



Understanding the Individual Student Report for the North Carolina **End-of-Course Tests** All EOC-tested Subjects

During the final weeks of the school year, your child took a state-required multiple-choice North Carolina End-of-Course Test for the identified classes in which your child was enrolled. End-of-course tests are administered to students enrolled in Algebra I, Algebra II, Biology, Civics and Economics, English I, Geometry, Physical Science, and U.S. History as part of the statewide assessment program. These curriculum-based achievement tests are specifically aligned to the North Carolina *Standard Course of Study* and include a variety of strategies to measure the achievement of North Carolina students.

Depending on the specific subject tested, student scores from the end-of-course tests will be used in the computation of school growth and performance composites as required by the state-mandated ABCs Accountability Program and for determining adequate yearly progress (AYP) under Title I mandates of the *No Child Left Behind Act of 2001*. Student scores will also be used in determining student progress and proficiency under state-mandated Student Accountability Standards.

Test scores are among the many ways to find out how your child is doing in school. Test scores allow you to compare your child's performance to students in the same course at the school and to students throughout North Carolina. However, test scores should always be considered along with *all* other available information provided about your child. Scores on these tests are only one of the many indicators of your child's achievement.

End-of-Course Testing—Parent/Teacher Report

The Parent/Teacher Report for the North Carolina End-of-Course Tests provides information concerning an individual student's performance on the end-of-course tests taken in the specific subject area. A sample parent/teacher report is provided on page four.

- A. The number of questions your child answered correctly is called a raw score. In order to equate scores across test forms within a subject area, the raw score is converted to a **scale score**. You can use the scale score on the end-of-course test to determine your child's academic achievement level with regard to the course content. Please note that the range of scores differs from subject to subject. Because the ranges differ, the scale score for one subject cannot be compared to the scale score of another subject.

- B. **This student scored at or above** shows the percentile rank that compares your child's performance on the test this year to that of all North Carolina students who took the test in the norming year. The norming year for a test is generally the first year the test was administered. The percentile shows that your child performed at a level equal to or better than the stated percentage of students who took the test during the norming year. For example, if a student scores as well as or better than 83% of the students who took the test in the norming year, the student is at the 83rd percentile. The higher the percentile, the better your child performed compared to other students. Percentiles range from 1 to 99.

- C. Achievement Level** shows the level at which your child performed on the test. Achievement levels are predetermined performance standards that allow your child’s performance to be compared to course content expectations taken from the North Carolina *Standard Course of Study*. Four achievement levels (i.e., Levels I, II, III, and IV) are reported for end-of-course tests.
- D.** The exit standard status may or may not appear on your child’s report. School systems determine the level of reporting regarding student status. Students who entered the 9th grade for the first time in 2006–07 and beyond are required to score at Achievement Level III or above on the end-of-course assessments for English I, U.S. History, Biology, Civics and Economics, and Algebra I. For these students, the individual student report may or may not indicate if the student either did (**MET**) or did not meet (**NOT MET**) the proficiency standard. Visit <http://www.ncpublicschools.org/accountability/policies/highschool/exit> for additional information. Note: If this information does not appear, contact the district for information about your child’s exit standard status.
- E.** The End-of-Course Test of English I is linked to the **Lexile Framework® for Reading**. The Lexile Framework® measures both reader ability and text difficulty on the same scale, the Lexile scale. **Lexile scores** are reported from a low of BR (Beginning Reader) to a high of 2000L. Lexile scores do not translate specifically to grade levels. Using your child’s Lexile score, you can match your child to books or other reading materials that are similar to his or her reading ability. The lower a book’s Lexile measure, the easier it will be to comprehend. For example, a text with a Lexile measure of 850L will most likely be easier for a reader to comprehend than a text at 950L. The Lexile score also allows you to track your child’s progress over time. Additional information on Lexiles can be found at <http://www.lexile.com>, and a list of books and their Lexile measures can be found at www.lexile.com/booksearch. Note: This information will only appear on the individual student report for the End-of-Course Test of English I.

The End-of-Course Tests of Algebra I, Algebra II, and Geometry are linked to **The Quantile Framework® for Mathematics**. To interpret what a **Quantile® score** means for your child, two pieces of information are needed: the Quantile score and the grade level during which your child received the Quantile score. Typically, a higher Quantile measure within a specific grade range indicates that your child probably has very few problems with grade-level material in school. A lower Quantile measure indicates that your child most likely struggles to understand and succeed with grade-level material. Once your child’s Quantile measure is known, your child can be matched with resources and engaged in instruction to focus remediation and move forward with more demanding concepts and skills. Additional information on Quantile measures can be found at <http://www.Quantiles.com>. Note: This information will only appear on the individual student report for the End-of-Course Tests of Algebra I, Algebra II, and Geometry.

- F. Student** shows your child’s score in relation to the range of possible scores and the achievement levels. Your child’s score is represented by a closed diamond (◆). The bar () across the closed diamond represents where your child’s true score should be about two-thirds of the time (standard error of measurement). On another day or with a different set of test questions, your child might obtain a slightly different score, but the score should still lie on the horizontal line, assuming no additional instruction was given.
- G-I.** Your child’s scale score is compared to the average scale scores for the **school** (F), the **school system** (G), and the **state** (H). The average scale scores for F–H are represented as open diamonds (◇). The horizontal line (—) across each open diamond represents the range of scores achieved by about two-thirds of the students who took the same test (one standard deviation). The average scale scores for the school and the school system are based on this year’s test administration. The state average is based on the scores of all North Carolina students who took the test in the norming year.
- J.** The **description of the achievement level** is reported for your child’s performance on the end-of-course test (e.g., English I, Algebra I, Biology). A complete listing of the four achievement levels for all

end-of-course tests may be found at <http://www.ncpublicschools.org/accountability/testing/shared/achievelive/eoc>.

- K.** The North Carolina *Standard Course of Study* is the framework that guides classroom instruction and assessment for every student in North Carolina and provides competency goals for each high school course to ensure rigorous student academic performance standards that are uniform across the state. On this student report, the **Subscale Performance** section shows the subscale score for the goals/units reported for the end-of-course test. The closed diamond (◆) represents your child’s performance at the individual goal level. The horizontal bar (□) represents the standard error of measurement (SEM). The SEM indicates how much your child’s score is expected to vary if tested repeatedly with the same test, assuming that no additional instruction is given.

The subscale scores do not reflect the number of items aligned to each goal/unit. All subscale scores have values between 0 and 20. The state average for all subscales is equivalent to 10. Although the tests meet high professional and legal technical standards as a whole, these technical attributes weaken when the test is taken apart into smaller units. In nearly all cases, the number of items on a test form that represent a single subscale is very small. Therefore, it is imperative that the subscale scores be used as only one piece of information for instructional or placement decisions. Note: The English I end-of-course subscale performance is reported by test section (i.e., textual analysis and composition) and literary genre (i.e., expressive, informational, argumentative, critical, and fictional) rather than by NCSCS goal. Goal information is subsumed within the section and literary genre; therefore, it is believed that this level of reporting provides the most information.

Key Features of the Subject Area Tests

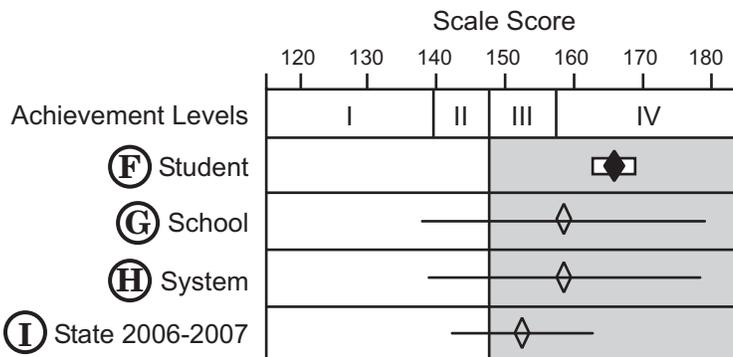
- Content area knowledge is assessed by having students read and answer questions related to the content area selections.
- The selections on the test are chosen to reflect the variety of actual material studied by students in and out of the classroom.
- Depending on the specific subject tested, there are 60–100 questions on each test. Please visit the Web site <http://www.ncpublicschools.org/accountability/policies/> for more information regarding high school tests and testing.

Additional Information

As you review your child’s End-of-Course Testing Parent/Teacher Report, make notes about the test scores and other information that you do not understand. Be sure to discuss your questions with your child’s teacher when you attend a parent-teacher-student conference. Remember that your child’s teacher can best describe your child’s performance on the end-of-course tests in addition to specific strengths and weaknesses observed throughout the past school year. For additional information on specific end-of-course tests, visit the NCDPI at <http://www.ncpublicschools.org/accountability/testing/eoc/>.

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- (A)** Scale Score 165
- (B)** Percentile Rank (2006-2007) 91
- (C)** Achievement Level IV
- (D)** Algebra I Exit Standard Status ¹ Met
 Exit Standard Minimum Score 145
- (E)** Quantile Framework® for
 Mathematics ² 1330Q



- (J)** 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.

Students performing at Achievement Level IV consistently show a high level of conceptual understanding, computational accuracy, and ability to respond with appropriate answers or procedures. They demonstrate capability by using a variety of problem-solving strategies.

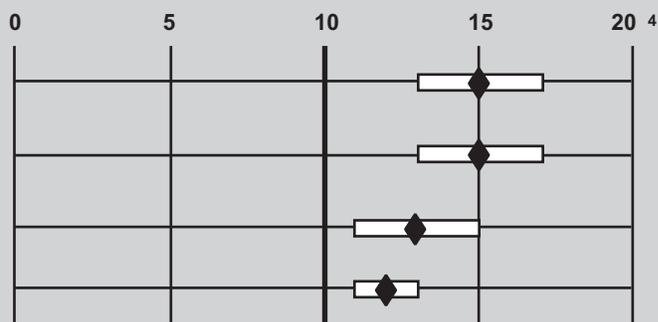
Students at this level understand the translation of linear equations; successfully solve problems in the context of real-world situations; and interpret change in the slope, y-intercept, coefficients and constants. Level IV students are able to model and solve multi-step equations and inequalities in the context of multi-concept application problems.

(K)

Algebra I End-of-Course Test

Goals/Units

Subscale Performance ³



³ Please note that the subscale scores are less reliable than the scale score because there are fewer questions on which the score is based. Therefore, instructional and placement decisions should not be based solely on these subscale scores.

⁴ The state average for all subscales is equivalent to 10 for all subscale scores. The subscale scores do not reflect the number of items aligned to each goal. All subscale scores have values between 0 and 20.

¹ For more information related to the Exit Standards, see State Board of Education Policies at: <http://www.ncpublicschools.org/accountability/policies/highschoolexit>

² A Quantile® measure describes a student's mathematical ability and can be used to determine the student's readiness to learn mathematical skills and concepts. For more information, visit www.Quantiles.com.