

State Policy Review of High School End of Course Assessment Programs

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Prepared for the U.S. Department of Education, Office of Vocational and Adult Education
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This is the first in a series of descriptive state policy reviews that the National Association of System Heads (NASH) is conducting for the U.S. Department of Education's Office of Vocational and Adult Education (OVAE). This report on End of Course assessments is designed to contribute to the OVAE's series of briefs on current state policy for high school improvement.

Review of EOC

End of course (EOC) examinations are a promising tool for calibrating expectations in core academic courses. They define common expectations across classrooms, and enable more in-depth assessment of the curriculum than a single multi-grade, subject exam. EOC exams test students on what they learned in a course directly after a student has completed the

course, rather than waiting one or two years to test parts of what a student learned in numerous courses over a period of time.

Tying assessments to courses sends an important message to districts and schools about teaching to articulated state and district standards. EOC exams allow school leaders to diagnose weaknesses in academic programs within and across districts. For example, districts that offer algebra II can use EOC exam results to determine how well schools are teaching their students the same academic content and identify exemplary practice to tailor professional development. The results of these tests can also be explicitly included in both school and student accountability systems, helping to achieve greater consistency in both teaching and learning. Higher education can also send a powerful message to the K-12 system and to students themselves, by aligning their placement policies with EOC exam performance.

States have begun to put in place their high school assessments but most are not yet fully developed. There is an opportunity here to press for expanded use of EOC exams, though states and the feder-

al government will need to take concerted action to make this possible. The Southern Regional Education Board (SREB) provides a strong model for this effort of combining leadership/guidance in state policy development of EOC exams.

Findings from States Using EOC

About a third of states have EOC exams

Fifteen states include—or will soon include—EOC exams as part of their high school assessment systems. The number of exams offered ranges from two in Arkansas to 15 in New York. Generally, states offer at least one exam in each discipline, with six states currently offering at least one EOC exam in all four core subject areas, and five more that are planning to do the same. New York is the only state that offers EOC exams beyond the core subject areas.

Who Has End of Course Assessments and In What Subjects?

15 states have End of Course assessments

Arkansas, California, Georgia*, Indiana, Maryland, Mississippi, New York, North Carolina, Oklahoma, South Carolina*, Tennessee, Texas, Utah, Virginia, & West Virginia*

11 states have at least one End of Course assessment in all four core subject areas (math, English, science and social science)

Georgia*, Indiana*, Maryland, Mississippi, New York, North Carolina, Oklahoma*, South Carolina*, Texas, Virginia, & West Virginia*

*will implement in the next few years

Source: High School End of Course State Survey, National Association of System Heads, July 2002

Most States Recent Arrivals

New York has had Regents Exams in place for over a century. A few others (North Carolina and Utah) began using EOC exams in

the 1980s. For most states, however, it is a more recent phenomenon.

Over half of the EOC states either started implementation since 2000 or plan to implement/phase in EOC within the next few years.

Incentives for schools and students

School Accountability. Every state with EOC reported that the EOC exam results are included in the school accountability system. However, this does not mean necessarily that there are consequences for either high or low performance. In many cases, schools are accountable only for reporting EOC results, not for improving them.

Student Accountability. Although there are several ways in which EOC exams might have motivating value for students, few states have been very creative in thinking this question through. While ten states include EOC results on student transcripts, only four tie the test scores to course grades. Most states require students who take courses where EOC tests are available to actually take those tests, but only four require students to pass the tests to earn course credit.

Moreover, in most states, students do not have to pass any EOC exams to graduate. Interestingly, while many EOC exams examine skills and knowledge valued by higher education—indeed, typically much more so than the more comprehensive state assessments—few higher education institutions systematically use the results of EOC.

Using EOC exam results for instructional improvement

Most EOC exams are attached to beginning/introductory level high school courses such as algebra and biology, which most students take in the ninth grade. By acting on results in these critical gateway courses to higher level math and science, schools could assure greater success in the courses that are increasingly critical to postsecondary and workplace success. More broadly, by analyzing EOC exam results, states, districts and schools can get a much clearer picture of expectations across classrooms and schools, and how students are performing against those standards. These data are a powerful prod toward common standards. And, in states or districts with value-added measurement systems, offer powerful insights into the effectiveness of individual teachers—and how to grow their skills.

Strong High School Curriculum For All Students?

There is mounting evidence that the quality and intensity of the high school curriculum that a student takes is critical to success in college and the workplace.

In addition to being the single-most important determinant of who succeeds in college—more important than class rank or scores on college admissions tests—a rigorous high school curriculum benefits all students—even those who may not be thinking about going to college.

Since the release of *A Nation at Risk* in 1983, there has been a strong press to move more students into a rigorous college preparatory core curriculum. More and more students are completing just such

Making End of Course Exams Count

4 states require students to pass one or more end of course exam to graduate high school

Mississippi, New York, Tennessee, & Virginia

4 states require student results on end of course exams to count as part of the student's overall course grade

North Carolina (at least 25%), South Carolina (20%), Tennessee (at least 15%), & West Virginia (at least 15%)

10 states report test results from end of course exams on student transcripts

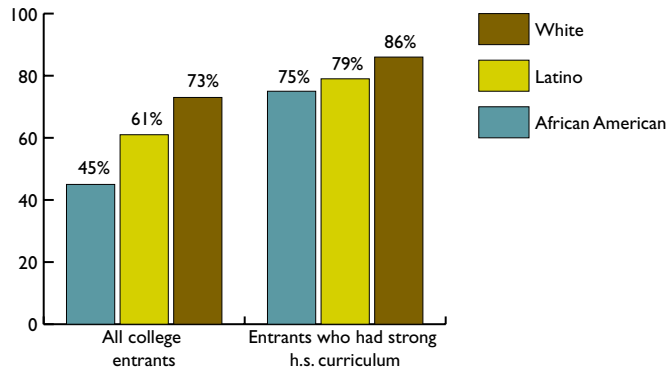
Arkansas, Georgia*, Maryland, Mississippi, New York, North Carolina*, Oklahoma, Tennessee, Texas, West Virginia*

*indicator not yet determined

Source: High School End of Course State Survey, National Association of System Heads, July 2002

a curriculum. But results on NAEP and on many state assessments raise grave questions about what is actually taught in these courses, for student performance in higher level content has not grown proportionately.

Strong High School Curriculum* Equals Higher College Competition



*Completing at least "Algebra II" plus other courses.
 Source: Adapted from Adelman, Clifford, U.S. Department of Education, "Answers in the Toolbox," 1999.

Vocational Students Taking High-Level English Courses Score Higher

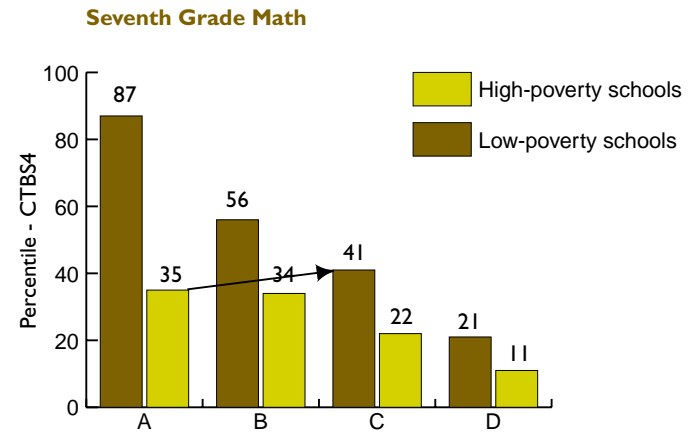
	% Seniors Taking High-Level English	Reading Scores
1996	28%	283
1998	43%	292

Source: Bottoms, Gene. "Report of the SREB, High Schools That Work 1998 Secondary Teacher Survey", SREB, 1998, NAEP Scores.

Research makes it pretty clear why: we've renamed low-level courses, but not really changed the curriculum. For example, a recent TIMMS-related study conducted by William Schmidt found that a full third of courses labeled Algebra 1 used a textbook that had little algebra content. Similarly, a recent study of teacher assignments in South Carolina and California concluded that those at the high school level fall much further below grade-level standards and content than those at lower grade levels.

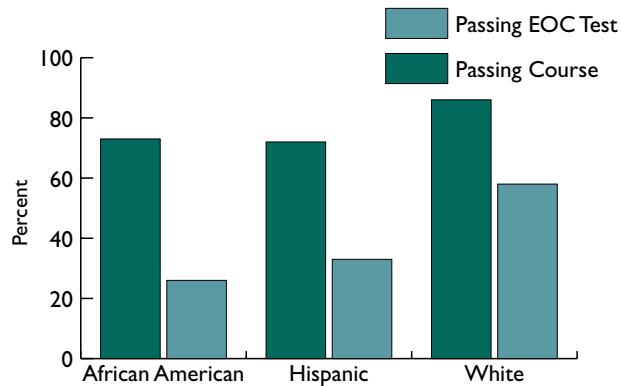
The data also show that expectations are often different for different groups of students. An analysis by the U.S. Department of Education, for example, concluded that students in high poverty schools typically receive 'A's' for work that would earn a 'C-' in non-poor schools. And a Texas study showed large differences by race in the percentage of students passing a course, and the percentage passing the EOC exam.

'A' Work in Poor Schools Would Earn 'Cs' in Affluent Schools



Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997.

How Do Algebra I Course Performance and End of Course Test Performance Compare?



Source: Texas Education Agency, Texas Student Assessment Program Student Performance Results, 1999-2000, Section VI: A Study of the Correlation between Course Performance in Algebra I and Algebra I End-of-Course Test Performance.

These studies suggest that it is not only important to get students into rigorous, college-preparatory courses, but also to use EOC and other assessments to help secure consistently high course delivery.

State Experiences with EOC

When asked about what they have learned from implementing EOC exams, many state respondents stated that it is too early for them to have much guidance to offer. However, three themes emerged from their limited comments: first, the benefits for strengthening curricula and instruction; second, a need for incentives for students to try hard; and third, the importance, if there are to be consequences for students based upon the scores, of assuring quick turn around on scores.

1. **Strengthening Curricula and Instruction:** End of Course exams set clear expectations for students and teachers by driving the enacted curricula—what is actually taught in classes—into closer alignment with the state standards. Analysis of exam results

makes it possible, further, for states and districts to more systematically align professional development to address the needs revealed by student performance strengths and weaknesses. Some states and communities—and many principals—have gone even further, by analyzing data by teacher, and incorporating results into professional growth plans.

2. **Incentives for students:** It is becoming clear to state leaders that high school students, in particular, need to know that the assessments that they encounter matter—that the results will connect to and count for life after high school. Most have moved to at least place the results on the student’s transcript (though in some instances noting only pass/fail). In some states (for example, New York and Oregon), higher education institutions have taken the critical steps to begin using the new stronger K-12 standards/assessments to help inform admissions and/or placement decisions. Moreover, twenty-two states involved with the NASH/Education Trust State K-16 initiative are committed to better connect K-12 and higher education expectations.

3. **Scoring and Reporting Results:** Issues of timely reporting apply to all high school assessments that carry consequences for students; they are particularly worrisome for states that want the exam results to be part of the student’s course grade. The dilemma has been how to administer the exam as late as possible in the year to include the full course material and, at the same time, assure that the results can be included in the student’s final grade reported by the teacher. Several states have turned to administering the EOC exams in April, well before the end of the course, to assure sufficient turn around time. Other states wait until later, but use different strategies to get quick results. In New York, for example, after being trained on common criteria, teachers score the Regents exams on the same day they are administered. (The state audits every 10th test, or so.) Tennessee administers the EOC very close to the last day of class but can still include the results as part of the student’s course grade and transcript by using a machine-scored exam.

Opportune Time to Expand EOC, But Some Issues

Virtually all states have begun to put in place an assessment system for high schools. In most cases, however, their systems currently focus on the first year or two of high school and are not fully developed. This is a time, therefore, of some fluidity. But it will probably require strong federal incentives to get more states to move to the more complex—and probably more expensive—EOC systems.

- **EOC exams and the ESEA/NCLB state assessment requirements**

There is an immediate concern among states that have or are contemplating using EOC for their high school assessment system that the ESEA accountability provisions for testing between grades 10 to 12 testing are based upon an outdated understanding of secondary school grade configurations. As pointed out by SREB in a recent position paper, the dominant high school organization is now 9 not 10 to 12. As a result many are concerned and at least one state, West Virginia, has put its RFP for developing its assessments on hold. Many EOC states worry that Algebra and English I, which are in place and the key building blocks for the high school assessment systems, will not be accepted because those courses are frequently taught in the 9th grade.

- **Conflicting Signals in Different Tests**

States that have maintained or installed a separate, more comprehensive ‘graduation exam’ have an additional problem getting their signals for students clear and consistent. In Texas, for example, state regulations required students to either pass the TAAS tests or 3 out of 4 end of course exams to receive a high school diploma. Since the TAAS, as is often the case, is a lower level high school exam that most students pass, there is little incentive to do well on the more challenging EOC exams. Texas’ solution is to phase out the EOC exams, but use items/content from these tests to create a new higher level high school exam, the TEKS

system. Two other states (Alabama and North Carolina) that have or are planning to move away from the EOC system to another graduation exam report that the problem of multiple systems was one of their considerations in making the change.

Possible Federal Roles

1. Resolve the apparent NCLB problem, either by securing a technical amendment bringing the high school assessment requirements into alignment with the most common grade configuration or by issuing administrative regulations allowing the use of EOCs in courses that are sometimes taught in grades 10-12.
2. Encourage and provide financial incentives to states to help them diversify their high school assessment systems. Even the best, richest comprehensive assessments may not have anywhere near the power of EOC exams to help improve curriculum and instruction at the high school level, at least in part because they make it difficult to get down to the classroom level. Yet there is danger that, because of their costs, states will opt for the cheaper comprehensive tests. The federal government could help in two ways. By providing financial support for assessment development and administration. And by pressing on the principles behind the multiple measures requirements in federal law. The latter ought not, in other words, to be considered fulfilled with one test plus high school graduation rates.
3. Provide supports for collective state work on EOC examinations. It is no accident that 11 of the 15 states that are using EOC exams are in the region served by the Southern Region Education Board (SREB). That region has made the use of EOC an integral part of its goals for raising achievement in their 16 member states. SREB staff have systematically worked with state leaders on the importance of a range of assessment systems for high schools and, more recently, they have developed a plan for collaboration including a test item bank, starting with Algebra I, and a plan for professional development for teacher leaders. Other states need the same combinations of prods and supports.

In other words, EOC need not be simply a ‘southern strategy.’ The four other states that have adopted EOC assessment systems – California, Indiana, New York and Utah—are a strong and diverse set of states that also provide models for others. Federal policy for high school improvement should seek to address for high schools,

just as it has for K-8, the need for states to develop more complete assessment systems. Carefully targeted incentives coupled with support for cross state collaboration could make a substantial difference.

References

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Data Collection Methods

The purpose of this survey was to get a clear sense of existing state policies on high school End of Course assessment systems. In May 2002, NASH staff researched the websites of major education associations and research organizations to gather information about end of course exams. In June 2002, we contacted all 50 state education agencies' office of assessments and conducted interviews with staff. To verify the data in states that had EOC exams, we emailed the data in its current format to each person interviewed.

The data following is presented in three data tables that provide detailed information about EOC assessment programs:

Table 1: General Descriptions of End of Course Assessment Programs

Table 1 provides an overview of the following for each state that is currently using end of course (EOC) assessments:

- Name of tests
- Test developer
- EOC start date (i.e. when EOC was first introduced)
- Total number of EOC exams offered
- Number of EOC exams offered in each of the four core subject areas
- Accountability—Student and Schools (i.e. how states hold schools and students accountable for performance on EOC exams)
- Test frequency (i.e. how often tests are administered and whether students can retake the exams)

Table 2: EOC Exam Offerings and Requirements

Table 2 provides state-by-state details on classes that require end of course tests. The data are broken down by the four core subject areas—Mathematics, English Language Arts, Science and Social Science.

For each subject area, we answered the following questions:

- What end of course tests are offered?
- What end of course tests must be taken by ALL students?
- What end of course tests, if any, must be passed in order for a student to graduate high school?

Table 3: Holding Schools and Students Accountable for Performance on EOC Assessments

Table 3 provides details on ways in which states hold schools and students accountable for performance on EOC assessments:

The following questions are answered in this table:

- Are the EOC exam results included in the state's high school accountability system?
- Is there a record of the EOC exam results on student transcripts?
- Does the EOC exam score factor in to a student's course grade?
- Does a student have to pass the EOC exams in order to graduate high school/to earn a diploma?
- Is there anything else not included in the above, that students are accountable for based on EOC exams?

States With End of Course Assessments

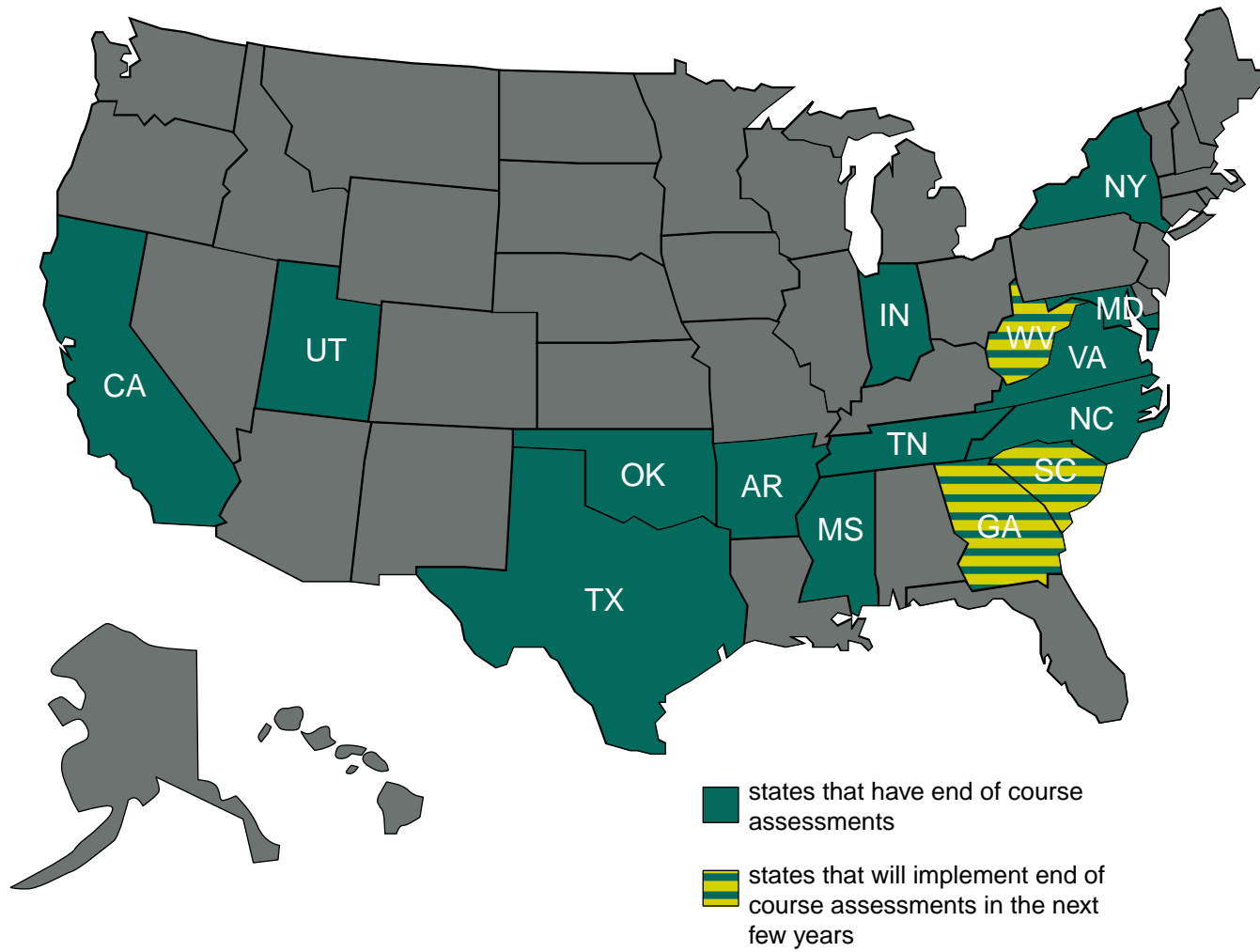


Table 1: General Descriptions of End of Course Assessment Programs

State	Name of Tests	Test Developer	EOC Start	Total # of EOC Exams Offered	Subjects (See Table 2 for Details)					Accountability (See Table 3 for Details)		Test Frequency	
					Math	English	Science	Social Science	Other	School	Student	Offered When	Retake
ARKANSAS	EOC	Data Recognition Corporation	2000-01(pilot) 2001-02 implemented	2	2					Y	N	2 times a year	N
CALIFORNIA	California Standards Based Tests	ETS	1997 (currently in transition)	9	3		4	2		Y	N	test window is when 85% of instruction is completed (varies by school calendar)	N
GEORGIA	GA EOC Tests	ETS & NCS Pearson (Pearson does scoring)	2001-02 (pilot)	8	2 (spring 2003)	2 (spring 2003)	2 (spring 2003)	2 (spring 2003)		Y	Y	3 times a year	Y
INDIANA	EOC Core 40	The Center for Innovation & Assessment at Indiana University & ETS (scoring)	1997 (field testing for five years) Voluntary only during the pilot stages	6	2 (one will be a 2002 pilot and one a 2004 pilot)	1 (2002 pilot)	2 (one will be a 2004 pilot and the other 2005)	1 (2005 pilot)		Y	Local decision not mandated by the state	3 times a year	TBD
MARYLAND	High School Assessment (HSA) EOC tests	State of MD & CTB/McGraw Hill	2001-02 testing now	5	2	1	1	1		Y	Y	2 times a year	Y
MISSISSIPPI	Subject Area Testing Program (SATP)	Harcourt	1996 2001-02 is the first year students are accountable.	4	1	1	1	1		Y	Y	3 times a year	Y
NEW YORK	Regents Exams	State of NY (some pieces are contracted out)	1880	15	2	1	4	2	6 Languages other than English	Y	Y	3 times a year	Y
NORTH CAROLINA	EOC	State of NC	1986	9	2	1	4	2		Y	Y	EOC (varies by school calendar)	N
OKLAHOMA	Oklahoma Core Curriculum Tests	CTB/McGraw Hill	2000	4	1 (2002-03)	1	1 (2002-03)	1		Y	Y	2 times a year	Y

SOUTH CAROLINA	EOC	American Institutes for Research (AIR)	Spring 2002	5	1 (Spring 2003)	1 (after 2004)	2 (after 2004)	1 (after 2004)		Y	Y	3 times a year	N
TENNESSEE	Gateway Exams (GW) & EOC tests	CTB/McGraw Hill	2001-02	3 GW and 2 EOC	1 GW 1 EOC (entering freshman Fall 2001)	1 GW 1 EOC (entering freshman Fall 2001)	1 GW			Y	Y	3 times a year	Y (only for GW exams and for entering freshman Fall 2001 and later)
TEXAS	EOC	NCS Pearson (they subcontract with Harcourt)	1996 Spring 2002 is the final test then phased out	4	1	1	1	1		Y	Y	3 times a year	Y
UTAH	Criterion Reference Tests (CRTs)	Major Progress & ACT	1986 (approx)	9 (grades 10-12)	3	2	4			Y	N	Every spring	N
VIRGINIA	Standards of Learning (SOL) Exams	Harcourt (subcontract with NCS)	1998	12	3	2	3	4		Y	Y	3 times a year	Y
WEST VIRGINIA	EOC tests	CTB and West Ed	2003-04 entering freshman (plan to pilot test 2002-03)	9	2 (2004)	3 (2004)	1 (2004)	3 (2004)		Y	Y	Varies by school calendar	TBD

Table 2: End of Course Exam Offerings and Requirements

ST	Math				English Language Arts				Science				Social Science			
	What EOC tests are offered?	What EOC tests must be taken by ALL students?	What EOC tests must be passed for a student to graduate?	Notes	What EOC tests are offered?	What EOC tests must be taken by ALL students?	What EOC tests must be passed for a student to graduate?	Notes	What EOC tests are offered?	What EOC tests must be taken by ALL students?	What EOC tests must be passed for a student to graduate?	Notes	What EOC tests are offered?	What EOC tests must be taken by ALL students?	What EOC tests must be passed for a student to graduate?	Notes
AR	Algebra I Geometry	Algebra I	none		none	none	none		none	none	none		none	none	none	
CA	Algebra I Algebra II Geometry	none	none	State only mandates that students must take two years of math (not course specific)	none	none	none		Physics Biology Chemistry Coordinated Science	none	none	State mandates that students take two years of science (not course specific).	World History US History	World History US History	none	
GA	Algebra I Geometry	Algebra I Geometry	none		Ninth Grade Literature and Composition American Literature & Composition	Ninth Grade Literature and Composition American Literature & Composition	none		Biology Physical Science	Biology	none	Most take Physical Science, but not a required course.	US History Econ/Business/ Free Enterprise	US History	none	Most take Economics, but not a required course.
IN	Algebra I (2002 pilot) Geometry (2004 pilot)	none	TBD	Students must take two years of math, but doesn't have to include Algebra I or Geometry	English II (2002 pilot)	English II	TBD		Biology I (2004 pilot) Chemistry I (2005 pilot)	none	TBD	All students must take year of science (not course specific)	US History (2005 pilot)	US History	TBD	
MD	Algebra I Geometry	Algebra I Geometry	TBD		English I	English I	TBD		Biology	see note	see note	95% take Biology to fulfill science requirement. If they take class, they will have to pass test to graduate.	Government	Government	TBD	
MS	Algebra I	Algebra I	Algebra I		English II	English II	English II		Biology I	Biology I	Biology I		US History from 1877	US History from 1877	US History from 1877	
NY	Math A Math B	Math A OR Math B	Math A OR Math B	NY schools teach integrated math so there is no course called Algebra I. (A is less rigorous than B).	English	English	English		Earth Science Chemistry Physics Living Environment (similar to Biology)	All Students must take one of the four Regents exams from the list of science courses.	All students must pass one science regents exam to graduate.		Global History and Geography US History & Government	Global History and Geography US History & Government	Global History and Geography US History & Government	Other: There are six additional Regent exams in various languages other than English.
NC	Geometry Algebra I	Algebra I	none		English I	English I	none		Physical Science Biology Chemistry Physics	Biology	none		Economic, Legal and Political Systems US History	Economic, Legal and Political Systems US History	none	
OK	Algebra I	Algebra I	none		English II	English II	none		Biology I	Biology I	none		US History	US History	none	
SC	Algebra I	none	none		English I	English I	none		Biology Physical Science	none	none		US History/ Constitution	US History/ Constitution	none	

TN	Algebra I (Gateway Exam) Math Foundations (EOC)	Algebra I	Algebra I (only for entering freshmen Fall 2001)		English I (EOC) English II (Gateway)	English I English II	English II (only for entering freshman Fall 2001)		Biology I (Gateway Exam)	Biology I	Biology I (only for entering freshman, Fall 2001)		none	none	none	
TX	Algebra I	Algebra I	none	Spring 2002 is the final administration of EOC tests. The new high school exit exam will cover content from the EOC exams.	English II	English II	none	See previous note under math.	Biology	Biology	none	See previous note under math.	US History	US History	none	See previous note under math.
UT	Algebra Pre-Algebra Geometry	Algebra Geometry	none		English Language Arts 10 English Language Arts 11	English Language Arts 10 English Language Arts 11	none		Earth Systems Biology Physics Human Biology	Earth Systems	none		none	none	none	
VA	Algebra I Geometry Algebra II	Algebra I	see note	Class of 2004: must pass 6 SOL tests to earn a standard diploma OR 9 for an advanced diploma.	English Reading English Writing	none	see note	Classes of 2004-2006 must pass the two English SOL tests and four of choice. Class of 2007 must pass two English, one math, science, history and 2 free choice.	Earth Science Biology Chemistry	none	see previous note under English	see previous note under English	World History I World History II (after 1500) US History World Geography	none	see previous note under English	
WV	Algebra I Geometry	Algebra I Geometry			English 9 English 11 English 12	English 9 English 11 English 12		Exams fully implemented 2004	Coordinated and Thematic Science 9 (CATS 9)	Coordinated and Thematic Science 9 (CATS 9)			US History to 1900 World History to 1900 20th/21st Century Studies	US History to 1900 World History to 1900 20th/21st Century Studies		

Table 3: Holding Schools and Students Accountable for Performance on EOC Assessments

State	School Accountability	Student Accountability			
	Are the EOC exam results included in the State's high school accountability system?	<i>Transcripts:</i> Is there a record of the EOC exam results on student transcripts?	<i>Course grade:</i> Does the EOC exam score factor in to a student's course grade?	<i>Graduation/Diploma:</i> Does a student have to pass the EOC exams in order to graduate high school/ to earn a diploma?	<i>Other:</i> Is there anything else that students are accountable for based on EOC exams?
ARKANSAS	Yes	Yes	No	No	Students must take exams if they are enrolled in the course.
CALIFORNIA	Yes	No	No	No	Students must take exams if they are enrolled in the course.
GEORGIA	Yes	Yes (indicator not yet decided)	Local decision	No	Students must take exams if they are enrolled in the course.
INDIANA	Yes	TBD	Local decision once exams are fully implemented	TBD	Beginning with the 2003-04 school year, all students taking English II & Algebra I must take the EOC exams in those courses.
MARYLAND	Yes	Yes (percentile)	TBD	TBD (intention is to require students pass EOC in order to graduate)	Currently students must take the exams if they are enrolled in the course.
MISSISSIPPI	Yes	Yes (pass/fail)	Local decision	Yes (students must pass all four exams to earn a diploma)	
NEW YORK	Yes	Yes (score)	Local decision	Yes (students must take and pass five exams to earn a diploma: 1 English, 2 social science, 1 math, 1 science)	

NORTH CAROLINA	Yes	Yes (indicator not yet decided)	At least 25% and locals can count it for more.	No	A student must take the five core exams. If they are enrolled in any other class that has an EOC test, they must take it too.
OKLAHOMA	Yes	Yes (score)	No	No	All students must take the four EOC exams
SOUTH CAROLINA	Yes	No	20%	No	Students must take exams if they are enrolled in the course.
TENNESSEE	Yes	Yes (score and pass/fail)	15% of grade but locals can count it for more.	Yes (students must meet the proficient level on the three Gateway exams)	Students must take exams if they are enrolled in the course.
TEXAS	Yes	Yes (pass/fail)	Local decision	Students have to pass the TAAS (criterion reference test) or pass three of four EOC exams to graduate. Approx 90% take and pass TAAS, so not real accountability for EOC exams.	Students must take exams if they are enrolled in the course.
UTAH	Yes	Local decision	Local decision	No	Students must take exams if they are enrolled in the course.
VIRGINIA	Yes	No (indication the student took a verified course meaning there was an EOC test in that course)	Local decision	Yes must pass six to graduate (Class of 2004-06 are required to pass two English EOC and then four of their choosing. The class of 2007 must pass two English, one math, one science, one history and one of their choice.)	
WEST VIRGINIA	Yes	Yes (indicator not yet decided)	At least 15% of the grade	Yes	