

NORTH CAROLINA TESTING PROGRAM ASSESSMENT OPTIONS

2008–09

GRADES 9–12	GENERAL ASSESSMENT OPTIONS		ALTERNATE ASSESSMENT OPTIONS			
	General Test Administration	General Test Administration with Accommodations	North Carolina Checklist of Academic Standards (NCCLAS)	NCEXTEND2 OCS	NCEXTEND1	Computer Skills Alternate Assessment
Measured NC Standard Course of Study (NCSCS) Content	Grade Level/Course	Grade Level/Course	Grade Level/Course	Grade Level/Course	Extended Content Standards	Grade Level
Academic Achievement Standards (Cut scores)	Grade-Level/Course Academic Achievement Standards ¹	Grade-Level/Course Academic Achievement Standards ¹	Grade-Level/Course Academic Achievement Standards ¹	Modified Academic Achievement Standards	Alternate Academic Achievement Standards ²	Grade-Level Academic Achievement Standards ¹
Test Format End-of-Course	Multiple-Choice	Multiple-Choice	Checklist			
Test Format Reading, Math, Science OCS				Multiple-Choice		
Test Format Writing Grade 10	Extended Response	Extended Response	Checklist	Extended Response	Performance Tasks	
Test Format Math Comprehensive Grade 10	Multiple-Choice	Multiple-Choice	Checklist		Performance Tasks	
Test Format Computer Skills	Online Performance	Online Performance				Performance and Multiple-Choice
Test Format Reading and Math Competency³	Multiple-Choice	Multiple-Choice				
Eligible Students⁴	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) who are following the Occupational Course of Study (OCS) 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/Course Academic Achievement Standards:** Academic achievement standards that are aligned with grade-level or course content and that set forth the expectations of student performance

² **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

³ As required by [SBE policy HSP-N-000](#)

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. <i>(The NCDPI anticipates that the number of students with disabilities who will require the use of this assessment will be very small.)</i>
NCEXTEND2 OCS	<p><i>To be given at the conclusion of Occupational English I, Occupational Math I, and after Life Skills Sciences I and II have both been completed, with the exception of NCEXTEND2 OCS Writing, which is given in March of grade 10</i></p> <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 enrolled for credit in courses in the Occupational Course of Study which require an <i>NCEXTEND2 OCS</i> assessment (Occupational Mathematics I, Occupational English I, Life Skills Sciences I and II); The student’s IEP includes goals that are based on course content standards and provide for monitoring of student’s progress in achieving those goals; and For the <i>NCEXTEND2 OCS</i> in writing, the student is assigned to grade 10 according to the student information management system (e.g. SIMS/NCWISE) and is following the Occupational Course of Study (OCS).
NCEXTEND1	<ul style="list-style-type: none"> The student must have a current IEP. The student is enrolled in grade 10 according to the Student Information Management System (e.g., NCWISE/SIMS). 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>NCEXTEND1</i> is NOT appropriate for students who:</p> <ul style="list-style-type: none"> Are being instructed in ANY or ALL of the general course 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; or If in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study).

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, computer skills, and/or for courses in which an end-of-course test is required, 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 grade 10, 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 for courses in which an end-of-course test is required, students identified as LEP must have been enrolled in U.S. schools for less than two years (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 grade 10, students identified as LEP must have been enrolled in U.S. schools for less than two years (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 writing assessment at grade 10 **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®.