



Common Core State Standards (CCSS) for English Language Arts North Carolina Assessment Specifications Summary

READY EOG Assessments, Grades 3–8 READY EOC English II Assessments

Purpose of the Assessments

- Edition 4 Grades 3–8 English language arts (ELA) assessments and the High School English II assessments will measure students' proficiency on the *Common Core State Standards (CCSS)* for English Language Arts, adopted by the North Carolina State Board of Education in June 2010.
- Assessment results will be used for school and district accountability under the READY Accountability Model and for Federal reporting purposes.

Curriculum Cycle

- June 2010: North Carolina State Board of Education adoption of the *CCSS*
- 2010–2011: Item development for the Next Generation of Assessments, Edition 4
- 2011–2012: Administration of stand-alone field tests of Edition 4 assessments
- 2012–2013: Operational administration of Edition 4 assessments aligned to the *CCSS*

Standards

- The *CCSS* are posted at: <http://www.ncpublicschools.org/acre/standards/common-core/>.
- Each grade includes a set of content standards.
- The *Common Core State Standards* are divided into strands which address a specific set of College and Career Readiness Anchor Standards. These strands are reading, writing, speaking, listening, and language.
- North Carolina will teach and assess a common set of standards for the second-year high school course of English language arts.

Prioritization of Standards

- The North Carolina Department of Public Instruction invited teachers to collaborate and develop recommendations for a prioritization of the standards indicating the relative importance of each standard, the anticipated instructional time, and the appropriateness of the standard for a multiple-choice item format. Subsequently, curriculum and test development staff from the North Carolina Department of Public Instruction met to review the results from the teacher panels and to develop weight distributions across the domains for each grade level. See Tables 1–4 on the next page.

Table 1
Weight Distributions for Grades 3–4

Domain	Grade 3	Grade 4	Grade 5
Reading for Literature	32–37%	30–34%	36–40%
Reading for Information	41–45%	45–49%	37–41%
Reading Foundation Skills	NA	NA	NA
Writing	NA	NA	NA
Speaking and Listening	NA	NA	NA
Language	20–24%	19–21%	21–25%
Total	100%	100%	100%

Table 3
Weight Distributions for Grades 6–8

Standard	Grade 6	Grade 7	Grade 8
Reading for Literature	32–36%	34–38%	31–35%
Reading for Information	41–45%	41–45%	42–46%
Writing	NA	NA	NA
Speaking and Listening	NA	NA	NA
Language	21–25%	19–23%	20–24%
Total	100%	100%	100%

Table 4
Weight Distributions for High School English II

Standard	English II
Reading for Literature	30–34%
Reading for Information	32–38%
Writing	14–18%
Speaking and Listening	NA
Language	14–18%
Total	100%

Cognitive Rigor and Item Complexity

- Assessment items will be designed, developed, and classified to ensure that the cognitive rigor of the operational test forms align to the cognitive complexity and demands of the *Common Core State Standards (CCSS)* for English Language Arts. These items will require students to not only recall information, but also apply concepts and skills, make decisions, and explain or justify their thinking.

Types of Items

- The Grades 3–8 ELA assessments will consist of four-response-option multiple-choice items. The High School English II assessment will consist of four-response-option multiple-choice items, technology-enhanced items, and constructed-response items. The *NCEXTEND2* English II assessments will consist of three-response-option multiple-choice items, technology-enhanced items, and constructed-response items.
- The *NCEXTEND1* ELA alternate assessments will consist of fifteen performance-based, multiple-choice items.

Delivery Mode

- Grades 3–8 ELA assessments will be designed for a paper/pencil administration and may have an online administration option.
- The High School English II assessment will be designed for an online administration but will also be available in a paper/pencil version.
- *NCEXTEND2* is an alternate assessment for students with disabilities whose IEP specifies an assessment aligned to the general content standards but based on modified academic achievement standards. The Grades 3–8 *NCEXTEND2* ELA assessments and the High School *NCEXTEND2* English II assessment will closely follow the weightings of the standards on the general assessments. The *NCEXTEND2* ELA assessments will be designed for online administrations.
- *NCEXTEND1* is an alternate assessment designed for students with significant cognitive disabilities whose IEP specifies an assessment aligned to the Extended *Common Core State Standards (CCSS)* and based on alternate academic achievement standards. The *NCEXTEND1* ELA and High School English II assessments will be designed for paper/pencil administrations with online data entry by the assessor.