

2024–25 North Carolina Required Testing¹

Grade	Reading	Mathematics	Science	Other	English Learners
3	Beginning-of-Grade 3				WIDA™ Screener ²
	End-of-Grade ³	End-of-Grade ³			ACCESS for ELLs ²
4	End-of-Grade ³	End-of-Grade ³			WIDA Screener ² ACCESS for ELLs ²
5	End-of-Grade ³	End-of-Grade ³	End-of-Grade ³		WIDA Screener ² ACCESS for ELLs ²
6	End-of-Grade ³	End-of-Grade ³			WIDA Screener ² ACCESS for ELLs ²
7	End-of-Grade ³	End-of-Grade ³			WIDA Screener ² ACCESS for ELLs ²
8	End-of-Grade ³	End-of-Grade ³ NC Math 1 ⁴	End-of-Grade ³		WIDA Screener ² ACCESS for ELLs ²
9		NC Math 1 ⁵			WIDA Screener ² ACCESS for ELLs ²
10	English II ⁵		Biology ⁵	PreACT ⁶	WIDA Screener ² ACCESS for ELLs ²
11		NC Math 3 ⁵		ACT ⁷	WIDA Screener ² ACCESS for ELLs ²
12				ACT WorkKeys ⁸	WIDA Screener ² ACCESS for ELLs ²

Red font denotes tests are administered per federal requirements under the Every Student Succeeds Act (ESSA) of 2015.

Black font denotes tests are administered per state requirements.

Yellow denotes inclusion in *PERFORMANCE*, the percent of students meeting particular achievement standards (Career- and College-Ready [CCR]–Levels 4 and 5; Grade Level Proficient [GLP]–Levels 3, 4, and 5).

Blue denotes inclusion in *GROWTH*, the rate at which students learned over the past year. The standard is roughly equivalent to a year’s worth of growth and instruction.

KEY

Orange denotes inclusion in *PARTICIPATION*, the percent of assessed students in expected assessments. In order to meet participation requirements, schools must have assessed at least 95% of eligible students.

Green denotes inclusion in *LONG-TERM GOALS*, ten-year goals that have been set with the objective of reducing the achievement gap. Each school has its own long-term goal(s).

¹ Federal and state policies require all eligible students, including English Learners (ELs) and students with disabilities, be included in the statewide testing program in one of the following categories: standard test administration, standard test administration with accommodations, or a state-designated alternate assessment, with or without accommodations.

² Federal and state policies require all K–12 students identified as language minority students through the Home Language Survey process upon initial enrollment be assessed for limited English language proficiency. The state instrument for the identification of ELs is the WIDA Screener. The identification and the subsequent placement of ELs in English as a Second Language (ESL) services are guided at the state level by the North Carolina Department of Public Instruction (NCDPI) Office of Academic Standards. All students identified as ELs (based solely upon the WIDA Screener or ACCESS for ELLs scores) must be administered the ACCESS for ELLs or the WIDA Alternate ACCESS during the annual English language proficiency testing window.

³ End-of-Grade (EOG) tests are administered per state and federal requirements: ESSA of 2015; School Achievement, Growth, Performance Scores, and Grades—G.S. §115C-83.15; School Performance for the Purpose of Compliance with Federal Law—G.S. §115C-83.16; TEST-016—Use of State-Designated Assessments for the NC Teacher Evaluation Process; EVAL-004—Teacher Performance Appraisal Process; ACCT-020—Accountability Model Components; ACCT-021—Accountability Annual Performance Standards; G.S. §115C-174.11; Read to Achieve legislation—G.S. § 115 C-83.6.

⁴ All eligible students in membership at grade 8 enrolled for credit in NC Math 1 shall take the EOC test at the completion of the course. Schools shall exempt these students from being assessed on the grade 8 mathematics EOG test.

⁵ End-of-Course (EOC) tests (i.e., NC Math 1, NC Math 3, English II, and Biology) are given at the end of the course regardless of the grade in which the course is taken. The chart shows the grade in which students typically take the course.

⁶ Per G.S. §115C-174.22, “to the extent funds are made available for this purpose, and except as otherwise provided in G.S. §115C-174.11 (c)(4), the State Board shall plan for and require the administration of diagnostic tests in the eighth and tenth grades that align to the ACT test in order to help diagnose student learning and provide for students an indication of whether they are on track to be remediation-free at a community college or university.”

⁷ Per G.S. §115C-174.11 (c)(4), “to the extent funds are made available, the State Board of Education shall plan for and require the administration of the ACT test for all students in the eleventh grade unless the student has already taken a comparable test and scored at or above a level set by the State Board.”

⁸ Per G.S. §115C-174.25, “to the extent funds are made available for this purpose, the State Board shall plan for and require local school administrative units to make available the appropriate ACT WorkKeys tests for all students who complete a concentration in Career and Technical Education courses.”