

GRADES 9–12		GENERAL ASSESSMENT OPTIONS ¹		ALTERNATE ASSESSMENT OPTIONS ¹
		General Test Administration	General Test Administration with Accommodations	NCEXTEND ²
Measured: Reading & Mathematics: North Carolina <i>Standard Course of Study</i> ³ Science: North Carolina Essential Standards		Grade Level/Course	Grade Level/Course	North Carolina Extended Content Standards (All Assessed Content Areas)
Academic Achievement Standards (Cut scores)		Grade-Level/Course Academic Achievement Standards ³	Grade-Level/Course Academic Achievement Standards ³	Alternate Academic Achievement Standards ⁴
Test Format	English II	Multiple-Choice, Technology Enhanced ⁵ , and Constructed Response	Multiple-Choice, Technology Enhanced ⁵ , and Constructed Response	Performance Tasks
	NC Math 1	Multiple-Choice, Technology Enhanced ⁵ , and Gridded Response/Numeric Entry	Multiple-Choice, Technology Enhanced ⁵ , and Gridded Response/Numeric Entry	Performance Tasks
	NC Math 3	Multiple-Choice, Technology Enhanced ⁵ , and Gridded Response/Numeric Entry	Multiple-Choice, Technology Enhanced ⁵ , and Gridded Response/Numeric Entry	Performance Tasks
	Biology	Multiple-Choice and Technology Enhanced ⁵	Multiple-Choice and Technology Enhanced ⁵	Performance Tasks
Eligible Students		All students enrolled in a selected course for credit	Students identified as English Learners who meet specific eligibility criteria, ⁶ students with disabilities who have an Individualized Education Program (IEP), students with a Section 504 Plan, and students with transitory impairment documentation	Students with disabilities enrolled at grades 10 or 11 who have a current IEP and meet specific eligibility criteria ⁶

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

² Eligible students who have a current IEP and meet specific eligibility criteria participate with or without accommodations.

³ 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.

⁴ Alternate Academic Achievement Standards: Alternate academic achievement standards are aligned with the grade-level Extended Content Standards of the North Carolina *Standard Course of Study* for Reading and Mathematics, and the North Carolina Essential Standards for Science. The alternate academic achievement standards are expectations of student performance that differ in complexity from grade-level academic achievement standards.

⁵ Technology enhanced items are included only in the online assessments.

⁶ Specific eligibility criteria are listed on page 2 of this document.

Specific Eligibility Criteria for Students with Disabilities

NCEXTEND1	<ul style="list-style-type: none"> • The student must have a current Individualized Education Program (IEP). • The student must have a significant cognitive disability <ul style="list-style-type: none"> - The student's disability significantly impacts cognitive functioning and adaptive behaviors, defined as those skills which are essential for someone to live and function independently. - The student requires extensive and repeated individualized instruction and support to make meaningful gains. - The student uses substantially adapted materials and individualized methods of accessing information in alternative ways. • The student must be instructed using the North Carolina Extended Content Standards (i.e., reading and mathematics) and the North Carolina Extended Essential Standards (i.e., science). • The student must be enrolled in grades 9–12 according to PowerSchool. <p>The vast majority of students with disabilities do not have a significant cognitive disability. The NCEXTEND1 is not appropriate for students who</p> <ul style="list-style-type: none"> - are being instructed in any or all of the assessed general grade- or course-level content standards of the North Carolina <i>Standard Course of Study</i> (i.e., reading and mathematics) and the Essential Standards (i.e., science); - demonstrate delays only in academic achievement; - demonstrate delays only in selected areas of academic achievement; - demonstrate delays owing primarily to behavioral issues; or - if in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study pathway). <p>Evidence for the decision to participate in NCEXTEND1 must not be based on</p> <ul style="list-style-type: none"> - a disability category or label; - poor attendance or extended absences; - native language, social, cultural, or economic differences; - expected poor performance on the general education assessment; - academic or other services the student receives; - educational environment or instructional setting; - percent of time receiving special education services; - English Learner status; - low reading level or achievement level; - anticipated disruptive behavior; - impact of student scores on the accountability program; - administrative decisions; - anticipated emotional distress; or - need for accommodations to participate in the assessment process.
Accommodations	<h3 style="text-align: center;">Specific Eligibility Criteria for Students Identified as English Learners</h3> <ul style="list-style-type: none"> • To be eligible for accommodations for state tests of Reading, Mathematics, or Science, students identified as English Learners (ELs) must have scored below Level 5.0 Bridging on the reading domain of the WIDA Screener/ACCESS for ELLs®.