

NORTH CAROLINA TESTING PROGRAM ASSESSMENT OPTIONS

**2011–12**

GRADES 3-8	GENERAL ASSESSMENT OPTIONS <sup>1</sup>		ALTERNATE ASSESSMENT OPTIONS <sup>1</sup>	
	General Test Administration	General Test Administration with Accommodations	NCEXTEND2 EOG <sup>2</sup>	NCEXTEND1 <sup>2</sup>
Measured North Carolina Standard Course of Study (NCSCS) Content	Grade Level	Grade Level	Grade Level	Extended Content Standards
Academic Achievement Standards (Cut scores)	Grade-Level Academic Achievement Standards <sup>3</sup>	Grade-Level Academic Achievement Standards <sup>3</sup>	Grade-Level Modified Academic Achievement Standards <sup>4</sup>	Alternate Academic Achievement Standards <sup>5</sup>
Test Format Reading and Math Grades 3–8 Science Grades 5 and 8	Multiple-Choice	Multiple-Choice	Modified Multiple-Choice <sup>6</sup>	Performance Tasks
Eligible Students <sup>6</sup>	All Students	Students who are LEP who meet specific criteria, <sup>7</sup> students with disabilities who have an IEP or a Section 504 Plan, and students with a transitory impairment	Students with disabilities (who have a current IEP) and meet specific criteria <sup>6</sup>	Students with disabilities (who have a current IEP) and meet specific criteria <sup>6</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 Academic Achievement Standards:** Academic achievement standards are aligned with grade-level content and set forth the expectations of student performance.

<sup>4</sup> **Grade-Level Modified Academic Achievement Standards:** Modified academic achievement standards are aligned with grade-level content for the grade in which the student is enrolled, but differ in complexity from grade-level academic achievement standards.

<sup>5</sup> **Alternate Academic Achievement Standards:** Alternate academic achievement standards are aligned with the grade-level Extended Content Standards of the NCSCS and are expectations of student performance that differ in complexity from grade-level academic achievement standards.

<sup>6</sup> The modified multiple-choice format consists of three answer choices instead of four.

<sup>7</sup> Specific eligibility criteria are listed on page 2 of this document.

## Specific Eligibility Criteria for Students with Disabilities

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">NCEXTEND2 EOG</p>	<ul style="list-style-type: none"> <li>• The student must have a current IEP.</li> <li>• The student <b>DOES NOT</b> have <i>only</i> a current Section 504 Plan.</li> <li>• The student, if identified as limited English proficient (LEP), must also have a current IEP.</li> <li>• The student <b>IS NOT</b> identified as having a significant cognitive disability.</li> <li>• The student <b>IS NOT</b> receiving instruction in the North Carolina <i>Standard Course of Study</i> (NCSCS) through the Extended Content Standards.</li> <li>• The student’s progress in response to high-quality instruction is such that the student is not likely to achieve grade-level proficiency within the school year covered by the IEP.</li> <li>• The student’s disability has precluded the student from achieving grade-level proficiency, as demonstrated by <u>objective evidence</u>, (e.g., results from standardized state tests, IQ tests, achievement tests, aptitude tests, and psychological evaluations. <b>It is the expectation that more than one objective measure would be used to assist in the evaluation of a student’s assessment placement.</b>)</li> <li>• The student’s IEP must include goals that are based on grade-level content standards and provide for monitoring the student’s progress in achieving those goals.</li> <li>• The nature of the student’s disability may require assessments that are different in design.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">NCEXTEND1</p>	<ul style="list-style-type: none"> <li>• The student must have a current IEP.</li> <li>• The student is enrolled in grades 3–8 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>NCEXTEND1</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 NCSCS;</li> <li>• Demonstrate delays only in academic achievement;</li> <li>• Demonstrate delays due primarily to behavioral issues; or</li> <li>• Demonstrate delays only in selected areas of academic achievement.</li> </ul>
<h2>Specific Eligibility Criteria for Students Identified as Limited English Proficient</h2>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Accommodations</p>	<ul style="list-style-type: none"> <li>• To be eligible for accommodations for state tests of reading, mathematics, or science, 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> </ul>

Note: Students identified as LEP who are in their first school year in U. S. schools are exempt from the administration of the end-of-grade test in reading at grades 3–8 **IF** they have scored below Level 4.0 Expanding on the state-identified English language proficiency reading placement test ([GCS-C-021 \[16 NCAC 6G .0312\]](#)).