



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

During the final weeks of the course, your child took a state-required multiple-choice North Carolina End-of-Course Test for the identified classes in which they were enrolled. End-of-course tests are administered to students enrolled in Algebra I, Biology, and English I 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.

Student scores from the end-of-course tests are used in the computation of school growth and performance composites as required by the state-mandated ABCs Accountability Program. At the federal level, the End-of-Course Tests of Algebra I and English I are used for meeting the *No Child Left Behind Act of 2001* (NCLB) high school testing requirements and for calculating adequate yearly progress (AYP). The End-of-Course Test of Biology is administered to meet the high school science test requirement under NCLB, but it is not used for calculating AYP.

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 about an individual student's performance on the end-of-course tests. 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**. The scale score on the end-of-course test can be used 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. The **percentile rank** 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 87% of the students who took the test in the norming year, the student is in the 87th percentile.

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. Four achievement levels (i.e., Levels I, II, III, and IV) are reported for end-of-course tests. Achievement levels of III or IV indicate proficiency. The achievement level descriptors can be viewed at <http://www.ncpublicschools.org/accountability/testing/shared/achievelevel>.

D. The End-of-Course Test of Algebra I is linked to the **Quantile Framework® for Mathematics**. It describes a student’s mathematical ability and can be used to determine the student’s readiness to learn mathematical skills and concepts. Additional information can be found at <http://www.quantiles.com>.

The End-of-Course Test of English I is linked to the **Lexile Framework® for Reading**. It measures both reader ability and text difficulty on the same scale. Additional information can be found at <http://www.lexile.com>.

E. The **local standard status** may or may not appear on your child’s report. For more information related to local standards, contact your local school system.

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 (□) behind the closed diamond shows the range of likely scores your child would receive if he or she took the test multiple times. On another day or with a different set of test questions, your child might have obtained a different score; but the score should still lie within the bar, assuming no additional learning occurred.

G–I. Your child’s scale score is compared to the average scale scores for the **school** (G), the school **system** (H), and the **state** (I). The average scale scores for G–I 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 test. These paragraphs describe the level of achievement your child is expected to have mastered given his/her test score.

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 and/or section reported for the end-of-course test. The closed diamond (◆) represents your child’s performance at the individual goal level. The horizontal bar (□) behind the closed diamond shows the range of likely scores your child would receive if he or she took the test multiple times. On another day or with a different set of test questions, your child might have obtained a different score; but the score should still lie within the bar, assuming no additional learning occurred.

The subscale scores do not reflect the number of items aligned to each goal. All subscale scores have values between 0 and 20. The state average is equal to a subscale score of 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 represents a single subscale is very small, and the reliability of these scores is low. Given the lower reliability of these subscale scores, instructional or placement decisions should not be made solely on subscale scores.

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, fictional, and poetry) rather than by 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

- The test items are chosen to reflect the variety of actual material studied by students in and out of the classroom.
- There are 80 questions on each test.
- The English I end-of-course test assesses students' reading comprehension and composition/grammar skills. Reading comprehension is assessed by having students read a selection of text and then requiring them to read and answer questions related to the selection.
- Please visit the website <http://www.ncpublicschools.org/accountability/parents/highschool> for more information regarding high school tests and testing.

Additional Information

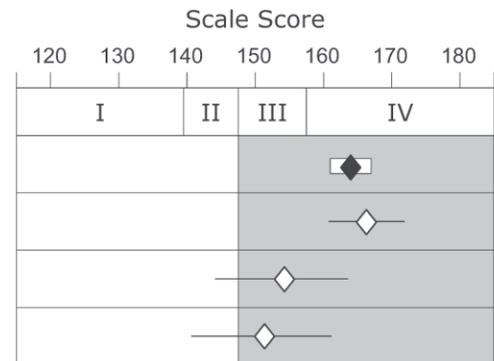
For additional information on the end-of-course tests, visit the NCDPI Division of Accountability Services/ North Carolina Testing Program website at <http://www.ncpublicschools.org/accountability/testing/eoc>.

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:

*Dr. Rebecca Garland, Chief Academic Officer
Academic Services and Instructional Support
6368 Mail Service Center
Raleigh, NC 27699-6368
Telephone (919) 807-3200; Fax (919) 807-4065*

- (A) Scale Score 164
- (B) Percentile Rank (2006-2007) 89
- (C) Achievement Level IV
- (D) Quantile Framework® for Mathematics ¹ 1310Q
- (E)

- (F) Student
- (G) School
- (H) System
- (I) State 2006-2007

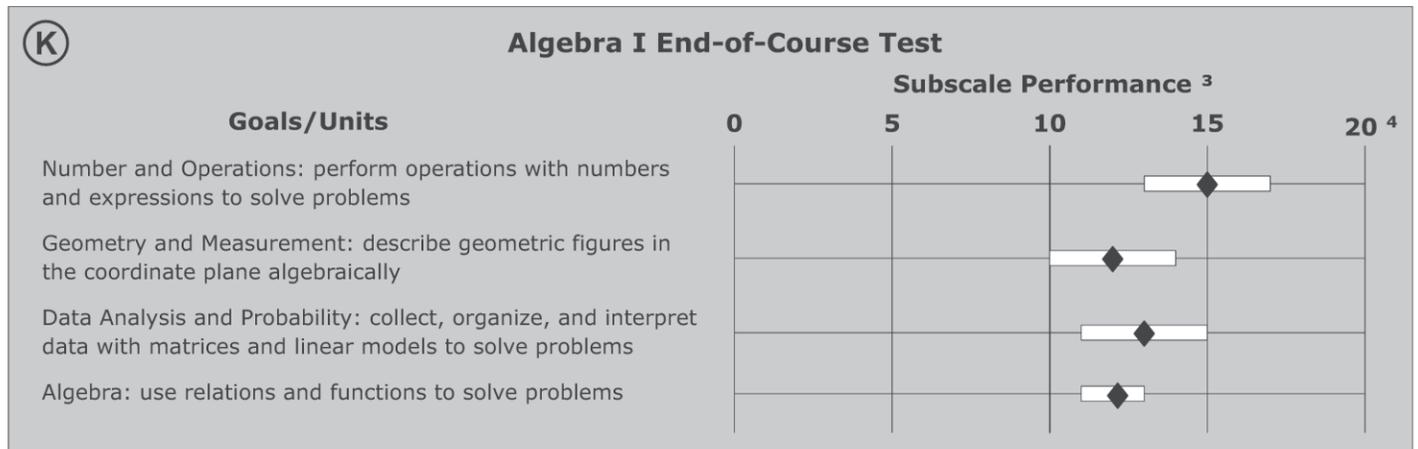


(J) Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

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 translations 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.

¹ A Quantile® measure describes a student's mathematical ability and can be used to determine the student's readiness to learn skills and concepts. For more information, visit www.Quantiles.com.



³ Please note, because subscales are based on fewer questions, they are less reliable than scale scores. Subscale and scale scores should be interpreted in light of other relevant information when making instructional and placement decisions.

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