

NORTH CAROLINA TESTING PROGRAM ASSESSMENT OPTIONS

**2010–11**

<b>GRADES 9–12</b>	<b>GENERAL ASSESSMENT OPTIONS<sup>1</sup></b>		<b>ALTERNATE ASSESSMENT OPTIONS<sup>1</sup></b>
	<b>General Test Administration</b>	<b>General Test Administration with Accommodations</b>	<b>NCEXTENDI<sup>2</sup></b>
<b>Measured NC Standard Course of Study (NCSCS) Content</b>	Grade Level/Course	Grade Level/Course	Extended Content Standards
<b>Academic Achievement Standards (Cut scores)</b>	Grade-Level/Course Academic Achievement Standards <sup>3</sup>	Grade-Level/Course Academic Achievement Standards <sup>3</sup>	Alternate Academic Achievement Standards <sup>4</sup>
<b>Test Format End-of-Course</b>	Multiple-Choice	Multiple-Choice	
<b>Test Format Reading, Math, Science Grade 10 (Alternate Assessment Only)</b>			Performance Tasks
<b>Test Format Writing Grade 10</b>	Extended Informational Response	Extended Informational Response	Performance Tasks
<b>Eligible Students<sup>5</sup></b>	All Students	Students who are limited English Proficient (LEP) who meet specific criteria, <sup>5</sup> students with disabilities who have an IEP or a Section 504 Plan, and students with a transitory impairment	Students with disabilities enrolled at grade 10 who have a current IEP and meet specific criteria <sup>5</sup>

<sup>1</sup> North Carolina does not provide any general assessment or alternate assessment in a language other than English.

<sup>2</sup> Eligible students participate with or without accommodations.

<sup>3</sup> **Grade-Level/Course Academic Achievement Standards:** Academic achievement standards are aligned with grade-level or course content and set forth the expectations of student performance.

<sup>4</sup> **Alternate Academic Achievement Standards:** Alternate academic achievement standards are aligned with the grade-level Extended Content Standards of the North Carolina *Standard Course of Study* and are expectations of student performance that differ in complexity from grade-level academic achievement standards.

<sup>5</sup> Specific eligibility criteria are listed on page 2 of this document.

**Specific Eligibility Criteria for Students with Disabilities**

<b>NCEXTENDI</b>	<ul style="list-style-type: none"> <li>• The student must have a current IEP.</li> <li>• The student is enrolled in grade 10 according to the student information management system (i.e., NC WISE).</li> <li>• The student is instructed in the North Carolina <i>Standard Course of Study</i> Extended Content Standards in <b>ALL</b> assessed content areas.</li> <li>• The student has a <b>SIGNIFICANT COGNITIVE DISABILITY</b> (i.e., exhibits severe and pervasive delays in <b>ALL</b> areas of conceptual, linguistic, and academic development and also in adaptive behavior areas, such as communication, daily living skills, and self-care).</li> </ul> <p>The vast majority of students with disabilities do not have a significant cognitive disability. The <b>NCEXTENDI</b> is <b>NOT</b> appropriate for students who:</p> <ul style="list-style-type: none"> <li>• Are being instructed in ANY or ALL of the general grade-level content standards of the North Carolina <i>Standard Course of Study</i>;</li> <li>• Demonstrate delays only in academic achievement;</li> <li>• Demonstrate delays due primarily to behavioral issues;</li> <li>• Demonstrate delays only in selected areas of academic achievement; or</li> <li>• If in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study).</li> </ul>
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**Specific Eligibility Criteria for Students Identified as Limited English Proficient**

<b>Accommodations</b>	<ul style="list-style-type: none"> <li>• To be eligible for accommodations for state tests of reading, mathematics, and/or for courses in which an end-of-course test is required, students identified as limited English proficient (LEP) must have:             <ul style="list-style-type: none"> <li>○ scored below Level 5 Bridging on the reading subtest of the W-APT™ or ACCESS for ELLs®.</li> </ul> </li> <li>• To be eligible for accommodations on the writing assessment at grade 10, students identified as LEP must have:             <ul style="list-style-type: none"> <li>○ scored below Level 5 Bridging on the writing subtest of the W-APT™ or ACCESS for ELLs®.</li> </ul> </li> </ul>
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Note: Students identified as LEP who are in their first school year in U. S. schools are exempt from the administration of the English I end-of-course test **IF** they have scored below Level 4.0 Expanding on the state-identified English language proficiency reading placement test ([GCS-C-021 \[16 NCAC 6G .0312\]](#)).