

# 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 in Reading 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.

Student scores in reading 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.

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.

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

The Individual Student Report for end-of-grade tests provides information concerning an individual student's performance on the end-of-grade tests in reading comprehension and mathematics. A sample individual student report is provided on page four. The information provided on the left-hand side of the report describes the student's performance on the reading comprehension test. The right-hand side of the report describes the student's performance on the mathematics test.

- A. The **scale score** shows the student's developmental scale score in reading or mathematics. The number of questions the student answered correctly is called a raw score. The raw score is converted to a developmental scale score.
- B. The **developmental scale score** depicts growth in reading and mathematics achievement from year to year. Parents may compare the developmental scale scores on the end-of-grade test given during the last three weeks of the 2005–06 school year and the end-of-grade test given during the last three weeks of the 2006–07 school year to determine their child's growth in reading or mathematics. Parents/teachers should note that the range of reading scores differs from the range of mathematics scores. *Because the ranges differ, the scale score for reading cannot be compared to the scale score for mathematics.*
- C. **Achievement levels** show the four achievement levels and their relation to the developmental scale. Achievement levels are predetermined performance standards that allow the student'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.
- D. The **description of the achievement level** is reported for the student's performance in reading comprehension and mathematics. A complete listing of the achievement levels I–IV for reading comprehension and mathematics by grade level may be found at <http://www.ncpublicschools.org/accountability/testing/eog>.
- E. **This student scored at or above** shows the percentile rank. The percentile rank compares the student'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 the student performed at a level equal to or better than the stated percentage of students who took the test during the norming year. The higher the percentile, the better a student performed compared to other students in his or her grade. Percentiles range from 1 to 99.
- F. 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. The end-of-grade individual student

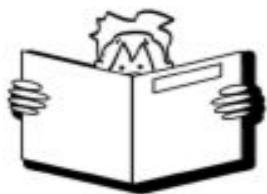
reports at grades 3 and 5 indicate if the student did (YES) or did not (NO) **meet the state gateway** for reading and/or mathematics. The end-of-grade individual student report at grade 4 may or may not report if the student met the local gateway for reading or mathematics. Additional information on the state gateways can be found at [http://www.ncpublicschools.org/student\\_promotion/elemmid.html](http://www.ncpublicschools.org/student_promotion/elemmid.html).

**G. Student** shows the individual student's score in relation to the developmental scale and the achievement levels. The student's score is represented by an open diamond. The horizontal line across the diamond represents where the student'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, the student may obtain a slightly different score but should still score on the horizontal line.

**H–J.** Individual student performance may be compared to the average scale scores for the **school** (H), the **school system** (I), and the **state** (J). The average scale score for H–J is represented as an open diamond. The horizontal line across each diamond represents the range of scores achieved by about two-thirds of the students in the same grade as the student who was tested (one standard deviation). The average scale scores for the school and the school system are based on 2007's test administration. The state average is based on the scores of all North Carolina students who took the test in the norming year.

**K.** A **student's lexile score** is based on the *Lexile Framework for Reading*. The student's lexile score can be used to describe the difficulty of the texts (readability) and the reading level of the student (reading ability). The *Lexile Framework* matches readers with texts at whatever level the reader is reading. The lexile score allows parents to track their child's progress over time. Lexile levels do not translate specifically to grade levels. Additional information on Lexiles can be found at <http://www.lexile.com>.

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



- Reading and vocabulary skills are assessed by having students read selections and then answer questions related to the selections.
- 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.
- Selections include both literary and informational texts. Literary texts include fiction, poetry, drama, and literary nonfiction such as biographies, letters, journals, and essays. Informational texts include content areas (art, science, mathematics, social studies, etc.) and consumer/practical selections (pamphlets, reviews, recipes, how-to, etc.).
- Eight selections are included on each test; there are 50 questions on each test at grades 3–5.
- Four categories of items are on the reading test. The categories include cognition, interpretation, critical stance, and connections.
- Cognition requires the reader to apply such strategies as using context clues to determine meaning, summarizing to include main points, and identifying the purpose of text features. The average number of questions on the reading comprehension test that measures cognition is 18.
- Interpretation requires the reader to make inferences and generalizations. Students may be asked to clarify, to explain the significance of, to extend, and/or to adapt ideas/concepts. The average number of questions on the reading comprehension test that measures interpretation is 19.
- Critical stance requires the reader to apply processes, such as comparing/contrasting and understanding the impact of literary elements. The average number of questions on the reading comprehension test that measures critical stance is 10.
- Connections require the reader to connect knowledge from the selection with other information and experiences beyond/outside the selection. The average number of questions on the reading comprehension test that measures connections is 3.
- The reading comprehension test is timed. The estimated time for students at grades 3–5 to complete the reading comprehension test is 115 minutes.

## ***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 types, 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 simple word, a single phrase, or a sentence. (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.
- For both parts of the mathematics test, students at grades 3, 4, and 5 are given blank paper and graph paper. Rulers and protractors are not distributed to students.
- The mathematics tests may be administered on one school day or two consecutive days.
- The mathematics tests are not timed. Students are to be allowed ample opportunity to complete the tests. As long as students are engaged and working, they must be allowed time to complete the mathematics test. The estimated time for 95% of students at grades 3, 4, and 5 to complete the mathematics calculator active test is 135 minutes. The estimated time for students to complete the mathematics calculator inactive test is 60 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/>.

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For a full explanation of the information provided in this report see: [http://www.ncpublicschools.org/docs/accountability/grade3\\_5parentteacherreportfinal.pdf](http://www.ncpublicschools.org/docs/accountability/grade3_5parentteacherreportfinal.pdf)

**Reading (50 questions)**

**(B) Developmental Scale Score**  
230 240 250 260 270 280

**(A) Scale Score**  
271

**(C) Achievement Levels**

	I	II	III	IV
<b>(G) Student</b>				+
<b>(H) School</b>			+	
<b>(I) System</b>			+	
<b>(J) State 2002-03</b>			+	

**(E) This student scored at or above 97 percent of students who took the test during the norming year (2003).**

**(G) Student**

**(H) School**

**(I) System**

**(J) State 2002-03**

**(F) Met State Gateway for Reading YES**

**(K)**

Student's Lexile Score <sup>1</sup>	1215L	Typical grade five class materials <sup>1</sup>	750L-950L
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**(D) 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 Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina Standard Course of Study for Grade 5. Students comprehend with depth of understanding a variety of fifth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students examine and evaluate relationships. They extend ideas by connecting, synthesizing and integrating information from within the entire text and beyond. They demonstrate a more sophisticated understanding of the text through the inferences and connections they make and the conclusions they draw. Students also determine the effectiveness of figurative language and analyze author's craft.

**Mathematics (50 questions)**

**(B) Developmental Scale Score**  
330 340 350 360 370 380

**(A) Scale Score**  
365

**(C) Achievement Levels**

	I	II	III	IV
<b>(G) Student</b>				+
<b>(H) School</b>			+	
<b>(I) System</b>			+	
<b>(J) State 2005-06</b>			+	

**(E) This student scored at or above 88 percent of students who took the test during the norming year (2006).**

**(G) Student**

**(H) School**

**(I) System**

**(J) State 2005-06**

**(F) Met State Gateway for Mathematics YES**

**(D)**

**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, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

Students consistently demonstrate number sense for rational numbers 0.001 through 999,999. They consistently demonstrate ability in the addition, subtraction, comparison, and ordering of fractions, mixed numbers, and decimals. They correctly estimate the measure of an object in one system given the measure of that object in another system. Students commonly identify, estimate, and measure the angles of plane figures and commonly identify angle relationships. They consistently identify, define, and describe the properties of plane figures, including parallel lines, perpendicular lines, and lengths of sides and diagonals. Students are commonly able to identify, generalize, and extend numeric and geometric patterns. To solve problems, fifth-graders at Level IV consistently organize, analyze, and display data using a variety of graphs. They consistently use range, median, and mode to describe multiple sets of data. Students commonly use algebraic expressions to solve one-step equations and inequalities. They commonly identify, describe, and analyze situations with constant or varying rates of change.

<sup>1</sup> "Typical grade five class materials" indicates the range of instructional materials used for grade 5. Information on Lexiles can be found at <http://www.ncpublicschools.org/accountability/parents/lexiles/>. The shaded areas indicate performance at achievement levels III and IV which are considered to be at or above the expectation for this grade level. Information on the reading and mathematics tests can be found at <http://www.ncpublicschools.org/accountability/testing/eog/>