

**2000-2001 North Carolina Testing Program**  
**Number of Items and Test Administration Time (Minutes) for Tests at Grades 9-12**

Tests at Grades 9-12		Number of Items		Test Administration Time (Minutes) <sup>1</sup>	
		Previous	2000-2001	Previous	2000-2001
<b>Competency (new)</b>	Mathematics Applications	72	72	85	85
	Mathematics Computation	8	8	12	12
	<b>Mathematics Total</b>	<b>80</b>	<b>80</b>	<b>About 118 Minutes<sup>1,2</sup></b>	<b>About 118 Minutes<sup>1,2</sup></b>
	Reading Comprehension	68	68		
	<b>Reading Total</b>	<b>68</b>	<b>68</b>	<b>About 118 Minutes<sup>1,2</sup></b>	<b>About 118 Minutes<sup>1,2</sup></b>
	<b>Competency Total</b>	<b>148</b>	<b>148</b>	<b>About 236 Minutes<sup>1,2</sup></b>	<b>About 236 Minutes<sup>1,2</sup></b>
<b>High School Comprehensive Test</b>	Reading	72	72	100	115
	Mathematics	70	70	85	100
	<b>Total</b>	<b>142</b>	<b>142</b>	<b>229<sup>3</sup></b>	<b>259<sup>1,4</sup></b>
<b>EOC English II</b>	Essay <b>Total</b>	One prompt	One prompt	100 <b>110<sup>3</sup></b>	100 <b>110<sup>3</sup></b>
<b>EOC Multiple-Choice (Non-Mathematics)</b>	Biology	95	95	95	105
	Chemistry	88	88	95	105
	Economic, Legal, and Political Systems	100	100	95	105
	English I	72	72	95	105
	Physical Science	80	80	95	105
	Physics	70	70	95	105
	US History	100	100	95	105
	<b>Total for Each EOC Non-Mathematics Test</b>			<b>110<sup>3</sup></b>	<b>110<sup>3</sup></b>
<b>EOC Multiple-Choice (Mathematics Only)</b>	Algebra I	93	80 <sup>3</sup>	138	105 <sup>3</sup>
	Algebra II	70	60 <sup>3</sup>	138	105 <sup>3</sup>
	Geometry	76	72 <sup>3</sup>	138	105 <sup>3</sup>
	<b>Total for Each EOC Mathematics Test</b>			<b>138<sup>3</sup></b>	<b>110<sup>1,3</sup></b>

<sup>1</sup> The total test administration time is an estimate that normally includes time for the test administrator to read general instructions to the students, for students to code the background information, and, where appropriate, for students to take scheduled short breaks.

<sup>2</sup> Students are to receive sufficient time to complete the competency tests.

<sup>3</sup> Beginning July 2000, the number of End-of-Course math test questions and test administration time decreased to accommodate the North Carolina State Board of Education policy stating that EOC tests shall be given within a 110-minute period.

<sup>4</sup> For the 2000-2001 school year, 15 minutes will be added to the administration of reading comprehension and mathematics test sections of the High School Comprehensive Test. Extra time is no longer allowed as a part of regular state test administrations.

# North Carolina Testing Program

**North Carolina. Department of Public  
Instruction, North Carolina. Public  
Schools of North Carolina**

## **North Carolina Testing Program:**

North Carolina Testing Program North Carolina. Department of Public Instruction, North Carolina. Public Schools of North Carolina, 1994     *State Norms for the North Carolina Testing Program* North Carolina. Department of Public Instruction. Division of Accountability. Testing, 1998     North Carolina Testing Program. Information Packet. Spring 2004 North Carolina State Department. of Public Education, Raleigh, 2004 This publication outlines tests that are included in the North Carolina Testing Program The end of grade tests are curriculum based multiple choice reading comprehension and mathematics tests that measure curricular competencies described in the North Carolina Standard Course of Study These tests are administered to all eligible students within the final three weeks of the school year The document addresses 1 the No Child Left Behind Act 2 quick facts about testing at the elementary level 3 quick facts about testing at the high school level 4 parent concerns 5 important terms used to explain the tests and the test results and 6 resources available to assist with preparation for testing     **Testing Students with Disabilities** ,2015     Relation of the Ohio River and Its Tributaries to Transportation in the United States American Society of Civil Engineers, Charles Willauer Kutz, H. B. Luther, Frank Hooker Alfred, Julian A. Pollak, 1926     **Overview of Testing/standards and Assessments in the States** United States. Congress. House. Committee on Education and the Workforce, 1999     **North Carolina Public Schools** ,1954     **Online Assessment and Measurement** Scott L. Howell, Mary Hricko, 2006-01-01 This book features case studies detailing online applications and uses of assessment and measurement methodologies systems and practices across three broad educational or training areas Provided by publisher     **Resources in Education** ,2001     Test Scoring David Thissen, Howard Wainer, 2001-05-01 Test Scoring provides a summary of traditional true score test theory and modern item response theory related to scoring tests as well as novel developments resulting from the integration of these approaches The background material introduced in the first four chapters builds a foundation for the new developments covered in later chapters These new methods offer alternative psychometric approaches to scoring complex assessments Each of the book's contributors draws from the classic literature of traditional test theory as well as psychometric developments of the past decade The emphasis is on large scale educational measurement but the topics and procedures may be applied broadly within many measurement contexts Numerous graphs and illustrative examples based on real tests and actual data are integrated throughout This multi authored volume shows the reader how to combine the coded outcomes on individual test items into a numerical summary about the examinee's performance This book is intended for researchers and students in education and other social sciences interested in educational assessment and policy the design and development of tests and the procedures for test administration and scoring Prerequisites include an introduction to educational and psychological measurement and basic statistics Knowledge of differential and integral calculus and matrix algebra is helpful but not required     **Profile of 1994-95 State Assessment Systems and Reported Results** ,1996     *Large-scale Testing of Students With Disabilities*

Gerald Tindal,2018-12-07 Large Scale Testing of Students With Disabilities addresses three issues accommodations modifications and reporting of outcomes The purpose is not to present an exhaustive summary of the research in these areas but to focus attention on how the issues are considered and empirically validated The research summarized in this issue should serve as a model for state departments to consider in adoption of policy either as findings upon which to inform policy or as a method to adopt in generating findings themselves The studies reflect critical methodologies that are either experimental in design or use extant data sets as well as present a theoretical framework in how to interpret empirical results **Handbook of Research on Solutions for Equity and Social Justice in Education** Etim, James,Etim,

Alice,2023-03-02 Education s role should further social justice prepare students to compete for higher social positions train workers and engage students so that they become active participants in a democratic society However as with many global systems education has long ago fallen victim to the institutional ailments of systematic oppression and discrimination In order to promote equity and social justice in education it is paramount that educators and administrators acknowledge systematic challenges in education and the solutions The Handbook of Research on Solutions for Equity and Social Justice in Education discusses how teachers and school administrators practice equity and inclusion in their schools It provides examples of social justice and how it affects society as well as specific case studies that aim at engendering equity and inclusion for minorities It further discusses these issues in a global context Covering topics such as agentic empowerment social justice in dialogue and teacher social justice advocacy this major reference work is a critical resource for faculty and administrators of both K 12 and higher education preservice teachers teacher educators school social workers and counselors librarians government officials researchers and academicians *Performance Audit Report* North Carolina.

Office of the State Auditor,1990 **Emerging Hispanicized English in the Nuevo New South** Erin Callahan,2018-04-17 This volume provides a comprehensive overview of contemporary language shift and identity in a language community in the mid Atlantic South to offer a unique window into ethnic dialect formation and sociolinguistic processes underpinning dialect acquisition Drawing on data collected from over 100 interviews of members North Carolina Hispanicized English speakers in Durham North Carolina the book employs a quantitative approach and uses statistical software in analyzing the data collected to focus on the sociolinguistic variable of past tense unmarking to explore sociolinguistic processes at work in English language learner variation The focus on a specific variable allows for the opportunity to explore specific processes in more detail including the ways in which speakers accommodate regional and ethnic varieties of their peers and the internal and environmental factors guiding dialect acquisition Illuminating new facets to the processes of language learning language contact and ethnolect emergence this volume is key reading for students and researchers in second language acquisition and variationist sociolinguistics *Biennial Report of the North Carolina Department of Conservation & Development* North Carolina. Dept. of Conservation and Development,1927 **The North Carolina Teacher** ,1924 **Schoolwide Action**

**Research for Professional Learning Communities** Karl H. Clauzet, Dale W. Lick, Carlene U. Murphy, 2008-05-15 Clearly shows the success that can occur when a staff learns together I highly recommend this book to aspiring and beginning principals as well as those with years of experience Paul Young Executive Director West After School Center Former President National Association of Elementary School Principals Foster schoolwide professional learning through a collaborative action research model Action research is a popular method for individual educators to examine their practices and grow in their profession In this how to guide readers will learn how Whole Faculty Study Groups WFSGs use action research to involve an entire school in advancing staff learning and school performance The WFSG model is a type of professional learning community PLC that catalyzes school change with schoolwide action research as a central component With over 20 years of experience the authors draw from hundreds of examples and case studies to describe how implementing WFSGs can help students teachers administrators and other staff members work collaboratively to improve teacher practice and student learning The authors empirical data and comprehensive approach help deepen educators understanding of how to use meaningful action research to strengthen teamwork and realize school reform Additionally readers will learn how The WFSG system compares with other approaches to action research The schoolwide action research process can be applied in a wide variety of school reform efforts Study groups can move from discussion to action Principals and district leaders can support schoolwide action research Discover the ways WFSGs can enhance student learning and result in real school improvement in this highly relevant must have guide

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[Assessing English Language Learners in the Content Areas](#) Florin Mihai, 2010-06-11 Assessing English Language Learners in the Content Areas A Research into Practice Guide for Educators seeks to provide guidance to classroom teachers staff developers and test item designers who want to improve ELL assessment outcomes particularly in the areas of math science and social studies The first two chapters of the book establish the background for the discussion of content area assessment for ELLs examining several important characteristics of this rapidly growing student population as well as critical legislation affecting ELLs and providing a description of various forms of assessment including how ELL assessment is different from the assessment of English proficient students Important assessment principles that educators should use in their evaluation of tests or other forms of measurement are provided Other chapters review ELL test accommodations nationwide because surprisingly most teachers do not know what they can and cannot allow and the research on the effectiveness of these types of accommodations The book analyzes the characteristics of alternative assessment it discusses three popular alternative assessment instruments performance assessment curriculum based measurement and portfolios and makes recommendations as to how to increase the validity reliability and practicality of alternative assessments The book proposes fundamental assessment practices to help content area teachers in their evaluation of their ELL progress

## Decoding **North Carolina Testing Program**: Revealing the Captivating Potential of Verbal Expression

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