

North Carolina Testing Program Required Testing for 2014–15 School Year¹

Grade	English Language Arts	Mathematics	Science	Other	Limited English Proficient
3	Beginning-of-Grade 3 ²				W-APT™ ³ ACCESS ³
	End-of-Grade	End-of-Grade			
4	End-of-Grade	End-of-Grade			W-APT ³ ACCESS ³
5	End-of-Grade	End-of-Grade	End-of-Grade		W-APT ³ ACCESS ³
6	End-of-Grade	End-of-Grade			W-APT ³ ACCESS ³
7	End-of-Grade	End-of-Grade			W-APT ³ ACCESS ³
8	End-of-Grade	End-of-Grade	End-of-Grade	ACT® Explore ⁴	W-APT ³ ACCESS ³
9		Math I			W-APT ³ ACCESS ³
10	English II		Biology	ACT Plan ⁴	W-APT ³ ACCESS ³
11				The ACT ⁵	W-APT ³ ACCESS ³
12				ACT WorkKeys ⁶	W-APT ³ ACCESS ³

KEY: Status Growth Progress NCLB/ESEA Assessments

¹ Federal and state policies require all eligible students, including students identified as Limited English Proficient (LEP) and students with disabilities, be included in the statewide testing program in one of the following categories: standard test administration, standard test administration with accommodations, or a state-designated alternate assessment.

² For accountability reporting, students in grade 3 who are not proficient on the End-of-Grade English Language Arts/Reading Assessment but are proficient on the Beginning-of-Grade 3 English Language Arts/Reading Test, count as proficient in the performance composite and school performance grades.

³ Federal and state policies require all K–12 students identified as language minority students through the Home Language Survey process upon initial enrollment be assessed for limited English language proficiency. The state instrument for identification of limited English Proficient (LEP) students is the WIDA ACCESS Placement Test (W-APT). The identification and the subsequent placement of LEP students in English as a Second Language (ESL) services are guided at the state level by the North Carolina Department of Public Instruction K–12 Curriculum and Instruction Division. All students identified as LEP (based solely upon W-APT or ACCESS scores) must be administered the ACCESS for ELLs or its alternate during the annual English language proficiency testing window in the spring.

⁴ Per G.S. § 115C-174.22, “to the extent funds are made available for this purpose, and except as otherwise provided in G.S. § 115C-174.11 (c)(4), the State Board shall plan for and require the administration of diagnostic tests in the eight and tenth grades that align to the ACT test in order to help diagnose student learning and provide for students an indication of whether they are on track to be remediation-free at a community college or university.”

⁵ Per G.S. § 115C-174.11 (c)(4), “to the extent funds are made available, the State Board of Education shall plan for and require the administration of the ACT test for all students in the eleventh grade unless the student has already taken a comparable test and scored at or above a level set by the State Board.”

⁶ Per G.S. § 115C-174.25, “to the extent funds are made available for this purpose, the State Board shall plan for and require local school administrative units to make available the appropriate ACT WorkKeys tests for all students who complete the second level of vocational/career courses.”

Note: End-of-course tests (i.e., Math I, English II, and Biology) are given at the end of the course regardless of the grade in which the course is taken. The chart shows the grade in which students typically take the course.