GRADES 9-12	GENERAL ASSESSMENT OPTIONS		ALTERNATE ASSESSMENT OPTIONS
	General Test Administration	General Test Administration with Accommodations	NCEXTENDI <sup>2</sup>
Measured: English Language Arts/Reading & Mathematics: North Carolina Standard Course of Study Science: Ecoestial 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 <sup>2</sup>	Grade-Level/Course Academic Achievement Standards <sup>2</sup>	Alternate Academic Achievement Standards <sup>4</sup>
Test Format English II	Multiple-Choice, Technology Enhanced, <sup>3</sup> and Constructed Response	Multiple-Choice, Technology Enhanced, <sup>2</sup> and Constructed Response	Performance Tasks
Test Format Math I	Multiple-Choice and Gridded Response	Multiple-Choice and Gridded Response	Performance Tasks
Test Format Biology	Multiple-Choice and Technology Enhanced	Multiple-Choice and Technology Enhanced <sup>6</sup>	Performance Tasks
Eligible Students	All students enrolled in a selected course for credit	Limited English proficient (LEP) students who meet specific eligibility criteria," students with disabilities who have an IEP or a Section 504 Plan, and students with a transitory impairment	Students with disabilities enrolled at grades 10 or 11 who have a current IEI and meet specific eligibility criteria*

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

<sup>2</sup> Eligible students participate with or without accommodations.

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.

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 and the Extential Standards and are expectations of student performance that differ in complexity from grade-level academic achievement standards.

<sup>\*</sup>Technology enhanced items are found only in the online assessments.

<sup>&</sup>quot;Specific eligibility criteria are listed on page 2 of this document.

# **North Carolina Testing Program**

**Annelies Wilder-Smith** 

#### **North Carolina Testing Program:**

North Carolina Testing Program North Carolina. Department of Public Instruction, North Carolina. Public Schools of State Norms for the North Carolina Testing Program North Carolina. Department of Public Instruction. Division of Accountability. Testing, 1998 North Carolina Testing Program. Information Packet. Spring 2004 North Carolina State Department. of Public Education, Raleigh, 2004 This publication outlines tests that are included in the North Carolina Testing Program The end of grade tests are curriculum based multiple choice reading comprehension and mathematics tests that measure curricular competencies described in the North Carolina Standard Course of Study These tests are administered to all eligible students within the final three weeks of the school year. The document addresses 1 the No Child Left Behind Act 2 guick facts about testing at the elementary level 3 guick facts about testing at the high school level 4 parent concerns 5 important terms used to explain the tests and the test results and 6 resources available to assist with preparation for testing Testing Students with Disabilities ,2015 Relation of the Ohio River and Its Tributaries to Transportation in the United States American Society of Civil Engineers, Charles Willauer Kutz, H. B. Luther, Frank Hooker Resources in Education ,2001 North Carolina Public Schools ,1954 Alfred, Julian A. Pollak, 1926 Assessment and Measurement Scott L. Howell, Mary Hricko, 2006-01-01 This book features case studies detailing online applications and uses of assessment and measurement methodologies systems and practices across three broad educational Test Scoring David Thissen, Howard Wainer, 2001-05-01 Test Scoring provides a or training areas Provided by publisher summary of traditional true score test theory and modern item response theory related to scoring tests as well as novel developments resulting from the integration of these approaches The background material introduced in the first four chapters builds a foundation for the new developments covered in later chapters These new methods offer alternative psychometric approaches to scoring complex assessments Each of the book s contributors draws from the classic literature of traditional test theory as well as psychometric developments of the past decade The emphasis is on large scale educational measurement but the topics and procedures may be applied broadly within many measurement contexts Numerous graphs and illustrative examples based on real tests and actual data are integrated throughout This multi authored volume shows the reader how to combine the coded outcomes on individual test items into a numerical summary about the examinee s performance This book is intended for researchers and students in education and other social sciences interested in educational assessment and policy the design and development of tests and the procedures for test administration and scoring Prerequisites include an introduction to educational and psychological measurement and basic statistics Knowledge of differential and integral calculus and matrix algebra is helpful but not required Overview of Testing/standards and Assessments in the States United States. Congress. House. Committee on Education and the Workforce, 1999 Handbook of Research on Solutions for Equity and Social Justice in Education Etim, James, Etim, Alice, 2023-03-02 Education s role

should further social justice prepare students to compete for higher social positions train workers and engage students so that they become active participants in a democratic society However as with many global systems education has long ago fallen victim to the institutional ailments of systematic oppression and discrimination In order to promote equity and social justice in education it is paramount that educators and administrators acknowledge systematic challenges in education and the solutions The Handbook of Research on Solutions for Equity and Social Justice in Education discusses how teachers and school administrators practice equity and inclusion in their schools It provides examples of social justice and how it affects society as well as specific case studies that aim at engendering equity and inclusion for minorities It further discusses these issues in a global context Covering topics such as agentic empowerment social justice in dialogue and teacher social justice advocacy this major reference work is a critical resource for faculty and administrators of both K 12 and higher education preservice teachers teacher educators school social workers and counselors librarians government officials researchers and Profile of 1994-95 State Assessment Systems and Reported Results ,1996 Performance Audit Report North Carolina. Office of the State Auditor, 1990 Large-scale Testing of Students With Disabilities Gerald Tindal, 2018-12-07 Large Scale Testing of Students With Disabilities addresses three issues accommodations modifications and reporting of outcomes The purpose is not to present an exhaustive summary of the research in these areas but to focus attention on how the issues are considered and empirically validated The research summarized in this issue should serve as a model for state departments to consider in adoption of policy either as findings upon which to inform policy or as a method to adopt in generating findings themselves The studies reflect critical methodologies that are either experimental in design or use extant data sets as well as present a theoretical framework in how to interpret empirical results **Hispanicized English in the Nuevo New South** Erin Callahan, 2018-04-17 This volume provides a comprehensive overview of contemporary language shift and identity in a language community in the mid Atlantic South to offer a unique window into ethnic dialect formation and sociolinguistic processes underpinning dialect acquisition Drawing on data collected from over 100 interviews of members North Carolina Hispanicized English speakers in Durham North Carolina the book employs a quantitative approach and uses statistical software in analyzing the data collected to focus on the sociolinquistic variable of past tense unmarking to explore sociolinguistic processes at work in English language learner variation The focus on a specific variable allows for the opportunity to explore specific processes in more detail including the ways in which speakers accommodate regional and ethnic varieties of their peers and the internal and environmental factors guiding dialect acquisition Illuminating new facets to the processes of language learning language contact and ethnolect emergence this volume is key reading for students and researchers in second language acquisition and variationist sociolinguistics The North Carolina Teacher .1924 Authorization of the National Center for Education Statistics, National Assessment of Educational Progress, and National Assessment Governing Board United States. Congress. House.

Committee on Education and the Workforce. Subcommittee on Early Childhood, Youth, and Families, 2000 **Schoolwide** Action Research for Professional Learning Communities Karl H. Clauset, Dale W. Lick, Carlene U. Murphy, 2008-05-15 Clearly shows the success that can occur when a staff learns together I highly recommend this book to aspiring and beginning principals as well as those with years of experience Paul Young Executive Director West After School Center Former President National Association of Elementary School Principals Foster schoolwide professional learning through a collaborative action research model Action research is a popular method for individual educators to examine their practices and grow in their profession In this how to guide readers will learn how Whole Faculty Study Groups WFSGs use action research to involve an entire school in advancing staff learning and school performance. The WFSG model is a type of professional learning community PLC that catalyzes school change with schoolwide action research as a central component With over 20 years of experience the authors draw from hundreds of examples and case studies to describe how implementing WFSGs can help students teachers administrators and other staff members work collaboratively to improve teacher practice and student learning The authors empirical data and comprehensive approach help deepen educators understanding of how to use meaningful action research to strengthen teamwork and realize school reform Additionally readers will learn how The WFSG system compares with other approaches to action research The schoolwide action research process can be applied in a wide variety of school reform efforts Study groups can move from discussion to action Principals and district leaders can support schoolwide action research Discover the ways WFSGs can enhance student learning and result in real school improvement in this highly relevant must have guide An Age of Accountability John L. Rury, 2023-10-13 An Age of Accountability highlights the role of test based accountability as a policy framework in American education Even after very clear disappointments no other policy framework has emerged to challenge its hegemony and many Americans continue to believe that accountability remains a vital necessity even if educators and policy scholars disagree Monthly Checklist of State Publications Library of Congress. Exchange and Gift Division, 1991 June and Dec issues contain listings of periodicals

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