

2019-2020 TESTING CALENDAR

Grade Level	Test	Testing Window	Required By
K-8	W-APT and WIDA Screener	Initial assessment required within 30 days of enrollment	State
K-8	i-Ready Reading Diagnostic #1	September 3- September 13, 2019	School
3	Beginning of Grade 3 (BOG) <i>*Online Administration</i>	September 5- September 11, 2019	State
K-8	i-Ready Math Diagnostic #1	September 16- September 27, 2019	School
4-8	CogAT & ITBS (AIG Only)	September 30- October 11, 2019	School
K-8	Reading Benchmark #1 (Quarter 1 Standards)	November 4- November 8, 2019	School
K-8	Math Benchmark #1 (Quarter 1 Standards)	November 12- November 18, 2019	School
3	CogAT & ITBS (AIG Only)	December 2- December 13, 2019	School
K-8	i-Ready Reading Diagnostic #2	January 6-January 16, 2019	School
K-8	i-Ready Math Diagnostic #2	January 17- January 31, 2020	School
K-8	Access for ELLs	January 27- March 6, 2019	Federal
K-8	Reading Benchmark #2 (Aligned to EOG Test Specifications)	March 16-20, 2019	School
K-8	Math Benchmark #2 (Aligned to EOG Test Specifications)	March 23-27, 2019	School
K-8	i-Ready Reading Diagnostic #3	May 1- May 13, 2019	School
K-8	i-Ready Math Diagnostic #3	May 14- May 29, 2019	School
3-8	End of Grade (EOG) for Reading and Mathematics Grades 3-8, and Science Grades 5 & 8. Math 1 EOC. NCEXTEND 1	June 1- June 12, 2019 Final 10 instructional days of yearlong course	State

TEST DESCRIPTIONS

ELEMENTARY AND MIDDLE SCHOOL

Beginning-of-Grade 3 (BOG3) Reading Test

- The BOG3 Reading Test is aligned to the North Carolina Standard Course of Study for grade 3 English Language Arts.
- The purpose of the test is to establish a baseline measure of beginning third-grade students' reading skills.
- 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 selections and questions
- All test items are multiple-choice.
- The BOG3 testing window begins on the 11th day of the school year and continues through the 15th day.

End-of-Grade (EOG) & End of Course (EOC) Tests

Reading EOG

- The EOG Reading Tests are aligned to the North Carolina Standard Course of Study 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.
- All test items are multiple-choice
- The EOG testing window is the last ten (10) days of the school year.

Mathematics EOG

- The EOG Mathematics Tests are aligned to the North Carolina Standard Course of Study for mathematics.
- The EOG Mathematics Test consists of two parts: calculator inactive and calculator active. Students are not allowed to use calculators during the calculator inactive part of the test; students are allowed to use calculators during the the calculators active part of the test.
- The EOG Mathematics Test at grades 5 and 8 are required to be administered online. Exceptions to this rule are for approved technology hardships requests or for students with disabilities who have documented accommodations that dictate a paper/pencil test format is necessary for accessibility.
- The tests at grades 3 and 4 contain multiple-choice items only.
- The online tests at grades 5-8 contain multiple-choice and numeric entry items.
- The paper/pencil tests at grades 5-8 contain multiple-choice and gridded-response items.
- The EOG testing window is the last ten (10) days of the school year.

Math 1 EOC

- The EOC assessments are available for NC Math 1. Students enrolled for credit in courses where EOC assessments are required must take the appropriate EOC assessment at the completion of the course.
- The EOC assessments are aligned to the NCSCoS for Mathematics
- All EOC assessments are required to be administered online. Exceptions to this rule are for approved technology hardship requests or for students with disabilities who have documented accommodations that dictate a paper/pencil test format is necessary for accessibility.
- The online and paper NC Math 1 assessment consists of two parts: calculator inactive and calculator active. Students may use a calculator only for the calculator active part of the test.

- The online NC Math 1 assessment contains multiple-choice items, numeric entry items, and technology-enhanced items. The paper assessment consists of multiple-choice and gridded response items.
- Per State Board of Education policy TEST-003, schools are to use results from all EOC assessments as at least 20 percent of the student's final grade for each respective course.

Science EOG

- The EOG Science Tests at grades 5 and 8 are aligned to the North Carolina *Essential Standards* for Science.
- The EOG Science Tests are required to be administered online. Exceptions to this rule are for approved technology hardships requests or for students with disabilities who have documented accommodations that dictate a paper/pencil test format is necessary for accessibility.
- The online tests contain multiple-choice and technology-enhanced items.
- The paper/pencil tests contain multiple-choice items only.
- The EOG testing window is the last ten (10) days of the school year.

ALTERNATE ASSESSMENTS

NCEXTEND 1

- The NCEXTEND1 is designed for students with disabilities who
 - have a significant cognitive disability;
 - have a current Individualized Education Program (IEP);
 - are enrolled in grades 3–8, 10, or 11 according to PowerSchool; and
 - are instructed in the North Carolina Extended Content Standards in all assessed content areas.
- The assessment process requires students to complete grade-level performance tasks.
- Assessment items align with the North Carolina Extended Content Standards for ELA/Reading, Mathematics, and Science.
- The assessments are administered during designated state testing windows.
- The NCEXTEND1 measures student performance in the following subject areas:
 - ELA/Reading at grades 3–8, 10, and 11;
 - Mathematics at grades 3–8, 10, and 11; and
 - Science at grades 5, 8, 10, and 11.

Alternate ACCESS for ELLs

- The Alternate ACCESS for ELLs® is an assessment of English language proficiency for students in grades 1–12 who are classified as English Learners (ELs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs® 2.0 assessment.
- The Alternate ACCESS for ELLs® has four assessment domains: Listening, Reading, Writing, and Speaking.
- The Listening and Reading sections consist of multiple-choice questions.
- The Writing and Speaking sections prompt students for a constructed response.
- All sections are adaptive, meaning that the test items are presented until the student reaches his/her performance “ceiling.”
- Other unique features of the test include simplified language, repetition of questions, increased graphic support, larger testing materials, and graphics.

STATE- IDENTIFIED LANGUAGE PROFICIENCY TESTING

WIDA Screener and WIDA ACCESS Placement Test (W-APT)

- Language-minority students are identified through a home-language survey (HLS) process.
- Eligibility for being assessed on the WIDA Screener at grades 1-12 or the W-APT at kindergarten is based on the results of the HLS process.
- The WIDA Screener or the W-APT is administered to all eligible, initially enrolled, language-minority students (in kindergarten through grade 12) within thirty (30) calendar days of enrollment.
- All EL students must be annually assessed to determine progress and level of English Proficiency.
- The WIDA Screener and W-APT are screeners that determine the the student is identified as EL. If the student is identified as an EL, then WIDA screener and W-APT provide guidance concerning which tier (level) of English language proficiency test should be administered to the student. The score on the WIDA Screener and the W-APT also determines eligibility for state EL testing accommodations.
- The annual English language proficiency test, Assessing Comprehension and Communication in English State-toState for English Language Learners (ACCESS for ELLS), is the state-designate EL proficiency test.
- The Alternate Access for ELLs is an assessment of English language proficiency for students in grades 1-12 who are identified as language minority students and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment.
- The WIDA Screener, W-APT, ACCESS for ELLs, and the Alternate ACCESS for ELLs consist of four subtests that assess the students English speaking, listening, reading, and writing skills.
- All students identified as EL must be administered the ACCESS for ELLs or its alternate assessment during the annual testing window.
- The WIDA Screener and ACCESS for ELLs are required to be administered online.
- The results from the annual administration of the ACCESS for ELLs are used to measure progress and proficiency of ELs in the English language.

KESTREL HEIGHTS REQUIRED TESTS

Benchmarks

- Benchmarks assigned three times a year to all K-8 scholars in Reading and Math.
- Pinpoint's scholar's strengths and knowledge gaps at the sub-skill level.
- Tied to the school's Instructional Focus Calendars (IFC). Tests scholars on grade level standards.
- Data is used to group scholars for small group instruction, and provides targeted instructional recommendations.
- Identified scholars with documented proof of accommodations will be provided accommodations.

i-Ready Diagnostics

- Assigned three times a year to all K-8 scholars in Reading and Math.
- Used for progress monitoring in response to Read to Achieve Legislation for K-3 scholars. (formerly mClass)
- Adaptive Assessment designed to provide teachers with actionable insight into scholar needs.
- Offers a complete picture of the scholar's performance-level and growth.
- Sets a personalized learning path for each scholar, ensuring they are working on instruction that matches their unique needs.
- Used as a gauge of independent scholar performance. As such, no accommodations will be provided.

Cognitive Abilities Test (CogAT)

- A multiple-choice K-12 assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions.
- The CogAT is a group-administered aptitude test commonly given as an entrance exam into school's gifted programs.
- The CogAT consists of a Verbal Battery (picture analogies, sentence completion, picture classification) , Quantitative Battery (number analogies, number puzzles, number series) , and Nonverbal Battery (figure matrices, paper folding, figure classification).
- Each battery is a separate section of the test containing 3 different types of questions that cover unique cognitive abilities.
- Contact our AIG Coordinator for more information.

IOWA Test of Basic Skills (ITBS)

- A standardized test of educational attainment that was originally developed by the Education Department of the University of Iowa.
- The test measures the skill level of students in the areas of Reading, Language, Mathematics, Social Studies, and Science.
- The Iowa Assessments are used by school districts to assess a student's college and career readiness.
- They are also becoming more prevalent as a component of determining whether a student will be admitted into a schools Talented and Gifted Program.
- Contact our AIG Coordinator for more information.