



**NORTH CAROLINA**  
State Board of Education  
Department of Public Instruction

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# Report to the North Carolina General Assembly

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Statewide Administration of the Testing  
Program

SL 2019-165 (SB 343), 115C-174.12  
Section 2.1(d)(e)

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**Date Due:** December 15, 2024  
DPI Chronological Schedule, 2023–2025

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## Introduction

General Statute §115C-174.12(d) requires “by October 1 of each year, each local board of education shall notify the State Board of Education (SBE) of any local standardized testing to be administered to students by the local school administrative unit at the direction of the local board of education in its schools and the calendar for administering those tests. The local board of education shall include the following information:

- (1) the source of funds supporting the local testing program;
- (2) the time allotted to administer each test;
- (3) whether the test is a computer-based test or a paper-based test;
- (4) the grade level or subject area associated with the test;
- (5) the date the test results are expected to be available to teachers and parents;
- (6) the type of test, the purpose of the test, and the use of the test results; and
- (7) estimates of average time for administering tests required by the local board of education by grade level.”

Section (d1) states “in each even-numbered year, each local board of education shall review all local standardized testing administered to students by the local school administrative unit at the direction of the local board of education for the prior two school years, in order to determine the number of tests administered to students and the number of hours required for students to complete the tests. If the average over the prior two-year period of either (i) the number of tests administered or (ii) the number of hours required for students to complete the tests exceeds the State average over the prior two-year period, as published pursuant to subsection (e1) of this section, the local board of education shall submit to the Department of Public Instruction and the State Board of Education, by October 1 of the even-numbered year, a plan to eliminate certain local standardized testing in order to ensure that neither the number of tests nor the number of hours required for students to complete the tests exceeds the State average. The State Board of Education shall waive the requirement that a local board develop and submit a plan if the State Board finds that the local board has made significant progress toward reducing local testing to the State average.”

Section (e) of the same legislation requires the SBE to “submit a report to the Joint Legislative Education Oversight Committee containing information regarding the statewide administration of the testing program, including the number and type of tests and the testing schedule, and a summary of any local testing programs reported by local boards of education to the SBE in accordance with subsection (d).”

Section (e1) of the legislation requires “by September 1 of each year, the Superintendent of Public Instruction shall publish on the Web site of the Department of Public Instruction a uniform calendar that includes schedules for state-required testing and reporting results of tests for at least the next two school years, including estimates of the average time for administering state-required standardized tests. The uniform calendar shall be provided to local boards of education in an electronic format that allows each local board of education to populate the calendar with, at a minimum, the information required by subsection (d) of this legislation. The uniform calendar must be searchable by local school administrative unit and denote whether a test on the calendar is required by the state or required by a local board of education.”

This report addresses the above legislative directives with respect to the 2024–25 school year. This report has three sections: the first section provides the information regarding the Annual Testing Program, the second section provides information gathered from local boards of

education regarding local testing programs, and the third section provides a summary of the two-year averages (2022–23 and 2023–24) for the total local tests administered and the total amount of local testing time.

## Section 1: Annual Testing Program

The North Carolina Department of Public Instruction's (NCDPI) Office of Accountability and Testing (<https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability>) ensures that North Carolina's Annual Testing Program meets the requirements of all applicable state and federal laws. These laws are designed to promote student academic achievement and to assist stakeholders in understanding and gauging this achievement against standards. To these ends, the NCDPI Office of Accountability and Testing endeavors to accomplish the following three main objectives:

- (1) Design and develop reliable and valid testing instruments,
- (2) Uniformly implement and provide access to suitable assessment instruments for all students, and
- (3) Provide accurate and statistically appropriate reports.

To meet these objectives, the NCDPI supports and administers an array of statewide standardized tests ranging in purpose from placement to summative measurement of academic achievement and ranging in grade from kindergarten to grade twelve. The NCDPI ensures that all tests are accessible to every North Carolina student, including students with disabilities. Per G.S. §115C-174.12(a)(4), "all annual summative assessments of student achievement adopted by the State Board of Education (SBE) and all final exams for courses are administered within the final ten (10) instructional days of the school year for year-long courses and within the final five (5) instructional days of the semester for semester courses." The Beginning of Grade 3 Reading Test is administered during the first fifteen days of the school year. The WIDA Screener for Kindergarten and the WIDA Screener are placement tests administered to newly arrived English Learners within the first thirty days of enrollment in a school. The career-and-college readiness testing, which includes Pre-ACT, The ACT, and ACT WorkKeys, occurs during predetermined windows in the fall and spring semesters.

Funding sources for the Annual Testing Program are the North Carolina Public School Fund (approximately seventy-five percent) and a State Assessment Grant from the federal government (approximately twenty-five percent). A separate allocation from the General Assembly funds the ACT suite.

In response to Section (e1) of this legislation, on September 1, 2024, the Superintendent of Public Instruction published on the NCDPI website a uniform calendar that includes the administration dates and times for all state-required testing and reporting results of tests for the next two school years. On August 1, 2024, a uniform calendar (survey) was provided to local boards of education in an electronic format which allowed each local board of education to populate the calendar with, at minimum, the information required by subsection (d) of the legislation. The uniform state calendars for the 2024–25 and 2025–26 school years are published on the NCDPI's website at <https://www.dpi.nc.gov/two-year-schedule-state-required-testing-and-reporting-results>.

The local testing calendars that denote local standardized testing administered to students by the local school administrative unit are searchable by local education agency (LEA) and are published on the NCDPI's website at [https://accrpt.tops.ncsu.edu/local\\_testing/2025/1st/1st.html](https://accrpt.tops.ncsu.edu/local_testing/2025/1st/1st.html).

In addition, the NCDPI annually publishes the Annual Testing Program Operational Calendar. The operational calendar for 2024–25 is located at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability> and is provided in the following tables.

**TABLE 1. North Carolina Operational Testing Calendar for the 2023–24 school year – summer**

Test	Grades tested	Frequency of administration	Administration time in minutes	Testing window
WIDA™ Screener for Kindergarten	Kindergarten and First Semester Grade 1	Once upon initial enrollment	≈ 10–40 minutes	Initial assessment required within 30 calendar days of enrollment
WIDA™ Screener	Second Semester Grade 1 through Grade 12	Once upon initial enrollment	-Reading Domain ≈ up to 15 minutes -Listening Domain ≈ up to 15 minutes -Speaking Domain ≈ up to 25 minutes -Writing Domain ≈ up to 25 minutes	Initial assessment required within 30 calendar days of enrollment
End-of-Course Tests	The grade in which the course is taken	Once at the completion of the course	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	Final 5 instructional days of the summer school course
Credit by Demonstrated Mastery (CDM) Phase 1 Assessments	For EOC tests only	One Day	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	July 18–31, 2024
Read to Achieve Test	Grade 3	One Day	120	At the conclusion of reading camp

### **Summer Administrations of End-of-Grade and End-of-Course Tests for Accountability**

Public school units may administer end-of-grade (EOG) and end-of-course (EOC) tests during summer programs that have been approved by their local board and take place after the academic year is complete. Summer program scores submitted by July 8 are included in accountability for achievement, but not for growth.

**TABLE 2. North Carolina Operational Testing Calendar for the 2024–25 school year – fall**

Test	Grades tested	Frequency of administration	Administration time in minutes	Testing window
WIDA™ Screener for Kindergarten	Kindergarten and First Semester Grade 1	Once upon initial enrollment	≈ 10–40 minutes	Initial assessment required within 30 calendar days of enrollment
WIDA™ Screener	Second Semester Grade 1 through Grade 12	Once upon initial enrollment	-Reading Domain ≈ up to 15 minutes -Listening Domain ≈ up to 15 minutes -Speaking Domain ≈ up to 25 minutes -Writing Domain ≈ up to 25 minutes	Initial assessment required within 30 calendar days of enrollment

Test	Grades tested	Frequency of administration	Administration time in minutes	Testing window
Beginning-of-Grade 3 Reading Test	Grade 3	One Day	90	<ul style="list-style-type: none"> <li>Traditional schools: first fifteen days of school year (Days 1–15)</li> <li>Year-round schools: first fifteen days of school year beginning July 19, 2024</li> </ul>
Credit by Demonstrated Mastery (CDM) Phase 1 Assessments	For EOC assessments only	One Day	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	September 17– 30, 2024
PreACT®	Grade 10	One Day	130	October 7, 2024–May 2, 2025 <sup>1</sup>
College and Career Readiness Alternate Assessment (CCRAA)	Grade 10	One Day	150	October 7, 2024–May 2, 2025 <sup>1</sup>
ACT® WorkKeys	CTE Concentrators (High School)	One Day	165	November 4, 2024–December 20, 2024 <sup>1</sup>
End-of-Course Tests	The grade in which the course is taken	Once at the completion of the course	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	<ul style="list-style-type: none"> <li>Final 5 instructional days of the semester</li> <li>Final 10 instructional days of yearlong course</li> <li>Final 5 instructional days of the summer school course</li> </ul>
Read to Achieve Test	Grade 3	One Day	120	Schools offering a transitional 3 <sup>rd</sup> or 4 <sup>th</sup> class combination, or a 4 <sup>th</sup> grade accelerated class may make the local decision to administer by November 1, 2024

**TABLE 3. North Carolina Operational Testing Calendar for the 2024–25 school year – spring**

Test	Grades tested	Frequency of administration	Administration time in minutes	Testing window
WIDA™ Screener for Kindergarten	Kindergarten and First Semester Grade 1	Once upon initial enrollment	≈ 10–40 minutes	Initial assessment required within 30 calendar days of enrollment
WIDA™ Screener	Second Semester Grade 1 through Grade 12	Once upon initial enrollment	-Reading Domain ≈ up to 15 minutes -Listening Domain ≈ up to 15 minutes -Speaking Domain ≈ up to 25 minutes -Writing Domain ≈ up to 25 minutes	Initial assessment required within 30 calendar days of enrollment
ACCESS for ELLs®	Kindergarten through Grade 12	Once annually	Varies by domain (4 domains)	January 13–March 14, 2025
WIDA Alternate ACCESS®	Grades 1–12	Once annually	Varies by domain (4 domains)	January 13–March 14, 2025
Credit by Demonstrated Mastery (CDM) Phase 1 Assessments	For EOC assessments only	One Day	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	February 18–March 3, 2025

<sup>1</sup> Due to the impacts of Hurricane Helene, the testing window has been extended.

Test	Grades tested	Frequency of administration	Administration time in minutes	Testing window
The ACT®–Paper Testing Standard Administration	Grade 11	One Day	175	<ul style="list-style-type: none"> <li>• Test Date 1: March 11, 2025</li> <li>• Test Date 2: March 25, 2025</li> <li>• Test Date 3: April 8, 2025</li> </ul>
The ACT®–Paper Testing Accommodations Window	Grade 11	One Day	175 (varies by timing code)	<ul style="list-style-type: none"> <li>• Test Window 1: March 11–14 and March 17–21, 2025</li> <li>• Test Window 2: March 25–28, March 31, and April 1–4, 2025</li> <li>• Test Window 3: April 8–11 and April 14–18, 2025</li> </ul>
The ACT®–Online Testing Standard and Accommodations Windows	Grade 11	One Day	175	<ul style="list-style-type: none"> <li>• Test Window 1: March 11–14 and March 17–21, 2025</li> <li>• Test Window 2: March 25–28, March 31, and April 1–4, 2025</li> <li>• Test Window 3: April 8–11 and April 14–18, 2025</li> </ul>
College and Career Readiness Alternate Assessment	Grade 11	One Day	150	<ul style="list-style-type: none"> <li>• Test Window 1: March 11–14 and March 17–21, 2025</li> <li>• Test Window 2: March 25–28, March 31, and April 1–4, 2025</li> <li>• Test Window 3: April 8–11 and April 14–18, 2025</li> </ul>
NCEXTEND1 Alternate Assessment	Grade 11	One Day	Untimed (unique to each individual student)	<ul style="list-style-type: none"> <li>• Test Window 1: March 11–14 and March 17–21, 2025</li> <li>• Test Window 2: March 25–28, March 31, and April 1–4, 2025</li> <li>• Test Window 3: April 8–11 and April 14–18, 2025</li> </ul>
ACT® WorkKeys	CTE Concentrators (High School)	One Day	165	February 10, 2025—March 14, 2025
NCEXTEND1 Alternate Assessments	Grades 3–8, 10	One Day	Untimed (unique to each individual student)	Final 10 instructional days of the school year
End-of-Course Tests	The grade in which the course is taken	Once at the completion of the course	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	<ul style="list-style-type: none"> <li>• Final 5 instructional days of the semester</li> <li>• Final 10 instructional days of yearlong course</li> <li>• Final 5 instructional days of the summer school course</li> </ul>
End-of-Grade Tests	Grades 3–8 Reading & Math; Grades 5 & 8 Science	Once at the completion of the school year	Reading–120 Math–120 Science–120	Final 10 instructional days of the school year
Read to Achieve Test	Grade 3	One Day	120	Final 10 instructional days of the school year
End-of-Grade Retest	Grade 3	One Day	120	Final 10 instructional days of the school year



**TABLE 4. National Assessment of Educational Progress (NAEP) for the 2024–25 school year**

Test	Grades or Ages	Frequency of administration	Number of schools participating	Administration time in minutes	Testing window
NAEP 2025 Long-Term Trend Assessment—Reading and Mathematics	Ages 9, 13, and 17	Yearly	Psychometric Sample	90	Late January to Mid-March 2025

**TABLE 5. North Carolina Operational Testing Calendar for the 2024–25 school year – summer**

Test	Grades tested	Frequency of administration	Administration time in minutes	Testing window
WIDA™ Screener for Kindergarten	Kindergarten and First Semester Grade 1	Once upon initial enrollment	≈ 10–40 minutes	Initial assessment required within 30 calendar days of enrollment
WIDA™ Screener	Second Semester Grade 1 through Grade 12	Once upon initial enrollment	-Reading Domain ≈ up to 15 minutes -Listening Domain ≈ up to 15 minutes -Speaking Domain ≈ up to 25 minutes -Writing Domain ≈ up to 25 minutes	Initial assessment required within 30 calendar days of enrollment
End-of-Course Tests	The grade in which the course is taken	Once at the completion of the course	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	Final 5 instructional days of the summer school course
Credit by Demonstrated Mastery (CDM) Phase 1 Assessments	For EOC tests only	One Day	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	July 18–31, 2025
Read to Achieve Test	Grade 3	One Day	120	At the conclusion of reading camp

**Summer Administrations of End-of-Grade and End-of-Course Tests for Accountability**

Public school units may administer end-of-grade (EOG) and end-of-course (EOC) tests during summer programs that have been approved by their local board and take place after the academic year is complete. Summer program scores submitted by July 7 are included in accountability for achievement, but not for growth.

**TABLE 6. North Carolina Operational Testing Calendar for the 2025–26 school year – fall**

Test	Grades tested	Frequency of administration	Administration time in minutes	Testing window
WIDA Screener for Kindergarten/WIDA Screener	K–12	Once upon initial enrollment	<ul style="list-style-type: none"> <li>Kindergarten: ≈ 10–40</li> <li>Grades 1–12:               <ul style="list-style-type: none"> <li>-Reading Domain ≈ up to 15 minutes</li> <li>-Listening Domain ≈ up to 15 minutes</li> <li>-Speaking Domain ≈ up to 25 minutes</li> <li>-Writing Domain ≈ up to 25 minutes</li> </ul> </li> </ul>	Initial assessment required within 30 calendar days of enrollment

Test	Grades tested	Frequency of administration	Administration time in minutes	Testing window
Beginning-of-Grade 3 Reading Test	Grade 3	One Day	90	<ul style="list-style-type: none"> <li>Traditional schools: first fifteen days of school year (Days 1–15)</li> <li>Year-round schools: first fifteen days of school year (Days 1–15)</li> </ul>
Credit by Demonstrated Mastery (CDM) Phase 1 Assessments	For EOC assessments only	One Day	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	TBD
Student Diagnostic Test aligned to nationally norm-referenced college admissions test	Grade 10	One Day	TBD	TBD
College and Career Readiness Alternate Assessment (CCRAA)	Grade 10	One Day	150	TBD
Career Readiness	Concentrators (High School)	One Day	165	TBD
End-of-Course Tests	The grade in which the course is taken	Once at the completion of the course	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	<ul style="list-style-type: none"> <li>Final 5 instructional days of the semester</li> <li>Final 10 instructional days of yearlong course</li> <li>Final 5 instructional days of the summer school course</li> </ul>
Read to Achieve Test	Grade 3	One Day	120	Schools offering a transitional 3 <sup>rd</sup> or 4 <sup>th</sup> class combination, or a 4 <sup>th</sup> grade accelerated class may make the local decision to administer by November 1, 2025

**TABLE 7. North Carolina Operational Testing Calendar for the 2025–26 school year – spring**

Test	Grades tested	Frequency of administration	Administration time in minutes	Testing window
WIDA Screener for Kindergarten or WIDA Screener	K–12	Once upon initial enrollment	<ul style="list-style-type: none"> <li>Kindergarten: 30–45</li> <li>Grades 1–12: <ul style="list-style-type: none"> <li>-Reading Domain ≈ up to 15 minutes</li> <li>-Listening Domain ≈ up to 15 minutes</li> <li>-Speaking Domain ≈ up to 25 minutes</li> <li>-Writing Domain ≈ up to 25 minutes</li> </ul> </li> </ul>	Initial assessment required within 30 days of initial enrollment
ACCESS for ELLs®	Kindergarten through Grade 12	Once annually	Varies by domain (4 domains)	TBD
WIDA Alternate ACCESS®	Grades 1–12	Once annually	Varies by domain (4 domains)	TBD
Credit by Demonstrated Mastery (CDM) Phase 1 Assessments	For EOC assessments only	One Day	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	TBD

Test	Grades tested	Frequency of administration	Administration time in minutes	Testing window
Nationally norm-referenced college admissions test	Grade 11	One Day	TBD	TBD
College and Career Readiness Alternate Assessment	Grade 11	One Day	150	TBD
NCEXTEND1 Alternate Assessment	Grade 11	One Day	Untimed (unique to each individual student)	TBD
Career Readiness	CTE Concentrators (High School)	One Day	165	TBD
NCEXTEND1 Alternate Assessments	Grades 3–8, 10	One Day	Untimed (unique to each individual student)	Final 10 instructional days of the school year
End-of-Course Tests	The grade in which the course is taken	Once at the completion of the course	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	<ul style="list-style-type: none"> <li>• Final 5 instructional days of the semester</li> <li>• Final 10 instructional days of yearlong course</li> <li>• Final 5 instructional days of the summer school course</li> </ul>
End-of-Grade Tests	Grades 3–8 Reading & Math; Grades 5 & 8 Science	Once at the completion of the school year	Reading–120 Math–120 Science–120	Final 10 instructional days of the school year
Read to Achieve Test	Grade 3	One Day	120	Final 10 instructional days of the school year
End-of-Grade Retest	Grade 3	One Day	120	Final 10 instructional days of the school year

**TABLE 8. National Assessment of Educational Progress (NAEP) for the 2025–26 school year**

Test	Grades or age tested	Frequency of administration	Number of schools participating	Administration time in minutes	Testing window
NAEP	Grades 4 and 8	Periodically, as determined by NAGB	Psychometric Sample	120	Spring 2026

The NCDPI Office of Accountability and Testing also provides accurate and statistically appropriate reports for public use through the following websites:

- Accountability and Testing Results: <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting>
- NC School Report Cards: <https://www.dpi.nc.gov/data-reports/school-report-cards>

## Section 2: Local Testing Programs

### Background

“General Statute §115C-174.12 (d) requires each local board of education to “notify the SBE of any local standardized testing to be administered to students by the local school administrative unit at the direction of the local board of education in its schools and the calendar for administering those tests.”

To standardize and make comparable the information submitted by LEAs in response to the legislation, the NCDPI created a standard format and specific requirements for LEAs to use for their submissions. The NCDPI collected the LEA submissions from August 1, 2024, through October 1, 2024. In the instructions and supporting materials the NCDPI provided to LEAs, “local testing” was defined, for the purposes of this report, as follows:

- “Testing that is administered in schools within local school administrative units as initiated by the LEA and administered either LEA- or school-wide (including for all students of one grade in a district or school).”
- Testing that is initiated by classroom teachers was to be considered part of the teachers’ instructional practice and thus, not considered local testing for the purposes of this report.
- Beginning with the 2023–24 school year, the NC Check-Ins 2.0 tests are not included in this report to support the continued implementation of the North Carolina Personalized Assessment Tool.
- Testing that is required by the state was not considered local testing for the purposes of this report.

As directed by G.S. §115C-174.12(e), “a summary of any local testing programs reported by local boards of education to the State Board of Education in accordance with [the legislation]” is provided in Section 3 of this report.

### **Summary of Information Submitted by Local Boards of Education**

Of the 115 LEAs, 113 reported the local testing that is initiated by the LEA and administered either LEA- or school-wide. Two LEAs<sup>2</sup> were unable to complete the survey due to the impacts of Hurricane Helene. The extent of local testing varies widely across the LEAs, ranging from one to sixteen different tests. Three LEAs<sup>3</sup> do not administer district-mandated tests. Unless otherwise noted in this report, a total of 519 local tests were reported statewide.

Local testing, as reported to the NCDPI, included the following information (as required by the legislation):

- “local testing to be administered to students by the local school administrative unit at the direction of the local board of education in its schools,
- the calendar for administering those tests,
- the source of funds supporting the local testing program,
- the time allotted to administer each test,
- whether the test is a computer-based test or a paper-based test,
- the grade level or subject area associated with the test,
- the date the test results are expected to be available to teachers and parents,
- the type of test, the purpose of the test, and the use of the test results, and
- estimates of average time for administering tests required by the local board of education by grade level.”

### **Local Testing: Type of Test, Test Subject, and Grade Level**

Across the 110 LEAs, the purpose of local testing programs appears to be screener (303), benchmark or interim (184), and formative assessments (131). Benchmark and interim are two terms used typically, and often interchangeably, by district and school personnel to describe tests that are administered throughout the school year, but not at the end of the school year. These

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<sup>2</sup> Asheville City and Mitchell County

<sup>3</sup> Kannapolis City, Perquimans County, and Whiteville City

tests, designed to measure a point in time of a student’s progress toward mastery of content, may or may not be directly aligned with the state end-of-grade (EOG) or end-of-course (EOC) summative assessments. Since some local districts use the term “interim” for this type of test, while others use the term “benchmark,” the local testing data collection offered LEAs either term as an option for describing local testing. As seen in Figure 1, the terms are combined for purposes of understanding the type of local testing being conducted in North Carolina.

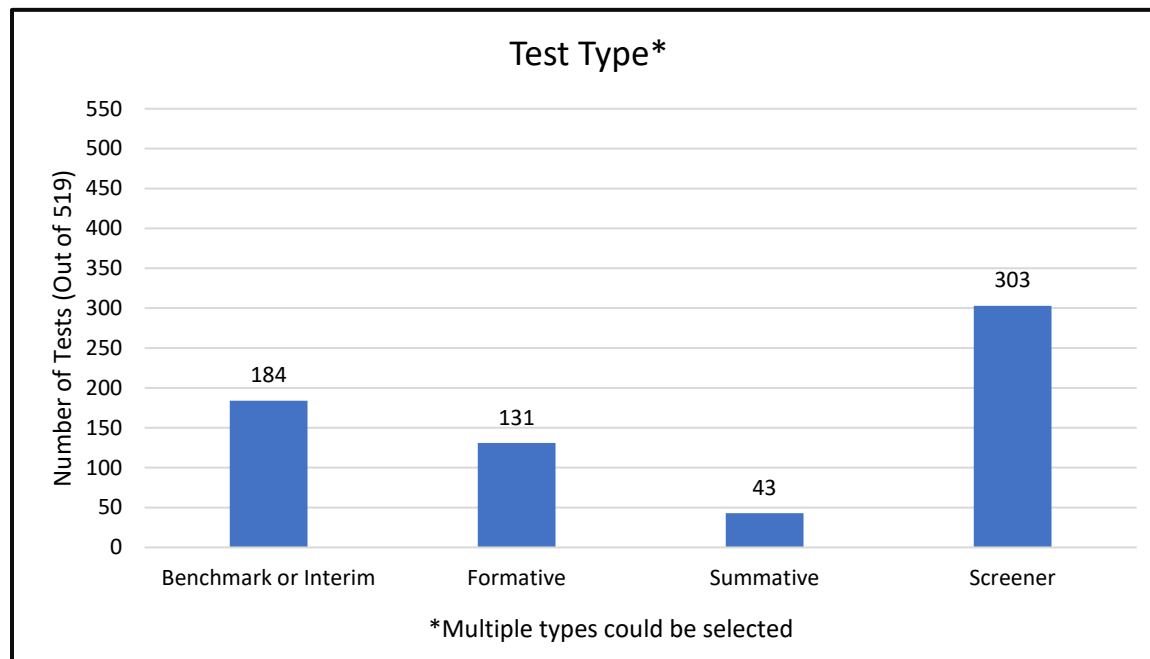


FIGURE 1. Type of tests administered locally.

The focus of local testing appears to be on the subject areas of reading, mathematics, and other (see Figure 2). The majority of the subjects reported as other included academically and intellectually gifted, aptitude, and cognitive ability tests. Reading and mathematics are the focus of the statewide EOG and EOC tests used for state and federal school accountability purposes.

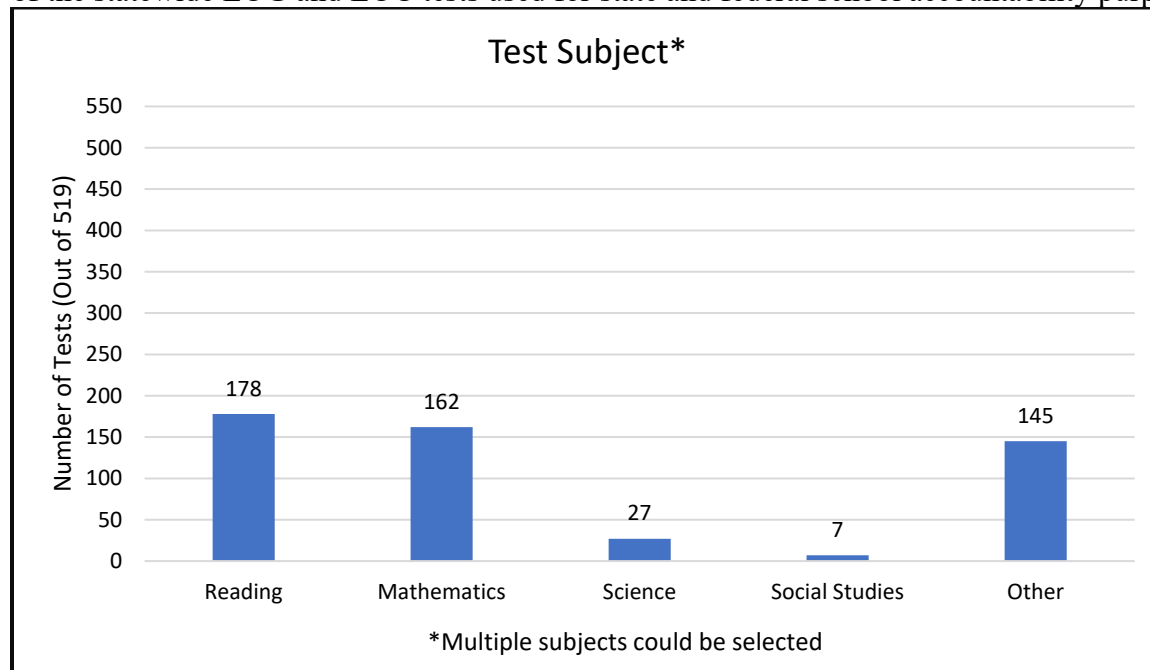


FIGURE 2. Subject areas tested locally.

As seen in Table 9 and Figure 3, more local testing occurs in grades 3 through 8. Overall, students in grades 3 through 8 are tested more than students in elementary grades K–2 and high school grades 9–13.

TABLE 9. Grades tested\*

Grade level	Frequency	Percent of 519 tests administered
Kindergarten (K)	129	24.9%
Grade 1	137	26.4%
Grade 2	196	37.8%
Grade 3	241	46.4%
Grade 4	254	48.9%
Grade 5	265	51.1%
Grade 6	234	45.1%
Grade 7	226	43.6%
Grade 8	242	46.6%
Grade 9	94	18.1%
Grade 10	109	21.0%
Grade 11	86	16.6%
Grade 12	58	11.2%
Grade 13	6	1.2%

\* Districts could select more than one option for the grades tested. Percentages in this case will sum to over 100, and the N will sum to over 519.

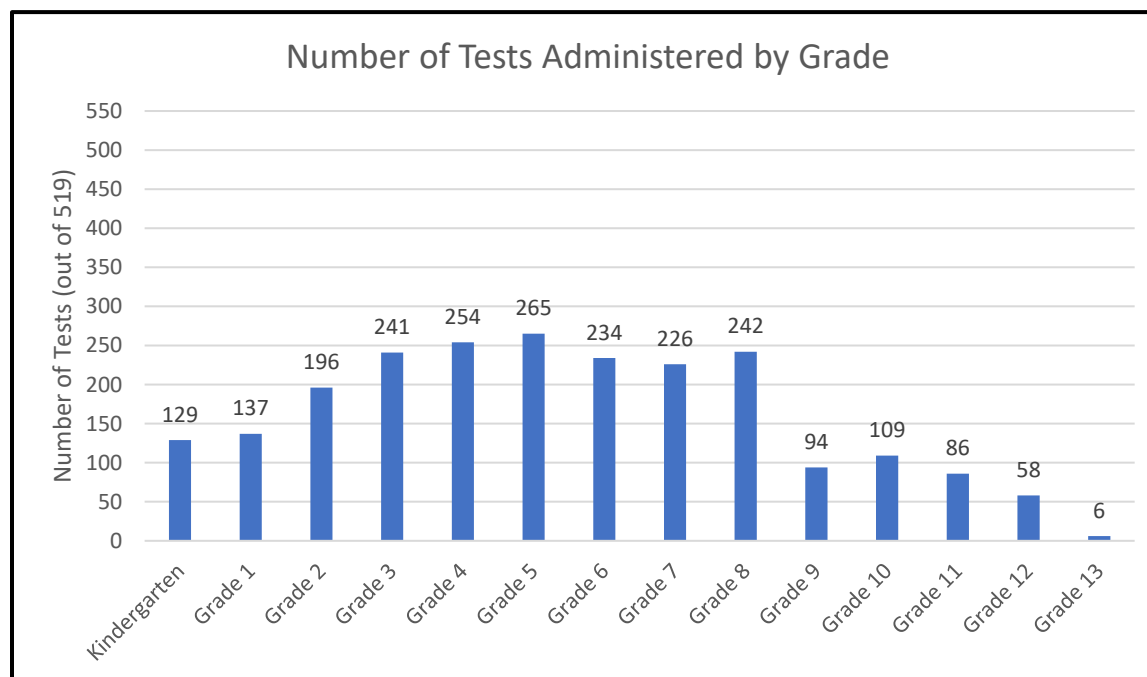


FIGURE 3. Number of tests administered by grade.

### Delivery Mode

Over eighty-eight percent of the 110 LEAs reported that local testing was administered online rather than paper (see Figure 4). This is consistent with the statewide testing program which administers ninety-nine percent of all tests online.

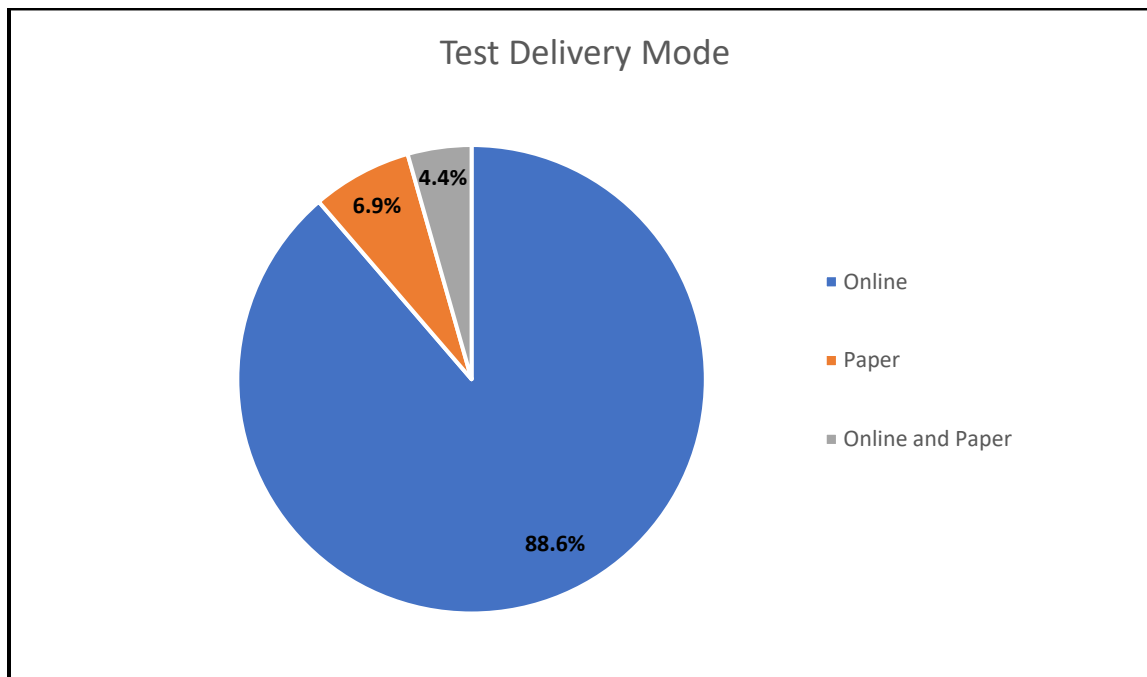


FIGURE 4. Test delivery mode.

### Calendar for Administering Local Testing

To administer local tests, LEAs establish testing windows during which each test is to be given either LEA-wide (sometimes staggered to occur at different times at particular schools) or for particular grades. Schools then have the discretion to determine if they will schedule school or grade-wide testing. Some testing may be scheduled on a given day for students in small groups or for individuals, depending upon a school's resources and/or the accommodations required by individual students. A testing window may be many days long, so that all students in the target population can be tested, but that does not imply that each individual student undergoes testing more than once in the window or for an extended period of time. For example, during a scheduled LEA testing window of fifteen days for a particular benchmark or interim, each student may undergo less than one full school day of testing.

Statewide, in every month of the school year, at least one local testing window is scheduled to begin. The most common months during which local testing windows begin are September, January, and April (see Figure 5).

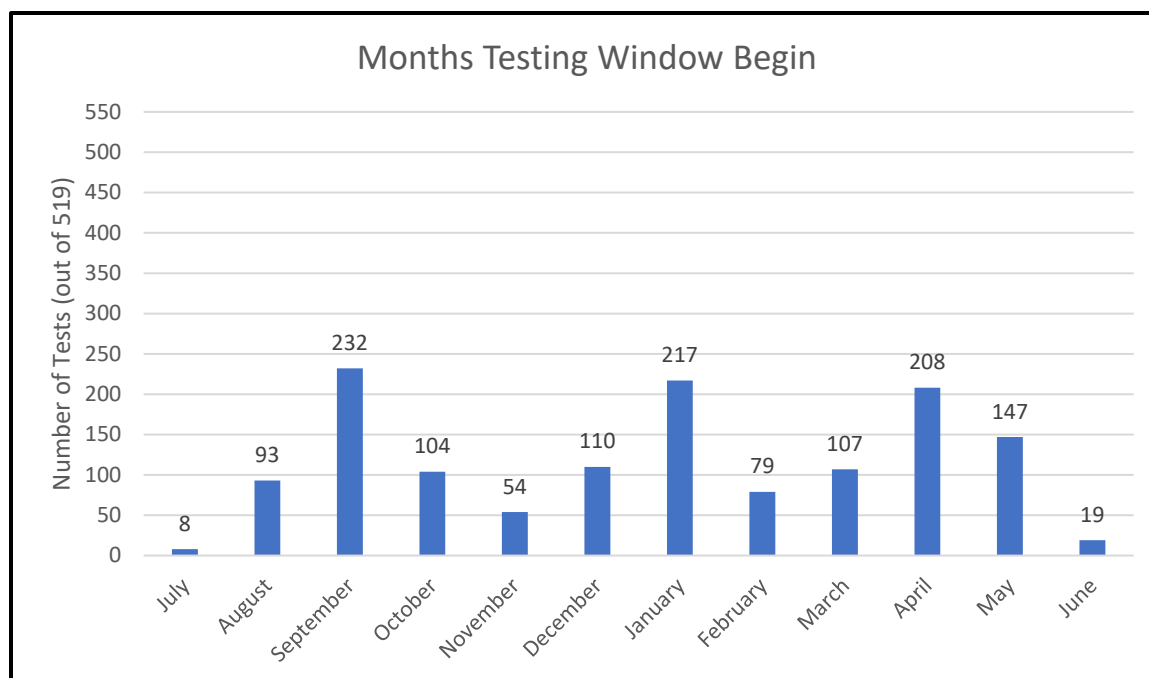


FIGURE 5. The months local testing windows begin.



Figure 6 shows the total number of hours allotted for all tests by grade and month. The purpose of this calendar map is to show the months where students take tests for the longest amounts of time.

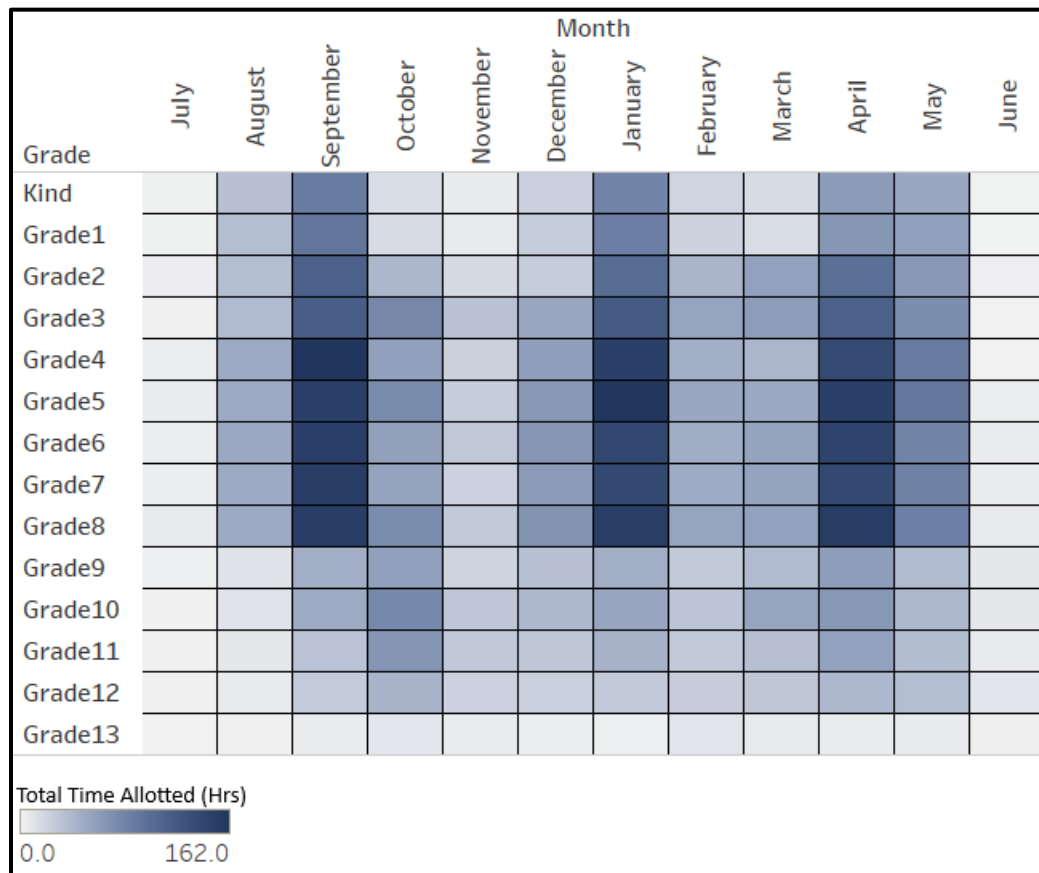


FIGURE 6. Total hours for all tests by grade and month.

As shown in Figure 7, the length of scheduled testing windows appears to vary between one day and more than fifteen days, with a five-day and ten-day testing window most reported. A summary of testing windows provides insight into how much time LEAs are building into their academic calendars to administer local testing programs.

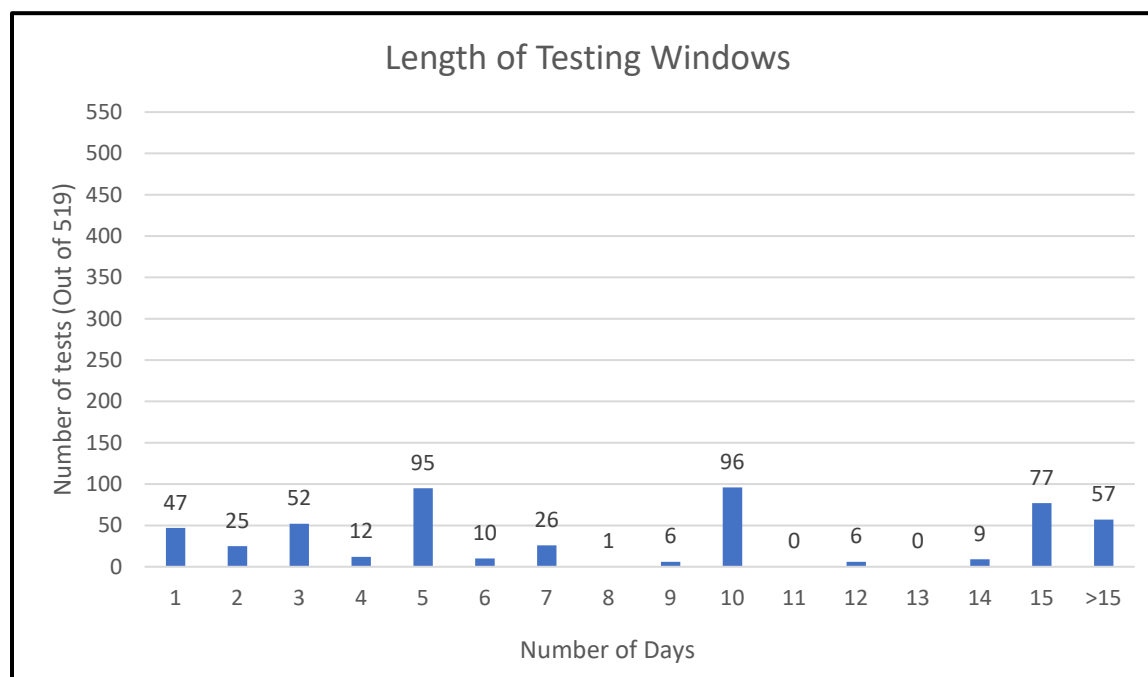


FIGURE 7. The length of testing windows in days.

### Time Allotted for Standard Administration

The time LEAs allot for standard administrations of local tests varies from 30 minutes or less to greater than 5 hours (see Figure 8). Across the 110 LEAs, over twenty-seven percent of the tests administered require 61 to 90 minutes for the standard administration.

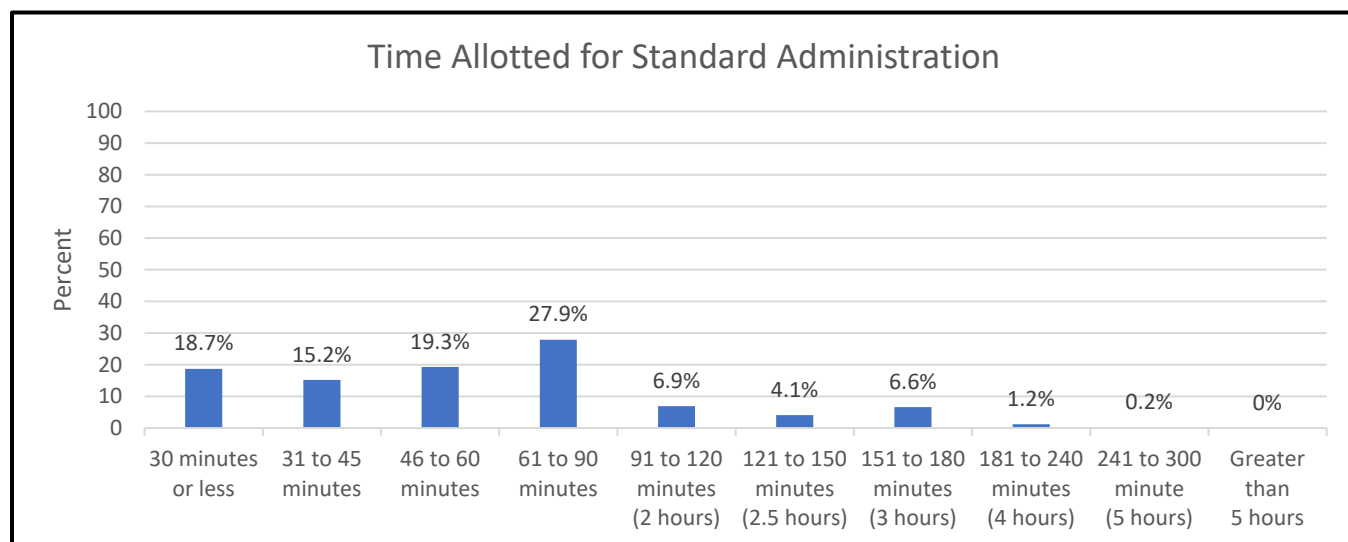


FIGURE 8. LEAs' estimated time for standard administration of local tests.

The map in Figure 9 shows the time allotted in hours per year for local tests administered by LEAs for grades K–13.

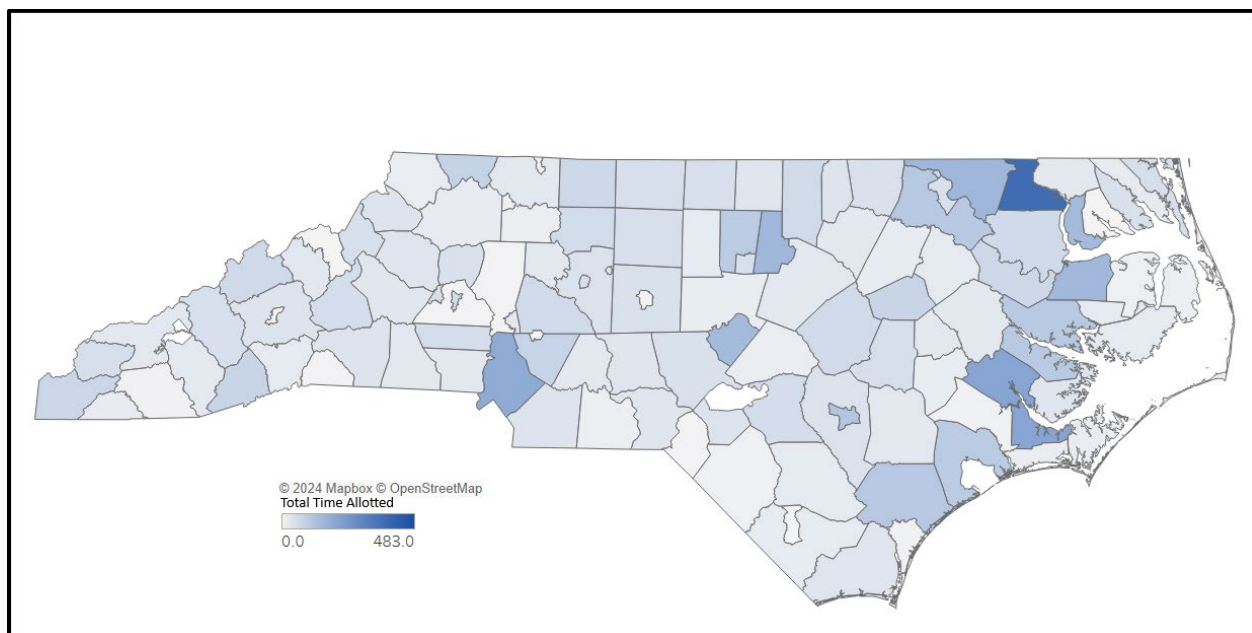


FIGURE 9. Hours allotted for testing in grades K–13 by LEA.

### Test Format and Availability of Results

Regardless of the format of delivery (i.e., online or paper), tests that contain multiple-choice test items only allow LEAs to get test results within the same day of the test administration. Tests that contain performance items, such as constructed response or short answer items, take longer to score. The scoring process for performance items usually begins the morning after the test record is received by the vendor or scorer. The results are returned to the LEA within approximately five to seven business days. A summary of the data in Figures 10 and 11, shows that most of the local tests contain multiple-choice items only (81.9%), and that most of the teachers (84%) receive results from these tests within five days of the administration.

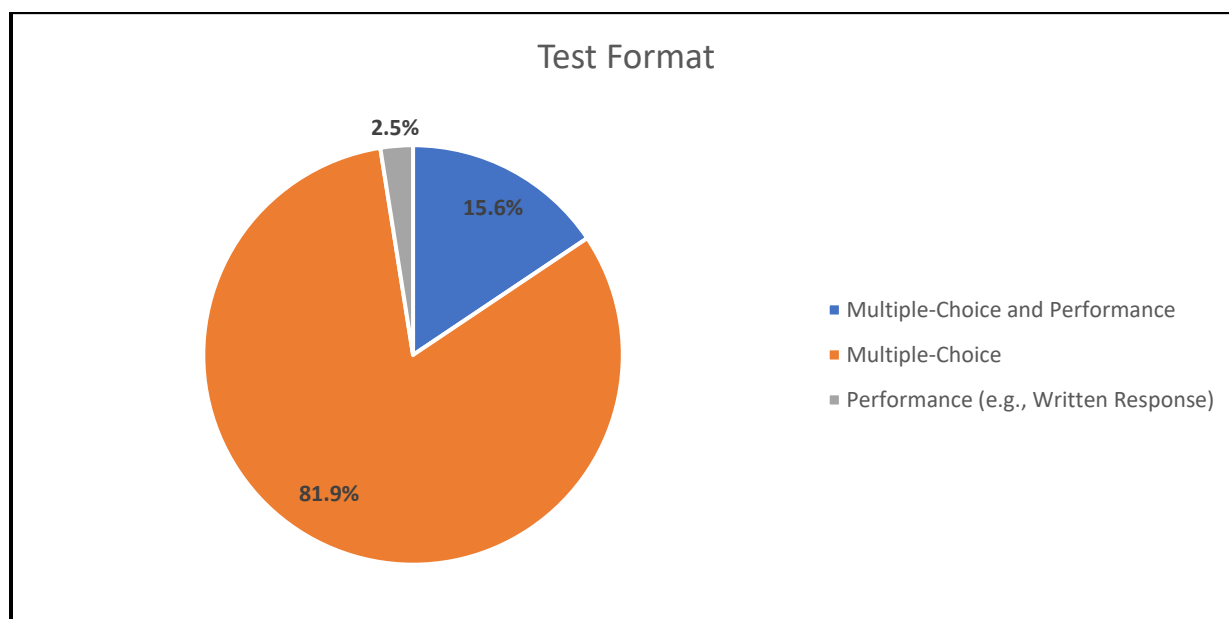


FIGURE 10. Test format.

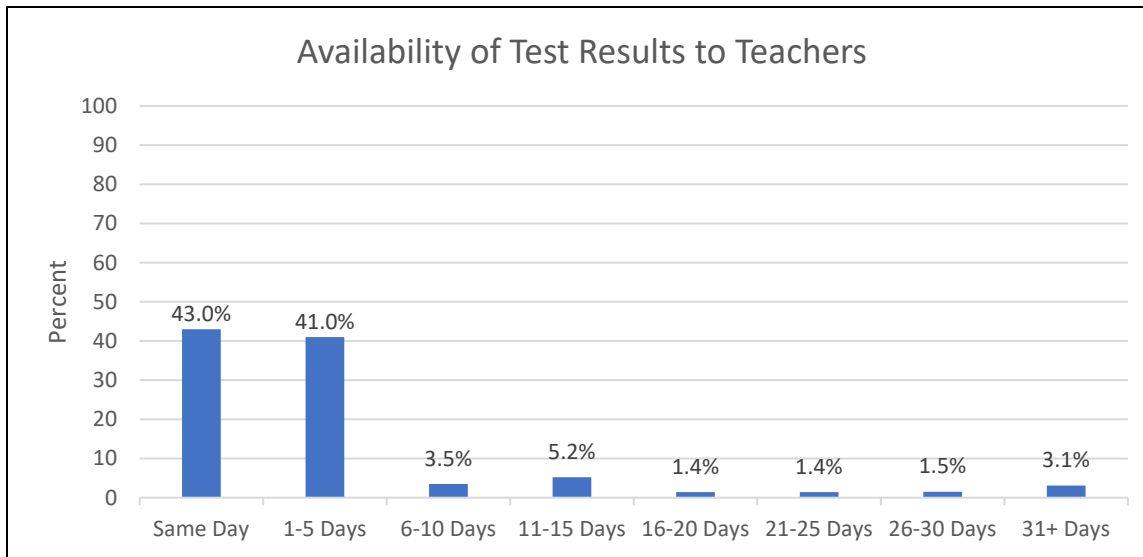


FIGURE 11. Availability of test results in days for teachers.

16 N.C. Admin. Code 06D .0307 states the following:

“(g) LEAs shall, at the beginning of each school year, provide information to students and parents or guardians advising them of the districtwide and State-mandated tests that students will be required to take during that school year. In addition, LEAs shall advise students and parents or guardians of the dates the tests will be administered and how the results from the tests will be used. Also, information provided to parents shall include whether the State Board of Education or the local board of education requires the test(s).

(h) LEAs shall report scores resulting from the administration State-mandated tests from the Annual Testing Program to students and parents or guardians no later than 30 days after the test is administered and along with available score interpretation information within 30 days from receipt of the scores and interpretive documentation from the NCDPI.”

Figure 12 shows the number of days by test that it takes for parents to receive their student's score and/or interpretive documentation for local tests. Data collected shows that 67.4% of parents receive results within ten days of the generation of the score. However, the data also indicates that some parents (4.6%) do not receive test results until thirty-one or more days after the generation of the score.

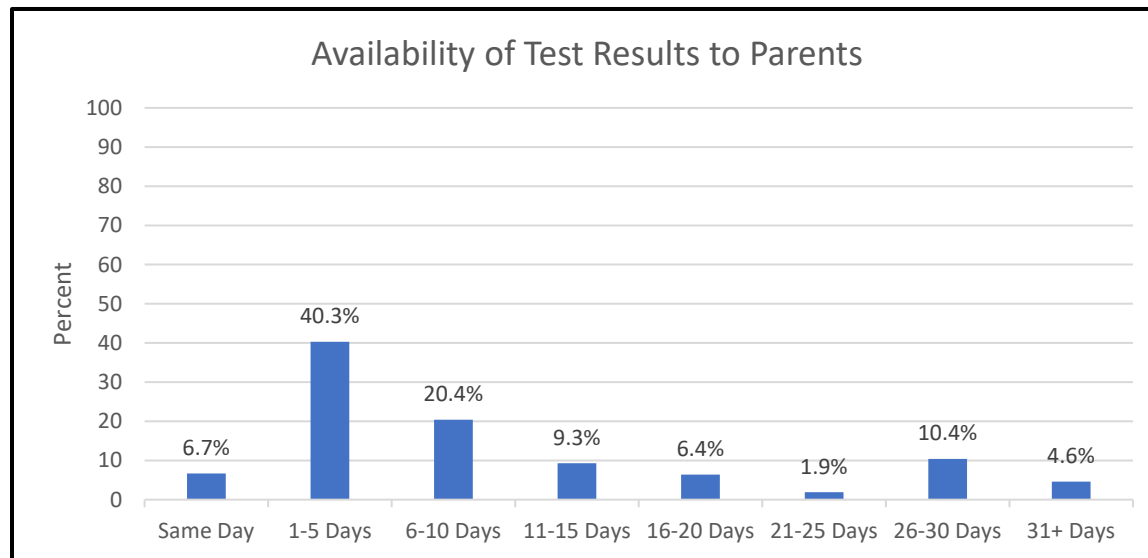


FIGURE 12. Availability of test results in days for parents.

### **Purpose of the Test and Use of the Results**

A summary of the data in Figure 13 shows that educators from the 110 LEAs use the results from local tests most often for diagnostic purposes (60.3%). Diagnostic testing is a form of pre-assessment that allows teachers to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. Teachers typically administer diagnostics for reading and math skills, using the results to provide remedial instruction or place students within appropriately leveled classes or small groups. Some schools also diagnose concepts as a whole to reveal commonly held misconceptions in specific subjects. Results of these diagnostics inform teachers about the direction of their instruction, meaning how early or advanced in the topic they can begin.

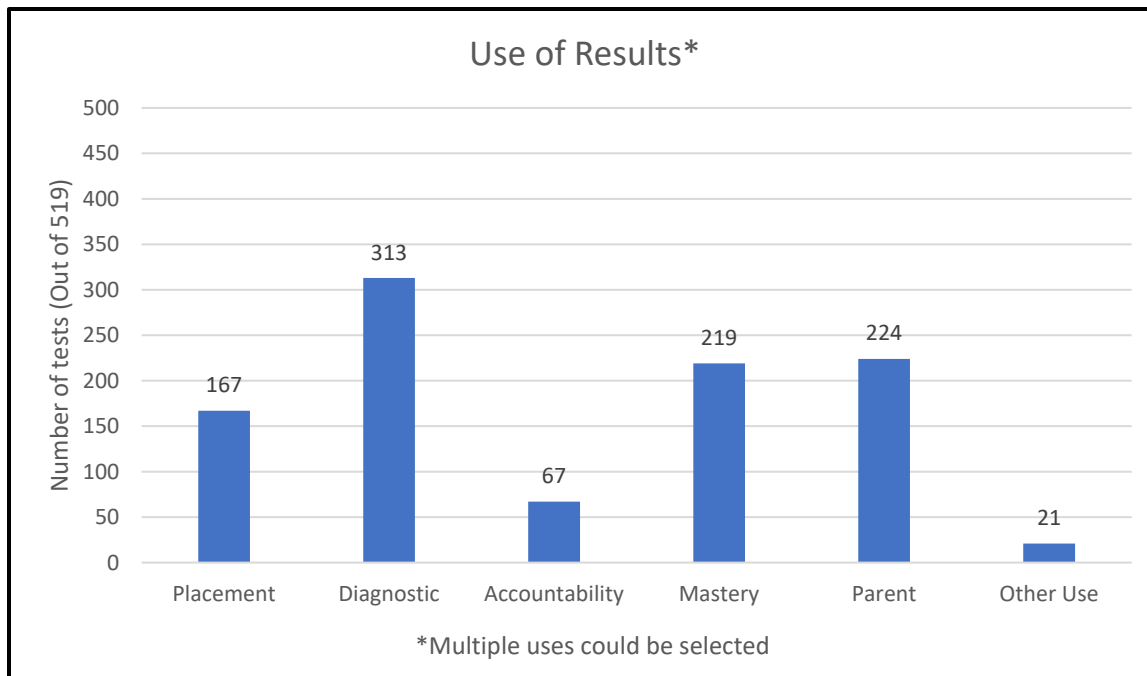


FIGURE 13. Use of test results.

### Test Developers for Local Tests

Local tests are either purchased from a vendor, created by the LEA, or acquired from the state. As shown in Figure 14, most LEAs purchase local tests from vendors.

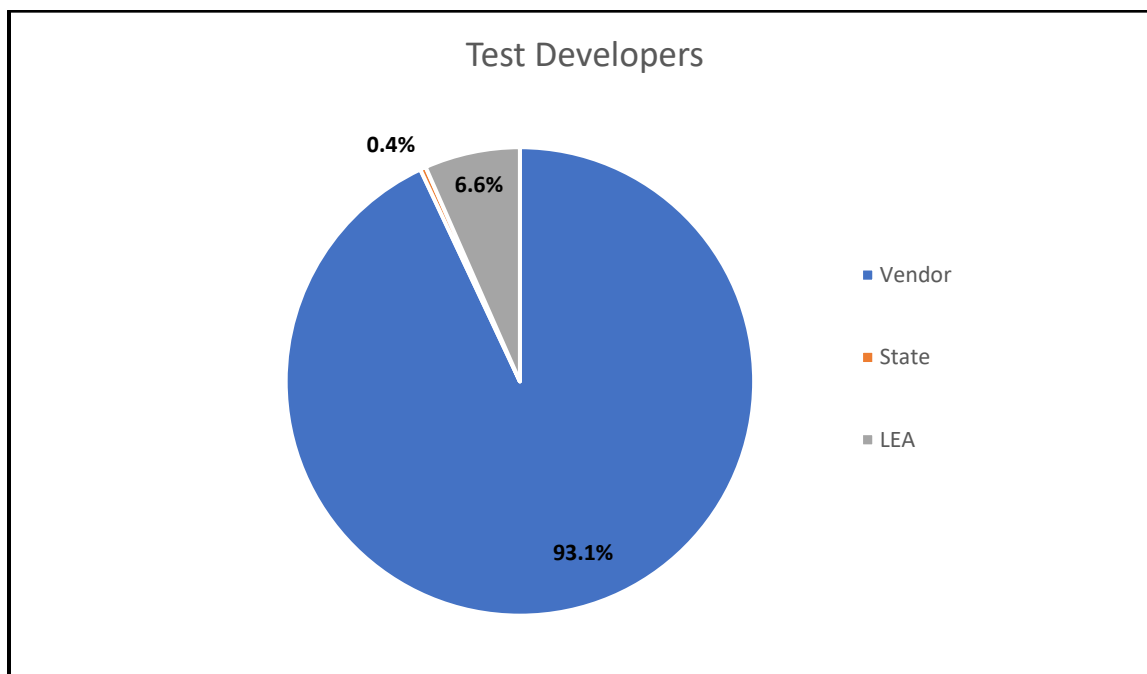


FIGURE 14. Test developers of local tests.

### Source of Funds Supporting Local Testing Programs

District funds are the primary source of funding for local testing, followed by federal funds. Figure 15 illustrates the breakdown of funds supporting local testing programs.

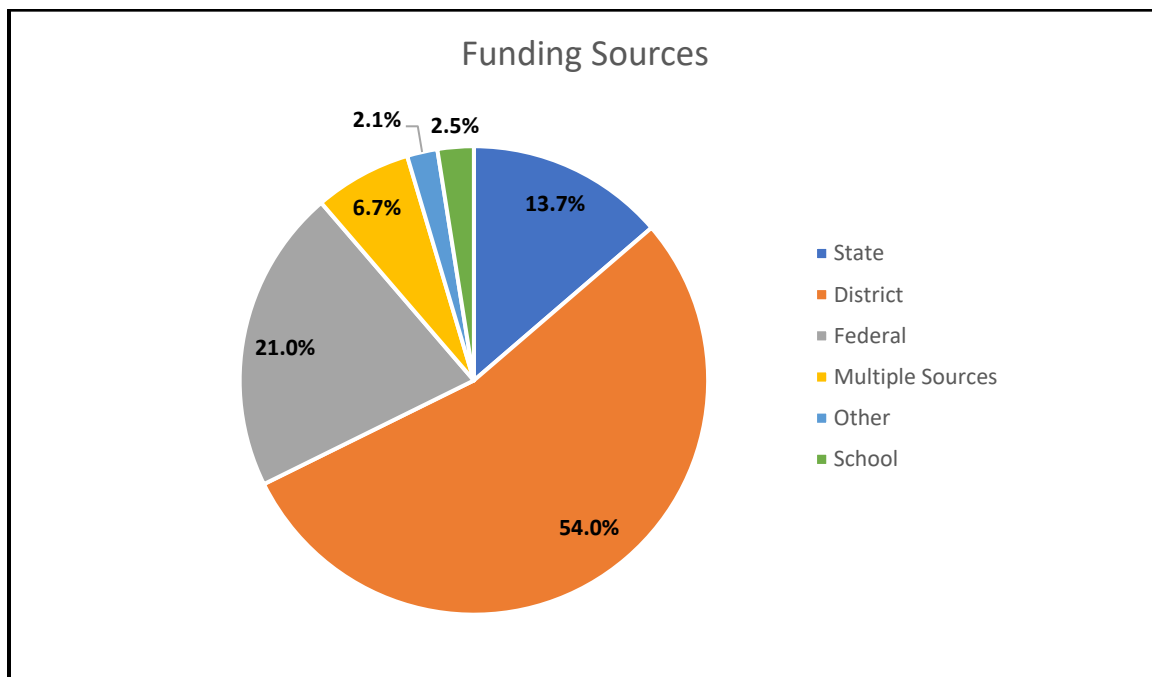


FIGURE 15. Source of funds supporting local testing.

### **Section 3: Local Testing Report Two-Year Summary Findings**

The LEAs meet the requirements of this statute by submitting an annual survey to the NCDPI. The survey data submitted is used to calculate the two-year averages. The LEA must include the name of the test administered, how often the test is provided throughout the year, what grade levels are required to take the test, what subjects the tests cover, and how much time is allotted to administer each test. This data is used to determine the LEA and state averages for the number of tests administered and the amount of time testing.

#### **State Average of Local Tests Administered**

For the 2022–23 and 2023–24 school years, the local testing report survey results indicated an average of 69.3 tests administered across the state. Out of the 115 LEAs surveyed, 56 were identified as being over the state average, which is 49% of the LEAs. Across the state, the averages varied with the lowest average being 2 and the highest average being 196 tests administered at the local level.

#### **State Average of Time Administering Local Tests**

For the 2022–23 and 2023–24 school years, the local testing report survey results indicated an average of 85.7 hours spent testing across the state. Out of the 115 LEAs surveyed, 59 were identified as being over the state average, which is 51% of the LEAs. Across the state, the averages varied with the lowest average being 2.4 hours and the highest average being 258.5 hours spent testing at the local level.

#### **Local Testing Report Plans Summary**

A review of the two-year local testing report plans indicates most LEAs are eliminating local tests that are deemed redundant. The plans submitted to the NCDPI outlined how streamlining available tests and resources will assist in decreasing the number of tests administered, subsequently reducing the amount of time spent testing. The following excerpts from the local testing report plans are representative of the efforts to reduce local testing:

- “We have significantly reduced the amount of testing over the past few years. No schools are allowed to administer standardized tests without the approval of the Assistant Superintendent of Academic Services and Accountability. All of the tests we administer district wide are reviewed annually and duplicate or inefficient assessments are eliminated.”
- “District administrators, principals, teachers, and support staff will review and analyze data across all grade levels. Data analysis of standardized testing will help determine which assessments are not relevant and aligned to curriculum based standards.”
- “In order to decrease the numbers of hours required for students to complete tests and to comply with state regulations, our leadership team will evaluate the school’s local standardized testing to determine which subject area testing time could be reduced or even possibly eliminating some tests.”
- “Through our Common Interim Assessment system, we engage in data analysis and action planning meetings five times a year in cored tested areas. These plans drive core instruction, professional development, and coaching areas of focus. To ensure the LEA begins to decrease area(s) identified as exceeding the state average, the district will convene a team to review local testing and determine which assessments, if any, can be eliminated.”
- “Conduct an analysis of current assessments to discern areas in which our assessments align with state standards and current legislation. We will look for trends in our assessment plan to determine if overlapping data is collected and work to streamline our testing practices.”



- “Leadership will continue to review all required local assessments to determine whether the data is valuable and necessary. If any data from local assessments is duplicated those assessments will be reviewed first and modifications to the local assessment system will be made.”