

THE NORTH CAROLINA TESTING PROGRAM 2011–2012

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

Elementary and Middle School Grades 3 – 8

Quick Facts about Testing at Grades 3–8:

- Students at grades 3, 4, 6, and 7 take end-of-grade tests in reading comprehension and mathematics during the last 22 days of the school year.
- Students at grades 5 and 8 take end-of-grade tests in reading comprehension, mathematics, and science during the last 22 days of the school year.
- A sample of students at grades 4 and 8 participate in the National Assessment of Educational Progress (NAEP).
- Alternate assessments are available for many of the state tests for students with disabilities who have Individualized Education Programs (IEPs).
- All students identified as limited English proficient must be annually assessed to determine progress and level of English language proficiency.

End-of-Grade Tests (EOG) Basic Facts:

- End-of grade (EOG) tests in reading comprehension, mathematics, and science are multiple-choice tests.

Reading Comprehension:

- The end-of-grade reading comprehension tests measure the 2004 goals and objectives as defined in the North Carolina English Language Arts *Standard Course of Study*.
- Students read authentic selections and then answer questions related to the selections.
- The reading selections represent different genres students read such as fiction, nonfiction, poetry, content, and consumer. Drama is not one of the test selection genres because dramas are intended to be acted, not read independently as required in a multiple-choice testing format.
- Knowledge of vocabulary is assessed indirectly through application and understanding of terms within the context of the selections and questions.

Mathematics:

- The end-of-grade mathematics tests measure the 2003 goals and objectives as defined in the North Carolina Mathematics *Standard Course of Study*.
- Students are assessed in the five strands of the mathematics curriculum: 1) number and operations, 2) measurement, 3) geometry, 4) data analysis and probability, and 5) algebra.
- For grades 3–7, the mathematics EOG test is administered in two parts: calculator active and calculator inactive. Students are allowed to use calculators during the calculator active part of the test; students are not allowed to use calculators during the calculator inactive part of the

test. For the EOG mathematics test at grade 8, students are allowed to use calculators during the entire test.

- The estimated time allotted for both the reading comprehension and the mathematics tests is approximately six hours over multiple days for grades 3–7 and five hours over multiple days for grade 8. This includes time for test administration duties and, where appropriate, scheduled breaks.

Science:

- The end-of-grade science tests at grades 5 and 8 measure the 2004 goals and objectives as defined in the North Carolina Science *Standard Course of Study*.
- Students at grades 5 and 8 use calculators during the tests.
- The estimated time allotted for the science test is approximately two and one half hours. This includes time for test administration duties and, where appropriate, scheduled breaks.

**National Assessment of Educational Progress (NAEP)
Basic Facts:**

- North Carolina has participated in the National Assessment of Educational Progress (NAEP), also known as the *Nation's Report Card*, for almost two decades.
- NAEP is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas.
- *No Child Left Behind* legislation mandates that all 50 states participate in NAEP.
- 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 between 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.
- For additional information and access to a plethora of National Assessment of Educational Progress related resources, visit <http://www.ncpublicschools.org/accountability/policies/naep/naep>.

**State-Identified Language Proficiency Testing
Basic Facts:**

- According to State Board of Education policy [GCS-C-021 \(16NCAC 6G .0312\)](#) students identified as limited English proficient (LEP) shall be included in the statewide testing program.
- Language minority students are identified through the use of a home language survey (HLS).
- The state-identified English language proficiency test is administered to eligible students in kindergarten through grade twelve.

- The WIDA ACCESS Placement Test (W-APT™) is administered to all initially enrolled language minority students. This test functions as a screener that is used for the initial assessment and English as a Second Language (ESL) program placement of students who are identified as language minority students.
- Once the student enrolls, the school system has 30 calendar days at the beginning of the school year or 14 calendar days if the student enrolls after the beginning of the school year to test the student or obtain test scores from another WIDA consortium state.
- The HLS process and W-APT™ screener are managed at the state level by the NCDPI Curriculum, Instruction, and Technology Division.
- The annual test, Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®) is designed to satisfy NCLB requirements for Title III.
- Both the W-APT™ and the ACCESS for ELLs® consist of four subtests that assess the student's English speaking, listening, reading, and writing skills.
- All students identified as limited English proficient must be administered the ACCESS for ELLs® during the annual testing window.
- The results from the annual administration of the state English language proficiency test are used to measure progress and proficiency of LEP students in the English language.

High School Grades 9–12

Quick Facts about Testing at Grades 9–12:

- Students who are enrolled for credit in courses where end-of-course (EOC) tests are required shall take the appropriate end-of-course test.
- EOC tests are given during the last 12 days of the instructional period for 4x4/semester courses or the last 17 days of the instructional period for traditional schedule courses.
- Students at grade 10 take a writing assessment in March.
- All students identified as limited English proficient must be annually assessed to determine progress and level of English language proficiency.
- A sample of students at grade 12 participates in the National Assessment of Educational Progress (NAEP).

End-of-Course Tests (EOC) Basic Facts:

- All end-of-course (EOC) tests are multiple-choice tests.
- Effective with the 2011–12 school year, the Civics & Economics, Algebra II, U. S. History, and Physical Science EOC tests will no longer be administered.
- For 2011–12, EOC tests are available for the following subjects: English I, Algebra I, and Biology.
- Local Educational Agencies (LEAs) have the option of administering end-of-course tests in the online or paper-and pencil format.
- The end-of-course tests measure the student's grasp of the North Carolina *Standard Course of Study* goals and objectives for a particular subject.
- Students are allowed to use a graphing calculator during the Algebra I EOC test.

- Per State Board of Education policy [GCS-C-003 \(16NCAC 6D.0305\)](#), schools are to use results from all end-of-course tests as at least twenty-five percent (25%) of the student's final grade for each respective course.
- Scores on the Algebra I EOC test and the combination of scores on the English I EOC and the grade 10 writing assessment are used for meeting the *No Child Left Behind Act of 2001* (NCLB) high school testing requirements.
- Approximately two and one half hours are allotted for EOC tests. This does not include time for test administration duties and, where appropriate, scheduled breaks.

**General Writing Assessment
Basic Facts:**

- Students at grade 10 take a writing assessment in March.
- Students write an extended informational response (definition or cause/effect).
- Scoring of the assessment is comprised of a content component and a conventions component.
- In content, the writing assessment measures focus, organization, support and elaboration, and style. In conventions, it measures usage and mechanics, which includes spelling.
- Scores on the Algebra I EOC test and the combination of scores on the English I EOC test and the grade 10 writing assessment are used for meeting the *No Child Left Behind Act of 2001* (NCLB) high school testing requirements.
- Approximately two hours are allotted for this test. This includes time for test administration duties and, where appropriate, scheduled breaks.

**National Assessment of Educational Progress (NAEP)
Basic Facts:**

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- NAEP is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas.
- *No Child Left Behind* legislation mandates that all 50 states participate in NAEP.
- Selected twelfth grade students participate in NAEP. Results for grade 12 are only reported at the national level.
- Selected students at ages 13 and 17 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 LTT instrument does not evolve based on changes in curricula or educational practices, unlike main NAEP.
- For additional information and access to a plethora of National Assessment of Educational Progress related resources, visit <http://www.ncpublicschools.org/accountability/policies/naep/naep>.

State-Identified English Language Proficiency Testing Basic Facts:

- According to State Board of Education policy [GCS-C-021 \(16NCAC 6G .0312\)](#) students identified as limited English proficient shall be included in the statewide testing program.
- Language minority students are identified through the use of a home language survey (HLS).
- The state-identified English language proficiency test is administered to eligible students in kindergarten through grade twelve.
- The WIDA ACCESS Placement Test (W-APT™) is administered to all initially enrolled language minority students. This test functions as a screener that is used for the initial assessment and English as a Second Language (ESL) program placement of students who are identified as language minority students.
- Once the student enrolls, the school system has 30 calendar days at the beginning of the school year or 14 calendar days if the student enrolls after the beginning of the school year to test the student or obtain test scores from another WIDA consortium state.
- The HLS process and W-APT™ screener are managed at the state level by the NCDPI Curriculum, Instruction, and Technology Division.
- The annual test, Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®) is designed to satisfy NCLB requirements for Title III.
- Both the W-APT™ and the ACCESS for ELLs® consist of four subtests that assess the student's English speaking, listening, reading, and writing skills.
- All students identified as limited English proficient must be administered the ACCESS for ELLs® during the annual testing window.
- The results from the annual administration of the state English language proficiency test are used to measure progress and proficiency of LEP students in the English language.

Alternate Assessments

NCEXTEND2—End-of-Grade Basic Facts:

- The *NCEXTEND2* for End-of-Grade (EOG) Tests is an alternate assessment for eligible students with disabilities who have Individualized Education Programs (IEPs).
- The *NCEXTEND2* is a multiple-choice EOG test based on modified grade-level academic achievement standards.
- The *NCEXTEND2* measures student performance against modified grade-level academic achievement standards in the following subject areas:
 - Reading Comprehension at grades 3–8,
 - Mathematics at grades 3–8, and
 - Science at grades 5 and 8.

- The ***NCEXTEND2*** uses simplified language, shorter passages, fewer items, and fewer answer choices compared to the standard EOG tests to assess students on grade-level concepts.
- The ***NCEXTEND2*** is designed for students who have current IEPs that include goals that are based on grade-level content standards and provide for monitoring of the students' progress in achieving those goals.
- The ***NCEXTEND2*** EOG is given during the last 27 days of the school year.

Reading Comprehension:

- The ***NCEXTEND2*** reading comprehension tests measure the 2004 goals and objectives as defined in the North Carolina English Language Arts *Standard Course of Study*.
- Students read authentic selections and then answer questions related to the selections.
- The reading selections represent different genres students read such as fiction, nonfiction, poetry, content, and consumer. Drama is not one of the test selection genres because dramas are intended to be acted, not read independently as required in a multiple-choice testing format.
- Knowledge of vocabulary is assessed indirectly through application and understanding of terms within the context of the selections and questions.

Mathematics:

- The ***NCEXTEND2*** mathematics tests measure the 2003 goals and objectives as defined in the North Carolina Mathematics *Standard Course of Study*.
- Students are assessed in the five strands of the mathematics curriculum: 1) number and operations, 2) measurement, 3) geometry, 4) data analysis and probability, and 5) algebra.
- For grades 3–7, the mathematics ***NCEXTEND2*** EOG test is administered in two parts: calculator active and calculator inactive. Students are allowed to use calculators during the calculator active part of the test; students are not allowed to use calculators during the calculator inactive part of the test. For the ***NCEXTEND2*** EOG mathematics test at grade 8, students are allowed to use calculators during the entire test.

Science:

- The ***NCEXTEND2*** EOG science tests at grades 5 and 8 measure the 2004 goals and objectives as defined in the North Carolina *Standard Course of Study*.
- Students at grades 5 and 8 use calculators for the tests.
- This test requires students to demonstrate knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations.

NCEXTEND1
Basic Facts:

- ***NCEXTEND1*** is an alternate assessment designed for students with significant cognitive disabilities.
- The assessment process requires students to perform on-demand tasks.
- Assessment tasks align with the North Carolina *Standard Course of Study* (SCS) Extended Content Standards.
- ***NCEXTEND1*** measures student performance in the following subject areas:

- Reading at grades 3–8 and 10,
- Mathematics at grades 3–8 and 10,
- Science at grades 5, 8, and 10, and
- Writing at grade 10.
- The ***NCEXTENDI*** is designed for students with disabilities who:
 - have a current Individualized Education Program (IEP),
 - are enrolled in grades 3–8 or 10 according to the Student Information Management System (i.e., NC WISE),
 - are instructed in the North Carolina *Standard Course of Study* Extended Content Standards in all assessed content areas, and
 - have a *significant cognitive disability* (i.e., exhibit severe and pervasive delays in all areas of conceptual, linguistic, and academic development and also in adaptive behavior areas, such as communication, daily living skills, and self-care).
- 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 general grade-level content standards of the North Carolina *Standard Course of Study*;
 - demonstrate delays only in academic achievement;
 - demonstrate delays due 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).
- The ***NCEXTENDI*** Alternate Assessment is designed for students who have a severe intellectual disability; it is **NOT** designed for students who have a specific learning disability.
- The ***NCEXTENDI*** for writing at grade 10 takes place during a designated window in March.
- The ***NCEXTENDI*** for reading, mathematics, and science takes place during a designated window beginning in April and concluding in June.

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