



THE NORTH CAROLINA TESTING PROGRAM 2016-17

For additional information about the North Carolina Testing Program, visit the Accountability Services Division website at <http://www.ncpublicschools.org/accountability>.

ELEMENTARY AND MIDDLE SCHOOL GRADES 3-8

Beginning-of-Grade 3 (BOG3) English Language Arts/Reading Test

- ∂ The BOG3 English Language Arts/Reading Test is aligned to the North Carolina *Standard Course of Study* (NCSCS) for English language arts/reading.
- ∂ The purpose of the test is to establish a baseline measure of students' English language arts/reading skills.
- ∂ Students read authentic selections and then answer questions related to the selections.
- ∂ Knowledge of vocabulary is assessed indirectly through application and understanding of terms within the context of the selections and questions.
- ∂ The test is administered to grade 3 students during the North Carolina Department of Public Instruction (NCDPI)-designated testing window. The BOG3 window begins on the 11th day of the school year and continues through the 15th day.
- ∂ The test is available in paper-and-pencil format.
- ∂ All test items are multiple-choice.

End-of-Grade (EOG) Assessments

English Language Arts/Reading

- ∂ The EOG English Language Arts/Reading Assessments are aligned to the NCSCS for English language arts/reading.
- ∂ Students read authentic selections and then answer questions related to the selections.
- ∂ Knowledge of vocabulary is assessed indirectly through application and understanding of terms within the context of the selections and questions.
- ∂ The assessments are administered to grades 3-8 students during the NCDPI-designated testing window. The EOG testing window is the last ten instructional days of the school year.
- ∂ The assessments at grades 3-8 are available in paper-and-pencil format. The assessments at grades 6-8 are also available online.
- ∂ All assessment items are multiple-choice.

Mathematics

- ∂ The EOG Mathematics Assessments are aligned to the NCSCS for mathematics.
- ∂ The assessments are administered to grades 3-8 students during the NCDPI-designated testing window. The EOG testing window is the last ten instructional days of the school year.
- ∂ The assessments at grades 3-8 are available in paper-and-pencil format. The assessments at grades 6-8 are also available online.
- ∂ The assessments at grades 3 and 4 contain multiple-choice items.
- ∂ The assessments at grades 5-8 contains multiple-choice and gridded-response items.

- ∂ The EOG Mathematics Assessments consists of two parts: calculator inactive and calculator active. Students are not allowed to use calculators during the calculator inactive part of the test; students are allowed to use calculators during the calculator active part of the test.

Science

- ∂ The EOG Science Assessments at grades 5 and 8 are aligned to the North Carolina *Essential Standards* for Science.
- ∂ The assessments are administered to grades 5 and 8 students during the NCDPI-designated testing window. The EOG testing window is the last ten instructional days of the school year.
- ∂ The assessments at grades 5 and 8 are available in paper-and-pencil and online formats. The grade 8 EOG Science Assessment is required to be administered online.
- ∂ The paper-and-pencil assessments contain multiple-choice items.
- ∂ The online assessments contain multiple-choice and technology-enhanced items.

State-Identified Language Proficiency Testing

- ∂ North Carolina State Board of Education (SBE) policy GCS-K-000 (16 NCAC 6D .0106) states that “a home language survey shall be administered to every student at the time of enrollment and maintained in the student’s permanent record.”
- ∂ Language-minority students are identified through a home-language survey (HLS) process.
- ∂ Eligibility for being assessed on the WIDA ACCESS Placement Test (W-APT™) is based on results of the HLS process.
- ∂ The W-APT™ is administered to all eligible, initially enrolled, language-minority students (in kindergarten through grade twelve) within thirty (30) calendar days after the beginning of the school year or within fourteen (14) calendar days of enrollment if the student is enrolled after the beginning of the school year.
- ∂ All English Learner (EL) students must be annually assessed to determine progress and level of English language proficiency.
- ∂ The W-APT™ is a screener that determines if the student is identified as EL. If the student is identified as an EL, the W-APT™ provides guidance concerning which tier (level) of English language proficiency test should be administered to the student. The score on the W-APT™ also determines eligibility for state EL testing accommodations.
- ∂ The annual English language proficiency test, Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs® 2.0), is the state-designated English Learner proficiency test.
- ∂ The Alternate ACCESS for ELLs® is an assessment of English language proficiency for students in grades 1-12 who are identified as language minority students and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs 2.0 assessment.
- ∂ The W-APT™, the ACCESS for ELLs 2.0, and the Alternate ACCESS for ELLs consist of four subtests that assess the student’s English speaking, listening, reading, and writing skills.
- ∂ All students identified as ELs must be administered the ACCESS for ELLs 2.0 or its alternate assessment during the annual testing window.
- ∂ The ACCESS for ELLs 2.0 is required to be administered online.
- ∂ The results from the annual administration of the ACCESS for ELLs 2.0 are used to measure progress and proficiency of ELs in the English language.

National Assessment of Educational Progress

- ∂ North Carolina has participated in the National Assessment of Educational Progress (NAEP), also known as the *Nation's Report Card*, for more than two decades.
- ∂ NAEP is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas.
- ∂ Selected fourth- and eighth-grade students participate in NAEP.
- ∂ State-level results are reported for grades 4 and 8 in mathematics, reading, science, and writing. This allows comparisons among states and the nation.
- ∂ Selected students at ages 9 and 13 participate in NAEP Long-Term Trend (LLT) assessments. LLT assessments are administered every four years in mathematics and reading. Results are only reported at the national level. Measuring trends of student achievement or change over time requires the precise replication of past procedures. Therefore, the LLT instrument does not evolve based on changes in curricula or educational practices, unlike main NAEP.
- ∂ NAEP has special studies and assessments that are established by the National Assessment Governing Board.
- ∂ For additional information and access to NAEP related resources, visit <http://www.ncpublicschools.org/accountability/policies/naep/naep>.

HIGH SCHOOL GRADES 9-12

End-of-Course (EOC) Assessments

- ∂ The EOC assessments are available for Biology, English II, and NC Math 1. Students enrolled for credit in courses where EOC tests are required must take the appropriate EOC test.
- ∂ The EOC assessments are aligned to the North Carolina *Standard Course of Study* (NCSCS) for English Language Arts/Reading and Mathematics and the North Carolina *Essential Standards* for Science.
- ∂ LEAs/charter schools have the option of administering the Biology and NC Math 1 EOC tests in either the online or paper-and-pencil format; however, online testing is strongly encouraged.
- ∂ The EOC English II test is required to be administered online.
- ∂ The online EOC English II questions are multiple-choice and constructed-response.
- ∂ The online and paper-and-pencil EOC NC Math 1 test questions are multiple-choice and gridded-response. The test consists of two parts: calculator inactive and calculator active. Students may use a calculator only for the calculator active part of the test.
- ∂ The online EOC Biology test questions are multiple-choice and technology-enhanced; the paper-and-pencil test questions are all multiple-choice questions.
- ∂ Per State Board of Education policy GCS-C-003, schools are to use results from all EOC tests as at least 20 percent of the student's final grade for each respective course.

PreACT®

- ∂ Students at grade 10 take the PreACT®.
- ∂ The test window for administration is October 1-31, 2016.
- ∂ The PreACT® simulates the ACT testing experience by providing students early exposure to ACT® test quality questions and the same predictive score ranges on the familiar 1-36 scale.
- ∂ The PreACT® assessment includes four multiple-choice tests: English, math, reading, and science (no writing).

ACT®

- ∂ Students at grade 11 take the ACT® in the spring.
- ∂ The ACT® is a curriculum- and standards-based assessment that evaluates eleventh graders' general learning outcomes in English, mathematics, reading, science, and writing.
- ∂ The ACT® is used as a college admissions and placement test and is accepted by all four-year colleges and universities in the United States.
- ∂ The English, mathematics, reading, and science tests are multiple-choice tests.
- ∂ The ACT® writing test complements the English test. The combined information from both tests tells postsecondary institutions about students' understanding of the conventions of standard written English and their ability to produce a direct sample of writing.

ACT Workkeys®

- ∂ Students who are identified as Career and Technical Education (CTE) concentrators, are required to complete the ACT WorkKeys® assessments.
- ∂ The three ACT WorkKeys® assessments, which are the basis of the *National Career Readiness Certificate* program, include Applied Mathematics, Locating Information, and Reading for Information.
- ∂ The Applied Mathematics test measures the skills individuals use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems and do the types of calculations that occur in the workplace. The test is designed to be taken with a calculator.
- ∂ The Locating Information test measures the skills individuals use when they work with workplace graphics. Examinees are asked to find information in a graphic or to insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.
- ∂ The Reading for Information test measures the skills individuals use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations.
- ∂ Students who achieve qualifying scores on the Applied Mathematics, Reading for Information, and Locating Information assessments can earn a North Carolina Career Readiness Certificate. The certificate provides employers with proof that students have the skills needed to do the jobs available.

State-Identified Language Proficiency Testing

- ∂ North Carolina State Board of Education (SBE) policy GCS-K-000 (16 NCAC 6D .0106) states that “a home language survey shall be administered to every student at the time of enrollment and maintained in the student’s permanent record.”
- ∂ Language-minority students are identified through a home-language survey (HLS) process.
- ∂ Eligibility for being assessed on the WIDA ACCESS Placement Test (W-APT™) is based on results of the HLS process.
- ∂ The W-APT™ is the state-identified English Learner proficiency identification test that is administered to all eligible, initially enrolled, language-minority students (in kindergarten through grade twelve) within thirty (30) calendar days of enrollment at the beginning of the school year or within fourteen (14) calendar days if the student is enrolled after the beginning of the school year.
- ∂ All EL students must be annually assessed to measure progress and proficiency in the English language.

- ∂ The annual English language proficiency test, Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs® 2.0), is the state-designated English Learner proficiency test.
- ∂ The ACCESS for ELLs 2.0 is required to be administered online.
- ∂ The Alternate ACCESS for ELLs® is an assessment of English language proficiency (ELP) for students in grades 1-12 who are identified as language minority students and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs 2.0 assessment.
- ∂ All students identified as ELs must be administered the ACCESS for ELLs 2.0 or its alternate assessment during the annual testing window.
- ∂ The W-APT™, the ACCESS for ELLs 2.0, and the Alternate ACCESS for ELLs consist of four subtests that assess the student's English speaking, listening, reading, and writing skills.

National Assessment of Educational Progress

- ∂ North Carolina has participated in the NAEP, also known as the *Nation's Report Card*, for more than two decades.
- ∂ NAEP is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas.
- ∂ Selected students at ages 13 and 17 participate in NAEP Long-Term Trend (LTT) assessments that are administered every four years in mathematics and reading. Results are only reported at the national level. Measuring trends of student achievement or change over time requires the precise replication of past procedures. Therefore, the LTT instrument does not evolve based on changes in curricula or educational practices, unlike main NAEP.
- ∂ Selected twelfth grade students participate in NAEP. Results for grade 12 are only reported at the national level.
- ∂ For additional information and access to NAEP related resources, visit <http://www.ncpublicschools.org/accountability/policies/naep/naep>.

Alternate Assessments

NCEXTEND1

- ∂ The ***NCEXTEND1*** is designed for students with significant cognitive disabilities who are unable to access general assessments.
- ∂ The assessment process requires students to complete performance-based, multiple-choice items.
- ∂ Assessment items align with the North Carolina *Extended Content Standards* for English language arts/reading, mathematics, and science.
- ∂ The assessments are administered during designated state testing windows.
- ∂ The ***NCEXTEND1*** measures student performance in the following subject areas:
 - English language arts/reading at grades 3-8, 10, and 11;
 - Mathematics at grades 3-8, 10, and 11; and
 - Science at grades 5, 8, 10, and 11.
- ∂ The ***NCEXTEND1*** is designed for students with disabilities who
 - have a current Individualized Education Program (IEP);
 - are enrolled in grades 3-8, 10, or 11 according to PowerSchool;
 - are instructed in the North Carolina *Extended Content Standards* in all assessed content areas; and

- have 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 ***NCEXTEND1*** 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* or the *Essential Standards*;
 - demonstrate delays only in academic achievement;
 - demonstrate delays owing primarily to behavioral issues;
 - demonstrate delays only in selected areas of academic achievement; or
 - if in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study).

College and Career Readiness Alternate Assessment Grade 10 (CCRAA 10)

- ∂ The CCRAA 10 is an alternate assessment for eligible students with disabilities who have Individualized Education Programs (IEPs).
- ∂ The CCRAA 10 is designed as an alternate assessment for participation in the PreACT®
- ∂ The CCRAA 10 is appropriate for students enrolled in tenth-grade who
 - exhibit severe and pervasive delays in all areas of conceptual, linguistic, and academic development as well as in adaptive behaviors, including communication, daily living skills, and self-care;
 - are following a course of study that, upon completing high school, may not lead to admission into a college-level course of study resulting in a college degree (i.e., the Occupational Course of Study);
 - **ARE NOT** receiving instruction in the North Carolina *Extended Content Standards*, and
 - have a written parental request for an alternate assessment.
- ∂ The CCRAA 10 contains multiple-choice questions.
- ∂ The administration of the CCRAA 10 occurs simultaneously with the PreACT® administration during the month of October.

College and Career Readiness Alternate Assessment Grade 11 (CCRAA 11)

- ∂ The CCRAA 11 is an alternate assessment for eligible students with disabilities who have IEPs.
- ∂ The CCRAA 11 is designed as an alternate assessment for participation in the ACT.
- ∂ The CCRAA 11 is appropriate for students enrolled in eleventh-grade who
 - exhibit severe and pervasive delays in all areas of conceptual, linguistic, and academic development as well as in adaptive behaviors, including communication, daily living skills, and self-care;
 - are following a course of study that, upon completing high school, may not lead to admission into a college-level course of study resulting in a college degree (i.e., the Occupational Course of Study);
 - **ARE NOT** receiving instruction in the North Carolina *Extended Content Standards* (Note: Students receiving instruction in the North Carolina *Extended Content Standards* may be eligible for the ***NCEXTEND1*** Alternate Assessment at Grade 11); and

- have a written parental request for an alternate assessment.
- ∂ The CCRAA 11 contains multiple-choice questions and one constructed-response item.
- ∂ The CCRAA 11 is administered during the ACT accommodations testing window in March.

Alternate ACCESS for ELLs

- ∂ The Alternate ACCESS for ELLs is an assessment of English language proficiency for students in grades 1-12 who are classified as ELs and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs® 2.0 assessment.
- ∂ The Alternate ACCESS for ELLs has four assessment domains: Listening, Reading, Writing, and Speaking.
- ∂ The Listening and Reading sections consist of multiple-choice questions.
- ∂ The Writing and Speaking sections prompt the students for a constructed response.
- ∂ All sections are adaptive, meaning that the test items are presented until the student reaches his/her performance “ceiling.”
- ∂ Other unique features of the test include simplified language, repetition of questions, increased graphic support, larger testing materials, and graphics.