

| GRADES 3-8 | GENERAL ASSESSMENT OPTIONS | | ALTERNATE ASSESSMENT OPTIONS | | | |
|--|---|---|--|---|---|--|
| | General Test Administration | General Test Administration with Accommodations | North Carolina Checklist of Academic Standards (NCCLAS) | NCEXTEND2 EOG | NCEXTEND1 | Computer Skills Alternate Assessment |
| Measured North Carolina Standard Course of Study (NCSCS) Content | Grade Level | Grade Level | Grade Level | Grade Level | Extended Content Standards | Grade Level |
| Academic Achievement Standards (Cut scores) | Grade-Level Academic Achievement Standards ¹ | Grade-Level Academic Achievement Standards ¹ | Grade-Level Academic Achievement Standards ¹ | Grade-Level Modified Academic Achievement Standards ² | Alternate Academic Achievement Standards ³ | Grade-Level Academic Achievement Standards ¹ |
| Test Format Reading and Math Grades 3-8 Science Grades 5 and 8 | Multiple-Choice | Multiple-Choice | Checklist | Modified Multiple-Choice | Performance Tasks | |
| Test Format Writing Grades 4 and 7 | Grades 4 and 7 will have ongoing writing assessments that are to be scored locally. Details should be available in September. Once these details are available, LEAs must ensure that all students (including those identified as limited English proficient and those with disabilities) are included. | | | | | |
| Test Format Computer Skills Grade 8 | Online Performance | Online Performance | | | | Performance and Multiple-Choice |
| Eligible Students ⁴ | All Students | Students who are LEP who meet specific criteria ⁴ and students with disabilities who have an IEP or a Section 504 Plan | Students with disabilities (who have a current IEP) and LEP students who meet specific criteria ⁴ | Students with disabilities (who have a current IEP) and meet specific criteria ⁴ | Students with disabilities (who have a current IEP) and meet specific criteria ⁴ | Students who are unable to access the Online Test of Computer Skills |

¹ *Grade-Level Academic Achievement Standards*: Academic achievement standards that are aligned with grade-level content and that set forth the expectations of student performance

² *Grade-Level Modified Academic Achievement Standards*: Academic achievement standards that are aligned with grade-level content for the grade in which the student is enrolled, and are challenging for eligible students, but may be less difficult than grade-level academic achievement standards

³ *Alternate Academic Achievement Standards*: Academic achievement standards that are aligned with the grade-level Extended Content Standards of the NCSCS and are expectations of student performance that differ in complexity from grade-level academic achievement standards

⁴ Specific eligibility criteria are listed on page 2 of this document.

Specific Eligibility Criteria for Students with Disabilities

| | |
|---------------|--|
| NCCLAS | <ul style="list-style-type: none"> The student with a disability must have a current Individualized Education Program (IEP) documentation stating that the student participates in the NCCLAS for specific end-of-grade assessments. The IEP team determines that the student, due to the nature of his/her special needs, cannot participate in the standard administration, with or without accommodations, of an end-of-grade assessment. Typically, students who are being assessed on the NCCLAS should be those students who are unable to access the paper and pencil test, even with accommodations. <i>Some</i> examples of eligible students with disabilities who might require the use of this assessment are students who are newly blinded, students with recent traumatic brain injury, or students with physical disabilities that prohibit the student being able to manipulate materials and information within the standard tests, even with the use of assistive technology and approved accommodations. As always, it is an IEP team decision as to which assessment is most appropriate for an individual student. It is important that every student be placed in the most challenging and appropriate test administration for the individual student. (The NCDPI anticipates that the number of students with disabilities who will require the use of this assessment will be very small.) |
| NCEXTEND2 EOG | <ul style="list-style-type: none"> The student must have a current IEP. The student DOES NOT have a current 504 plan. The student, if identified as limited English proficient (LEP), must also have a current IEP. The student IS NOT identified as having a significant cognitive disability. The student IS NOT receiving instruction in the NCSCS through the Extended Content Standards. The student's progress in response to high-quality instruction is such that the student is not likely to achieve grade-level proficiency within the school year covered by the IEP. The student's disability has precluded the student from achieving grade level proficiency, as demonstrated by <u>objective evidence</u>, (e.g., results from standardized state tests, IQ tests, achievement tests, aptitude tests, and psychological evaluations. It is the expectation that more than one objective measure would be used to assist in the evaluation of a student's assessment placement.) The student's IEP must include goals that are based on grade-level content standards and provide for monitoring of the student's progress in achieving those goals. The nature of the student's disability may require assessments that are different in design. |
| NCEXTENDI | <ul style="list-style-type: none"> The student must have a current IEP. The student is enrolled in grades 3–8 according to the Student Information Management System (e.g., SIMS/NCWISE). The student is instructed in the North Carolina <i>Standard Course of Study</i> Extended Content Standards in ALL assessed content areas. The student has a SIGNIFICANT COGNITIVE DISABILITY (i.e., exhibits 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). <p>The vast majority of students with disabilities do not have a significant cognitive disability. The <i>NCEXTENDI</i> is NOT appropriate for students who:</p> <ul style="list-style-type: none"> Are being instructed in ANY or ALL of the general grade-level content standards of the North Carolina <i>Standard Course of Study</i>; Demonstrate delays only in academic achievement; Demonstrate delays due primarily to behavioral issues; or Demonstrate delays only in selected areas of academic achievement. |

Specific Eligibility Criteria for Students Identified as Limited English Proficient

| | |
|----------------|---|
| Accommodations | <ul style="list-style-type: none"> To be eligible for accommodations for state tests of reading, mathematics, science, or computer skills, students identified as limited English proficient (LEP) must have either: <ul style="list-style-type: none"> scored below Superior in reading on the most recent valid administration of the IPT or scored below Level 5 Bridging on the reading test of the W-APT™ or ACCESS for ELLs®. To be eligible for accommodations on the writing assessment at grades 4 and 7, students identified as LEP must have either: <ul style="list-style-type: none"> scored below Superior in writing on the most recent valid administration of the IPT or scored below Level 5 Bridging on the writing test of the W-APT™ or ACCESS for ELLs®. |
| NCCLAS | <ul style="list-style-type: none"> To be eligible for the NCCLAS for state tests of reading, mathematics, and/or science, students identified as LEP must have been enrolled in U.S. schools for less than 24 months and either: <ul style="list-style-type: none"> scored below Intermediate High in reading on the most recent valid administration of the IPT or scored below Level 4 Expanding on the reading test of the W-APT™ or ACCESS for ELLs®. To be eligible for the NCCLAS for the writing assessment at grades 4 and 7, students identified as LEP must have been enrolled in U.S. schools for less than 24 months and either: <ul style="list-style-type: none"> scored below Superior in writing on the most recent valid administration of the IPT or scored below Level 5 Bridging on the writing test of the W-APT™ or ACCESS for ELLs®. |

NOTE: Students identified as LEP who are in their first school year in U.S. schools are exempt from the administration of the end-of-grade test in reading at grades 3–8 **IF** they have either scored below Intermediate High in reading on the most recent valid administration of the IPT or scored below Level 4 Expanding on the reading test of the W-APT™ or ACCESS for ELLs®.