



# Understanding the Individual Student Report for the North Carolina End-of-Grade Tests Grades 3, 4, and 5

During the final three weeks of the school year, your child took the state-required multiple-choice North Carolina End-of-Grade Tests of Reading Comprehension and Mathematics. The end-of-grade tests are administered to students at grades 3–8 as part of the statewide assessment program. These curriculum-based achievement tests are specifically aligned to the North Carolina *Standard Course of Study* and include a variety of strategies to measure the achievement of North Carolina students.

Test scores are among the many ways to find out how well your child is doing in school. Test scores allow you to compare your child's performance with that of other students in the same grade at the school and with other students across North Carolina. However, test scores should always be considered along with *all* other available information provided about your child. Scores on these tests are only one of the many indicators of how well your child is achieving.

Student scores in reading comprehension and mathematics from the end-of-grade tests are used for computing school growth and performance composites as required by the state-mandated ABCs Accountability Program and for determining adequate yearly progress (AYP) under Title I mandates of the *No Child Left Behind Act of 2001*. Student scores are also used in determining student progress and proficiency under state-mandated Student Accountability Standards at grades 3, 5, and 8.

## *End-of-Grade Testing—Individual Student Report*

The spring 2008 *Individual Student Report* for end-of-grade tests provides information concerning your child's performance on the end-of-grade test in reading comprehension and mathematics. The information on the left side of the report describes the student's performance on the end-of-grade reading comprehension test. The right side of the report describes the student's performance on the end-of-grade mathematics test. A sample individual student report is provided on page four to accompany the following explanations of the items found on the student report:

- A. The number of questions your child answered correctly is called a raw score. The raw score is converted to a developmental **scale score**. The scale score depicts growth in reading comprehension and mathematics achievement from year to year. You can compare the scale scores on the end-of-grade test given during the last three weeks of the 2006–07 school year and the end-of-grade test given during the last three weeks of the 2007–08 school year to determine your child's growth in reading comprehension and mathematics.
- B. **Achievement level** shows the level at which your child performed on the test. Achievement levels are predetermined performance standards that allow your child's performance to be compared to grade-level expectations. Four achievement levels (i.e., Levels I, II, III, and IV) are reported in reading comprehension and mathematics.
- C. **This student scored at or above** shows the percentile rank that compares your child's performance on the test this year to that of all North Carolina students who took the test in the norming year. The norming year for a test is generally the first year the test was administered. The percentile shows that your child performed at a level equal to or better than the stated percentage of students who took the test during the norming year. For example, if a student scores as well as or better than 83% of the students who took the test in the norming year, the student is in the 83<sup>rd</sup> percentile. The higher the percentile, the better your child performed compared to other students in his or her grade. Percentiles range from 1 to 99.
- D. North Carolina public school students are required to meet statewide standards for promotion from grades 3, 5, and 8 and for high school graduation. The standards, also called **gateways**, ensure that students are working at grade level in reading, writing, and mathematics before being promoted to the next grade. **Met State Gateway** is located on the end-of-grade individual student reports at grades 3, 5, and 8 and indicates if the student did (**YES**) or did not (**NO**) meet the state gateway for reading comprehension and mathematics. Additional information on the state gateways can be found at <http://www.ncpublicschools.org/promotionstandards/>.

- E. **Achievement levels** show the four achievement levels and their relation to the scale score.
- F. **Student** shows your child's score in relation to the range of possible scores and the achievement levels. Your child's score is represented by a closed diamond (◆). The bar (▭) across the closed diamond represents where your child's true score should be about two-thirds of the time (standard error of measurement). On another day or with a different set of test questions, your child might have obtained a slightly different score, but the score should still lie within the bar, assuming no additional learning occurred.
- G-I. Your child's scale score is compared to the average scale scores for the **school** (G), the **school system** (H), and the **state** (I). The average scale scores for G–I are represented as open diamonds (◊). The horizontal line (—) across each open diamond represents the range of scores achieved by about two-thirds of the students in the same grade as your child (one standard deviation). The average scale scores for the school and the school system are based on the spring 2008 test administration. The state average is based on the scores of all North Carolina students who took the test in the norming year.
- J. The **description of the achievement level** is reported for your child's performance in reading comprehension and mathematics. A complete listing of the four achievement levels for reading comprehension and mathematics by grade level may be found at <http://www.ncpublicschools.org/accountability/testing/shared/achievelevel/readingeog> and <http://www.ncpublicschools.org/accountability/testing/shared/achievelevel/matheog>, respectively.
- K. The reading comprehension tests are linked to the *Lexile Framework for Reading*. The Lexile Framework measures both reader ability and text difficulty on the same scale, the Lexile scale. **Lexile scores** are reported from a low of BR (Beginning Reader) to a high of 2000L. Lexile scores do not translate specifically to grade levels. Using your child's Lexile score, you can match your child to books or other reading material that are similar to his or her reading ability. The lower a book's Lexile measure, the easier it will be to comprehend. For example, a text with a Lexile measure of 850L will most likely be easier for a reader to comprehend than a text at 950L. The Lexile score also allows you to track your child's progress over time. Additional information on Lexiles can be found at <http://www.lexile.com>, and a list of books and their Lexile measures can be found at [www.lexile.com/booksearch](http://www.lexile.com/booksearch).
- L. The North Carolina *Standard Course of Study* is the framework that guides classroom instruction and assessment for every student in North Carolina and provides competency goals for each grade and high school course to ensure rigorous student academic performance standards that are uniform across the state. On this student report, the **Subscale Performance** section shows the subscale score for the goals and/or section reported for the end-of-grade tests of reading comprehension and mathematics. The reporting units for subscales of the end-of-grade test of reading comprehension are literary reading and informational reading. The reporting units for subscales of the end-of-grade test of mathematics are goals and units defined by calculator active portions of the test and calculator inactive portions of the test. The closed diamond (◆) represents your child's performance at the individual goal level. The bar (▭) represents the standard error of measurement (SEM). The SEM indicates how much your child's score is expected to vary if tested repeatedly with the same test, assuming that no additional instruction is given. The subscale scores do not reflect the number of items aligned to each goal and/or section. All subscale scores have values between 0 and 20. The state average for all subscales is equivalent to 10. Although the tests meet high professional and legal technical standards as a whole, these technical attributes weaken when the test is taken apart into smaller units. In nearly all cases, the number of items on a test form that represent a single subscale is very small. Therefore, it is imperative that the subscale scores be used as only one piece of information used to qualify instructional or placement decisions.

### *Key Features of the Reading Comprehension Test*

- Reading and knowledge of vocabulary are assessed by having students read selections and then answer questions related to the selections.
- The reading comprehension test at grades 3–5 consists of 52 items. Some of the reading comprehension items at grades 3–5 are field test items. The field test items do not count toward or against the student's score.
- The selections on the test are reading materials chosen to reflect the variety of actual reading done by students in and out of the classroom.
- Students read literary selections (i.e., fiction, nonfiction, and poetry) and informational selections (i.e., content and consumer).
- The variety of selections allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

### *How Can I Help My Child with Reading?*

- Establish time for your child to read.
- Provide your child with a variety of suitable reading materials.
- Read aloud to and with your child.
- Take time to discuss interesting books you and your child have read.
- Model reading by reading a variety of materials yourself, such as newspapers, magazines, schedules, etc.
- Discuss the purpose of different text type, such as fiction, letters, newspaper articles, journals, etc.
- Share and discuss articles, diagrams, charts, illustrations, and maps with your child.
- Ask your child open-ended questions that cannot be answered with a single word or a single phrase (e.g., Why? How do you know? Explain . . . Tell me about . . . Give me examples.)
- Ensure that your child reads independently each day at a comfortable reading level. Reading materials should not be too hard or too easy in terms of subject matter and content.

### *Key Features of the Mathematics Test*

- The mathematics test assesses student achievement in the five strands of the mathematics curriculum: (1) Number and Operations, (2) Measurement, (3) Geometry, (4) Data Analysis and Probability, and (5) Algebra.
- Some of the mathematics items at grades 3–5 are field test items. The field test items do not count toward or against the student’s score.
- The 82-item test (including field test items) is administered in two parts: Calculator Active (54 questions) and Calculator Inactive (28 questions).
- Students are allowed to use calculators during the Calculator Active part (66%) of the test. Students are not allowed to use calculators during the Calculator Inactive part (34%) of the test.
- The minimum (“at least”) calculator requirement for grades 3–5 is a four-function calculator with memory key.
- The mathematics tests are administered on two consecutive days.
- The estimated time for students at grades 3–5 to complete the mathematics—calculator active test is 135 minutes. Students who are not finished at the end of the estimated time may be given additional time. However, no administration of the mathematics—calculator active test at grades 3–5 may exceed four hours (240 minutes).
- The estimated time for students at grades 3–5 to complete the mathematics—calculator inactive test is 60 minutes. Students who are not finished at the end of the estimated time may be given additional time. However, no administration of the mathematics—calculator inactive test at grades 3–5 may exceed two and one-half hours (150 minutes).

### *How Can I Help My Child with Mathematics?*

- “Do math” with your child at home as problem-solving partners. Use word problems. Have your child explain how he or she is solving the problems.
- Make a list of all the ways your family uses mathematics at home:
  - Newspapers and weather reports include charts, graphs, data, and statistics.
  - Sporting events provide data and statistics.
  - The grocery store affords an opportunity for practicing measurement and estimation.
  - Recipes can be modified.
  - The changing seasons give an opportunity to examine temperature.
  - Road trips encourage map reading and distance, time, and gasoline mileage problems.
- By “doing math” together, you will demonstrate that learning mathematics is fun.

### *Additional Information*

For additional information on the end-of-grade tests, visit the NCDPI Division of Accountability Services/North Carolina Testing Program Web site at <http://www.ncpublicschools.org/accountability/testing/eog/>.

*In compliance with federal laws, NC Public Schools administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law. Inquiries or complaints should be directed to:*

*Dr. Rebecca Garland, Chief Academic Officer  
Academic Services and Instructional Support  
6368 Mail Service Center  
Raleigh, NC 27699-6368  
Telephone (919) 807-3200; Fax (919) 807-4065*

Student  
 Grade Level **3**  
 School Name  
 System Name

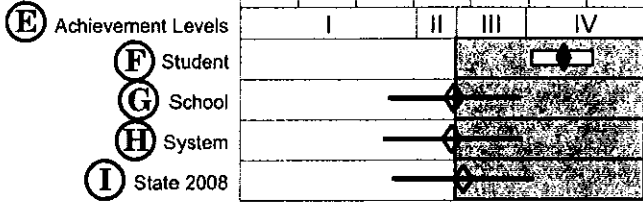
**(A)** Reading Scale Score 356  
**(B)** Achievement Level IV

**(C)** This student scored at or above 93 percent of students who took the test during the norming year (2008).  
**(D)** Met State Gateway for Reading YES

**(A)** Mathematics Scale Score 356  
**(B)** Achievement Level IV

**(C)** This student scored at or above 90 percent of students who took the test during the norming year (2006).  
**(D)** Met State Gateway for Mathematics YES

Reading Developmental Scale Score  
 300 310 320 330 340 350 360 370



Mathematics Developmental Scale Score  
 310 320 330 340 350 360 370



**(J)** Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Level IV demonstrate an independent application of the reading comprehension skills required in the North Carolina Standard Course of Study at grade three. Students at this level read with fluency and comprehend a variety of third grade genres, such as fiction, nonfiction, poetry, and drama. Students analyze and integrate information to infer, draw conclusions, determine author's purpose, and generalize. Students independently compare and contrast elements within and between texts. They also analyze the effect of figurative language, author's craft, and literary elements.

**(J)** Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Level IV commonly show a high level of understanding, compute accurately. The students are very consistent responding with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

Level IV students demonstrate a high level of success with regard to number sense for whole numbers through 9,999. They show mastery of multi-digit subtraction and apply multiplication facts fluently with single-digit multiplication and division. They consistently correctly compare, order, and represent rational numbers (halves, fourths, thirds, sixths, and eighths). Students consistently use appropriate vocabulary to compare, describe, and classify two- and three-dimensional shapes. They accurately measure length, capacity, weight, time, and temperature (Fahrenheit and Celsius). Students successfully identify and extend complex numeric or geometric patterns. They successfully organize, display, and interpret data using a variety of graphs. Students use the rectangular coordinate system to graph, identify, and mentally manipulate points. They accurately apply simple probability concepts. Students correctly use symbols to represent unknown quantities in number sentences and to solve equations. They solve high level thinking problems using a wide variety of strategies.

SAMPLE

**(K)** Student's Reported Lexile Score 966L Grade Three Lexile Text Measures 500L-700L

Lexile Text Measure describes the range of lexile measures found in general reading materials used in a classroom. Information on Lexile can be found at <http://www.ncpublicschools.org/accountability/parents/lexile/>

**(L)** End-of-Grade Reading Subscale Performance

Goals/Units	0	10	15	20
Literary Reading				●
Informational Reading		●		

**(L)** End-of-Grade Mathematics Subscale Performance

Goals/Units	0	10	15	20
Computation				●
Problem Solving				●
Measurement and Geometry				●
Number Sense				●
Probability and Statistics				●

Please note that the subscale scores are less reliable than the scale score because there are fewer questions on which the score is based. Therefore, instructional and placement decisions should not be based solely on these subscale scores.

The scale score for all subscales is equivalent to 10. The subscale scores do not exceed the number of items allocated to each goal. All subscale scores have a value between 0 and 20.