



# Understanding the Individual Student Report for the *NCEXTENDI*

Reading and Mathematics: Grades 3–8 and 10

Writing: Grades 4, 7, and 10

Science: Grades 5, 8, and 10

During the school year, your child was assessed using the *NCEXTENDI*, 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 Grades 4, 7, and 10; and the North Carolina End-of-Course (EOC) Tests of English I, Algebra I, and Biology at grade 10. The *NCEXTENDI* 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* (NCSCS) Extended Content Standards. The *NCEXTENDI* measures grade-level extended content standards using a variety of performance tasks. The achievement of students participating in the *NCEXTENDI* is measured based on alternate academic achievement standards for the content area(s) being tested.

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.

Student scores in reading and mathematics and writing at grade 10 from the *NCEXTENDI* are used in the computation of 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* and beginning with the 2008–09 school year, scores from *NCEXTENDI* science will be included in the computation of the school performance composite as part of the ABCs Accountability Program.

## *NCEXTENDI* — Individual Student Report

The Individual Student Report for the *NCEXTENDI* provides information concerning your child's performance on the *NCEXTENDI* for reading and mathematics. If your child is in grades 4, 7, or 10, the report will also provide information concerning your child's performance on the *NCEXTENDI* for writing. If your child is in grades 5, 8, or 10, the report will also provide information concerning your child's performance on the *NCEXTENDI* for science. Sample individual student reports are provided on pages four and five to accompany the following explanations of the items found on the report:

- A. The **student score** shows the student's score. The student score is determined by a formula that involves the results independently assigned by each individual assessor. To the right of this number is a diagram that shows the student's score in relation to the range of possible scores. The student's score is represented by a shaded diamond (◆).
- B. The **achievement level** shows the achievement level (I, II, III, or IV) earned by the individual student based on the student's score. To the right of this is a diagram with the four achievement levels and their relation to the range. Achievement levels are predetermined standards that allow the student's performance to be measured against alternate academic achievement standards. Four achievement levels (i.e., levels I, II, III, and IV) are reported. The student's achievement level is indicated by the shaded area on the diagram.
- C. The **possible score range** indicates the range of possible student scale scores from the lowest possible score to the highest possible score.
- D. The **description of the achievement level** is reported for the student's performance in each subject area. 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 NCEXTENDI*

- The *NCEXTENDI* is an alternate assessment for students with the most significant cognitive disabilities.
- The *NCEXTENDI* assesses student achievement on the North Carolina *Standard Course of Study* (NCSCS) 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 *NCEXTENDI*.
- 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. (Why? How do you know? Tell me about . . . Show me)
- Ensure that 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 (stove, sink, bathtub, shoes, coat, etc.).
- Write notes to your child and place in their 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 (microwave, clock, house number, telephone, recipe).
  - Read a dial/thermostat.
  - Fractions used in cooking.
- Point out patterns in the home (i.e., stacking tall cans behind shorter cans, table settings, daily activities, daily schedules).
- Talk about math used in the home using math terms (i.e., 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.
- Help your child learn to problem solve by giving them the opportunity to explore, communicate, and make mistakes using the above mathematical concepts.
- 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 in order to survive.
  - Talk about ecosystems and the animals and plants that live in them (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 – (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 (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 the activities that can be done.
  - Help your child choose clothes to wear based on the weather conditions.
  - Identify and talk about different land forms (mountains, deserts, valleys, shorelines) and how wind and water can affect them.
  - Show how people affect the land and water (pollution, recycling, dams).
  - Talk about the history of the earth and changes that have occurred (extinct animals).
  - Have your child describe things in the environment using their core vocabulary (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 (ramp, wind, push).
  - Show your child about cause and effect relationships (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 (i.e., crayons, pencils, markers, paint, stamps, and paper). Have these readily available to your child.
- Ask your child questions and have them express themselves 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 then let them choose a topic from the books to write about (the writing does not have to be legible or it can be picture based). Talk to your child about what they wrote.
- Help your child write thank-you letters for gifts they have received.
- Find authentic reasons to have your child write their name (e.g., on paper, on belongings, on their choice for a restaurant).

### ***Additional Information***

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

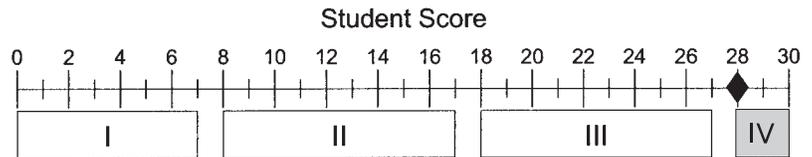
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*Dr. Rebecca Garland, Chief Academic Officer  
Academic Services and Instructional Support  
6368 Mail Service Center  
Raleigh, NC 27699-6368  
Telephone (919) 807-3200; Fax (919) 807-4065*

Scores are based on the tested content of the North Carolina *Standard Course of Study* Extended Content Standards and alternate academic achievement standards.

## Reading

- (A) Student Score: **28**  
(B) Achievement Level: **IV**  
(C) Possible Score Range: **0-30**

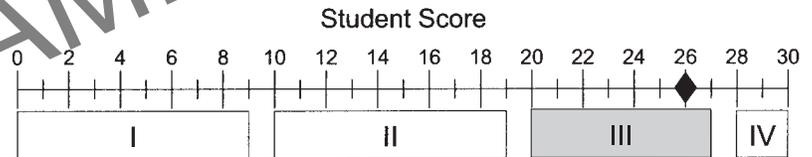


- (D) Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate reading skills beyond those required in the North Carolina Standard Course of Study Extended Content Standards at Grade 3. Students identify and understand text vocabulary and make connections to a variety of texts. They identify setting, main characters, and events in various literary genres.

## Mathematics

- (A) Student Score: **16**  
(B) Achievement Level: **III**  
(C) Possible Score Range: **0-30**



- (D) 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 number sense for whole numbers (0-999) and for part-whole relationships. They consistently add and subtract numbers correctly with or without manipulatives. They consistently demonstrate ability to use measurement tools and/or methods. They can describe and classify shapes. They consistently locate objects/points on a grid. They organize and display data. They use manipulatives to create different ordered arrangements. They consistently replicate patterns. They model equality using sets of manipulatives.

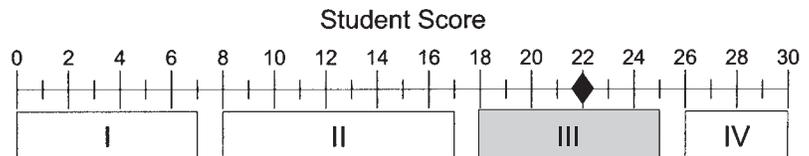
Scores are based on the tested content of the North Carolina *Standard Course of Study* Extended Content Standards and alternate academic achievement standards.

### Reading

(A) Student Score: **22**

(B) Achievement Level: **III**

(C) Possible Score Range: **0-30**



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

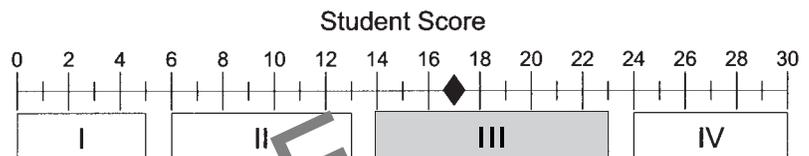
Students performing at Achievement Level III consistently demonstrate grade level reading skills required in the North Carolina Extended Content Standards at Grade 10. Students show evidence of comprehension of a variety of expressive, informational, and argumentative world texts/events. They determine problems/solutions, cause/effect, and their relationships in the world and across texts. Students examine relationships of events, ideas, concepts, and/or criteria while using visual representations to increase the understanding of texts.

### Mathematics

(A) Student Score: **17**

(B) Achievement Level: **III**

(C) Possible Score Range: **0-30**



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

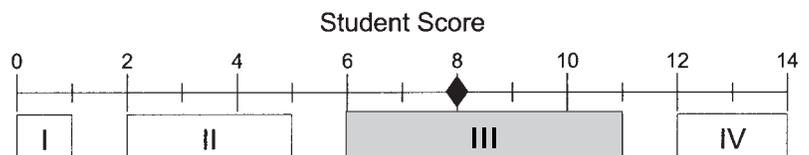
Students performing at this level demonstrate flexibility in solving mathematical problems by selecting strategies and using appropriate technology. They consistently solve problems using two- and three-dimensional shapes, including perimeter, area, and volume. They can demonstrate transformations of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

### Writing

(A) Student Score: **8**

(B) Achievement Level: **III**

(C) Possible Score Range: **0-14**



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

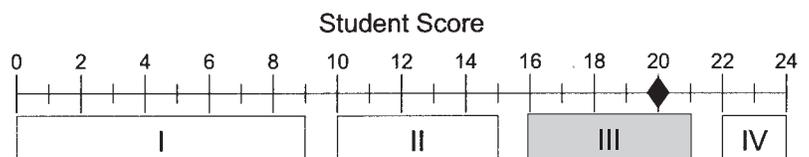
Students performing at Achievement Level III consistently demonstrate writing skills specified in the North Carolina Extended Content Standards at Grade 10. Students provide evidence of using information to determine problems, solutions, causes and effects, and their relationships when creating written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

### Science

(A) Student Score: **20**

(B) Achievement Level: **III**

(C) Possible Score Range: **0-24**



- (D) 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 recognize that cells have structure and need food to carry out their function. These students recognize that organisms reproduce, pass on some traits to their offspring, and evolve over time. They classify organisms based on their characteristics and recognize that relationships exist between organisms and their physical environment.