

GRADES 9–12	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 <i>Standard Course of Study</i> ³ Science: <i>Essential Standards</i>	Grade Level/Course	Grade Level/Course	North Carolina <i>Extended Content Standards</i> (All Assessed Content Areas)
Academic Achievement Standards (Cut scores)	Grade-Level/Course Academic Achievement Standards ⁴	Grade-Level/Course Academic Achievement Standards ⁴	Alternate Academic Achievement Standards ⁵
Test Format English II	Multiple-Choice, Technology Enhanced ⁶ , and Constructed Response	Multiple-Choice, Technology Enhanced ⁶ , and Constructed Response	Performance Tasks
Test Format NC Math 1	Multiple-Choice and Gridded Response	Multiple-Choice and Gridded Response	Performance Tasks
Test Format Biology	Multiple-Choice and Technology Enhanced ⁶	Multiple-Choice and Technology Enhanced ⁶	Performance Tasks
Eligible Students	All students enrolled in a selected course for credit	Students identified as English Learners who meet specific eligibility criteria, ⁷ students with disabilities who have an Individualized Education Program (IEP) or a Section 504 Plan, and students with transitory impairment documentation	Students with disabilities enrolled at grades 10 or 11 who have a current IEP and meet specific eligibility criteria ⁷

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 The State Board of Education approved new high school math standards on June 2, 2016 for Math I. The new standards will be fully implemented during the 2016–17 school year and are named NC Math 1.

⁴ **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.

⁵ **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.

⁶ Technology enhanced items are found only in the online assessments.

⁷ Specific eligibility criteria are listed on page 2 of this document.

Specific Eligibility Criteria for Students with Disabilities

- 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.

NCEXTENDI

Specific Eligibility Criteria for Students Identified as English Learners

- 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 and the administration of the Science assessments at grade 10.

Accommodations