

NORTH CAROLINA TESTING PROGRAM ASSESSMENT OPTIONS

2009–10

GRADES 3-8	GENERAL ASSESSMENT OPTIONS		ALTERNATE ASSESSMENT OPTIONS	
	General Test Administration	General Test Administration with Accommodations	<i>NCEXTEND2</i> EOG	<i>NCEXTEND1</i>
Measured North Carolina Standard Course of Study (NCSCS) Content	Grade Level	Grade Level	Grade Level	Extended Content Standards
Academic Achievement Standards (Cut scores)	Grade-Level Academic Achievement Standards ¹	Grade-Level Academic Achievement Standards ¹	Grade-Level Modified Academic Achievement Standards ²	Alternate Academic Achievement Standards ³
Test Format Reading and Math Grades 3–8 Science Grades 5 and 8	Multiple-Choice	Multiple-Choice	Modified Multiple-Choice	Performance Tasks
Eligible Students ⁴	All Students	Students who are LEP who meet specific criteria, ⁴ students with disabilities who have an IEP or a Section 504 Plan, and students with a transitory impairment	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

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

² **Grade-Level Modified Academic Achievement Standards:** Modified academic achievement standards are aligned with grade-level content for the grade in which the student is enrolled, but differ in complexity from grade-level academic achievement standards.

³ **Alternate Academic Achievement Standards:** Alternate academic achievement standards 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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">NCEXTEND2 EOG</p>	<ul style="list-style-type: none"> • The student must have a current IEP. • The student DOES NOT have a current Section 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.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">NCEXTEND1</p>	<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 (i.e., NC WISE). • 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 NCEXTEND1 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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Accommodations</p>	<ul style="list-style-type: none"> • To be eligible for accommodations for state tests of reading, mathematics, or science, students identified as limited English proficient (LEP) must have: <ul style="list-style-type: none"> ◦ scored below Level 5 Bridging on the reading test of the W-APT™ or ACCESS for ELLs®.
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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 scored below Level 4 Expanding on the reading subtest of the W-APT™ or ACCESS for ELLs® ([GCS-C-021 \[16 NCAC 6G .0312\]](#)).