

North Carolina Testing Program

North Carolina Alternate Assessment System

NCEXTEND2 EOG (Reading and Math Grades 3-8, Science 5 and 8, and Writing Grades 4 and 7)

Eligibility Criteria

Representatives from the NCDPI Division of Accountability Services, in conjunction with the NCDPI Exceptional Children's Division, and based on final regulations, Federal Register (April 7, 2007), and non-regulatory guidance from the United States Department of Education, Title I for Improving the Academic Achievement of the Disadvantaged and Individuals with Disabilities Education Act (IDEA)-Assistance to States for the Education of Children with Disabilities have developed the following guidelines for participation in the *NCEXTEND2 EOG* Alternate Assessments (reading and mathematics grades 3-8, science grades 5 and 8, and writing grades 4 and 7) based on modified academic achievement standards.

According to G.S. § 115C-105.20:

“The General Assembly believes that all children can learn. It is the intent of the General Assembly that the mission of the public school community is to challenge with high expectations each child to learn, to achieve, and to fulfill his or her potential. With that mission as its guide, the State Board of Education shall develop a School-Based Management and Accountability Program. The primary goal of the Program shall be to improve student performance.”

It is to this end that students should be placed in the most challenging and most appropriate assessment to ensure that all students are sufficiently challenged to realize their potential. It is the expectation that **ALL** students who participate in *NCEXTEND2 EOGs* are receiving instruction in the grade level North Carolina *Standard Course of Study (SCS)* for the subject(s) in which the students are being assessed.

To determine student participation in the *NCEXTEND2 EOG* (Grades 3-8 reading and mathematics, science grades 5 and 8, and writing at grades 4 and 7), the following eligibility requirements must be considered:

- 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 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 objective evidence, (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 student's progress in achieving those goals; and
- The nature of the student's disability may require assessments that are different in design.

A student may be assessed based on modified academic achievement standards in one or more subjects for which assessments are administered. Students eligible to take assessments based on modified academic achievement standards may be in any of the 13 disability categories listed in the IDEA. The decision to assess a student based on modified achievement standards must be reviewed annually as part of the IEP process. Based on Federal regulations for AYP calculations, the number of students achieving level 3 or higher when assessed using modified achievement standards must not exceed 2% of all students in the grades assessed for Reading and Mathematics. The decision to place a student in an assessment based on modified achievement standards must not preclude a student from earning a regular high school diploma.

Parents of these students, as part of the IEP team and as participants in the IEP process, are to be informed that their child's achievement will be measured (specific subjects) based on modified academic achievement standards.