

**Test Information**  
**End-of-Course (EOC) Mathematics Tests**

Based on the North Carolina Standard Course of Study, 2003 Revision  
 Operational, Starting School Year 2006-2007

Course	Strand*	Goal	Percent of Questions
Algebra I	N&O	Goal 1: The learner will perform operations with numbers and expressions to solve problems.	20-25%
	G&M	Goal 2: The learner will describe geometric figures in the coordinate plane algebraically.	10-15%
	D&P	Goal 3: The learner will collect, organize, and interpret data with matrices and linear models to solve problems.	30-35%
	Alg.	Goal 4: The learner will use relations and functions to solve problems.	35-40%
Geometry	N&O	Goal 1: The learner will perform operations with real numbers to solve problems.	25-30%
	G&M	Goal 2: The learner will use geometric and algebraic properties of figures to solve problems and write proofs.	50-55%
	Alg.	Goal 3: The learner will transform geometric figures in the coordinate plane algebraically.	20-25%
Algebra II	N&O	Goal 1: The learner will perform operations with complex numbers, matrices, and polynomials.	25-30%
	Alg.	Goal 2: The learner will use relations and functions to solve problems.	70-75%
* The strands are: Numbers and Operations, N&O; Geometry and Measurement, G&M; Data Analysis and Probability, D&P; and Algebra, Alg.			

Test questions are based on objectives from the 2003 North Carolina Mathematics Standard Course of Study, which has some very important differences from the 1998 standards.

All EOC mathematics questions are multiple-choice. There were 80 questions on each test in the first year, 2006-2007. Beginning Fall 2007 Algebra II has 68 questions. Some of the questions are experimental and do not count in a student's score. All operational questions have the same weight.

Formula sheets are not permitted during the test. Students are expected to know and be able to use common formulas; see the sheet with required geometry formulas. For problems that require an uncommon formula, it will be provided in the problem itself.

To best allow students to demonstrate higher order learning, EOC mathematics tests are designed for power, rather than speed. As such, the tests provide ample time for students. Test administration time estimates will be provided for scheduling purposes, based on the time taken for the vast majority of the students on the field tests. At the school level, provisions must be made for regular students who will need time beyond that scheduled (up to 4 hours of total testing time) to complete the mathematics tests. Students testing with accommodations will follow the guidelines of their plans.