

NORTH CAROLINA TESTING PROGRAM ASSESSMENT OPTIONS

2009–10

GRADES 9–12	GENERAL ASSESSMENT OPTIONS		ALTERNATE ASSESSMENT OPTIONS	
	General Test Administration	General Test Administration with Accommodations	<i>NCEXTEND2</i> OCS ¹	<i>NCEXTEND1</i>
Measured NC Standard Course of Study (NCSCS) Content	Grade Level/Course	Grade Level/Course	Grade Level/Course	Extended Content Standards
Academic Achievement Standards (Cut scores)	Grade-Level/Course Academic Achievement Standards ²	Grade-Level/Course Academic Achievement Standards ²	Modified Academic Achievement Standards	Alternate Academic Achievement Standards ³
Test Format End-of-Course	Multiple-Choice	Multiple-Choice		
Test Format Reading, Math, Science (Alternate Assessments)			Multiple-Choice	Performance Tasks
Test Format Writing Grade 10	Extended Informational Response	Extended Informational Response	Expressive Mode	Performance Tasks
Eligible Students ⁴	All Students	Students who are limited English Proficient (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) who are following the Occupational Course of Study (OCS) ⁴	Students with disabilities who have a current IEP and meet specific criteria ⁴

¹ *NCEXTEND2* OCS assessments are required for meeting state accountability (i.e., ABCs). Effective with the 2008–09 school year, *NCEXTEND2* OCS assessments are not used for federal accountability (i.e., AYP).

² *Grade-Level/Course Academic Achievement Standards*: Academic achievement standards are aligned with grade-level or course content and set forth the expectations of student performance.

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

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 at Grade 10, which is given in March.</i></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 enrolled for credit in courses in the Occupational Course of Study which require an NCEXTEND2 OCS 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. • For the NCEXTEND2 OCS in writing, the student is assigned to grade 10 according to the student information management system (i.e., NC WISE) 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 (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; • 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: <ul style="list-style-type: none"> ◦ scored below Level 5 Bridging on the reading subtest 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: <ul style="list-style-type: none"> ◦ scored below Level 5 Bridging on the writing subtest 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 writing assessment at grade 10 **IF** they have scored below Level 4 Expanding on the reading subtest of the W-APT™ or ACCESS for ELLs® ([GCS-C-021 \[16 NCAC 6G .0312\]](#)).