

## Number of Items by Goal End-of-Grade (EOG) Mathematics Tests, Grades 3-8

Based on N.C. Standard Course of Study, 2003 Revision  
Field Tested, Spring 2005  
Operational, Spring 2006

Grade	Goal 1 Number and Operations	Goal 2 Measurement	Goal 3 Geometry	Goal 4 Data Analysis & Probability	Goal 5 Algebra
3	35-40%	10-12%	12-15%	12-15%	20-25%
4	35-40%	10-12%	10-12%	15-18%	20-25%
5	20-25%	10-15%	25-30%	10-15%	20-25%
6	20-25%	10-15%	15-20%	20-25%	20-25%
7	20-25%	10-15%	20-25%	20-25%	25-30%
8	10-15%	10-15%	10-15%	20-25%	35-40%

Grade	Total Questions	Calculator Active Number (%)	Calculator Inactive Number (%)
3	82	54 (66%)	28 (34%)
4	82	54 (66%)	28 (34%)
5	82	54 (66%)	28 (34%)
6	82	54 (66%)	28 (34%)
7	82	54 (66%)	28 (34%)
8	80	80 (100%)	0 (0%)

Test questions are based on objectives from the [2003 North Carolina Mathematics Standard Course of Study](#) (Content Standards), which has some very important differences from the 1998 standards.

The link provided also has helpful transition documents.

All EOG mathematics questions are multiple-choice.

Rulers and protractors are not permitted.

Formula sheets are not permitted. For problems that require a formula (other than those formulas students are expected to know), the formula will be provided in the problem itself.

The EOG mathematics test at grade 8 will have a one-day test administration.

Grades 3-7 may use a one or two day test administration. For grades 3-7, the calculator active part must be administered prior to the calculator inactive part.

To best allow students to demonstrate higher order learning, EOG mathematics tests are designed for power, rather than speed. As such, the tests are untimed. [Test administration time estimates](#) are provided for scheduling, based on the time needed for the vast majority of students on the field tests. At the school level, provisions must be made for students who will need time beyond that scheduled to complete the mathematics tests.

November 4, 2005