a Braille Edition *
- *Use of this accommodation invalidates tests which measure reading comprehension*



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/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
- *Large Print/One Test Item Per Page Editions* printed in 22-point Verdana font can also be ordered
- *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



Approved AT Devices

- Slant boards
- Use of a specific bulb type/brightness within testing area
- Student dictates commands and responses to the computer
- Computer reads aloud what the student has entered
- Typewriter, word processor, electronic Braille note taker
- Screen Enlarging Programs
- Touch screens
- Trackballs
- Talking; Large Key Calculators; Calculators that Print
- *Graphing Calculator Use through Software Programs/on a device need Special Accommodation Request form to be completed



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



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



Transcribing Braille for Student Marks Answers in Test Book

- If the Student's responses are in Braille format the transcriber must be trained and proficient in reading Braille. The transcription must be double verified by another designated Braille-proficient school official to ensure no errors occurred.
- If the student is using an electronic Braille note taker that prints in text then only the Transcriber needs to be proficient in Braille
- The transcriber can only ask for nonsensical items to be clarified



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

Use of this accommodation invalidates tests which measure reading comprehension



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



Braille Writer/Slate and Stylus (Braille Paper)

- It is recommended that the test administrator have knowledge of applicable Braille codes
- When necessary, the test administrator should omit general directions that are not applicable when a student is using the Braille Writer/Slate and Stylus (Braille Paper) accommodation (Ex. asking students if they have pencils)



Braille Paper Transcribing

- Only in the event the transcriber discovers a student response for a multiple-choice test item is nonsensical (e.g., the student writes “f” when the answer choices are only a, b, c, or d) may the test administrator ask the student to clarify the answer. In the event the transcriber discovers that a student’s response to a short answer item (e.g., English II) is nonsensical (e.g., the student’s response is inappropriate because the student produced a nonsensical series of letters by striking the incorrect keys), the transcriber may ask the student, “What are the letters or words that you wrote in this part of your Braille response?” The transcriber is not permitted to ask for any other clarification.



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



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 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 (Ex. Occupational Course of Study)
- The student is not receiving instruction in the North Carolina Extended Content Standards (Ex. Extend 1)



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
- 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



NCEXTEND1

- Adapting materials-(if they are routinely used for all instruction)
 - Objects may be used in place of pictures
 - use of assistive technology
 - Large-print cards
 - colored cards
 - raised-line cards
- Any material that changes the content standard being assessed may not be used



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.



Can I be a Test Administrator?

- Here is the criteria according to the [Policy Handbook](#)
- employed by the school system, either permanently or contractually, and have professional training in education (preferably a North Carolina educator's license) and the state testing program (SBE policy TEST-010) are permitted to administer secure state tests.
- If a school contracts with a third party for the provision of instructional services (e.g., special education teachers/tutors for blind or hearing impaired students), the contracted employee can administer secure state tests only if the employee meets the following criteria:
 - holds a valid North Carolina educator's license
 - passes a criminal history check as defined in G.S. §115C-332(a)(1) that is performed at the school
 - is trained on test administration in accordance with the North Carolina Testing Program
 - signs a test security agreement and understands the sanctions for testing violations. The signed test security agreement must be kept on file at the school.
- Retired teachers, if employed by the school district as substitute teachers or members of the staff in any capacity, may administer North Carolina tests.



Handouts

Using the Review of Accommodations

State and Federal Testing for 2017-2018

Using Review of Accommodations as data
 Student _____ TVI _____

| Accommodation | Yes | Notes | Yes | Notes | Yes | Notes |
|---|-------|-------|-------|-------|-------|-------|
| Braille Edition | | | | | | |
| Large Print Edition | | | | | | |
| One Test Item Per Page Edition | | | | | | |
| Assistive Technology Devices | | | | | | |
| Braille Writer/Slate and Stylus (and Braille Paper) | | | | | | |
| Cranmer Abacus | | | | | | |
| Dictation to a Scribe | | | | | | |
| Interpreter/Transliterator Signs/Cues Test | | | | | | |
| Magnification Devices | | | | | | |
| Word-to-Word Bilingual (English/Native Language) | | | | | | |
| Dictionary/Electronic Translator (EL only) | | | | | | |
| Student Marks Answers in Test Book | | | | | | |
| Student Reads Test Aloud to Self | | | | | | |
| Test Read Aloud (in English) | | | | | | |
| Multiple Testing Sessions | | | | | | |
| Scheduled Extended Time | | | | | | |
| Testing in a Separate Room | | | | | | |
| Special NCDPI-Approved Accommodation(s) | | | | | | |
| Test Name | Score | Notes | Score | Notes | Score | Notes |
| | | | | | | |
| | | | | | | |
| | | | | | | |

| State and Federal Tests | | | | | | |
|--|------------------|--------------------------------|-------------------------|---|---|--|
| 2017-18 School Year (Summer, Fall, Spring) | | | | | | |
| Test Name | State or Federal | Test Subject | Test Delivery Mode | Grade Level(s) | Time Allotted for Standard Administration | |
| EDRAS Assessments (Reading 3-5) | State | ELA/Reading | Online/Paper and Pencil | 4-5 | Unique to each individual student | |
| Beginning-of-Grade 3 Test | State | ELA/Reading | Online/Paper and Pencil | 3 | 90 minutes | |
| End-of-Grade (EOG) Assessments | Federal | ELA/Reading, Math, Science | Online/Paper and Pencil | ELA/Reading: 3-8 | 180 minutes | |
| End-of-Grade (EOG) Assessments | Federal | ELA/Reading, Math, Science | Online/Paper and Pencil | Math: 3-8 | 180 minutes | |
| End-of-Grade (EOG) Assessments | Federal | ELA/Reading, Math, Science | Online/Paper and Pencil | Science: 5-8 | 180 minutes | |
| End-of-Grade (EOG) Reading Retest (Grade 3 Only) | State | ELA/Reading | Online/Paper and Pencil | Only for grade 3 students who have not satisfied the requirements of the Read to Achieve law (G.S. §115C-83.7) | 180 minutes | |
| Read to Achieve Test | State | ELA/Reading | Paper and Pencil | Only for grade 3 or grade 4 students who have not satisfied the requirements of the Read to Achieve law (G.S. §115C-83.7) | 150 minutes | |
| End-of-Course (EOC) Assessments | Federal | NC Math 1, English II, Biology | Online/Paper and Pencil | 9-12 | NC Math 1: 180 minutes | |
| End-of-Course (EOC) Assessments | Federal | NC Math 1, English II, Biology | Online/Paper and Pencil | 9-12 | English II: 150 minutes | |
| End-of-Course (EOC) Assessments | Federal | NC Math 1, English II, Biology | Online/Paper and Pencil | 9-12 | Biology: 150 minutes | |
| NCEXTEND Alternate Assessments for End- | Federal | ELA/Reading, Math, Science | Online/Paper and Pencil | ELA/Reading: 3-8, 10 | Unique to each individual student | |

| Test Name | State or Federal | Test Subject | Test Delivery Mode | Grade Level(s) | Time Allotted for Standard Administration |
|---|------------------|---|------------------------------|-------------------|---|
| Alternate ACCESS for ELLs (Grades K-12) | | | | | |
| EDRAS or College and Career Readiness Alternate Assessment (CCRAA) to the EDAS | State | English, Math, Reading, and Science | Online/Paper and Pencil | 10 | EDRAS: 130 minutes |
| EDRAS or College and Career Readiness Alternate Assessment (CCRAA) to the EDAS | State | English, Math, Reading, and Science | Online/Paper and Pencil | 10 | CCRAA: 150 minutes |
| ACT WorkKeys™ Standard and Accommodated Administrations | State | Applied Math, Workplace Documents, and Graphic Literacy | Paper and Pencil | CTE Concentrators | 135 minutes |
| ACT or College and Career Readiness Alternate Assessment (CCRAA) or NCEXTEND Alternate Assessment | State | English, Math, Reading, Science, and Writing (Writing is not included on the NCEXTEND Alternate Assessment) | ACT: Online/Paper and Pencil | 11 | ACT: 215 minutes |
| ACT or College and | | English, Math, | | 11 | |



Handouts

Extend 1 Testing Accommodations

NC Testing Accommodations

| NC Testing Program Approved Accommodations for NCEXTENDI | NCEXTENDI English Language Arts | NCEXTENDI Mathematics | NCEXTENDI Science | NCEXTENDI |
|--|--|--|---|-----------------------------------|
| | <input type="checkbox"/> ELA Grades 3-8 <input type="checkbox"/> English II Grade 10 | <input type="checkbox"/> Math Grades 3-8 <input type="checkbox"/> Math I Grade 10 | <input type="checkbox"/> Science Grades 5, 8 <input type="checkbox"/> Biology Grade 10 | <input type="checkbox"/> Grade 11 |
| Braille Materials ¹ | | | | |
| Large Print Materials ² | | | | |
| Assistive Technology Devices Specify _____ | | | | |
| Interpreter/Translator Signs/Cues Test ³ | | | | |
| Magnification Devices | | | | |
| Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (LEP only) ⁴ | | | | |
| Test Administrator Reads Test Aloud (In English) ⁵ | NCEXTENDI tests are to be read aloud to all students as specified in the <i>Assessment Guide and Answer Booklet</i> ⁶ | | | |
| Multiple Testing Sessions | <input type="checkbox"/> More Frequent Breaks (Every ____ Min.) | | | |
| | <input type="checkbox"/> Over Multiple Days (Number of Days ____) | | | |
| | <input type="checkbox"/> Other _____ | | | |
| Testing in a Separate Room | | | | |
| Adaptations to NCDPI-Provided Manipulatives ⁷ Specify _____ | | | | |
| Other (specify): ⁸ _____ | | | | |

| <input type="checkbox"/> Student will participate in the Standard Test Administration with No Accommodations <input type="checkbox"/> Student will participate in the NCEXTENDI with Accommodations If checked, complete IEP DECA (to of 10) | Grades 3-8 | | Grades 7 & 8 | | Course Assessments | | | CTE | Tests of English Language Proficiency Grades K-12 W-APT™ ACCESS for ELLs ⁹ | | | | | | |
|--|---|-------------|----------------------|-------------------------|---|----------------------|---------------------------------|---------|--|-----------|----------|--|--|--|--|
| | ELA | Mathematics | Science ¹ | English II ¹ | Algebra I/ Integrated I ¹ | Biology ¹ | Foreign Assessment ¹ | Reading | Writing | Listening | Speaking | | | | |
| MUST BE COMPLETED | General Assessment | | | | | | | | | | | | | | |
| Student will participate in: | NCEXTENDI ² | | | | | | | | | | | | | | |
| Braille Edition | | | | | | | | | | | | | | | |
| Large Print Edition (not for online assessments) | | | | | | | | | | | | | | | |
| One Test Item Per Page Edition (not for online assessments) | | | | | | | | | | | | | | | |
| Assistive Technology Devices: Specify _____ | | | | | | | | | | | | | | | |
| Braille Writer/Slate and Stylus (Braille Paper) | | | | | | | | | | | | | | | |
| Chamber Abacus | | | | | | | | | | | | | | | |
| Dictation to a Scribe | | | | | | | | | | | | | | | |
| Interpreter/Translator Signs/Cues Test | | | | | | | | | | | | | | | |
| Magnification Devices | | | | | | | | | | | | | | | |
| Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (LEP only) ⁴ | | | | | | | | | | | | | | | |
| Student Marks Answers in Test Book (not for online assessments) | | | | | | | | | | | | | | | |
| Student Reads Test Aloud to Self | | | | | | | | | | | | | | | |
| Test Administrator Reads Test Aloud (In English) | <input type="checkbox"/> Read Everything | | | | | | | | | | | | | | |
| | <input type="checkbox"/> Read by Student Request | | | | | | | | | | | | | | |
| | <input type="checkbox"/> Other _____ | | | | | | | | | | | | | | |
| Computer Reads Test Aloud - Student Controlled (not for paper and pencil assessments) | | | | | | | | | | | | | | | |
| Multiple Testing Sessions | <input type="checkbox"/> More Frequent Breaks (Every ____ Min.) | | | | | | | | | | | | | | |
| | <input type="checkbox"/> Over Multiple Days (Number of Days ____) | | | | | | | | | | | | | | |
| | <input type="checkbox"/> Other _____ | | | | | | | | | | | | | | |
| Scheduled Extended Time | <input type="checkbox"/> Approximately ____ minutes | | | | | | | | | | | | | | |
| | <input type="checkbox"/> Other _____ | | | | | | | | | | | | | | |
| Testing in a Separate Room | <input type="checkbox"/> Small Group | | | | | | | | | | | | | | |
| | <input type="checkbox"/> One-on-One | | | | | | | | | | | | | | |
| Other (specify): ⁸ _____ | | | | | | | | | | | | | | | |

¹Dependent upon the platform used to provide the student the general assessment (online vs. paper and pencil), some accommodations may be non-applicable or unavailable.
²All NCEXTENDI tests are designed to be administered online. Therefore, some of the state-approved testing accommodations do not apply to these tests. If a paper and pencil version of the NCEXTENDI test is needed as an accommodation, an Accommodation Notification Form (available from the school test coordinator) must be submitted to the LIA test coordinator.
³Available only for students identified as limited English proficient (LEP) who scored below Level 5.0 on the reading subtest of the W-APT™ or ACCESS for ELLs.
⁴In order to be used on the state assessment this accommodation must be approved by the NCDPI. To request approval, an Accommodation Notification Form (available from the school test coordinator) must be submitted to the LIA test coordinator.



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 |
|---|--|---|-------------------------------|---|-----------------|------------------------|
| ACCESS for ELLs 2.0 Alternate ACCESS for ELLs | See specific guidance from WIDA regarding test times. | | | | | |
| ACT | 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 |
| PreACT | 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 |
| ACT WorkKeys | 55 Minutes (3 Assessments Total) | | | Determined by school, based on administration schedule | 165 Minutes | 165 Minutes |
| Beginning-of-Grade 3 | 30 Minutes (3 Segments Total) | | | 2 Three-Minute Breaks | 90 Minutes | 180 Minutes |
| College and Career Readiness Alternate Assessment (Grades 10 and 11) | 50 Minutes (3 Segments Total) | | | 2 Three-Minute Breaks | 150 Minutes | 150 Minutes |
| End-of-Course (Biology, English II) | 50 Minutes (3 Segments Total) | | | 2 Two-Minute Breaks | 150 Minutes | 240 Minutes |
| End-of-Course (NC Math 1) | 60 Minutes (3 Segments Total) | | | 2 Two-Minute Breaks | 180 Minutes | 240 Minutes |
| End-of-Grade | 60 Minutes (3 Segments Total) | | | 2 Three-Minute Breaks | 180 Minutes | 240 Minutes |
| NCEXTEND1 | NCEXTEND1 is administered in a one-on-one setting, and timing is determined by individual student need. | | | | | |
| North Carolina Final Exams | 40 Minutes (3 Segments Total) | | | 2 Two-Minute Breaks | 120 Minutes | 120 Minutes |
| Read to Achieve | 55 Minutes 55 Minutes 50 Minutes (3 Segments Total) | | | 2 Three-Minute Breaks | 160 Minutes | 210 Minutes |