

North Carolina Testing Program 2007-08
North Carolina End-of-Grade Reading Comprehension Tests (Edition 3)

Effective with the 2007-08 school year, there will be a new edition (Edition 3) of the North Carolina End-of-Grade Reading Comprehension Tests. The tests are aligned with the North Carolina *Standard Course of Study* (NCSCOS) for English/Language Arts which was approved by the State Board of Education in 2004 (<http://www.dpi.state.nc.us/curriculum/languagearts/scos/>). Test Information Sheets (by grade level) will be posted on the North Carolina Department of Public Instruction's web site by September 28, 2007. Web samples of selections and items are scheduled to be posted by in January 2008.

The differences between Edition 2 and Edition 3 include:

- elimination of the use of categories,
- elimination of drama as a genre selection,
- limited use of frames as introductions to selections,
- paragraph numbering,
- embedded experimental sections,
- virtually untimed administration, and
- delayed dissemination of score reports.

For Edition 3, categories (cognition, interpretation, connections, and critical stance) will no longer be used as an item characteristic; however, the NCSCOS, as well as Marzano's cognitive taxonomy, will continue to be used to align the items to the curriculum and to higher-order thinking skills.

Like the previous editions of the EOG reading comprehension tests, the reading selections represent different genres students read such as fiction, nonfiction, poetry, content, and consumer. Though drama is not one of the selection genres on Edition 3, it continues to be a critical part of the curriculum and should be included in instruction. Dramas are intended to be acted, not read independently as required in a multiple-choice testing format.

On Edition 2 of the reading comprehension end-of-grade tests, a brief statement to introduce each selection was printed at the top of the page, above the title of the selection. These introductory statements, referred to as frames, offered background information for the selections. For Edition 3, frames will only be provided on selections which require background information for understanding the context of the selection. For example, a selection written by a former United States president might include a frame that provides the historical context of the president's administration. Selections which do not require contextual information will not have a frame.

For Edition 3 of the reading comprehension tests, paragraphs 1-4 and the last paragraph will not be numbered when cited by an item. However, the other paragraphs in a selection will be numbered when referenced by an item.

As with the other tests in the North Carolina Testing Program, the EOG reading comprehension tests (Edition 3) include embedded experimental sections consisting of one selection and 6-9 associated items. Embedded items do not count in the student's score. Embedding experimental items minimizes the testing impact on instructional time and maximizes student motivation on the items consistent with an operational environment, providing more robust statistics for the experimental items which are ultimately used to build operational forms of the tests.

The administration of the end-of-grade reading comprehension test is a virtually untimed administration. Because the tests are designed to assess the knowledge and skills set of every student, every effort should be made to provide the time necessary for students to answer every item. NCDPI has provided information to guide schools in scheduling assessments by offering the estimated time required to complete the assessment. NCDPI has also offered a maximum time that is typically double the estimated time required to complete the assessment. The maximum administration time for EOG reading comprehension is four hours.

Score reports (individual, school, district, and state) for the spring 2008 EOG reading comprehension tests (Edition 3) will be available in early fall 2008. This delay is necessary for the completion of the post-administration data analysis required for the standard setting process and generation of score scales, achievement levels, and percentiles. As with the EOG mathematics tests (Edition 3), it is expected the North Carolina State Board of Education will adopt more rigorous academic achievement standards (cut scores) for EOG reading comprehension (Edition 3).

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