

North Carolina Testing Program
North Carolina Alternate Assessment System
***NCEXTEND2* Alternate Assessments of Math I, Biology, and English II Online Field Tests**
Eligibility Criteria

All students enrolled statewide for credit in Algebra I, OCS Algebra I, or Integrated Mathematics I, who meet the eligibility requirements outlined below are expected to participate in the *NCEXTEND2* Alternate Assessment of Math I Online Field Test.

All students enrolled statewide for credit in English II or OCS English II, who meet the eligibility requirements outlined below are expected to participate in the *NCEXTEND2* Alternate Assessment of English II Online Field Test.

All students enrolled statewide for credit in Biology or OCS Biology, who meet the eligibility requirements outlined below are expected to participate in the *NCEXTEND2* Alternate Assessment of Biology Online Field Test.

To determine student participation in the field test, the following eligibility requirements must also be considered:

- The student must have a current Individualized Education Program (IEP).
- The student **DOES NOT** have *only* a current Section 504 Plan.
Note: Students with only Section 504 Plans are *not* eligible for participation in any of North Carolina's alternate assessment online field tests.
- The student, if identified as limited English proficient (LEP), must also have a current IEP.
Note: Students with current IEPs identified as limited English proficient (LEP) scoring below Level 4.0 Expanding on the state-identified English language proficiency reading placement test and in their first year in U.S. schools are not required to be assessed on the *NCEXTEND2* Alternate Assessment of English II Online Field Test. Students are required, however, to participate in the administration of the *NCEXTEND2* Alternate Assessment for Math I and Biology Online Field Tests.
- The student **IS NOT** receiving instruction in the North Carolina *Standard Course of Study* through the 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 objective evidence, (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 participation in the field test.**
- The student's IEP must include goals 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.