

Elementary and Middle School Grades 3–8

Beginning-of-Grade 3 (BOG3) Reading Test

- The BOG3 reading test is a required online administration unless a paper format is necessary for students with a documented accessibility need.
- The testing window:
 - for traditional and year round school calendars is the first fifteen days of the school year (days 1–15).
 - for year-round schools opening after July 19, 2024, begins the first day of school (days 1–5).
- The BOG3 reading test:
 - is aligned to the *North Carolina Standard Course of Study* (NCSCOS) for grade 3 English language arts.
 - establishes a baseline measure of beginning third-grade students' reading comprehension.
 - satisfies the requirements of the Read to Achieve legislation for students who score achievement level 3 or higher on the test. Students who are not proficient on the end-of-grade test but were proficient on the BOG3 reading test count as proficient in the performance composite and school performance grades.
 - is used for school accountability growth and student growth for teachers and administrators.
 - serves as a teacher-growth tool for determining those teachers who are well-suited to teach at reading camps (G.S. §115C-83.3[4a]).
- When taking the BOG3 students read literary and informational selections and then answer questions related to the selections.
- Students' knowledge of vocabulary is assessed indirectly through application and understanding of terms within the context of the selections and questions.

End-of-Grade (EOG) Tests

- EOG tests are required online administrations unless a paper format is necessary for students with a documented accessibility need.
- The testing window is the last ten days of the school year.
- Reading
 - Reading tests are aligned to the NCSCOS for English language arts.
 - Students read authentic selections and then answer questions related to the selections.
 - Knowledge of vocabulary is assessed indirectly through application and understanding of terms within the context of the selections and questions.
- Mathematics
 - Mathematics tests are aligned to the NCSCOS for mathematics.
 - Mathematics tests consist of two parts: calculator inactive and calculator active. Students may use a calculator only for the calculator active part of the test.
- Science
 - Science tests at grades 5 and 8 are aligned to the NCSCOS for science.

High School Grades 9–12

End-of-Course (EOC) Tests

- EOC tests require online administrations unless a paper format is necessary for students with a documented accessibility need.
- The testing window is the final five instructional days of the semester or the final ten instructional days of a yearlong course.
- EOC tests are available for Biology, English II, NC Math 1, and NC Math 3. Students enrolled for credit in courses where EOC tests are required must take the appropriate EOC test at the completion of the course.
- EOC tests are aligned to the NCSCOS for English language arts and mathematics and the North Carolina Essential Standards for science.
- The NC Math 1 test consists of two parts: calculator inactive and calculator active. Students may use a calculator only for the calculator active part of the test.
- The NC Math 3 test contains only calculator active questions.
- Per [16 NCAC 06D .0309](#), schools are to use results from all EOC tests as a minimum of 20 percent of the student's final grade for each respective course.

PreACT

- The PreACT is administered annually to all students enrolled in grade 10.
- The PreACT is a state required test per G.S. [§115C-174.22](#).
- The PreACT is administered during designated state testing windows.
- The PreACT simulates The ACT testing experience with shorter tests on all four subtests of The ACT: English, reading, math and science.
- The multiple-choice test is designed to approximate future success on The ACT test and provide both current achievement and projected future ACT test scores on the one through thirty-six ACT score scale.
- Detailed reports help to identify students' specific strengths and weaknesses. Additional reporting includes science, technology, engineering, and math (STEM), career readiness, and understanding complex texts.
- The PreACT assessment is also designed to help parents and educators identify areas where students may need additional academic support or remediation during the tenth grade year. The PreACT can also help initiate conversations between parents and schools regarding dual enrollment decisions, identifying curriculum gaps, implementing interventions on behalf of students, and choosing Advanced Placement classes.

The ACT

- The ACT is administered annually to all eligible eleventh-graders.
- The ACT is a required state assessment for all eligible eleventh graders per G.S. [§115C-174.11\(4\)](#).
- The ACT is administered during designated state testing windows.
- The ACT is a curriculum- and standards-based assessment that evaluates college and career readiness in English, mathematics, reading and science.

- The ACT is used for college admissions, placement, and scholarships. It is accepted by most colleges and universities in the United States.
- Each section of The ACT test is multiple-choice and scored on a one through thirty-six point scale. The composite score is the average of the four subject test sections.
- The ACT provides a path to increase student access to postsecondary and workforce opportunities.
- Additional reporting includes STEM, career readiness, and understanding complex texts.

ACT WorkKeys

- The WorkKeys assessments are required for all eligible Career and Technical Education concentrators per G.S. [§115C-174.25](#).
- The WorkKeys assessments are administered during designated state testing windows.
- The three WorkKeys assessments are Applied Math, Graphic Literacy, and Workplace Documents, and makeup the basis of the WorkKeys National Career Readiness Certificate (NCRC).
- The Applied Math test measures critical thinking, mathematical reasoning, and problem-solving techniques for situations that occur in today’s workplace.
- The Graphic Literacy test measures the skills needed to locate, synthesize, and use information from workplace graphics. Workplace graphics come in a variety of formats, but all communicate a level of information. From charts to graphs, diagrams to floor plans, identifying what information is being presented and understanding how to use it are critical to success.
- The Workplace Documents test measures the skills people use when they read and use written text such as memos, letters, directions, signs, notices, bulletins, policies, and regulations on the job. The assessment is defined through a combination of the text complexity level of a reading passage and the skill elicited by the item.
- Students who achieve qualifying scores on the Applied Math, Graphic Literacy, and Workplace Documents assessments can earn a NCRC at the Bronze, Silver, Gold, or Platinum levels of readiness. The nationally recognized certificate provides employers with information on the skill levels of potential employees and aids with employment, promotion, and training decisions.

Alternate Assessments

NCEXTEND1 Alternate Assessments

- The NCEXTEND1 is designed for students with disabilities who:
 - have a current Individualized Education Program (IEP),
 - have a significant cognitive disability,
 - are enrolled in grades 3–8, 10, or 11 according to the NC Student Information System, and
 - are instructed in the *North Carolina Extended Content Standards* (i.e., reading, mathematics, and science).
- The NCEXTEND1 reading and mathematics alternate assessments (grades 3–8 and 10) and the science alternate assessments (grades 5, 8, and 10) measure the *North Carolina Extended Content Standards* adopted by the State Board of Education.
- The NCEXTEND1 at grade 11 is provided as an alternate to The ACT test as required per General Statute [§ 115C-174.11\(c\)\(4\)](#). The grade 11 assessment includes English Language Arts (ELA)/reading, mathematics, and science questions.
- Alternate assessments are administered during designated state testing windows.

College and Career Readiness Alternate Assessment (CCRAA) at Grade 10

- The CCRAA at Grade 10 is designed as an alternate assessment for participation in the PreACT.
- The CCRAA at Grade 10 is appropriate for students with disabilities enrolled in tenth grade who have an IEP and
 - exhibit severe and pervasive delays in all areas of conceptual, linguistic, and academic development as well as in adaptive behaviors, including communication, daily living skills, and self-care,
 - are following a course of study that, upon completing high school, may not lead to admission into a college-level course of study resulting in a college degree (i.e., the Occupational Course of Study),
 - are not receiving instruction in the *North Carolina Extended Content Standards*, and
 - have a written parental request for an alternate assessment or have the CCRAA indicated as the required assessment in their IEP.
- The CCRAA at Grade 10 is a required online administration unless a paper format is necessary for students with a documented need for accessibility purposes.
- The administration of the CCRAA at Grade 10 occurs simultaneously with the PreACT testing window in the fall.

CCRAA at Grade 11

- The CCRAA at Grade 11 is designed as an alternate assessment for participation in The ACT.
- The CCRAA at Grade 11 is appropriate for students enrolled in eleventh grade who have an IEP and

- exhibit severe and pervasive delays in all areas of conceptual, linguistic, and academic development as well as in adaptive behaviors, including communication, daily living skills, and self-care,
 - are following a course of study that, upon completing high school, may not lead to admission into a college-level course of study resulting in a college degree (i.e., the Occupational Course of Study),
 - are not receiving instruction in the North Carolina *Extended Content Standards*, and
 - have a written parental request for an alternate assessment have the CCRAA indicated as the required assessment in their IEP.
- The CCRAA at Grade 11 requires online administration unless a paper format is necessary for students with a documented need for accessibility purposes.
 - The CCRAA at Grade 11 is administered during the spring accommodations testing windows for The ACT.

English Learner (EL) Identification and Language Proficiency Testing

WIDA™ Screener and WIDA Screener for Kindergarten

- EL students are identified through the home-language survey process.
- Eligibility for the WIDA Screener at grades 1–12 or the WIDA Screener for Kindergarten is based on results of the Home Language Survey process.
- The WIDA Screener or WIDA Screener for Kindergarten is administered online to all eligible students (in grades K–12) within thirty calendar days of enrollment.
- The WIDA Screener and WIDA Screener for Kindergarten determine if a student is identified as an EL. If a student is identified as an EL, the Screeners provide guidance regarding the level of EL support a student should receive.
- The Screeners consist of subtests that assess a student’s English speaking, listening, reading, and writing skills.
- The score on the WIDA Screener and WIDA Screener for Kindergarten also help to determine EL testing accommodations, if needed, on state tests.

Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELLs)

- The annual ACCESS for ELLs is the state-designated EL proficiency test.
- All EL students must be assessed annually to determine progress and level of English language proficiency.
- The ACCESS for ELLs, and the WIDA Alternate ACCESS test consist of subtests that assess a student’s English speaking, listening, reading, and writing skills.
- All students identified as ELs must be administered the ACCESS for ELLs or its alternate assessment during the annual testing window.
- The ACCESS for ELLs test must be administered online.
- Results from the annual administration of the ACCESS for ELLs test are used to measure progress and proficiency of ELs in the English language.

WIDA Alternate ACCESS

- The WIDA Alternate ACCESS is an assessment of English language proficiency for students in grades 1–12 who are identified as ELs and have significant cognitive disabilities that prevents meaningful participation in the ACCESS for ELLs test. The WIDA Alternate ACCESS is designed for a small population of ELs who meet all the following eligibility criteria:
 - The student has a current Individualized Education Program (IEP) that reflects the student meets the eligibility criteria for the WIDA Alternate ACCESS test.
 - The student must be instructed using the *North Carolina Extended Content Standards* (i.e., reading, mathematics, and science).
 - The student must have a significant cognitive disability.
 - The student’s disability significantly impacts 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 WIDA Alternate ACCESS has four assessment domains: Listening, Reading, Writing, and Speaking.
- All sections are adaptive, meaning that the test questions are presented until the student reaches his or her performance “ceiling.”
- Other unique features of the test include simplified language, repetition of questions, increased graphic support, larger testing materials, and graphics.

National Assessment of Education Program (NAEP)

- North Carolina participates in the NAEP, also known as the Nation’s Report Card.
- The NAEP is the only nationally representative and continuing assessment of what America’s students know and can do in various subject areas.
- Selected fourth-, eighth-, and twelfth-grade students participate in the NAEP.
- State-level results are reported for grades four and eight in mathematics, reading, and science. This allows comparisons among states and the nation.
- Selected students at ages nine, thirteen, and seventeen participate in the NAEP Long-Term Trend (LTT) assessments that are administered every four years in mathematics and reading. Results are only reported at the national level. Measuring trends of student achievement or change over time requires the precise replication of past procedures. Therefore, the LTT instrument does not evolve based on changes in curricula or educational practices, unlike the main NAEP.
- Selected twelfth-grade students participate in the NAEP. Results for grade 12 are only reported at the national level.
- The NAEP has special studies and assessments that are established by the National Assessment Governing Board.

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