

GRADES 3-8	GENERAL ASSESSMENT OPTIONS ¹		ALTERNATE ASSESSMENT OPTIONS ¹	
	General Test Administration	General Test Administration with Accommodations	NCEXTEND2 EOG ²	NCEXTEND1 ²
Measured: English Language Arts/Reading & Mathematics: <i>Common Core State Standards</i> Science: <i>Essential Standards</i>	Grade Level	Grade Level	Grade Level	North Carolina Extended Content Standards for the Common Core State Standards and the Essential Standards
Academic Achievement Standards (Cut scores)	Grade-Level Academic Achievement Standards ³	Grade-Level Academic Achievement Standards ³	Grade-Level Modified Academic Achievement Standards ⁴	Alternate Academic Achievement Standards ⁵
Test Format English Language Arts/Reading Grades 3–8	Multiple-Choice	Multiple-Choice	Multiple-Choice ⁶	Performance Tasks
Test Format Mathematics Grades 3–4	Multiple-Choice	Multiple-Choice	Multiple-Choice ⁶	Performance Tasks
Test Format Mathematics Grades 5–8	Multiple-Choice & Gridded Response	Multiple-Choice & Gridded Response	Multiple-Choice ⁶ & Gridded Response	Performance Tasks
Test Format Science Grades 5 and 8	Multiple-Choice & Technology Enhanced ⁷	Multiple-Choice & Technology Enhanced ⁷	Multiple-Choice ⁶ & Technology Enhanced ⁷	Performance Tasks
Eligible Students	All Students	Students who are LEP who meet specific eligibility criteria, ⁸ 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) and meet specific eligibility criteria ⁸	Students with disabilities (who have a current IEP) and meet specific eligibility criteria ⁸

¹ North Carolina does not provide any general assessment or alternate assessment in a language other than English.

² Eligible students participate with or without accommodations.

³ **Grade-Level Academic Achievement Standards:** Academic achievement standards are aligned with grade-level content and set forth the expectations of student performance.

⁴ **Grade-Level Modified Academic Achievement Standards:** Modified academic achievement standards are aligned with grade-level content for the grade in which the student is enrolled, but differ in complexity from grade-level academic achievement standards.

⁵ **Alternate Academic Achievement Standards:** Alternate academic achievement standards are aligned with the grade-level North Carolina Extended Content Standards, and the Essential Standards are expectations of student performance that differ in complexity from grade-level academic achievement standards.

⁶ The multiple-choice format consists of three answer choices instead of four.

⁷ Technology enhanced items are found only in the online assessments.

⁸ Specific eligibility criteria are listed on page 2 of this document.

Specific Eligibility Criteria for Students with Disabilities

NCEXTEND2 EOG	<ul style="list-style-type: none"> The student must have a current Individualized Education Program (IEP). The student DOES NOT have <i>only</i> a current Section 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 through the North Carolina 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 <u>objective evidence</u> (e.g., results from standardized state tests, IQ tests, achievement tests, aptitude tests, and psychological evaluations). More than one objective measure should be used to assist in determining the student’s assessment placement. The student’s IEP must include goals that are based on grade-level content standards and provide for monitoring the student’s progress in achieving those goals. The nature of the student’s disability may require assessments that are different in design. <p>NOTE: There will be no modified assessments administered beginning with the 2014–15 school year. As such, the <i>NCEXTEND2</i> alternate assessments will no longer be available as a testing option effective in 2014–15.</p>
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NCEXTEND1	<ul style="list-style-type: none"> The student must have a current Individualized Education Program (IEP). The student is enrolled in grades 3–8 according to PowerSchool. The student is instructed in the North Carolina Extended Content Standards in ALL assessed content areas. The student must have 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 <i>NCEXTEND1</i> 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 Common Core State Standards or the Essential Standards; Demonstrate delays only in academic achievement; Demonstrate delays due primarily to behavioral issues; or Demonstrate delays only in selected areas of academic achievement.
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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 English language arts/reading, mathematics, or science, students identified as limited English proficient (LEP) must have scored below Level 5.0 Bridging on the reading 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 end-of-grade test in English language arts/reading at grades 3–8 **IF** they have scored below Level 4.0 Expanding on the state-identified English language proficiency reading placement test ([GCS-C-021 \[16 NCAC 6G .0312\]](#)).