

North Carolina Testing Program Required Testing for the 2016–17 School Year¹

Grade	English Language Arts	Mathematics	Science	Other	English Learner Students
3	Beginning-of-Grade 3 ²				W-APT ³ ACCESS for ELLS [®] 2.0 ³
	End-of-Grade ⁴	End-of-Grade ⁴			
4	End-of-Grade ⁴	End-of-Grade ⁴			W-APT ³ ACCESS for ELLS 2.0 ³
5	End-of-Grade ⁴	End-of-Grade ⁴	End-of-		W-APT ³ ACCESS for ELLS 2.0 ³
6	End-of-Grade ⁴	End-of-Grade ⁴			W-APT ³ ACCESS for ELLS 2.0 ³
7	End-of-Grade ⁴	End-of-Grade ⁴			W-APT ³ ACCESS for ELLS 2.0 ³
8	End-of-Grade ⁴	End-of-Grade ⁴	End-of-		W-APT ³ ACCESS for ELLS 2.0 ³
9		NC Math 1 ⁵			W-APT ³ ACCESS for ELLS 2.0 ³
10	English II ⁵		Biology ⁵	PreACT ⁶	W-APT ³ ACCESS for ELLS 2.0 ³
11				ACT ⁷	W-APT ³ ACCESS for ELLS 2.0 ³
12				ACT WorkKeys ⁸	W-APT ³ ACCESS for ELLS 2.0 ³

KEY: Growth Status Progress ESSA Assessments

¹ Federal and state policies require all eligible students, including English Learners (ELs) and students with disabilities, be included in the statewide testing program in one of the following categories: standard test administration, standard test administration with accommodations, or a state-designated alternate assessment.

² For accountability reporting, students in grade 3 who are not proficient on the End-of-Grade 3 (EOG3) English Language Arts/Reading Assessment but are proficient on the Beginning-of-Grade 3 (BOG3) English Language Arts/Reading Test, count as proficient in the performance composite and school performance grades.

³ Federal and state policies require all K–12 students identified as language minority students through the Home Language Survey process upon initial enrollment be assessed for limited English language proficiency. The state instrument for the identification of ELs is the WIDA ACCESS Placement Test (W-APT). The identification and the subsequent placement of ELs in English as a Second Language (ESL) services are guided at the state level by the North Carolina Department of Public Instruction K–12 Curriculum and Instruction Division. All students identified as ELs (based solely upon W-APT or ACCESS for ELLs 2.0 scores) must be administered the ACCESS for ELLs 2.0 or its alternate during the annual English language proficiency testing window.

⁴ Per G.S. §115C-174.22, “to the extent funds are made available for this purpose, and except as otherwise provided in G.S. §115C-174.11 (c)(4), the State Board shall plan for and require the administration of diagnostic tests in the eight and tenth grades that align to the ACT test in order to help diagnose student learning and provide for students an indication of whether they are on track to be remediation-free at a community college or university.”

⁵ The end-of-grade (EOG) assessments are administered per state and federal requirements: Every Student Succeeds Act (ESSA) of 2015; GCS-A-016, TCP-C-004—Teacher Evaluation Process; GCS-C-020—Components of the Accountability Model; GCS-C-021—Accountability Model Annual Performance Standards; G.S. §115C-174.11; Read to Achieve legislation—G.S. § 115 C-83.6.

⁶ End-of-course tests (i.e., NC Math 1, English II, and Biology) are given at the end of the course regardless of the grade in which the course is taken. The chart shows the grade in which students typically take the course.

⁷ Per G.S. §115C-174.11 (c)(4), “to the extent funds are made available, the State Board of Education shall plan for and require the administration of the ACT test for all students in the eleventh grade unless the student has already taken a comparable test and scored at or above a level set by the State Board.”

⁸ Per G.S. §115C-174.25, “to the extent funds are made available for this purpose, the State Board shall plan for and require local school administrative units to make available the appropriate WorkKeys tests for all students who complete the second level of vocational/career courses.”