



\*Person responsible for SBE agenda materials and SBE policy updates: Lucy Medlin, 807-3771

### 2006-07 LEA Improvement Status Change List

<b>LEA Code</b>	<b>LEA Name</b>	<b>Old Status</b>	<b>New Status</b>
70	Beaufort County Schools	Year 1 - Math and Reading	Not in LEA Improvement
170	Caswell County Schools	Year 1 - Math	Not in LEA Improvement
330	Edgecombe County Schools	Year 2 Reading and Year 1 Math	Year 2 Reading and Math due to not meeting the 95% in grade 10 Math
930	Warren County Schools	Year 1 - Math	Not in LEA Improvement

**EXECUTIVE SUMMARY**

**Title:** Recommended Final Achievement Level Descriptors (ALDs) for the EOC Tests of Algebra I, Geometry, and English I

**Type of Executive Summary:**

- Action       Action on First Reading       Discussion       Information

**Policy Implications:**

- Constitution \_\_\_\_\_  
 General Statute # \_\_\_\_\_  
 SBE Policy #HSP-C-010  
 SBE Policy Amendment  
 SBE Policy (New)  
 APA # \_\_\_\_\_  
 APA Amendment  
 APA (New)  
 Other \_\_\_\_\_

**Presenter(s):** Dr. Louis M. Fabrizio (Director, Accountability Services Division)

**Description:**

The final achievement level descriptors (ALDs) for the North Carolina EOC tests in the areas of Algebra I, Geometry, and English I are being provided for adoption on first reading at the December 2007 meeting of the State Board of Education. The revised Algebra I, Geometry, and English I end-of-course tests were implemented initially as operational tests effective with the fall 2006 administration. The final academic achievement standards (cut scores) for these tests were approved by the SBE at the November 2007 meeting. The test data used to finalize the descriptors were generated from the 2006-07 school year (fall block, spring block, and year-long courses). The department is recommending final achievement level descriptors (ALDs) for the Algebra I, Geometry, and English I EOC tests based on an extensive review and analysis of the data for each of the tests from (1) a recommendation of practitioners who met on October 15-16, 2007 in Item-Mapping sessions facilitated by Pearson Educational Measurement to set standards using the test-based method, (2) a review of the interim standards cut points using the Contrasting Groups and Reasoned Judgment methods adopted in the fall overlaid onto the full-year (2006-07) score distribution, and (3) a review of the data from a full year Contrasting Groups Method using teacher judgment data from the fall 2006 administrations, spring 2007 administrations (spring block and year-long courses) overlaid onto the full-year (2006-07) score distribution. The department used content staff and practitioners to finalize the descriptors which were initially drafted by teachers during the October 15-16 meeting of teachers and other panelists during the test-based standards setting meeting which was facilitated by Pearson Educational Measurement.

**Resources:**

Staff psychometricians, other staff from Test Development Section at NCDPI, the test development staff at NCSU-TOPS, EC representatives, curriculum staff, and representatives from other sections and divisions within the agency, a group of English and mathematics educators and practitioners, and facilitators from Pearson Educational Measurement

**Input Process:**

Recommendations from mathematics and English educators as panelists during the item-mapping session led by Pearson Educational Measurement, staff from the Test Development Section, test development staff at NCSU-TOPS, and staff from other sections and divisions in the department.

**Stakeholders:**

Public school educators, the exceptional children's community, the ELL community, state and federal policy makers, parents, students, and the general public

**Timeline For Action:**

The department recommends that the final academic achievement level descriptors (ALDs) be adopted on first reading at the December 2007 meeting of the SBE.

**Recommendations:**

The department recommends that the State Board amend policy HSP-C-010 and that the final achievement level descriptors (ALDs) for the revised Algebra I, Geometry, and English I EOC tests be approved as provided.

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Audiovisual equipment requested for the presentation:

Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)

Specify: \_\_\_\_\_

Audio Requirements (computer or other, except for PA system which is provided)

Specify: \_\_\_\_\_

Document Camera (for transparencies or paper documents – white paper preferred)

\_\_\_\_\_

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Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Lucy Medlin, 919-807-3771

**EXECUTIVE SUMMARY**

**Title:** Recommended Final Achievement Level Descriptors (ALDs) for the EOC Tests of Algebra I, Geometry, and English I

**Type of Executive Summary:**

- Action       Action on First Reading       Discussion       Information

**Policy Implications:**

- Constitution \_\_\_\_\_  
 General Statute # \_\_\_\_\_  
 SBE Policy #HSP-C-010  
 SBE Policy Amendment  
 SBE Policy (New)  
 APA # \_\_\_\_\_  
 APA Amendment  
 APA (New)  
 Other \_\_\_\_\_

**Presenter(s):** Dr. Louis M. Fabrizio (Director, Accountability Services Division)

**Description:**

The final achievement level descriptors (ALDs) for the North Carolina EOC tests in the areas of Algebra I, Geometry, and English I are being provided for adoption on first reading at the December 2007 meeting of the State Board of Education. The revised Algebra I, Geometry, and English I end-of-course tests were implemented initially as operational tests effective with the fall 2006 administration. The final academic achievement standards (cut scores) for these tests were approved by the SBE at the November 2007 meeting. The test data used to finalize the descriptors were generated from the 2006-07 school year (fall block, spring block, and year-long courses). The department is recommending final achievement level descriptors (ALDs) for the Algebra I, Geometry, and English I EOC tests based on an extensive review and analysis of the data for each of the tests from (1) a recommendation of practitioners who met on October 15-16, 2007 in Item-Mapping sessions facilitated by Pearson Educational Measurement to set standards using the test-based method, (2) a review of the interim standards cut points using the Contrasting Groups and Reasoned Judgment methods adopted in the fall overlaid onto the full-year (2006-07) score distribution, and (3) a review of the data from a full year Contrasting Groups Method using teacher judgment data from the fall 2006 administrations, spring 2007 administrations (spring block and year-long courses) overlaid onto the full-year (2006-07) score distribution. The department used content staff and practitioners to finalize the descriptors which were initially drafted by teachers during the October 15-16 meeting of teachers and other panelists during the test-based standards setting meeting which was facilitated by Pearson Educational Measurement.

**Resources:**

Staff psychometricians, other staff from Test Development Section at NCDPI, the test development staff at NCSU-TOPS, EC representatives, curriculum staff, and representatives from other sections and divisions within the agency, a group of English and mathematics educators and practitioners, and facilitators from Pearson Educational Measurement

**Input Process:**

Recommendations from mathematics and English educators as panelists during the item-mapping session led by Pearson Educational Measurement, staff from the Test Development Section, test development staff at NCSU-TOPS, and staff from other sections and divisions in the department.

**Stakeholders:**

Public school educators, the exceptional children's community, the ELL community, state and federal policy makers, parents, students, and the general public

**Timeline For Action:**

The department recommends that the final academic achievement level descriptors (ALDs) be adopted on first reading at the December 2007 meeting of the SBE.

**Recommendations:**

The department recommends that the State Board amend policy HSP-C-010 and that the final achievement level descriptors (ALDs) for the revised Algebra I, Geometry, and English I EOC tests be approved as provided.

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Audiovisual equipment requested for the presentation:

Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_

Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_

Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Lucy Medlin, 919-807-3771

**EXECUTIVE SUMMARY**

**Title:** **Recommended Interim Academic Achievement Standards (Cut Scores) and Draft Achievement Level Descriptors (ALDs) for the North Carolina Science Tests: General EOG, NCCLAS, NCEXTEND2 EOG and OCS**

**Type of Executive Summary:**

Action       Action on First Reading       Discussion       Information

**Policy Implications:**

Constitution \_\_\_\_\_  
 General Statute # \_\_\_\_\_  
 SBE Policy # HSP-C-018, HSP-C-024, HSP-C-026, HSP-C-030  
 SBE Policy Amendment  
 SBE Policy (New)  
 APA # \_\_\_\_\_  
 APA Amendment  
 APA (New)  
 Other \_\_\_\_\_

**Presenter(s):** Dr. Louis M. Fabrizio (Director, Accountability Services Division)

**Description:**

The interim academic achievement standards (cut scores) and the draft achievement level descriptors (ALDs) are being provided for adoption on first reading at the December 2007 meeting of the State Board of Education. The test data used to set the standards for all of the statewide science tests were generated from the pilot administration of the science tests during the 2006-07 school year. The interim cut scores and draft descriptors are being presented for the following assessments: The North Carolina End-of-Grade Science Assessments in grades 5 and 8 (general assessment); the NCCLAS science assessments in grades 5 and 8; the NCEXTEND2 science assessments in grades 5 and 8; and the NCEXTEND2 OCS Life Skills Science Assessment. The methods used to generate the cut scores for these assessments include Contrasting Groups which uses teacher judgment and the student's performance on the tests and Reasoned Judgment which involves staff from various divisions within the department evaluating the data before making the recommendation for the interim standards and the draft ALDs.

The department recommends that the standards be applicable to student performance effective with the 2006-07 school year. The department plans to re-evaluate the interim standards and descriptors at the end of the 2007-08 school year using a test-based method. The department plans to make recommendations for the final cut scores and descriptors for 2008-09 once that process is completed.

**Resources:**

Staff psychometricians, other staff from Test Development Section at NCDPI, the test development staff at NCSU-TOPS, EC representatives, curriculum staff, and representatives from other sections and divisions within the agency, a group of science educators and practitioners

**Input Process:**

Recommendations from science educators, staff from the Test Development Section, test development staff at NCSU-TOPS, and staff from other sections and divisions in the department

**Stakeholders:**

Public school educators, the exceptional children's community, the ELL community, state and federal policy makers, parents, students, and the general public

**Timeline For Action:**

The department recommends that the interim academic achievement standards (cut scores) and achievement level descriptors (ALDs) be adopted on first reading at the December 2007 meeting of the SBE.



**Recommendations**

The department recommends that the State Board amend policies HSP-C-018, HSP-C-024, HSP-C-026, HSP-C-030 and that the interim academic achievement standards (cut scores) and draft achievement level descriptors for the statewide science tests (EOG, NCCLAS, NCEXTEND2 EOG, and NCEXTEND2 OCS) be approved as provided.

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Audiovisual equipment requested for the presentation:

Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_

Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_

Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** ~~High Student Performance~~ Globally Competitive Students

**Category:** ABCs Accountability Model

**Policy ID Number:** ~~HSPACC~~-C-018

**Policy Title:** Policy delineating achievement ~~\_-~~ level ranges for the North Carolina End-of-Grade Tests in Reading and Mathematics and the North Carolina Writing Assessments at Grades 4, 7, and 10

**Current Policy Date:** ~~05/03/2007~~ 12/06/2007

**Other Historical Information:** Previous board dates: 01/10/2002, 05/01/2003, 10/02/2003, 03/02/2006, 10/12/2006, 12/07/2006, 05/03/2007, 12/06/2007

**Statutory Reference:** GS 115C-174.11

**Administrative Procedures Act (APA) Reference Number and Category:**

**\*\*\* Begin Policy \*\*\* (Do not tamper with this line)**

The achievement level ranges approved by the State Board of Education for the North Carolina End-of-Grades Tests in Reading, Mathematics, and the North Carolina Writing Assessments at Grades 4, 7, and 10 for the ABCs Accountability Program are as follows:

Subject/Grade		Level I	Level II	Level III	Level IV
Reading (Prior to 2002-03 school year)	PT3	<del>&lt;=119</del> -127	128-132	133-144	<del>&gt;=145</del> - <del>162</del>
	3	<del>&lt;=115</del> -130	131-140	141-150	<del>&gt;=151</del> - <del>172</del>
	4	<del>&lt;=119</del> -134	135-144	145-155	<del>&gt;=156</del> - <del>174</del>
	5	<del>&lt;=124</del> -138	139-148	149-158	<del>&gt;=159</del> - <del>178</del>
	6	<del>&lt;=128</del> -140	141-151	152-161	<del>&gt;=162</del> - <del>180</del>
	7	<del>&lt;=130</del> -144	145-154	155-163	<del>&gt;=164</del> - <del>183</del>
	8	<del>&lt;=132</del> -144	145-155	156-165	<del>&gt;=166</del> - <del>184</del>
Reading (Starting with 2002-03 school year)	PT3	<del>&lt;=213</del> -223	224-232	233-244	<del>&gt;=245</del> - <del>264</del>
	3	<del>&lt;=216</del> -229	230-239	240-249	<del>&gt;=250</del> - <del>272</del>
	4	<del>&lt;=223</del> -235	236-243	244-254	<del>&gt;=255</del> - <del>275</del>
	5	<del>&lt;=228</del> -238	239-246	247-258	<del>&gt;=259</del> - <del>277</del>
	6	<del>&lt;=228</del> -241	242-251	252-263	<del>&gt;=264</del> - <del>283</del>
	7	<del>&lt;=228</del> -242	243-251	252-263	<del>&gt;=264</del> - <del>287</del>
	8	<del>&lt;=231</del> -243	244-253	254-265	<del>&gt;=266</del> - <del>290</del>

Subject/Grade		Level I	Level II	Level III	Level IV
Mathematics (Beginning with 2001-02 through 2004-05)	PT3	<del>≤211</del> -219	220-229	230-239	≥240- <del>260</del>
	3	<del>≤218</del> -237	238-245	246-254	≥255- <del>276</del>
	4	<del>≤221</del> -239	240-246	247-257	≥258- <del>285</del>
	5	<del>≤221</del> -242	243-249	250-259	≥260- <del>295</del>
	6	<del>≤228</del> -246	247-253	254-264	≥265- <del>296</del>
	7	<del>≤231</del> -249	250-257	258-266	≥267-307
	8	<del>≤235</del> -253	254-260	261-271	≥272- <del>310</del>
	Mathematics (Starting with 2005-06 school year)	PT3	<del>≤293</del> -312	313-325	326-340
3	<del>≤311</del> -328	329-338	339-351	≥352- <del>370</del> →	
4	<del>≤319</del> -335	336-344	345-357	≥358- <del>374</del> →	
5	<del>≤326</del> -340	341-350	351-362	≥363- <del>378</del> →	
6	<del>≤328</del> -341	342-351	352-363	≥364- <del>381</del> →	
7	<del>≤332</del> -345	346-354	355-366	≥367- <del>383</del> →	
8	<del>≤332</del> -348	349-356	357-367	≥368- <del>384</del> →	
Subject/Grade		Level I	Level II	Level III	Level IV
Writing	4,7, & 10	4-7	8-11	12-16	17-20

## Achievement Level Descriptors North Carolina End-of-Grade Tests

### Achievement Level Descriptors—Reading Grade 3 PreTest

Note: To minimize redundancy, the achievement level descriptors at each level do not repeat competencies that are described for a lower achievement level. The students at the higher level can be assumed to have mastered the competencies described for the lower achievement levels.

#### Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate a need to develop the reading comprehension skills required in the North Carolina *Standard Course of Study* at Grade 2. Students show little evidence of applying the reading skills and strategies required to comprehend a variety of second grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

#### Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at Grade 2. Students typically show evidence of literal comprehension of a variety of second grade level texts, such as fiction, literary and informational

nonfiction, poetry, and drama. Students may also make basic inferences and predictions, draw simple conclusions, and locate information for specific reasons or purposes.

**Achievement Level III:**

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 the grade level reading comprehension skills required in the North Carolina *Standard Course of Study* at Grade 2. Students comprehend a variety of second grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students infer, draw conclusions, compare and contrast, determine main idea, and use and interpret text features and text structures to comprehend.

**Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at Grade 2. Students comprehend with depth of understanding a variety of second grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students interpret information and ideas, comprehend texts that use figurative language, and understand author's decisions and word choice.

## **Achievement Level Descriptors—Grade 3 Reading EOG Tests**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate a need to develop the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 3. Students show little evidence of applying reading skills and strategies required to comprehend a variety of third grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 3. Students typically show evidence of literal comprehension of a variety of third grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students may also make basic inferences, draw simple conclusions, and locate information in a variety of texts, including charts, maps, and diagrams.

### **Achievement Level III:**

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 3. Students comprehend a variety of third grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students interpret and analyze text by utilizing skills and strategies such as making inferences, drawing conclusions, predicting outcomes, comparing and contrasting, and determining main idea. They also use text features and text structures to comprehend. Students analyze characters, identify problems, and determine meaning of unfamiliar vocabulary.

### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 3. Students comprehend with depth of understanding a variety of third grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students extend ideas by connecting and integrating information. They apply a more sophisticated understanding of text features and structures to comprehend. Students interpret figurative language and analyze author's word choice.

## **Achievement Level Descriptors--Grade 4 Reading EOG Tests**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate a need to develop the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 4. Students show little evidence of applying reading skills and strategies required to comprehend a variety of fourth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 4. Students typically show evidence of literal comprehension of a variety of fourth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students apply some knowledge of text structure and make connections to information beyond the text. They may also draw simple conclusions, make predictions, and interpret information in a variety of texts including graphs, charts, and maps.

### **Achievement Level III:**

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.

### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 4. Students comprehend with depth of understanding a variety of fourth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students extend ideas by connecting, synthesizing and integrating information from within the entire text and beyond. They demonstrate a more sophisticated understanding of the text through the inferences and connections they make and the conclusions they draw. Students also interpret figurative language and analyze author's word choice.

## **Achievement Level Descriptors—Grade 5 Reading EOG Tests**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate a need to develop the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 5. Students show little evidence of applying reading skills and strategies required to comprehend a variety of fifth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 5. Students typically show evidence of literal comprehension of a variety of fifth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students apply knowledge of text structure to locate information for specific purposes. They may also draw simple conclusions, make basic inferences, identify sequence of events, analyze characters, and interpret information in a variety of texts.

### **Achievement Level III:**

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* for grade 5. Students comprehend a variety of fifth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students examine plot and analyze author's word choice and figurative language. They apply skills and strategies such as predicting, making inferences, drawing conclusions, comparing and contrasting, and making connections to interpret and evaluate text. 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.

### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina Standard Course of Study for Grade 5. Students comprehend with depth of understanding a variety of fifth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students examine and evaluate relationships. They extend ideas by connecting, synthesizing and integrating information from within the entire text and beyond. They demonstrate a more sophisticated understanding of the text through the inferences and connections they make and the conclusions they draw. Students also determine the effectiveness of figurative language and analyze author's craft.

## **Achievement Level Descriptors—Grade 6 Reading EOG Tests**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate the need to develop reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 6. Students show little to no evidence of reading skills and strategies required to comprehend a variety of sixth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 6. Students typically show evidence of literal comprehension of a variety of sixth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students may also make basic inferences, show evidence of utilizing text structure, make connections to prior knowledge, and apply strategies such as determining meaning of unfamiliar vocabulary through context clues.

### **Achievement Level III:**

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 6. Students show evidence of comprehension of a variety of sixth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students infer, draw conclusions, and determine author's purpose. Students compare and contrast elements within text and analyze the effect of figurative language, author's craft, and literary elements.

### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 6. Students show evidence of deep comprehension of a variety of sixth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students infer, synthesize, draw conclusions, determine author's purpose, and examine underlying assumptions. Students compare and contrast elements within and between texts. They also analyze the effect of figurative language, author's craft, and literary elements.



## **Achievement Level Descriptors—Grade 7 Reading EOG Tests**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate the need to develop reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 7. Students show little to no evidence of reading skills and strategies required to comprehend a variety of seventh grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 7. Students typically show evidence of literal comprehension of a variety of seventh grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. They apply strategies such as determining meaning of unfamiliar vocabulary through context clues. Students may recognize organizational structure and relationships. They make connections within text and examine the purpose of the author.

### **Achievement Level III:**

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 7. Students show evidence of comprehension of a variety of seventh grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. They infer, draw conclusions, and analyze author's purpose. Students synthesize and apply elements within text to make meaning based on evidence. They analyze literary elements and different points of view.

### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 7. Students show evidence of deep comprehension of a variety of seventh grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. They integrate and apply information in a variety of situations, as well as consider the implications of figurative language, author's craft, and literary elements.

## **Achievement Level Descriptors—Grade 8 Reading EOG Tests**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate the need to develop the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 8. Students show little to no evidence of reading skills and strategies required to comprehend a variety of eighth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 8. Students show evidence of literal comprehension of a variety of eighth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students may also make basic inferences, draw simple conclusions and apply information in text to new situations. They also use context clues to determine meaning of unfamiliar vocabulary and demonstrate initial understanding of the effects of figurative language.

### **Achievement Level III:**

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.

### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 8. Students comprehend with breadth and depth a variety of eighth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students infer, synthesize, draw conclusions, determine author's purpose, and analyze the impact of details to determine underlying assumptions. Students consistently compare and contrast elements within and between texts. They show evidence of a sophisticated analysis of the effect of literary devices and elements such as figurative language, setting, characterization, irony, dialogue, and symbolism.

## Achievement Level Descriptors for North Carolina End-of-Grade Tests-- Grade Pre-3 Mathematics

### Level I (Grade Pre-3)

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Level I show minimal understanding and computational accuracy. The students often respond with inappropriate answers or procedures. They rarely use problem-solving strategies.

Upon entering third grade, students performing at a Level I are seldom able to read, write, estimate, model, and compute using whole numbers through 999. They rarely represent and compare fractions. Students seldom recognize and use metric and customary measurement (e.g., length, temperature, time). Students infrequently identify symmetrical and congruent figures. Students lack understanding of data using Venn diagrams and pictographs. They are seldom successful when describing the results and making predictions from simple probability experiments. Level I students rarely identify and describe patterns. They seldom write accurate addition and subtraction number sentences with symbols representing unknown quantities.

### Level II (Grade Pre-3)

Students performing at this level demonstrate inconsistent mastery of knowledge and skills ~~that are fundamental~~ in this subject area and ~~that~~ are minimally ~~sufficient~~ prepared to be successful at the next grade level.

Students performing at Level II typically show some evidence of understanding and computational accuracy. The students sometimes respond with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

Upon entering third grade, students performing at a Level II show limited proficiency when they read, write, estimate, model, and compute using whole numbers through 999. They inconsistently represent and compare fractions. Students occasionally recognize and use metric and customary measurement (e.g., length, temperature, time). At times, students identify symmetrical and congruent figures. They occasionally show understanding of data using Venn diagrams and pictographs. They conduct simple probability experiments, describe the results and make predictions with some accuracy. Level II students sometimes identify and describe patterns. They write, with limited success, addition and subtraction number sentences with symbols representing unknown quantities.

### Level III (Grade Pre-3)

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 Level III generally show understanding, compute accurately. The students respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

Upon entering third grade, students performing at Level III frequently read, write, estimate, model, and compute correctly with whole numbers through 999. They generally represent and compare fractions

correctly. Students often recognize and use metric and customary measurement (e.g., length, temperature, time). Students regularly identify symmetrical and congruent figures. They show an understanding of data using Venn diagrams and pictographs. They conduct simple probability experiments, describe the results and make predictions. Level III students identify and describe patterns. They write addition and subtraction number sentences with symbols representing unknown quantities.

#### **Level IV (Grade Pre-3)**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Level IV commonly show a high level of understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

Upon entering third grade, students performing at Level IV demonstrate flexibility as they read, write, estimate, model, and compute using whole numbers through 999. They accurately represent and compare fractions and also combine fractions to describe parts of a whole. Students recognize, use and apply metric and customary measurement (e.g., length, temperature, time). Students consistently identify symmetrical and congruent figures. They show an advanced understanding of data using Venn diagrams and pictographs. They conduct simple probability experiments, accurately describe the results and make predictions. Level IV students identify, describe and extend patterns. They write and apply addition and subtraction number sentences with symbols representing unknown quantities.

## **Achievement Level Descriptors for North Carolina End-of-Grade Tests-- Grade 3 Mathematics**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Level I show minimal understanding and computational accuracy. The students often respond with inappropriate answers or procedures. They rarely use problem-solving strategies.

Level I students demonstrate a lack of development of number sense for whole numbers through 9,999 and a lack of evidence of ability to perform multi-digit addition and subtraction. They can rarely show knowledge of multiplication facts. Students inconsistently compare, order, and represent rational numbers (halves, fourths, and eighths; thirds and sixths) concretely and symbolically. They rarely use appropriate vocabulary to compare, describe, and classify two- and three-dimensional shapes. Students are not able to correctly measure length, capacity, weight, time, and temperature (Fahrenheit and Celsius). They can sometimes identify and extend simple numeric or geometric patterns. Students show minimal understanding of organizing and displaying data using a variety of graphs. They are rarely able to identify points on rectangular coordinate system. Students seldom correctly use symbols to represent unknown quantities in number sentences and to solve simple equations. They rarely solve problems using a variety of strategies.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Level II typically show some evidence of understanding and computational accuracy. The students sometimes respond with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

Level II students show some evidence of number sense for whole numbers through 9,999 and some evidence of multi-digit subtraction. They inconsistently apply multiplication facts in single-digit multiplication and division. Using fractions, they often incorrectly compare, order, and occasionally misrepresent (halves, fourths, thirds, sixths, and eighths). Students sometimes use appropriate vocabulary to compare, describe, and classify two- and three-dimensional shapes. They are inconsistent in measurement of length, capacity, weight, time, and temperature (Fahrenheit and Celsius). Students show limited understanding of the concept of probability. They are inconsistent when they identify and extend numeric and geometric patterns. Students are sometimes successful at organizing and displaying data using a variety of graphs. They sometimes correctly identify points on the rectangular coordinate system. Students occasionally correctly solve problems where symbols are used to represent unknown quantities in number sentences and to solve simple equations. They sometimes solve problems using a limited variety of strategies.

### **Achievement Level III:**

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 Level III generally show understanding, compute accurately. The students consistently respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

Level III students demonstrate number sense for whole numbers through 9,999 and show consistent evidence of ability with multi-digit subtraction. They know multiplication facts and are fluent with single-digit multiplication and division. They regularly are successful at comparing, ordering and representing rational numbers (halves, fourths, thirds, sixths, and eighths). Students consistently use appropriate vocabulary to compare, describe, and classify two- and three-dimensional shapes. They frequently measure length, capacity, weight, time, and temperature accurately (Fahrenheit and Celsius). Almost always, students identify and extend numeric or geometric patterns correctly. They correctly organize and display data using a variety of graphs. Students appropriately use the rectangular coordinate system to graph and identify points. They understand and use simple probability concepts.

#### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

~~Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.~~

Students performing at Level IV commonly show a high level of understanding, compute accurately. The students are very consistent responding with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

Level IV students demonstrate a high level of success with regard to number sense for whole numbers through 9,999. They show mastery of multi-digit subtraction and apply multiplication facts fluently with single-digit multiplication and division. They consistently correctly compare, order, and represent rational numbers (halves, fourths, third, sixths, and eighths). Students consistently use appropriate vocabulary to compare, describe, and classify two- and three- dimensional shapes. They accurately measure length, capacity, weight, time, and temperature (Fahrenheit and Celsius). Students successfully identify and extend complex numeric or geometric patterns. They successfully organize, display, and interpret data using a variety of graphs. Students use the rectangular coordinate system to graph, identify, and mentally manipulate points. They accurately apply simple probability concepts. Students correctly use symbols to represent unknown quantities in number sentences and to solve equations. They solve high level thinking problems using a wide variety of strategies.

Students generally are able to use symbols to represent unknown quantities in number sentences and to solve simple equations successfully. They can solve problems using a variety of strategies.

## **Achievement Level Descriptors for North Carolina End-of-Grade Tests-- Grade 4 Mathematics**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Level I show minimal understanding and computational accuracy. The students often respond with inappropriate answers or procedures. They rarely use problem-solving strategies.

Level I students rarely show number sense by comparing, ordering, estimating, and representing numbers from 0.01 to 99,999. Students are rarely able to multiply and divide multi-digit numbers or use strategies for estimation of products and quotients in appropriate situations. Students are not able to add and subtract fractions with like denominators. They seldom solve problems involving the perimeter of plane figures and the area of rectangles. Students cannot make appropriate use of the coordinate plane to describe location and relative position of points. They seldom describe lines accurately as parallel or perpendicular. Students are rarely successful at collecting, organizing, analyzing, and displaying data using a variety of graphs. They are unable to use range, median, and mode to describe a set of data. Students can rarely design simple experiments to investigate and describe the probability of events. Students are unable to use the order of operations or the identity, commutative, associative, and distributive properties.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Level II typically show some evidence of understanding and computational accuracy. The students sometimes respond with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

Level II students sometimes show number sense by comparing, ordering, estimating, and representing numbers from 0.01 to 99,999. They inconsistently multiply and divide multi-digit numbers. Students sometimes use strategies including estimation of products and quotients in appropriate situations. They are inconsistent in addition and subtraction of fractions with like denominators. Students sometimes solve problems involving perimeter of plane figures and the area of rectangles. Students sometimes correctly use the coordinate plane to describe the location and relative position of points. They inconsistently describe lines correctly as parallel or perpendicular. Students have difficulty collecting, organizing, analyzing, and displaying data using a variety of graphs. They are inconsistent in their ability to use range, median, and mode to describe a set of data. Students sometimes successfully design and use simple experiments to investigate and describe the probability of events. Students inconsistently use the order of operations or the identity, commutative, associative, and distributive properties.

### **Achievement Level III:**

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 Level III generally show understanding and computational accuracy. The students consistently respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

Level III students frequently show number sense by comparing, ordering, estimating, and representing numbers from 0.01 to 99,999. They are usually consistent when multiplying and dividing multi-digit numbers; they use strategies including estimation of products and quotients in appropriate situations. They also add and subtract numbers with like denominators. Students solve problems involving perimeter of plane figures and area of rectangles. Students use coordinate planes to describe the location and relative position of points. They describe lines correctly as parallel or perpendicular. Students collect, organize, analyze, and display data using a variety of graphs. They use range, median, and mode to describe a set of data. Students design and use simple experiments to investigate and describe the probability of events. Students generally can use the order of operations or the identity, commutative, associative, and distributive properties.

#### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Level IV commonly show a high level of understanding and computational accuracy. The students are very consistent responding with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

Level IV students successfully show number sense by comparing, ordering, estimating, and representing numbers from 0.01 to 99,999. They display fluency with multiplication and division of multi-digit numbers. Students effectively use strategies including estimation of products and quotients in appropriate situations. They exhibit mastery of addition and subtraction of fractions with like denominators and decimals through hundredths. Students consistently solve problems involving the perimeter of plane figures and area of rectangles. They show a thorough understanding and application of the coordinate plane when describing location and relative position of a point. Students consistently describe lines correctly as parallel or perpendicular. They successfully collect, organize, and display data using a variety of graphs. Students accurately use range, median, and mode to describe a set of data. They effectively design and use simple experiments to investigate and describe the probability of events. Students successfully use the order of operations or the identity, commutative, associative, and distributive properties.



## **Achievement Level Descriptors for North Carolina End-of-Grade Tests-- Grade 5 Mathematics**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Level I usually show minimal understanding and computational accuracy and often respond with inappropriate answers or procedures. They rarely use problem-solving strategies.

Students rarely demonstrate number sense for rational numbers 0.001 through 999,999. They rarely demonstrate ability in the addition, subtraction, comparison, and ordering of fractions and decimals. They seldom can estimate the measure of an object in one system given the measure of that object in another system. They rarely identify, estimate, and measure the angles of plane figures and rarely identify angle relationships. Students rarely identify, define, and describe the properties of plane figures, including parallel lines, perpendicular lines, and lengths of sides and diagonals. Students are seldom able to identify, generalize, and extend numeric and geometric patterns. In solving problems, fifth-graders at Level I rarely organize, analyze, and display data using a variety of graphs. They rarely are able to use range, median, and mode to describe multiple sets of data. Students rarely use algebraic expressions to solve one-step equations and inequalities. They rarely identify, describe, and analyze situations with constant or varying rates of change.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Level II typically show some evidence understanding and computational accuracy and sometimes respond with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

Students demonstrate inconsistent number sense for rational numbers 0.001 through 999,999. They demonstrate limited ability in the addition, subtraction, comparison, and ordering of fractions and decimals. They inconsistently estimate the measure of an object in one system given the measure of that object in another system. They sometimes correctly identify, estimate, and measure the angles of plane figures and sometimes correctly identify angle relationships. Students inconsistently identify, define, and describe the properties of plane figures, including parallel lines, perpendicular lines, and lengths of sides and diagonals. Students are sometimes able to identify, generalize, and extend numeric and geometric patterns. In problem solving, fifth-graders at Level II inconsistently organize, analyze, and display data using a variety of graphs. They have inconsistent success using range, median, and mode to describe multiple sets of data. Students sometimes are able to use algebraic expressions to solve one-step equations and inequalities. They inconsistently identify, describe, and analyze situations with constant or varying rates of change.

### **Achievement Level III:**

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 Level III generally show understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

Students generally demonstrate number sense for rational numbers 0.001 through 999,999. They generally demonstrate ability in the addition, subtraction, comparison, and ordering of fractions and decimals. They usually make correct estimates of the measure of an object in one system given the measure of that object in another system. Students generally identify, estimate, and measure the angles of plane figures and generally identify angle relationships. They generally identify, define, and describe the properties of plane figures, including parallel lines, perpendicular lines, and lengths of sides and diagonals. Students are usually able to identify, generalize, and extend numeric and geometric patterns. To solve problems, fifth-graders at Level III generally are able to organize, analyze, and display data using a variety of graphs. They generally use range, median, and mode to describe multiple sets of data. Students generally use algebraic expressions to solve one-step equations and inequalities. They generally identify, describe, and analyze situations with constant or varying rates of change.

#### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Level IV commonly show a high level of understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

Students consistently demonstrate number sense for rational numbers 0.001 through 999,999. They consistently demonstrate ability in the addition, subtraction, comparison, and ordering of fractions, mixed numbers, and decimals. They correctly estimate the measure of an object in one system given the measure of that object in another system. Students commonly identify, estimate, and measure the angles of plane figures and commonly identify angle relationships. They consistently identify, define, and describe the properties of plane figures, including parallel lines, perpendicular lines, and lengths of sides and diagonals. Students are commonly able to identify, generalize, and extend numeric and geometric patterns. To solve problems, fifth-graders at Level IV consistently organize, analyze, and display data using a variety of graphs. They consistently use range, median, and mode to describe multiple sets of data. Students commonly use algebraic expressions to solve one-step equations and inequalities. They commonly identify, describe, and analyze situations with constant or varying rates of change.

## **Achievement Level Descriptors for North Carolina End-of-Grade Tests-- Grade 6 Mathematics**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Level I lack understanding and computational accuracy. They frequently respond with inappropriate answers or procedures. They seldom use problem-solving strategies.

Level I students seldom accurately add, subtract, multiply, and divide non-negative rational numbers using order of operations. They seldom correctly compare, order, and estimate with rational numbers. They lack understanding in the use of factors, multiples, exponential and scientific notation, prime factorization and percents. Level I students seldom correctly estimate and measure weight and mass of three-dimensional figures to solve problems. They seldom estimate and measure length, perimeter, area, circumference, and angles of two-dimensional figures to solve problems.

They seldom can identify and describe the intersection and transformation of geometric figures in a coordinate plane. They lack understanding of counting strategies and seldom can solve problems by determining the probability of simple, compound, dependent, and independent events. Level I students seldom can simplify algebraic expressions as well as use one- and two-step equations and inequalities to represent relationships and solve problems.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Level II exhibit inconsistent performance and show limited evidence of understanding. They have difficulty applying problem-solving strategies in unfamiliar situations.

Students are not consistently able to add, subtract, multiply, and divide non-negative rational numbers using order of operations. They demonstrate limited ability in the use of factors, multiples, exponential and scientific notation, prime factorization and percents. Level II students inconsistently estimate and measure weight and mass of three-dimensional figures. They inconsistently estimate and measure length, perimeter, area, circumference, and angles of two-dimensional figures to solve problems. They inconsistently identify and describe the intersection and transformation of geometric figures in a coordinate plane. Students demonstrate limited ability with counting strategies and solve problems by determining the probability of simple, compound, dependent, and independent events. They inconsistently apply algebraic principles to simplify algebraic expressions as well as use one- and two-step equations and inequalities to represent relationships and solve problems.

### **Achievement Level III:**

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 Level III generally show understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

Students generally are able to accurately add, subtract, multiply, and divide non-negative rational numbers using order of operations. They usually demonstrate ability in the use of factors, multiples, exponential and scientific notation, prime factorization and percents. Students generally estimate and measure weight and mass of three-dimensional figures to solve problems. They generally estimate and measure length, perimeter, area, circumference, and angles of two-dimensional figures to solve problems. Students generally identify and describe the intersection and transformation of geometric figures in a coordinate plane. They demonstrate general ability with counting strategies and solve problems by determining the probability of simple, compound, dependent, and independent events. They generally can simplify algebraic expressions as well as use one- and two-step equations and inequalities to represent relationships and solve problems.

**Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Level IV show a high level of understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

Students consistently and accurately add, subtract, multiply, and divide non-negative rational numbers using order of operations. They demonstrate fluency in the use of factors, multiples, exponential and scientific notation, prime factorization and percents. Students consistently estimate and measure weight and mass of three-dimensional figures to solve problems. They consistently estimate and measure length, perimeter, area, circumference, and angles of two-dimensional figures to solve problems. They consistently identify and describe the intersection and transformation of geometric figures in a coordinate plane. Students demonstrate fluency with counting strategies and solve problems by determining the probability of simple, compound, dependent, and independent events. They consistently are able to simplify algebraic expressions as well as use one- and two-step equations and inequalities to represent relationships and solve problems.

## **Achievement Level Descriptors for North Carolina End-of-Grade Tests-- Grade 7 Mathematics**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Level I lack understanding and computational accuracy. They frequently respond with inappropriate answers or procedures. They seldom use problem-solving strategies.

Level I students show insufficient mastery of addition, subtraction, multiplication, and division of rational numbers following the order of operations. (Rational numbers may be positive, negative, or zero and include whole numbers, fractions, mixed numbers, and decimals). Students show inability to set up and solve real-world percent problems. They rarely can write and solve proportions with rational numbers, including scaling and scale drawing. Students at Level I usually can not solve problems involving the volume of rectangular prisms, triangular prisms, and cylinders. At Level I, students are not successful in creation of a box plot with understanding of measures of central tendency and the effect of outliers. They cannot write and solve functions from graphs, tables, or written descriptions in simpler problems. Students seldom are able to use linear equations or inequalities to solve authentic problems.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Level II exhibit inconsistent performance and show limited evidence of understanding. They have difficulty applying problem-solving strategies in unfamiliar situations.

Level II students demonstrate inconsistent ability with addition, subtraction, multiplication, and division of rational numbers following the order of operations. (Rational numbers may be positive, negative, or zero and include whole numbers, fractions, mixed numbers, and decimals). Students have difficulty with the set up and solution of real-world percent problems. They are inconsistent in ability to write and solve proportions with rational numbers, including scaling and scale drawing. Students at Level II can sometimes solve problems involving the volume of rectangular prisms, triangular prisms, and cylinders. At Level II, students are partially successful in creation of a box plot with understanding of measures of central tendency and the effect of outliers. They write and solve functions from graphs, tables, or written descriptions in simpler problems. Students can sometimes use linear equations or inequalities to solve authentic problems.

### **Achievement Level III:**

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 Level III generally show understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

Level III students demonstrate consistent ability with addition, subtraction, multiplication, and division of rational numbers following the order of operations. (Rational numbers may be positive, negative, or zero and include whole numbers, fractions, mixed numbers, and decimals). Students also show consistent ability to set up and solve real-world percent problems. They demonstrate consistent ability to write and solve proportions with rational numbers, including scaling and scale drawing. Students are able to solve

problems involving the volume of rectangular prisms, triangular prisms, and cylinders. At Level III, students are usually successful in creation of a box plot with understanding of measures of central tendency and the effect of outliers. They write and solve functions from graphs, tables, or written descriptions with consistent success. Students use linear equations or inequalities to solve authentic problems.

**Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Level IV show a high level of understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

Level IV students demonstrate fluency with addition, subtraction, multiplication, and division of rational numbers using order of operations. (Rational numbers may be positive, negative, or zero and include whole numbers, fractions, mixed numbers, and decimals). Students show a high level of success to set up and solve real-world percent problems. Level IV students are very successful at writing and solving proportions with rational numbers, including scaling and scale drawing. They solve multi-step surface area and volume problems including composite figures. Students consistently and accurately create a box plot from data, showing understanding of all central tendencies and the effect of outliers. They write and solve functions from graphs, tables, or written descriptions with a high level of success. Students very effectively use linear equations or inequalities to solve authentic problems.

## **Achievement Level Descriptors for North Carolina End-of-Grade Tests-- Grade 8 Mathematics**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Level I lack understanding and computational accuracy. They frequently respond with inappropriate answers or procedures. They seldom use problem-solving strategies.

Level I students show lack of understanding of real numbers, including irrational numbers. They rarely are able to use indirect measurements or to use the Pythagorean Theorem to solve problems. Level I students are seldom successful at organizing and interpreting data, using scatterplots and approximating a line of best fit. Students at Level I demonstrate a lack of understanding of functions and are unable to convert functions between forms and interpret slope and intercepts. They can seldom use linear equations and inequalities to solve problems or translate between words, tables, and graphs.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Level II exhibit inconsistent performance and show limited evidence of understanding. They have difficulty applying problem-solving strategies in unfamiliar situations.

Level II students show an inconsistent level of understanding of real numbers, including irrational numbers. They have difficulty using indirect measurements and using the Pythagorean Theorem to solve problems. Level II students show limited evidence of ability at organizing and interpreting data, using scatterplots and approximating a line of best fit. Students at Level II demonstrate a limited understanding of functions are inconsistent in converting functions between forms and interpreting slope and intercepts. They have difficulty using linear equations and inequalities to solve problems, translating between words, tables, and graphs.

### **Achievement Level III:**

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 Level III generally show understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

Level III students consistently show a proficient level of understanding of real numbers including irrational numbers. They generally are correct in use of indirect measurements. Students are usually successful at using the Pythagorean Theorem to solve problems. Level III students are often successful at organizing and interpreting data, using scatterplots and approximating a line of best fit. Students at Level III demonstrate an understanding of functions and can usually convert functions between forms and interpret slope and intercepts. They are generally successful at using linear equations and inequalities to solve problems, translating between words, tables, and graphs.

**Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Level IV show a high level of understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

Level IV students consistently show a high level of understanding of real numbers, including irrational numbers. They correctly and accurately use indirect measurements. Students are consistently successful at using the Pythagorean Theorem to solve problems. Level IV students are highly successful at organizing and interpreting data, using scatterplots and approximating a line of best fit. Students at Level IV demonstrate a high level understanding of functions and are successful converting functions between forms and interpreting slope and intercepts. They are highly successful at using linear equations and inequalities to solve problems, translating between words, tables, and graphs.



## **Achievement Level Descriptors—Grade 4 Writing Assessment**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I have made an attempt to address the task and provide some sense of story. The narrative lacks a sense of logical progression, the topic/subject is not developed, and there is a lack of control of organizational structure and details. The students display an insufficient knowledge of vocabulary and skills in conventions necessary to be successful at the next grade level.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II have unevenly developed narratives with some lapses in the logical progression and the connections between and among ideas. There are some inappropriate and/or sparse details and elaboration provided and readability may detract and/or interfere with the focus on the topic/subject of the narrative. The students display a lack of ability to appropriately use vocabulary and conventions and are minimally prepared to be successful at the next grade level.

### **Achievement Level III:**

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 have effectively employed a strategy that connects the beginning, middle, and end of the narrative. The ideas presented are relevant and the elaboration is sufficient, resulting in a reasonable sense of completeness. The students display an appropriate use of vocabulary and conventions and are well prepared for the next grade level.

### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV have effectively crafted a narrative that demonstrates a strong sense of story that progresses logically from one developed idea to another, resulting in a sense of overall completeness. The students display a skillful use of precise and purposeful vocabulary clearly beyond that required to be proficient at grade level work.

## **Achievement Level Descriptors—Grade 7 Writing Assessment**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I have made an attempt to address the task but there is a lack of support for the ideas presented and little or no organization or focus on the topic/subject. The students display a lack of minimal sentence fluency and use inappropriate vocabulary and skills in conventions necessary to be successful at the next grade level.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate some organization and support for the ideas presented, but may lapse into a loss of focus on the topic/subject when the support or elaboration is sparse or incomplete. The students display limited vocabulary and sentence fluency and are minimally prepared to be successful at the next grade level.

### **Achievement Level III:**

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 provide some specific, relevant details in support of the topic/subject and sufficiently elaborated details progress logically. The students employ the use of a variety of sentence structures and vocabulary appropriate to the purpose, audience, and context of the task and are well prepared for the next grade level.

### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV provide well developed elaboration supporting the topic/subject and have skillfully crafted a logical, fluid, progression of ideas through the use of complex strategies of development. The students use language skillfully and effectively clearly beyond that required to be proficient at grade level work.

## **Achievement Level Descriptors—Grade 10 Writing Assessment**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I have made an attempt to address the task but there is weak, inconsistent, or little or no sense of progression from one idea to another, resulting in a loss of focus on the topic/subject. Little or no relevant details are present that support the topic/subject. The students display a lack of minimal knowledge of sentence structure, usage, spelling, and punctuation necessary to be successful at the next grade level.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II exhibit some sense of control of the purpose, audience, and context of the response. An organizational structure establishing minimal relatedness between and among ideas and/or events impacts logical progression and a few general or unelaborated details are present. The students display patterns of errors in conventions and are minimally prepared to be successful at the next grade level.

### **Achievement Level III:**

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 maintain consistent control of the purpose, audience, and context of the response. A sense of organization, a logical progression of ideas, and sufficiently developed support and elaboration are present. Students display a consistent control of conventions and style and are well prepared for the next grade level.

### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate the use of higher order thinking skills in presenting a unified progression of ideas while examining the relationships between and among those ideas. In-depth support and elaboration is shown through the use of precise, appropriate language. Students display a skillful use of conventions and style clearly beyond that required to be proficient at grade level work.

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** ~~High Student Performance~~ Globally Competitive Students

**Category:** ABCs Accountability Model

**Policy ID Number:** ~~HSPACC~~-C-024

**Policy Title:** Policy delineating Academic Achievement Standards (cut scores for the North Carolina Checklist of Academic Standards (NCCLAS))

**Current Policy Date:** ~~05/03/2007~~ 12/06/2007

**Other Historical Information:** 12/01/2005, 02/02/2006, 03/02/2006, 01/04/2007, ~~05/03/2007,~~  
12/06/2007

**Statutory Reference:** G.S. 115C-174.11(b)(c)

**Administrative Procedures Act (APA) Reference Number and Category:**

**\*\*\* Begin Policy \*\*\* (Do not tamper with this line)**

**The following achievement-level ranges for the NCCLAS have been approved by the State Board of Education for use in the ABCs Accountability Program:**

**NCCLAS End-of-Course Achievement Level Cut Scores**

Course	Achievement Level I	Achievement Level II	Achievement Level III	Achievement Level IV
Algebra I	4-5	6-8	9-13	14-16
Algebra II	4-5	6-9	10-13	14-16
Geometry	4-6	7-9	10-13	14-16
Biology	4-6	7-8	9-13	14-16
Chemistry	4-6	7-9	10-13	14-16
Physics	4-5	6-9	10-13	14-16
Physical Science	4-6	7-9	10-13	14-16
U.S. History	4-5	6-8	9-13	14-16
Civics and Economics	4-5	6-8	9-13	14-16
English I	4-6	7-8	9-13	14-16

**NCCLAS Mathematics End-of-Grade Achievement Level Cut Scores**

GRADE	Achievement Level I	Achievement Level II	Achievement Level III	Achievement Level IV
Mathematics 3	4-5	6-8	9-13	14-16
Mathematics 4	4-5	6-8	9-13	14-16
Mathematics 5	4-5	6-8	9-13	14-16
Mathematics 6	4-5	6-8	9-13	14-16
Mathematics 7	4-5	6-8	9-13	14-16
Mathematics 8	4-5	6-8	9-13	14-16
Mathematics 10	4-5	6-9	10-13	14-16

**NCCLAS Reading End-of-Grade Achievement Level Cut Scores**

GRADE	Achievement Level I	Achievement Level II	Achievement Level III	Achievement Level IV
Reading 3	4-5	6-8	9-13	14-16
Reading 4	4-5	6-8	9-13	14-16
Reading 5	4-5	6-8	9-13	14-16
Reading 6	4-5	6-8	9-13	14-16
Reading 7	4-5	6-8	9-13	14-16
Reading 8	4-5	6-8	9-13	14-16
Reading 10	4-5	6-8	9-12	13-16

**NCCLAS Writing Achievement Level Cut Scores**

GRADE	Achievement Level I	Achievement Level II	Achievement Level III	Achievement Level IV
Writing 4	4-6	7-9	10-13	14-16
Writing 7	4-6	7-9	10-13	14-16
Writing 10	4-6	7-9	10-13	14-16

## Achievement Level Descriptors—North Carolina Checklist of Academic Standards (NCCLAS), (A North Carolina Alternate Assessment)

### **Achievement Level Descriptors—NCCLAS Grade 3 Reading EOG Assessment**

#### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate a need to develop the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 3. Students show little evidence of applying reading skills and strategies required to comprehend a variety of third grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

#### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 3. Students typically show evidence of literal comprehension of a variety of third grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students may also make basic inferences, draw simple conclusions, and locate information in a variety of texts, including charts, maps, and diagrams.

#### **Achievement Level III:**

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 3. Students comprehend a variety of third grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students interpret and analyze text by utilizing skills and strategies such as making inferences, drawing conclusions, predicting outcomes, comparing and contrasting, and determining main idea. They also use text features and text structures to comprehend. Students analyze characters, identify problems, and determine meaning of unfamiliar vocabulary.

#### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 3. Students comprehend with depth of understanding a variety of third grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students extend ideas by connecting and integrating information. They apply a more sophisticated understanding of text features and structures to comprehend. Students interpret figurative language and analyze author's word choice.

## **Achievement Level Descriptors—NCCLAS Grade 4 Reading EOG Assessment**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate a need to develop the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 4. Students show little evidence of applying reading skills and strategies required to comprehend a variety of fourth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 4. Students typically show evidence of literal comprehension of a variety of fourth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students apply some knowledge of text structure and make connections to information beyond the text. They may also draw simple conclusions, make predictions, and interpret information in a variety of texts including graphs, charts, and maps.

### **Achievement Level III:**

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.

### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 4. Students comprehend with depth of understanding a variety of fourth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students extend ideas by connecting, synthesizing and integrating information from within the entire text and beyond. They demonstrate a more sophisticated understanding of the text through the inferences and connections they make and the conclusions they draw. Students also interpret figurative language and analyze author's word choice.

## **Achievement Level Descriptors—NCCLAS Grade 5 Reading EOG Assessment**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate a need to develop the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 5. Students show little evidence of applying reading skills and strategies required to comprehend a variety of fifth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 5. Students typically show evidence of literal comprehension of a variety of fifth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students apply knowledge of text structure to locate information for specific purposes. They may also draw simple conclusions, make basic inferences, identify sequence of events, analyze characters, and interpret information in a variety of texts.

### **Achievement Level III:**

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* for grade 5. Students comprehend a variety of fifth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students examine plot and analyze author's word choice and figurative language. They apply skills and strategies such as predicting, making inferences, drawing conclusions, comparing and contrasting, and making connections to interpret and evaluate text. 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.

### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina Standard Course of Study for Grade 5. Students comprehend with depth of understanding a variety of fifth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students examine and evaluate relationships. They extend ideas by connecting, synthesizing and integrating information from within the entire text and beyond. They demonstrate a more sophisticated understanding of the text through the inferences and connections they make and the conclusions they draw. Students also determine the effectiveness of figurative language and analyze author's craft.



## **Achievement Level Descriptors—NCCLAS Grade 6 Reading EOG Assessment**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate the need to develop reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 6. Students show little to no evidence of reading skills and strategies required to comprehend a variety of sixth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 6. Students typically show evidence of literal comprehension of a variety of sixth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students may also make basic inferences, show evidence of utilizing text structure, make connections to prior knowledge, and apply strategies such as determining meaning of unfamiliar vocabulary through context clues.

### **Achievement Level III:**

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 6. Students show evidence of comprehension of a variety of sixth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students infer, draw conclusions, and determine author's purpose. Students compare and contrast elements within text and analyze the effect of figurative language, author's craft, and literary elements.

### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 6. Students show evidence of deep comprehension of a variety of sixth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students infer, synthesize, draw conclusions, determine author's purpose, and examine underlying assumptions. Students compare and contrast elements within and between texts. They also analyze the effect of figurative language, author's craft, and literary elements.

## **Achievement Level Descriptors—NCCLAS Grade 7 Reading EOG Assessment**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate the need to develop reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 7. Students show little to no evidence of reading skills and strategies required to comprehend a variety of seventh grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 7. Students typically show evidence of literal comprehension of a variety of seventh grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. They apply strategies such as determining meaning of unfamiliar vocabulary through context clues. Students may recognize organizational structure and relationships. They make connections within text and examine the purpose of the author.

### **Achievement Level III:**

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 7. Students show evidence of comprehension of a variety of seventh grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. They infer, draw conclusions, and analyze author's purpose. Students synthesize and apply elements within text to make meaning based on evidence. They analyze literary elements and different points of view.

### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 7. Students show evidence of deep comprehension of a variety of seventh grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. They integrate and apply information in a variety of situations, as well as consider the implications of figurative language, author's craft, and literary elements.

## **Achievement Level Descriptors—NCCLAS Grade 8 Reading EOG Assessment**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate the need to develop the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 8. Students show little to no evidence of reading skills and strategies required to comprehend a variety of eighth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 8. Students show evidence of literal comprehension of a variety of eighth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students may also make basic inferences, draw simple conclusions and apply information in text to new situations. They also use context clues to determine meaning of unfamiliar vocabulary and demonstrate initial understanding of the effects of figurative language.

### **Achievement Level III:**

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.

### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 8. Students comprehend with breadth and depth a variety of eighth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students infer, synthesize, draw conclusions, determine author's purpose, and analyze the impact of details to determine underlying assumptions. Students consistently compare and contrast elements within and between texts. They show evidence of a sophisticated analysis of the effect of literary devices and elements such as figurative language, setting, characterization, irony, dialogue, and symbolism.

## **Achievement Level Descriptors for NCCLAS EOG Assessment-- Grade 3 Mathematics**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Level I show minimal understanding and computational accuracy. The students often respond with inappropriate answers or procedures. They rarely use problem-solving strategies.

Level I students demonstrate a lack of development of number sense for whole numbers through 9,999 and a lack of evidence of ability to perform multi-digit addition and subtraction. They can rarely show knowledge of multiplication facts. Students inconsistently compare, order, and represent rational numbers (halves, fourths, and eighths; thirds and sixths) concretely and symbolically. They rarely use appropriate vocabulary to compare, describe, and classify two- and three-dimensional shapes. Students are not able to correctly measure length, capacity, weight, time, and temperature (Fahrenheit and Celsius). They can sometimes identify and extend simple numeric or geometric patterns. Students show minimal understanding of organizing and displaying data using a variety of graphs. They are rarely able to identify points on rectangular coordinate system. Students seldom correctly use symbols to represent unknown quantities in number sentences and to solve simple equations. They rarely solve problems using a variety of strategies.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Level II typically show some evidence of understanding and computational accuracy. The students sometimes respond with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

Level II students show some evidence of number sense for whole numbers through 9,999 and some evidence of multi-digit subtraction. They inconsistently apply multiplication facts in single-digit multiplication and division. Using fractions, they often incorrectly compare, order, and occasionally misrepresent (halves, fourths, thirds, sixths, and eighths). Students sometimes use appropriate vocabulary to compare, describe, and classify two- and three-dimensional shapes. They are inconsistent in measurement of length, capacity, weight, time, and temperature (Fahrenheit and Celsius). Students show limited understanding of the concept of probability. They are inconsistent when they identify and extend numeric and geometric patterns. Students are sometimes successful at organizing and displaying data using a variety of graphs. They sometimes correctly identify points on the rectangular coordinate system. Students occasionally correctly solve problems where symbols are used to represent unknown quantities in number sentences and to solve simple equations. They sometimes solve problems using a limited variety of strategies.

### **Achievement Level III:**

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 Level III generally show understanding, compute accurately. The students consistently respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

Level III students demonstrate number sense for whole numbers through 9,999 and show consistent evidence of ability with multi-digit subtraction. They know multiplication facts and are fluent with single-digit multiplication and division. They regularly are successful at comparing, ordering and representing rational numbers (halves, fourths, thirds, sixths, and eighths). Students consistently use appropriate vocabulary to compare, describe, and classify two- and three-dimensional shapes. They frequently measure length, capacity, weight, time, and temperature accurately (Fahrenheit and Celsius). Almost always, students identify and extend numeric or geometric patterns correctly. They correctly organize and display data using a variety of graphs. Students appropriately use the rectangular coordinate system to graph and identify points. They understand and use simple probability concepts.

#### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Level IV commonly show a high level of understanding, compute accurately. The students are very consistent responding with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

Level IV students demonstrate a high level of success with regard to number sense for whole numbers through 9,999. They show mastery of multi-digit subtraction and apply multiplication facts fluently with single-digit multiplication and division. They consistently correctly compare, order, and represent rational numbers (halves, fourths, third, sixths, and eighths). Students consistently use appropriate vocabulary to compare, describe, and classify two- and three- dimensional shapes. They accurately measure length, capacity, weight, time, and temperature (Fahrenheit and Celsius). Students successfully identify and extend complex numeric or geometric patterns. They successfully organize, display, and interpret data using a variety of graphs. Students use the rectangular coordinate system to graph, identify, and mentally manipulate points. They accurately apply simple probability concepts. Students correctly use symbols to represent unknown quantities in number sentences and to solve equations. They solve high level thinking problems using a wide variety of strategies.

Students generally are able to use symbols to represent unknown quantities in number sentences and to solve simple equations successfully. They can solve problems using a variety of strategies.

## **Achievement Level Descriptors for NCCLAS EOG Assessment-- Grade 4 Mathematics**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Level I show minimal understanding and computational accuracy. The students often respond with inappropriate answers or procedures. They rarely use problem-solving strategies.

Level I students rarely show number sense by comparing, ordering, estimating, and representing numbers from 0.01 to 99,999. Students are rarely able to multiply and divide multi-digit numbers or use strategies for estimation of products and quotients in appropriate situations. Students are not able to add and subtract fractions with like denominators. They seldom solve problems involving the perimeter of plane figures and the area of rectangles. Students cannot make appropriate use of the coordinate plane to describe location and relative position of points. They seldom describe lines accurately as parallel or perpendicular. Students are rarely successful at collecting, organizing, analyzing, and displaying data using a variety of graphs. They are unable to use range, median, and mode to describe a set of data. Students can rarely design simple experiments to investigate and describe the probability of events. Students are unable to use the order of operations or the identity, commutative, associative, and distributive properties.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Level II typically show some evidence of understanding and computational accuracy. The students sometimes respond with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

Level II students sometimes show number sense by comparing, ordering, estimating, and representing numbers from 0.01 to 99,999. They inconsistently multiply and divide multi-digit numbers. Students sometimes use strategies including estimation of products and quotients in appropriate situations. They are inconsistent in addition and subtraction of fractions with like denominators. Students sometimes solve problems involving perimeter of plane figures and the area of rectangles. Students sometimes correctly use the coordinate plane to describe the location and relative position of points. They inconsistently describe lines correctly as parallel or perpendicular. Students have difficulty collecting, organizing, analyzing, and displaying data using a variety of graphs. They are inconsistent in their ability to use range, median, and mode to describe a set of data. Students sometimes successfully design and use simple experiments to investigate and describe the probability of events. Students inconsistently use the order of operations or the identity, commutative, associative, and distributive properties.

### **Achievement Level III:**

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 Level III generally show understanding and computational accuracy. The students consistently respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

Level III students frequently show number sense by comparing, ordering, estimating, and representing numbers from 0.01 to 99,999. They are usually consistent when multiplying and dividing multi-digit numbers; they use strategies including estimation of products and quotients in appropriate situations. They also add and subtract numbers with like denominators. Students solve problems involving perimeter of plane figures and area of rectangles. Students use coordinate planes to describe the location and relative position of points. They describe lines correctly as parallel or perpendicular. Students collect, organize, analyze, and display data using a variety of graphs. They use range, median, and mode to describe a set of data. Students design and use simple experiments to investigate and describe the probability of events. Students generally can use the order of operations or the identity, commutative, associative, and distributive properties.

#### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Level IV commonly show a high level of understanding and computational accuracy. The students are very consistent responding with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

Level IV students successfully show number sense by comparing, ordering, estimating, and representing numbers from 0.01 to 99,999. They display fluency with multiplication and division of multi-digit numbers. Students effectively use strategies including estimation of products and quotients in appropriate situations. They exhibit mastery of addition and subtraction of fractions with like denominators and decimals through hundredths. Students consistently solve problems involving the perimeter of plane figures and area of rectangles. They show a thorough understanding and application of the coordinate plane when describing location and relative position of a point. Students consistently describe lines correctly as parallel or perpendicular. They successfully collect, organize, and display data using a variety of graphs. Students accurately use range, median, and mode to describe a set of data. They effectively design and use simple experiments to investigate and describe the probability of events. Students successfully use the order of operations or the identity, commutative, associative, and distributive properties.

## **Achievement Level Descriptors for NCCLAS EOG Assessment-- Grade 5 Mathematics**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Level I usually show minimal understanding and computational accuracy and often respond with inappropriate answers or procedures. They rarely use problem-solving strategies.

Students rarely demonstrate number sense for rational numbers 0.001 through 999,999. They rarely demonstrate ability in the addition, subtraction, comparison, and ordering of fractions and decimals. They seldom can estimate the measure of an object in one system given the measure of that object in another system. They rarely identify, estimate, and measure the angles of plane figures and rarely identify angle relationships. Students rarely identify, define, and describe the properties of plane figures, including parallel lines, perpendicular lines, and lengths of sides and diagonals. Students are seldom able to identify, generalize, and extend numeric and geometric patterns. In solving problems, fifth-graders at Level I rarely organize, analyze, and display data using a variety of graphs. They rarely are able to use range, median, and mode to describe multiple sets of data. Students rarely use algebraic expressions to solve one-step equations and inequalities. They rarely identify, describe, and analyze situations with constant or varying rates of change.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Level II typically show some evidence understanding and computational accuracy and sometimes respond with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

Students demonstrate inconsistent number sense for rational numbers 0.001 through 999,999. They demonstrate limited ability in the addition, subtraction, comparison, and ordering of fractions and decimals. They inconsistently estimate the measure of an object in one system given the measure of that object in another system. They sometimes correctly identify, estimate, and measure the angles of plane figures and sometimes correctly identify angle relationships. Students inconsistently identify, define, and describe the properties of plane figures, including parallel lines, perpendicular lines, and lengths of sides and diagonals. Students are sometimes able to identify, generalize, and extend numeric and geometric patterns. In problem solving, fifth-graders at Level II inconsistently organize, analyze, and display data using a variety of graphs. They have inconsistent success using range, median, and mode to describe multiple sets of data. Students sometimes are able to use algebraic expressions to solve one-step equations and inequalities. They inconsistently identify, describe, and analyze situations with constant or varying rates of change.

### **Achievement Level III:**

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 Level III generally show understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.



Students generally demonstrate number sense for rational numbers 0.001 through 999,999. They generally demonstrate ability in the addition, subtraction, comparison, and ordering of fractions and decimals. They usually make correct estimates of the measure of an object in one system given the measure of that object in another system. Students generally identify, estimate, and measure the angles of plane figures and generally identify angle relationships. They generally identify, define, and describe the properties of plane figures, including parallel lines, perpendicular lines, and lengths of sides and diagonals. Students are usually able to identify, generalize, and extend numeric and geometric patterns. To solve problems, fifth-graders at Level III generally are able to organize, analyze, and display data using a variety of graphs. They generally use range, median, and mode to describe multiple sets of data. Students generally use algebraic expressions to solve one-step equations and inequalities. They generally identify, describe, and analyze situations with constant or varying rates of change.

**Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Level IV commonly show a high level of understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

Students consistently demonstrate number sense for rational numbers 0.001 through 999,999. They consistently demonstrate ability in the addition, subtraction, comparison, and ordering of fractions, mixed numbers, and decimals. They correctly estimate the measure of an object in one system given the measure of that object in another system. Students commonly identify, estimate, and measure the angles of plane figures and commonly identify angle relationships. They consistently identify, define, and describe the properties of plane figures, including parallel lines, perpendicular lines, and lengths of sides and diagonals. Students are commonly able to identify, generalize, and extend numeric and geometric patterns. To solve problems, fifth-graders at Level IV consistently organize, analyze, and display data using a variety of graphs. They consistently use range, median, and mode to describe multiple sets of data. Students commonly use algebraic expressions to solve one-step equations and inequalities. They commonly identify, describe, and analyze situations with constant or varying rates of change.

## **Achievement Level Descriptors for NCCLAS EOG Assessment-- Grade 6 Mathematics**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Level I lack understanding and computational accuracy. They frequently respond with inappropriate answers or procedures. They seldom use problem-solving strategies.

Level I students seldom accurately add, subtract, multiply, and divide non-negative rational numbers using order of operations. They seldom correctly compare, order, and estimate with rational numbers. They lack understanding in the use of factors, multiples, exponential and scientific notation, prime factorization and percents. Level I students seldom correctly estimate and measure weight and mass of three-dimensional figures to solve problems. They seldom estimate and measure length, perimeter, area, circumference, and angles of two-dimensional figures to solve problems.

They seldom can identify and describe the intersection and transformation of geometric figures in a coordinate plane. They lack understanding of counting strategies and seldom can solve problems by determining the probability of simple, compound, dependent, and independent events. Level I students seldom can simplify algebraic expressions as well as use one- and two-step equations and inequalities to represent relationships and solve problems.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Level II exhibit inconsistent performance and show limited evidence of understanding. They have difficulty applying problem-solving strategies in unfamiliar situations.

Students are not consistently able to add, subtract, multiply, and divide non-negative rational numbers using order of operations. They demonstrate limited ability in the use of factors, multiples, exponential and scientific notation, prime factorization and percents. Level II students inconsistently estimate and measure weight and mass of three-dimensional figures. They inconsistently estimate and measure length, perimeter, area, circumference, and angles of two-dimensional figures to solve problems. They inconsistently identify and describe the intersection and transformation of geometric figures in a coordinate plane. Students demonstrate limited ability with counting strategies and solve problems by determining the probability of simple, compound, dependent, and independent events. They inconsistently apply algebraic principles to simplify algebraic expressions as well as use one- and two-step equations and inequalities to represent relationships and solve problems.

### **Achievement Level III:**

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 Level III generally show understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

Students generally are able to accurately add, subtract, multiply, and divide non-negative rational numbers using order of operations. They usually demonstrate ability in the use of factors, multiples, exponential and scientific notation, prime factorization and percents. Students generally estimate and

measure weight and mass of three-dimensional figures to solve problems. They generally estimate and measure length, perimeter, area, circumference, and angles of two-dimensional figures to solve problems. Students generally identify and describe the intersection and transformation of geometric figures in a coordinate plane. They demonstrate general ability with counting strategies and solve problems by determining the probability of simple, compound, dependent, and independent events. They generally can simplify algebraic expressions as well as use one- and two-step equations and inequalities to represent relationships and solve problems.

**Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Level IV show a high level of understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

Students consistently and accurately add, subtract, multiply, and divide non-negative rational numbers using order of operations. They demonstrate fluency in the use of factors, multiples, exponential and scientific notation, prime factorization and percents. Students consistently estimate and measure weight and mass of three-dimensional figures to solve problems. They consistently estimate and measure length, perimeter, area, circumference, and angles of two-dimensional figures to solve problems. They consistently identify and describe the intersection and transformation of geometric figures in a coordinate plane. Students demonstrate fluency with counting strategies and solve problems by determining the probability of simple, compound, dependent, and independent events. They consistently are able to simplify algebraic expressions as well as use one- and two-step equations and inequalities to represent relationships and solve problems.

## **Achievement Level Descriptors for NCCLAS EOG Assessment-- Grade 7 Mathematics**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Level I lack understanding and computational accuracy. They frequently respond with inappropriate answers or procedures. They seldom use problem-solving strategies.

Level I students show insufficient mastery of addition, subtraction, multiplication, and division of rational numbers following the order of operations. (Rational numbers may be positive, negative, or zero and include whole numbers, fractions, mixed numbers, and decimals). Students show inability to set up and solve real-world percent problems. They rarely can write and solve proportions with rational numbers, including scaling and scale drawing. Students at Level I usually can not solve problems involving the volume of rectangular prisms, triangular prisms, and cylinders. At Level I, students are not successful in creation of a box plot with understanding of measures of central tendency and the effect of outliers. They cannot write and solve functions from graphs, tables, or written descriptions in simpler problems. Students seldom are able to use linear equations or inequalities to solve authentic problems.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Level II exhibit inconsistent performance and show limited evidence of understanding. They have difficulty applying problem-solving strategies in unfamiliar situations.

Level II students demonstrate inconsistent ability with addition, subtraction, multiplication, and division of rational numbers following the order of operations. (Rational numbers may be positive, negative, or zero and include whole numbers, fractions, mixed numbers, and decimals). Students have difficulty with the set up and solution of real-world percent problems. They are inconsistent in ability to write and solve proportions with rational numbers, including scaling and scale drawing. Students at Level II can sometimes solve problems involving the volume of rectangular prisms, triangular prisms, and cylinders. At Level II, students are partially successful in creation of a box plot with understanding of measures of central tendency and the effect of outliers. They write and solve functions from graphs, tables, or written descriptions in simpler problems. Students can sometimes use linear equations or inequalities to solve authentic problems.

### **Achievement Level III:**

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 Level III generally show understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

Level III students demonstrate consistent ability with addition, subtraction, multiplication, and division of rational numbers following the order of operations. (Rational numbers may be positive, negative, or zero and include whole numbers, fractions, mixed numbers, and decimals). Students also show consistent ability to set up and solve real-world percent problems. They demonstrate consistent ability to write and solve proportions with rational numbers, including scaling and scale drawing. Students are able to solve

problems involving the volume of rectangular prisms, triangular prisms, and cylinders. At Level III, students are usually successful in creation of a box plot with understanding of measures of central tendency and the effect of outliers. They write and solve functions from graphs, tables, or written descriptions with consistent success. Students use linear equations or inequalities to solve authentic problems.

**Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Level IV show a high level of understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

Level IV students demonstrate fluency with addition, subtraction, multiplication, and division of rational numbers using order of operations. (Rational numbers may be positive, negative, or zero and include whole numbers, fractions, mixed numbers, and decimals). Students show a high level of success to set up and solve real-world percent problems. Level IV students are very successful at writing and solving proportions with rational numbers, including scaling and scale drawing. They solve multi-step surface area and volume problems including composite figures. Students consistently and accurately create a box plot from data, showing understanding of all central tendencies and the effect of outliers. They write and solve functions from graphs, tables, or written descriptions with a high level of success. Students very effectively use linear equations or inequalities to solve authentic problems.

## **Achievement Level Descriptors for NCCLAS EOG Assessment-- Grade 8 Mathematics**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Level I lack understanding and computational accuracy. They frequently respond with inappropriate answers or procedures. They seldom use problem-solving strategies.

Level I students show lack of understanding of real numbers, including irrational numbers. They rarely are able to use indirect measurements or to use the Pythagorean Theorem to solve problems. Level I students are seldom successful at organizing and interpreting data, using scatterplots and approximating a line of best fit. Students at Level I demonstrate a lack of understanding of functions and are unable to convert functions between forms and interpret slope and intercepts. They can seldom use linear equations and inequalities to solve problems or translate between words, tables, and graphs.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Level II exhibit inconsistent performance and show limited evidence of understanding. They have difficulty applying problem-solving strategies in unfamiliar situations.

Level II students show an inconsistent level of understanding of real numbers, including irrational numbers. They have difficulty using indirect measurements and using the Pythagorean Theorem to solve problems. Level II students show limited evidence of ability at organizing and interpreting data, using scatterplots and approximating a line of best fit. Students at Level II demonstrate a limited understanding of functions are inconsistent in converting functions between forms and interpreting slope and intercepts. They have difficulty using linear equations and inequalities to solve problems, translating between words, tables, and graphs.

### **Achievement Level III:**

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 Level III generally show understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

Level III students consistently show a proficient level of understanding of real numbers including irrational numbers. They generally are correct in use of indirect measurements. Students are usually successful at using the Pythagorean Theorem to solve problems. Level III students are often successful at organizing and interpreting data, using scatterplots and approximating a line of best fit. Students at Level III demonstrate an understanding of functions and can usually convert functions between forms and interpret slope and intercepts. They are generally successful at using linear equations and inequalities to solve problems, translating between words, tables, and graphs.

### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Level IV show a high level of understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

Level IV students consistently show a high level of understanding of real numbers, including irrational numbers. They correctly and accurately use indirect measurements. Students are consistently successful at using the Pythagorean Theorem to solve problems. Level IV students are highly successful at organizing and interpreting data, using scatterplots and approximating a line of best fit. Students at Level IV demonstrate a high level understanding of functions and are successful converting functions between forms and interpreting slope and intercepts. They are highly successful at using linear equations and inequalities to solve problems, translating between words, tables, and graphs.

## **Achievement Level Descriptors—NCCLAS Grade 4 Writing Assessment**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I have made an attempt to address the task and provide some sense of story. The narrative lacks a sense of logical progression, the topic/subject is not developed, and there is a lack of control of organizational structure and details. The students display an insufficient knowledge of vocabulary and skills in conventions necessary to be successful at the next grade level.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II have unevenly developed narratives with some lapses in the logical progression and the connections between and among ideas. There are some inappropriate and/or sparse details and elaboration provided and readability may detract and/or interfere with the focus on the topic/subject of the narrative. The students display a lack of ability to appropriately use vocabulary and conventions and are minimally prepared to be successful at the next grade level.

### **Achievement Level III:**

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 have effectively employed a strategy that connects the beginning, middle, and end of the narrative. The ideas presented are relevant and the elaboration is sufficient, resulting in a reasonable sense of completeness. The students display an appropriate use of vocabulary and conventions and are well prepared for the next grade level.

### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV have effectively crafted a narrative that demonstrates a strong sense of story that progresses logically from one developed idea to another, resulting in a sense of overall completeness. The students display a skillful use of precise and purposeful vocabulary clearly beyond that required to be proficient at grade level work.



## **Achievement Level Descriptors—NCCLAS Grade 7 Writing Assessment**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I have made an attempt to address the task but there is a lack of support for the ideas presented and little or no organization or focus on the topic/subject. The students display a lack of minimal sentence fluency and use inappropriate vocabulary and skills in conventions necessary to be successful at the next grade level.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate some organization and support for the ideas presented, but may lapse into a loss of focus on the topic/subject when the support or elaboration is sparse or incomplete. The students display limited vocabulary and sentence fluency and are minimally prepared to be successful at the next grade level.

### **Achievement Level III:**

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 provide some specific, relevant details in support of the topic/subject and sufficiently elaborated details progress logically. The students employ the use of a variety of sentence structures and vocabulary appropriate to the purpose, audience, and context of the task and are well prepared for the next grade level.

### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV provide well developed elaboration supporting the topic/subject and have skillfully crafted a logical, fluid, progression of ideas through the use of complex strategies of development. The students use language skillfully and effectively clearly beyond that required to be proficient at grade level work.

## **Achievement Level Descriptors—NCCLAS Grade 10 Writing Assessment**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I have made an attempt to address the task but there is weak, inconsistent, or little or no sense of progression from one idea to another, resulting in a loss of focus on the topic/subject. Little or no relevant details are present that support the topic/subject. The students display a lack of minimal knowledge of sentence structure, usage, spelling, and punctuation necessary to be successful at the next grade level.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II exhibit some sense of control of the purpose, audience, and context of the response. An organizational structure establishing minimal relatedness between and among ideas and/or events impacts logical progression and a few general or unelaborated details are present. The students display patterns of errors in conventions and are minimally prepared to be successful at the next grade level.

### **Achievement Level III:**

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 maintain consistent control of the purpose, audience, and context of the response. A sense of organization, a logical progression of ideas, and sufficiently developed support and elaboration are present. Students display a consistent control of conventions and style and are well prepared for the next grade level.

### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate the use of higher order thinking skills in presenting a unified progression of ideas while examining the relationships between and among those ideas. In-depth support and elaboration is shown through the use of precise, appropriate language. Students display a skillful use of conventions and style clearly beyond that required to be proficient at grade level work.

## **Achievement Level Descriptors—NCCLAS Algebra I EOC Assessment**

### **Achievement Level I**

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I show minimal conceptual understanding, limited computational accuracy, and often respond with inappropriate answers or procedures. They rarely use problem-solving strategies successfully.

In Algebra I, students continue the study of algebraic concepts. Using appropriate technology, they model and solve problems by performing operations with real numbers, polynomials, and matrices; graph using linear, quadratic, and exponential functions; and collect and interpret data. Students solve systems of linear equations and inequalities in two variables. They use Algebra I and geometric concepts developed in previous years for real word applications.

### **Achievement Level II**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II show inconsistency in conceptual understanding, accurate computation, and responding with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

In Algebra I, students continue the study of algebraic concepts. Using appropriate technology, they model and solve problems by performing operations with real numbers, polynomials, and matrices; graph using linear, quadratic, and exponential functions; and collect and interpret data. Students solve systems of linear equations and inequalities in two variables. They use Algebra I and geometric concepts developed in previous years for real word applications.

### **Achievement Level III**

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

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 Algebra I, students continue the study of algebraic concepts. Using appropriate technology, they model and solve problems by performing operations with real numbers, polynomials, and matrices; graph using linear, quadratic, and exponential functions; and collect and interpret data. Students solve systems of linear equations and inequalities in two variables. They use Algebra I and geometric concepts developed in previous years for real word applications.

### **Achievement Level IV**

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, compute accurately, and respond with appropriate answers or procedures. They demonstrate capability by using a variety of problem-solving strategies.

In Algebra I, students continue the study of algebraic concepts. Using appropriate technology, they model and solve problems by performing operations with real numbers, polynomials, and matrices; graph using linear, quadratic, and exponential functions; and collect and interpret data. Students solve systems of linear equations and inequalities in two variables. They use Algebra I and geometric concepts developed in previous years for real word applications.

## **Achievement Level Descriptors—NCCLAS Algebra II EOC Assessment**

### **Achievement Level I**

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I show minimal conceptual understanding, limited computational accuracy, and often respond with inappropriate answers or procedures. They rarely use problem-solving strategies successfully.

In Algebra II students apply algebraic concepts including relations, functions, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices. They collect and organize data to determine functions of best-fit to analyze, interpret, and solve real world problems. Students use equations of circles and parabolas to model and solve problems. They model and solve problems by using direct, inverse, combined and joint variation.

### **Achievement Level II**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II show inconsistency in conceptual understanding, accurate computation, and responding with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

In Algebra II students apply algebraic concepts including relations, functions, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices. They collect and organize data to determine functions of best-fit to analyze, interpret, and solve real world problems. Students use equations of circles and parabolas to model and solve problems. They model and solve problems by using direct, inverse, combined and joint variation.

### **Achievement Level III**

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

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 Algebra II students apply algebraic concepts including relations, functions, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices. They collect and organize data to determine functions of best-fit to analyze, interpret, and solve real world problems. Students use equations of circles and parabolas to model and solve problems. They model and solve problems by using direct, inverse, combined and joint variation.

### **Achievement Level IV**

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, compute accurately, and respond with appropriate answers or procedures. They demonstrate capability by using a variety of problem-solving strategies.

In Algebra II students apply algebraic concepts including relations, functions, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices. They collect and organize data to determine functions of best-fit to analyze, interpret, and solve real world problems. Students use equations of circles and parabolas to model and solve problems. They model and solve problems by using direct, inverse, combined and joint variation.

## **Achievement Level Descriptors—NCCLAS Geometry EOC Assessment**

### **Achievement Level I**

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I show minimal conceptual understanding, limited computational accuracy, and often respond with inappropriate answers or procedures. They rarely use problem-solving strategies successfully.

In geometry students continue the study of geometric and algebraic concepts building upon middle school topics. They move from an inductive approach to deductive methods of proof in their study of geometric figures and in problem solving. Two- and three-dimensional reasoning skills and geometric patterns are emphasized. Students broaden their use of the coordinate plane to include transformations of geometric figures using matrices. They use geometric figures to solve problems involving probability. Students use trigonometric ratios to model and solve problems involving right triangles.

### **Achievement Level II**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II show inconsistency in conceptual understanding, accurate computation, and responding with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

In geometry students continue the study of geometric and algebraic concepts building upon middle school topics. They move from an inductive approach to deductive methods of proof in their study of geometric figures and in problem solving. Two- and three-dimensional reasoning skills and geometric patterns are emphasized. Students broaden their use of the coordinate plane to include transformations of geometric figures using matrices. They use geometric figures to solve problems involving probability. Students use trigonometric ratios to model and solve problems involving right triangles.

### **Achievement Level III**

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

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 geometry students continue the study of geometric and algebraic concepts building upon middle school topics. They move from an inductive approach to deductive methods of proof in their study of geometric figures and in problem solving. Two- and three-dimensional reasoning skills and geometric patterns are emphasized. Students broaden their use of the coordinate plane to include transformations of geometric figures using matrices. They use geometric figures to solve problems involving probability. Students use trigonometric ratios to model and solve problems involving right triangles.

### **Achievement Level IV**

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, compute accurately, and respond with appropriate answers or procedures. They demonstrate capability by using a variety of problem-solving strategies.

In geometry students continue the study of geometric and algebraic concepts building upon middle school topics. They move from an inductive approach to deductive methods of proof in their study of geometric figures and in problem solving. Two- and three-dimensional reasoning skills and geometric patterns are emphasized. Students broaden their use of the coordinate plane to include transformations of geometric figures using matrices. They use geometric figures to solve problems involving probability. Students use trigonometric ratios to model and solve problems involving right triangles.



## **Achievement Level Descriptors—NCCLAS English I EOC Assessment**

### **Achievement Level I**

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I demonstrate the need to develop the composition and reading comprehension skills required in the English I North Carolina *Standard Course of Study*. Students typically can identify and correct rudimentary language convention errors such as incorrect verb usage and double negatives. Students show little to no evidence of reading skills and strategies required to comprehend a variety of ninth grade level expressive, informational, argumentative, critical and literary texts.

### **Achievement Level II**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II demonstrate inconsistent application of the composition and reading comprehension skills required in the English I North Carolina *Standard Course of Study*. Students typically can apply knowledge of grammar and language usage to identify and correct language convention errors in areas such as simple sentence structure and punctuation. Students show evidence of literal comprehension of a variety of ninth grade level expressive, informational, argumentative, critical, and other literary works. They show initial understanding of literary devices and elements. Students may also successfully apply strategies such as determining meaning of unfamiliar vocabulary through context clues and identifying main idea and author's purpose.

### **Achievement Level III**

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III demonstrate consistent application of the composition and reading comprehension skills required by the English I North Carolina *Standard Course of Study*. Students demonstrate an understanding of conventional written expression by editing various sentence types for correctness, clarity, and style. Students are consistently able to comprehend and analyze a variety of ninth grade level expressive, informational, argumentative, critical, and other literary texts. Students can infer, generalize, draw conclusions and make connections between texts. Students can analyze the impact of details and literary elements and devices (such as characterization, dialect, imagery, and symbolism) on the work as a whole.

### **Achievement Level IV**

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 Level IV demonstrate a strong command of the composition and reading comprehension skills required by the English I North Carolina *Standard Course of Study*. Students demonstrate an understanding of conventional written expression by editing various sentence types for correctness, clarity, and style. By inferring, generalizing, drawing conclusions, and making connections between texts, students comprehend with breadth and depth a variety of

ninth grade level texts. Students can analyze the impact of details and literary elements and devices on the work as a whole. Students can analyze and evaluate purpose, audience, context, and elements of communication particular to expressive, informational, critical, argumentative, and other literary texts.

## **Achievement Level Descriptors—NCCLAS Physical Science EOC Assessment**

### **Achievement Level I**

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I do not have sufficient mastery of physical science concepts. They have minimal understanding of mechanics, energy, electricity and magnetism, wave motion and the nature of sound and light, structure and properties of matter, and regularities in chemistry.

### **Achievement Level II**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II demonstrate inconsistent mastery of physical science concepts. They have limited understanding of mechanics, energy, electricity and magnetism, wave motion and the nature of sound and light, structure and properties of matter, and regularities in chemistry.

### **Achievement Level III**

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III demonstrate mastery of physical science concepts and are prepared for more advanced science courses. They have an adequate understanding of mechanics, energy, electricity and magnetism, wave motion and the nature of sound and light, structure and properties of matter, and regularities in chemistry.

### **Achievement Level IV**

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 demonstrate superior understanding of physical science concepts and are very well prepared for more advanced science courses. They have an advanced level of understanding of mechanics, energy, electricity and magnetism, wave motion and the nature of sound and light, structure and properties of matter, and regularities in chemistry.

## **Achievement Level Descriptors—NCCLAS Biology EOC Assessment**

### **Achievement Level I**

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I do not have sufficient mastery of biological concepts. They have a minimal understanding of the physical, chemical, and cellular basis of life, the continuity of life and changes in organisms over time, classification systems and the structure and function of organisms, ecological relationships among organisms, and adaptive responses of organisms.

### **Achievement Level II**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II demonstrate inconsistent mastery of biological concepts. They have a limited understanding of the physical, chemical, and cellular basis of life, the continuity of life and changes in organisms over time, classification systems and the structure and function of organisms, ecological relationships among organisms, and adaptive responses of organisms.

### **Achievement Level III**

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III demonstrate mastery of biological concepts and are prepared for more advanced science courses. They have an adequate understanding of the physical, chemical, and cellular basis of life, the continuity of life and changes in organisms over time, classification systems and the structure and function of organisms, ecological relationships among organisms, and adaptive responses of organisms.

### **Achievement Level IV**

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 demonstrate superior understanding of biological concepts and are very well prepared for more advanced science courses. They have an advanced level of understanding of the physical, chemical, and cellular basis of life, the continuity of life and changes in organisms over time, classification systems and the structure and function of organisms, ecological relationships among organisms, and adaptive responses of organisms.

## **Achievement Level Descriptors—NCCLAS Chemistry EOC Assessment**

### **Achievement Level I**

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I do not have sufficient mastery of chemical concepts. They have minimal understanding of structure and properties of matter, regularities and energy changes in chemistry, and equilibrium and kinetics.

### **Achievement Level II**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II demonstrate inconsistent mastery of chemical concepts. They have limited understanding of structure and properties of matter, regularities and energy changes in chemistry, and equilibrium and kinetics.

### **Achievement Level III**

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III demonstrate mastery of chemical concepts and are prepared for more advanced science courses. They have an adequate understanding of structure and properties of matter, regularities and energy changes in chemistry, and equilibrium and kinetics.

### **Achievement Level IV**

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 demonstrate superior understanding of chemical concepts and are very well prepared for more advanced science courses. They have an advanced level of understanding of structure and properties of matter, regularities and energy changes in chemistry, and equilibrium and kinetics.

## **Achievement Level Descriptors—NCCLAS Physics EOC Assessment**

### **Achievement Level I**

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I do not have sufficient mastery of the concepts relating to physics. They have minimal understanding of motion, forces, energy, impulse and momentum, wave motion and the nature of sound and light; thermodynamics, and electricity and magnetism.

### **Achievement Level II**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II demonstrate inconsistent mastery of the concepts relating to physics. They have limited understanding of motion, forces, energy, impulse and momentum, wave motion and the nature of sound and light, thermodynamics, and electricity and magnetism.

### **Achievement Level III**

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III demonstrate mastery of the concepts relating to physics and are prepared for more advanced science courses. They have an adequate understanding of motion, forces, energy, impulse and momentum, wave motion and the nature of sound and light, thermodynamics, and electricity and magnetism.

### **Achievement Level IV**

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 demonstrate superior understanding of concepts relating to physics and are very well prepared for more advanced science courses. They have an advanced level of understanding of motion, forces, energy, impulse and momentum, wave motion and the nature of sound and light, thermodynamics, and electricity and magnetism.

## **Achievement Level Descriptors—NCCLAS End-of-Course Assessment Civics and Economics**

### **Achievement Level I**

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Level I are able to describe the impact of the founding of the American nation and government; identify the organization and structure of national, state and local governments; list the principles of American government; identify the purpose and function of the American legal system; identify methods of civic and economic participation; identify the functions of the American economy at the national and personal levels; and list fundamental economic concepts.

### **Achievement Level II**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Level II are able to explain the impact of the founding of the American nation and government; describe the roles of national, state and local governments; explain the principles of American government; explain the purpose and function of the American legal system; investigate opportunities for civic and economic participation; describe the functions of the American economy at the national and personal levels; and understand fundamental economic concepts.

### **Achievement Level III**

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Level III are able to analyze the impact of the founding of the American nation and government; analyze the organization and structure of national, state and local governments; apply the principles of American government to the functions of national, state, and local governments; analyze the purpose and function of the American legal system; investigate opportunities for civic and economic participation and apply learned skills and principles to various situations; explain the functions of the American economy at the national and personal levels; and apply fundamental economic concepts.

### **Achievement Level IV**

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 Level IV are able to analyze the impact of the founding of the American nation on the development of American government; evaluate the effectiveness of the organization and structure of national, state and local governments; assess the relationship between the principles of American government and the functioning of national, state, and local governments; evaluate the effectiveness of the American legal system in maintaining order and justice; determine the effectiveness of civic and economic participation as applied to learned skills and principles; evaluate the functions of the American economy at the national and personal levels; and analyze fundamental economic concepts.

## **Achievement Level Descriptors –NCCLAS End-of-Course Assessment United States History**

### **Achievement Level I**

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Level I are able to identify the effectiveness of the emerging institutions of the New Republic; the impact of technology on economic, political and social life in America; the trends and impact of economic, political, and social developments of the twentieth century; assess the competing forces of expansionism, nationalism, and sectionalism including the impact on domestic conflicts and social and political reforms; the causes and effects of the United States' rise as a world power, its role in world conflicts and trends in foreign affairs; and the significance of the developments of the twentieth century on the lives of Americans.

### **Achievement Level II**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Level II are able to identify and describe the effectiveness of the emerging institutions of the New Republic; the impact of technology on economic, political and social life in America; the trends and impact of economic, political, and social developments of the twentieth century; assess the competing forces of expansionism, nationalism, and sectionalism including the impact on domestic conflicts and social and political reforms; and the causes and effects of the United States' rise as a world power, its role in world conflicts and trends in foreign affairs, and the significance of the developments of the twentieth century on the lives of Americans.

### **Achievement Level III**

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Level III are able to identify, describe, and analyze the effectiveness of the emerging institutions of the New Republic; the impact of technology on economic, political and social life in America; the trends and impact of economic, political, and social developments of the twentieth century; analyze the competing forces of expansionism, nationalism, and sectionalism including the impact on domestic conflicts and social and political reforms; and the causes and effects of the United States' rise as a world power, its role in world conflicts and trends in foreign affairs, and the significance of the developments of the twentieth century on the lives of Americans.

### **Achievement Level IV**

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 Level IV are able to identify, describe, analyze, and evaluate the effectiveness of the emerging institutions of the New Republic; the impact of technology on economic, political and social life in America; the trends and impact of economic, political, and social developments of the twentieth century; assess the competing forces of expansionism, nationalism, and sectionalism including the impact on domestic conflicts and social and political reforms; and the causes and effects of the United States' rise



as a world power, its role in world conflicts and trends in foreign affairs, and the significance of the developments of the twentieth century on the lives of Americans.

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** ~~High Student Performance~~ Globally Competitive Students

**Category:** ABCs Accountability Model

**Policy ID Number:** ~~HSPACC~~-C-026

**Policy Title:** Interim Achievement ~~-~~ Level Ranges for the NCEXTEND2 End-of-Grade (EOG) Reading and Mathematics Grades 3-8

**Current Policy Date:** ~~10/12/2006~~ 12/06/2007

**Other Historical Information:** Previous Board Dates: 07/13/2006, 10/12/2006, 12/06/2007

**Statutory Reference:** GS 115C-174.11

**Administrative Procedures Act (APA) Reference Number and Category:** None

**\*\*\* Begin Policy \*\*\* (Do not tamper with this line)**

The interim achievement ~~-~~ level ranges approved by the State Board of Education for the NCEXTEND2 End-of-Grade (EOG) in Reading for use in the ABCs Accountability Program are as follows:

Subject	Grade	Level I	Level II	Level III	Level IV
Reading	3	<del>≤125</del> -145	146-162	163-172	<del>≥173</del> -175
	4	<del>≤123</del> -145	146-161	162-171	<del>≥172</del> -175
	5	<del>≤120</del> -144	145-159	160-171	<del>≥172</del> -176
	6	<del>≤121</del> -144	145-159	160-173	<del>≥174</del> -177
	7	<del>≤122</del> -143	144-159	160-173	<del>≥174</del> -178
	8	<del>≤121</del> -143	144-158	159-172	<del>≥173</del> -178

The interim achievement level ranges approved by the State Board of Education for the NCEXTEND2 End-of-Grade (EOG) in Mathematics for use in the ABCs Accountability Program are as follows:

Subject	Grade	Level I	Level II	Level III	Level IV
Mathematics	3	<del>≤115</del> -147	148-158	159-167	<del>≥168</del> -170
	4	<del>≤120</del> -144	145-158	159-171	<del>≥172</del> -174
	5	<del>≤122</del> -143	144-158	159-170	<del>≥171</del> -174

	6	<del><math>\leq 122</math></del> -143	144-156	157-174	<del><math>\geq 175</math></del> - <del>180</del>
	7	<del><math>\leq 117</math></del> -143	144-155	156-177	<del><math>\geq 178</math></del> - <del>185</del>
	8	<del><math>\leq 118</math></del> -143	144-155	156-172	<del><math>\geq 173</math></del> - <del>185</del>

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** High Student Performance

**Category:** ABCs Accountability Model

**Policy ID Number:** HSP-C-030

**Policy Title:** Interim Achievement Level Ranges for the NCEXTEND2 Occupational Course (OCS) of Study English and Mathematics

**Current Policy Date:** 08/02/2007

**Other Historical Information:** None

**Statutory Reference:** GS 115C-174.11

**Administrative Procedures Act (APA) Reference Number and Category:**

**\*\*\* Begin Policy \*\*\* (Do not tamper with this line)**

The interim achievement level ranges approved by the State Board of Education for the NCEXTEND2 OCS in English are as follows:

<b>Subject</b>	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>
English	≤139	140-152	153-160	≥161

The interim achievement level ranges approved by the State Board of Education for the NCEXTEND2 in Mathematics are as follows:

<b>Subject</b>	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>
Mathematics	≤139	140-150	151-161	≥162

## **NCEXTEND2 OCS Achievement Level Descriptors (generic):**

### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in the course to be successful at a more advanced level in the content area.

### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the course and are minimally prepared to be successful at a more advanced level in the content area.

### **Achievement Level III:**

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

### **Achievement Level IV**

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.

**EXECUTIVE SUMMARY**

**Title:** Recommended Final Academic Achievement Standards (Cut Scores) and Achievement Level Descriptors for the NCEXTEND2 OCS Writing Assessment at Grade 10

**Type of Executive Summary:**

- Action       Action on First Reading       Discussion       Information

**Policy Implications:**

- Constitution \_\_\_\_\_  
 General Statute # \_\_\_\_\_  
 SBE Policy # HSP-C-027  
 SBE Policy Amendment  
 SBE Policy (New)  
 APA # \_\_\_\_\_  
 APA Amendment  
 APA (New)  
 Other NCLB Act of 2001

**Presenter(s):** Dr. Louis M. Fabrizio (Director, Accountability Services Division)

**Description:**

In accordance with the practice established after the national audit panel's review of the testing program in 2001, the recommended *final* academic achievement standards (cut scores) and achievement level descriptors for the NCEXTEND2 OCS Writing Assessment administered at grade 10 are being provided for adoption on first reading at the December 2007 meeting of the State Board of Education. The NCEXTEND OCS Writing Assessment at grade 10 was implemented initially as an operational test effective with the spring 2007 administration for students with disabilities who are in grade 10 and are following the Occupational Course of Study. Interim academic achievement standards (cut scores) for these tests were approved by the SBE for the 2006-07 school year only. The final academic achievement standards (cut scores) and achievement level descriptors were generated by a group of panelists who were mostly either high school English teachers or high school teachers of the Occupational Course of Study in sessions held on November 5 and 6, 2007 with Pearson Educational Measurement facilitating the sessions. The impact data used to review the cut scores and descriptors for this test were derived from student work or exemplars and students scores from the spring 2007 administration of the assessment. After an extensive analysis of all of the data, the department will recommend the final academic achievement standards (cut scores) and achievement level descriptors for the NCEXTEND2 OCS Writing Assessment administered at grade 10 to students with disabilities who are following the Occupational Course of Study.

**Resources:**

Staff psychometricians, other staff from Test Development Section at NCDPI, the test development staff at NCSU-TOPS, EC representatives, curriculum staff, and representatives from other sections and divisions within the agency, a group of English and mathematics educators and practitioners, and facilitators from the Pearson Educational Measurement

**Input Process:**

Recommendations from mathematics and English educators as panelists during the item-mapping session led by Pearson Educational Measurement, staff from the Test Development Section, test development staff at NCSU-TOPS, and staff from other sections and divisions in the department

**Stakeholders:**

Public school educators, the exceptional children's community, the ELL community, state and federal policy makers, parents, students, and the general public

**Timeline For Action:**

The department recommends that the final academic achievement standards (cut scores) and achievement level descriptors be adopted on first reading at the December 2007 meeting of the SBE.

**Recommendations:**

The department recommends that the State Board amend policy HSP-C-027 and that the final academic achievement standards (cut scores) and achievement level descriptors for the NCEXTEND2 OCS Writing Assessment be approved as provided.

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Audiovisual equipment requested for the presentation:

Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)

Specify: \_\_\_\_\_

Audio Requirements (computer or other, except for PA system which is provided)

Specify: \_\_\_\_\_

Document Camera (for transparencies or paper documents – white paper preferred)

\_\_\_\_\_

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Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Lucy Medlin, 919-807-3771

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** High Student Performance

**Category:** ABCs Accountability Model

**Policy ID Number:** HSP-C-027

**Policy Title:** Interim Achievement Level Ranges and Achievement Level Descriptors for the NCEXTEND2 (EOG) Writing Assessment Grades 4 and 7, and the NCEXTEND2 OCS Writing Assessment at Grade 10

**Current Policy Date:** 06/07/2007

**Other Historical Information:** 08/03/2006

**Statutory Reference:** GS 115C-174.11

**Administrative Procedures Act (APA) Reference Number and Category:**

**\*\*\* Begin Policy \*\*\* (Do not tamper with this line)**

The interim achievement-level ranges approved by the State Board of Education for the NCEXTEND2 (EOG) Writing Assessment Grades 4 and 7, and the NCEXTEND2 OCS Writing Assessment at Grade 10 for use in the ABCs Accountability Program are as follows:

<b>Subject</b>	<b>Grade</b>	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>
Writing (EOG) (Effective 2005-06 and 2006-07)	4	4-7	8-13	14-17	18-20
	7	4-7	8-13	14-17	18-20
Writing (OCS) (Effective 2006-07)	10	4-6	7-11	12-16	17-20



## **NCEXTEND2 Writing Assessment Achievement Level Descriptors Grade 4**

### **Achievement Level I**

Students performing at Achievement Level I have made an attempt to address the task. The narrative lacks a sense of logical progression and may or may not be random or confusing. The topic/subject is not developed, and there may be a lack of organizational structure. Students may or may not provide details. The students demonstrate an insufficient knowledge of vocabulary and lack skills in conventions necessary to be successful at the next grade level.

### **Achievement Level II**

Students performing at Achievement Level II provide unevenly developed narratives that may or may not maintain focus on the topic/subject. There are attempts to connect some ideas and thoughts; however there are some irrelevant, repetitious, and/or sparse details and elaboration. The students demonstrate a limited ability to appropriately use vocabulary, do not maintain a consistent use of conventions and are minimally prepared to be successful at the next grade level.

### **Achievement Level III**

Students performing at Achievement Level III provide evidence of a beginning, middle, and end of a narrative that result in a reasonable progression of ideas and events. The support and elaboration presented contain some relevant and specific details. The students display an attempt at a variety of appropriate vocabulary, demonstrate basic control of conventions, and are prepared for the next grade level.

### **Achievement Level IV**

Students performing at Achievement Level IV have crafted a narrative that demonstrates a well-developed story that progresses logically from one idea to another, resulting in a sense of overall completeness. Details are specific and relevant leading to a clear progression of ideas and events. The students display a skillful use of purposeful vocabulary and maintain control of conventions beyond that required to be proficient at grade level work.

July 2006

## **NCEXTEND2 Writing Assessment Achievement Level Descriptors Grade 7**

### **Achievement Level I**

Students performing at Achievement Level I have made an attempt to address the task but there is a lack of support for the ideas presented and little or no organization or focus on the topic/subject. Ideas and events are generally incomplete and lack connections. The students demonstrate little or no sentence fluency and the use of appropriate vocabulary and skills in conventions necessary to be successful at the next grade level.

### **Achievement Level II**

Students performing at Achievement Level II demonstrate some organization and support for the ideas presented, but may lose focus on the topic/subject. Support and elaboration may be irrelevant and/or repetitious. The control of conventions is often inconsistent. The students demonstrate limited vocabulary and sentence fluency and are minimally prepared to be successful at the next grade level.

### **Achievement Level III**

Students performing at Achievement Level III provide some specific, related details in support of the topic/subject and there is evidence that the ideas and events progress logically. There is evidence of purposeful elaboration that supports the topic/subject. Students demonstrate the appropriate use of vocabulary relevant to the purpose, audience, and context of the task and are well prepared for the next grade level.

### **Achievement Level IV**

Students performing at Achievement Level IV provide clear elaboration in support of the topic/subject and demonstrate a clear, logical progression of ideas and/or events through the use of specific related details. The students demonstrate a skillful use of language and conventions clearly beyond that required to be proficient at grade level work.

July 2006

**EXECUTIVE SUMMARY****Title:** Revision of North Carolina English Language Development Standard Course of Study, K-12**Type of Executive Summary:**

- Action       Action on First Reading       Discussion       Information

**Policy Implications:**

- Constitution \_\_\_\_\_  
 General Statute # \_\_\_\_\_  
 SBE Policy # HSP-F-013  
 SBE Policy Amendment  
 SBE Policy (New)  
 APA # \_\_\_\_\_  
 APA Amendment  
 APA (New)  
 Other No Child Left Behind: Title III

**Presenter(s):** Mr. Robert L. Logan (Associate Superintendent, Innovation and School Transformation), Dr. Wandra Polk (Director, Division of Middle and Secondary Education) and Ms. Helga Fasciano (Section Chief, K-12 Programs, Division of Middle and Secondary Education)

**Description:**

No Child Left Behind requires an SEA to align the English Language Development Standards (reading, writing, speaking and listening) with achievement of the challenging State academic content and student academic achievement standards described in section 1111(b)(1). The current English Language Development Standard Course of Study is not aligned in this manner; therefore the Standards need to be revised in order to achieve the required alignment.

**Resources:**

Federal

**Input Process:**

On August 6-8, 2007, a group of expert ELDSCS reviewers met in Raleigh to determine the need to revise the current ELDSCS in order to bring the NC standards in alignment with NCLB requirements. The reviewers looked at the federal requirements, other state standards, national standards, and appropriate research literature in order to identify the need for revision. The reviewers represented elementary, middle and secondary teachers, LEA curriculum supervisors, university teacher faculty and DPI consultants from ESL, ELA, Math and Science.

**Stakeholders:**

Teachers, administrators, limited English proficient students, and Department of Public Instruction staff.

**Timeline For Action:**

The document is presented for discussion at the December 2007 meeting and will be returned for action at the January 2008 meeting.

**Recommendations:**

The State Board of Education is asked to give approval for the revision of the English Language Development Standard Course of Study, K-12.

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**Audiovisual equipment requested for the presentation:**

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
- Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
- Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_  
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\*Person responsible for SBE agenda materials and SBE policy updates: Amy Betsill, 919-807-3817

**NORTH CAROLINA STATE BOARD OF EDUCATION**  
**Policy Manual**

**Policy Identification**

**Priority:** High Student Performance

**Category:** Standard Course of Study

**Policy ID Number:** HSP-F-013

**Policy Title:** Policy delineating the NC Standard Course of Study for English Language Development

**Current Policy Date:** 12/04/2003

**Other Historical Information:** Previous board dates: 04/03/2003

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:**

Please refer to the insert *NC Standard Course of Study – English Language Development K-12 Curriculum*. This Manual is available for purchase from the NC Department of Public Instruction. For price and availability, please call the Publication Sales Section of the Communications and Information Services Division at 1-800-663-1250. Instructions for ordering will be given at that time.

Questions regarding the *NC Standard Course of Study - English Language Development K-12 Curriculum*, should be directed to:

NC Department of Public Instruction  
Division of ~~Instructional Services~~ Middle and Secondary Education  
~~Second Languages, ESL, Information & Computer Skills~~ K-12 Program Areas  
6353 Mail Service Center  
Raleigh, NC 27699-6352

(919) 807-3864

(919) 807-3866

The *NC Standard Course of Study – English Language Development K-12 Curriculum* is available online at

<http://www.learnnc.org/dpi/instserv.nsf/617aa033eccf7955052564e50057141c/98b1e21a47598b9885256d86006c633d?OpenDocument>.

## Request to Revise the *English Language Development Standard Course of Study*

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### Background

The current *North Carolina English Language Development Standard Course of Study* (ELD SCS) does not meet the requirements of No Child Left Behind. The ELD SCS is scheduled for review for revision in 2007.

#### **Chronology:**

##### October 2006:

###### Title III

- Title III monitoring visit by the Office of English Language Acquisition (OELA)
- OELA's "State Submissions Indicators" form includes critical Elements, Acceptable SEA Evidence, and Acceptable LEA/Subgrantee Evidence and requires NCDPI to provide evidence the "ELP standards are aligned/linked to State content and achievement standards in reading, language arts, math, and science (2005-2006).
- DPI provides OELA's monitoring team state schedule for standard revision included linking to math and science content.

##### Summer 2007

- The Appalachia Regional Comprehensive Center (ARCC) partners with NCDPI to develop a management plan which includes assistance in revising the current ELD SCS.
- 2007-2008 Management plan approved by US Department of Education

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### Legal Requirements

**Section 3113 of the ESEA** requires each State educational agency (SEA) to submit a plan to the Secretary describing:

- *how the agency will establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading, and writing,*
- *and that are aligned with the achievement of the challenging academic content and student academic achievement standards for all students that States have adopted pursuant to section 1111(b)(1) of Title I of the ESEA.*

#### **Section 1111(b)(1)(C)**

- *The State shall have such academic standards for all public elementary school and secondary school children, including children served under this part, in subjects determined by the State, but including at least mathematics, reading, or language arts, and science (beginning in 2005-06), which shall include the same knowledge, skills, and levels of achievement expected of all children.*
-

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**English Language Proficiency Test**

North Carolina has plans to extend an RFP for a new English Language Proficiency Test early in 2008. In order for proposals to reflect state standards aligned with specified academic areas, work on the revised standards must be underway to coincide with the RFP call, therefore work on the revision must begin now.

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**Consequences of not Revising**

The Title III monitoring team accepted the state timeline for revision, the US DOE has accepted a management plan with ELD SCS revision and the selection of a new English Language Proficiency Test is dependent upon state standards that meet NCLB requirements.

Non-alignment to additional content areas and not showing alignment with the English Language Proficiency Assessment could put North Carolina at risk for losing federal Title III funding. The impact of losing those funds would be felt at the district and state level in terms of personnel and programming.

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**Proposed Timeline for Revision**

January 2008: The ESL staff has already identified a revision team and revision work can begin in January upon Board approval.

April 2008: First draft completed.

May – July 2008: Stakeholder feedback on draft via Zoomerang Surveys, LEP Area Meetings, Website and conference sessions.

August 2008: Revision team makes changes from feedback.

October 2008: Present Revised ELD SCS to GCS for information.

November 2008: Present Revised ELD SCS to GCS for discussion.

December 2008: Present Revised ELD SCS to GCS for 2008 action.





\*Person responsible for SBE agenda materials and SBE policy updates: Susan McKinney, 919-807-3293

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** High Student Performance

**Category:** Course for Credit

**Policy ID Number:** HSP-M-001

**Policy Title:** Policy defining "Course for Credit"

**Current Policy Date:** 05/03/2007

**Other Historical Information:** Previous board dates: 05/05/1988, 08/02/2001, 02/07/2002, 12/05/2002, 07/01/2004,11/04/2004

**Statutory Reference:** GS 115C-81

**Administrative Procedures Act (APA) Reference Number and Category:**

A credit course, one for which credit toward high school graduation is awarded and which qualifies as part of the instructional day:

- must consist of 150 clock hours of instruction in a traditional schedule or
- must consist of a minimum of 135 clock hours of instruction in a block schedule; developed curriculum guides, or Advanced Placement syllabi in which high school students are enrolled; and
- must be directed by a teacher.

Public University, Community College, and Private College Courses

- Courses taken for high school graduation requirements at community colleges and private or public colleges/universities are exempt from the 135 or 150 instructional hours with the exception of the following courses required for high school graduation, which must be taken at the high school or middle school where indicated:
  - English I, II, III, IV;
  - Algebra I, Algebra II, Geometry, and any higher level mathematics course with Algebra II as the prerequisite that will be used to fulfill the fourth mathematics requirement or Integrated Mathematics I, II, III (These mathematics courses may be taken in middle school.)
  - Biology, Earth/Environmental Science, and a physical science course that is used to fulfill the third science requirement;
  - Civics and Economics, US History, World Studies;
  - first year of a Second Language (This Second Language course may be

- taken in middle school.);
  - second year of the same Second Language (This Second Language course may be taken in the middle school.); and
  - one credit of Health/Physical Education.
- Beginning in the 2007-08 school year, students who pass mathematics or foreign language courses during grade 6-8 that are described in the *North Carolina Standard Course of Study* for grades 9-12 must achieve level III or IV on an EOC, if available, to meet that high school graduation requirement. High school mathematics and foreign language courses taken in grades 6-8 which do not have an EOC shall use high school course codes and shall be aligned to the *North Carolina Standard Course of Study* for grades 9-12. The courses will count toward graduation requirements, but the students' GPA will be computed with courses taken during the high school years.
- Students are strongly encouraged to complete at least one unit of mathematics credit in their final year of high school.
- Each local superintendent may grant a waiver to allow students to take the courses listed above at the Public University, Community College, and Private College and exempt them from the 135 or 150 instructional hour requirement, if these courses are not available to the student at his or her local high school. Courses taken at a Community College that have a corresponding end-of-course assessment at the high school require that the assessment be taken.
- Each local superintendent shall ensure that all required and elective courses have sufficient rigor, breadth, and depth to be awarded high school credit.

An online course qualifies for course credit if it meets the following requirements:

- The NC Standard Course of Study competency goals and objectives must be adopted, where available. Nationally validated standards for AP and IB must be used, where available.
- In the absence of a Standard Course of Study curriculum, the course must be designed such that a typical student would take 135–150 hours to complete. ~~The principal, in consultation with a teacher certified in that content area, is ultimately accountable for determining whether the course is of sufficient depth and breadth and meet the state and/or nationally developed criteria for awarding credit.~~
- Where available, end-of-grade tests, end-of-course tests, and post assessment must be used as an indicator of student mastery.
- The student's base school schedules and administers EOC and EOG tests. These scores shall be included in the determination of the base school's ABCs and AYP status.
- Where statewide assessments are not available, the course must be ~~DPI staff-~~ and/or peer evaluated and offered by the North Carolina Virtual Public School or evaluated locally before posting.

Credit may not be awarded for school bus driving, office assistance, teacher assistance, or laboratory assistance.

**EXECUTIVE SUMMARY****Title:** Report on LEA Status for Title III Improvement**Type of Executive Summary:**

- Action       Action on First Reading       Discussion       Information

**Policy Implications:**

- Constitution \_\_\_\_\_  
 General Statute # \_\_\_\_\_  
 SBE Policy #HSP-A-012  
 SBE Policy Amendment  
 SBE Policy (New)  
 APA # \_\_\_\_\_  
 APA Amendment  
 APA (New)  
 Other NCLB

**Presenter(s):** Dr. Louis M. Fabrizio (Director, Accountability Services Division)**Description:**

As a part of the No Child Left Behind Act (NCLB), LEAs receiving Title III funds must meet a series of Annual Measurable Assessment Objectives (AMAOs). The three objectives are:

- 1) the percent of students who demonstrate progress (improve at least one proficiency level) in at least one of the subtests (reading, writing, speaking, and listening) on the required state identified English language proficiency test,
- 2) the percent of students identified as limited English proficient and who have been in U.S. school(s) for at least five years shall score at the Superior proficiency level in all subtests on the required state identified English language proficiency test, and
- 3) percent of students in the LEP subgroup meeting its AYP targets.

LEAs that do not meet their AMAO targets in the same set two years in a row will be required to develop a detailed improvement plan as required by NCLB. Because of equating and scaling issues in the IPT by the test publisher Ballard and Tighe, North Carolina will only report on AMAO #3 (AYP for the LEP subgroup) for the 2006-07 school year. This has been communicated to the U.S. Department of Education (USED). Attached is information by LEA regarding current status.

**Resources:**

NCDPI staff for technical assistance, LEA staff for improvement plan

**Input Process:**

N/A

**Stakeholders:**

LEAs, students, parents, legislators

**Timeline For Action:**

This item is presented for information at the December 2007 SBE Meeting.

**Recommendations:**

N/A

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Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
- Audio Requirements (computer or other, except for PA system which is provided)

Specify: \_\_\_\_\_

Document Camera (for transparencies or paper documents – white paper preferred)

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Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Lucy Medlin, 807-3771

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** ~~High Student Performance~~ Globally Competitive Students

**Category:** Testing

**Policy ID Number:** ~~HSPACC~~-A-012

**Policy Title:** Annual Measurable Achievement Objectives for NCLB Title III

**Current Policy Date:** ~~11/03/2005~~ 12/06/2007

**Other Historical Information:** 08/25/2003, 11/03/2005, 12/06/2007

**Statutory Reference:** No Child Left Behind (NCLB) Act of 2001

**Administrative Procedures Act (APA) Reference Number and Category:**

**\*\*\* Begin Policy \*\*\* (Do not tamper with this line)**

The following annual measurable achievement objectives have been developed to meet the requirements of No Child Left Behind Title III requirements.

**Annual Measurable Achievement Objectives**

1. By the 2013-2014 academic year, 100 percent of students identified as limited English proficient shall demonstrate progress (improve at least one proficiency level) in at least one of the subtests (reading, writing, speaking, and listening) on the required state identified English language proficiency test.

<b>English Language Proficiency Targets</b>	<b>Percent of Limited English Proficient Students Making Progress in at Least One Domain in English Language Proficiency</b>
2003-2004	40
2004-2005	45
2005-2006	50
2006-2007	55
2007-2008	60
2008-2009	65
2009-2010	70
2010-2011	75
2011-2012	85
2012-2013	95

<b>English Language Proficiency Targets</b>	<b>Percent of Limited English Proficient Students Making Progress in at Least One Domain in English Language Proficiency</b>
2013-2014	100

2. By the 2013-2014 academic year, 100 percent of students identified as limited English proficient and who have been in U.S. school(s) for at least five years shall score at the Superior proficiency level in all subtests on the required state identified English language proficiency test.

<b>English Language Proficiency Targets</b>	<b>Percent of Limited English Proficient Students Attaining English Language Proficiency at the End of Five Years</b>
2003-2004	20
2004-2005	25
2005-2006	30
2006-2007	35
2007-2008	40
2008-2009	50
2009-2010	60
2010-2011	70
2011-2012	80
2012-2013	90
2013-2014	100

## **A Summary Report of Title III Annual Measurable Achievement Objectives for 2006-2007**

- Background** Title III, Part A of No Child Left Behind is concerned with English language acquisition and academic achievement of students who are limited English proficient, including immigrant children and youth. Funding through formula grants is provided to State and Local Education Agencies to enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient students to succeed in all English instruction settings.
- Funding** Funding for 2002-03 was \$6,710,455, for 2003-2004 was \$7,942,378, for 2004-2005 was \$8,883,786, for 2005-2006 was \$9,979,375 and for 2006-2007 was \$11, 661,881. Districts and charter schools who have too few limited English proficient students to generate at least \$10,000 in funding can only benefit from Title III funds by forming a consortium. For 2002-03, 87 LEAs received funds; 92 LEAs were funded in 2003-04, including 5 consortia. For 2004-2005, 95 LEAs were funded, including 4 consortia. For 2005-2006, 96 LEAs and 1 Charter school were funded, including 3 consortia. For 2006-2007, 96 LEAs and 1 Charter school were funded, including 2 consortia.
- Accountability** Accountability for Title III is only at the district level, not the school level. In accordance with the legislation, State Education Agencies (SEAs) must develop annual measurable achievement objectives (AMAOs) for progress and attainment of English language proficiency. Those AMAOs were approved by the State Board of Education in August, 2003. In addition, the districts must also make adequate yearly progress for limited English proficient students.
- Sanctions** In accordance with Sec.3122(b)(2) of No Child Left Behind, “If a State educational agency determines, based on annual measurable achievement objectives described in subsection (a), that an eligible entity has failed to make progress toward meeting such objectives for 2 consecutive years, the agency shall require the entity to develop an improvement plan that will ensure that the entity meets such objectives. The improvement plan shall specifically address the factors that prevented the entity from achieving such objectives.” If an eligible entity fails to make progress toward meeting the objectives for 4 consecutive years, the agency shall require the entity to modify curriculum, program and method of instruction, determine whether it can continue to receive funds, and require it to replace educational personnel.
- Report** The IDEA Language Proficiency Tests (IPT) are North Carolina’s required assessments to comply with Title III of the No Child Left Behind Legislation. The IPT was revised to align with requirements of NCLB in 2005. NCLB requires that all students identified as limited English



proficient be assessed annually in listening, speaking, reading, and writing.

LEAs that do not meet their AMAO targets in the same set two years in a row will be required to develop a detailed improvement plan as required by NCLB. Because of equating and scaling issues in the IPT by the test publisher Ballard and Tighe, North Carolina will only report on AMAO #3 (AYP for the LEP subgroup) for the 2006-07 school year. This has been communicated to the U.S. Department of Education (USED). Attached is information by LEA regarding current status.

For 2006-2007, out of 96 LEAs and 1 charter school that received Title III funding, 56 LEAs met the AYP targets for the LEP subgroup in grades 3-8 mathematics, 68 LEAs in grades 3-8 reading, 70 LEAs in HS mathematics, and 67 LEAs in HS reading.

**District  
Improvement**

Ten (10) subgrantees missed at least one target of their annual measurable achievement for two consecutive years, Six (6) subgrantees missed an objective for three (3) consecutive years, and Five (5) missed an objective for four consecutive years. In accordance with Title III requirements, they will be required to develop a detailed improvement plan. All subgrantees will be required to attend a two-day meeting in February to focus on instructional strategies/activities that lead to improvement. Specific focus will be placed on literacy skills and interventions in math and reading. Subgrantees missing an objective for two or three consecutive years will work with ESL staff to develop their improvement plan. Subgrantees missing four consecutive years will be required to bring an analysis of their current improvement plan and show how that plan has impacted progress. ESL staff will work with those districts in developing a new plan.

## Title III Improvement

The following LEAs/Charter Schools are in Title III Improvement because they have missed at least one Annual Measurable Achievement Objective for two consecutive years:

<b>LEA</b>	<b>Target toward Achieving Objective</b>
Alamance-Burlington	AYP Math HS
Cabarrus County	AYP Reading HS
Craven County	AYP Math 3-8
Elkin City	AYP Math 3-8; AYP Reading 3-8
Granville	AYP Reading 3-8
Johnston	AYP Math HS; AYP Reading HS
Lee	AYP Reading HS
Macon	AYP Math 3-8
Richmond	AYP Math 3-8; AYP Reading 3-8
Yancey	AYP Reading 3-8

The following LEAs have have missed at least one AMAO for three consecutive years:

<b>LEA</b>	<b>Target toward Achieving Objective</b>
Buncombe	AYP Reading 3-8; Reading HS
Gaston	AYP Math HS; AYP Reading HS
Greene	AYP Reading 3-8
Moore	AYP Reading 3-8
Rowan-Salisbury	AYP Reading HS
Sallie B Howard	AYP Math 3-8

The following LEAs have have missed at least one AMAO for four consecutive years:

<b>LEA</b>	<b>Target toward Achieving Objective</b>
Durham	AYP Math HS; AYP Reading HS
Winston-Salem/Forsyth	AYP Math HS; AYP Reading HS
Charlotte/Mecklenburg	AYP Reading 3-8; Reading HS
Wake	AYP Reading HS
Guilford	AYP Math 3-8; AYP Reading HS