

Assessment Brief



Public Schools of North Carolina • State Board of Education • Howard Lee, Chairman • North Carolina Department of Public Instruction
June St. Clair Atkinson, Ed. D., State Superintendent

Understanding the North Carolina End-of-Course English I Multiple-Choice Test

November 14, 2007 • Vol. 1, No.1

This brief is available on the North Carolina Department of Public Instruction Accountability Services Web site, <http://www.ncpublicschools.org/accountability/policies/briefs/>. This publication and the information contained within must not be used for personal or financial gain. North Carolina school system/school officials and teachers, parents, and students may download and duplicate this publication for instructional and educational purposes only. Others may not duplicate this publication without prior written permission from the NCDPI Division of Accountability Services/North Carolina Testing Program.

The North Carolina End-of-Course Assessments

The North Carolina End-of-Course (EOC) Assessments were developed for two purposes:

- To provide accurate measurement of individual student knowledge and skills specified in the North Carolina *Standard Course of Study* and
- To provide accurate measurement of the knowledge and skills attained by groups of students for school, school system, and state accountability.

The school districts will include each student's end-of-course assessment results in the student's permanent records and high school transcript. The State Board of Education (SBE) requires each district to use results from all operational end-of-course assessments as at least twenty-five percent (25%) of the student's final grade for each respective course. Each LEA has a policy that addresses the exact percentage used locally.

Exit Standards

According to State Board of Education (SBE) policy HSP-N-004 (16 NCAC 6D. 0503), students entering the ninth grade for the first time in 2006–07 and beyond are required to meet new exit standards. The exit standards only apply to students following the Career Preparation, College Technical Preparation, or College University Preparation

courses of study. Students are required to perform at Achievement Level III (with one standard error of measurement) or above on the five EOC assessments of Algebra I, Biology, English I, Civics and Economics, and U.S. History and successfully complete a graduation project. Additional information regarding the high school exit standards can be found at <http://www.ncpublicschools.org/accountability/policies/highschoolexit>.

Eligible Students

All students enrolled for credit in English I are required to participate in the EOC English I assessment (standard administration with or without accommodations or its alternate assessment).

Description of the English I Assessment

In 2006–07, Edition 3 of the English I assessment was operational for the first time. The North Carolina End-of-Course English I assessment is a multiple-choice test. It has two parts: composition and textual analysis.

Composition: Selections in the composition part contain errors in mechanics, usage, sentence formation, spelling, organization, purpose, and supporting details. Students will be asked to read drafts of student essays and then determine the corrections or changes

needed for each essay. It is not necessary for students to have previously read the material described in the essays.

Textual Analysis: On this part of the test, students will be asked to read several selections similar to ones they have read in class. After each selection, students will be asked to answer questions by analyzing the text. The selections are representative of the following types of literary environments: short story, poetry, expressive nonfiction, informational, and either a critical or argumentative text.

Estimated Actual Testing Time

It is anticipated that most students will complete the EOC English I test in 150 minutes. However, all students will be allowed ample opportunity to complete the assessment.

Total Testing Time

The following table provides the suggested total testing time and the maximum time allowed. The table indicates the times for students to code their background information, the time for reading general instructions, the actual test time, and the time for scheduled stretch breaks for the End-of-Course English I multiple-choice test:

Time	Testing Activity
10 min.	Student background information/Student Survey questions.
60 min.	Administer multiple-choice test.
2 min.	Stretch break
60 min.	Administer multiple-choice test.
2 min.	Stretch break
30 min.	Complete test administration of multiple-choice test.
164 min.	Total Testing Time
240 min.	Maximum Time Allowed

Note: Based on previous test results, most if not all students should be able to complete the tests within the estimated 150-minute testing time. The maximum time of four hours has been determined to be ample time for all students, without time/administration accommodations, to complete the tests.

Number of Test Items on the EOC English I Test

The English I multiple-choice test will contain **80 test items**. Some of the items will be field test items and will not count in the students score. Students

will not be told which items are field test items. Field test items are included in the operational form in an effort to reduce the amount of testing needed and to gather more accurate item statistics. Students should do their best and answer all the questions. Students are not penalized for guessing.

The following table provides the exact number of test items by section on this end-of-course test:

English I Test	Test Items
Composition Section	28
Textual Analysis Section	52
Total Number of Items	80

Test Materials

Students will be provided a test book, blank paper, an answer sheet, and a No. 2 pencil. No other materials will be needed. Reference books, textbooks, dictionaries, cell phones, and thesauruses are prohibited during the administration of any test in the North Carolina Testing Program.

Use of Scores in Accountability

Student scores from the English I assessment are used for state and federal accountability. At the state level, English I scores are used in the computation of school growth and performance composites. At the federal level, a combination of English I and the North Carolina Writing Assessment at Grade 10 are used for meeting the *No Child Left Behind Act of 2001* (NCLB) high school testing requirements in reading.

North Carolina Testing Program Web Site

For additional information about the North Carolina Testing Program, visit the NCDPI Accountability Services Division Web site at www.ncpublicschools.org/accountability/.

*In compliance with federal laws, NC Public Schools administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law. Inquiries or complaints should be directed to: Associate Superintendent
Office of Curriculum and School Reform Services
6307 Mail Service Center Raleigh, NC 27699-6307
Telephone (919) 807-3761; Fax (919) 807-3767*