



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 they are enrolled. The end-of-course tests are administered to students enrolled in Algebra I, Algebra II, Biology, Chemistry, 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.

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 regards to the course content. Please note that the range of scores differ 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. **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.
- C. **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 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.

- D.** Students who entered the 9th grade for the first time in 2006–07 and beyond are required to score at Achievement Level III (with one standard error of measurement) 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 indicates if the student either did (**MET**) or did not meet (**NOT MET**) the proficiency standard. Visit <http://www.ncpublicschools.org/accountability/policies/highschoolexit> for additional information. Note: Your child’s district may have a higher standard. (For example, they may not allow the use of the standard error of measurement. In this case, the exit standard status will not appear on your child’s report.) You must contact the district for information about local graduation requirements.
- E.** **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 have obtained a slightly different score, but the score should still lie on the horizontal line, assuming no additional instruction was given.
- F-H.** 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.
- I.** 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/achievelevel/eoc>.
- J.** 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 60–88 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/>.

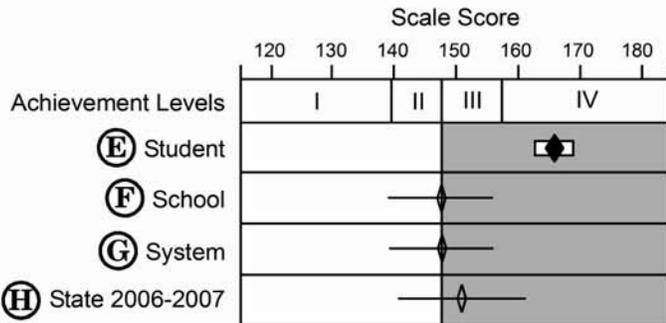
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Student
Grade Level
School Name
System Name

(A) Scale Score **166** **(B)** Achievement Level **IV**

(C) This student scored at or above **92** percent of the students who took the test during the norming year (2006-2007).

(D) Algebra I Exit Standard Status * (Minimum score = 145)
MET



(I) 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.

(J) Algebra I End-of-Course Test

Goals/Units	Subscale Performance ¹
	0 5 10 15 20 ²
Number and Operations: perform operations with numbers and expressions to solve problems	12
Geometry and Measurement: describe geometric figures in the coordinate plane algebraically	13
Data Analysis and Probability: collect, organize, and interpret data with matrices and linear models to solve problems	12
Algebra: use relations and functions to solve problems	15

¹ 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.

² 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.

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