

## ***NCEXTENDI* Reading Assessment—Grade 3**

*What are the purposes of the NC Testing Program?*

The North Carolina Annual Testing Program is a requirement of General Statute 115C-174.10. As stated, the purposes of North Carolina state-mandated tests are “(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results.”

The North Carolina Testing Program, effective with the 2000–2001 school year, was expanded in response to the Reauthorization of the Individuals with Disabilities Education Act (IDEA) to include a system of alternate assessments for students with disabilities. Based on the guidance and requirements from the U. S. Department of Education (USED), the ***NCEXTENDI*** was developed to assess students with significant cognitive disabilities on the grade-level North Carolina Extended Content Standards in English language arts/reading and mathematics at grades 3–8 and 10 and in science at grades 5, 8, and 10. The ***NCEXTENDI*** also has a grade 11 assessment as the compliment for the required ACT assessment for all eleventh graders. The ***NCEXTENDI*** replaced the North Carolina Alternate Assessment Portfolio effective with the 2006–2007 school year.

*What is measured by the test?*

The ***NCEXTENDI*** English language arts/Reading Assessment—Grade 3 assesses the reading components of the grade-three Extended Content Standards of the English Language Arts *Common Core State Standards* (CCSS) adopted by the North Carolina State Board of Education (SBE) in 2010 (<http://www.ncpublicschools.org/acre/standards/extended/>). The test consists of four reading selections with a total of fifteen associated performance items. Each student is individually administered the four reading selections (two fiction and two informational) and the fifteen performance items.

*How is the test administered?*

The ***NCEXTENDI*** English language arts/Reading Assessment—Grade 3 is individually administered to eligible students during the last eight weeks of the school year. The assessor uses professional judgment to determine an appropriate length of time for each student’s test administration. The ***NCEXTENDI*** English language arts/Reading Assessment—Grade 3 may be administered in one session or in multiple sessions over several days.

Each item has a script that is read by the assessor when presenting the item to the students. For the ***NCEXTENDI*** English language arts/Reading Assessment—Grade 3, the first three assessment selections and all items may be read as many times as necessary, unless otherwise noted in the test directions. The fourth selection will be read independently by the student.

*How was the test developed?*

The reading selections were created by NCDPI/Technical Outreach for Public Schools (TOPS) content specialists. The chosen selections represent what students generally read and are interested in. The selections contain content appropriate for a reading test at this grade level.

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The items for each selection were written by NCDPI/TOPS content and test development staff. The items were reviewed and revised by trained, practicing North Carolina teachers and educators specializing in the areas of exceptional children, general education, and limited English proficiency during 2010–2011.

*What kinds of scores do students receive on the test?*

Students receive an individual student report (ISR) containing a scale score, achievement level ranking, and descriptions of student performance associated with each achievement level.

*When will reports be available for spring 2013?*

The score reports for the spring 2013 administration of the ***NCEXTENDI*** Language arts/Reading Assessment—Grade 3 will be delayed until early fall 2013. Analysis of the data and subsequent standard setting must be completed before scale scores and achievement levels can be determined. As soon as these processes are completed, score reports will be produced at the student, school, LEA, and state levels.

A description of each of the Extended Content Standards that are assessed and the percent of items for each strand are shown in the table below.

Strand	Description of Strand	Percent
Reading Literature	<p>Answer questions to demonstrate recall of details from text.</p> <p>Listen to stories, including fables and folktales from diverse cultures, and identify key events.</p> <p>Identify the feeling of characters in a story.</p> <p>Identify key words that complete literal sentences in a text (e.g., Jack climbed up the _____. &lt;tree, beanstalk, ladder&gt;).</p> <p>Identify the beginning, middle and end of a story with a linear sequence.</p> <p>Identify whether or not a story has a narrator.</p> <p>Identify words that describe story characters as depicted in images or illustrations from the text.</p>	33%
Language	<p>Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.</p> <p>Demonstrate understanding of word relationships.</p> <p>Use words appropriately across context including words that signal spatial and temporal relationships (e.g. behind, under, later, soon, next).</p>	27%

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<p>Reading Information</p>	<p>Answer questions to demonstrate recall of information from text.</p> <p>Listen to a text to identify key details.</p> <p>Identify first and last steps in a set of directions or a series of events in a written recount of the past.</p> <p>Identify key words from the text that complete sentences in a text (e.g., The hill made the object move _____. &lt;faster, slower, straighter&gt;).</p> <p>Identify key words in a text that relate to a topic.</p> <p>Identify key points in a text that reflect own point of view.</p> <p>Use information gained from visual elements and the words in a text (read or heard) to answer factual questions (e.g., who, what, where, when, and how).</p> <p>Describe the logical connection between information in a text (e.g., first/then, first/second/third in a sequence, compare big/little, hot/cold).</p>	<p>40%</p>
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