Career and Technical Education

Statewide
Post Assessment
Administration Manual
2012-2013

Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Career and Technical Education Division

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CONTENTS

I. INTRODUCTION

Statewide Post Assessments

A course blueprint that lists course objectives and additional information about course content is provided for most courses in the N.C. Career and Technical Education (CTE) Essential Standards. Assessment items are divided into a community bank and a state bank. The community bank, formerly known as a classroom assessment bank, is available for use by LEAs for formative and classroom assessments. Secure items are reserved in a secure statewide bank for CTE Post assessments for most of these courses. Assessment items are developed by teams of teachers and content specialists. Both the community bank and secure state bank are aligned to the course blueprint. Items go through a strenuous validation process before being included in either bank. In addition, items are included on field tests and reliability data are collected before the item is included in a community bank or on a regular post assessment.

Secure statewide post assessments are provided for most CTE courses. These generally consist of 100 multiple-choice items. Items are selected by course objective, and the number of items from each objective is determined by the weight that objective is assigned on the course blueprint.

A list of all course post assessments appears in 2012-13 CTE Status of Curriculum and Assessment found on the CTE IMC Moodle site. Local option courses also require a valid and reliable third-party assessment. For information on third-party assessments, see p. 3 of this manual.

Special provisions for assessing students with disabilities appear in this document in Section VI: Modifications for Special Populations. As a general rule, the CTE Post assessment process follows the procedures outlined in *Testing Students with Disabilities*, a publication from the Division of Accountability Services/North Carolina Testing Program.

CTE educators shall have access to blueprints and the community banks for courses they teach. Teachers may use the community banks for instruction, formative assessments, benchmark assessments, and review. Community banks must be accessed through Elements™ software and must always be password protected.

I. INTRODUCTION

RBT Field Tests

The field test year is defined as the entire first academic year after publication and includes RBT curriculum. Secure field tests for high school courses will be provided by DPI for local administration. For RBT courses, mid-term field tests assess approximately the first half of the blueprint only. Final field tests assess approximately the second half of the blueprint only. For Non-RBT courses, the field test is comprehensive at the end of instruction. These will be available through the Elements™ software.

DPI recommends that results for mid-term and final field tests be scaled locally and calculated in student grades. The highest individual *class/section* score achieved by a student on each field test will be scaled to 100 and all other scores will be adjusted by each classroom teacher, i.e., highest score 85, add 15 points for a total score of 100. Add15 points to each score.

Most students will complete the field tests in the given 90-120 minute class period. Since field test are not used for accountability purposes, you may give the test over two days if needed. EXAMPLE: If you are on traditional schedule and have less than 90 minute class periods and no extended mid-term period, then you may divide the test approximately in half and give questions 1-50 on Day 1 and 51-100 on Day 2. (exact numbers will depend on how many questions print on a page). These **SHALL** be printed and packaged separately.

Be sure students use the same bubble sheet on both days for scanning and scoring purposes. Testing ethics and procedures for security must be followed. For online tests, the test must be suspended at the end of the testing period and continued the next day.

Use to be made of the results of statewide post assessments

Proficiency is a score of 77. Students are Proficient or Not Yet Proficient based on these cut scores. A score of 93 will be acceptable for articulation purposes.

Data are analyzed at the local, regional and state levels by school, program area and categories such as CTE Concentrators or Special Populations to determine current proficiency levels. State, regional and individual LEA results of CTE post assessments can be accessed online at http://ctelps.dpi.state.nc.us/. Visitors to this site can log on as follows:

      User Name: Guest
      Password: Guest

I. INTRODUCTION

Reliability and validity of statewide post assessments
Validity of the secured test items is established through review by teams of teachers, business people, and staff consultants who are subject-matter experts. Each item is rated by several individuals, who must agree that it accurately measures student mastery of the course objective from which it is selected. Items that do not meet this criterion are not included in item banks.

Formal studies of reliability were conducted by professional psychometricians in 1993 and 2000-2008. These studies found high reliability scores for most statewide post assessments. Reliability studies are conducted for all new test items.

NC Virtual Public School Courses
Students enrolled in CTE courses in the NC Virtual Public School (NCVPS) should be given the same assessment as other students enrolled in the course. It is the responsibility of the home school/LEA to administer the appropriate assessment and report the scores to NCDPI. Students enrolled in NCVPS courses are included in calculation of the school/LEA performance on Technical Attainment.

Third-Party Assessments
For certain courses for which there is no state CTE post assessment, LEAs are to use appropriate third-party assessments. For a complete list of courses in which students are to receive a third-party assessment, refer to 2012-13 CTE Status of Curriculum and Assessment found on the CTE IMC Moodle site.

All third-party assessments administered via Elements™ are reported for accountability as Yes (student met or exceeded cut score) or No (student did not meet cut score).

Third-party post assessments can be used for Local Course Options (LCO) if they were included in the LCO approval process.

Credentials
Appropriate credentials are identified in the *2012-2013 Recommended Credential by Course* document. For 2012-2013, student performance on credential examinations (including performance assessment) is being collected through Elements™. LEAs are requested to submit results for all students who attempt to earn the credential to provide for data to be as complete as possible. LEAs will receive additional information about how to submit results on third-party assessments and credentials.

I. INTRODUCTION

Purpose of this manual

To maintain the integrity of NC CTE's statewide assessment program, it is essential that all individuals understand the importance of uniform policies, procedures, and protocols for maintaining test security. This publication has been prepared to assist principals, teachers, Instructional Management Coordinators, CTE Administrators, and other school personnel with the information required to implement a secure, uniform administration of CTE post assessments.

Statewide implementation of CTE post assessments has occurred for many years. To assure uniform test administration statewide, it is critical that all persons involved review this manual to be sure correct procedures are being followed.

II. OVERVIEW OF PROCESS

LEA Instructional Management Coordinator's responsibilities

The following is an overview of the LEA Instructional Management Coordinator's responsibilities as they relate to statewide CTE post assessments.

- Attend appropriate state, regional, and local staff development activities for Instructional Management Coordinators including but not limited to the Career and Technical Education Summer Conference, the Instructional Management Technical Institute, and regionally based Instructional Management User Groups.

- If using paper tests, maintain an inventory of testing materials prior to and after the administration, and establish and follow appropriate check-in/check-out procedures. Tests must be counted during check-in and check-out. All tests must be accounted for at **ALL** times.

- If using paper tests, print tests from the Elements™ dashboard when the testing window opens. Have the appropriate number of copies of each test printed and numbered using procedures established at your LEA.

- If using paper tests, precode student answer sheets for HALO forms or plain-paper bubble sheets using the appropriate Elements™ software.

  CAUTION: The roster form of plain paper is NOT recommended for state testing.

- Prepare training materials and supplies for Building Level Coordinator training. Train Building Level Instructional Management Coordinators on the contents of this administration manual and the Testing Code of Ethics.

- Have Building Level Instructional Management Coordinator sign the Statement of Accountability.

- Be available to answer questions from Building Level Coordinators during test administration.

- Check materials back in after testing. Tests **MUST** be counted back in after testing. Work with Building Level Coordinators regarding make-up testing.

- Set LEA and School testing windows using Elements™ Assessment Scheduler.

- If using online testing in Elements™, open the testing window at the schools for the class exam for that day only.

- Scan tests, if using paper and pencil tests.

- Produce local accountability reports.

- Follow up on any reports of irregularities or violations of test procedures (cheating, misadministration, etc.). Maintain a file of reported irregularities and action taken.

II. OVERVIEW OF PROCESS

Building level Instructional Management Coordinator's responsibilities

The following is an overview of Building Level Instructional Management Coordinator's responsibilities as they relate to statewide CTE post assessment.

- Attend training session provided by LEA Instructional Management Coordinator.

- Package student answer sheets with an appropriate number of tests, a Statement of Accountability, a Class Roster Summary, a Testing Irregularity Form, and a copy of this Assessment Administration Manual. Distribute to Classroom Assessment Administrators on the day of the test. Have Assessment Administrators sign the Statement of Accountability acknowledging receipt.

- Establish and follow appropriate check-in/check-out procedures for test materials for test administrators, if using paper and pencil tests. Maintain appropriate test security throughout the assessment.

- Conduct training session for Classroom Assessment Administrators and proctors to review all information and procedures as outlined in this manual, including the Testing Code of Ethics.

- Work with the Classroom Assessment Administrators to ensure that a proper testing atmosphere is provided. Coordinate with Special Populations Coordinator and Exceptional Children's Coordinator the administration of CTE post assessments to students with disabilities or English as a second language (ESL) students (see Section VI).

- Check materials being returned by Assessment Administrators. Have Assessment Administrators sign the Statement of Accountability acknowledging that appropriate procedures have been followed.

- Return all testing materials to LEA Instructional Management Coordinator as soon as testing is completed. All tests **MUST** be counted back in when returning tests.

- Establish appropriate make-up procedures and administer make-up tests as necessary.

II. OVERVIEW OF PROCESS

Classroom Assessment Administrator's responsibilities

Certified employees of the school system who have been trained in the CTE Post assessment administration process and the Testing Code of Ethics shall serve as Classroom Assessment Administrators.

The following is an overview of the Classroom Assessment Administrator's responsibilities as they relate to statewide CTE Post assessment.

- Maintain an inventory and count of test materials prior to and after the test.

- Conduct an unbiased administration of the post assessments following the administration procedures outlined in this manual.

- Complete the Class Roster Summary for each administration of the test.

- Report testing irregularities if needed.

For more information on Classroom Assessment Administrator responsibilities, see Section IV, Administering Tests.

Use of proctors

The principal shall select responsible adults as proctors from community volunteers, school staff, or school system staff. Duties of proctors are outlined in *The Proctors Guide*, a publication of the Division of Accountability Services/North Carolina Testing Program.

While the use of proctors is not required for CTE statewide post assessment, it is recognized that proctors in each testing site would be most ethically correct. The
LEA shall select from one of the following options to ensure proper testing procedures.

- **Option 1:** Proctors – In each classroom testing site, there shall be one administrator and one proctor. The administrator can be the teacher regularly assigned to this classroom. The proctors shall also attend the training sessions in order to be familiar with standard procedures.
- **Option 2:** Arena Testing – Several groups of students are combined in a large arena-type setting (i.e., media center or cafeteria) with one teacher serving as lead test administrator and the other teachers serving as proctors.
- **Option 3:** Department trade-off – Teachers do not administer tests within their own departments, but trade with other CTE teachers in a different department to administer the tests. Proctors are not required for this option.

II. OVERVIEW OF PROCESS

Testing Code of Ethics

Use of proper testing procedures is essential to provide accurate data for making decisions about individuals and courses or programs. Classroom teachers, Instructional Management Coordinators and others involved in the statewide CTE post assessment process are expected to follow appropriate professional practices as explained in the Testing Code of Ethics. Adherence to the Testing Code of Ethics is one way to increase the accuracy of local and statewide data. Review the Testing Code of Ethics for consequences of noncompliance.
The Testing Code of Ethics can be found in Appendix B.

LEA Instructional Management Coordinators and Building Level Instructional Management Coordinators should maintain records of attendance in training on this administration manual and the North Carolina Testing Code of Ethics.

Test security – Paper and Pencil testing methods

Prior to Administration
Review Elements™ Quick Start Guides *State Assessment Scheduler – Cmanager, Find and Print a State Assessment* and *Administer a State Assessment and Print Bubble Sheets* found in the Reference Center.

Each local school system will download from the Elements™ software a copy of each post assessment that will be tested using the paper and pencil method. Access to the tests shall be limited to authorized school personnel involved in printing or duplicating and to persons reformatting tests to meet requirements of individual student IEPs or Section 504 plans. If using an outside vendor for reproduction of tests, have them sign a Statement of Accountability form and keep on file locally.

State Board of Education policy specifies that secure tests, including all test materials and test questions, are not to be used in instruction or for resource materials such as study guides. Access to tests shall be limited to school personnel who have a legitimate need. No person may copy, reproduce, or paraphrase in any manner or for any reason the test materials without the prior written consent of the test publisher (i.e., NCDPI Career and Technical Education).

CTE Administrators and/or Instructional Management Coordinators should review the test to be sure all pages are included and that any graphic images are printed correctly. They are not to review test item content.

II. OVERVIEW OF PROCESS

On Test Day

Test booklets shall be distributed to the Classroom Assessment Administrator and returned to the Building Level Coordinator or principal for secure storage. Classroom Test Administrators are responsible for the materials they receive. They shall check to be sure they have the correct document and that all pages are included**.** An inventory shall be included for Classroom Assessment Administrators to sign for the number of tests they receive and the number returned at the end of the testing day.

No one is to review tests. Teachers should not attempt to answer student questions about specific items.

During long breaks and lunch periods, tests should be returned to the Building Level Coordinator or principal for secure storage. When not checked out to Test Administrators, all testing materials shall be securely stored in a locked location until they are returned to the LEA Instructional Management Coordinator.

After Administration

Test copies may be saved for future use. Each test copy must be scrutinized to be sure it does not contain any marks. If the LEA allows for marking in the book, they must provide one copy for each student and test books may NOT be reused. Tests must be stored in a locked area. The LEA Instructional Management Coordinator will be notified by DPI when the testing cycle for a particular form is complete. At that time, all copies shall be securely destroyed.

Instructional Management Coordinators shall not retain copies of the tests in their archives. The tests will be archived at the Department of Public Instruction.

II. OVERVIEW OF PROCESS

Test security – Online testing method

Prior to Administration

Review Elements™ Quick Start Guides *State Assessment Scheduler – Cmanager,* *Find and Print a State Assessment* and *Administer a State Assessment Online* found in the Reference Center.

Each local school system will use Elements™ Assessment Scheduler to set the LEA and School testing windows. This will prevent the State Assessments from being used before the assigned test day. Access to the tests shall be available only on the authorized test day.

State Board of Education policy specifies that secure tests, including all test materials and test questions, are not to be used in instruction or for resource materials such as study guides. Access to tests shall be limited to school personnel who have a legitimate need. No person may copy, reproduce, or paraphrase in any manner or for any reason the test materials without the prior written consent of the test publisher (i.e., NCDPI Career and Technical Education).

III. PREPARING FOR TESTING

General information

The purpose of this manual is to ensure that Classroom Assessment Administrators in different courses, different schools, and different LEAs are consistent in the way they administer the CTE post assessments. If the administration procedures change even slightly from one location to another, the maximum performance of the different students may be compromised.

It is the classroom teacher's responsibility to use the correct blueprint for instruction and to ensure all core competencies and objectives are covered in the course.

Testing schedule

The testing schedule is set by local policies. It is preferable that CTE Post assessments be administered as close to the end of the semester as possible to allow for maximum use of instructional time.

Early Test Administrations

A student may test early with the principal's permission—an example would be seniors. Once a student has taken the CTE Post assessment, he/she is **NOT** allowed to return to the classroom, since CTE Post assessments are secure state tests. This would be a breach of test security and deemed a test misadministration. Also by taking the exam, their coursework is completed.

Make-ups shall be administered within 10 days of the scheduled date, following locally established procedures for administration. Absent students, whether excused or unexcused, must be given an opportunity to make up post assessments.

Notifying students about accommodations

Notifying students about the accommodations they are to use prior to the actual test administration date allows the student to know what to expect in advance of testing. Knowing details beforehand assists the student in preparing for the test administration.

Notifying the student ahead of time gives school personnel the opportunity to address any student concerns prior to the actual test administration date. For example, when the student is notified about the accommodation before the test date, the student may state that he or she will not use the accommodation documented on the IEP. This prior knowledge allows the school time to work with the student, parents, and the IEP Team to resolve the issue beforehand.

III. PREPARING FOR TESTING

What to tell students

The classroom teacher shall promote an informative, positive and supportive atmosphere to minimize student anxiety regarding the test. Prior to testing, students should be given the following information:

- They will be tested on their knowledge and mastery of the concepts presented in the course.

- The test will provide information about students' individual level of achievement.

- Another purpose is to assist the North Carolina Department of Public Instruction and U.S. Department of Education in ensuring that students throughout the state have access to similar educational opportunities.

- The post assessment scores will be used in determining course grades according to local policy.

The day before the test is to be administered, teachers should tell the students to be sure to bring two sharpened No. 2 pencils. (The school system may provide test pencils.) Tell students they are not to bring textbooks, dictionaries, bookmarks, thesauruses, or microcomputers unless allowed by personalized education plans.

Students are permitted to bring their own calculators or borrow one for the tests. Calculators are permitted for all post assessments. Cell phone calculators may **NOT** be used. **Students who use personal calculators that have information previously stored in the memory must be required to clear the memory before and after test.**

III. PREPARING FOR TESTING

Testing environment

The area selected for test administration must provide an environment that minimizes distractions and interruptions for students. Rooms used for administration of the test shall be quiet, comfortable, and have adequate lighting.

Seating shall be arranged to prevent students from sharing answers (this applies to computer labs that will be used for online testing). If testing is to take place in a facility other than a classroom (for example, the cafeteria or the media center), special effort may be required to establish and maintain a proper atmosphere.

Instructional displays of classroom materials and other equipment that may provide students with assistance in answering items must be removed or covered with opaque paper or plastic material such as plastic trash bags. Failure to cover or remove such displays during the test administration is considered a violation of the North Carolina Testing Code of Ethics.

No food or drink is permitted unless it is required for health reasons.

Use of formula sheets and other reference materials

DPI provides formulas and conversion tables for certain courses. These formulas are included in the specific test item where they are needed. Use of formula sheets other than those provided by DPI is not permitted.

The National Electric Code Book is allowed as a reference for the Electrical Trades post assessment. No specific edition is required.

Students in Metals Manufacturing Technology I and II should be allowed to use the Machinery's Handbook or a student version of the book.

III. PREPARING FOR TESTING

Who shall take CTE statewide post assessments?

All students who follow the Essential Standards (course blueprint) for a CTE course must be tested. No student shall be deliberately excluded from testing. Students who are exempt from final exams by the local school policy are **NOT** exempt from statewide CTE post assessment. Students are allowed exemption if they have passed a credential identified in the 2012-13 Status of Curriculum.

Students who are failing the course are to take CTE post assessment. In no way shall these students be discouraged from taking the tests. Such discouragement constitutes a violation of ethical testing practices.

Information on alternate assessments for Limited English Proficient students is found on p. 24.

Students following the Occupational Course of Study (OCS) may have substantive accommodations for course content. If the blueprint is substantively changed, it may be appropriate for the OCS student to use an alternate assessment method such as a teacher-generated test or a portfolio. This determination is made by the IEP team. Additional information on Accommodations for Students with Disabilities can be found in Section VI.

All high school courses supported by the Essential Standards and for which there is a statewide post assessment shall be tested and results reported to NCDPI.

Medical waivers

There may be rare circumstances when a student cannot take the post assessment due to a significant medical emergency and/or condition. This should include very few students statewide.

In a memo to LEA Superintendents on September 26, 2006, Lou Fabrizio, Director of the Division of Accountability Services, laid out the guidelines for how to request testing exemptions based on significant medical emergencies for students who are part of the NC Testing Program. If these students are also in CTE courses for which a statewide assessment is provided, these courses should be included in the request submitted to the Accountability Division. If the students are taking CTE courses for which a statewide post assessment is available but are not enrolled in any EOC courses, the request should be submitted to the Director of Career and Technical Education, NCDPI, 6370 Mail Service Center, Raleigh NC 27699-6370. Medical waivers must be requested prior to the test administration.

Efforts are underway to develop a process for coding these students so their information will be analyzed appropriately.

III. PREPARING FOR TESTING

Before testing: Teachers are to put the anticipated grade in Elements™ software prior to the test period. Review Elements™ Quick Start Guide _Enter Anticipated Grades_ in the reference center.

Use the following scale: A or B or C or D or F. This need not be a mathematical calculation, but simply the teacher's "best estimate" of what the student would receive at that point without regard to their performance on the post assessment or their attendance.

IMPORTANT: Anticipated Grade is **VITAL** for reliability purposes.

Special Populations information will be extracted from the authoritative source. You do not need to input any special populations information.

Before online testing:
- The teacher and students have used Elements™ online testing for regular classroom testing.
- Review Elements™ Quick Start Guide _Administer a State Assessment Online_ in the Reference Center.
- Check to ensure that all equipment is in proper working order.
- Check to ensure computers are Internet accessible.
- Check to ensure that a Web browser capable to displaying CTE Post assessment online tests is installed on each computer workstation intended for the administration and ensure that it starts, a secure connection is verified, and all components work.
- Check with local Technology Department to ensure scheduled programs such as virus checks, weather programs etc. will not pop-up during the testing window or it will lock students out.
- Teachers are to put the anticipated grade in Elements™ software prior to the test period. Review Elements™ Quick Start Guide _Enter Anticipated Grades_ in the Reference Center.
- Use the following scale: A or B or C or D or F.

IV. ADMINISTERING TESTS

Materials for the Classroom Paper and Pencil Assessment Administrator

The Classroom Assessment Administrator shall receive:
- A test booklet for each student in the class.
- A precoded answer sheet for each student in the class and a few blank answer sheets to accommodate students for whom there is no precoded sheet.
- A Class Roster Summary for each class.
- A Testing Irregularity Form for each class.
- A copy of this Statewide Post assessment Administration Manual.

Administration procedures

Classroom Assessment Administrators shall observe and monitor students during testing. Administrators shall not read, work on the computer or other devices, talk, or leave the room during administration.

The Classroom Assessment Administrator shall do the following:

- Sign the Statement of Accountability to acknowledge receipt of assessment materials listed above.

- Review the CTE Post assessment Administration Manual and the Testing Code of Ethics.

- Distribute the answer sheets to students. Have them verify the student identification number and test ID. If there are errors in precoding, instruct students not to try to erase them; make a note on the roster of the needed correction.

- Distribute the test booklets to each student.

- Read aloud the Instructions to Students from Appendix C.

- Provide blank paper if needed.

- Monitor the classroom during testing. **Do not leave the room unless there is an emergency.**

- Students should never be left unsupervised with test materials.

At the end of the testing period:

- Collect the completed answer sheets from students.
- Collect all test booklets from the students.
- Collect blank and used paper from students.

IV. ADMINISTERING TESTS

Proctors' responsibilities

Proctors serve as additional monitors to help the classroom assessment administrator ensure that testing occurs fairly and uniformly. Proctors may not assist students in choosing responses to test questions or at any time modify, change, alter, erase, or tamper with student responses to test questions. At no time shall proctors be responsible for reading directions or otherwise providing information for the test administration to students.

Proctors shall:
- Maintain test security at all times.
- Help ensure that physical conditions in the room are appropriate.
- Make sure that materials are appropriately distributed.
- Ensure that appropriate test administration procedures are followed.
- Assist students with emergencies and restroom breaks during testing.
- Monitor students.
- Ensure that appropriate procedures for providing accommodations are followed.
- Report all testing irregularities.
- Maintain student confidentiality.

Timing tests

High school students are to be given a minimum of 120 minutes to complete CTE post assessments. No state test should exceed four hours' administration. Only those students with modifications in their IEPs allowing for extra time are to be given additional time to work on the tests.

After the test

Following test administration, the Classroom Assessment Administrator shall do the following:
- Inventory test booklets and prepare for return to the Building Level Instructional Management Coordinator.
- Package Class Roster Summary and answer sheets by class and return to the Building Level Instructional Management Coordinator.
- Destroy paper students used for figuring during test or return to Building Level Instructional Management Coordinator if requested.
- Be very careful in handling the student answer sheets. Do not bend or fold. Do not use staples, paper clips, "Post-It" notes, or rubber bands.
- Sign the Statement of Accountability.
- Turn in all materials to the Building Level Instructional Management Coordinator.
- If necessary, complete a Testing Irregularity Form and submit to the appropriate staff person.

No one shall review the test after administration.

IV. ADMINISTERING TESTS

Online Testing Method

Security of Test Materials and Online Content

Online tests contain secure and copyrighted content. Therefore, administrators, proctors, information technology staff, and students must follow rules and procedures that ensure online content is not made available to anyone for any other purpose than to conduct these tests. All administrators and staff involved in delivery and administration of online tests must be trained on the appropriate use of test materials, test security, online security, and the North Carolina *Testing Code of Ethics.*

Ensure that appropriate test security procedures are followed. For example, secure online test items must not be visible on a computer monitor unless a test administrator, proctor and student are present during the actual administration of the test.

Materials for the Classroom Online Assessment Administrator

The Classroom Assessment Administrator shall receive:
- A Class Roster Summary for each class.
- A Testing Irregularity Form for each class.
- A copy of this Statewide Post assessment Administration Manual

Administration procedures for Online testing

Classroom Assessment Administrators shall observe and monitor students during testing. Administrators shall not read, work on the computer or other devices, talk, or leave the room during administration.

The Classroom Assessment Administrator shall do the following:
- Obtain secure Test ID from the dashboard for that state assessment.
- Display the Elements™ testing site URL so students can read it - **https://Elements™ .schools.nc.gov/clientID/test**
- Display Test ID so students can read it.
- Review the Test Administrator's Manual for the NC CTE Post assessment Online

AFTER STUDENTS ENTER THE ROOM:
- Instruct students to sit down, but **NOT** to use the computer until directed to do so by the test administrator.
- When all students are seated the test administrator will have the students' login to the Elements™ Online site.

◇ ELEMENTS™

Please enter test and student id and then click Signin.
Test ID: _____
Student ID: _____
Signin Close

IV. ADMINISTERING TESTS

- After ALL students have the login screen, the test administrator will have the students to enter the Test ID and their Student ID, and then click Sign in.
- The test administrator must confirm that each student's computer is set to the **Start Test** page and that the student's name is identified on his/her computer.

Welcome
Click below to begin taking the test.
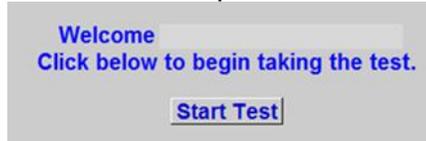
Start Test

- When ready, the test administrator may begin reading the script to start the testing session.
- Read aloud the Instructions to Students from Appendix D.
- Provide blank paper if needed.
- Students should not be left unsupervised with test materials.
- Monitor the classroom during testing.
- **Do not leave the room unless there is an emergency.**

After the test administration
Ensure that any information from the test saved or cached on any network appliance or computer is purged or deleted immediately following the completion of the test administration session. *Test security **SHALL** be maintained at all times.*

Scoring and Reporting
The North Carolina CTE Post assessments are scored electronically on a centrally hosted server. A program that defines technical item parameters scores the responses. Once scores for each item have been assigned by the program, teachers, test administrators, principals and CTE directors will then be able to generate reports from Elements™ DATA UTILIZATION.

Test Forms
The NCDPI (within Elements™ software) will designate the number of test form(s) for the administration of the North Carolina CTE Post assessment Online Tests.

IV. ADMINISTERING TESTS

Testing irregularities

It is the responsibility of the Classroom Assessment Administrator and any others involved in the testing process to file a Testing Irregularity Form if they believe there has been a possible misadministration. Possible misadministrations include, but are not limited to, the following:

- Interpreting, explaining, or paraphrasing the test directions.

- Not testing eligible students.

- Administering the incorrect test.

- Not returning all assessment booklets to the Building Level Instructional Management Coordinator (Tests must be counted back in when returning.)

- Leaving students unsupervised with access to test materials.

- Allowing students to review secure test materials prior to administration.

- Cheating.

- Not providing accommodations for students as required by their IEPs.

- Providing accommodations for students who are not eligible to receive them.

- Changing or modifying student responses on the answer document or allowing students to change responses after they have turned in their answer document.

Proctors can report irregularities independently. Side 1 of the Report of Testing Irregularities should be completed. If the School Superintendent declares a misadministration, the school system must complete both sides of the form and send it to the NCDPI Instructional Management office. If a misadministration is not declared, the form should be kept on file locally but need not be submitted to NCDPI.

V. SCANNING, SCORING, and REPORTING RESULTS

Scanning

Scanning **MUST** take place by central office staff at a central location or the Building Level Instructional Management Coordinator at individual schools. Teachers may run their own class reports and grades after 2:00 p.m. The person responsible for scanning must maintain security of tests and data files at all times.

Instructions for scanning may be found in the Elements™ Quick Start Guides and Thinkgate University.

CAUTION: Be sure you use the correct scanning software, HALO or plain-paper.

CAUTION: The roster form of plain paper is NOT recommended for state testing.

Reporting results

Teachers may receive any reports they believe would be useful in evaluating student performance and planning for future classroom instruction, provided the reports do not show the correct item answers or percent correct.

Teachers may run their individual reports after 2:00 p.m.

CTE Directors and Principals may also run their own reports after 2:00 p.m.

Appropriate use of results

Educators should remember that test scores are only one measure of student performance and should be combined with other measures when possible to truly evaluate student achievement. Use the guidelines in the Testing Code of Ethics to determine appropriate use of results of testing, including Elements™ reports and results posted in the Local Planning System.

Care must be taken to provide interpretive information as needed when test scores or performance analyses are released.

It is imperative the confidentiality of individual students be protected at all times.

Scores will be stored in Elements™ in Historical Data.

VI. ACCOMMODATIONS FOR SPECIAL POPULATIONS

Accommodations

CTE post assessments are designed to measure what students know. Accommodations shall be made for any disabilities—temporary or permanent—that interfere with the measurement of what students know.

Students with permanent disabilities may have accommodations. **Approved accommodations for students with disabilities must be consistent with instructional practices routinely used during instruction and must be documented on the student's Individualized Education Program or Written Accommodation Plan**. Students with disabilities are identified under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.

Information on determining the appropriate accommodations is provided in *Testing Students with Disabilities*, a publication from Division of Accountability Services/North Carolina Testing Program.

Documentation of approved accommodations is necessary in cases of temporary disabilities (broken arm, broken finger, etc.) for CTE post assessment (follow emergency 504 directions). Limited English proficient students can be tested in a separate room. Students who are not primarily English speakers cannot receive accommodations unless they have documented accommodations.

Accommodated test formats

It is imperative that test administrators of modified test formats recognize that the procedures in this section take precedence over the standard test procedures in this document when administering tests with modifications.

Students with disabilities may need (1) accommodated test formats, (2) special test arrangements, and/or (3) different test environments to demonstrate achievement. It is vital that all students with disabilities receive accommodations on state tests that allow them to demonstrate their true abilities; however, students shall not receive unnecessary or inappropriate accommodations.

VI. ACCOMMODATIONS FOR SPECIAL POPULATIONS

Standard accommodations	When Braille tests are required by a student's IEP, the Instructional Management Coordinator or CTE Administrator shall contact the Instructional Management Office (919-807-3880) at least EIGHT WEEKS before the Braille test is needed. The LEA is responsible for producing other modified test formats.
Other accommodations	Accommodation may include the following:

      Modified Test Format options
            Braille edition
            Large print edition
            One item per page
      Special Arrangements and Assistive Devices
            Assistive technology devices
            Braille Writer/Slate and Stylus
            Dictation to a scribe
      Interpreter/transliterator signs/cues test
            Cranmer Abacus
            Keyboarding devices
            Magnification devices
            Student marks in test book
            Student reads test aloud to self
            Test administrator reads test aloud

You may use software or recording devices to provide read-alouds. If the assessment must be edited or prepared for use with the software, this must be done by the Instructional Management Coordinator. All media and electronic files MUST be treated in the same manner as a printed test to maintain security and integrity.

NOTE: The procedure used for administration of the post assessment must be the procedure regularly used in the classroom.

Test Environment
            Hospital/home testing
            Multiple test sessions
            Scheduled extended time
            Testing in a separate room

[Testing Students with Disabilities](#) provides extensive additional information about how these accommodations are to be used. Accommodations not included on the above list may **NOT** be provided to students. |

VI. ACCOMMODATIONS FOR SPECIAL POPULATIONS

Alternate assessment of Limited English Proficient students

Limited English Proficient (LEP) students who qualify for alternate assessment based on their performance on an English proficiency exam and the amount of time they have been in the United States can be given an alternate assessment in CTE courses if it is determined that this assessment is in the best interest of the student. If these students do not receive an alternate assessment, they are to receive the standardized post assessment.

An LEP student qualifies for an alternate assessment if he/she meets both of these criteria:
- Is enrolled in a U.S. school for two years or less, and
- Scores below Level 4.0 on the most recent reading subtest of the W-APT (WIDA- ACESS Placement Test) or the ACCESS for ELLs® English language proficiency assessment.

The ESL teacher, LEP Coordinator, or Testing Coordinator can verify if an LEP student meets the alternate assessment criteria.

LEP students who receive accommodations in the regular testing program are to receive the same accommodations for CTE testing.

Alternate assessments

All students are to be assessed. The IEP team determines appropriate assessment for students who cannot access the standardized post assessment instrument from NCDPI. It is recommended that the IEP team follow recommendations from the NC Testing Program Assessment Options as closely as possible in determining the appropriate setting for each student.

Please note that at this time NCDPI does not provide standardized alternate assessments for students with disabilities or LEP students enrolled in Career and Technical Education courses. If called for by the student's IEP or accommodation plan, these assessments should be developed by the student's teacher so they can reflect the specific objectives that student is to cover.

VII.   FREQUENTLY ASKED QUESTIONS

Student Identification Numbers and Coding
How important is it for the number on the student answer sheet to match the student's ID number?

*It is **CRUCIAL** that the number be exactly the NCWISE number for that student. If these numbers do not match, the student will be rejected during the validation process.*

How should I code students in the Occupational Course of Study?

Use an academic level of 0 in the course number for students who have an accommodated curriculum, no matter in which course of study they are enrolled. Students who are in the Occupational Course of Study will receive a technical credit for the course.

Please note: Students who are in the Occupational Course of Study are not automatically enrolled in courses with an academic level of 0, nor are these students automatically assessed using alternate teacher-made tests. The IEP guides the education for that particular student.

To use this system, you must create a local course tied to the state course code with an academic level of 0. The standard version of the course is tied to the state course code with an academic level of 2.

You will get two separate rosters for each course that uses this academic level. Students enrolled in the version with the academic level of 0 are assessed using an alternate test for that course if it is stated in the student's IEP. However, the student MUST be assessed. The IEP should specify what kind of assessment is appropriate – a teacher-made test, some other standardized test, a portfolio, or other means.

The academic level of the course is also transferred to DPI with the CTE Enrollment data. This will allow us to eliminate those students from your enrollment data before we generate response rate information.

Another, equally important, reason for using the academic level of 0 is not for accountability, but to ensure that the student's individual record accurately reflects his or her course work.

VII. FREQUENTLY ASKED QUESTIONS

Administration

Shall students who have enrolled in a class after the beginning of the semester take the post assessment?

According to the CTE Statewide Post assessment Administration Manual, all students enrolled in the class shall be assessed. Data need not be reported to NCDPI for high school students who are not enrolled at the time of the third month or the seventh month CTE Enrollment data collection.

Do we need to use proctors?

The issue of proctors is covered on page 7 of this manual. Please refer to that section.

Accountability

Which courses will we need to report?

*Data will be collected for **ALL** high school CTE courses for which there is a statewide post assessment. The exact list of courses included may change from year-to-year as the curriculum is revised and new tests are developed and validated. Field test data are collected to use in the study of reliability of test items but are not included in state results. Refer to the Status of Curriculum Document.*

How long do we need to keep tests and test results?

Instructional Management Coordinators shall NOT retain copies of the tests in their archives. The tests are archived at the Department of Public Instruction.   All tests should be appropriately destroyed after the 10-day make-up window has ended for the current year.

Scores are archived in the Elements™ software. All other tests including local course option tests, alternative assessments, third-party assessments, etc. should be kept for audit purposes. Keep rosters and records of absences/makeups, and alternative assessments in an audit file also.

VII. FREQUENTLY ASKED QUESTIONS

Where can I get more information?

Testing Security: Protocol and Procedures for School Personnel (March 2004). Raleigh, NC: NCDPI. This guide can be downloaded at no charge from *http://www.ncpublicschools.org/docs/accountability/testing/TestingSecurity.pdf*.

NC Testing Students with Disabilities (August 2012). Raleigh, NC: NCDPI. This guide can be downloaded at no charge from *http://www.ncpublicschools.org/docs/accountability/policyoperations/tswd1213.pdf*

Guidelines for Testing Students Identified as Limited English Proficient (September 2010). Raleigh, NC: NCDPI. This guide can be downloaded at no charge from *http://www.ncpublicschools.org/docs/accountability/policyoperations/lep/lepguide1011.pdf*

The Proctors Guide (August 2010) Raleigh, NC: NCDPI. This publication can be downloaded at no charge from http://www.ncpublicschools.org/docs/accountability/policyoperations/proctorsguide_05.pdf.

North Carolina Testing Program Assessment Options (July 2012). Raleigh, NC: NCDPI. This publication can be downloaded at no charge from http://www.ncpublicschools.org/docs/accountability/1213nctphsassess.pdf

APPENDICES

APPENDIX A
FORMS

STATEMENT OF ACCOUNTABILITY
Building Instructional Management Coordinator

Distribution to Building Instructional Management Coordinator

I have read the guidelines for administration of CTE post assessments in the Administration Manual and have familiarized myself with the Testing Code of Ethics. I understand that security of test materials is my responsibility while the materials are in my possession.

_____

Building Instructional Management Coordinator's Signature   Date

Return to LEA Instructional Management Coordinator

All materials have been checked and returned.

_____

Building Instructional Management Coordinator's Signature   Date

_____

LEA Instructional Management Coordinator's Signature   Date

This form should be accompanied by the Building Test Inventory.

STATEMENT OF ACCOUNTABILITY
Classroom Assessment Administrator

Course Name _____   Course Number _____

Teacher _____   Number of Booklets_____

School _____

Class Period: 1 2 3 4 5 6 7   Administrator _____

                                                          Proctor_____

Distribution to Classroom Test Administrator
I have read the guidelines for administration of CTE post assessments in the Administration Manual and have familiarized myself with the Testing Code of Ethics. I understand that security of test materials is my responsibility while the materials are in my possession.

_____
    Classroom Test Administrator's Signature   Date

Return to Building Instructional Management Coordinator
Testing procedures for the above-named test have been followed appropriately. All materials have been checked and returned.

_____
    Classroom Test Administrator's Signature   Date

_____
    Building Instructional Management Coordinator's Signature   Date

Testing Irregularity Form
Part 1: Report of Possible Irregularity

Date _____ School _____

Teacher's Name _____

Course # _____ Course Name _____

Specify student name(s)

_____
_____
_____

I feel that I have witnessed a testing irregularity during a test administration. This incident is described in detail in the section below. (Attach any pertinent documentation, if necessary.)

_____   _____
Signature of Test Administrator/Proctor   Date   Signature of Principal   Date

Recommended process: Part 1 of the Testing Irregularity Form shall be filed with the LEA Instructional Management Coordinator. The Instructional Management Coordinator, CTE Administrator, and Superintendent are to conduct an investigation to determine if the testing irregularity should be declared a misadministration. The Instructional Management Coordinator completes part 2 of this form, which is signed by the Coordinator, CTE Administrator, and Superintendent. If it is determined that a misadministration has not occurred, the Coordinator keeps both parts of this form on file for six months following the test date. If it is determined that a misadministration has occurred, the Coordinator submits both parts of the form to Instructional Management Consultant, NCDPI-CTE, 6359 Mail Service Center, Raleigh, NC 27699-6359.

Instructional Management Testing Irregularity Form
Part 2: Follow-Up for Reported Testing Irregularity

As the LEA Instructional Management Coordinator, CTE Administrator and Superintendent for
_____ School System, we have reviewed the attached Testing
Irregularity Form (Part 1) with the appropriate school personnel, conducted an investigation, and the following
has been determined:

*Documentation (Parts 1 and 2 of the Testing Irregularity Form) must be retained by the LEA for six months
following the test date.*

_____   The reported testing irregularity is <u>NOT</u> a misadministration and no further action is needed.
Explain: _____
_____
_____

_____   The reported testing irregularity is <u>NOT</u> a misadministration, but further action is needed.
Explain: _____
_____
_____

_____   The reported testing irregularity <u>is</u> a misadministration.

_____   Our school systems plans to retest or has retested the student(s) involved on

_____.
    (Date)
OR
_____   Our school system will not retest the student(s) because the student(s) has an IEP or
Limited English proficiency plan in accordance with state guidelines that documents the
student was not to be tested.

Explain: _____
_____
_____

In addition, the LEA must do ALL of the following when a misadministration is declared:

_____   The test results must be declared non-valid.
(date)

_____   Score(s) of the student(s) involved in the misadministration must be deleted from the
(date)   accountability data file before accountability reports are generated.

_____   The test administrator, principal, local school board, parent(s) or legal guardian(s), and
(date)   student(s) must be notified that the student(s) will have no test score(s).

_____   The Testing Irregularity Form must be filed with the Instructional Management Consultant at NCDPI. The
(date)   school system must document the date of retesting.

_____   When appropriate, a confidential description of the personnel action taken must be
(date)   attached to the copy of the Testing Irregularity Form filed with NCDPI.

_____
LEA Instructional Management Coordinator Signature   Date

_____
CTE Administrator Signature   Date

_____
Superintendent Signature   Date

APPENDIX B
TESTING CODE OF ETHICS

Testing Code of Ethics

Introduction

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

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

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

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

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

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

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

Because standardized tests provide only one valuable piece of information, such information should be used in conjunction with all other available information known about a student to assist in improving student learning. The administration of tests required by applicable statutes and the use of student data for personnel/program decisions shall comply with the *Testing Code of Ethics* (16 NCAC 6D .0306), which is printed on the next three pages.

.0306 TESTING CODE OF ETHICS

(a) This Rule shall apply to all public school employees who are involved in the state testing program.

(b) The superintendent or superintendent's designee shall develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher. The principal shall ensure test security within the school building.

    (1) The principal shall store test materials in a secure, locked area. The principal shall allow test materials to be distributed immediately prior to the test administration. Before each test administration, the building level test coordinator shall accurately count and distribute test materials. Immediately after each test administration, the building level test coordinator shall collect, count, and return all test materials to the secure, locked storage area.

    (2) "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items. The superintendent or superintendent's designee shall designate the personnel who are authorized to have access to test materials

    (3) Persons who have access to secure test materials shall not use those materials for personal gain.

    (4) No person may copy, reproduce, or paraphrase in any manner or for any reason the test materials without the express written consent of the test publisher.

    (5) The superintendent or superintendent's designee shall instruct personnel who are responsible for the testing program in testing administration procedures. This instruction shall include test administrations that require procedural modifications and shall emphasize the need to follow the directions outlined by the test publisher.

    (6) Any person who learns of any breach of security, loss of materials, failure to account for materials, or any other deviation from required security procedures shall immediately report that information to the principal, building level test coordinator, school system test coordinator, and state level test coordinator.

(c) Preparation for testing.

    (1) The superintendent shall ensure that school system test coordinators:

        (A) secure necessary materials

        (B) plan and implement training for building level test coordinators, test administrators, and proctors;

        (C) ensure that each building level test coordinator and test administrator is trained in the implementation of procedural modifications used during test administrations; and

        (D) in conjunction with program administrators, ensure that the need for test modifications is documented and that modifications are limited to the specific need.

    (2) The principal shall ensure that the building level test coordinators:

        (A) maintain test security and accountability of test materials;

        (B) identify and train personnel, proctors, and backup personnel for test administrations; and

        (C) encourage a positive atmosphere for testing.

(3) Test administrators shall be school personnel who have professional training in education and the state testing program.

(4) Teachers shall provide instruction that meets or exceeds the standard course of study to meet the needs of the specific students in the class. Teachers may help students improve test-taking skills by:

    (A) helping students become familiar with test formats using curricular content;

    (B) teaching students test-taking strategies and providing practice sessions

    (C) helping students learn ways of preparing to take tests; and

    (D) using resource materials such as test questions from test item banks, testlets, and linking documents in instruction and test preparation.

(d) Test administration.

  (1) The superintendent or superintendent's designee shall:

    (A) assure that each school establishes procedures to ensure that all test administrators comply with test publisher guidelines;

    (B) inform the local board of education of any breach of this code of ethics; and

    (C) inform building level administrators of their responsibilities.

  (2) The principal shall:

    (A) assure that school personnel know the content of state and local testing policies;

    (B) implement the school system's testing policies and procedures and establish any needed school policies and procedures to assure that all eligible students are tested fairly;

    (C) assign trained proctors to test administrations; and

    (D) report all testing irregularities to the school system test coordinator.

  (3) Test administrators shall:

    (A) administer tests according to the directions in the administration manual and any subsequent updates developed by the test publisher;

    (B) administer tests to all eligible students;

    (C) report all testing irregularities to the school system test coordinator; and

    (D) provide a positive test-taking climate.

  (4) Proctors shall serve as additional monitors to help the test administrator assure that testing occurs fairly.

(e) Scoring. The school system test coordinator shall:

  (1) ensure that each test is scored according to the procedures and guidelines defined for the test by the test publisher;

  (2) maintain quality control during the entire scoring process, which consists of handling and editing documents, scanning answer documents, and producing electronic files and reports. Quality control shall address at a minimum accuracy and scoring consistency.

  (3) Maintain security of tests and data files at all times, including:

    (A) protecting the confidentiality of students at all times when publicizing test results; and

    (B) maintaining test security of answer keys and item-specific scoring rubrics.

(f) Analysis and reporting. Educators shall use test scores appropriately. This means that the educator recognizes that a test score is only one piece of information and must be interpreted together with other scores and indicators. Test data help educators understand educational patterns and practices. The superintendent shall ensure that school personnel analyze and report test data ethically and within the limitations described in this paragraph.

(1) Educators shall release test scores to students, parents, legal guardians, teachers, and the media with interpretive materials as needed.

(2) Staff development relating to testing must enable personnel to respond knowledgeably to questions related to testing, including the tests, scores, scoring procedures, and other interpretive materials.

(3) Items and associated materials on a secure test shall not be in the public domain. Only items that are within the public domain may be used for item analysis.

(4) Educators shall maintain the confidentiality of individual students. Publicizing test scores that contain the names of individual students is unethical.

(5) Data analysis of test scores for decision-making purposes shall be based upon:
   (A) dissagregation of data based upon student demographics and other collected variables;
   (B) examination of grading practices in relation to test scores; and
   (C) examination of growth trends and goal summary reports for state-mandated tests.

(g) Unethical testing practices include, but are not limited to, the following practices:
   (1) encouraging students to be absent the day of testing;
   (2) encouraging students not to do their best because of the purposes of the test;
   (3) using secure test items or modified secure test items for instruction;
   (4) changing student responses at any time
   (5) interpreting, explaining, or paraphrasing the test directions or the test items;
   (6) reclassifying students solely for the purpose of avoiding state testing
   (7) not testing all eligible students
   (8) failing to provide needed modifications during testing, if available;
   (9) modifying scoring programs including answer keys, equating files, and lookup tables;
   (10) modifying student records solely for the purpose of raising test scores;
   (11) using a single test score to make individual decisions; and
   (12) misleading the public concerning the results and interpretations of test data.

(h) In the event of a violation of this Rule, the SBE may, in accordance with the contested case provisions of Chapter 150B of the General Statutes, impose any one or more of the following sanctions:
   (1) withhold ABCs incentive awards from individuals or from all eligible staff in a school;
   (2) file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;
   (3) seek criminal prosecution of the person or persons responsible for the violation; and
   (4) in accordance with the provisions of 16 NCAC 6C.0312, suspend or revoke the professional license of the person or persons responsible for the violation.

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

APPENDIX C
Instructions to Students
Paper and Pencil Tests

Instructions to Students- Paper and Pencil Tests

Read the information in **BOLD** to the students. Follow the instructions in *italics*. Do not paraphrase; read instructions **exactly** as written.

Say: *(Before testing period begins)* **Turn off all cell phones**.

Distribute clean scratch paper to all students.

Say: **You will need two sharpened No. 2 pencils. If you need pencils, raise your hand.**

Distribute pencils to students who need them.

Say: **You are receiving an answer sheet for the test. Do not write on the answer sheet until I tell you to do so.**

Distribute precoded answer sheets.

Say: **If you have not received an answer sheet already printed with your name and Test ID number, please raise your hand.**

Give students who did not get a precoded answer sheet a blank answer sheet. Instruct them to write their names in the blank space near the margin of the answer sheet so as not to hold the rest of the class up. After testing is completed, go back and bubble in the information.

Say: **You are receiving a test booklet. Do not open the test booklet until I tell you to do so.**

Say: **Enter the Form ID on the bubble sheet.**

Distribute the test booklets. When students have the materials they will need, begin the remaining instructions.

Say: **This North Carolina CTE post assessment has machine-scorable questions to measure your mastery of the concepts you learned in this course. There are several important things to remember when taking this test:**

1) **Read the question and all answer choices for each question.**
2) **Fill in the circle with the letter of the correct answer.**
3) **Be sure that the number on the answer sheet matches the test question number.**
4) **Choose only one answer for each question.**
5) **You should attempt all questions on the test.**
6) **If you change your mind, erase your answer completely. Make no stray marks on the answer sheet.**

Say: (DO NOT READ IF YOUR LEA ALLOWS MARKING IN TEST BOOKLETS): **Do not write in the test booklet.**

Say: (READ IF YOUR LEA DOES ALLOW MARKING IN TEST BOOKLETS): ***Write your name on the test book and you may write in your test book or use scratch paper to make notes or work problems.***

Say: **Remember to mark your answers on the scan form using a No. 2 pencil only. Use scratch paper to make notes or work problems. If you need more paper, raise your hand. Read each item carefully and select the best answer.**

   If you finish before time is called, you may wish to review some questions.

   You may begin.

Circulate around the room as you monitor the testing process. Respond as shown if someone asks you a question about a test item.

Say: **I'm sorry, I cannot answer questions about specific items. Please read the question and do the best you can.**

Continue to circulate around the room as you monitor the testing process. Call time when the examination period concludes.

Say: **Please stop your work. Close your test booklet. Check over your answer sheet to be sure bubbles are darkened and erasures complete.**

Collect the answer sheets, assessment booklets, and scratch paper.

Say: **You have completed the Career and Technical Education post assessment. Thank you for your cooperation.**

APPENDIX D
Instructions to Students
Online Tests

Instructions to Students- Online Tests

Read the information in **BOLD** to the students. Follow the instructions in *italics*. Do not paraphrase; read instructions **exactly** as written.

Note: *Before beginning the test session, the test administrator must have ensured that each student computer will display the test site. Each student should be seated at his or her assigned computer and instructed NOT to START until I tell you to do so.*

Say: *(Before testing period begins)* **After you are seated, check to make sure that your computer is turned on. If not, turn it on. Do not use the computer until instructed.**

Say: *(Before testing period begins)* **Turn off all cell phones**.

Distribute clean scratch paper and pencils (1 per student) to all students. Check that all computers are on.

Say: **Open the Elements™ Testing Site URL as displayed.**

Check that all computers to ensure they are at the correct site.

Say: **Enter the Test ID as displayed and your Student ID. Click the Sign In button. Do not start the test until I tell you to do so.**

Check that all computers to ensure that the correct name of the student is showing on the Start test page.

When all the students are on the Start Test page, begin the remaining instructions.

Say: **Today you are going to take the North Carolina CTE Post assessment Online Test for _____ (name of course). Please do not use the computer until I tell you to do so. This post assessment has questions to measure your mastery of the concepts you learned in this course. There are several important things to remember when taking this test:**

1) Read the question and all answer choices for each question.
2) Choose only one answer for each question.
3) You should attempt all questions on the test.
4) If there is a computer or an electrical problem, stop and raise your hand.

5) **After you have completed all the questions, you must click the Finish button to have your test graded. Once the Finished button is clicked, you will not be able to return to this test.**

SAY: Before you begin, you must clear your work area of any materials except for a pencil and clean scratch paper. If you do not have a pencil or scratch paper, raise your hand and I will provide one for you.

The test administrator pauses for students to clear their desks and to distribute pencils or paper to students who raise their hands. When ready, the test administrator continues reading.

SAY: If you need more blank paper during the test, raise your hand and I will give you more paper.

SAY: This is a multiple-choice test in which all of the test questions will appear on the computer screen.

.**SAY: There are several important things to remember while answering questions:**
1. **This is a one-question-per-screen test.**
2. **You may have to scroll down to see all of the answer choices.**
3. **Choose the best answer from the answer choices provided.**
4. **You should attempt ALL questions on the test.**
5. **If you change your mind, you can change your answer by pressing the PREVIOUS button to go back to prior questions.**
6. **If you skip a question during the test, click the Show Unanswered button. This will display the unanswered questions.**
7. **You can receive assistance if you need help with the operation of the computer.**
8. **You CANNOT use other software installed on your computer.**
9. **You CANNOT use other Web sites or other Internet resources during this test.**
10. **If you move the mouse pointer outside of the test question window, your test session will be suspended.**

Are there any questions?
The test administrator must pause to respond to questions

SAY: You may begin by clicking the START button.

Circulate around the room as you monitor the testing process. Respond as shown if a student asks you a question about a test item.

SAY: I'm sorry; I cannot answer questions about specific items. Please read the question and do the best you can.

Procedure at End of Testing Session:

SAY: This is the end of the testing session. Stop working and click the FINISH button and SUBMIT your final answer choices. I will now collect your test materials.

Collect scratch paper and pencils. Check to see that all students have clicked the FINISH button. The students' scores will be on the test dashboard.

SAY: You have completed the Career and Technical Education post assessment. Thank you for your cooperation.