

Assessment Brief



Public Schools of North Carolina • State Board of Education • William C. Harrison, Ed.D., Chairman and Chief Executive Officer • North Carolina Department of Public Instruction •
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End-of-Grade Retest 1

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Retest 1 Scores Approved for Calculating ABCs Performance Composite and AYP Results

On January 8, 2009, the State Board of Education (SBE) approved the use of reading and mathematics Retest 1 scores at grades 3 through 8 and the use of science Retest 1 scores at grades 5 and 8 for calculating ABCs Performance Composite and AYP results for the 2008–09 school year and beyond.

Eligibility for Retest 1

All public school students at grades 3 through 8 who score Achievement Level II on the Regular administration (i.e., first administration) of the end-of-grade reading and mathematics assessments must be administered Retest 1. Additionally, all public school students at grades 5 and 8 who score Achievement Level II on the Regular administration (i.e., first administration) of the end-of-grade science assessment must be administered Retest 1.

Assessment is defined as the general administration and its alternate. Alternate assessments include the following:

- NCCLAS
- *NCEXTEND2*
- *NCEXTEND1*

Retest 1 is mandatory for all students scoring at Level II unless they are exempted by the state (see below). Retest 1 is not required for students scoring at Level I. However, parents of students who score at Achievement Level I may request that their children participate in Retest 1.

Note: LEAs may have more rigorous retesting policies (e.g., require all Level I students to take Retest 1). However, local policies cannot be developed that specifically exclude any particular group of students, such as students with disabilities or students identified as limited English proficient.

Students Exempt from Retest 1

The following students are exempt from Retest 1:

- Students identified as limited English proficient (LEP) in their first year in U.S. schools who score below Level 4 Expanding on the reading subtest of the state-identified English language proficiency test. These students are *exempt from Retest 1* because their scores from the Regular administration of the test are not used in state or federal accountability.

Guidelines for Administration of Retest 1

Remediation prior to Retest 1 is not required. Additional instruction prior to Retest 1 will be provided based on the needs of the students as determined by the local education agency (LEA).

Retest 1 may be given at any time following the Regular administration. The school system test coordinator determines when retests will occur at the school.

The higher of the Regular or Retest 1 score will be included in ABCs Performance Composite and AYP results. Reading and mathematics scores are used for calculating ABCs Performance Composite and AYP results. Science scores are used for calculating ABCs Performance Composite.

Review Procedures for Promotion at Grades 3, 5, and 8

After Retest 1, schools may use the results from both the Regular administration and Retest 1 along with other available information (e.g., formative or benchmark data, portfolios) to make student promotion decisions at grades 3, 5, and 8.

For any student at grades 3, 5, and 8 who does not score at Achievement Level III or above on Retest 1 for *reading comprehension* and/or *mathematics*, the following review procedures will apply to ensure that students meet the student accountability standards as outlined in Section I of 16 NCAC 6D .0502 (HSP-N-003):

- A teacher or a parent may request a promotion for a student scoring below Achievement Level III.
- Based on the needs of the student, the LEA will determine whether or not to require the student to be subjected to focused intervention and/or a third administration (i.e., Retest 2).
- Upon a request by the parent or teacher, or at the discretion of school administration, and when deemed appropriate by the LEA, a review committee will be convened to review a promotion request.
- The review committee will be appointed by the LEA and will be comprised of teachers, principals, and/or central office administrators from the district. Special education personnel must be included if the

student is identified as a special needs student. English as a second language staff must be included if the student is identified as limited English proficient (LEP).

- The committee will review documentation presented by teachers on behalf of the student, including but not limited to: student work samples, test data other than the EOG, information from parents, information from the individualized education program (IEP), if applicable, and any other information tending to verify that the student is at grade level.
- The student's parent shall be invited to the review and allowed to speak on the student's behalf.
- The recommendation of the review committee is subject to the principal's authority to grade and classify pupils, G.S. §115C-288(a).

While this policy provides a mechanism for considering promotion requests, all promotion decisions must be made in accordance with both state and local policies.

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