

**NORTH CAROLINA TESTING PROGRAM ASSESSMENT OPTIONS**

**2009–10**

<b>GRADES 9–12</b>	<b>GENERAL ASSESSMENT OPTIONS<sup>1</sup></b>		<b>ALTERNATE ASSESSMENT OPTIONS<sup>1</sup></b>	
	<b>General Test Administration</b>	<b>General Test Administration with Accommodations</b>	<b><i>NCEXTEND2</i> OCS<sup>2</sup></b>	<b><i>NCEXTEND1</i></b>
<b>Measured NC Standard Course of Study (NCSCS) Content</b>	Grade Level/Course	Grade Level/Course	Grade Level/Course	Extended Content Standards
<b>Academic Achievement Standards (Cut scores)</b>	Grade-Level/Course Academic Achievement Standards <sup>3</sup>	Grade-Level/Course Academic Achievement Standards <sup>3</sup>	Modified Academic Achievement Standards	Alternate Academic Achievement Standards <sup>4</sup>
<b>Test Format End-of-Course</b>	Multiple-Choice	Multiple-Choice		
<b>Test Format Reading, Math, Science (Alternate Assessments)</b>			Multiple-Choice	Performance Tasks
<b>Test Format Writing Grade 10</b>	Extended Informational Response	Extended Informational Response	Expressive Mode	Performance Tasks
<b>Eligible Students<sup>5</sup></b>	All Students	Students who are limited English Proficient (LEP) who meet specific criteria, <sup>5</sup> 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) who are following the Occupational Course of Study (OCS) <sup>5</sup>	Students with disabilities who have a current IEP and meet specific criteria <sup>5</sup>

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

<sup>2</sup>*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 federal accountability (i.e., AYP).

<sup>3</sup>*Grade-Level/Course Academic Achievement Standards*: Academic achievement standards are aligned with grade-level or course content and set forth the expectations of student performance.

<sup>4</sup>*Alternate Academic Achievement Standards*: Alternate academic achievement standards are aligned with the grade-level Extended Content Standards of the NCSCS and are expectations of student performance that differ in complexity from grade-level academic achievement standards.

<sup>5</sup>Specific eligibility criteria are listed on page 2 of this document.

**Specific Eligibility Criteria for Students with Disabilities**

<b>NCEXTEND2 OCS</b>	<p><i>To be given at the conclusion of Occupational English I, Occupational Math I, and after Life Skills Sciences I and II have both been completed, with the exception of NCEXTEND2 OCS Writing at Grade 10, which is given in March.</i></p> <ul style="list-style-type: none"> <li>• The student must have a current IEP.</li> <li>• The student <b>DOES NOT</b> have a current Section 504 Plan.</li> <li>• The student, if identified as limited English proficient (LEP), must also have a current IEP.</li> <li>• The student is enrolled for credit in courses in the Occupational Course of Study which require an <b>NCEXTEND2 OCS</b> assessment (Occupational Mathematics I, Occupational English I, Life Skills Sciences I and II).</li> <li>• The student’s IEP includes goals that are based on course content standards and provide for monitoring of student’s progress in achieving those goals.</li> <li>• For the <b>NCEXTEND2 OCS</b> in writing, the student is assigned to grade 10 according to the student information management system (i.e., NC WISE) and is following the Occupational Course of Study (OCS).</li> </ul>
<b>NCEXTEND1</b>	<ul style="list-style-type: none"> <li>• The student must have a current IEP.</li> <li>• The student is enrolled in grade 10 according to the student information management system (i.e., NC WISE).</li> <li>• The student is instructed in the North Carolina <i>Standard Course of Study</i> Extended Content Standards in <b>ALL</b> assessed content areas.</li> <li>• The student has a <b>SIGNIFICANT COGNITIVE DISABILITY</b> (i.e., exhibits severe and pervasive delays in <b>ALL</b> areas of conceptual, linguistic, and academic development and also in adaptive behavior areas, such as communication, daily living skills, and self-care).</li> </ul> <p>The vast majority of students with disabilities do not have a significant cognitive disability. The <b>NCEXTEND1</b> is <b>NOT</b> appropriate for students who:</p> <ul style="list-style-type: none"> <li>• Are being instructed in ANY or ALL of the general grade-level content standards of the North Carolina <i>Standard Course of Study</i>;</li> <li>• Demonstrate delays only in academic achievement;</li> <li>• Demonstrate delays due primarily to behavioral issues;</li> <li>• Demonstrate delays only in selected areas of academic achievement; or</li> <li>• If in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study).</li> </ul>
<b>Specific Eligibility Criteria for Students Identified as Limited English Proficient</b>	
<b>Accommodations</b>	<ul style="list-style-type: none"> <li>• To be eligible for accommodations for state tests of reading, mathematics, computer skills, and/or for courses in which an end-of-course test is required, students identified as limited English proficient (LEP) must have:             <ul style="list-style-type: none"> <li>○ scored below Level 5 Bridging on the reading subtest of the W-APT™ or ACCESS for ELLs®.</li> </ul> </li> <li>• To be eligible for accommodations on the writing assessment at grade 10, students identified as LEP must have:             <ul style="list-style-type: none"> <li>○ scored below Level 5 Bridging on the writing subtest of the W-APT™ or ACCESS for ELLs®.</li> </ul> </li> </ul>

Note: Students identified as LEP who are in their first school year in U.S. schools are exempt from the administration of the writing assessment at grade 10 **IF** they have scored below Level 4 Expanding on the reading subtest of the W-APT™ or ACCESS for ELLs® ([GCS-C-021 \[16 NCAC 6G .0312\]](#)).