

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

Tests at Grades 9-12		Number of Items		Test Administration Time (Minutes) ¹	
		Previous	2000-2001	Previous	2000-2001
Competency (new)	Mathematics Applications	72	72	85	85
	Mathematics Computation	8	8	12	12
	Mathematics Total	80	80	About 118 Minutes^{1,2}	About 118 Minutes^{1,2}
	Reading Comprehension	68	68		
	Reading Total	68	68	About 118 Minutes^{1,2}	About 118 Minutes^{1,2}
	Competency Total	148	148	About 236 Minutes^{1,2}	About 236 Minutes^{1,2}
High School Comprehensive Test	Reading	72	72	100	115
	Mathematics	70	70	85	100
	Total	142	142	229³	259^{1,4}
EOC English II	Essay Total	One prompt	One prompt	100 110³	100 110³
EOC Multiple-Choice (Non-Mathematics)	Biology	95	95	95	105
	Chemistry	88	88	95	105
	Economic, Legal, and Political Systems	100	100	95	105
	English I	72	72	95	105
	Physical Science	80	80	95	105
	Physics	70	70	95	105
	US History	100	100	95	105
	Total for Each EOC Non-Mathematics Test			110³	110³
EOC Multiple-Choice (Mathematics Only)	Algebra I	93	80 ³	138	105 ³
	Algebra II	70	60 ³	138	105 ³
	Geometry	76	72 ³	138	105 ³
	Total for Each EOC Mathematics Test			138³	110^{1,3}

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

² Students are to receive sufficient time to complete the competency tests.

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

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

North Carolina Testing Program

Richard Phelps



North Carolina Testing Program:

Online Assessment and Measurement Scott L. Howell, Mary Hricko, 2006-01-01 This book features case studies detailing online applications and uses of assessment and measurement methodologies systems and practices across three broad educational or training areas Provided by publisher *Resources in Education* ,2001 **Overview of Testing/standards and Assessments in the States** United States. Congress. House. Committee on Education and the Workforce, 1999 **Profile of 1994-95 State Assessment Systems and Reported Results** ,1996 **Test Scoring** David Thissen, Howard Wainer, 2001-05 Test Scoring provides a summary of traditional true score test theory and modern item response theory related to scoring tests as well as novel developments resulting from the integration of these approaches The background material introduced in the first four chapters builds a foundation for the new developments covered in later chapters These new methods offer alternative psychometric approaches to scoring complex assessments Each of the book's contributors draws from the classic literature of traditional test theory as well as psychometric developments of the past decade The emphasis is on large scale educational measurement but the topics and procedures may be applied broadly within many measurement contexts Numerous graphs and illustrative examples based on real tests and actual data are integrated throughout This multi authored volume shows the reader how to combine the coded outcomes on individual test items into a numerical summary about the examinee's performance This book is intended for researchers and students in education and other social sciences interested in educational assessment and policy the design and development of tests and the procedures for test administration and scoring Prerequisites include an introduction to educational and psychological measurement and basic statistics Knowledge of differential and integral calculus and matrix algebra is helpful but not required **Handbook of Research on Solutions for Equity and Social Justice in Education** Etim, James, Etim, Alice, 2023-03-02 Education's role should further social justice prepare students to compete for higher social positions train workers and engage students so that they become active participants in a democratic society However as with many global systems education has long ago fallen victim to the institutional ailments of systematic oppression and discrimination In order to promote equity and social justice in education it is paramount that educators and administrators acknowledge systematic challenges in education and the solutions The Handbook of Research on Solutions for Equity and Social Justice in Education discusses how teachers and school administrators practice equity and inclusion in their schools It provides examples of social justice and how it affects society as well as specific case studies that aim at engendering equity and inclusion for minorities It further discusses these issues in a global context Covering topics such as agentic empowerment social justice in dialogue and teacher social justice advocacy this major reference work is a critical resource for faculty and administrators of both K 12 and higher education preservice teachers teacher educators school social workers and counselors librarians government officials researchers and academicians Large-scale Testing of Students With

Disabilities Gerald Tindal, 2018-12-07 Large Scale Testing of Students With Disabilities addresses three issues accommodations modifications and reporting of outcomes The purpose is not to present an exhaustive summary of the research in these areas but to focus attention on how the issues are considered and empirically validated The research summarized in this issue should serve as a model for state departments to consider in adoption of policy either as findings upon which to inform policy or as a method to adopt in generating findings themselves The studies reflect critical methodologies that are either experimental in design or use extant data sets as well as present a theoretical framework in how to interpret empirical results *Trends in Early Childhood Assessment Policies and Practices* , **Driver Licensing: Revised Edition** Lois Flynn, 1979 **Kill the Messenger** Richard Phelps, 2017-09-04 In response to public demand federal legislation now requires testing of most students in the United States in reading and mathematics in grades three through eight Many educators parents and policymakers who have paid little attention to testing policy issues in the past need to have better information on the topic than has generally been available Kill the Messenger now in paperback fills this gap This is perhaps the most thorough and authoritative work in defense of educational testing ever written Phelps points out that much research conducted by education insiders on the topic is based on ideological preference or profound self interest It is not surprising that they arrive at emphatically anti testing conclusions Much if not most of this hostile research is passed on to the public by journalists as if it were neutral objective and independent Kill the Messenger explains and refutes many of the common criticisms of testing describes testing opponents strategies through case studies of Texas and the SAT illustrates the profound media bias against testing acknowledges testing s limitations and suggests how it can be improved and finally outlines the consequences of losing the war on standardized testing

This book delves into North Carolina Testing Program. North Carolina Testing Program is a crucial topic that needs to be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into North Carolina Testing Program, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:
 - Chapter 1: Introduction to North Carolina Testing Program
 - Chapter 2: Essential Elements of North Carolina Testing Program
 - Chapter 3: North Carolina Testing Program in Everyday Life
 - Chapter 4: North Carolina Testing Program in Specific Contexts
 - Chapter 5: Conclusion
2. In chapter 1, this book will provide an overview of North Carolina Testing Program. This chapter will explore what North Carolina Testing Program is, why North Carolina Testing Program is vital, and how to effectively learn about North Carolina Testing Program.
3. In chapter 2, this book will delve into the foundational concepts of North Carolina Testing Program. The second chapter will elucidate the essential principles that need to be understood to grasp North Carolina Testing Program in its entirety.
4. In chapter 3, this book will examine the practical applications of North Carolina Testing Program in daily life. This chapter will showcase real-world examples of how North Carolina Testing Program can be effectively utilized in everyday scenarios.
5. In chapter 4, the author will scrutinize the relevance of North Carolina Testing Program in specific contexts. This chapter will explore how North Carolina Testing Program is applied in specialized fields, such as education, business, and technology.
6. In chapter 5, this book will draw a conclusion about North Carolina Testing Program. This chapter will summarize the key points that have been discussed throughout the book.

The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of North Carolina Testing Program.

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North Carolina Testing Program Introduction

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FAQs About North Carolina Testing Program Books

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