NC Standard Course of Study (*NCSCS*) for English Language Arts

READY EOG Assessments, Grades 3–8
READY EOC English II Assessments

North Carolina Assessment Specifications Summary

Purpose of the Assessments

- Edition 4 Grades 3–8 English Language Arts (ELA) assessments and the high school English II assessments will measure students' proficiency on the NC *Standard Course of Study* (NC*SCS*) for English Language Arts, adopted by the North Carolina State Board of Education in June 2010.

- NC State Board of Education policy GCS-C-003 (http://sbepolicy.dpi.state.nc.us/) directs schools to use the results from all operational EOC assessments as at least twenty percent (20%) of the student's final course grade.

- Assessment results will be used for school and district accountability under the READY Accountability Model and for Federal reporting purposes.

Curriculum Cycle

- June 2010:   North Carolina State Board of Education adoption of the NC*SCS*

- 2010–2011:   Item development for the Next Generation of Assessments, Edition 4

- 2011–2012:   Administration of stand-alone field tests of Edition 4 assessments

- 2012–2013:   Operational administration of Edition 4 assessments aligned to the NC*SCS*

Standards

- The NC*SCS* may be reviewed by visiting the North Carolina Department of Public Instruction K-12 English Language Arts wiki site at http://elaccss.ncdpi.wikispaces.net/Common+Core+State+Standards.

- Every grade has a set of content standards that define what all students are expected to know and be able to do by the end of the grade.

- The ELA NC *Standard Course of Study* is divided into 4 strands: reading, writing, speaking and listening, and language.

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 a multiple-choice item format. 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. See Tables 1–3 on the next page.

Table 1
Weight Distributions for Grades 3–5

Domain	Grade 3	Grade 4	Grade 5
Reading for Literature	32–37%	30–34%	36-40%
Reading for Information	41–45%	45–49%	37-41%
Reading Foundation Skills	NA	NA	NA
Writing	NA	NA	NA
Speaking and Listening	NA	NA	NA
Language	20–24%	19–21%	21-25%
Total	**100%**	**100%**	**100%**

Table 2
Weight Distributions for Grades 6–8

Standard	Grade 6	Grade 7	Grade 8
Reading for Literature	32–36%	34–38%	31–35%
Reading for Information	41–45%	41–45%	42–46%
Writing	NA	NA	NA
Speaking and Listening	NA	NA	NA
Language	21–25%	19–23%	20–24%
Total	**100%**	**100%**	**100%**

Table 3
Weight Distributions for High School English II

Standard	English II
Reading for Literature	30–34%
Reading for Information	32–38%
Writing	14–18%
Speaking and Listening	NA
Language	14–18%
Total	**100%**

- Appendices A–G show the number of operational items for each standard assessed for the 2014-15 forms. Note that future coverage of standards could vary within the constraints of the content category weights in *Tables 1–3*.

Cognitive Rigor and Item Complexity

Assessment items has been designed, developed, and classified to ensure that the cognitive rigor of the operational test forms align to the cognitive complexity and demands of the NC*SCS* for English Language Arts. These items will require students to not only recall information, but also apply concepts and skills, make decisions, and explain or justify their thinking.

Types of Items

- The Grades 3–8 English Language Arts assessments consist of four-response-option multiple-choice items. Multiple-choice items will be worth one point each.

- The high school English II assessment consists of four-response-option multiple-choice items, technology-enhanced items (online mode only), and constructed-response items.

- The English II assessment includes four constructed response items. One constructed response item is an embedded field test item and will not be included in the student's score but will be used for purposes of developing items for future test forms. Three constructed response items are operational and will be included in the student's score.

- The constructed response items will be short answer and can typically be answered well in a paragraph or less. These short answer items will be worth two points each. Students will write their responses on the lines provided on the answer sheet. Students must not write beyond the end of the lines or in the margins. Words written in the margins or unlined areas of the answer sheet will not be scored. Students must not add more lines to the answer sheet. Words written on extra lines will not be scored. Scorers only review for the specific criteria as stated in the item. Additional information not required in the answer does not increase the student's score.

- Released forms are available at http://www.ncpublicschools.org/accountability/testing/releasedforms. Released forms may be used by school systems to help acquaint students with items. These materials must not be used for personal or financial gain.

- The *NCEXTEND1* ELA alternate assessment consists of fifteen performance-based, multiple-choice items.

Delivery Mode

- Grades 3–8 ELA assessments are designed for a paper-and-pencil administration. The Grade 7 English Language Arts/Reading assessment will be available for online administration effective with the 2014–15 spring administration. The Grade 8 English Language Arts/Reading assessment will be available for online administration effective with the 2015–16 spring administration.

- The high school English II assessment has been designed for an online administration but will also be available in a paper version.

- *NCEXTEND1* is an alternate assessment designed for students with significant cognitive disabilities whose IEP specifies an assessment aligned to the Extended Content Standards and based on alternate academic achievement standards. The *NCEXTEND1* ELA and high school English II assessments has been designed for paper/pencil administrations with online data entry by the assessor.

- End-of-grade and end-of-course assessments are only provided in English. Native language translation versions are not available.

Appendix A
Grade 3 English Language Arts
Number of Operational Items by Standard

The following table shows the number of operational items for each standard. Note that future coverage of standards could vary within the constraints of the test specification weights. Some standards not designated with tested items (i.e., "–") may be a prerequisite standard, may be tested within the context of another standard or may be included as an embedded field test item.

Grade 3 Standard	Number of Operational Items by Standard*
RL.1 (Reading: Literature)	3–5
RL.2	1–2
RL.3	4–5
RL.4	4–6
RL.5	–
RL.6	–
RL.7	–
RL.9	–
RL.10	–
L.1 (Language)	–
L.2	–
L.3	–
L.4.a	6–9
L.4.b	–
L.4.c	–
L.4.d	–
L.5.a	1–3
L.5.b	–
L.6	–
RI.1 (Reading: Informational Text)	6
RI.2	3
RI.3	3
RI.4	2–4
RI.5	–
RI.6	–
RI.7	2–5
RI.8	2
RI.9	–
RI.10	–

* Some standards not designated with tested items (i.e., "–") may be a prerequisite standard, may be tested within the context of another standard or may be included as an embedded field test item.

Appendix B
Grade 4 English Language Arts
Number of Operational Items by Standard

The following table shows the number of operational items for each standard. Note that future coverage of standards could vary within the constraints of the test specification weights. Some standards not designated with tested items (i.e., "–") may be a prerequisite standard, may be tested within the context of another standard or may be included as an embedded field test item.

Grade 4 Standard	Number of Operational Items by Standard*
RL.1 (Reading: Literature)	4–6
RL.2	1–2
RL.3	2–3
RL.4	4–5
RL.5	–
RL.6	–
RL.7	–
RL.9	–
RL.10	–
L.1 (Language)	–
L.2	–
L.3	–
L.4.a	5–7
L.4.b	–
L.4.c	–
L.4.d	–
L.5.a	2–4
L.5.b	–
L.6	–
RI.1 (Reading: Informational Text)	3–6
RI.2	3–4
RI.3	4
RI.4	3
RI.5	2–3
RI.6	–
RI.7	–
RI.8	4–5
RI.9	–
RI.10	–

* Some standards not designated with tested items (i.e., "–") may be a prerequisite standard, may be tested within the context of another standard or may be included as an embedded field test item.

Appendix C
Grade 5 English Language Arts
Number of Operational Items by Standard

The following table shows the number of operational items for each standard. Note that future coverage of standards could vary within the constraints of the test specification weights. Some standards not designated with tested items (i.e., "–") may be a prerequisite standard, may be tested within the context of another standard or may be included as an embedded field test item.

Grade 5 Standard	Number of Operational Items by Standard*
RL.1 (Reading: Literature)	4–7
RL.2	1–5
RL.3	2–7
RL.4	3–6
RL.5	–
RL.6	2–3
RL.7	–
RL.9	–
RL.10	–
L.1 (Language)	–
L.2	–
L.3	–
L.4.a	2–4
L.4.b	–
L.4.c	–
L.4.d	–
L.5.a	0–4
L.5.b	–
L.6	–
RI.1 (Reading: Informational Text)	5–7
RI.2	2–4
RI.3	3
RI.4	4–5
RI.5	–
RI.6	–
RI.7	–
RI.8	2–3
RI.9	–
RI.10	–

* Some standards not designated with tested items (i.e., "–") may be a prerequisite standard, may be tested within the context of another standard or may be included as an embedded field test item.

The following table shows the number of operational items for each standard. Note that future coverage of standards could vary within the constraints of the test specification weights. Some standards not designated with tested items (i.e., "–") may be a prerequisite standard, may be tested within the context of another standard or may be included as an embedded field test item.

Grade 6 Standard	Number of Operational Items by Standard*
RL.1 (Reading: Literature)	3
RL.2	2–3
RL.3	2–4
RL.4	4–5
RL.5	3–4
RL.6	–
RL.7	–
RL.9	–
RL.10	–
L.1 (Language)	–
L.2	–
L.3	–
L.4.a	6–7
L.4.b	–
L.4.c	–
L.4.d	–
L.5.a	4
L.5.b	–
L.6	–
RI.1 (Reading: Informational Text)	3–5
RI.2	3–4
RI.3	2–3
RI.4	3–4
RI.5	2–4
RI.6	1–4
RI.7	–
RI.8	1–3
RI.9	–
RI.10	–

* Some standards not designated with tested items (i.e., "–") may be a prerequisite standard, may be tested within the context of another standard or may be included as an embedded field test item.

Appendix E
Grade 7 English Language Arts
Number of Operational Items by Standard

The following table shows the number of operational items for each standard. Note that future coverage of standards could vary within the constraints of the test specification weights. Some standards not designated with tested items (i.e., "−") may be a prerequisite standard, may be tested within the context of another standard or may be included as an embedded field test item.

Grade 7 Standard	Number of Operational Items by Standard*
RL.1 (Reading: Literature)	4–5
RL.2	2–3
RL.3	1–4
RL.4	6–7
RL.5	1–2
RL.6	1–2
RL.7	−
RL.9	−
RL.10	−
L.1 (Language)	−
L.2	−
L.3	−
L.4.a	4
L.4.b	−
L.4.c	−
L.4.d	−
L.5.a	4
L.5.b	−
L.6	−
RI.1 (Reading: Informational Text)	4
RI.2	2–3
RI.3	2–5
RI.4	2–4
RI.5	3
RI.6	2
RI.7	−
RI.8	3
RI.9	−
RI.10	−

* Some standards not designated with tested items (i.e., "−") may be a prerequisite standard, may be tested within the context of another standard or may be included as an embedded field test item.

Appendix F
Grade 8 English Language Arts
Number of Operational Items by Standard

The following table shows the number of operational items for each standard. Note that future coverage of standards could vary within the constraints of the test specification weights. Some standards not designated with tested items (i.e., "–") may be a prerequisite standard, may be tested within the context of another standard or may be included as an embedded field test item.

Grade 8 Standard	Number of Operational Items by Standard*
RL.1 (Reading: Literature)	3–4
RL.2	4
RL.3	1–4
RL.4	4
RL.5	–
RL.6	0–3
RL.7	–
RL.9	–
RL.10	–
L.1 (Language)	–
L.2	–
L.3	–
L.4.a	3–5
L.4.b	–
L.4.c	–
L.4.d	–
L.5.a	5–7
L.5.b	–
L.6	–
RI.1 (Reading: Informational Text)	4
RI.2	1–3
RI.3	2–3
RI.4	1–2
RI.5	4–5
RI.6	4–5
RI.7	–
RI.8	3–4
RI.9	–
RI.10	–

* Some standards not designated with tested items (i.e., "–") may be a prerequisite standard, may be tested within the context of another standard or may be included as an embedded field test item.

Appendix G
English II
Number of Operational Items by Standard

The following table shows the number of operational items for each standard. Note that future coverage of standards could vary within the constraints of the test specification weights. Some standards not designated with tested items (i.e., "–") may be a prerequisite standard, may be tested within the context of another standard or may be included as an embedded field test item.

English II Standard	Number of Operational Items by Standard*
RL.1 (Reading: Literature)	3–9
RL.2	2–4
RL.3	0–4
RL.4	3–6
RL.5	1–3
RL.6	1–3
RL.7	–
RL.9	–
RL.10	–
L.1 (Language)	–
L.2	–
L.3.a	–
L.4.a	5
L.4.b	–
L.4.c	–
L.4.d	–
L.5.a	3–5
L.5.b	–
L.6	–
RI.1 (Reading: Informational Text)	3–7
RI.2	2–5
RI.3	1–4
RI.4	5–7
RI.5	2–5
RI.6	3–6
RI.7	–
RI.8	–
RI.9	–
RI.10	–
W.1 (Writing)	–
W.4	–
W.9.a	–
W.9.b	–

* Some standards not designated with tested items (i.e., "–") may be a prerequisite standard, may be tested within the context of another standard or may be included as an embedded field test item.