



NC Standard Course of Study (NCSCOS) **English II End-of-Course and NCEXTEND1** **North Carolina Test Specifications**

Purpose of the Assessments

- The Edition 5 End-of-Course (EOC) English II test will measure students' proficiency on the [NC Standard Course of Study \(NCSCOS\) for English Language Arts](#), adopted by the North Carolina State Board of Education in June 2017.
- The Edition 4 NCEXTEND1 English II test will measure students' proficiency on the NC Extended Content Standards for English Language Arts, adopted by the North Carolina State Board of Education in June 2017.
- NC State Board of Education Policy [Requirements Regarding End-of-Course Assessments](#) (TEST-003) directs schools to use the results from all operational EOC assessments as at least twenty percent (20%) of the student's final course grade.
- Test results will be used for school accountability under the Accountability Model and for Federal reporting purposes.

Curriculum Cycle

- June 2017: North Carolina State Board of Education adoption of the NCSCOS and Extended Content Standards for English Language Arts
- 2017–2018: Item development for Edition 5 EOC and Edition 4 NCEXTEND1 tests
- 2018–2019: Administration of embedded field test items for Edition 5 assessment
- 2019–2020: Operational administration of Edition 5 EOC test aligned to the NCSCOS and of Edition 4 NCEXTEND1 tests

Standards

- The NCSCOS is divided into 4 strands: reading, writing, speaking and listening, and language.
- Every grade/subject has a set of content standards that define what all students are expected to know and be able to do by the end of the grade/subject.

Developing Assessments

- North Carolina educators were recruited and trained to write new items. The diversity among the item writers and their knowledge of the current standards was addressed during recruitment. Trained North Carolina educators also review items and suggest improvements, if necessary. The use of North Carolina educators to develop and review items strengthens the instructional validity of the items.
- For an in-depth explanation of the test development process see State Board Policy [Multiple-Choice Test Development](#) (TEST-013) or reference the [Test Development Process: Item, Selection, and Form Development](#).

Prioritization of Standards

- Members of the NCDPI/Test Development Section invited North Carolina educators to collaborate and develop recommendations for a prioritization of the standards indicating the relative importance of each standard, the anticipated instructional time, and the appropriateness of the standard for a multiple-choice or constructed response item format. Subsequently, curriculum and test development staff from the NCDPI met to review the results from the teacher panels and to develop weight distributions across the domains for each grade level. *Table 1* describes the range of total items that will appear on the assessments.

Weight Distributions for EOC and NCEXTEND1 English II	
Strand	English II
Reading for Literature	37–41%
Reading for Informational Text	46–50%
Language	11–15%
Total	100%

Cognitive Rigor and Item Complexity

Assessment items have been designed, developed, and classified to ensure that the cognitive rigor of the operational test forms align to the cognitive complexity and demands of the NCSCOS. These items will require students to not only recall information, but also apply concepts and skills, make decisions, and explain or justify their thinking.

Types of Items and Supplemental Materials

- The English II EOC assessment will consist of four-response-option multiple-choice items, technology-enhanced items (online mode only), and constructed-response items.
- The English II EOC assessment will include four constructed response items. One constructed response item is an embedded field test item and will not be included in the student's score but will be used for purposes of developing future test forms. Three constructed response items are operational and will be included in the student's score. During the 2019–20 administration, there will be a Lexile linking study that will replace the embedded constructed response item and multiple-choice items on some forms.
- The EOC constructed response items will be short answer and can typically be answered well in a paragraph or less. These short answer items will be worth two points each. In online mode, students will have a 1,000-character limit for their responses. In paper/pencil mode, students will write their responses on the lines provided on the answer sheet. Students must not write beyond the end of the lines or in the margins. Words written in the margins or unlined areas of the answer sheet will not be scored. Students must not add more lines to the answer sheet. Words written on extra lines will not be scored. Scorers only review for the specific criteria as stated in the item. Additional information not required in the answer does not increase the student's score.
- All students must be provided blank paper.
- Released items are available on the [NCDPI/Accountability Services Division](#) website. Released items may be used by school systems to help acquaint students with items. These materials must not be used for personal or financial gain. The released items for EOC English II are also available to schools through NCTest, the NCDPI's online assessment platform.

Testing Structure and Test Administration Time for EOC English II

- Included in the total item counts are embedded field test items that will not be included in the score but will be used for purposes of developing future test forms.

Domain	Operational		Embedded		Total	
	Selections	Items	Selections	Items	Selections	Items
EOC English II	6	51	1	9	7	60

- The NCDPI estimates it will take 150 minutes for nearly all students to complete the EOC English II assessment. The NCDPI requires all students be allowed ample opportunity to complete the assessment. The maximum amount of time allowed is 240 minutes except for students with documented special needs requiring accommodations, such as *Scheduled Extended Time*. Refer to the [North Carolina Test Coordinators' Policies and Procedures Handbook](#) for additional information.

Test Cycle and Delivery Mode

- The EOC English II assessment must be administered during the last five (5) days (4x4/semester courses/summer school) or the last ten (10) days (traditional yearlong schedule) of the instructional period. According to State Board of Education policy [Requirements Regarding End-of-Course Assessments](#) (TEST-003), students who are enrolled for credit in courses in which EOC assessments are required shall take the appropriate assessment at the completion of the course. Refer to the [North Carolina Test Coordinators' Policies and Procedures Handbook](#) for additional information.
- The EOC English II assessment will be administered through NCTest, the NCDPI's online assessment platform. Paper editions are available.
- Schools must ensure every student participating in an online assessment for the North Carolina Testing Program completes the Online Assessment Tutorial for the associated assessment at least once at the school before test day. The tutorial provides students the opportunity to practice the mechanics of navigating through the testing platform, to become familiar with the tools, and to respond to the sample items. Refer to the [North Carolina Test Coordinators' Policies and Procedures Handbook](#) for additional information.
- The English II assessment is only provided in English. Native language translation versions are not available. [Chapter 115C-81 Basic Education Program](#) of the North Carolina General Statutes requires all teachers and principals to conduct classes except foreign language classes in English.

Alternate Assessment

- The NCEXTEND1 alternate assessment is a performance-based alternate assessment designed to assess students with significant cognitive disabilities who are being taught using the Extended Content Standards. The NCEXTEND1 alternate assessment items are grade-level, performance-based, multiple-choice items that measure the standards specified in the [North Carolina Extended Content Standards](#).

- Eligibility criteria and additional information is available in the *2019 Testing Students with Disabilities: North Carolina Testing Program* document available on the [Accountability Services/Testing Students with Disabilities](#) web page.
- The NCEXTEND1 English II alternate assessment is a teacher-facilitated online assessment that is administered individually to each student. The questions are presented online in two (2) sets. There is no formalized break between the sets. Students have two (2) trials each for the first and second set of test questions. If the student misses the answer in the first trial, the incorrect answer is removed from the choices for the second trial. The test will terminate at the end of set one for students who do not answer enough questions correctly. Students who answer enough questions correctly in set one will continue to set two. The assessment ends after the last question in set two.
- The NCEXTEND1 alternate assessments are administered individually to each student. The time required by a student to complete the assessment will be unique to each individual student, depending on the student’s ability to maintain focus, medical condition, and/or fatigue factor(s).
- The NCEXTEND1 alternate assessments may be administered over several days or may be completed in one session.
- The NCEXTEND1 alternate assessments will consist of thirty (30) performance-based, three-response-option multiple-choice items. There are twenty-four (24) operational items and six (6) field test items.

NCEXTEND1 Testing Structure

Domain	Operational		Embedded		Total	
	Selections	Items	Selections	Items	Selections	Items
NCEXTEND1 English II	Set 1: 3	14	—	—	3	14
	Set 2: 2	10	Set 2: 1	6	3	16

All selections from Set 1 are all read by the teacher. For Set 2, one operational and one embedded selection are read by the teacher, and one operational selection is read by the student.

Additional Resources

- Score reports will be delayed due to Standard Setting.
- Achievement Level Descriptors will be finalized during Standard Setting in July 2020 and presented to the State Board in August 2020.
- A sample Individual Student Report will be available at the NCDPI website after approval of the Achievement Level Descriptors in August 2020.

English II Standards Assessed

The following table shows the standards that are assessed on English II.

<u>English II</u> and <u>Extended Content</u> Standards
Reading for Literature
RL.1
RL.2
RL.3
RL.4
RL.5
RL.6*
Language
L.4
L.5.a
Reading for Informational Text
RI.1
RI.2
RI.3
RI.4
RI.5
RI.6*
RI.8

*Standards RL.6 and RI.6 are not assessed on NCEXTEND1