

## The Nation’s Report Card and the North Carolina End-of-Grade Tests

	National Assessment of Educational Progress (NAEP)	North Carolina End-of-Grade Tests (NC EOGs)
<b>What is the purpose?</b>	The purpose of NAEP is to provide state and national trend data on student performance. It is the only tool that allows valid comparisons between a state and other states, or a state and the nation. It is widely known as the “Nation’s Report Card.”	The NC EOGs are annual assessments for individual students. The purpose of NC EOGs is to provide state educators and citizens with data showing student achievement and to meet the accountability requirements of <i>No Child Left Behind</i> (NCLB). EOGs are used to track progress toward state ABCs and to provide state, district, school, and individual student data. Since each state has its own assessment, state assessments cannot be used to make comparisons to other states or the nation.
<b>Who is tested?</b>	A representative sample of grade 4 and 8 students in about 100 schools per grade level is tested from each state. NAEP is a survey assessment that samples 2,500-3,000 students statewide in each state NAEP subject area. NAEP assesses students with disabilities and English language learners using many accommodations allowed on state assessments. In some cases, schools may exclude students who cannot access NAEP with or without accommodations.	All students in grades 3-8 take the NC EOGs. Students take the assessment with or without accommodations or the grade specific alternate assessment NCEXTEND1, NCEXTEND2, or NCCLAS.
<b>What is tested?</b> [or Content Standards]	NAEP assesses what students know and can do based on the NAEP frameworks. The frameworks, which serve as the “blueprints” for the various assessments, are established by the independent National Assessment Governing Board (NAGB).	The NC EOGs are based on the North Carolina <i>Standard Course of Study</i> (NCSCS) content standards. The NCSCS is developed by the NC Department of Public Instruction (NCDPI) in partnership with stakeholders across the state and is approved by the NC State Board of Education.
<b>What is proficient?</b> [or Achievement Levels]	NAGB sets achievement levels ( <i>Basic, Proficient and Advanced</i> ) that describe what students should know and be able to do. These achievement levels are independent of any state achievement levels. Proficiency is defined by NAGB as “solid academic performance exhibiting competency over challenging subject matter.” Proficient achievement does not refer to “at grade” performance.	NC EOGs are designed to test whether students are proficient in key subjects based on the NCSCS. Unlike NAEP, proficiency definitions in NC refer specifically to grade level content.  For example, proficiency on the Grade 4 EOG Mathematics assessment is explained in part as:  <i>“...consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level. Students...generally show understanding and computational accuracy. They use a variety of problem solving strategies.”</i>
<b>How are results used?</b>	The President and Congress use NAEP results to set education policy. State leaders use NAEP results to provide context for their state assessment results. States are neither rewarded nor sanctioned based on NAEP performance. NAEP is a low stakes test for states, districts, schools, and students. NAEP results are only available at the state level for grades 4 and 8.	The results of the NC EOGs are used for the state ABCs growth to determine school level bonuses for teachers. Student promotion standards for grades 3, 5 and 8 are based on the NC EOG results. As required by NCLB, the state uses the NC EOGs to calculate AYP. In turn, AYP calculations are used to make decisions regarding rewards and sanctions for schools and districts.