

Read to Achieve Frequently Asked Questions (FAQ)

1. Which test(s) can be offered to grade 3 students who did not meet the Read to Achieve (RtA) requirements after the regular (i.e., first) administration of the End-of-Grade (EOG) English Language Arts/Reading Test?

Following the regular (i.e., first) administration of the EOG English Language Arts/Reading Test, students who did not meet the RtA requirements may be administered the Grade 3 EOG English Language Arts/Reading Retest and/or the RtA Test. This testing must occur within the end-of-year, ten-day testing window.

2. Can schools provide more than one testing opportunity following the regular administration of the EOG English Language Arts/Reading Test?

Yes, schools can provide more than one testing opportunity (i.e., EOG English Language Arts/Reading Retest, RtA Test). Each test can only be administered once within the testing window. If a school elects to administer the Grade 3 EOG English Language Arts/Reading Retest, students must be retested on an EOG English Language Arts/Reading test form that was not taken previously.

3. If a parent does not want his/her student retested following the regular EOG English Language Arts/Reading Test, can the parent request his/her student not test?

Yes, a parent can request that his/her student not be tested. A student does not have to take the EOG English Language Arts/Reading Retest or RtA Test.

4. If a student does not take the EOG English Language Arts/Reading Retest or RtA Test, and does not go to reading camp, is the student automatically retained in the third grade and taught the third-grade curriculum?

No, if a parent decides not to send the student to reading camp, then the student is eligible to come back and take the RtA Test and/or SBE-approved alternative assessment at the end of reading camp along with the other students. However, the student does not have to attempt the test(s). Students are never automatically placed back into the third grade. The principal makes the decision at the end of reading camp where to place the student for the next school year. Most students go on to the 3/4 transitional or 4th grade accelerated class unless they are low in other content areas.

5. A grade 3 student qualified for an Individualized Education Program (IEP) after the EOG English Language Arts/Reading Test and now qualifies for a good cause exemption. Can the student receive an exemption?

No, an IEP must be in place before the student takes the EOG English Language Arts/Reading Test to qualify for a good cause exemption.

6. What is a “twice-retained” student?

A twice-retained student is a student that has been retained twice under the provisions of G.S. 115C-83.7(a) which states that a student shall be retained in the third grade if they fail to demonstrate reading proficiency appropriate for a third-grade student.

- Scenario 1 for twice-retained:

At the end of third grade, a student does not demonstrate reading proficiency, so he/she is placed back in the third grade again for the next year. At the end of the second year in third grade, the student still does not demonstrate reading proficiency, so he/she is placed in a 3/4 transitional or 4th grade accelerated class the following year. The student is considered twice-retained and should receive supplemental tutoring along with all the supports provided by the legislation of the transitional and/or accelerated class.

- Scenario 2 for twice-retained:

At the end of third grade, a student does not demonstrate reading proficiency, so he/she is placed in a 3/4 transitional or 4th grade accelerated class with a reading retained label. At the end of the school year, the student still does not demonstrate reading proficiency, so he/she is placed back in a 3/4 transitional or 4th grade accelerated class the next year (keeping the retained label). The student is considered twice-retained and

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should receive supplemental tutoring along with all the supports provided by the legislation of the transitional and/or accelerated class.

7. Do 3/4 transitional or 4th grade accelerated students continue working on the portfolio? Does the portfolio carry over to 5th grade?

Yes, 3/4 transitional or 4th grade accelerated students can either continue or start work on a portfolio until the end of the fourth-grade school year. Portfolios are not continued in fifth grade.

8. Can instructional passages from the portfolio be used for all students in a third-grade class?

Yes, instructional passages can be used for close reading. Teachers should always align the use of the instructional passages with the standard being taught. Asking students to read passages independently, particularly if they are reading significantly below a third-grade reading level, will not benefit students.

9. How is the RtA status coded in PowerSchool?

To ensure entry of the Retention-Reading label in PowerSchool, the test coordinator provides the data manager with a list of any student(s) who have not attained RTA proficiency at the end of reading camp. The record needs to reflect the student's third-grade enrollment. The tag should only be applied to third-grade and no other grade.

10. When is the RTA status coded in PowerSchool?

The Retention-Reading label can be entered in PowerSchool any time after reading camp, preferably before September 1, to facilitate reports to the General Assembly and fall RtA eligibility determinations.

11. If a school learns that the RtA status in PowerSchool was incorrect as of the date of student transfer, can the receiving local education agency (LEA) or charter school modify the RtA status?

Yes, the RtA status must be corrected. When a school receives a fourth-grade student, personnel should be very aware of the RtA legislation and check with the previous school about placement. The results of the third-grade EOG English Language Arts/Reading Test should be in all cumulative records. If a student is a Level 1 or Level 2, then the student should have a reading retained label unless the parents or the previous school can provide evidence of a passing marker after the regular (i.e., first) administration of the EOG English Language Arts/Reading Test.