



# **Standard Course of Study for United States History**

## **North Carolina Assessment Specifications Summary**

### **NC Final Exams for U.S. History**

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#### **Purpose of the Assessments**

- Measures of Student Learning: North Carolina's Final Exams for High School Social Studies courses will measure students' academic progress in the Standard Course of Study, adopted by the North Carolina State Board of Education in 2006.
- NC Final Exam scores (along with any other relevant end-of-course or end-of-grade assessment scores) will be used in the Educational Value Added Assessment System (EVAAS) to produce student growth measures to satisfy Standards 6 and 8 of the North Carolina Educator Evaluation System.
- For more information on the North Carolina Educator Evaluation System go to <http://www.ncpublicschools.org/effectiveness-model/>.
- NC Final Exams were developed to replace locally developed assessments, providing teachers and principals with a common measure for all students state-wide during a given testing window.
- For high school courses, NC Final Exams will count at minimum 20% toward the student's final course grade.
- NC Final Exams will not be used for school and district accountability under the READY Accountability Model or for Federal reporting purposes.

#### **Curriculum Cycle**

- 2006: North Carolina State Board of Education adoption of the *Standard Course of Study*.
- 2011–2012: Item development begins for the Common Exams and later the NC Final Exams.
- 2012–2013: Operational administration of the Common Exams.
- 2012–2013: Redesign and subsequent first operational administration of the NC Final Exams

#### **Standards**

- The *Standard Course of Study* for U.S. History is posted at: <http://www.ncpublicschools.org/curriculum/socialstudies/scos/2003-04/067eleventhgrade>

#### **Prioritization of Standards**

- The North Carolina Department of Public Instruction invited teachers to collaborate and develop recommendations for a prioritization of the standards indicating the relative importance of each standard, the anticipated instructional time, and the appropriateness of the standard for multiple-choice items. Subsequently, curriculum and test development staff from the

North Carolina Department of Public Instruction met to review the results from the teacher panels and to develop weight distributions across the domains for each grade level.

Table 1 describes the percentage of multiple-choice test questions that will appear on a given form of the NC Final Exams in U.S. History. The U.S. History NC Final Exam will contain only multiple choice (MC) items.

*Table 1. Test Specification Weights for the NC Final Exam in U.S. History*

Competency Goal	Multiple Choice
1	8% to 12%
2	8% to 12%
3	5% to 7%
4	5% to 7%
5	5% to 7%
6	7% to 9%
7	7% to 9%
8	4% to 6%
9	8% to 12%
10	8% to 12%
11	12% to 15%
12	4% to 6%
Total percent of items	100%

### **Cognitive Rigor**

The NC Final Exam in U.S. History was aligned to the content standards using Marzano's *Thinking Skill Levels*. To read more about *Thinking Skill Levels* and how they were used to align items to the 2006 SCS read

[http://www.ncpublicschools.org/docs/accountability/testing/eog/asb\\_thkskl.pdf](http://www.ncpublicschools.org/docs/accountability/testing/eog/asb_thkskl.pdf).

### **Types of Items**

The NC Final Exam in U.S. History will consist of four-response-option MC items.

You can view sample U.S. History MC items at

<http://www.ncpublicschools.org/accountability/common-exams/>.

### **Testing Structure and Time**

The NC Final Exam of US History will contain 50 MC questions. Students will be given 120 minutes. Students should monitor the clock to ensure they allow themselves adequate time to respond to the questions.

### **Delivery Mode**

The NC Final Exams are designed for paper/pencil mode only.