

North Carolina

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Reading comprehension	Level III	Educator committees generate standards	2003	End-of-grade assessments were revised in 2003
State standards	In accordance with the <i>ABCs of Public Education</i> , North Carolina administered End-of-Grade (EOG) exams in grades 3-8 in reading and mathematics. North Carolina used four achievement levels for reporting purposes: Level I (insufficient mastery), Level II (inconsistent mastery), Level III (consistent mastery), and Level IV (superior).					
State performance standard for AYP	<p>Grade 4. Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level. Students performing at achievement Level III demonstrate grade level reading comprehension skills as required in the North Carolina Standard Course of Study at grade 4. Students comprehend a variety of fourth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students examine author's word choice and identify author's purpose. They interpret and analyze text by utilizing skills and strategies such as making inferences, drawing conclusions, comparing and contrasting, and determining main idea. They also use text features and text structures to comprehend. Students examine reasons for characters' actions, integrate information and ideas, and determine meaning of unfamiliar vocabulary.</p> <p>Grade 8. Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level. Students performing at achievement Level III demonstrate grade level reading comprehension skills as required in the North Carolina Standard Course of Study at grade 8. Students show evidence of comprehension of a variety of eighth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students make inferences, draw conclusions, and evaluate author's purpose and stance. They evaluate the effect of literary devices and elements such as figurative language, setting, characterization, irony, dialogue, and symbolism. Students compare and contrast elements within the text and extend ideas beyond the text.</p>					

North Carolina

Reading

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates			
	NAEP equivalent at the state standard for AYP	Standard error	Relative error ¹	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities	
				Unadjusted	Adjusted ²				
4	183	1.6	1.4	0.63	0.82	0.9	2.6	0.4	
8	217	1.5	1.4	0.62	0.75	0.9	2.8	0.3	

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP

Amplification equipment, calculator, audio/video equipment, spell checker/assistance, thesaurus, bilingual dictionary, multiple sessions, taking the test over multiple days, carrel, taking the test at the student's home, and tape recorder (if used on writing assessments, student must transcribe response).

North Carolina

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
State standards	4 and 8	Number operations, measurement, geometry, data analysis and probability, and algebra	Level III	Educator committees generate standards	2003	None
State performance standard for AYP	<p>In accordance with the <i>ABCs of Public Education</i>, North Carolina administered End-of-Grade (EOG) exams in grades 3-8 in reading and mathematics. North Carolina used four achievement levels for reporting purposes: Level I (insufficient mastery), Level II (inconsistent mastery), Level III (consistent mastery), and Level IV (superior).</p> <p>Grade 4. Students performing at this level consistently demonstrate mastery of grade-level subject matter and skills and are well prepared for the next grade level. Students performing at achievement Level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies. In grade four, students develop number sense for rational numbers 0.01 through 99,999. They develop fluency with multiplication and division using multi-digit numbers. Fourth graders add and subtract rational numbers (halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers) with like denominators. Students solve problems involving the perimeter of plane figures and the area of rectangles. In fourth grade, students identify, predict, and describe the results of transformations of plane figures. They collect, organize, analyze, and display data using a variety of graphs. Students use range, median, and mode to describe a set of data. Fourth graders design and use simple experiments to investigate, discuss, and describe the probability of an event. Students use symbols to represent simple proportional relationships and solve problems. They use the order of operations to verify and translate mathematical relationships with symbols, words, numbers, and pictures. Fourth-graders apply these concepts as well as those developed in previous years.</p> <p>Grade 8. Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level. Students performing at achievement level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problemsolving strategies. In grade eight, students develop the concept of and make estimates with irrational numbers. Students use the Pythagorean Theorem and apply concepts of indirect measurement to solve problems. Eighth graders represent data on graphs and approximate lines of best fit for scatter plots. Students develop an understanding of functions and write equations for linear relationships. They use linear equations and inequalities to solve problems and justify solutions. They apply grade eight concepts as well as those developed in previous years to solve relevant and authentic problems.</p>					

North Carolina

Mathematics

2005 NAEP scale equivalent						2005 NAEP exclusion rates			
Grade	NAEP equivalent at the state standard for AYP	Standard error	Relative error ¹	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities	
				Unadjusted	Adjusted ²				
4	203	1.2	1.4	0.61	0.83	0.3	1.8	0.4	
8	247	1.2	1.4	0.65	0.70	0.4	1.9	0.2	

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2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP

Amplification equipment, calculator, audio/video equipment, abacus, arithmetic tables, spell checker/assistance, thesaurus, multiple sessions, taking the test over multiple days, carrel, taking the test at the student's home, communication device, speech/text device, and tape recorder (if used on writing assessments, student must transcribe response).