Understanding the Individual Student Report for the *NCEXTEND1*

Reading and Mathematics: Grades 3–8 and 10
Science: Grades 5, 8, and 10
Writing: Grade 10

During the school year, your child was assessed using the ***NCEXTEND1***, an alternate assessment to the following state-required North Carolina tests: the North Carolina End-of-Grade (EOG) Tests in Reading and Mathematics at grades 3–8; the North Carolina EOG Test in Science at grades 5 and 8; the North Carolina Writing Assessment at Grade 10; and the North Carolina End-of-Course (EOC) Tests of English I, Algebra I, and Biology at grade 10. The ***NCEXTEND1*** is administered to eligible students at grades 3–8 and 10 as part of the statewide assessment program. These curriculum-based assessments are specifically aligned to the North Carolina *Standard Course of Study* (NC*SCS*) Extended Content Standards. The ***NCEXTEND1*** measures grade-level extended content standards using a variety of performance tasks. The achievement of students participating in the ***NCEXTEND1*** is measured based on alternate academic achievement standards for the content area(s) being tested.

Student scores in reading, mathematics, and writing from the ***NCEXTEND1*** are used for computing school performance composites as required by the state-mandated ABCs Accountability Program and for determining adequate yearly progress (AYP) under Title I mandates of the *No Child Left Behind Act of 2001*. The science test is required to comply with the federal *No Child Left Behind Act of 2001*. Scores from the ***NCEXTEND1*** science test are included in the computation of the school performance composite as part of the ABCs Accountability Program.

Test scores are among the many ways to find out how well your child is doing in school. However, test scores should always be considered along with *all* other available information provided about your child. Scores on these tests are only one of the many indicators of how well your child is achieving.

NCEXTEND1—Individual Student Report

For students at grades 3, 4, 6, and 7, the Individual Student Report for the ***NCEXTEND1*** provides information concerning performance on the ***NCEXTEND1*** for reading and mathematics. For students at grades 5 and 8, the report includes information concerning performance on the ***NCEXTEND1*** for reading, mathematics, and science. For students at grade 10, the report provides information concerning performance on the ***NCEXTEND1*** reading, mathematics, science, and writing. Sample individual student reports by grade are provided on pages four through six to accompany the following explanations of the items found on the report:

A. The **student score** shows your child's score. This score is determined by a formula that involves the results independently assigned by each individual assessor.

B. **Achievement level** shows the level at which your child performed on the test. Achievement levels are predetermined standards that allow your child's performance to be measured against alternate academic achievement standards. Four achievement levels (i.e., Levels I, II, III, and IV) are reported.

C. The diagram on the right indicates the range of student scores from the lowest possible score to the highest possible score.

D. This diagram shows the four achievement levels and their relation to the possible student scores. The standard for grade-level proficiency is a test score at Achievement Level III or above on the ***NCEXTEND1*** tests. The shaded areas in the diagram indicate Achievement Levels III and IV.

E. This diagram shows your child's score in relation to the range of possible scores and in relation to the four achievement levels. Your child's score is represented by a closed diamond (♦). The bar (▭) behind the closed diamond shows the range of likely scores your child would receive if he or she took the test multiple times.

F. The description of the achievement level is reported for your child's performance in each subject area. The first paragraph contains the generic achievement level descriptor for the general test (i.e., nonalternate assessment). The second paragraph is the achievement level descriptor for the ***NCEXTEND1***. A complete listing of the achievement level descriptors for Achievement Levels I–IV by grade level may be found at http://www.ncpublicschools.org/accountability/policies/tswd/ncextend1.

Key Features of the NCEXTEND1

- The ***NCEXTEND1*** is an alternate assessment for students who have a significant cognitive disability.
- The ***NCEXTEND1*** assesses student achievement on the North Carolina *Standard Course of Study* (NC*SCS*) Extended Content Standards. The extended content standards may be found at: http://www.ncpublicschools.org/curriculum/ncecs.
- The assessment takes place during a designated testing window in the spring.
- Each student has two assessors for each content area assessed with the ***NCEXTEND1***.
- There are 15 test items for reading and mathematics, 12 items for science, and 7 items for writing.
- Students are presented each item one at a time. Each assessor independently scores the student's response as correct or incorrect.
- Both assessors submit their results for the student via an online system.
- The student's score is calculated from the assessors' results.

How Can I Help My Child with Reading?

- Use shared reading as a means for prompting literacy and communication.
- Schedule time for your child to read.
- Provide your child with a variety of suitable reading materials.
- Read aloud to and with your child.
- Take time to discuss interesting books you and your child have read.
- Model reading by reading a variety of materials yourself, such as newspapers, magazines, schedules, etc.
- Discuss the purpose of different types of text such as fiction, letters, newspaper articles, journals, etc.
- Share and discuss articles, diagrams, charts, illustrations, and maps with your child.
- Ask your child open-ended questions that can be answered with a simple word, picture, or using an Augmentative/Alternative Communication (AAC) device (e.g., Why? How do you know? Tell me about . . . Show me).
- Ensure your child reads each day.
- Join your local public library. Many public libraries offer reading programs for children.
- Read, and have your child read to you, words on signs, menus, grocery packaging, and billboards.
- Label items in your home (e.g., stove, sink, bathtub, shoes, coat, etc.).
- Write notes to your child and place in his/her book bag or lunch box.

How Can I Help My Child with Mathematics?

- "Do math" with your child at home. Use number words. Have your child count everything with you. Use a variety of materials to gain and maintain attention.
- Numeration
  - Count while setting the table or stacking groceries.
  - Point out numbers used in the home (e.g., microwave, clock, house number, telephone, recipe).
  - Read a dial/thermostat.
  - Point out fractions used in cooking.
- Point out patterns in the home (e.g., stacking tall cans behind shorter cans, table settings, daily activities, daily schedules).
- Talk about math used in the home using math terms (e.g., adding, subtracting, fractions versus whole, pairs of objects, shapes by name).
- Identify and use measurements with your child including weight, time, length, and size.
- Identify and sort two-dimensional and three-dimensional objects by attributes.
  - Size, weight, angles, shapes, color, placement
- Do math problems with your child using concrete objects/calculators.
- Point out numbers and uses of numbers at home:
  - Newspapers and weather reports include charts, graphs, data, and statistics.
  - Sporting events provide data and statistics.
  - The grocery store affords an opportunity for practicing number and money skills.
  - Recipes can be modified.
  - The changing seasons give an opportunity to examine temperature.
- Join and separate groups of materials to demonstrate concepts such as addition and subtraction, more and less, and big and small.
- Let your child fill and empty containers to practice the concepts of full and empty, inside and outside, and size and shape.
- By "doing math" together, you will demonstrate that learning mathematics is fun.

How Can I Help My Child with Science?

- Life Science
  - Identify living and nonliving things in your environment.
  - Plant some seeds. Watch them develop into plants. Talk about the changes that happen and what the plants need to survive.
  - Talk about ecosystems and the animals and plants that live in them (e.g., ocean, desert, jungle, arctic).
  - Explore the backyard; look for ants and bugs.
  - If there is a family pet, have the child help care for it. Talk about living things needing food, water, and air.
  - Look at pictures of animals and discuss how their structure fits their environment (e.g., web feet, talons, thick fur).
  - Let your child explore how objects are made of smaller parts and that different parts put together make a whole object.
  - Talk about and demonstrate hygiene practices and why they are important.
  - Have your child decide where groceries should be put away (e.g., refrigerator, freezer, cabinet) and explain why.
- Earth/Environmental Science
  - Explore the environment with your child. Talk about the things you see around you.
  - Talk about the weather and its effect on activities.
  - Help your child choose clothes to wear based on weather conditions.
  - Identify and talk about different land forms (e.g., mountains, deserts, valleys, shorelines) and how wind and water can affect them.
  - Show your child how people affect the land and water (e.g., pollution, recycling, dams).
  - Talk about the history of Earth and changes that have occurred (e.g., extinct animals).
  - Have your child describe things in the environment using his/her core vocabulary (e.g., big/little, hard/soft, color, directional words, etc.).
- Physical Science
  - Build things with your child. Talk about how tools help.
  - Play with toys that move, such as cars and balls. Have your child see what happens when different forces are applied (e.g., ramp, wind, push).
  - Show your child cause and effect relationships (e.g., push the door/door closes, press a switch/TV turns on, add water to gelatin powder/water changes color, etc.).
  - Cook with your child. Talk about how the ingredients change when mixed together or with a change in temperature and why those changes occur.

How Can I Help My Child with Writing?

- Provide your child with materials to draw or write with (e.g., crayons, pencils, markers, paint, stamps, and paper). Have these readily available to your child.
- Ask your child questions and have him/her express answers through pictures or words.
- Have your child help write the family grocery list with pictures or words.
- Allow your child to use a computer, word processor, or assistive technology device to produce pictures and/or words.
- Make books about activities your child has participated in, and then let him or her choose a topic from the books to write about (the writing does not have to be legible; it can be picture-based). Talk to your child about what he or she wrote.
- Help your child write thank-you letters for gifts they have received.
- Find authentic reasons to have your child write his or her name (e.g., on paper, on belongings, on a nametag).

Additional Information

For additional information on the ***NCEXTEND1***, visit the NCDPI Division of Accountability Services/North Carolina Testing Program website at http://www.ncpublicschools.org/accountability/policies/tswd/ncextend1.

In compliance with federal laws, NC Public Schools administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law. Inquiries or complaints should be directed to:

Dr. Rebecca Garland, Chief Academic Officer
Academic Services and Instructional Support
6368 Mail Service Center
Raleigh, NC 27699-6368
Telephone (919) 807-3305; Fax (919) 807-4065

NCEXTEND1 Alternate Assessment
Regular Test Administration 2011
Individual Student Report
Public Schools of North Carolina

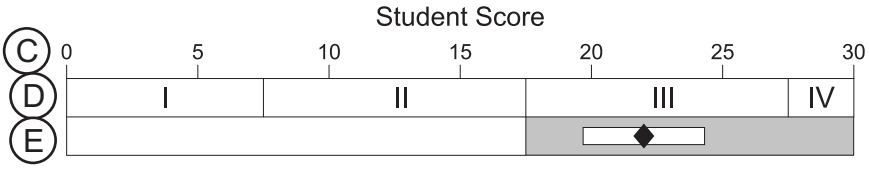
Student
Grade Level **3**
School Name
System Name

For a full explanation of the information provided in this report see: http://www.ncpublicschools.org/accountability/policies/uisrs

Reading

(A) Student Score: **22**

(B) Achievement Level: **III**



(F) Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

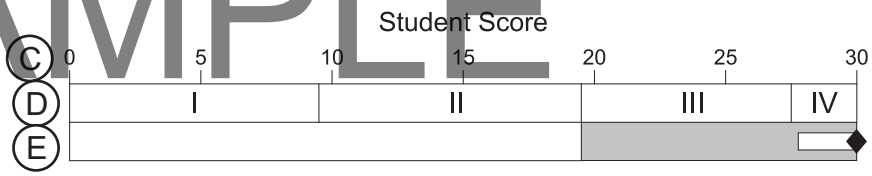
Students performing at Achievement Level III consistently demonstrate reading skills required in the North Carolina Standard Course of Study Extended Content Standards at Grade 3. Students identify sight vocabulary and make connections to text or text to world, comprehend text, and respond to text.

Mathematics

SAMPLE

(A) Student Score: **30**

(B) Achievement Level: **IV**



(F) Students at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at this level can represent whole numbers (0-999) and part-whole relationships in multiple forms. They fluently add and subtract numbers correctly with or without manipulatives. They consistently choose the appropriate measurement tools and/or methods, and use them effectively. They can compare, describe, and classify shapes. They consistently locate points on a grid and follow the path between given points. They collect, organize, and display data to solve problems. They use manipulatives to create different ordered and unordered arrangements. They consistently identify and extend patterns. They model equality using number sentences.

NCEXTEND1 Alternate Assessment
Regular Test Administration 2011
Individual Student Report
Public Schools of North Carolina

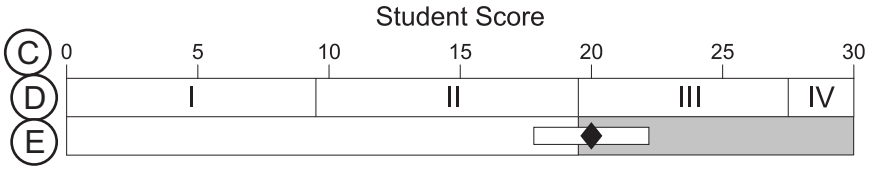
Student
Grade Level **8**
School Name
System Name

For a full explanation of the information provided in this report see: http://www.ncpublicschools.org/accountability/policies/uisrs

Reading

(A) Student Score: **20**

(B) Achievement Level: **III**



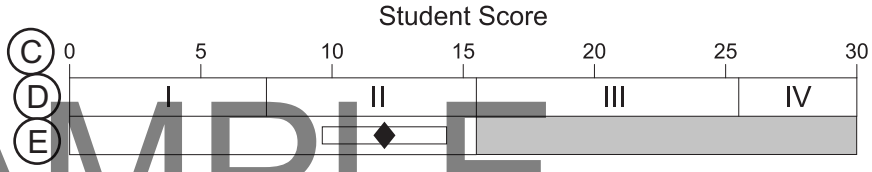
(F) Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III consistently demonstrate reading skills required in the North Carolina Standard Course of Study Extended Content Standards at Grade 8, such as expressive, informational, and argumentative. Students apply strategies such as identifying sight words, making connections, and responding to text. They examine relationships of characters, ideas, concepts, and/or experiences while using visual representations to increase the understanding of texts.

Mathematics

(A) Student Score: **12**

(B) Achievement Level: **II**



SAMPLE

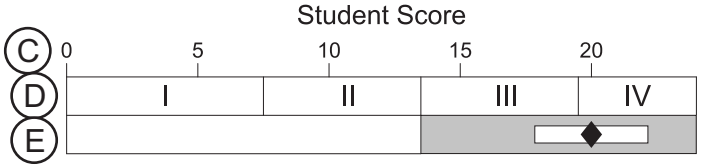
(F) Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at this level have limited success solving mathematical problems by selecting strategies and using appropriate technology. They sometimes identify dilations (stretching and shrinking). They can collect and display data using scatter plots and other graphs. They sometimes demonstrate patterns (emphasizing relation [set of ordered pairs] and function). They have limited success solving one-step equations. They inconsistently recognize and describe constant and varying rates of change.

Science

(A) Student Score: **20**

(B) Achievement Level: **IV**



(F) Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV identify the distribution of water on Earth and the properties of water. Students predict how human actions may impact water resources, how chemicals affect human health, and recognize that specific microorganisms cause certain types of human disease. Students predict physical changes versus chemical changes and can identify how geological events have changed the Earth over time. They recognize that all organisms are made of cells and each has its own function.

NCEXTEND1 Alternate Assessment
Regular Test Administration 2011
Individual Student Report
Public Schools of North Carolina

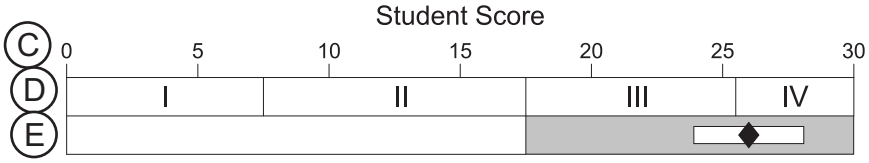
Student
Grade Level **10**
School Name
System Name

For a full explanation of the information provided in this report see: http://www.ncpublicschools.org/accountability/policies/uisrs

Reading

(A) Student Score: **26**

(B) Achievement Level: **IV**



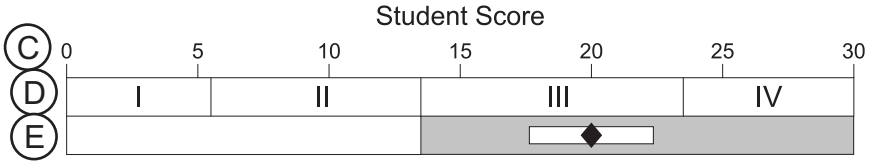
(F) Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate reading skills beyond those required in the North Carolina Extended Content Standards at Grade 10. Students comprehend a variety of expressive, informational, and argumentative world texts/events. They evaluate problems/solutions, cause/effect, and their relationships in the world and across texts. They analyze relationships of events, ideas, concepts, and/or criteria while using visual representations to increase the understanding of texts.

Mathematics

(A) Student Score: **20**

(B) Achievement Level: **III**



(F) Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

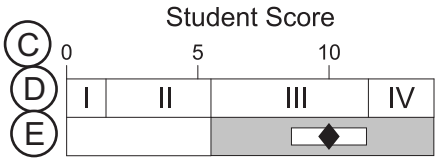
Students performing at this level demonstrate flexibility in solving mathematical problems by selecting strategies and using appropriate technology. They consistently solve problems using two- and three-dimensional shapes, including perimeter, area, and volume. They can demonstrate transformations of figures in a plane. They use graphs and data to solve problems. They consistently solve two-step equations.

SAMPLE

Writing

(A) Student Score: **10**

(B) Achievement Level: **III**



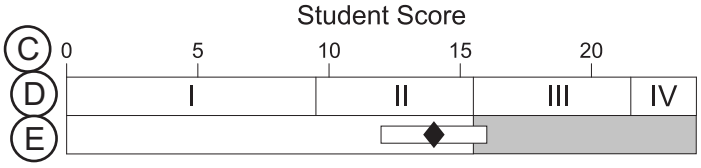
(F) Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III consistently demonstrate writing skills specified in the North Carolina Extended Content Standards at Grade 10. Students provide evidence of using information to determine problems, solutions, causes and effects, and their relationships when creating written products. They demonstrate an understanding of conventions (grammar, usage, and mechanics).

Science

(A) Student Score: **14**

(B) Achievement Level: **II**



(F) Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II recognize that organisms are made of cells which need food to live. They recognize that organisms reproduce and pass on some traits to their offspring. These students recognize different organisms have different characteristics and that organisms and non-living things are part of an environment.