

North Carolina Curriculum Matrix Summary

	# Competency Goals	# Objectives	End-of-Grade (EOG) Test/ End-of-Course (EOC) Test			Curriculum Survey		
English L. A. (2004 Standard Course of Study)			H	M	L No Q	H 1-35	M 36-70	L 71 +
Grade 3 EOG	5	38	13	1	24	31	2	5
Grade 4 EOG / Writing	5	40	15	7	18	32	1	7
Grade 5 EOG	5	40	16	0	24	32	1	7
Grade 6 EOG	6	16	15	0	1	13	2	1
Grade 7 EOG / Writing	6	16	15	0	1	13	2	1
Grade 8 EOG	6	16	14	0	2	14	1	1
English 1 EOC	6	19	6	12	1	17	0	2
Mathematics (1998 Standard Course of Study)			H	M	L No Q	H 1-35	M 36-70	L 71 +
Grade 3 EOG	4	42	12	13	17	37	5	0
Grade 4 EOG	4	40	8	13	19	36	4	0
Grade 5 EOG	4	42	11	15	16	40	2	0
Grade 6 EOG	4	42	9	10	23	37	5	0
Grade 7 EOG	4	34	14	7	13	31	3	0
Grade 8 EOG	4	35	4	9	22	30	5	0
Algebra 1 EOC	4	20	6	3	11	13	6	1
Algebra II EOC	4	25	5	9	11	11	12	2
Geometry EOC	4	24	10	5	9	23	1	0

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Mathematics (2003 Standard Course of Study)			H	M	L No Q	H 1-35	M 36-70	L 71 +
Grade 3 EOG	5	17	10	7	0	15	2	0
Grade 4 EOG	5	17	12	5	0	15	2	0
Grade 5 EOG	5	15	10	5	0	14	1	0
Grade 6 EOG	5	23	21	2	0	22	1	0
Grade 7 EOG	5	17	15	2	0	16	1	0
Grade 8 EOG	5	14	7	7	0	13	1	0
Algebra I EOC	4	12	Test Data Not Yet Available			5	5	2
Algebra II EOC	2	15	Test Data Not Yet Available			5	7	3
Geometry EOC	3	9	Test Data Not Yet Available			7	2	0
Science (1999 Standard Course of Study)			H	M	L No Q	H 1-35	M 36-70	L 71 +
Biology EOC	5	27	25	2	0	24	3	0
Physical Science EOC	6	26	20	6	0	6	6	14
Chemistry EOC	4	22	22	0	0	5	6	11
Physics EOC	10	40	25	15	0	10	4	26
Science (2004 Standard Course of Study)			H	M	L No Q	H 1-35	M 36-70	L 71 +
Grade 3	4	23	No Assessment			18	4	1
Grade 4	4	26	No Assessment			18	6	2
Grade 5 EOG	4	27	New EOG Test in 2007-08 School Year			20	2	5
Grade 6	7	46	No Assessment			37	6	3
Grade 7	6	40	No Assessment			37	2	1
Grade 8 EOG	7	46	New EOG Test in 2007-08 School Year			39	4	3
Biology EOC	5	23	EOC Field Test in 2006-07 School Year			19	3	1
Chemistry EOC	5	24	EOC Field Test in 2006-07 School Year			9	8	7
Earth/Envio. Sci. EOC	6	28	EOC Field Test in 2006-07 School Year			20	5	3
Physical Science EOC	6	23	EOC Field Test in 2006-07 School Year			9	6	8
Physics EOC	8	40	EOC Field Test in 2006-07 School Year			15	3	22

Content Area (Standard Course of Study Edition)	# of Objectives in Tested Grades	# of Objectives Tested	% of Objectives Tested
English LA (2004) <i>Implemented and Testing</i>	185	114	62%
Mathematics (1998) <i>Tests currently based on the 1998 SCOS</i>	304	163	54%
Mathematics (2003) <i>Not yet testing the new SCOS</i>	139	-	-
Science (1999) <i>EOC Testing through 2005-06 School Year</i>	115	115	100%
Science (2004) <i>Currently field testing EOG Tests Field test new EOC Tests in 2006-07 S.Y.</i>	211	-	-
TOTALS <i>ELA (2004), Math (1998), and Science (1999)</i>	604	392	65%



North Carolina Curriculum Matrix Test Priority Designations

English Language Arts

End-of-Grade Tests (Grades 3-8)

The End-of-Grade tests are organized by category, with each test item falling into one of four categories: cognition, interpretation, critical stance, or connections. The *EOG Field Test Update* provided information about which objectives in the new (2004) Standard Course of Study aligned directly or were embedded in the four test categories noted above. Knowing which category/categories each objective applied to as well as knowing the average percentage of test questions allotted to each category – as shown in the *Test Information Sheets for Reading Comprehension* – provided enough information to make a determination of the relative priority of each objective in the 2004 Standard Course of Study. These priorities are delineated as follows:

Any objective that fell under the category of cognition, interpretation, or critical stance were given a high (H) priority.

Any objective that fell under multiple categories was given a high (H) priority.

Any objective that fell solely under the category of connections was given a medium (M) priority due to the low percentage of test questions allotted to it on the EOG tests.

Any objective that did not fall under any of the four categories were given a low (L) priority designation.

Writing Test (Grades 4 and 7)

Fourth grade students will be assessed on the narrative mode and the prompt will be either personal or imaginative. Seventh grade students will be assessed on the argumentative mode and the prompt will be either problem/solution or evaluative.

Any objective that did not receive a priority for the End-of-Grade test of reading comprehension but did apply to the parameters outlined in the preceding paragraph were given a medium (M) priority for the writing test. Only in grade four did this occur and those medium priorities are identified with an asterisk next to the objective as well as next to the test priority designation in the Curriculum Matrix chart.

End-of Course Test (English 1)

Priorities for the English 1 End-of-Course test were determined by analyzing the sample items provided and by examining the parameters set for the composition and textual analysis sections of the test.

Priority designations were given as follows:

If the objective had more than one sample test item a high (H) priority designation given.

If the objective had one sample test item or was determined to be testable in either the composition or the textual analysis section of the assessment a medium (M) priority was given.

All other objectives were determined to be low (L) priority for the End-of-Course test.

Mathematics

Two sets of charts for mathematics are provided. One based on the 1998 Standard Course of Study and the other on the 2003 Standard Course of Study. Currently, the End-of-Grade and End-of-Course tests are based on the 1998 standards so these charts will remain valid until testing on the 2003 standards go into effect.

End-of-Grade Tests (Grades 3-8)

1998 Standard Course of Study – Sample items were developed for the North Carolina End-of-Grade tests and aligned to the 1998 mathematics curriculum. These field-tested items have been thoroughly reviewed by North Carolina teachers, the NCDPI mathematics curriculum specialists and the NCDPI testing staff. Sample items for the above tests were analyzed. Tallies of the number of times test items were aligned with specific sub-categories of the Standards were obtained. Results were categorized as follows:

More than one item = High, 1 item = Medium, 0 items = Low

2003 Standard Course of Study – *Specifications for the EOG Math Tests by Goal* are provided at the North Carolina Department of Public Instruction Web site. These specifications are for the field testing of the new goals and objectives and will be monitored for changes as the process moves forward. For now, the tests priorities are as follows.

Grade	Goal 1 Number & Operations	Goal 2 Measurement	Goal 3 Geometry	Goal 4 Data Analysis & Probability	Goal 5 Algebra
3	35-40%	10-12%	12-15%	12-15%	20-25%
4	35-40%	10-12%	10-12%	15-18%	20-25%
5	20-25%	10-15%	25-30%	10-15%	20-25%
6	20-25%	10-15%	15-20%	20-25%	20-25%
7	20-25%	10-15%	20-25%	20-25%	25-30%
8	10-15%	10-15%	10-15%	20-25%	35-40%

If the low end (first number) of the percentage of test items allotted to the goal is 15% or greater, a high (H) priority is given to each objective in the goal.

If the low end of the percentage of test items for the goal is 14% or less, a medium (M) priority is given to each objective in the goal.

End-of Course Test (Algebra I, Algebra II, Geometry)

1998 Standard Course of Study – Sample items were developed for the North Carolina End-of-Course tests and aligned to the 1998 mathematics curriculum. These field-tested items have been thoroughly reviewed by North Carolina teachers, the NCDPI mathematics curriculum specialists and the NCDPI testing staff. Sample items for the above tests were analyzed. Tallies of the number of times test items were aligned with specific sub-categories of the Standards were obtained. Results were categorized as follows:

More than one item = High, 1 item = Medium, 0 items = Low

2003 Standard Course of Study – End-of-Course test data is not yet available for alignment to the 2003 mathematics Standard Course of Study.

Science

Two sets of charts for science are provided. One based on the 1999 Standard Course of Study and the other on the 2004 Standard Course of Study. Currently, the End-of-Course tests are based on the 1999 standards so these charts will remain valid until testing on the 2004 standards go into effect. There is no End-of-Grade testing based on the 1999 Standard Course of Study and these grades have been omitted. Charts for the 2004 Standard Course-of-Study for Grades 3-8 and Biology, Chemistry, Earth/Environmental Science, Physical Science, and Physics have been created and test data will be added as it becomes available.

End-of-Course Tests

1999 Standard Course of Study – Sample items were developed for the North Carolina **Biology** EOC tests and aligned to the 1999 science curriculum. These field-tested items have been thoroughly reviewed by North Carolina teachers, the NCDPI science curriculum specialists and the NCDPI testing staff. Sample items for the above tests were analyzed. Tallies of the number of times test items were aligned with specific sub-categories of the Standards were obtained. Results were categorized as follows:

More than one item = High, 1 item = Medium, 0 items = Low

The number of released sample items for **Physical Science, Chemistry, and Physics** were very few and Therefore, not appropriate for item analysis. Test priority rankings were obtained from test blueprints, i.e.: the percentage of items included in each of the goals tested.

10% or more = High, Less than 10% = Medium, 0% = Low

2004 Standard Course of Study –

New End-of-Grade tests for grades 5 and 8 will be implemented fully in the 2007-08 School Year.

New End-of-Course tests will be field tested in the 2006-07 School Year.