

<p>North Carolina NCEXTEND1 Alternate Assessments of Reading Grades 3–8 and English II (Edition 4)</p>

In July 2021, a committee of North Carolina educators participated in a multi-phase standard setting for the North Carolina NCEXTEND1 alternate assessments of reading in grades 3–8 and English II. The goal of the workshop was to identify cut scores that divide students into three achievement levels for NCEXTEND1 reading (*Not Proficient* through *Level 4*).

In August 2021, the State Board of Education (SBE) adopted college-and-career readiness Academic Achievement Standards and Academic Achievement Descriptors for the NCEXTEND1 reading tests. Effective with the 2020–21 school year, the state will report three levels as follows:

Achievement Level	Meets On-Grade-Level Proficiency Standard	Meets Career-and-College Readiness Standard
Level 4	Yes	Yes
Level 3	Yes	No
Not Proficient	No	No

NCEXTEND1 Reading Achievement Level Ranges (Cut Scores)

Test	Grade	Not Proficient	Level 3	Level 5
NCEXTEND1 Reading	3	≤ 432	433–443	≥ 444
	4	≤ 442	443–453	≥ 454
	5	≤ 451	452–462	≥ 463
	6	≤ 462	463–473	≥ 474
	7	≤ 472	473–482	≥ 483
	8	≤ 482	483–493	≥ 494
NCEXTEND1 English II	10	≤ 493	494–504	≥ 505

NCEXTEND1 Reading Achievement Level Descriptors—Grade 3

Achievement Level 4

Students at Level 4 demonstrate a **thorough** understanding of the North Carolina Extended Content Standards and are on track for competitive employment and post-secondary education.

Level 4 Students can:

Reading: Literature

- Answer who and what questions to demonstrate understanding of details in a familiar text.
- Identify the feeling of characters in a story. Determine words and phrases that complete sentences in a text. Determine the beginning, middle, and end of a familiar story in order.
- Identify parts of illustrations or factual information that depicts a particular setting or event.

Reading: Informational

- Answer who and what, where, questions to demonstrate understanding of details in a text.
- Identify the main topic and retell key details of a text.
- Order two events from a text as “first” and “next.”
- Identify key words that complete sentences in a text. Use information gained from illustrations and the words in a text to answer who and what questions.

Language

- Demonstrate knowledge of word meanings drawn from grade 3 content.

Achievement Level 3

Students at Level 3 demonstrate **sufficient** understanding of the North Carolina Extended Content Standards though some support may be needed to engage with content at the next grade/course.

Level 3 Students can:

Reading: Literature

- Answer explicit who and what questions to demonstrate understanding of details in a familiar text.
- Identify an explicit feeling of a character in a story.
- Determine words that complete sentences in a text.
- Determine the beginning and end of a familiar story in order.
- Identify a part of an illustration or factual information that depicts a particular setting or event.

Reading: Informational

- Answer explicit who and what questions to demonstrate understanding of details in a familiar text.
- Identify the main topic or retell a key detail of a familiar text.
- Identify an event from a familiar text as “first” or “next.”
- Identify a key word that completes a sentence in a text. Use information gained from illustrations and the words in a familiar text to answer who and what questions.

Language

- Demonstrate knowledge of familiar word meanings drawn from grade 3 content.

Not Proficient

Students who are not proficient demonstrate **inconsistent** understanding of the North Carolina Extended Content Standards and will need significant support at the next grade/course.

Not Proficient Students can:

Reading: Literature

- Attempt to answer explicit who or what questions to demonstrate understanding of details in a simple text.
- Attempt to identify an explicit feeling of a main character in a simple story. Attempt to determine a word that completes a sentence in a text.
- Determine the beginning or end of a simple story.
- Identify a part of an illustration in a simple text that depicts a particular setting or event.

Reading: Informational

- Attempt to answer explicit who or what questions to demonstrate understanding of details in a simple text.
- Attempt to identify the main topic or a key detail of a simple text.
- Identify one event from a simple text as “first.”
- Attempt to identify a common or familiar key word that completes a simple sentence in a text. Attempt to use information gained from illustrations in a simple text to answer who or what questions.

Language

- Attempt to demonstrate knowledge of simple word meanings drawn from grade 3 content.

NCEXTEND1 Reading Achievement Level Descriptors—Grade 4

Achievement Level 4

*Students at Level 4 demonstrate a **thorough** understanding of the North Carolina Extended Content Standards and are on track for competitive employment and post-secondary education.*

Level 4 Students can:

Reading: Literature

- Use details from the text to recount what the text says.
- Identify the theme of a familiar story, drama or poem.
- Use details from the text to describe characters in the story.
- Determine the meaning of words in a text.

Reading: Informational

- Identify explicit details in an informational text.
- Identify the main idea of a text when it is explicitly stated.
- Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.
- Determine meaning of words in a text.
- Answer questions about information presented visually, orally, or quantitatively.

Language

- Demonstrate knowledge of word meanings drawn from grade 4 content.

Achievement Level 3

*Students at Level 3 demonstrate **sufficient** understanding of the North Carolina Extended Content Standards though some support may be needed to engage with content at the next grade/course.*

Level 3 Students can:

Reading: Literature

- Use details from a familiar text to recount what a part of the text says.
- Identify the theme of a familiar story or drama.
- Use details from the text to describe a main character in the story.
- Determine the meaning of words in a familiar text.

Reading: Informational

- Identify an explicit detail in a familiar informational text.
- Identify the main idea of a familiar text when it is explicitly stated.
- Identify an explicit detail related to an individual or event in a historical or scientific text.
- Determine the meaning of words in a familiar text.
- Answer questions about familiar information presented visually, orally, or quantitatively.

Language

- Demonstrate knowledge of familiar word meanings drawn from grade 4 content.

Not Proficient

*Students who are not proficient demonstrate **inconsistent** understanding of the North Carolina Extended Content Standards and will need significant support at the next grade/course.*

Not Proficient Students can:

Reading: Literature

- Attempt to use details from a simple text to recount what a part of the text says.
- Attempt to identify the theme of a simple story.
- Attempt to use details from a simple text to describe a main character in the story.
- Attempt to determine the meaning of simple words in a simple text.

Reading: Informational

- Attempt to identify an explicit detail in a simple informational text.
- Attempt to identify one idea in a simple text when it is explicitly stated.
- Attempt to identify an explicit detail related to an individual in a simple historical or scientific text. Attempt to determine the meaning of simple words in a simple text.
- Attempt to answer a question about simple information presented visually or orally.

Language

- Attempt to demonstrate knowledge of simple word meanings drawn from grade 4 content.

NCEXTEND1 Reading Achievement Level Descriptors—Grade 5

Achievement Level 4

Students at Level 4 demonstrate a **thorough** understanding of the North Carolina Extended Content Standards and are on track for competitive employment and post-secondary education.

Level 4 Students can:

Reading: Literature

- Identify words in the text that answer a question about explicit information.
- Identify the theme of a story, drama or poem.
- Compare two characters in a familiar story.
- Determine the meaning of words and phrases as they are used in a text.
- Determine the point of view of the narrator.
- Identify illustrations, tactual, or multimedia elements that add to the understanding of a text.

Reading: Informational

- Identify words in the text to answer a question about explicit information.
- Identify the main idea of a text when it is not explicitly stated.
- Compare two individuals, events, or ideas in an informational text.
- Determine the meanings of domain-specific words and phrases.
- Determine if a text tells about events, gives directions, or provides information on a topic.
- Locate information in print or digital sources.
- Identify details and examples that support specific points in a text.

Language

- Demonstrate knowledge of word meanings drawn from grade 5 content.
- Demonstrate understanding of words that have similar meanings.

Achievement Level 3

Students at Level 3 demonstrate **sufficient** understanding of the North Carolina Extended Content Standards though some support may be needed to engage with content at the next grade/course.

Level 3 Students can:

Reading: Literature

- Identify words in a familiar text that answer a question about explicit information.
- Identify the theme of a familiar story or drama.
- Identify a similarity about two characters in a familiar story.
- Determine the meaning of simple words and phrases in a familiar text.
- Determine the point of view of the narrator in a familiar text.
- Identify illustrations or tactual elements that add to the understanding of a familiar text.

Reading: Informational

- Identify words in a familiar text to answer a question about explicit information.
- Identify the main idea of a familiar text when it is explicitly stated.
- Identify similarities about two individuals or events in a familiar informational text.
- Determine the meanings of familiar domain-specific words.

- Determine if a text tells about events or gives directions.
- Locate information in familiar print or digital sources.
- Identify details or examples that support a specific point explicitly stated in a text.

Language

- Demonstrate knowledge of familiar word meanings drawn from grade 5 content.
- Demonstrate understanding of familiar words that have similar meanings.

Not Proficient

*Students who are not proficient demonstrate **inconsistent** understanding of the North Carolina Extended Content Standards and will need significant support at the next grade/course.*

Not Proficient Students can:

Reading: Literature

- Attempt to identify a word in a simple text that answers a question about explicit information.
- Attempt to identify the theme of a simple story.
- Attempt to identify a similarity about two characters in a simple story.
- Attempt to determine the meaning of simple words in a simple text.
- Attempt to identify the point of view of the narrator in a simple text.
- Identify an illustration or a factual element that adds to the understanding of a simple text.

Reading: Informational

- Attempt to identify a word in a simple text to answer a question about explicit information.
- Attempt to identify a main idea of a simple text when it is explicitly stated.
- Attempt to identify a similarity about two individuals in a simple informational text.
- Attempt to determine the meaning of a simple domain-specific word in a simple text.
- Attempt to identify if a text tells about an event.
- Attempt to locate information in simple print or digital sources.
- Attempt to identify a detail or an example that supports a specific point explicitly stated in a text.

Language

- Attempt to demonstrate knowledge of simple word meanings drawn from grade 5 content.
- Attempt to demonstrate understanding of simple words that have similar meanings.

NCEXTEND1 Reading Achievement Level Descriptors—Grade 6

Achievement Level 4

Students at Level 4 demonstrate a **thorough** understanding of the North Carolina Extended Content Standards and are on track for competitive employment and post-secondary education.

Level 4 Students can:

Reading: Literature

- Determine what a text says explicitly as well as what simple inferences must be drawn.
- Identify details in a text that are related to the theme.
- Identify how a character responds to a challenge in a story.
- Determine how different words could change the meaning of a text.
- Identify words or phrases in the text that describe what the narrator or speaker is thinking or feeling.

Reading: Informational

- Analyze a text to determine what it says explicitly as well as what inferences should be drawn.
- Determine the central idea of a passage and details or facts related to it.
- Identify information in the text that provides details about individuals, events, or ideas introduced in the text.
- Determine how word choice changes the meaning of a text. Determine an author's purpose or point of view.

Language

- Demonstrate knowledge of word meanings drawn from grade 6 content using context clues.
- Determine the meaning of simple similes (e.g., The man was big as a tree.)

Achievement Level 3

Students at Level 3 demonstrate **sufficient** understanding of the North Carolina Extended Content Standards though some support may be needed to engage with content at the next grade/course.

Level 3 Students can:

Reading: Literature

- Determine what a familiar text says explicitly or identify a simple inference that must be drawn.
- Identify a detail in a familiar text that is related to the theme.
- Identify how a main character responds to a challenge in a familiar story.
- Determine how a different word could change the meaning of a familiar text.
- Identify words in a familiar text that describe what the narrator or speaker is explicitly thinking or feeling.

Reading: Informational

- Analyze a text to determine what is explicitly stated or identify a simple inference that should be drawn.
- Determine the central idea of a passage when it is explicitly stated.

- Identify information in a familiar text that provides explicit details about individuals or events.
- Determine how a different word could change the meaning of a familiar text.
- Determine an author’s purpose or point of view in a familiar text.

Language

- Demonstrate knowledge of unknown word meanings drawn from simple grade 6 content using context clues.
- Determine the meaning of a simple simile in a familiar text.

Not Proficient

*Students who are not proficient demonstrate **inconsistent** understanding of the North Carolina Extended Content Standards and will need significant support at the next grade/course.*

Not Proficient Students can:

Reading: Literature

- Attempt to determine what a simple text says explicitly.
- Attempt to identify an explicit detail in a simple text that is related to a given theme.
- Attempt to identify a main character facing a challenge in a simple story.
- Attempt to determine how a different word could change the meaning of a sentence within a simple text.
- Attempt to identify a word in a simple text that describes what the narrator is explicitly feeling.

Reading: Informational

- Attempt to determine what is explicitly stated in a simple text.
- Attempt to determine the central idea of a simple passage when it is explicitly stated.
- Attempt to identify an explicit detail in a simple text about an individual or event.
- Attempt to determine how a different word could change the meaning of a sentence within a simple text.
- Attempt to determine an author’s purpose in a simple text.

Language

- Attempt to demonstrate knowledge of simple word meanings drawn from simple grade 6 content using given context clues.
- Attempt to determine what is being compared in a simple simile.

Reading Achievement Level Descriptors—Grade 7

Achievement Level 4

Students at Level 4 demonstrate a **thorough** understanding of the North Carolina Extended Content Standards and are on track for competitive employment and post-secondary education.

Level 4 Students can:

Reading: Literature

- Analyze text to identify where information is explicitly stated and where inferences must be drawn.
- Identify events in a text that are related to the theme.
- Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning.
- Compare the points of view of two or more characters or narrators in a text.

Reading: Informational

- Analyze text to determine where information is explicitly stated and where inferences must be drawn.
- Determine two or more central ideas in a text.
- Determine how two individuals, events, or ideas in a text are related.
- Determine how a fact, step, or event fits into the overall structure of the text.
- Identify words or phrases in the text that describe or show the author’s point of view.

Language

- Demonstrate knowledge of word meanings drawn from grade 7 content using context clues.
- Identify the literal and nonliteral meanings of words in context.

Achievement Level 3

Students at Level 3 demonstrate **sufficient** understanding of the North Carolina Extended Content Standards though some support may be needed to engage with content at the next grade/course.

Level 3 Students can:

Reading: Literature

- Analyze text to determine where information is explicitly stated or where an inference must be drawn.
- Identify an event in a familiar text that is related to the theme.
- Determine the meaning of simple words as they are used in a familiar text and determine how a different word would change the meaning.
- Compare the points of view of two characters in a text.

Reading: Informational

- Analyze a familiar text to determine where information is explicitly stated or where an inference must be drawn.
- Determine two or more explicitly stated central ideas in a text.
- Determine how two individuals or events in a familiar text are related.
- Determine how a fact or event fits into the overall structure of a familiar text.
- Identify words in the text that explicitly describe or show the author’s point of view.

Language

- Demonstrate knowledge of unknown word meanings drawn from simple grade 7 content using context clues.
- Identify the nonliteral meaning of words in context.

Not Proficient

*Students who are not proficient demonstrate **inconsistent** understanding of the North Carolina Extended Content Standards and will need significant support at the next grade/course.*

Not Proficient Students can:

Reading: Literature

- Attempt to identify where information is explicitly stated in a simple text.
- Attempt to identify an event in a simple text that is related to a given theme.
- Attempt to determine the meaning of simple words as they are used in a simple text.
- Attempt to identify the point of view of a character in a simple text.

Reading: Informational

- Attempt to determine information that is explicitly stated in a simple text.
- Attempt to determine an explicitly stated central idea in a simple text.
- Attempt to determine how two individuals in a simple text are related.
- Attempt to identify a fact that fits into the overall structure of a simple text.
- Attempt to identify words in a simple text that explicitly describe or show the author's point of view.

Language

- Attempt to demonstrate knowledge of simple word meanings drawn from simple grade 7 content using given context clues.
- Attempt to identify the literal meaning of simple words in context.

Reading Achievement Level Descriptors—Grade 8

Achievement Level 4

Students at Level 4 demonstrate a **thorough** understanding of the North Carolina Extended Content Standards and are on track for competitive employment and post-secondary education.

Level 4 Students can:

Reading: Literature

- Cite text to support inferences from stories and poems.
- Recount an event related to the theme, including details about character and setting.
- Identify which incidents in a story or drama lead to subsequent action.
- Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning.

Reading: Informational

- Cite text to support inferences from informational text.
- Determine the theme or central idea of a text and select details that relate to it.
- Sequence events in the order they were presented in the text.
- Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning.
- Locate the topic sentence and supporting details in a paragraph.
- Determine an author's purpose or point of view and identify examples from text that describe or support it.

Language

- Demonstrate knowledge of word meanings drawn from grade 8 content using context clues.
- Demonstrate understanding of the use of multiple-meaning words.

Achievement Level 3

Students at Level 3 demonstrate **sufficient** understanding of the North Carolina Extended Content Standards though some support may be needed to engage with content at the next grade/course.

Level 3 Students can:

Reading: Literature

- Cite text to support a simple inference from a story or poem.
- Recount an event related to the theme, including a detail about a character or setting in a familiar text.
- Identify an incident in a familiar story or drama that leads to a subsequent action.
- Determine the meaning of simple words or phrases as they are used in a familiar text; determine how a different word choice would change the meaning.

Reading: Informational

- Cite text to support a simple inference from a familiar informational text.
- Determine the theme or central idea of a familiar text and select a detail that relates to it.
- Sequence two events in the order they were presented in a familiar text.
- Determine the meaning of simple words or phrases as they are used in a text; determine how a different word choice would change the meaning.

- Locate the topic sentence in a paragraph.
- Determine an author’s purpose or point of view in a text.

Language

- Demonstrate knowledge of word meanings drawn from familiar grade 8 content using context clues.
- Identify words with multiple meanings.

Not Proficient

*Students who are not proficient demonstrate **inconsistent** understanding of the North Carolina Extended Content Standards and will need significant support at the next grade/course.*

Not Proficient Students can:

Reading: Literature

- Attempt to identify text to support a simple inference from a simple story.
- Attempt to recount an event related to the theme in a simple text.
- Attempt to identify an incident in a simple story that leads to a subsequent action.
- Attempt to determine the meaning of simple words or phrases as they are used in a simple text.

Reading: Informational

- Attempt to identify text to support a simple inference from a simple informational text.
- Attempt to determine a detail that relates to a given theme or central idea of a simple text.
- Attempt to sequence two events in the order they were presented in a simple text.
- Attempt to determine the meaning of simple words or phrases as they are used in a simple text.
- Attempt to locate the topic sentence in a simple paragraph.
- Attempt to identify an author’s purpose or point of view in a simple text.

Language

- Attempt to demonstrate knowledge of simple word meanings drawn from grade 8 content using context clues.
- Attempt to identify words with multiple meanings.

Reading Achievement Level Descriptors—English II

Achievement Level 4

Students at Level 4 demonstrate a **thorough** understanding of the North Carolina Extended Content Standards and are on track for competitive employment and post-secondary education.

Level 4 Students can:

Reading: Literature

- Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.
- Determine how characters change or develop over the course of a text.
- Determine the meaning of words and phrases as they are used in a text; analyze word choices and the impact on meaning.
- Order events in a story that appear in a chronological order.

Reading: Informational

- Determine which citations demonstrate what the text says explicitly as well as inferentially.
- Determine the central idea of the text and select details that relate to it; recount the text.
- Determine connections between individuals, ideas, or events in a text.
- Determine the meaning of words and phrases as they are used in text; analyze word choices and the impact on meaning.
- Locate sentences that support an author's central idea or claim.
- Analyze the argument or specific claims in a text and determine what evidence is provided to support them.

Language

- Demonstrate knowledge of unknown and multiple-meaning words drawn from grade 9-10 content using context clues.
- Interpret common figures of speech.

Achievement Level 3

Students at Level 3 demonstrate **sufficient** understanding of the North Carolina Extended Content Standards though some support may be needed to engage with content at the next grade/course.

Level 3 Students can:

Reading: Literature

- Determine a citation that demonstrates what the text says explicitly.
- Determine how a character changes or develops over the course of a text.
- Determine the meaning of simple words and phrases as they are used in a text.
- Order events in a familiar story that appear in a chronological order.

Reading: Informational

- Determine a citation that demonstrates what the text says explicitly.
- Determine the central idea of a familiar text or select a detail that relates to it.
- Determine connections between individuals or events in a familiar text.
- Determine the meaning of words and phrases as they are used in a familiar text.
- Locate a sentence that supports an author's claim.

- Determine a specific claim in a text or determine one example of supporting evidence to support the claim.

Language

- Demonstrate knowledge of unknown or multiple-meaning words drawn from familiar grade 9-10 content using context clues.
- Identify the meaning of common figures of speech in a familiar text.

Not Proficient

*Students who are not proficient demonstrate **inconsistent** understanding of the North Carolina Extended Content Standards and will need significant support at the next grade/course.*

Not Proficient Students can:

Reading: Literature

- Attempt to determine a citation in a simple text that demonstrates what the text says explicitly.
- Attempt to determine how a character changes over the course of a simple text.
- Attempt to determine the meaning of a simple word or phrase as it is used in a simple text.
- Attempt to order two events in a simple story as “first” and “last.”

Reading: Informational

- Attempt to determine citation in a simple text that demonstrates what the text says explicitly.
- Attempt to determine the central idea of a simple text.
- Attempt to determine a connection between two individuals in a simple text.
- Attempt to determine the meaning of a word or phrase as it is used in a simple text.
- Attempt to locate a sentence that supports an author’s claim in a simple text.
- Attempt to determine a specific claim in a simple text.

Language

- Attempt to demonstrate knowledge of unknown words drawn from simple grade 9-10 content using context clues.
- Attempt to identify a common figure of speech in a simple text.