

***NCEXTENDI* Alternate Assessment
English Language Arts/Reading 3–8, Mathematics 3–8, and Science 5 & 8
English II, Math I, and Biology at Grade 10
Grade 11**

	<i>NCEXTENDI</i> Alternate Assessment ELA/Reading 3–8, Mathematics 3–8, and Science 5 & 8	<i>NCEXTENDI</i> Alternate Assessment English II, Math I, and Biology Grade 10	<i>NCEXTENDI</i> Alternate Assessment Grade 11
DATES TO REMEMBER			
Testing Window p. 3	Final 10 instructional days of the school year		February 27–March 13, 2018
	Exceptions permitted to accommodate a student’s current IEP **Exceptions permitted for special circumstances (e.g., family emergency, family relocation). Requests submitted to RAC.		
Test Design p. 1, 5	<ul style="list-style-type: none"> • Administered individually to each student by an assessor • A trained one-on-one, full-time proctor should also be present to serve as a monitor • Grade-level performance items • Measure content standards specified in the North Carolina Extended Content Standards for all the assessed content areas • Each assessment has 15 items • Up to two opportunities to respond to each item • Items scored on a 0–2 point scale 	<ul style="list-style-type: none"> • Administered individually to each student by an assessor • A trained one-on-one, full-time proctor should also be present to serve as a monitor • Grade-level performance items • Measure content standards specified in the North Carolina Extended Content Standards for the assessed content areas • Each assessment has 15 items • Up to two opportunities to respond to each item • Items scored on a 0–2 point scale 	<ul style="list-style-type: none"> • Administered individually to each student by an assessor • A trained one-on-one, full-time proctor should also be present to serve as a monitor • Grade-level performance items • Measure content standards specified in the North Carolina Extended Content Standards for the assessed content areas • 15 items (5 ELA, 5 Math, 5 Sci) • Up to two opportunities to respond to each item • Items scored on a 0–2 point scale

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GENERAL INFORMATION			
Eligibility Criteria pp. 1–3	<p>The <i>NCEXTENDI</i> alternate assessments are designed for students with disabilities who:</p> <ul style="list-style-type: none"> • have a current Individualized Education Program (IEP); • are enrolled in grades 3–8/grade 10/grade 11 according to PowerSchool; • are instructed in the North Carolina Extended Content Standards in ALL assessed content areas; and • have a SIGNIFICANT COGNITIVE DISABILITY <p>The <i>NCEXTENDI</i> alternate assessments are NOT appropriate for students who:</p> <ul style="list-style-type: none"> • are being instructed in ANY OR ALL of the general grade-/course-level content standards of the North Carolina Standard Course of Study; • demonstrate delays only in academic achievement; • demonstrate delays only in selected areas of academic achievement; • demonstrate delays due primarily to behavioral issues; or • if in high school, are pursuing an NC high school diploma (including students enrolled in the Occupational Course of Study pathway) 		
Testing Time p. 4	<ul style="list-style-type: none"> • No specified testing time – unique to each student depending on the student’s individual needs • May be administered in one session; multiple sessions in one day or over several days • If student routinely uses <i>Multiple Testing Sessions</i>, must be documented in the IEP for planning purposes • Breaks may be taken at <u>any time</u>, regardless of documentation in IEP. The assessor must use professional judgment to determine when a break is needed and what the appropriate length of time is for the student’s test administration. 		
Makeup Testing p. 4	<ul style="list-style-type: none"> • Makeup sessions scheduled after the testing window closes should occur within 10 working days from the date of the original test administration 		
Assessor Requirements p. 5	<p>Assessors are required to</p> <ul style="list-style-type: none"> • be an employee of the school system • have professional training in the specific content area being assessed • be familiar with the North Carolina Extended Content Standards • be the student’s primary teacher for the assessed content area • have routine contact with the student during classroom instruction <p>Assessors under contract for the provision of instructional services (see page 5 for requirements)</p>		
Proctor Requirements p. 6	<p>Proctors should be familiar with the student being tested, be age 18 or older and not enrolled as a student in the K–12 public school system, and not be a parent/guardian or relative of the student being tested.</p>		

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	BEFORE TEST DAY		
Training and Preparation pp. 7–16	<ul style="list-style-type: none"> • Attend training session(s) on test security, testing procedures, and appropriate use of accommodations • Read and sign a Test Security Agreement at the conclusion of every training session • Read and study the <i>NCEXTENDI</i> Assessment Guide • Read and study the <i>Testing Code of Ethics</i> (Appendix L pp. 72-75) • Read and study the appropriate sample assessor scripts located in the <i>Assessment Guide</i> (Appendices C–J) • Read and follow test security procedures (pp. 8–10) • Prepare the testing environment (p.10) • Prepare students for testing (p. 11) • Know what is prohibited in the testing room (pp. 11–12) • Understand the limitations on assisting students during the test (pp. 12–13) • Know how to recognize and report testing violations and irregularities (pp. 14–15) • Prepare for students with disabilities who have testing accommodations (pp. 14, 34-37, 38-39) • Know local testing procedures (p. 16) 		
Adaptations to Materials p. 16	<ul style="list-style-type: none"> • Make adaptations to the NCDPI-provided manipulatives as necessary before conducting the test (in a group setting no more than two weeks before the test administration) <p style="margin-left: 40px;">For example,</p> <ul style="list-style-type: none"> ○ for student response modes (e.g., attaching cards to communication board or switch) ○ for visual impairments (e.g., enlarging cards, raising lines for drawings) ○ for substituting objects for manipulative cards (e.g. using an actual ball for a card that says “ball”) 		
Record Required Accomm. p. 14	Assessors must ensure the <i>Review of Accommodations Used During NCEXTENDI Testing</i> form is completed for each student who will require testing accommodations. One form must be completed per student, per content area tested. See Appendix K p. 71		
Precoded Answer Sheets p. 16	Answer sheets (samples on pp. 29-32). Two answer sheets: (1) grades 3–8 and 10 and (2) grade 11. For grades 3–8 and 10, assessors will mark X for no response; grade 11 will mark NR for No response. Answer sheets will be precoded. Assessors must not change, alter, or erase precoding on students’ answer sheets. Corrections for precoded responses should be given to the principal or school test coordinator.		

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ON TEST DAY			
Materials Verification p. 17	<ul style="list-style-type: none"> • Assessors must count and verify the number of secure materials including supplemental materials, when they are first received • Assessors must report any discrepancies in the count before leaving the distribution room • Proctors are not to pick up or return test materials • All test materials assigned to the assessor must be returned after each testing session is completed 		
Required Test Materials pp. 17-18	<ul style="list-style-type: none"> • <i>Assessment Guide</i> • One Assessor Booklet per student for each assessed content area • One answer sheet per student (Sample pp. 29-30). • One manipulative kit per content area • One Selection Booklet (English Language Arts only) • Writing utensil (Math only) • Blank Paper (Math only) • Calculator (Math grades 6–8 only)–four-function calculator with memory key • Timing device • Counters/objects (not required) • One NC General Purpose Header Sheet for each class or testing group of students • Vinyl bags for repackaging test materials to be scored 	<ul style="list-style-type: none"> • <i>Assessment Guide</i> • One Assessor Booklet per student for each content area assessed • One answer sheet per student (Sample pp. 29-30). • One manipulative kit per content area • One Selection Booklet (English II only) • Writing utensil (Math I only) • Blank Paper (Math I only) • Calculator (Math I only)–four-function calculator with memory key • Timing device • Counters/objects (not required) • One NC General Purpose Header Sheet for each class or testing group of students • Vinyl bags for repackaging test materials to be scored 	<ul style="list-style-type: none"> • <i>Assessment Guide</i> • One Assessor Booklet per student • One answer sheet per student (Sample pp.31-32) • One manipulative kit • One Selection Booklet (English Only) • Writing utensil (Math only) • Blank Paper (Math only) • Calculator (Math only)–four-function calculator with memory key • Timing device • Counters/objects (not required) • One NC General Purpose Header Sheet for each class or testing group of students • Vinyl bags for repackaging test materials to be scored

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ON TEST DAY			
pp. 18–20	<ul style="list-style-type: none"> • Follow a uniform process of administration • Know the school’s procedures to follow for student emergencies and restroom breaks 		
Use of Positive Reinforcement to Maintain Engagement <p>p. 20</p>	<ul style="list-style-type: none"> • Assessors are allowed to use positive reinforcement strategies that are routinely used during classroom instruction to help maintain student engagement during <i>NCEXTENDI</i> test administrations. • Examples: giving a student a high five, a thumbs up, or using commonly provided phrases (e.g., “Good job”) • Must be provided in a consistent manner and must not interfere with the standardization • Assessors must not use positive reinforcement to reflect whether a student has provided correct or incorrect responses • Assessors may use similar strategies for student redirection as well 		
AFTER TESTING			
Record Provided and Used Accom. <p>p. 21-22</p>	<p>Assessors must complete the <i>Review of Accommodations Used During NCEXTENDI Testing</i> form to indicate whether the accommodations were provided, the student used the accommodations, and any details on use.</p>		
p. 21	<ul style="list-style-type: none"> • Count and return all test materials • Report testing irregularities 		
Code Final Data <p>pp. 22-2</p>	<ul style="list-style-type: none"> • All coding of student answer sheets must occur after the student completes testing and take place under secure conditions in a group setting (3 or more designated school personnel) • Use No. 2 pencils only • Follow NCDPI-designated guidelines for the transcription 		
Special Codes <p>p. 23-24</p>	<ul style="list-style-type: none"> • Complete special codes, if applicable 		
Header Sheet <p>pp. 24-26</p>	<ul style="list-style-type: none"> • Follow directions in the <i>Assessment Guide</i> for completing the header sheet. 		

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	AFTER TESTING		
Special Codes for Header Sheet p. 26	<ul style="list-style-type: none"> • For local use only 		
Review Test Materials pp. 26-27	<ul style="list-style-type: none"> • Follow directions in the <i>Assessment Guide</i> for materials review 		
Pack and Return Materials pp. 27-28	<ul style="list-style-type: none"> • Follow directions in the <i>Assessment Guide</i> for packing and returning the test materials 		

GENERAL ACCOMMODATIONS INFORMATION:

- Appendix A contain the NC Accessibility Framework (see pp. 34-37)
- Testing accommodations chart is located on pp. 38-39
- Braille materials for the *NCEXTENDI* alternate assessments and grade 11 are available to order on TNN