

**Discontinuation of the NCCLAS,
Eligibility for LEP Testing Accommodations, LEP Student First Year Exemption, and
Monitored Former LEP students (MFLEP)**

(Effective for the 2009–10 School Year)

Discontinuation of the NCCLAS

The North Carolina Checklist of Academic Standards (NCCLAS), an alternate assessment adopted by the NC State Board of Education (SBE) primarily used for limited English proficient (LEP) students is a checklist completed by teachers to indicate a student’s academic achievement of grade-level content standards. The NCCLAS alternate assessment has been available for LEP students whose length of enrollment is less than 24 months from date of initial enrollment in U.S. schools and who meet score requirements on the language proficiency assessment, per SBE policy. NCCLAS has also been available for students with disabilities who are unable to access the general assessment even with the use of accommodations and assistive technology.

All assessments are required to go through a peer review by the United States Department of Education (USED). Due to various technical qualities of the test, it has been determined that the NCCLAS is **not** approved for use in North Carolina for the 2009–2010 school year and beyond.

With the discontinuation of the assessment students who are currently designated to take the NCCLAS would need to take the general assessment with accommodations.

Eligibility for LEP Testing Accommodations on the General Assessment

To be identified as limited English proficient, students must be assessed using the state English language proficiency identification test at initial enrollment. Thereafter, all students identified as limited English proficient must be annually assessed using the state English language proficiency test administered to satisfy NCLB Title III requirements during the state-designated testing window.

Effective with the 2008–09 school year, the WIDA ACCESS Placement Test, also known as the W-APT, is the state-designated English language proficiency identification test. **The ACCESS for ELLs is the state designated English language proficiency test annually administered.**

If a student scores below Level 5.0 Bridging on the reading subtests of the W-APT/ **ACCESS for ELLs**, the student is eligible to receive state-approved LEP testing accommodations on all state tests other than the state writing assessment.

If the student scores Level 5.0 Bridging or above on the reading subtest of the W-APT/**ACCESS for ELLs** at any time, the student must participate in all state tests (other than the state writing assessment) without accommodations.

Subtest	1 Entering	2 Beginning	3 Developing	4 Expanding	5 Bridging	6 Reaching
Reading	*Eligible to receive state-approved LEP testing accommodations for all state tests (other than the state writing assessment)				Must participate in the general state test administration without LEP testing accommodations	

If a student scores below Level 5.0 Bridging on the writing subtest of the W-APT/ACCESS for ELLs, the student is eligible to receive state-approved LEP testing accommodations on the state writing assessment.

If the student scores Level 5.0 Bridging or above on the writing subtest of the W-APT/ACCESS for ELLs at any time the student must participate in the state writing assessment without accommodations.

Subtest	1 Entering	2 Beginning	3 Developing	4 Expanding	5 Bridging	6 Reaching
Writing	*Eligible to receive state-approved LEP testing accommodations for the Grade 10 Writing Assessment				Must participate in the Grade 10 Writing Assessment without LEP testing accommodations	

***Note:** Accommodations must be assigned selectively and thoughtfully, according to individual student needs and LEP Team/Committee input. For example, it is NOT appropriate to assign all available accommodations for all LEP students.

First Year Exemption of LEP Students

According to State Board of Education policy GCS-C-021 (16NCAC 6G.0312), all students identified as limited English proficient must be included in the statewide testing program as follows: standard test administration, or the standard test administration with accommodations.

However, schools must exempt students identified as limited English proficient who score below Level 4.0 Expanding on the state English language proficiency reading test in their first year in US schools from being assessed on the state reading end-of-grade assessments, or the NC grade 10 writing assessment. Therefore, students who are in their first year in U.S. schools and who have scored below Level 4.0 Expanding on the reading section of the state-identified English language proficiency test shall not be included in either growth, the performance composite or AYP determinations for reading or mathematics. For purposes of determining participation, the state-identified English language proficiency reading test will be used as reading participation for the students identified in this section and participation in the state identified English language proficiency writing test will be used as writing participation for students identified in this section.

Monitored Former LEP students (MFLEP)

Students who have exited LEP identification during the last two years are referred to as Monitored Former LEP students (MFLEP). MFLEP student performance on state content assessments is reported annually to the federal government. If a school/district has an LEP subgroup (minimum number of forty students) and the subgroup failed to meet the AYP target, MFLEP students are included the calculations for determining the status of the LEP subgroup for AYP.