

THE NORTH CAROLINA TESTING PROGRAM 2009–2010

For additional information about the North Carolina Testing Program, visit the Accountability Services Division Web site <http://www.ncpublicschools.org/accountability/>.

Elementary and Middle School Grades 3 – 8

Quick Facts about Testing at Grades 3–8:

- Students at grades 3–8 take end-of-grade tests in reading comprehension and mathematics during the last 22 days of the school year.
- Students at grades 5 and 8 take an end-of-grade test in science during the last 22 days of the school year.
- Some students at grades 4 and 8 participate in the National Assessment of Educational Progress (NAEP).
- Alternate assessments are available for many of the state tests for students with disabilities who have Individualized Education Programs (IEPs) and students with limited English proficiency who meet specific eligibility requirements.
- All students identified as limited English proficient must be annually assessed to determine progress and level of English language proficiency.

End-of-Grade Tests (EOG) Basic Facts:

- End-of grade tests in reading comprehension, mathematics, and science are multiple-choice tests given during the last 22 days of the school year.

Reading Comprehension:

- The end-of-grade reading comprehension tests measure the 2004 goals and objectives as defined in the North Carolina English Language Arts *Standard Course of Study*.
- Students read authentic selections and then answer questions related to the selections.
- The reading selections represent different genres students read such as fiction, nonfiction, poetry, content, and consumer. Drama is not one of the test selection genres because dramas are intended to be acted, not read independently as required in a multiple-choice testing format.
- Knowledge of vocabulary is assessed indirectly through application and understanding of terms within the context of the selections and questions.

Mathematics:

- The end-of-grade mathematics tests measure the 2003 goals and objectives as defined in the North Carolina Mathematics *Standard Course of Study*.
- Students are assessed in the five strands of the mathematics curriculum: 1) number and operations, 2) measurement, 3) geometry, 4) data analysis and probability, and 5) algebra.
- For grades 3–7, the mathematics EOG test is administered in two parts: calculator active and calculator inactive. Students are allowed to use calculators during the calculator active part of

the test; students are not allowed to use calculators during the calculator inactive part of the test. For the EOG mathematics test at grade 8, students are allowed to use calculators during the entire test.

- The estimated time allotted for both the reading comprehension and the mathematics tests is approximately six hours over multiple days for grades 3–7 and five hours over multiple days for grade 8. This includes time for test administration duties and, where appropriate, scheduled breaks.

Science:

- The end-of-grade science tests at grades 5 and 8 measure the 2004 goals and objectives as defined in the North Carolina Science *Standard Course of Study*.
- Students at grades 5 and 8 use calculators for the tests.
- The estimated time allotted for the science test is approximately two and one half hours. This includes time for test administration duties and, where appropriate, scheduled breaks.

**Writing Instruction System
Basic Facts:**

- Students at grades 4 and 7 participate throughout the school year in the Writing Instruction System Pilot.
- Students complete two content-specific writing assignments and two on-demand writing tasks.
- Grade 4 students complete their writing assignments/tasks using paper and pencil with the use of word processing tools as a local or an accessibility option.
- Grade 7 students complete their writing assignments/tasks using word processing tools.
- To more information on the Writing Instruction System Pilot at Grades 4 and 7, visit the NCDPI Accountability and Curriculum Reform Effort (ACRE) Web site at <http://www.ncpublicschools.org/acre/writing>.

**National Assessment of Educational Progress (NAEP)
Basic Facts:**

- North Carolina has participated voluntarily in the National Assessment of Educational Progress (NAEP), also known as the *Nation's Report Card*, for more than a decade.
- NAEP is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas.
- *No Child Left Behind* requires all 50 states to participate in NAEP.
- Selected fourth and eighth grade students participate in NAEP.
- State-level results are reported for grades 4 and 8 in mathematics, reading, science, and writing. This allows comparisons between states and the nation.
- Selected students at ages 9 and 13 participate in NAEP Long-Term Trend (LLT) assessments. LLT assessments are administered every four years in mathematics and reading. Results are only reported at the national level. Measuring trends of student achievement or change over time requires the precise replication of past procedure. Therefore, the LLT instrument does not evolve based on changes in curricula or educational practices, unlike main NAEP.

- For additional information on the National Assessment of Educational Progress, visit <http://www.dpi.state.nc.us/accountability/policies/naep/naep>.

**State-Identified Language Proficiency Testing
Basic Facts:**

- According to State Board of Education policy [GCS-C-021 \(16NCAC 6G .0312\)](#) students identified as limited English proficient shall be included in the statewide testing program.
- Language minority students are identified through the use of a home language survey.
- The state-identified English language proficiency test is administered to eligible students in grades Kindergarten through grade twelve.
- The WIDA ACCESS Placement Test (W-APT™) is administered to all initially enrolled language minority students within 30 calendar days of enrollment. This test functions as a screener that is used for the initial assessment and English as a Second Language (ESL) program placement of students who are identified as limited English proficient (LEP).
- The annual test, Assessing Comprehension and Communication in English State-to-State for English Language Learners (*ACCESS for ELLs*) is designed to satisfy NCLB requirements for Title III.
- Both the W-APT and the ACCESS for ELLs consists of four subtests that assess the student's English speaking, listening, reading, and writing skills.
- All students identified as limited English proficient (based solely upon the W-APT or ACCESS scores) must be administered the ACCESS for ELLs during the annual testing window.
- The results from the annual administration of the state English language proficiency test are used to measure progress and proficiency in the English language.

High School Grades 9–12

Quick Facts about Testing at Grades 9–12:

- Students who are enrolled for credit in courses where end-of-course tests are required shall take the appropriate end-of-course test.
- Some students at grade 12 participate in the National Assessment of Educational Progress (NAEP).
- The State Board of Education requires students to meet the following graduation requirements in addition to all local requirements:
 - Students entering the ninth grade for the first time in 2006–07 and afterward are required to pass five end-of-course (EOC) assessments. The five required EOC assessments are Algebra I, Biology, English I, Civics & Economics, and U.S. History. The exit standards do not apply to the students following the Occupational Course of Study. Students following the Occupational Course of Study are required to meet rigorous exit standards as outlined in [GCS-N-004 \(16NCAC 6 D .0503\)](#).
 - At this time, the graduation project is not required. Session Law 2009-60, House Bill 223 states the following, "The State Board shall not require any student to prepare a high school graduation project as a condition of graduation from high school prior to July 1, 2011; local boards of education may, however, require their students to complete a high school graduation project."

End-of-Course Tests (EOC) Basic Facts:

- All end-of-course tests are multiple-choice tests.
- Local Educational Agencies (LEAs) have the option of administering end-of-course tests in the paper-pencil or online format.
- The end-of-course tests measure the student's grasp of the North Carolina *Standard Course of Study* goals and objectives for a particular subject.
- End-of-course tests are scheduled for the following subjects: English I, Algebra I, Geometry, Algebra II, Civics & Economics, U.S. History, Physical Science, and Biology.
- Students taking the Integrated Mathematics (IM) series no longer are required to take the Geometry EOC exam during the IM III. Students taking the IM series are still required to take the Algebra I end-of-course assessment during the final five days of the Integrated Math II course if taken on a block schedule or the final ten days if taken on a traditional schedule. The Algebra II end-of-course assessment must be administered during the final 12 days of the Integrated Math III course if taken on a block schedule or the final 17 days if taken on a traditional schedule.
- EOC tests are given during the last 12 days of the course (4x4/semester courses) or the last 17 days of the course (traditional schedule) of the instructional period.
- Per State Board of Education policy [GCS-C-003 \(16NCAC 6D.0305\)](#), schools are to use results from all end-of-course tests as at least twenty-five percent (25%) of the student's final grade for each respective course.

- Students entering the ninth grade for the first time in 2006–07 and afterward are required to perform at Achievement Level III or above on the five EOC assessments of Algebra I, Biology, English I, Civics & Economics, and U.S. History. The exit standards do not apply to students following the Occupational Course of Study. Students following the Occupational Course of Study are required to meet rigorous exit standards as outlined in State Board of Education policy [GCS-N-004 \(16 NCAC 6D. 0503\)](#).
- Algebra I and the combination of English I and the grade 10 writing assessment are used for meeting the *No Child Left Behind Act of 2001* (NCLB) high school testing requirements.
- Approximately two to two and one half hours are allotted for end-of-course tests. This does not include time for test administration duties and, where appropriate, scheduled breaks.

**General Writing Assessment
Basic Facts:**

- Students at grade 10 take a writing assessment in March.
- Students write an extended informational response (definition or cause/effect).
- Scoring of the assessment is comprised of a content component and a conventions component.
- In content the writing assessment measures focus, organization, support and elaboration, and style. In conventions it measures usage and mechanics, which includes spelling.
- Algebra I and the combination of English I and the grade 10 writing assessment are used for meeting the *No Child Left Behind Act of 2001* (NCLB) high school testing requirements.
- Approximately two hours is allotted for this test. This includes time for test administration duties and, where appropriate, scheduled breaks.

**National Assessment of Educational Progress (NAEP)
Basic Facts:**

- North Carolina has participated voluntarily in the National Assessment of Educational Progress (NAEP), also known as the *Nation's Report Card*, for more than a decade. NAEP is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas.
- *No Child Left Behind* now requires all 50 states to participate in NAEP.
- Selected twelfth grade students participate in NAEP. Results for grade 12 are only reported at the national level.
- Selected students at ages 13 and 17 participate in NAEP Long-Term Trend (LLT) assessments. LLT assessments are administered every four years in mathematics and reading. Results are only reported at the national level. Measuring trends of student achievement or change over time requires the precise replication of past procedure. Therefore, the LTT instrument does not evolve based on changes in curricula or educational practices, unlike main NAEP.
- For additional information on the National Assessment of Educational Progress, visit <http://www.dpi.state.nc.us/accountability/policies/naep/naep>.

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- Language minority students are identified through the use of a home language survey.
- The state-identified English language proficiency test is administered to eligible students in grades kindergarten through grade twelve.
- The WIDA ACCESS Placement Test (W-APT™) is administered to all initially enrolled language minority students within 30 calendar days of enrollment. This test functions as a screener that is used for the initial assessment and English as a Second Language (ESL) program placement of students who are identified as limited English proficient (LEP).
- The annual test, Assessing Comprehension and Communication in English State-to-State for English Language Learners (*ACCESS for ELLs*) is designed to satisfy NCLB requirements for Title III.
- Both the W-APT and the ACCESS for ELLs consists of four subtests that assess the student's English speaking, listening, reading, and writing skills.
- All students identified as limited English proficient (based solely upon the W-APT or ACCESS scores) must be administered the ACCESS for ELLs during the annual testing window.
- The results from the annual administration of the state English language proficiency test are used to measure progress and proficiency.

Alternate Assessments

NCEXTEND2—End-of-Grade Basic Facts:

- ***NCEXTEND2*** is a multiple-choice end-of-grade (EOG) test based on modified grade-level academic achievement standards.
- ***NCEXTEND2*** measures student performance against modified grade-level academic achievement standards in the following subject areas:
 - Reading at grades 3–8,
 - Mathematics at grades 3–8, and
 - Science at grades 5 and 8.
- ***NCEXTEND2*** uses simplified language, shorter passages, fewer items and fewer answer choices compared to the standard EOG tests to assess students on grade-level concepts.
- ***NCEXTEND2*** is designed for students who have a current Individualized Education Program (IEP) that includes goals that are based on grade-level content standards and provides for monitoring of the student’s progress in achieving those goals.
- The ***NCEXTEND2*** EOG is given during the last 27 days of the school year.

Reading Comprehension:

- Students read authentic selections and then answer questions related to the selections.
- The reading selections represent different genres students read such as fiction, nonfiction, poetry, content, and consumer. Drama is not one of the test selection genres because dramas are intended to be acted, not read independently as required in a multiple-choice testing format.
- Knowledge of vocabulary is assessed indirectly through application and understanding of terms within the context of the selections and questions.

Mathematics:

- Students are assessed in the five strands of the mathematics curriculum: 1) number and operations, 2) measurement, 3) geometry, 4) data analysis and probability, and 5) algebra.
- For grades 3–7, the mathematics ***NCEXTEND2*** EOG test is administered in two parts: calculator active and calculator inactive. Students are allowed to use calculators during the calculator active part of the test; students are not allowed to use calculators during the calculator inactive part of the test. For the ***NCEXTEND2*** EOG mathematics test at grade 8, students are allowed to use calculators during the entire test.

Science:

- The ***NCEXTEND2*** EOG science tests at grades 5 and 8 measure the 2004 goals and objectives as defined in the North Carolina *Standard Course of Study*.
- Students at grades 5 and 8 use calculators for the tests.
- This test requires students to demonstrate knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations.

***NCEXTEND2 Occupational Course of Study (OCS) Writing
Basic Facts:***

- Students at grade 10 who are participating in the Occupational Course of Study (OCS) take a writing assessment in March.
- Students write an expressive mode response (letters or journal entries).
- Approximately one and one half hours is allotted for this test. This includes time for test administration duties and, where appropriate, scheduled breaks.

***NCEXTEND2 Occupational Course of Study
(OCS) Basic Facts:***

- ***NCEXTEND2*** OCS is a modified multiple-choice test based on modified academic achievement standards.
- All students enrolled for credit in the Occupational Course of Study (OCS) in Occupational Mathematics I, Occupational English I, and Life Skills Science I and II are expected to participate in the ***NCEXTEND2*** OCS Assessment. Students who participate in the Life Skills Science assessment must have completed both Life Skills Science I and Life Skills Science II prior to taking the assessment.
- ***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 meeting federal accountability (i.e., AYP).
- ***NCEXTEND2*** OCS uses simplified language, shorter passages, fewer items and fewer answer choices compared to the standard tests to assess students on course concepts.
- ***NCEXTEND2*** OCS measures student performance in the following subject areas:
 - Occupational English I,
 - Occupational Mathematics I,
 - Life Skills Science I and II, and
 - Writing

***NCEXTEND1
Basic Facts:***

- ***NCEXTEND1*** is an alternate assessment designed for students with significant cognitive disabilities.
- The assessment process requires students to perform tasks on-demand.
- Assessment tasks align with the North Carolina *Standard Course of Study* (SCS) Extended Content Standards.
- ***NCEXTEND1*** measures student performance in the following subject areas:
 - Reading at grades 3–8 and 10,

- Mathematics at grades 3–8 and 10,
- Science at grades 5, 8, and 10, and
- Writing at grade 10.
- The ***NCEXTENDI*** is designed for students with disabilities who:
 - Have a current Individualized Education Program (IEP),
 - Are enrolled in grades 3–8 or 10 according to the Student Information Management System (i.e., NC WISE),
 - Are instructed in the North Carolina *Standard Course of Study* Extended Content Standards in all assessed content areas, and
 - Have a *significant cognitive disability* (i.e., exhibit 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).
- The vast majority of students with disabilities do not have a significant cognitive disability. The ***NCEXTENDI*** is not appropriate for students who:
 - are being instructed in *any or all* of the general grade-level content standards of the North Carolina *Standard Course of Study*;
 - 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).
- The ***NCEXTENDI*** Alternate Assessment is designed for students who have a severe intellectual disability; it is **NOT** designed for students who have a specific learning disability.
- The ***NCEXTENDI*** for writing at grade 10 takes place during a designated window in March.
- The ***NCEXTENDI*** for reading, mathematics, and science takes place during a designated window beginning in April and concluding in June.