

Rhode Island
New England Common Assessments Program (NCAP)

Part I: Policy Trends

Type of test	Comprehensive
Purpose	To measure each student’s overall proficiency for graduation in the six core academic areas.
Major changes in exit exam policy since the 2007-08 school year or any pending changes for the upcoming school year.	In 2008, the Board of Regents in Rhode Island established new regulations for high school diplomas. Beginning with the graduating class of 2012, students will be required to meet a minimum performance standard on a state assessment in order to receive a high school diploma. Students will also be required to complete at least two of the following additional performance-based diploma assessments: graduation portfolios, exhibitions, comprehensive course assessments, or some combination thereof. A student’s performance on the statewide assessment will account for one-third of a student’s total assessment of student proficiency for graduation in English/language arts and mathematics for 2012.
Status of state’s decision regarding the Common Core State Standards and the impact of that decision on exit exam policies	The state has adopted the Common Core State Standards in both English language arts and math. The exit exam policies will remain the same. Students will be required to demonstrate the defined level of proficiency through state assessments (in reading and mathematics), successful completion of course work, and successful completion of diploma assessments (exhibitions and portfolios)
Test used by colleges or universities for undergraduate placement?	No
Year diplomas first potentially withheld	2012
Subjects required	Reading and math
Grade first administered	11 th grade
Grade(s) exam aligned to	9-10 grade span expectations
Number of retakes allowed before end of grade 12	Board of Regents is currently considering one retake prior to end of 12 th grade.
Retakes after grade 12	Will be established by the Board of Regents and approved by the state commissioner at a later date.

Exit exam used for No Child Left Behind?	No
Same cut score for graduation and NCLB?	No, proficient for NCLB and partially proficient (on test only proficient on all other measures) for graduation.
State test contractor	Measured Progress
Does the state provide students with alternate paths to graduation?	The manner and format of alternate pathways will be established by the Board of Regents and approved by the state commissioner at a later date.
Alternate paths to graduation specifically for English language learners	The manner and format of alternate pathways will be established by the Board of Regents and approved by the state commissioner at a later date.
Alternate paths to graduation specifically for students with disabilities?	The manner and format of alternate pathways will be established by the Board of Regents and approved by the state commissioner at a later date.
Who makes decisions on whether a student is eligible to use alternate paths?	The manner and format of alternate pathways will be established by the Board of Regents and approved by the state commissioner at a later date.
When calculating the graduation rate for adequate yearly progress (AYP) purposes, does the state count students taking alternate paths together with graduates who passed the exit exams?	The manner and format of alternate pathways will be established by the Board of Regents and approved by the state commissioner at a later date.
Are districts mandated by law to provide remediation?	Secondary regulations require districts to provide remediation for students identified as not meeting progress toward proficiency for graduation.

Part II: Student Performance

Because Rhode Island’s policies are new, there are no student performance data to report at this time.