

### Three Sided (Side-By-Side-By-Side) Comparison of the North Dakota State Assessment Participation Options:

#### Assessment:

North Dakota State Assessment (NDSA) is the general state assessment for measuring the achievement of North Dakota students against grade level State Content Standards.

#### Test Contents:

The NDSA is a 60 question per subject combination of multiple choice and constructed response items for math; reading/language arts; and science.

#### Vendor:

The current vendor for the NDSA is CTB/McGraw Hill.

#### Grades Covered:

All students are required to take the State assessment in reading/language arts and mathematics in grades 3, 4, 5, 6, 7, 8, and 11 and science in grades 4, 8, and 11.

#### Participation Percentages:

Percent of students tested annually  
Taking this assessment: 97%

#### Population intended for:

Most students in general education will take the NDSA; including students with disabilities who are able to take the

#### Assessment:

North Dakota Alternate Assessment 2 (NDAA2) is the state alternate assessment for students with persistent learning difficulties assessed against modified achievement standards.

#### Test Contents:

The NDAA2 contains 50 multiple choice items for math, science, and reading, and 25 multiple choice questions in language arts

#### Vendor:

The NDAA2 is created in a cooperative effort between the NDDPI and ND teachers.

#### Grades Covered:

Students are required to take the State assessment in reading/language arts and mathematics in grades 3, 4, 5, 6, 7, 8, and 11 and science in grades 4, 8, and 11.

#### Participation Percentages:

Percent of students tested annually  
Taking this assessment: 2%

#### Population intended for:

The NDAA2 is intended for students with persistent learning difficulties, who

#### Assessment:

North Dakota Alternate Assessment 1 (NDAA1) is the state alternate assessment for students with significant cognitive disabilities assessed against alternate achievement standards.

#### Test Contents:

The NDAA1 contains five math items; three reading/language arts items; and five science items that measure student performance over multiple trials and additional data on secondary indicators.

#### Vendor:

The NDAA1 is created in a cooperative effort between the NDDPI and ND teachers.

#### Grades Covered:

Students are required to take the State assessment in reading/language arts and mathematics in grades 3, 4, 5, 6, 7, 8, and 11 and science in grades 4, 8, and 11.

#### Participation Percentages:

Percent of students tested annually  
Taking this assessment: 1%

#### Population intended for:

The NDAA1 is intended for students who have significant cognitive disabilities.

NDSA with or without appropriate accommodations.

In other words, all students are expected to take the NDSA unless the IEP Team determines that the student needs to take either the NDAA2 or the NDAA1.

### Criteria for Participation in the NDSA:

Students who are enrolled in the ND public school system in general education grades 3-8 and 11 will take the NDSA unless they are served under IDEA on an IEP where the IPE Team has determined that the NDSA is not appropriate.

### Effects (or lack thereof) of state and/or local policies on the student's education resulting from taking the NDSA:

North Dakota policy on state assessments includes no consequences on individual student educational programs for either

can be identified using the prescribed criteria for the North Dakota Alternate Assessment 2 (NDAA 2).

These students may be defined as: Having ongoing difficulty achieving a level of expected performance in general education without intervention and modification of learning environment, instructional delivery, or scholastic content.

Student requires intervention programs of greater duration and intensity than those normally offered in the regular classroom. Student is served under IDEA and has an Individual Education Program (IEP) plan. Student may be eligible to take an alternate assessment based on Student demonstrates persistent and long-lasting learning impairments. Student demonstrates an enduring learning deficit rather than just a developmental lag.

### Criteria for Participation in the NDAA2:

1. Does the student have persistent learning problems that prohibit him/her from making grade-level academic achievement in the general education curriculum in the time frame covered by their IEP? AND
2. Does the student participate in the general education curriculum with ongoing supports and services from special education? AND
3. Is the students' curriculum so individualized that the general state assessment will not reflect what the student is being taught (even with accommodations)?

If the answer to all three questions is yes, then the student should take the NDAA2. If the IEP Team is not sure which option is most appropriate for the student, refer to the

*IEP Flowchart for Decisions on Assessment Options at*

### Criteria for Participation in the NDAA1:

1. Does the student's cognitive ability and adaptive behavior prevent completion of all or part of the general education curriculum? AND
2. Does the student require extensive, frequent and individualized instruction in multiple settings, in order to maintain or generalize skills necessary to function in school, at home, in the community, and during recreation/leisure and vocational activities? AND
3. Is the students' curriculum so individualized, that neither the general assessment or the NDAA2, will reflect what the student is being taught (even with accommodations)?
  - If the answer to all three questions is yes, then the student should take the NDAA1.
  - If the IEP Team is not sure which option is most appropriate for the student, refer to the *IEP Flowchart for Decisions on Assessment Options* at <http://www.dpi.state.nd.us/speced/resource/alternate/index.shtm>

### Effects (or lack thereof) of state and/or local policies on the student's education resulting from taking the NDAA1:

North Dakota policy on state assessments includes no consequences on individual student educational programs for either participating or not participating in the NDAA1. Consequences for nonparticipation in the state assessment system falls on schools and school districts. The state assessment system is required in ND state law for the purposes of measuring student achievement against state content standards for the purpose of measuring

participating or not participating in the NDSA. Consequences for nonparticipation in the state assessment system falls on schools and school districts. The state assessment system is required in ND state law for the purposes of measuring student achievement against state content standards for the purpose of measuring whether schools are making adequate achievement required under NCLB.

<http://www.dpi.state.nd.us/speced/resource/alternate/index.shtm>

**Effects (or lack thereof) of state and/or local policies on the student's education resulting from taking the NDAA2:**

North Dakota policy on state assessments includes no consequences on individual student educational programs for either participating or not participating in the NDAA2. Consequences for nonparticipation in the state assessment system falls on schools and school districts. The state assessment system is required in ND state law for the purposes of measuring student achievement against state content standards for the purpose of measuring whether schools are making adequate achievement required under NCLB.

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