Assessments

Assessment	North Carolina Early Learning Inventory (NC ELI) Kindergarten | NC DPI NC Early Learning Inventory for Families | NC DPI	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Official DIBELS Home Page | DIBELS®	Northwest Evaluation Association MAP Test (NWEA) MAP Growth - NWEA	Interim Assessments Local Testing / Overview	World- Class Instructional Design and Assessment (WIDA) Teaching with Standards | WIDA	Beginning of Grade (BOG) Testing Beginning-of-Grade 3 Reading Test | NC DPI	End of Grade (EOG) Testing End-of-Grade (EOG) | NC DPI	Read to Achieve (RTA) Grade 3 Read to Achieve (RtA) | NC DPI
Purpose	Used to help teachers and families understand a child's strengths and needs. It is based on observation and includes developmental progressions across five domains of learning and development	To screen and monitor a student's early literacy skills and identify potential reading difficulties and guide targeted instruction in kindergarten through early elementary grades by providing a snapshot of their reading development compared to grade-level expectations.	A computer based multiple choice test that measures a student's academic achievement and potential growth.	GCS Local Formative Assessments are designed to assess student understanding of concepts during instruction so that instructional modifications may be made prior to summative assessment of specific content.	An assessment screening tool used to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district	The BOG establishes a baseline measure of beginning third-grade students' English language arts/reading skills.	The North Carolina End-of-Grade (EOG) Tests are designed to measure student performance on the goals, objectives, and grade-level competencies specified in the North Carolina Standard Course of Study.	The goal of this program "is to ensure that every student reads at or above grade level by the end of third grade and continues to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education

								and career success."
Subject(s) Tested	Language & Literacy, Cognitive development, Physical development, Social & emotional development	Reading	Math (K-5) Reading (3-5)	Math, Reading, Science	Language for Reading, Math, Science & Social Studies	Reading	Reading, Math, Science	Reading
Time allotted			The test is untimed, but students typically spend about 30-60 minutes per subject area.			3 hours (180 minutes)	3 hours (180 minutes)	3 hours (180 minutes)
Schedule		3 times a year	3 times a year	3 times a year		1 per year	1 per year	2 times per year
Grade levels	Kindergarten	K-3	K-5	3-5	K-5	3rd	3-5	3

Families are informed of assessment results with a parent letter and/or scheduled conference following the completion of the assessment(s).