

GRADES 3-8	GENERAL ASSESSMENT OPTIONS ¹		ALTERNATE ASSESSMENT OPTIONS ¹
	General Test Administration	General Test Administration with Accommodations	<i>NCEXTENDI</i> ²
Measured: English Language Arts/Reading & Mathematics: North Carolina Standard Course of Study Science: Essential Standards	Grade Level	Grade Level	North Carolina <i>Extended Content Standards</i> (All Assessed Content Areas)
Academic Achievement Standards (Cut scores)	Grade-Level Academic Achievement Standards ³	Grade-Level Academic Achievement Standards ³	Alternate Academic Achievement Standards ⁴
Test Format English Language Arts/Reading Grades 3–8	Multiple-Choice	Multiple-Choice	Performance Tasks
Test Format Mathematics Grades 3–4	Multiple-Choice	Multiple-Choice	Performance Tasks
Test Format Mathematics Grades 5–8	Multiple-Choice and Gridded Response	Multiple-Choice and Gridded Response	Performance Tasks
Test Format Science Grades 5 and 8	Multiple-Choice and Technology Enhanced ⁵	Multiple-Choice and Technology Enhanced ⁵	Performance Tasks
Eligible Students	All Students	Students identified as English Learners who meet specific eligibility criteria, ⁶ students with disabilities who have an Individualized Education Program (IEP) or a Section 504 Plan, and students with transitory impairment documentation	Students with disabilities (who have a current IEP) and meet specific eligibility criteria ⁶

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

² Eligible students participate with or without accommodations.

³ **Grade-Level Academic Achievement Standards:** Academic achievement standards are aligned with grade-level content and set forth the expectations of student performance.

⁴ **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 for English Language Arts/Reading and Mathematics, and the *Essential Standards* for Science and are expectations of student performance that differ in complexity from grade-level academic achievement standards.

⁵ Technology enhanced items are found only in the online assessments.

⁶ Specific eligibility criteria are listed on page 2 of this document.

NCEXTENDI

- The student must have a current Individualized Education Program (IEP).
- The student is enrolled in grades 3–8 according to PowerSchool.
- The student is instructed using the North Carolina *Extended Content Standards* in **ALL** assessed content areas (i.e., English Language Arts/Reading, Mathematics, and Science).
- The student has a significant cognitive disability
 - The student’s disability significantly impacts adaptive behaviors, defined as those skills which are essential for someone to live and function independently.
 - The student requires extensive and repeated individualized instruction and support to make meaningful gains.
 - The student uses substantially adapted materials and individualized methods of accessing information in alternative ways.

The vast majority of students with disabilities do not have a significant cognitive disability. The *NCEXTENDI* is not appropriate for students who

- are being instructed in any or all of the assessed general grade-/course-level content standards of the North Carolina *Standard Course of Study* (i.e., English Language Arts/Reading, Mathematics, and Science);
- demonstrate delays only in academic achievement;
- demonstrate delays only in selected areas of academic achievement;
- demonstrate delays owing primarily to behavioral issues; or
- if in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study).

Evidence for the decision to participate in *NCEXTENDI* must not be based on

- a disability category or label,
- poor attendance or extended absences,
- native language/social, cultural, or economic differences,
- expected poor performance on the general education assessment,
- academic or other services the student receives,
- educational environment or instructional setting,
- percent of time receiving special education services,
- EL status,
- Low reading level/achievement level,
- Anticipated disruptive behavior,
- Impact of student scores on the accountability program,
- Administration decision,
- Anticipated emotional distress, or
- Need for accommodations to participate in the assessment process.

Accommodations

- To be eligible for accommodations for state tests of English language arts/reading, mathematics, or science, students identified as English Learners (ELs) must have scored below Level 5.0 Bridging on the reading subtest of the W-APT™ or ACCESS for ELLs 2.0®.

Note: English Learners who score below Level 4.0 Expanding on the reading subtest of the WIDA ACCESS Placement Test (W-APT™) and are in their first year in U.S. schools are not required to be assessed on the end-of-grade (EOG) English language arts/reading assessment; however, they are required to participate in the administration of the Mathematics assessments at grade 3–8 and the administration of the Science assessments at grades 5 and 8.