

Understanding the Parent/Teacher Report for North Carolina End-of-Grade Tests

The Parent/Teacher Report provides information on an individual student's performance on the North Carolina End-of-Grade Tests of Reading Comprehension and Mathematics. The information on the left side of the report describes your child's performance on the reading test. The right side of the report describes your child's performance on the mathematics test.

A. The student's Developmental Scale Score in the area tested (reading or mathematics) measures growth in achievement over time. Just like height in inches, on average, student scale scores are expected to go up every year. Also, like height, the rate of growth may vary from year to year.

B. This shows the Developmental Scale Score range for the area tested (reading or mathematics) for the grade level of the student. You should note that the range of reading scores differs from the range of mathematics scores. *Because the ranges differ the scale score for reading should not be compared to the scale score for mathematics.*

C. This shows the four achievement levels and their relation to the developmental scale. Level I is insufficient mastery, Level II is inconsistent mastery, Level III is consistent mastery, and Level IV is superior mastery. Students performing at Level III or Level IV are considered to be at or above grade level. *State Board of Education policy states that for students in grades 3-8, the standard for grade-level proficiency shall be a test score at (Achievement) Level III or above on end-of-grade tests in reading comprehension and mathematics.*

D. This shows the individual student's score in relation to the developmental scale and the achievement levels. An open diamond represents the student's score. On another day or with a different set of test questions, the student may obtain a slightly different score but still score on the horizontal line. 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). **E-G.** Individual student performance may be compared to the average scale scores for the school, the school system, and the state. An open diamond represents the average scale score for

E-G. 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 (standard deviation). The average scale scores for the school and the school system are based on this year's test administration. The information for the state is based on the scores of all North Carolina students who took the test in the norming year (1993).

H. The North Carolina EOG test offers a Lexile measure for your child, based on his or her assessment scores on the reading comprehension portion of the test. With a Lexile measure, parents and educators can match a reader to a text. Take the sample reader's Lexile measure, 880L, and locate a book with the same measure. This matching process allows your child to read material that has sufficient challenge for growth, but will not be so difficult as to not frustrate him or her. You can locate books with higher or lower Lexile measures, depending on the intended purpose. If your child wants to read for fun, without worrying about struggling through the text, then find a text with a Lexile measure that is 100L below the child's Lexile measure. Taking our sample reader, we would search for books at 780L. If you want your child to read a book that can help increase his or her reading ability, then find a text with a Lexile measure that is 50L above the child's Lexile measure, or 930L. Keep in mind that the Lexile measure does not take into account developmental appropriateness, print size, pictures, prior knowledge of the information, etc. The Lexile range provided on the sample report (330L-700L) represents the Lexile range of typical instruction materials found in third-grade classes. As always, it is very important that an adult reviews each book prior to the child reading it.

I. The percentile rank means that your child scored at or above this percentage of students who took the test during the norming year (1993).

J. This contains interpretive information from the actual test results about your child's achievement level in reading. For example, the Parent/ Teacher Report shows that the student performed at Achievement Level III, so the interpretive information defines and describes student abilities in reading comprehension at that achievement level. Subscores are not appropriate for student performance in reading because the test is designed to measure the overall process of reading.

K. This contains interpretive information about your child's performance in mathematics by reporting subscores with stanines. The number of questions for each subscore is provided. Stanines go from 1 to 9 with an average of 5. A stanine score of 1 to 3 shows low performance. A stanine score of 4 to 6 shows average performance. A stanine score of 7 to 9 shows high performance. Any time a subscore differs by 2 or more points on the scale, it represents a significantly different level of performance.

Contact your child's teacher or guidance counselor if you have any questions regarding your child's test scores, your child's progress in school, or local policies related to the use of test results.

**End-of-Grade Testing
Parent/Teacher Report
Public Schools of North Carolina
Regular Test Administration**

Student:
Teacher:
School: FAYETTEVILLE ST E
System: DURHAM
Test Date: Spring 2002

**Grade
3**

Reading (56 questions)

(B) Developmental Scale Score
120 130 140 150 160 170

(A) Scale Score
155

(I) This student scored at or above 80 percent of students who took the test during the norming year (1999).

Met State Gateway for Reading
YES

(C) Level	I	II	III	IV
(D) Student			◆	
(E) School		◆		
(F) System		◆		
(G) State 1999		◆		

(H) Student's Lexile Score **880L** Typical grade 3 class materials¹ **330L-700L**

Interpretative Achievement Levels for Reading

(J)

Students performing at Level IV consistently perform in a superior manner clearly beyond grade-level requirements, competencies, and expectations. Students scoring in Level IV typically read at an analysis level and consistently use integration and evaluation thinking skills. They have success with literary passages (including poetry) and informative passages about less familiar topics. In addition, they are able to perform all the knowledge and skills described in Levels I, II, and III.

These students are able to respond to questions assessing the following:

- prediction of what will most likely happen in another situation based on the information in the passage
- distinguish between fact and opinion, use and verification of the information in the passage, and evaluation of the basic characteristics of the passages such as illustrations

Mathematics (80 questions)

(B) Developmental Scale Score
220 230 240 250 260 270 280

(A) Scale Score
258

(I) This student scored at or above 80 percent of students who took the test during the norming year (2001).

Met State Gateway for Mathematics
YES

(C) Level	I	II	III	IV
(D) Student			◆	
(E) School		◆		
(F) System		◆		
(G) State 2001		◆		

Interpretative Information for Mathematics

(K)

New Math Competency Goals	Number of Questions	Low			Average			High		
		1	2	3	4	5	6	7	8	9
Number Sense, Numeration, and Numerical Operations	19									X
Spatial Sense, Measurement, and Geometry	17									X
Patterns, Relationships, and Functions	9						X			
Data, Probability, and Statistics	11						X			
Calculator Inactive	24									X

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. Students can meet the North Carolina Student Accountability Promotion Standard when both their reading and math scale scores meet the lowest Level III score. "Yes" Indicates that this student scored at Level III or IV. "YES 1 SE" indicates this student's scale score also met the Level III standard when one standard error of measurement was added to his/her scale score. Some school systems may have a different standard for promotion. Contact your local school for an interpretation of your child's performance if necessary.

¹Information on the use of Lexiles can be found at <http://www.lexile.com/faq>. "Typical class materials" indicates the range of typical instructional materials for grade 3.