

Randolph County School System Parental Assessment Guide

Name of the Assessment	Description of the Assessment, Grade Levels Affected and the Purpose of the Assessment	Tested Subject	When Given	Testing Time	Source	Reports Provided/Time Frame
Beginning of Grade 3 (BOG) Assessment	<p><i>Description:</i> The Beginning of Grade 3 (BOG) assessment is a state level reading assessment that measures a student's understanding of grade-level reading content standards. This assessment is given to all 3rd graders at the beginning of the school year to measure whether or not they can already read on a third grade level.</p> <p><i>Purpose:</i> The data from the BOG is used to evaluate students' initial reading skills/levels and guide subsequent instruction.</p>	ELA/ Reading	September	90 min	State Mandated	Students/Parents receive Individual Student Reports within 3 days after testing has been completed.
CogAT	<p><i>Description:</i> Students in 3rd and 5th grade take the CogAT,(Cognitive Abilities Test), which measures reasoning skills with different types of verbal, quantitative, and nonverbal questions.</p> <p><i>Purpose:</i> The data from the CogAT is used to assist teachers in adapting instruction for individual needs and is used to help determine eligibility for gifted services.</p>	Other	October	3 hours	State Mandated	Students approved for Academically and Intellectually Gifted Services receive a letter from the school. The information is shared around 45 days after testing.
mClass	<p><i>Description:</i> The state-required mClass assessment is administered to students in grades K-3 and is used as a screener/monitoring tool for assessing students' early literacy skills. The district also administers the mClass screener/monitoring tool to students in grades 4-5.</p> <p><i>Purpose:</i> The data is used to inform students, teachers and parents of K-3 grades of the fluency, comprehension and decoding skills. For grades 4-5, the data is used to</p>	ELA/ Reading	Aug/Sept, January, and May	Up to 25 minutes	State Mandated for K-3/Local for grades 4-5	Students/Parents receive letters regarding student progress within 5 days of the testing window close.

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	<p>information students, teachers and parents of the fluency and comprehension skills. The data is used to adjust instruction, determine intervention strategies and identify areas in need of enrichment and/or remediation.</p>					
K-2 Math Assessment	<p><i>Description:</i> The K-2 math assessment is administered to students in grades K-2 to assess students' understanding of the content standards being taught in grades K-2 mathematics classes.</p> <p><i>Purpose:</i> The data from the K-2 Mathematics Assessment is used by teachers to inform students and parents of the students' current grasp of content standards K-2 Mathematics. This formative assessment is also used to identify areas in need of enrichment and/or remediation.</p>	Math	May/June	Up to 1.0 Hour	State Mandated	K-2 Math Assessment information may be shared during Parent/Teacher conferences or as a component of progress reports and/or report cards.
HMH Math Growth Measure	<p><i>Description:</i> The HMH Math Growth Measure is administered online three times a year to students in grades K-5. It serves as the district's universal screener for math and is used to determine students that are at-risk or not performing on-grade level in the area of mathematics.</p> <p><i>Purpose:</i> The data from the universal screener is used by schools and the district to determine the effectiveness of core mathematics instruction and identify those students that are at-risk in the area of mathematics. The assessment is utilized for MTSS purposes and to identify students that may need additional support and interventions.</p>	Math	August/ September, January, and May	up to 45-60 minutes	RCSS Mandated (to comply with MTSS requirements)	Teachers receive class and student reports online immediately following the completion of the assessment. Assessment information may be shared during Parent/Teacher conferences or during MTSS conference meetings.

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<p style="text-align: center;">Elementary Writing Assessments</p>	<p><i>Description:</i> The writing assessment is administered to students in grades K-5 to assess students' understanding of grade level writing standards.</p> <p><i>Purpose:</i> The data from the K-5 writing assessment is used by teachers to inform students and parents of the students' current grasp of K-5 writing standards and is used for identifying area in of enrichment and/or remediation.</p>	<p style="text-align: center;">ELA/ Reading</p>	<p>Kindergarten: January, April, and May</p> <p>Grades 1-5: November, January, April</p>	<p style="text-align: center;">1.0 hour</p>	<p style="text-align: center;">RCSS Mandated</p>	<p style="text-align: center;">Elementary Writing Assessment information may be shared during Parent/Teacher conferences or as a component of progress reports and/or report cards.</p>
<p style="text-align: center;">iReady</p>	<p><i>Description:</i> i-Ready is an online program for reading and mathematics that helps the teacher determine the student's needs, personalize their learning, and monitor progress throughout the school year.</p> <p><i>Purpose:</i> <i>i-Ready's web-based adaptive diagnostic assessment and instruction program is used to assess students' reading and math skills, then prescribe differentiated instruction so learners of all abilities can achieve success. The assessments are analyzed and used to determine flexible grouping depending on the student's individual needs.</i></p>	<p style="text-align: center;">Reading/Math</p>	<p style="text-align: center;">Grades: 6-8</p>	<p style="text-align: center;">Up to 90 minutes</p>	<p style="text-align: center;">RCSS Mandated</p>	<p style="text-align: center;">Teachers receive multiple data points from both reading and math assessments for their class as well as for individual students, including grade level placements, quantiles, Lexiles and growth measurers. The assessment information may be shared during Parent/Teacher conferences.</p>

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<p style="text-align: center;">NC Check-ins</p>	<p><i>Description:</i> NC Check-Ins are interim formative assessments aligned with North Carolina grade-level standards in English Language Arts, Mathematics, 5th and 8th Science, NC Math I, NC Math 3, English II and Biology. The NC Check-Ins are administered three times a year and focus on a selected subset of grade-level content standards each time administered. The NC Check-Ins are administered to Grades 3-8 in English Language Arts, Grades 3-8 in Mathematics, Grades 5 and 8 in Science and all students enrolled in NC Math I, NC Math 3, English II and Biology.</p> <p><i>Purpose:</i> The NC Check-Ins data is used to provide students, teachers, and parents with immediate in-depth feedback focused on the student's current performance on a selected set of content standards. This data is used to help students, teachers and parents determine a student's understanding of certain content standards and identify areas in need of enrichment and/or remediation.</p>	<p style="text-align: center;">Elementary/Middle : Grades 3-8</p>	<p style="text-align: center;">High School: Sept/Oct, Nov (fall semester)</p> <p style="text-align: center;">High School: Feb, Apr/May</p> <p style="text-align: center;">Middle and Elementary: Oct/Nov, Jan/Feb, Apr/May</p>	<p style="text-align: center;">90 minutes</p>	<p style="text-align: center;">State Option for Benchmark ing</p>	<p style="text-align: center;">Students/Parents receive Individual Student Reports within a week after testing is completed or during parent/teacher conferences.</p>
<p style="text-align: center;">End of Grade Exams (EOGs)</p>	<p><i>Description:</i> End of Grade (EOGs) exams are administered to students in grades 3-8 in ELA/Reading and Mathematics. Science EOGs are also administered to student in 5th and 8th grade. These state-required assessments are designed to measure student performance on the goals, objectives, and grade-level competencies specified in the North Carolina Standard Course of Study.</p> <p><i>Purpose:</i> The data from the EOG assessment is used to make decisions regarding School</p>	<p style="text-align: center;">ELA/ Reading, Math and Science</p>	<p style="text-align: center;">May/June</p>	<p style="text-align: center;">120 min</p>	<p style="text-align: center;">State Mandated</p>	<p style="text-align: center;">Students/Parents receive Individual Student Reports within 5 days of the test administration.</p>

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	Improvement planning and student scheduling.					
Read to Achieve	<p><i>Description:</i> The Read to Achieve assessment is given to students who did not demonstrate reading proficiency on the 3rd Grade ELA/Reading EOG to meet the Read to Achieve law.</p> <p><i>Purpose:</i> The Read to Achieve law mandates the retention of students who do not meet reading proficiency in 3rd Grade. The data from the Read to Achieve assessment can be used as a good cause exemption from retention.</p>	ELA/ Reading	June	120 min	State Mandated	Students/Parents receive Individual Student Reports within 5 days of the test administration.
PreACT	<p><i>Description:</i> Practice test for the ACT given to current 10th grade students to yield diagnostic information on how the student may perform on the ACT.</p> <p><i>Purpose:</i> The data from the PreACT is used to inform students, parents and school faculty of areas in need of remediation prior to taking the ACT.</p>	Other	October/ November	130 min	State Mandated	Student Score reports are delivered to students once they are received from ACT.

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ACT	<p><i>Description:</i> The ACT is a state accountability performance indicator that measures College Readiness. Students enrolled in the 11th grade take the ACT. Students receive a score that may be used to meet a college entrance requirement.</p> <p><i>Purpose:</i> The data from the ACT administration is used as an indicator for College Readiness. School faculty use the information in School Improvement planning and to aid students in preparation for future college entrance exams.</p>	Other	October (makeup for seniors unable to test in 2020-2021 due to pandemic), March (for initial testing of Juniors)	3 hours and 55 minutes	State Mandated	Students receive scores from ACT.
ACT WorkKeys	<p><i>Description:</i> The ACT WorkKeys is a state accountability performance indicator that measures Career Readiness. Students who are enrolled in the 12th grade and are projected to be CTE completers take the ACT WorkKeys assessment.</p> <p><i>Purpose:</i> The data from the ACT WorkKeys assessment is used as an indicator for Career Readiness. Students may also earn National Career Readiness Certification. School faculty use the information in the School Improvement planning and to aid students in preparation for career planning.</p>	Other	November/ December (fall semester) Feb-May (spring semester)	165 minutes	State Mandated	Students receive scores from ACT

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<p style="text-align: center;">College and Career Readiness Alternate Assessment (CCRA)</p>	<p><i>Description:</i> The CCRAA is the alternate assessment for the ACT. This exam is administered to students in the 10th and 11th grade who qualify for the alternate assessment for the PreACT/ACT.</p> <p><i>Purpose:</i> The data from this administration is used as an accountability indicator for college and career readiness.</p>	<p style="text-align: center;">Other</p>	<p style="text-align: center;">March</p>	<p style="text-align: center;">150 min</p>	<p style="text-align: center;">State Mandated</p>	<p style="text-align: center;">Students/Parents receive individual student reports within 5 days</p>
<p style="text-align: center;">End of Course Exams (EOCs)</p>	<p><i>Description:</i> End of Course (EOCs) exams are administered to student enrolled in NC Math I, English II, Biology and NC Math III. These state-required exams are used to assess a student's knowledge of subject-related concepts as specified in the North Carolina Standard Course of Study and to provide a global estimate of the student's mastery of the material in a particular content area.</p> <p><i>Purpose:</i> The results of the EOCs are used as 25% of the student's final average in the course. The data is also used to make decisions regarding School Improvement planning and student schedules.</p>	<p style="text-align: center;">NC Math I, English II, Biology, NC Math III</p>	<p style="text-align: center;">January/ June</p> <p style="text-align: center;">RECHS: December/ May</p>	<p style="text-align: center;">NC Math I: 180 min NC Math 3: 180 min English II: 150 min Biology: 120 min</p>	<p style="text-align: center;">State Mandated</p>	<p style="text-align: center;">Students/Parents receive Individual Student Reports within 5 school days after testing is completed.</p>

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<p style="text-align: center;">NCExtend I Assessments</p>	<p><i>Description:</i> The NC Extend I Assessments are administered to students who have significant cognitive disabilities and who are instructed on the North Carolina Extended Content Standards. Students enrolled in grades 3-8, 10, and 11 take the NC Extend I Assessments. These assessments are the alternate EOG and EOC assessments.</p> <p><i>Purpose:</i> The results from the NC Extend I assessments are used for School Improvement Planning and scheduling.</p>	<p style="text-align: center;">ELA/ Reading, Math and Science</p>	<p style="text-align: center;">March for the Extend I at Grade 11 for the alternate for ACT</p> <p style="text-align: center;">May/June (EOG and EOC)</p>	<p style="text-align: center;">Unique to each individual student</p>	<p style="text-align: center;">State Mandated</p>	<p style="text-align: center;">Students/Parents receive Individual Student Reports within 5 school days after testing is completed.</p>
<p style="text-align: center;">WIDA Screener Placement Test W-APT</p>	<p><i>Description:</i> The test is a screener test for establishing a baseline for English Language Proficiency. Students who denote another language as the primary language on the home language survey are initially screened with this assessment.</p> <p><i>Purpose:</i> The data is used to determine qualification for EL Services.</p>	<p style="text-align: center;">Language Proficiency</p>	<p style="text-align: center;">First 30 days of enrollment into school</p>	<p style="text-align: center;">1 hour</p>	<p style="text-align: center;">State Mandated</p>	<p style="text-align: center;">Students/Parents receive notification from the school regarding the student's score and qualification for EL services.</p>
<p style="text-align: center;">WIDA ACCESS</p>	<p><i>Description:</i> The WIDA ACCESS assessment is administered to EL Students to provide a yearly measure of English Language Proficiency.</p> <p><i>Purpose:</i> The data from the WIDA ACCESS is used to determine if a student has met the proficiency standards needed to exit English Language services.</p>	<p style="text-align: center;">Language Proficiency</p>	<p style="text-align: center;">January- March</p>	<p style="text-align: center;">170 minutes</p>	<p style="text-align: center;">State Mandated</p>	<p style="text-align: center;">Students/Parents receive notification from the school regarding the student's score and qualification for EL services.</p>

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<p style="text-align: center;">CTE State Assessment- Proof of Learning</p>	<p><i>Description:</i> CTE State Assessments are administered to students enrolled in certain CTE Courses. These state-required exams are used to assess a student's knowledge of subject-related concepts as specified in the North Carolina Standard Course of Study and to provide a global estimate of the student's mastery of the material in a particular content area.</p> <p><i>Purpose:</i> The results of the CTE State Assessments are used as 25% of the student's final average in the course. The data is also used to make decisions regarding School Improvement planning and student schedules.</p>	<p style="text-align: center;">CTE Courses that require the exam</p>	<p style="text-align: center;">January (1st semester) June (2nd semester)</p>	<p style="text-align: center;">120 min</p>	<p style="text-align: center;">Federal Mandate</p>	<p style="text-align: center;">N/A</p>
<p style="text-align: center;">CTE Performance-based Measurements Proof of Learning</p>	<p>CTE Performance Based Measurements are completed by students who work and are supervised all semester in certain CTE Courses. These proofs of learning are used to assess a student's knowledge of subject-related concepts as specified in the North Carolina Standard Course of Study and to provide a global estimate of the student's mastery of the material in a particular content area.</p>	<p style="text-align: center;">CTE Courses that require the performance based measurements</p>	<p style="text-align: center;">Within the enrollment term.</p>	<p style="text-align: center;">Varies</p>	<p style="text-align: center;">Federal Mandate</p>	<p style="text-align: center;">N/A</p>
<p style="text-align: center;">CTE Credential Proof of Learning</p>	<p>CTE Credentials are completed by students who are enrolled in certain CTE Courses that have credentialing.</p>	<p style="text-align: center;">CTE Courses that require a Credential</p>	<p style="text-align: center;">Within the enrollment term.</p>	<p style="text-align: center;">Varies</p>	<p style="text-align: center;">Federal Mandate</p>	<p style="text-align: center;">N/A</p>

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CTE Proof of Learning	<i>CTE locally developed documents are administered to students enrolled in certain CTE courses.</i>	CTE courses that do not require: state assessments, credential POLs, or PMB POLs	January (1 st semester) June (2 nd semester)	90 minutes	Local Mandate	N/A
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