


Making NC State Standards (and Tests) Work for You

The Big6 Way!



Approach to Standards

1. Analyze state standards to determine direct connections to information skills (Big6) instruction.
2. Create charts
 - State Standards - Big6.
 - Big6 – State Standards.
 - Big6 x Unit x State Standards.
3. Develop integrated units and lessons.
4. Communicate widely to classroom teachers, administrators, parents.



NC SCS HOME

ARTS EDUCATION

COMPUTER / TECHNOLOGY SKILLS

ENGLISH AS A SECOND LANGUAGE

ENGLISH LANGUAGE ARTS

- Standard Course of Study
- Elementary Resources
- Middle Grades Resources
- Secondary Resources
- FAQ
- NCDPI English Language Arts at LEARN NC

GUIDANCE

HEALTHFUL LIVING

INFORMATION SKILLS

MATHEMATICS

SECOND LANGUAGES

SCIENCE

SOCIAL STUDIES

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NC STANDARD COURSE OF STUDY

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STANDARD COURSE OF STUDY

LANGUAGE ARTS :: ENGLISH LANGUAGE ARTS CURRICULUM

ENGLISH LANGUAGE ARTS CURRICULUM

[Curriculum Approved: 1999](#)

[Curriculum Approved: 2004](#)



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STANDARD COURSE OF STUDY

LANGUAGE ARTS :: 2004 :: ENGLISH I

ENGLISH I

Students in English I explore the ways that audience, purpose, and context shape oral communication, written communication, and media and technology. While emphasis is placed on communicating for purposes of personal expression, students also engage in meaningful communication for expressive, expository, argumentative, and literary purposes. In English I, students will:

- Express reflections and reactions to literature and to personal experience.
- Explain meaning, describe processes, and answer research questions.
- Evaluate communication and critique texts.
- Make and support an informed opinion.
- Participate in conversations about and written analysis of literary genres, elements, and traditions.
- Use knowledge of language and standard grammatical conventions

Strands: Oral Language, Written Language, and Other Media/Technology

Competency Goal 1	The learner will express reflections and reactions to print and non-print text and personal experiences.
	<p>1.01 Narrate personal experiences that offer an audience:</p> <ul style="list-style-type: none">scenes and incidents located effectively in time and place.vivid impressions of being in a setting and a sense of engagement in the events occurring.appreciation for the significance of the account.a sense of the narrator's personal voice. <p>1.02 Respond reflectively (individually and in groups) to a variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses) in a way that offers an audience:</p> <ul style="list-style-type: none">an understanding of the student's personal reaction to the text.a sense of how the reaction results from a careful consideration of the text.an awareness of how personal and cultural influences affect the response.

Spiraling Curriculum

Strands

- oral language,
- written language, and
- media/technology use.

Common Content

- language of the discipline (plot, theme, setting, etc.);
- language conventions (sentence structure, mechanics, spelling and punctuation, etc.); and
- different genre (fiction, non-fiction, poetry, and drama).

Common K-5 Goals

These goals are:

- The learner will develop and apply enabling strategies and skills to read and write.
- The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

- The learner will make connections through the use of oral language, written language, and media and technology.
- The learner will apply strategies and skills to create oral, written, and visual texts.
- The learner will apply grammar and language conventions to communicate effectively.

In order to provide continuity of language study and increasing language skill development across grade levels, grades 6-12 also have common goals.

- The learner will use language to express individual perspectives drawn from personal or related experience.
- The learner will analyze information from a variety of sources.
- The learner will examine the foundations and use of argument.
- The learner will refine critical thinking skills and create criteria to evaluate text and multimedia.
- The learner will interpret and evaluate a wide range of literary texts.
- The learner will develop an understanding of the application of grammar conventions and language usage.

The differences in English Language Arts study at each grade level are reflected in the objectives under each goal at different grade levels. These differences in objectives result in different emphases at grade level spans.

Students at a specific grade will continue to show evidence of mastery of competencies developed at previous grade levels, particularly as they contribute to mastery of grade-level competencies.

Students develop and refine oral language skills while learning basic written language skills and use of media. They develop understandings, knowledge, strategies, and skills which enable them to become independent readers and writers who can continue learning throughout the years to follow.

Students continue to develop basic language skills and develop the use of these skills to learn content in other disciplines such as science, social studies, and the arts. They use a variety of media to demonstrate their learning.

Grades 6-8 Emphasis

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Students in the middle grades continue to refine previously learned skills in increasingly complex presentations, reading selections, and written products. They use language to communicate skillfully and effectively for a variety of purposes, for different audiences, and within diverse contexts.

Grades 9-12 Emphasis

Students continue to develop language use in different contexts and for different audiences and purposes. They engage in the formal study of literature, write more complex compositions, engage in research, and develop skill in evaluating professional authors' as well as their own language use. They develop sophisticated media productions to showcase their learning.

2004

13

English Language Arts

ELA Goals 6-12

Curriculum Standards	Big6 Connection
	3.

ELA Goals 6-12

Curriculum Standards	Big6 Connection
1. The learner will use language to express individual perspectives drawn from personal or related experience.	
2. The learner will analyze information from a variety of sources.	3.
3. The learner will examine the foundations and use of argument.	
4. The learner will refine critical thinking skills and create criteria to evaluate text and multimedia.	
5. The learner will interpret and evaluate a wide range of literary texts.	
6. The learner will develop an understanding of the application of grammar conventions and language usage.	

EIGHTH GRADE

Eighth grade students use oral language, written language, and other media and technology for expressive, informational, argumentative, critical, and literary purposes. They continue to refine their study of language and grammar in order to speak and write effectively. Although emphasis in eighth grade is placed on using information for a specific task, students also:

- Express individual perspectives through analysis and personal response.
- Refine understanding and use of argument.
- Critically analyze print and non-print communication.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature.

Strands: Oral Language, Written Language, and Other Media/Technology

Competency Goal 1 The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.

1.01 Narrate a personal account which:

- creates a coherent, organizing structure appropriate to purpose, audience, and context.
- establishes a point of view and sharpens focus.
- uses remembered feelings.
- selects details that best illuminate the topic.
- connects events to self/society.

1.02 Analyze expressive materials that are read, heard, and/or viewed by:

- monitoring comprehension for understanding of what is read, heard and/or viewed.
- reviewing the characteristics of expressive works.
- determining the importance of literary effects on the reader/viewer/listener.
- making connections between works, self and related topics
- drawing inferences.
- generating a learning log or journal.
- maintaining an annotated list of works that are read or viewed.

including personal reactions.

- taking an active role in and/or leading formal/informal book/media talks.

1.03 Interact in group activities and/or seminars in which the student:

- shares personal reactions to questions raised.
- gives reasons and cites examples from text in support of expressed opinions.
- clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion.

1.04 Reflect on learning experiences by:

- evaluating how personal perspectives are influenced by society, cultural differences, and historical issues.
- appraising changes in self throughout the learning process.
- evaluating personal circumstances and background that shape interaction with text.

**Competency
Goal 2**

The learner will use and evaluate information from a variety of sources.

2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed by:

- monitoring comprehension for understanding of what is read, heard and/or viewed.
- recognizing the characteristics of informational materials.
- summarizing information.
- determining the importance and accuracy of information.
- making connections to related topics/information.
- drawing inferences and/or conclusions.
- generating questions.
- extending ideas.

2.02 Use multiple sources of print and non-print information to explore and create research products in both written and presentational forms by:

- determining purpose, audience, and context.

- understanding the focus.
- recognizing and/or choosing a relevant topic.
- Recognizing and/or selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience.
- evaluating information for extraneous detail, inconsistencies, relevant facts, and organization.
- researching and organizing information to achieve purpose.
- using notes and/or memory aids to structure information.
- supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources.
- noting and/or citing sources used.
- recognizing the use of and/or employing graphics such as charts, diagrams, and graphs to enhance the communication of information.

**Competency
Goal 3**

The learner will continue to refine the understanding and use of argument.

3.01 Explore and evaluate argumentative works that are read, heard and/or viewed by:

- monitoring comprehension for understanding of what is read, heard and/or viewed.
- analyzing the work by identifying the arguments and positions stated or implied and the evidence used to support them.
- identifying the social context of the argument.
- recognizing the effects of bias, emotional factors, and/or semantic slanting.
- comparing the argument and counter-argument presented.
- identifying/evaluating the effectiveness of tone, style, and use of language.
- evaluating the author's purpose and stance.
- making connections between works, self and related topics.
- responding to public documents (such as but not limited to editorials, reviews, local, state, and national policies/issues including those with a historical context).

Social Studies - Mozilla Firefox

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http://dpi.state.nc.us/curriculum/socialstudies/

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SOCIAL STUDIES

Social studies is the integrated study of the social sciences and humanities to promote effective citizenry. Within the K-12 program, social studies provide coordinated, systematic study drawing upon such disciplines as economics, history, geography, anthropology, archaeology, law, philosophy, political science, religion, and sociology, as well as appropriate content from the humanities, mathematics, and the natural sciences.



SELECTED LINKS

[The P.A.S.S. \(Podcasts about Social Studies\): Issues and Topics Related to 6-12 Social Studies](#)
These podcasts will be posted quarterly and will cover a wide variety of concerns and strategies for effectively implementing social studies in your classroom, school, or district.

Election Teaching Resources For Middle & High School Social Studies
([ppt, 0kb](#))

Concept-Based Curriculum & Instruction Pilot Program
The 6-12 Social Studies Section would like to invite your school in collaboration with several schools throughout the state to participate in a two-year pilot initiative. This pilot program is designed to enhance the development of local curriculum frameworks and instructional materials and is based on the research and work of Dr. H. Lynn Erickson (Concept-Based Curriculum and Instruction for the Thinking Classroom). This two-year pilot program will begin during the 2008-2009 school year with follow-up visit(s) during the 2009-2010 school year.

If you are interested in participating in this pilot program, complete the [application](#) (pdf, 83kb) and submit to NCDPI by 5:00pm est. on **April 4, 2008**. All applications will be acknowledged and those sites selected to participate will be notified no later than May 9, 2008.

[NC Council For Social Studies](#)
To serve the members of our organization in providing support to social studies educators across this state, by collaborating with other professional groups to enhance social studies connections in North Carolina, publicizing and promoting the importance of the social studies in the curriculum, ensuring that all North Carolina students develop skills and appreciations of social studies from the global to local perspective in order to become productive citizens in today's changing world, uplifting the study and integration of social studies within the curricula for all students, and speaking on behalf of social studies issues.

Honors Social Studies Courses
([pdf, 93kb](#))

21st Century Skills - An Interview with Nicky

- Podcast
([mp3, 7.3mb](#))
- Transcript
([pdf, 89kb](#))

The September 12th, 2007 Video Conference on Personal Financial Literacy
An overview of the legislation and how to implement it in Civics and Economics classrooms.
To view **RealMedia movies** (.rm), you need to have a good quality Internet connection for your computer and a program called RealPlayer, available by free download at <http://www.real.com>. After downloading RealPlayer, click on the Real Media movie links.
([rm audio stream](#))

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GUIDANCE
HEALTHFUL LIVING
INFORMATION SKILLS
MATHEMATICS
SECOND LANGUAGES
SCIENCE

SOCIAL STUDIES

Standard Course of Study

Elementary Resources

Middle Grades Resources

Secondary Resources

Personal Financial Literacy Resources

NCDPI Social Studies at LEARN NC

CAREER TECHNICAL EDUCATION

CURRICULUM & SCHOOL REFORM DIRECTORY

Skill Competency Goal 1	The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary.
	<p>Objectives</p> <p>1.01 Read for literal meaning.</p> <p>1.02 Summarize to select main ideas.</p> <p>1.03 Draw inferences.</p> <p>1.04 Detect cause and effect.</p> <p>1.05 Recognize bias and propaganda.</p> <p>1.06 Recognize and use social studies terms in written and oral reports.</p> <p>1.07 Distinguish fact and fiction.</p> <p>1.08 Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning.</p>
Skill Competency Goal 2	The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.
	<p>Objectives</p> <p>2.01 Use appropriate sources of information.</p> <p>2.02 Explore print and non-print materials.</p> <p>2.03 Utilize different types of technology.</p> <p>2.04 Utilize community-related resources such as field trips, guest speakers, and interviews.</p> <p>2.05 Transfer information from one medium to another such as written to visual and statistical to written.</p> <p>2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information.</p>
Skills Competency Goal 3	The learner will acquire strategies to analyze, interpret, create, and use resources and materials.
	<p>Objectives</p> <p>3.01 Use map and globe reading skills.</p> <p>3.02 Interpret graphs and charts.</p> <p>3.03 Detect bias.</p> <p>3.04 Interpret social and political messages of cartoons.</p> <p>3.05 Interpret history through artifacts, arts, and media.</p>
Skill Competency Goal 4	The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues.
	<p>Objectives</p> <p>4.01 Use hypothetical reasoning processes.</p> <p>4.02 Examine, understand, and evaluate conflicting viewpoints.</p> <p>4.03 Recognize and analyze values upon which judgments are made.</p> <p>4.04 Apply conflict resolutions.</p> <p>4.05 Predict possible outcomes.</p> <p>4.06 Draw conclusions.</p> <p>4.07 Offer solutions.</p> <p>4.08 Develop hypotheses.</p>
Skill Competency Goal 5	The learner will acquire strategies needed for effective incorporation of computer technology in the learning process.
	<p>Objectives</p> <p>5.01 Use word processing to create, format, and produce classroom assignments/projects.</p> <p>5.02 Create and modify a database for class assignments.</p> <p>5.03 Create, modify, and use spreadsheets to examine real-world problems.</p> <p>5.04 Create nonlinear projects related to the social studies content area via multimedia presentations.</p>

Social Studies Skill Competency Goals K-12

Curriculum Standards	Big6 Connection
1. The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary.	
2. The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.	3.
3. The learner will acquire strategies to analyze, interpret, create, and use resources and materials.	
4. The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues.	
5. The learner will acquire strategies needed for effective incorporation of computer technology in the learning process.	

appropriate, their competency in using them increases.

Standard Course of Study

Elementary Resources

Middle Grades Resources

Secondary Resources

Personal Financial Literacy Resources

NCDPI Social Studies at LEARN NC

Skill Competency Goal 1	<p>The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary.</p> <p>Objectives</p> <p>1.01 Read for literal meaning.</p> <p>1.02 Summarize to select main ideas.</p> <p>1.03 Draw inferences.</p> <p>1.04 Detect cause and effect.</p> <p>1.05 Recognize bias and propaganda.</p> <p>1.06 Recognize and use social studies terms in written and oral reports.</p> <p>1.07 Distinguish fact and fiction.</p> <p>1.08 Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning.</p>
Skill Competency Goal 2	<p>The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.</p> <p>Objectives</p> <p>2.01 Use appropriate sources of information.</p> <p>2.02 Explore print and non-print materials.</p> <p>2.03 Utilize different types of technology.</p> <p>2.04 Utilize community-related resources such as field trips, guest speakers, and interviews.</p> <p>2.05 Transfer information from one medium to another such as written to visual and statistical to written.</p> <p>2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information.</p>
Skills Competency Goal 3	<p>The learner will acquire strategies to analyze, interpret, create, and use resources and materials.</p> <p>Objectives</p> <p>3.01 Use map and globe reading skills.</p>

Skills Competency Goal 3	The learner will acquire strategies to analyze, interpret, create, and use resources and materials.
	Objectives 3.01 Use map and globe reading skills. 3.02 Interpret graphs and charts. 3.03 Detect bias. 3.04 Interpret social and political messages of cartoons. 3.05 Interpret history through artifacts, arts, and media.
Skill Competency Goal 4	The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues.
	Objectives 4.01 Use hypothetical reasoning processes. 4.02 Examine, understand, and evaluate conflicting viewpoints. 4.03 Recognize and analyze values upon which judgments are made. 4.04 Apply conflict resolutions. 4.05 Predict possible outcomes. 4.06 Draw conclusions. 4.07 Offer solutions. 4.08 Develop hypotheses.
Skill Competency Goal 5	The learner will acquire strategies needed for effective incorporation of computer technology in the learning process.
	Objectives 5.01 Use word processing to create, format, and produce classroom assignments/projects. 5.02 Create and modify a database for class assignments. 5.03 Create, modify, and use spreadsheets to examine real-world problems. 5.04 Create nonlinear projects related to the social studies content area via multimedia presentations.

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http://www.ncpublicschools.org/curriculum/computerskills/scos/computerskills

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CAREER TECHNICAL EDUCATION
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STANDARD COURSE OF STUDY

COMPUTER/TECHNOLOGY SKILLS :: PDF VERSION

PDF VERSION

K-2 (pdf, 814kb)			3-5 (pdf, 822kb)			6-8 (pdf, 916kb)			6-12 (pdf, 1041kb)
K (pdf, 615kb)	1 (pdf, 649kb)	2 (pdf, 651kb)	3 (pdf, 625kb)	4 (pdf, 645kb)	5 (pdf, 617kb)	6 (pdf, 756kb)	7 (pdf, 756kb)	8 (pdf, 759kb)	6-12 (pdf, 1041kb)

The K-12 Computer/Technology Skills Standard Course of Study (pdf, 724kb) defines the program of study grade by grade required to be offered and available in each school. The document identifies three Competency Goals, six strands, and specific objectives at each grade level K-12. The standard course of study document contains pertinent information about the development process, philosophy, alignment of North Carolina Goals and Objectives to the ISTE NETS-S (National Educational Technology Standards for Students) and a glossary of terms to assist teachers, administrator, students, parents, and community implement this vitally important Standard Course of Study.

Send comments and suggestions to Martha Campbell, North Carolina Department of Public Instruction mcampbel@dpi.state.nc.us

NOTE :: Various file formats are used on this page that may require download. If larger than 1mb, it will take longer to download. For instructions or more information, please visit our [download page](#).

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Chart B

North Carolina Competency Goals	ISTE National Educational Technology Standards for Students NETS*S
COMPETENCY GOAL 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.	1. Basic operations and concepts <ul style="list-style-type: none"> Students demonstrate a sound understanding of the nature and operation of technology systems. Students are proficient in the use of technology.
	2. Social, ethical, and human issues <ul style="list-style-type: none"> Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.	3. Technology productivity tools <ul style="list-style-type: none"> Students use technology tools to enhance learning, increase productivity, and promote creativity. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
	4. Technology communications tools <ul style="list-style-type: none"> Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
COMPETENCY GOAL 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.	5. Technology research tools <ul style="list-style-type: none"> Students use technology to locate, evaluate, and collect information from a variety of sources. Students use technology tools to process data and report results. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
	6. Technology problem-solving and decision-making tools <ul style="list-style-type: none"> Students use technology resources for solving problems and making informed decisions. Students employ technology in the development of strategies for solving problems in the real world.⁵

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NC STANDARD COURSE OF STUDY

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INFORMATION SKILLS

In order for today's students to function in the 21st century, they must be able to acquire, evaluate, and use information effectively. Today's students must become information literate workers, teachers, facilitators and coaches. Information Literacy Skills emphasize the problem solving, critical and creative thinking, decision making, and cooperative learning that prepare students for the challenges in society. The new curriculum is more than lessons to be taught at a fixed time. It offers the wider window of opportunity to connect learning with meaningful experiences. In collaboration with all classroom teachers, the library media specialist focuses on student involvement, activity and action. Through the integration of process and content, today's learners will be better educated to live in a democratic society.

SELECTED LINKS

- [Information Skills Curriculum Integration Strategies](#)



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Organization of Curriculum

The Information Skills Standard Course of Study document uses the following format: **Focus, Strands, Goals and Objectives** with a transitional statement introducing the primary grades, elementary grades, the middle grades, and high school grades.

Focus

The Focus provides an overview of skills addressed in each grade.

Strands

The **Strands** address the two overarching principles in the *Information Skills K-12 Standard Course of Study* which break down into five Competency Goals. The strands are:

- **Literacy** - *Experiencing a wide variety of reading, listening, and viewing resources to interact with ideas in an information-intensive environment.* The Literacy strand is addressed in all five Competency Goals.
- **Research Process Skills (Information Literacy)**
Developing strategies to access, evaluate, use, and communicate information for learning, decision making, and problem solving. Competency Goal 4 and 5 focus on Information Literacy.

Competency Goals

COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.

COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.

COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.

The focus of the goals clearly shows that students at all grade levels need many experiences with a wide variety of information, points of view, and formats as well as opportunities to interact with reading, listening, and viewing.

How Do We Make Sense and Keep Track of It All?

- Have standards and frameworks be more than laundry lists.
- Put standards and frameworks in context.
- Think process - the information problem-solving process - the Big6!
- Teach in context – curriculum and process.
- Use a common vocabulary – the Big6.

And now...it's time for


Those dreaded tests!



The Scream, Edvard Munch, 1893, National Gallery, Oslo

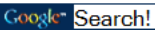
Approach to Tests

1. Analyze test items to determine direct connections to Big6 instruction.
2. Target Big6 instruction to specific test items (connected to standards).
3. Document on Big6 x Unit matrix.
4. Evaluate the impact of these interventions on student performance on test items.



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ACCOUNTABILITY SERVICES DIVISION

NC Report Cards ABCs/AYP NCLB NAEP QUICK LINKS 

DIVISION HOME

STATE TESTS

- North Carolina End-of-Grade Tests Grades 3-8
- North Carolina End-of-Course Tests
- North Carolina Tests of Computer Skills
- North Carolina Competency Tests
- North Carolina Writing Assessments Grades 4, 7, and 10
- Testing Security
- State Testing Results
- Test Development Process

POLICIES AND PROCEDURES

TESTING AND ACCOUNTABILITY RESULTS

FOR EDUCATORS

FOR PARENTS

ACCOUNTABILITY

ENGLISH I END-OF-COURSE (EOC) TEST

The North Carolina End-of-Course Test for English I is used to sample a student's knowledge of concepts as specified in the [North Carolina Standard Course of Study for English I](#) (Content Standards) and to provide a global estimate of the student's mastery of the course material in English I. The end-of-course test must be administered during the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the instructional period.

EOC Online Information
Information about NCTest - the application used to deliver EOC assessments online for the North Carolina Testing Program including the EOC Online Test Simulation

Test Information Sheet (pdf, 578kb)
Information about the test including what is tested, how the test was developed and how scores are reported

Sample Selections and Test Items
Sample selections and items for students and teachers

- Composition
- Textual Analysis

Note: Sample items on the NCDPI Web site may be brailled by local school systems. If Braille creation is not possible at the local level, then specific sample item groups may be ordered by local testing staff from TOPS using the TNN Order System. Brailled sample items ordered from TOPS will not ship with answers. Note: Allow 45 days for a Braille sample item order to be filled.

Achievement Level Information
Publications regarding Achievement Levels I-IV for the North Carolina End-of-Course Tests

Assessment Briefs and Other Publications
Assessment Briefs and other publications that contain information about the North Carolina End-of-Course Tests

Administration Information

- Testing Calendar
- Required Tests for the North Carolina Testing Program

The Appalachian Trail

by Bruce Eason

Today she tells me that it is her ambition to walk the Appalachian Trail, from Maine to Georgia. I ask how far it is. She says, "Some two thousand miles."

"No, no," I reply, "you must mean two hundred, not two thousand."

"I mean two thousand," she says, "more or less, two thousand miles long. I've done some reading too, about people who've completed the journey. It's amazing."

"Well, you've read the wrong stuff," I say. "You should've read about the ones that didn't make it. Those stories are more important. Why they gave up is probably why you shouldn't be going."

"I don't care about that, I'm going," she says with a determined look. "My mind is made up."

⑥ "Listen," I say, reaching for words to crush her dream. "Figure it out, figure out the time. How long will it take to walk two thousand miles?" I leap up to get a pen and paper. Her eyes follow me, like a cat that is ready to pounce.

"Here now," I say, pen working, setting numbers deep into the paper. "Let's say you walk, on average, some twenty miles a day. That's twenty into two thousand, right? It goes one hundred times. And so, one hundred equals exactly one hundred years. It'll take you one hundred years!"

"Don't be stupid," she says. "One hundred *days*, not years."

"Oh, yeah, okay, days," I mumble. I was never good at math. I feel as if someone

has suddenly twisted an elastic band around my forehead. I crumple the paper, turn to her and say, "So if it's one hundred days, what is that? How many months?"

"A little over three." She calculates so fast that I agree without thinking. "Fine, but call it four months," I say, "because there's bound to be some delay: weather, shopping for supplies, maybe first-aid treatments. You never know, you have to make allowances."

"All right, I make allowances, four months."

⑫ What have I done? It sounds as if all of this nonsense is still in full swing. *Say more about the time.* "Okay," I say, "so where do we get the time to go? What about my job? What about my responsibilities, *your* responsibilities too? What about—?"

"What about I send you a postcard when I finish the trip," she says, leaving the room.

I sit there mouthing my pen. I hear her going down the basement steps. Pouting now, I think. Sulking. She knows she's wrong about this one.

"Seen my backpack?" she calls from below. . . . "Next to mine," I say. "On the shelf beside the freezer."

I am angry with myself. She has had her way, won without even trying. "Take mine down too," I blurt out. "You can't expect to walk the Appalachian Trail all alone." I stare at my feet. "Sorry," I say to them both, "I'm really sorry about all of this."

"The Appalachian Trail" by Bruce Eason from *Black Tulips*, © 1991. Reprinted by permission of Turnstone Press, Winnipeg, MB.



North Carolina Testing Program

EOC English I Sample Items

1. Which word **best** describes the narrator's tone in this selection?
 - A angry
 - B bitter
 - C reluctant
 - D sincere
2. Which word **best** describes the woman in the selection?
 - A argumentative
 - B determined
 - C reckless
 - D unrealistic
3. In paragraph 6, what does the sentence "Her eyes follow me, like a cat that is ready to pounce" suggest about the woman?
 - A She is grateful that the narrator is concerned.
 - B She is fascinated by the narrator's opinion.
 - C She is deliberately tormenting the narrator.
 - D She is in control of the situation.
4. In paragraph 12, the selection reads, "Say more about the time." What do the italics indicate?
 - A The narrator whispers these words to the woman.
 - B These words are only in the narrator's mind.
 - C These words are being spoken by the woman.
 - D The narrator shouts these words at the woman.
5. What is the narrator apologizing for in the last sentence of the selection?
 - A the pain his feet will endure when hiking the trail
 - B his mistake in calculating the time the hike will take
 - C arguing with the woman about hiking the trail
 - D telling the woman where she can find her backpack

North Carolina Testing Program

EOC English I Sample Items

6. Which word **best** describes how the narrator feels in the last paragraph of the selection?
- A hopeful
 - B jealous
 - C relieved
 - D resigned
7. The author uses dialogue between the characters to create what?
- A dramatic irony
 - B extended metaphor
 - C confrontational yet playful mood
 - D vivid imagery of their home in contrast to the Appalachian Trail
8. Which **best** describes the narrator's arguments against hiking the Appalachian Trail?
- A convincing
 - B ineffective
 - C informed
 - D protective
9. Which is the **main** conflict in this selection?
- A person vs. nature
 - B person vs. society
 - C person vs. himself
 - D person vs. person

End of Sample Items

In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, the Department of Public Instruction does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, or military service in its policies, programs, activities, admissions or employment.



English Tests – Things I Noticed

- What “best describes” ...
 - Narrator’s tone
 - A character
 - Feelings
- What is the purpose ...
- Skills –
 - #1 overwhelmingly = “analyzing”
 - Also “applying”

Sample Big6/Comprehension Lessons

- Task Definition:

- What is the question?
- Learn to identify key words in questions:
 - ✓ Highlight and define the key words in questions.
 - ✓ Students make flash cards to help them study and remember terms.
 - ✓ Some terms tell the students what they are to do (usually the verbs). Other terms tell the students what they should be looking for (usually nouns).
 - ✓ Highlight key words “to do” and key words “to look for.”

- Use of Information:

- How to read for a purpose
- skim and scan a text
- highlight relevant parts of a reading passage.

- Synthesis:

- Put it all together.
- Match key parts of questions to key parts of readings.



ACCOUNTABILITY SERVICES DIVISION

NC Report Cards ABCs/AYP NCLB NAEP QUICK LINKS

Google Search!

DIVISION HOME

WRITING ASSESSMENT AT GRADES 4, 7 & 10

NOTE: Various file formats are used on this page that may require download. If larger than 1mb, it will take longer to download. For instructions or more information, please visit our [download page](#).

The North Carolina Writing Assessment program requires that the modes of writing assessed at grade 4, 7, and 10 be aligned with the curriculum expectations as specified in the [North Carolina Standard Course of Study](#) (Content Standards).

Distributed Scoring Opportunity for North Carolina Educators (pdf, 272kb)

Interested North Carolina educators may now participate in the scoring of the General Writing Assessments at Grades 4, 7, and 10. Please see the attached memo from J.B. Buxton and Lou Fabrizio.

General Writing Assessment at Grades 4, 7, and 10

- [Writing Test Development Process](#) (pdf, 36kb)
SBE Policy Delineating Testing Development Process for the North Carolina Writing Assessment
- [Basic Facts: General Writing Assessment at Grades 4, 7, and 10](#) (pdf, 21kb)
- [Writing Assessment—Online Interactive Training System](#)
Provide teachers, administrators, parents, and students the opportunity to practice applying the North Carolina Writing Assessment Scoring Model to student responses

North Carolina Alternate Assessments in Writing

- [NCEXTEND2 Writing at Grades 4 and 7](#) (pdf, 26kb)
- [NCEXTEND2 OCS Writing at Grade 10](#) (pdf, 25kb)
- [North Carolina Checklist of Academic Standards \(NCCLAS\)](#) (pdf, 21kb)
- [NCEXTEND1](#) (pdf, 22kb)

North Carolina Writing Assessment Prompts

Released writing prompts from the North Carolina Writing Assessment at Grades 4, 7, and 10

- 2008: [Grade 4 Writing](#) (pdf, 46kb) | [Grade 4 NCEXTEND2](#) (pdf, 48kb)
- 2008: [Grade 7 Writing](#) (pdf, 47kb) | [Grade 7 NCEXTEND2](#) (pdf, 48kb)
- 2008: [Grade 10 Writing](#) (pdf, 49kb) | [Grade 10 NCEXTEND2 OCS](#) (pdf, 48kb)

- 2007: [Grade 4 Writing](#) (pdf, 20kb) | [Grade 4 NCEXTEND2](#) (pdf, 20kb)
- 2007: [Grade 7 Writing](#) (pdf, 20kb) | [Grade 7 NCEXTEND2](#) (pdf, 20kb)
- 2007: [Grade 10 Writing](#) (pdf, 25kb) | [Grade 10 NCEXTEND2 OCS](#) (pdf, 20kb)

- 2006: [Grade 4](#) (pdf, 20kb) | [Grade 4 NCEXTEND2](#) (pdf, 20kb)
- 2006: [Grade 7](#) (pdf, 20kb) | [Grade 7 NCEXTEND2](#) (pdf, 20kb)
- 2006: [Grade 10](#) (pdf, 20kb)

STATE TESTS

North Carolina
End-of-Grade
Tests Grades 3-8

North Carolina
End-of-Course
Tests

North Carolina
Tests of
Computer Skills

North Carolina
Competency
Tests

North Carolina
Writing
Assessments
Grades 4, 7, and
10

Testing Security
State Testing
Results

Test
Development
Process

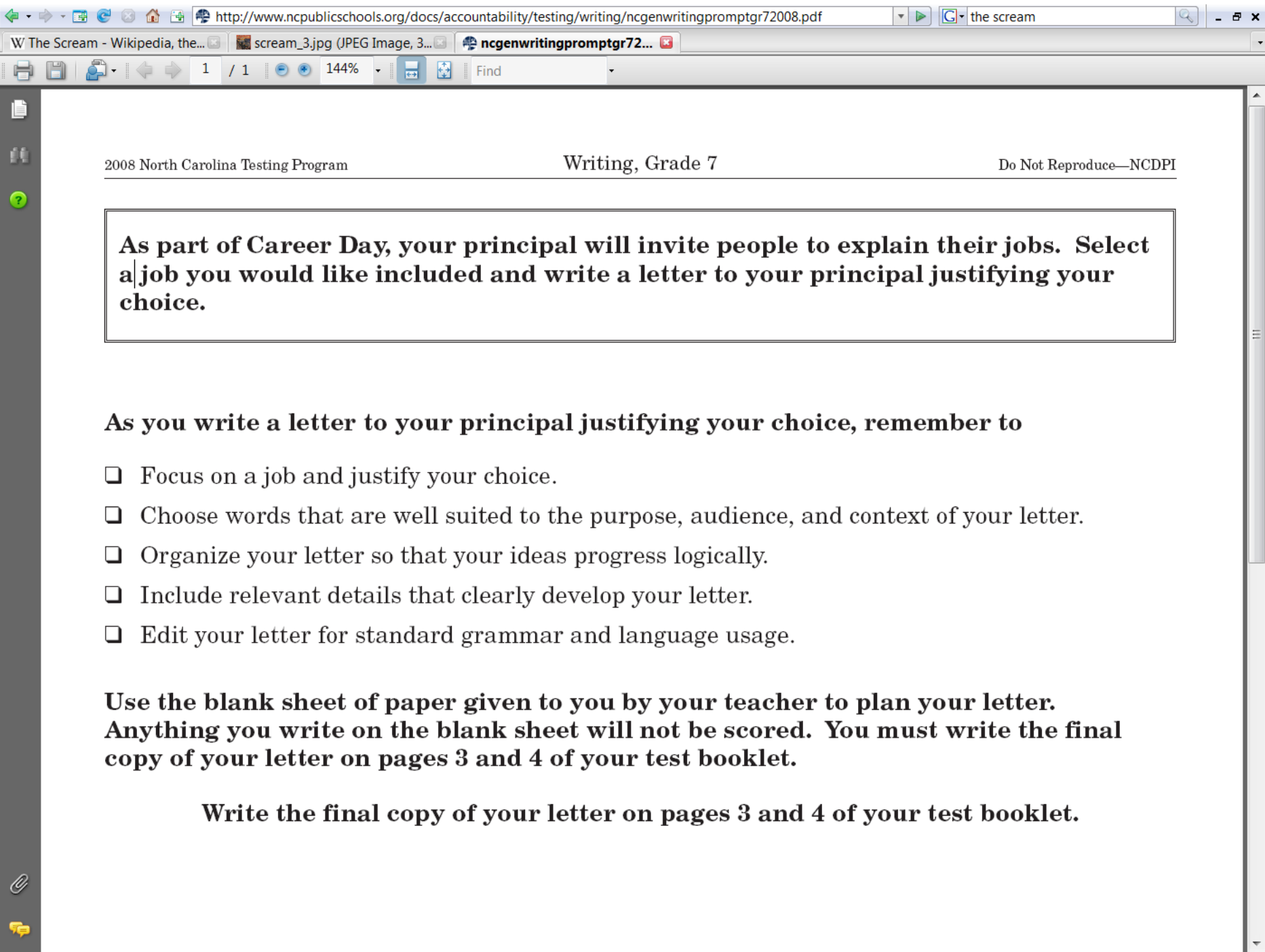
POLICIES AND PROCEDURES

TESTING AND ACCOUNTABILITY RESULTS

FOR EDUCATORS

FOR PARENTS

ACCOUNTABILITY DIRECTORY



As part of Career Day, your principal will invite people to explain their jobs. Select a job you would like included and write a letter to your principal justifying your choice.

As you write a letter to your principal justifying your choice, remember to

- ☐ Focus on a job and justify your choice.
- ☐ Choose words that are well suited to the purpose, audience, and context of your letter.
- ☐ Organize your letter so that your ideas progress logically.
- ☐ Include relevant details that clearly develop your letter.
- ☐ Edit your letter for standard grammar and language usage.

Use the blank sheet of paper given to you by your teacher to plan your letter. Anything you write on the blank sheet will not be scored. You must write the final copy of your letter on pages 3 and 4 of your test booklet.

Write the final copy of your letter on pages 3 and 4 of your test booklet.

Write an article for your school newspaper on the effects of technology on everyday life. You may use the following information, your own experiences, observations, and/or readings.

We've arranged a civilization in which most crucial elements profoundly depend on science and technology. We have also arranged things so that almost no one understands science and technology. This is a prescription for disaster. We might get away with it for a while, but sooner or later this combustible mixture of ignorance and power is going to blow up in our faces.

Source: *Carl Sagan*

We are the children of a technological age. We have found streamlined ways of doing much of our routine work. Printing is no longer the only way of reproducing books. Reading them, however, has not changed.

Source: *Lawrence Clark Powell*

Information and communications technology unlocks the value of time, allowing and enabling multi-tasking, multi-channels, multi-this and multi-that.

Source: *Li Ka Shing*

Many people see technology as the problem behind the so-called digital divide [the gap between those who have access to technology and those who do not]. Others see it as the solution. Technology is neither. It must operate in conjunction with business, economic, political and social system[s].

Source: *Carly Fiorina*

As you write an article for your school newspaper on the effects of technology on everyday life, remember to

- ☐ Focus on the effects of technology on everyday life.
- ☐ Consider the purpose, audience, and context of your article.
- ☐ Organize your article so that your ideas progress logically.
- ☐ Include relevant details to clearly develop your article.
- ☐ Edit your article for standard grammar and language usage.

Use the blank sheet of paper given to you by your teacher to plan your article. Anything you write on the blank sheet will not be scored. You must write the final copy of your article on pages 3 and 4 of your test booklet.

Write the final copy of your article on pages 3 and 4 of your test booklet.

Writing Tests – Things I Noticed

- Blank sheet for notes, organizing, planning
- Write only on page 3-4 of booklet (question – is the student limited to this length?)
- “Remember to:
 - ❑ Focus on
 - ❑ ... the purpose, audience, and context
 - ❑ Organize your [writing] so that your ideas progress logically.
 - ❑ Include relevant details to clearly develop your [writing].
 - ❑ Edit your article for standard grammar and language usage.

Sample Big6/Writing Lessons

- Task Definition –
 - To expect the instructions
 - What all the words in the instructions mean
- Synthesis
 - 5.1: organize – create a graphic organizer based on the question (e.g., Bob's boxes)
 - 5.2: present – practice writing from a “perfect box”
 - 5.1/5.2 – put it all together
- Evaluation
 - Process: what is the hardest part of the writing test?
 - Process: where in the process can you improve?
 - Product: what makes a good writing piece?

Summary

- Remember
 - Students won't "get it" from just one lesson. Repeat!
 - Use the same format and instructions as on the state exams.
 - It's all about context – the Big6 process.
- If standards and tests are the district or school priority, then we should:
 - Fully link the Big6 library & information skills instructional program to standards, curriculum, and tests.