

NCEXTENDI **Eligibility Criteria**

The ***NCEXTENDI*** alternate assessment is a performance-based alternate assessment designed to assess students with significant cognitive disabilities who are being taught using the North Carolina Extended Content Standards. ***NCEXTENDI*** alternate assessment items are grade-level, performance-based, multiple-choice items that measure the standards specified in the North Carolina Extended Content Standards. These Extended Content Standards are available for download at <http://www.ncpublicschools.org/curriculum/ncecs>.

The ***NCEXTENDI*** alternate assessment is available for the following grades and content areas:

- Grade 3 English language arts/reading and mathematics
- Grade 4 English language arts/reading and mathematics
- Grade 5 English language arts/reading, mathematics, and science
- Grade 6 English language arts/reading and mathematics
- Grade 7 English language arts/reading and mathematics
- Grade 8 English language arts/reading, mathematics, and science
- Grade 10 English II, Math I, and biology
- Grade 11 English language arts/reading, mathematics, and science (combined in one assessment)

Note: If the Individualized Education Program (IEP) team determines, based on the following eligibility criteria, that the ***NCEXTENDI*** is the most appropriate assessment for a student, then that student must be assessed using the ***NCEXTENDI*** in all content areas assessed at that grade level.

To determine participation in any of the ***NCEXTENDI*** alternate assessments, the following eligibility requirements must be met:

- The student must have a current IEP.
- The student is enrolled in grades 3–8, 10, or 11, according to PowerSchool. Note: Only those students enrolled in 11th grade for the first time are required to take the ***NCEXTENDI*** alternate assessment at grade 11.
- The student is instructed using the North Carolina Extended Content Standards in all assessed content areas (i.e., English Language Arts/Reading, Mathematics, and Science).
- The student has a significant cognitive disability.
 - The student’s disability significantly impacts adaptive behaviors, defined as those skills which are essential for someone to live and function independently.
 - The student requires extensive and repeated individualized instruction and support to make meaningful gains.
 - The student uses substantially adapted materials and individualized methods of accessing information in alternative ways.

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 assessed general grade-/course-level content standards of the North Carolina *Standard Course of Study* (i.e., English Language Arts/Reading, Mathematics, and Science);
- demonstrate delays only in academic achievement;
- demonstrate delays only in selected areas of academic achievement;
- demonstrate delays owing primarily to behavioral issues; or
- if in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study).

Evidence for the decision to participate in *NCEXTENDI* is not based on

- a disability category or label,
- poor attendance or extended absences,
- native language/social, cultural, or economic differences,
- expected poor performance on the general education assessment,
- academic or other services the student receives,
- educational environment or instructional setting,
- percent of time receiving special education services,
- English Learner (EL) status,
- low reading level/achievement level,
- anticipated disruptive behavior,
- impact of student scores on the accountability program,
- administration decision,
- anticipated emotional distress, or
- need for accommodations to participate in the assessment process.

IEP teams can use the *North Carolina Alternate Assessment Decision-Making Chart* in Appendix D of the *2017–18 Testing Students with Disabilities* publication to aid in decision making regarding the *NCEXTENDI* alternate assessment for students.

In rare cases, students who are medically fragile because of a significant medical emergency and/or condition and are unable to participate in a specific test administration may be granted a medical exception. The principal or school test coordinator must contact the school system test coordinator for procedures on how to request a medical exception. All medical exceptions must be approved by the Division of Accountability Services/North Carolina Testing Program.