



Public Schools of North Carolina

# **TEST ADMINISTRATOR ACCOMMODATIONS TRAINING 2014**

**WEST CARY MIDDLE SCHOOL**



Public Schools of North Carolina

# **What is an Accommodation?**

# Accommodations . . .

- Are changes in the way a student accesses instruction/assessment
- Do not change the construct of the assignment/assessment
- Give student equal access to learning without “watering down” the content
- Are not to be provided for score enhancement
- Must be aligned or matched between classroom instruction, classroom assessments, district tests, and state tests





# Multiple Testing Sessions

# Multiple Testing Sessions

- Allows the test to be administered during several mini-sessions as determined by the needs of the student
- Must begin testing on the same day as the general test administration
- The manner in which the test administration is to be divided must be documented in the IEP/Section 504 Plan
  - More frequent breaks during testing
  - Testing over multiple days
- If student does not also have Scheduled Extended Time accommodation, testing must be completed within maximum allowed testing time specified in the TAM



# Multiple Testing Sessions

- When student takes extended breaks or testing occurs over multiple days:
  - Student is not allowed to go back to work from a previous session
  - Student may not revisit any portion of test already completed, even if some questions were left unanswered
  - Student must be told to review work prior to ending each session, and be reminded that they may not change responses in following sessions



# Multiple Testing Sessions

- At the conclusion of each testing session preceding an extended break or lunch, ***paper clips*** must be used to secure pages already completed or those planned for future sessions
- If testing sessions are provided over multiple days, the student may return to the regular class if general testing has concluded





# **Scheduled Extended Time**



# Scheduled Extended Time

- This accommodation is for a student who needs additional time beyond the maximum time allowed but will be able to complete the test in one school day
- Student must complete test in one day unless provided Multiple Testing Sessions
- Testing must be complete prior to normal afternoon dismissal
- Students must be allowed bathroom and lunch breaks
- Breaks occur at standard intervals as specified in the TAM unless the student also has Multiple Testing Sessions



# Scheduled Extended Time

- Test security must be maintained at all times
- If testing continues past lunch:
  - Student must not communicate with other students during lunch -OR-
  - Student is not allowed to return to completed portions of test-**PAPER CLIP**
- If student's estimated extended time is over but student continues to work diligently, let him/her continue testing

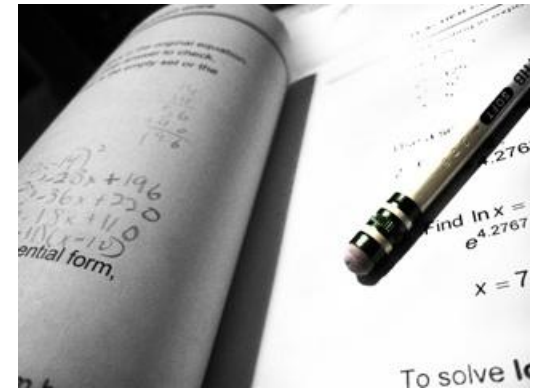




# **Student Marks Answers in Test Book**

# Student Marks Answers in Test Book

- Students with MIB do not transfer their answers from booklet to answer sheet
- Students with MIB must not be given an answer sheet, must circle answers in book
- May be tested in regular setting



# Student Marks Answers in Test Book

- For students who do not have the ability to transfer answers to the answer sheet

During the test administration:

- Student is not to be provided with an answer sheet
- Students are to circle the letters of their multiple-choice responses directly in the test book
- Test administrators may omit instructions that mention answer sheets



# Student Marks Answers in Test Book (cont'd)

- Transcribing student responses – secure setting with a group of at least 3:
  - One individual to transcribe
  - One individual to verify transcription
  - One individual to observe processAll 3 individuals must sign cover of test book.
- During transcription, care must be taken to use correct section of answer sheet
- Test books with student's original responses must be securely stored for 6 months





# **Read Aloud & Read Aloud By Request**

# Test Administrator Reads Test Aloud

- During testing:
  - Students must be provided Testing in a Separate Room accommodation (one-on-one or small group)
  - Students should be grouped based on how the test is to be read aloud





# Test Administrator Reads Test Aloud

## During testing:

- Test administrator must have a copy of the test book to read from
- Test administrator reads directions, items, and answer choices as written
- Test administrator may repeat instructions and test questions as many times as needed
- Test administrator must read items and answer choices in a consistent manner



# Test Administrator Reads Test Aloud – Read Everything

- Test administrator must read:
  - Item number
  - Test item
  - Corresponding answer choices
- Pause and allow students to choose an answer
- While students are responding, review next item to determine how it should be read
- Proceed to next item after students have marked their answers



# Test Administrator Reads Test Aloud – By Student Request

- Student will indicate which item number he/she needs read aloud
- Test administrator should pause to read problem to self prior to reading aloud to student
- Test administrator must move near the student and read:
  - Item number
  - Test Item
  - Corresponding answer choices



# Test Administrator Reads Test Aloud – Math Tests

Fractions, greater/less than signs, equal signs, exponents, etc. should be read aloud in the same manner as routinely used in the classroom

EXCEPT

if reading them in this manner provides the student with the answer



# Problem Type: Place Value

Most numbers can be read in the same manner as they would be used in the classroom

Sam got 54 stickers from his mother, 47 stickers from his father, and 72 stickers from his uncle. **About** how many stickers did Sam receive?

- A 190
- B 170
- C 150
- D 130

*All examples presented are from the Sample Test Items available online at: [www.ncpublicschools.org/accountability/testing](http://www.ncpublicschools.org/accountability/testing)*



# Problem Type: Place Value

## Example 1

Sam got 54 stickers from his mother, 47 stickers from his father, and 72 stickers from his uncle. **About** how many stickers did Sam receive?

- A 190
- B 170
- C 150
- D 130

### Correct Way to Read

Sam got fifty-four stickers from his mother, forty-seven stickers from his father, and seventy-two stickers from his uncle. **About** how many stickers did Sam receive?

- A one hundred ninety
- B one hundred seventy
- C one hundred fifty
- D one hundred thirty

# Problem Type: Place Value

When place value is involved in the test item, numbers need to be read as digits, commas, decimals, etc.

What is the decimal form of  $\frac{325}{1000}$ ?

- A 32.5
- B 3.25
- C 0.325
- D 0.0325

*All examples presented are from the Sample Test Items available online at:  
[www.ncpublicschools.org/accountability/testing](http://www.ncpublicschools.org/accountability/testing)*



# Problem Type: Place Value

## Example 2

What is the decimal form of  $\frac{325}{1000}$ ?

- A 32.5
- B 3.25
- C 0.325
- D 0.0325

## Correct Way to Read

What is the decimal form of three hundred twenty-five divided by one thousand?

- A three two point five
- B three point two five
- C zero point three two five
- D zero point zero three two five

## Incorrect Way to Read

What is the decimal form of three hundred twenty-five divided by one thousand?

- A thirty-two and five tenths
- B three and twenty-five hundredths
- C three hundred twenty-five thousandths
- D three hundred twenty-five ten thousandths





# Problem Type: Fractions

Most fractions can be read in the same manner as they would be in the classroom

Which of the following is the *largest*?

A  $\frac{5}{3}$

B  $\frac{8}{9}$

C  $\frac{3}{2}$

D  $\frac{7}{4}$

*All examples presented are from the Sample Test Items available online at:  
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# Problem Type: Fractions

## Example 1

Which of the following is the *largest*?

A  $\frac{5}{3}$

B  $\frac{8}{9}$

C  $\frac{3}{2}$

D  $\frac{7}{4}$

## Correct Way to Read

Which of the following is the *largest*?

- A five thirds
- B eight ninths
- C three halves
- D seven fourths

## Incorrect Way to Read

Which of the following is the *largest*?

- A five divided by three
- B eight divided by nine
- C three divided by two
- D seven divided by four

# Problem Type: Fractions

If a test item deals with converting fractions to another form, such as decimals, one of the forms must be read as digits

## Example 2

The coach used a digital stopwatch to time a race. The fastest time was recorded on this stopwatch:



When the race was over, the coach posted the winning time in fraction form. Which is the winning time?

A  $\frac{17}{1000}$

B  $1\frac{7}{10}$

C  $1\frac{7}{100}$

D  $1\frac{7}{1000}$

# Problem Type: Fractions

## Example 2

### Correct Way to Read

The coach used a digital stopwatch to time a race. The fastest time was recorded on this stopwatch:

One point seven zero zero

When the race was over, the coach posted the winning time in fraction form. Which is the winning time?

- A      seventeen one-thousandths
- B      one and seven tenths
- C      one and seven one-hundredths
- D      one and seven one-thousandths



# Problem Type: Geometry

Symbols can be read in the same manner as they would be during instruction unless the test item specifically asks what the symbol represents

Given points  $P(7, 5)$ ,  $Q(8, 3)$ ,  $R(0, -1)$ , and  $S(-1, 1)$ , which of the following is true?

- A  $\overrightarrow{PQ}$  is parallel to  $\overrightarrow{RS}$ .
- B  $\overrightarrow{PQ}$  is perpendicular to  $\overrightarrow{RS}$ .
- C  $\overrightarrow{PR}$  is perpendicular to  $\overrightarrow{QS}$ .
- D  $\overrightarrow{PR}$  is parallel to  $\overrightarrow{QS}$ .



# Problem Type: Geometry

## Example 1

Given points  $P(7, 5)$ ,  $Q(8, 3)$ ,  $R(0, -1)$ , and  $S(-1, 1)$ , which of the following is true?

- A  $\overrightarrow{PQ}$  is parallel to  $\overrightarrow{RS}$ .
- B  $\overrightarrow{PQ}$  is perpendicular to  $\overrightarrow{RS}$ .
- C  $\overrightarrow{PR}$  is perpendicular to  $\overrightarrow{QS}$ .
- D  $\overrightarrow{PR}$  is parallel to  $\overrightarrow{QS}$ .

### Correct Way to Read

Given points P, seven, five, Q, eight, three, R, zero, negative one, and S, negative one, one, which of the following is true?

- A line PQ is parallel to line RS
- B line PQ is perpendicular to line RS
- C line PR is perpendicular to line QS
- D line PR is parallel to line QS



# Test Administrator Reads Test Aloud

- Some things that can help in determining how to the read test item correctly:
  - Test administrator should be familiar with grade-level/course content
  - Review examples in this PowerPoint training; make yourself as aware as possible of the issues involved
  - Review the next problem while students are answering previous problem (if reading entire test aloud)
  - If reading by student request, pause and read over problem to self before reading aloud to student





# Testing in a Separate Room



# Testing in a Separate Room

- **MUST** be used if students are provided one or more of the following accommodations:
  - **AT Device** that reads test aloud (without use of headphones)
  - **Student Reads Test Aloud to Self**
  - **Test Administrator Reads Test Aloud**
  - **Dictation to a Scribe**
  - **Interpreter/Translator Signs/Cues Test**
  - **Multiple Testing Sessions** (ONLY when breaks are not provided in alignment with standard administration procedures)



# Testing in a Separate Room: One-on-One

- Actually 2:1
- Test administrator & proctor for each student
- Only one student per testing location
- Standard testing procedures must be followed
- This accommodation **MUST** be used with:
  - **AT Device** that reads test aloud (without use of headphones)
  - **Dictation to a Scribe**
  - **Student Reads Test Aloud to Self**



# Testing in a Separate Room: Small Group

- NCDPI does not mandate a maximum group size – HOWEVER, it is a “SMALL group”
- Test administrator and proctor required
- Test administrators and proctors must follow same guidelines/procedures as standard administration





# **Accommodations Monitoring:**

**Monitoring Testing  
Accommodations Required,  
Provided, and Used**

# Monitoring of Required Testing Accommodations

- Completed by case manager during team meeting (prior to testing)
- Recorded in NC WISE, CECAS, LEA-approved accommodations management system

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

NCDPI Division of Accountability Services

July 2010



# Monitoring of Provided Testing Accommodations

- Completed by test administrator during/after testing session
- Data on provided testing accommodations also collected on student answer sheets

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

NCDPI Division of Accountability Services

July 2010



# Monitoring of Student Use of Testing Accommodations

- Completed by test administrator after testing session
- Forms stored in student's IEP/Section 504 folder for at least one year
- Information used in making accommodations decisions at next meeting

Review of Accommodations Used During Testing																																																																													
Student Name																																																																													
NC WISE ID																																																																													
Case Manager																																																																													
Choose one of the following plans (according to hierarchy of accommodations documentation):	<input type="checkbox"/> IEP <input type="checkbox"/> Section 504 <input type="checkbox"/> LEP <input type="checkbox"/> Transitory Impairment Explain:																																																																												
Dates of Plan	Start Date: _____ End Date: _____																																																																												
Test	<input type="checkbox"/> EOC <input type="checkbox"/> EOG <input type="checkbox"/> Writing (Grade 10) <input type="checkbox"/> NOEXTEND2 <input type="checkbox"/> ACCESS for ELLs																																																																												
Subject/Subtest																																																																													
Complete one form per test. Prior to testing, complete column 1. During/after testing, complete the remainder of the form. Completed forms should be kept in the student's IEP folder and/or Section 504/LEP/transitory impairment documentation so that they are accessible for future reference. <b>NOTE:</b> While the list below includes all state-approved accommodations, some do not apply to students identified solely as LEP. Testing accommodations should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.																																																																													
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