

**Descriptions and Sample Questions**

**for the**

**North Carolina End-of-Course Tests**

**Algebra I**

**Biology**

**Economic, Legal, and Political Systems (ELP)**

**English I**

**U.S. History**

## North Carolina End-of-Course Tests Algebra I (revised 1994)

### *What is the Algebra I test like?*

The revised Algebra I test assesses the Algebra I curriculum (revised in 1992) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire Algebra I curriculum along three broad topics:

- basic operations, equations, and inequalities (goals 1, 2, and 3);
- functions and graphing (goals 4, 5, and 6); and
- polynomials and nonlinear equations (goals 7, 8, and 9).

The test is divided into two parts: calculator and non-calculator. For the calculator part students are expected to have access to a graphing calculator. The basic difference between the two parts of the test is the emphasis on problem solving in the calculator part (regardless of method to solve the problem) versus questions where the whole purpose is to assess a specific procedure (such as graphing).

Table 1. Descriptive Information for the North Carolina Test of Algebra I

Goal	Description of Goal	Difficulty of Items In Pool*	Percentage of Items on Test
1	The learner will use the language of algebra.	70%	5%
2	The learner will perform operations with real numbers.	48%	12%
3	The learner will solve equations and inequalities with one variable.	54%	16%
4	The learner will demonstrate an elementary understanding of relations and functions.	48%	12%
5	The learner will graph and use linear equations and inequalities.	39%	14%
6	The learner will graph and solve systems of linear equations and inequalities.	37%	9%
7	The learner will perform operations with polynomials.	50%	14%
8	The learner will work with ratios, proportions, and percents.	41%	5%
9	The learner will explore, graph, and interpret nonlinear equations.	27%	14%

\* The average percent of students that responded correctly across all items assessing the goal/objective during the field test in 1993.

### *How is the test administered?*

The end-of-course Algebra I test consists of 81 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms of the test are administered in each classroom to provide a breadth of information for curriculum evaluation and planning. Whereas the original test administered from 1986 to 1993 focused on the assessment of procedures, this revision of the test examines whether a student can apply the algebraic knowledge and skills they have learned to solve everyday problems.

*How was the test developed?*

The questions on the Algebra I end-of-course test were written and reviewed by trained North Carolina teachers and educators during the 1992-93 school year. The questions were field tested in May of 1993. The field test involved approximately 10,000 students from randomly selected schools across the state. The revised Algebra I test was implemented statewide for the first time in the spring of 1994.

*What kinds of scores do students receive on the test?*

Results of the Algebra I test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 23 to 87 with a mean of 55.1 and a standard deviation of 9.1 (in 1994). The use of scale scores helps make interpretations easier and more consistent from test to test. Percentiles were established based on the first administration of the revised Algebra I test statewide. Achievement levels (descriptors of performance) were established from teacher judgements during the 1993 field tests and from the student scores on the 1994 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Algebra I

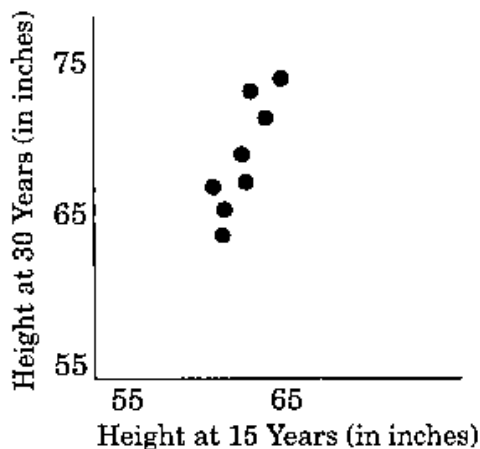
Level	Description	Percent of Students (93)	Range of Scores (94)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	13%	23-44
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	33%	45-54
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	40%	55-65
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	13%	66-87

Objective 3.3 ( $p = 0.74$ )

20. Which pair of equality properties would be used to solve  $3x - 5 = 7$ ?
- A subtraction by 7 and multiplication by 3
- B multiplication by  $\frac{1}{3}$  and addition by 7
- C division by 5 and subtraction by 7
- D addition by 5 and division by 3

Objective 5.9 ( $p = 0.32$ )

53. What equation would *best* represent the data on the graph?



- A  $y = x$
- B  $y = 2x$
- C  $y = -3x$
- D  $y = \frac{1}{2}x$

Objective 5.10 ( $p = 0.55$ )

51. The table of data represents the circumference of four people's thumbs and wrists. What would you predict to be an estimate for Bill's thumb?

	<u>thumb</u>	<u>wrist</u>
Betty	4.5 cm	10.5 cm
Jane	6 cm	16 cm
Joe	7 cm	19 cm
Bill	?	23.5 cm

- A 7 cm
- B 7.5 cm
- C 8 cm
- D 8.5 cm

Objective 8.3 ( $p = 0.31$ )

77. If a 16-meter tree casts a 7.5-meter shadow, how tall is a building that casts a 24-meter shadow at the same time of day?
- A 11.2 m
- B 50 m
- C 51.2 m
- D 512 m

Objective 9.6 (p = 0.25)

82. What is the smallest  $y$ -value of the graph of  $y = x^2 - 3$ ?
- A 3
  - B 1
  - C 0
  - D -3

Objective 9.9 (p = 0.14)

86. Bill cut two inches from one side of a square and three inches from another. If the area decreased by 50%, what was the approximate length of the original square?
- A 5.5"
  - B 6.5"
  - C 7.5"
  - D 8.5"

Objective 9.10 (p = 0.31)

87. The frequencies (cycles per second) of the sound of A's on a piano increase in an exponential fashion as you move up the keyboard. Which of the following are frequencies of key A?
- A 55, 110, 440, 3520, 56320
  - B 55, 110, 220, 440, 880
  - C 55, 110, 165, 220, 275
  - D 55, 105, 155, 205, 255

# North Carolina End-of-Course Tests Biology (revised 1995)

*What is the  
Biology test like?*

The revised Biology test assesses the Biology curriculum (revised in 1994) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire Biology curriculum (except Goal 4). On the test, students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations.

Each item on the Biology test is related to one of the content objectives and, in addition, each item is categorized according to the skill goal emphasized. The content objectives (goals 6 through 8) of the Biology *Standard Course of Study* describe the knowledge that is to be taught in all Biology classes and determine the content of the items on the tests. The skills goals—nature of science (goal 1—5% of the items), process skills (goal 2—at least 50% of the items), manipulative skills (goal 3—5% of the items), societal and environmental issues (goal 5—5% of the items), and conceptual knowledge (*at most* 35% of the items)—are the basis for scientific literacy. Goal 4 states that the learner should develop a responsible attitude toward the environment, science, technology, and society. This goal is not assessed on the Biology test. Periodically, students and teachers are surveyed concerning their attitudes towards Biology and science in general and the activities conducted during Biology instruction.

Table 1. Descriptive Information for the North Carolina Test of Biology

Goal	Description of Goal	Difficulty of Items in Pool*	Percentage of Items on Test
6	The learner will understand the chemical and physical basis of life.	46%	30%
7	The learner will have an understanding of the continuity of life.	41%	40%
8	The learner will have an understanding of ecology.	39%	30%
1	The learner will develop an understanding of the nature of science.	48%	5%
2	The learner will develop the ability to use science process skills.	44%	50%
3	The learner will develop the ability to use science manipulative skills.	45%	5%
5	The learner will have an understanding of the relevance of current topics in biology.	45%	5%
CK	The learner will understand the fundamental concepts, principles, and facts of science.	42%	35%

\* The average percent of students that responded correctly across all items assessing the goal/objective during the field test in 1994.

*How is the test administered?*

The end-of-course Biology test consists of 95 multiple-choice questions administered during a 110-minute block within the last 10 days of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning. Whereas the original test administered from 1987 to 1994 focused on the knowledge of facts and ideas, this revision examines whether a student can go beyond memorization and actually apply process skills to the investigation of science.

*How was the test developed?*

The questions on the Biology test were written and reviewed by trained North Carolina teachers and educators during the 1993-94 school year. The questions were field tested in May of 1994. The field test involved approximately 10,000 students from randomly selected schools across the state. The revised Biology test was implemented statewide for the first time in the spring of 1995.

*What kinds of scores do students receive on the test?*

Results of the Biology test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 25 to 88 with a mean of 55.5 and a standard deviation of 8.6 (in 1995). The use of scale scores helps make interpretations easier and more consistent from test to test. Percentiles were established based on the first administration of the Biology test statewide in the spring of 1995. Achievement levels (descriptors of performance) were established from teacher judgements during the 1994 field tests and from the student scores on the May 1995 administration of the test.

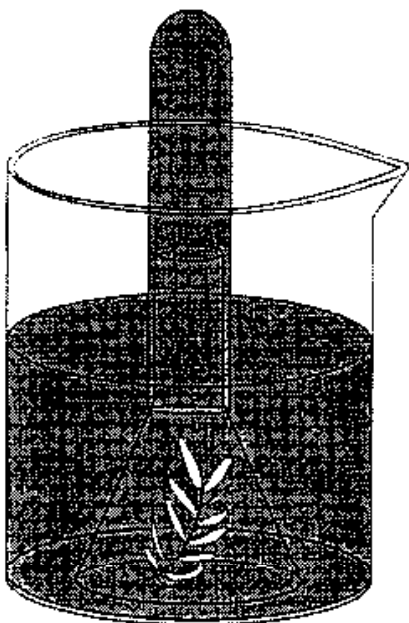
Table 2. Achievement Levels for the North Carolina Test of Biology

Level	Description	Percent of Students (94)	Range of Scores (95)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	17%	25-46
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	31%	47-54
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	36%	55-64
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	15%	65-88

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Use this information to answer questions 1 and 2.

In the drawing below, an *Elodea* plant is placed in the bottom of a beaker that is half filled with water. A funnel is placed over the plant. A test tube filled with water is inverted and placed on top of the funnel. The beaker is placed in direct sunlight. The purpose of the experiment is to determine the rate of photosynthesis in the *Elodea* plant.



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1. How could this experiment show that photosynthesis is taking place?

- A The *Elodea* will turn green.
- B Chlorophyll will dissolve in the water.
- C Bubbles will appear in the test tube.
- D New leaves will grow on the *Elodea*.

2. If you were to set up a control for this experiment, what would be the *best* setup?

- A the same setup but no water
- B the same setup but no plant
- C the same setup but a larger plant
- D the same setup but no plant and no direct sunlight



3. Which of the following relationships is **most** similar to perspiration : pores?
- A epidermis : stomata
  - B circulation : parenchyma
  - C digestion : chlorophyll
  - D transpiration : stomata
4. The code for all living things is carried in what chemical?
- A gibberellic acid
  - B deoxyribonucleic acid
  - C indoleacetic acid
  - D naphthaleneacetic acid
5. A farmer has been losing his chickens and finding blood and feathers in the chicken yard. He also notices tracks which appear to be those of a fox. He proceeds to kill all of the foxes on the farm. Which of the following is a probable result?
- A The owl population on his farm will decrease.
  - B The hawk population on his farm will decrease.
  - C The rabbit population on his farm will increase.
  - D The fox population should have no effect on any other animals on his farm.
6. In 1989, an oil spill occurred in Alaska's Prince William Sound. Government scientists estimated that 200,000 birds called murre were killed. Recently, another group of scientists reported that the 1991 population of murre was the same as it had historically been. What does this indicate about the nature of science?
- A Different groups of scientists should not study the same problem.
  - B It is inappropriate to apply simple theories to complex situations.
  - C Scientists should count all, rather than sample part of a population.
  - D Scientific knowledge should be regarded as being tentative.
7. Soil bacteria serve what function in the nitrogen cycle?
- A store nitrogen nodules underground
  - B attach nitrogen to soil particles
  - C release nitrogen from the ground to the air
  - D convert nitrogen to a water soluble form

# North Carolina End-of-Course Tests Economic, Legal, and Political Systems (revised 1996)

*What are the ELP tests like?*

The revised ELP test assess the Economic, Legal, and Political Systems curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire ELP curriculum (10 goals and associated objectives). The questions on the tests are equally distributed across the goals with the exception of goal 10 which has half as many questions on the tests as the other goals.

On the tests students are expected to have knowledge of important ideas and concepts, understand and interpret events in history, and connect historical people and events across time. Some questions ask the students to analyze primary and secondary source documents, charts and graphs, and political cartoons.

Table 1. Descriptive Information for the North Carolina Test of ELP

Goal	Description of Goal	Difficulty of Items in Pool*	Percentage of Items on Test
1	The learner will investigate issues and problems confronting the American economic, legal and political systems.	57%	10%
2	The learner will explain rights and analyze the obligations of responsible citizenship.	55%	11%
3	The learner will investigate how and why individuals and groups make economic choices.	55%	10%
4	The learner will analyze features of the economic system of the United States.	54%	11%
5	The learner will analyze factors influencing the United States economy.	49%	11%
6	The learner will explain the function and importance of the North Carolina and United States Constitutions.	45%	11%
7	The learner will explain the structure and functions of local, state, and national governments and understand their relationship.	43%	10%
8	The learner will explain why laws are needed and how they are enacted, implemented and enforced.	51%	11%
9	The learner will explain how the political and legal systems provide for balancing competing interests and resolving conflicts.	45%	10%
10	The learner will evaluate the influence of ethical and moral principles and religious beliefs on the	47%	5%

\*The average percent of students that responded correctly across all items assessing the goal/objective.

*How does the revised ELP test compare with the one administered in the past?*

Whereas a large portion of the original ELP test (administered from 1990 to 1996) focused on knowledge of facts and ideas, the revised test examines whether a student can go beyond memorization of people, events, and facts to apply the knowledge and skills they have learned to other events. While knowledge of facts and concepts is important, the questions on the test are at a much broader level and concern major ideas that students are expected to know to be responsible and effective citizens in an interdependent world. Students are expected to gain a practical understanding of those systems that affect their lives as consumers and young adult citizens.

*How is the test administered?*

The ELP end-of-course test consists of 100 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms of the test are administered in each classroom to provide breadth of information for curriculum evaluation and planning.

*How was the test developed?*

The questions were written and reviewed by trained North Carolina teachers and educators during the 1994-95 school year. The questions were field tested in May of 1995. The field test involved approximately 15,000 students from randomly selected schools across the state. The revised ELP test was implemented statewide for the first time in the summer of 1996.

*What kinds of scores will students receive on the test?*

Results of the ELP test are reported as scale scores, percentiles, and achievement levels. The scale scores range from about 21 to 87 with a mean of 53.8 (in 1996-97) and a standard deviation of 10. The use of scale scores helps make interpretations easier and more consistent from test to test. Percentiles were established based on the first statewide administration of the ELP test during the 1996-97 school year. Achievement levels (descriptors of performance) were established from teacher judgements during the 1995 field tests and from the student scores on the 1996-97 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of ELP

Level	Description	Percent of Students (95)	Range of Scores (97)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	14%	21-42
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	27%	43-51
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	36%	52-60
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	23%	61-87

Obj 1.1 Describe examples of recurring public problems and issues. (p = .59)

1. All of the following are significant reasons for the relocation of high-technology industries to North Carolina **except** which one?

- A cheap labor and weak unionization
- B availability of inexpensive land
- C local abundance of raw materials
- D low local and state taxes

Obj 3.1 Describe basic factors of production (land, labor, capital, and entrepreneurial skills) and know their interaction in any economic activity. (p = .59)

2. For which reason would a legislator from North Carolina be **most likely** to argue against a proposed tax on tobacco?

- A North Carolinians are traditionally opposed to "sin" taxes.
- B The tax could mean smaller returns on investment for tobacco producers in North Carolina.
- C The tax could mean that fewer low-income people in North Carolina could afford tobacco products.
- D North Carolinians are proud of the contributions made by tobacco throughout the state's history.

Obj 4.4 Demonstrate how supply, demand and competition affect prices and the availability of goods and services. (p = .52)

3. Which of the following events will increase the demand for compact cars?

- A An oil shortage pushes up the cost of gasoline.
- B Slow sales cause General Motors to cut luxury car prices.
- C More thefts lead to higher automobile insurance premiums.
- D Concern for the environment leads to an increase in carpooling.

Obj 5.2 Make inferences regarding the impact of government regulation on specific economic activities. (p = .53)

4. Of the following, which **best** explains why consumer protection is more necessary today than it was during the early 20th century?

- A Today there are many more manufacturers marketing via the mass media than there were in the early 20th century.
- B Consumers were much more tolerant of defective and unsafe products in the early 20th century than they are today.
- C There are many more products available today, and they are much more complex, than in the early 20th century.
- D The country had other concerns in the early 20th century that were much more important than defective products.

Obj 5.5 Analyze short- and long-term effects of taxation and government spending on the United States economy. (p = .45)

5. In 1790, Alexander Hamilton, the first Secretary of the Treasury, felt that the finances of the new Republic were in a state of chaos. He thought that the best way to introduce "order into our finances" would be to have the powerful and wealthy invest in the country, while letting the common people fend for themselves.

Based on Hamilton's views in the 1790s, which current trend would *most* disturb him?

- A the government's refusal to benefit the farmers by placing high tariffs on agricultural products
- B decreased lending by the government to entrepreneurs for small businesses
- C increased spending by the government to provide services for the poor
- D the government's ability to develop a fair and equitable tax plan for the benefit of all citizens

Obj 6.2 Identify principles found in the United States Constitution which were stated in the Declaration of Independence and explored in the Federalist Papers. (p = .18)

6. Which is an informal provision of the Constitution of the United States?

- A popular sovereignty
- B primaries
- C checks and balances
- D none of the above

Obj 7.2 Describe services provided by selected government agencies and how they are funded. (p = .44)

7. All of the following are ways of raising money for the federal government *except* which one?

- A taxes
- B fines
- C borrowing
- D lotteries

# North Carolina End-of-Course Tests English I (revised 1995)

*What is the English I test like?*

The revised end-of-course English I test assesses the revised English Language Arts curriculum of the North Carolina *Standard Course of Study*. The test assesses three of the strands of the curriculum (reading, writing, and viewing) in two parts—editing and textual analysis. The test assesses a student’s ability to use strategies which enhance reading comprehension (goal 1); acquire, interpret, and apply information (goal 2); and read for critical analysis and interpretation (goal 3). Goal 4, personal response, is not assessed with multiple-choice items—this goal is better assessed with an open-ended format.

Part 1 of the test focuses on editing and revising for English conventions. This part of the test is presented as a “peer editing” task (students are told that the passages represent drafts of actual student essays); students are asked to edit the draft essays for sentence formation, usage, mechanics, and spelling. The proportion of items in each of the four areas parallels the weighting formula for the English II Essay Test (40% sentence formation, 30% usage, 20% mechanics, and 10% spelling). Words or phrases that may or may not contain an error are underlined and students are asked to choose from three possible corrections or “Make no change.”

Part 2 of the test focuses on textual analysis. On this part of the test, students are asked to read four to five passages representing various genres, including literary, information, and practical passages. Some of the passages may be visual “texts” such as political cartoons, maps, works of art, or advertisements. The students are then asked to answer questions in which they must analyze the text using literary terms and elements. Some items also assess a student’s ability to read and comprehend written material that is appropriate in terms of difficulty and content.

Table 1. Descriptive Information for the North Carolina Test of English I.

Goal/ Strand	Description of Goal/Strand	Difficulty of Items in Pool*
1	The learner will use strategies and processes that enhance control of communication skills development.	55%
2	The learner will use language for the acquisition, interpretation, and application of information.	46%
	2.1 The learner will identify, collect, or select information and ideas.	53%
	2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.	47%
	2.3 The learner will apply, extend, and expand on information and concepts.	44%
3	The learner will use language for critical analysis and evaluation.	47%
Part 1	Editing	57%
Part 2	Textual Analysis	47%

\* The average percent of students that responded correctly across all items assessing the goal/objective.

*How is the test administered?*

The English 1 test consists of 72 multiple-choice questions (30 editing questions and 42 textual analysis questions) administered during a 110-minute block within the last 10 days of school. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

*How was the test developed?*

The passages for the English I test were chosen to reflect the variety of reading done by students in and out of the classroom. The passages tend to be longer and more complete (compared to those typically found on standardized achievement tests) and have a high interest level for students. The variety of passages on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task. The questions for each passage were written and reviewed by trained North Carolina teachers and educators during the 1993-94 school year. The questions were field tested in May of 1994. The field test involved approximately 8,000 students from randomly selected schools across the state. The revised English I test was implemented statewide for the first time in the spring of 1995.

*What kinds of scores do students receive on the test?*

Results of the English I test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 22 to 85 with a mean of 53.1 and a standard deviation of 8.9 (in 1995). Scale scores are also being used to report individual and group scores on the goals and parts of the test. The use of scale scores makes interpretations easier and more consistent from test to test. Percentiles were established based on the first administration of the revised test statewide in 1995. Achievement levels (descriptors of performance) were established from teacher judgments during the 1994 field tests and from the student scores on the 1995 administration of the test.

Table 2. Achievement Levels for the revised North Carolina Test of English I.

Level	Description	Percent of Students (94)	Range of Scores (95)
I	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at a more advanced level in the content area.	13.4%	22-42
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at a more advanced level in the content area.	32.3%	43-51
III	Students performing at this level consistently demonstrate mastery of the subject matter and skills and are well prepared for a more advanced level in the content area.	35.4%	52-60
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in subject matter and skills and are very well prepared for a more advanced level in the content area.	18.9%	61-85

Use this passage to answer items 1 through 8 on the next page.

In the novel *Night*, by Elie Wiesel, the author shows how the atmosphere of the outside world affects the inner feelings and attitudes of those who endure suffering. Thorough his words, the author paints a graphic picture of how his living during the massacre of the Jews affected his faith and his will to survive in a time of endless death.

The author lives in a hateful world of merciless killings; the horror tests his faith, not only in himself but also in the God he has worshipped. For long periods during his life, he being taught that his God was omnipotent, quick to forgive, and ready to protect those who believed. He has never questioned God's powers. Until he sees an innocent child hung on the gallows, his father beaten, the massive burial of people who have been tortured and killed.

While living in an environment that is really a cemetery, Elie faces the question of mortality. However, with all hope lost; and his faith crumbling around him, he forces himself to live. Despite everything, he presses on, hoping no one will ever forget the horrors of the Holocaust and pray that this terrible chapter in human history will never happen again.

For each underlined item in the passage, choose the correction to be made or "Make no change" if there is no correction.

- |    |   |                       |    |   |                 |
|----|---|-----------------------|----|---|-----------------|
| 1. | A | Through               | 5. | A | believed        |
|    | B | Threw                 |    | B | believed        |
|    | C | Thru                  |    | C | believed        |
|    | D | Make no change.       |    | D | Make no change. |
| 2. | A | one                   | 6. | A | powers until    |
|    | B | him                   |    | B | powers: until   |
|    | C | you                   |    | C | powers; until   |
|    | D | Make no change.       |    | D | Make no change. |
| 3. | A | killings; The         | 7. | A | lost, and       |
|    | B | killings, the         |    | B | lost and        |
|    | C | killings. The         |    | C | lost: and       |
|    | D | Make no change.       |    | D | Make no change. |
| 4. | A | him being taught      | 8. | A | to pray         |
|    | B | he was taught         |    | B | praying         |
|    | C | he having been taught |    | C | is praying      |
|    | D | Make no change.       |    | D | Make no change. |



# When I Heard the Learn'd Astronomer

by Walt Whitman

Walt Whitman, who has been called the father of modern poetry, worked as a printer, teacher, and editor before deciding to write full-time. Read the following poem by Walt Whitman and answer the questions.

When I heard the learned astronomer,  
When the proofs, the figures, were ranged in columns before me,  
When I was shown the charts and diagrams, to add, divide, and measure them,  
When I sitting heard the astronomer where he lectured with much applause in  
the lecture-room,  
How soon unaccountable I became tired and sick,  
Till rising and gliding out I wander'd off by myself,  
In the mystical moist night-air, and from time to time,  
Look'd up in perfect silence at the stars.

From *Leaves of Grass* by Walt Whitman. Public Domain.

76. This poem is **best** classified as which of the following?

- A a sonnet
- B epic poetry
- C lyric poetry
- D a ballad

77. Who is the speaker in this poem?

- A the astronomer
- B a student
- C a teacher
- D the principal

78. Which quotation **best** relates to the theme of this poem?

- A "You can only form the minds of reasoning animals upon Facts;" (*Passage 1*)
- B "Does it all add up on the plus side of the ledger?" (*Passage 2*)
- C "...the principal of Victory School and my eighth grade teacher was special. He liked, really liked every one of us." (*Passage 3*)
- D "I did not see that he was also teaching us that education does not come only from between the covers of books, but from the worlds outside the classroom door." (*Passage 3*)

# North Carolina End-of-Course Tests US History (revised 1995)

*What is the US History test like?*

The US History test assesses the US History curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire US History curriculum (12 goals and associated objectives). The questions on the test are distributed as follows: 40% of the questions assess knowledge of the foundation of the United States to the Civil War and Reconstruction and 60% of the questions assess knowledge of post-Reconstruction to the present.

On the test students are expected to have knowledge of important ideas and concepts, understand and interpret events in history, and connect historical people and events across time. Many items ask the students to analyze primary and secondary source documents.

Table 1. Descriptive Information for the North Carolina Test of US History

Goal	Description	Difficulty of Items in Pool*	Percentage of Items on Test
1	The learner will analyze those elements in the American colonial experience that led to separation from England.	44%	6%
2	The learner will apply ideas of self-government as expressed in America's founding documents.	48%	9%
3	The learner will judge the effectiveness of the institutions of the new nation in completing its independence (1781-1815).	40%	9%
4	The learner will assess the competing forces of nationalism and sectionalism in the period 1815-1850.	40%	9%
5	The learner will evaluate the Civil War and Reconstruction as an affirmation of the power of the national government.	43%	6%
6	The learner will interpret economic, social and political trends of the late 19th and early 20th centuries.	40%	9%
7	The learner will analyze the causes and effects of US involvement in international affairs.	39%	8%
8	The learner will appraise the economic, social, and political changes of the decades of the '20s and '30s.	40%	9%
9	The learner will analyze and evaluate the significance of causes, events, and effects of the WWII Era.	37%	8%
10	The learner will trace economic and social developments and assess their significance for the lives of Americans in the last half century.	40%	9%
11	The learner will analyze changes in American political life in the last half century.	37%	9%
12	The learner will evaluate the conduct of United States foreign policy over the last half century.	36%	9%

\* The average percent of students that responded correctly across all items assessing the goal/objective during the field test in 1994.

*How is the test administered?*

The US History end-of-course test consists of 100 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms of the test are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

Whereas a large portion of the original US History test administered from 1988 to 1994 focused on knowledge of historical facts and ideas, the revised test examines whether a student can go beyond memorization of people, events, and facts to apply the knowledge and skills they have learned to other events. While knowledge of facts and concepts is important, the questions on the test are at a much broader level and concern major ideas that students are expected to know to be considered literate.

*How was the test developed?*

The questions on the US History end-of-course test were written and reviewed by trained North Carolina teachers and educators during the 1993-94 school year. The questions were field tested in May of 1994. The field test involved approximately 10,000 students from randomly selected schools across the state. The US History test was implemented statewide for the first time in spring 1995.

*What kinds of scores do students receive on the test?*

On the US History test, students receive scale scores, percentiles, and achievement levels. The scale scores range from 27 to 88 with a mean of 56.2 and a standard deviation of 8.3 (in 1995). The use of scale scores helps make interpretation easier and more consistent from test to test. Percentiles were established based on the first statewide administration of the US History test in the spring of 1995. Achievement levels (descriptors of performance) were established from teacher judgements during the 1994 field tests and from the student scores on the 1995 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of US History

Level	Description	Percent of Students (94)	Range of Scores (95)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	17%	27-47
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	34%	48-56
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	34%	57-64
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	15%	65-88

Objective 3.2 Judge the extent to which the institutions of the new nation protected the liberties of all its inhabitants.

The first letter below is from Abigail Adams to her husband, John Adams, while he was a delegate to the Second Continental Congress. The second letter is his reply. Use the letters to answer questions 1 through 3.

"I long to hear you have declared independency—And by the way, in the new codes of law which I suppose you will make, I desire you would remember the ladies and be more gracious and favorable to them than your ancestors. Do not put such unlimited power in the hands of the husbands. Remember all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to [stir up] a rebellion and will not regard ourselves as bound by any laws which we have no voice or representation."

—Abigail Adams

"We have been told that our struggle has loosened the bands of government everywhere...that Indians slighted their guardians and Negroes grow insolent to their masters. But your letter was the first hint that another tribe, more numerous and powerful than all the rest, had grown discontented.

Depend up on it, we know better than to repeal our masculine systems. You know they are little more than theory...in practice, we are subjects. We have only the title of masters, and rather than give up this, which would completely subject us to the despotism of the petticoat, I hope General Washington and all our brave heroes would fight."

—John Adams

1. Which social condition was the *main* factor prompting Abigail Adams' request?

- A Political power in the colonies was limited to those who owned property.
- B Colonial women received unequal treatment under existing colonial laws.
- C Men traditionally held the position of heads of households in colonial society.
- D Race and class were conditions of citizenship in colonial society.

2. Of which historical movement would Abigail Adams *best* be considered a forerunner?

- A the abolition movement
- B the Civil Rights movement
- C the temperance movement
- D the suffrage movement

3. With which of the following quotations would John Adams *most likely* agree?

- A Every one of us should be ashamed to be free while his brother is a slave. (Frederick Douglass)
- B There is no true liberty for the individual except as he finds it in the liberty of all. (Edwin Markham)
- C There is a natural aristocracy among men. The grounds of this are virtue and talent. (Thomas Jefferson)
- D There will never be complete equality until women themselves help to make laws and elect lawmakers. (Susan B. Anthony)

Obj 5.5 Analyze long-term and immediate causes of the war and assess the extent to which slavery was the primary cause of the conflict. (p = .41)

4. Frederick Douglass first said, "Slave holders know that the day of their power is over when a Republican President is elected." Later, he said slavery would "be as safe and safer with Lincoln than with a Democrat." Douglass' change of mind is best explained by which of the following?

- A Republican leaders promised not to interfere with existing slavery.
- B Republicans planned to enforce the Fugitive Slave Law.
- C Republicans pledged to put down slave rebellions.
- D Republican leaders refused to accept the right of slave states to secede.

Obj 6.5 Evaluate the effects of racial segregation on various regions and segments of American society. (p = .30)

5. Which of the following is an example of *de facto* racial segregation?

- A "Whites Only" signs in restaurants
- B housing patterns in large cities
- C separate white and black school systems
- D public water fountains labeled "colored" and "white"

Obj 9.1 Investigate reasons for the expansion of totalitarian governments during the period. (p = .40)

6. How did tariffs contribute to the rise of totalitarian dictatorships?

- A American arms salespeople were allowed indiscriminately to sell weapons to any country.
- B Tariffs disrupted trade and contributed to world economic depression.
- C The United States demanded immediate payment of European war debts.
- D Foreign-owned businesses in the United States were confiscated by the federal government.

Obj 11.2 Analyze changing relationships between states and the federal government as the role of the federal government continued to expand. (p = .40)

7. "It is time to check and reverse the growth of government which shows signs of having grown beyond the consent of the governed."

—Ronald Reagan, Inaugural Address, 1981

According to this quotation, President Reagan believed which of the following?

- A The federal government had lost control of the citizens it was created to serve.
- B The federal government had expanded its role too far into the lives of individual citizens.
- C The state governments had taken too much legislative authority from the federal government.
- D The state governments were not equipped to deal with the problems of the modern age.