

Grade 3 Pretest Results

**Table 1. 1996-97 to 1998-99 Grade 3 Pretest Multiple-Choice Results
Statewide Summary**

	Reading		Mathematics	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
1996-97	<u>94,551</u> 137.8	<u>65.3%</u> 8.6	<u>94,846</u> 130.0	<u>70.3%</u> 8.2
1997-98	<u>99,583</u> 137.7	<u>65.3%</u> 8.5	<u>99,801</u> 130.2	<u>71.5%</u> 8.0
1998-99	<u>101,394</u> 138.1	<u>67.4%</u> 8.5	<u>101,639</u> 130.9	<u>74.7%</u> 7.9

Note: Data received from LEAs after October 15, 1999 are not included in this table.

**Table 2. 1996-97 to 1998-99 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Reading**

Achievement Levels			All Students	Female	Male	American			Hispanic	Multi-Racial	White
						Indian	Asian	Black			
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1997		11.3	8.8	13.7	17.6	8.4	17.4	16.0	12.2	8.2
	1998		11.3	8.9	13.7	17.8	7.3	17.5	17.9	10.5	7.9
	1999		10.2	7.7	12.5	15.2	7.7	15.3	14.4	8.7	7.4
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade	1997		23.4	20.6	26.2	31.7	18.7	32.3	33.9	23.1	18.8
	1998		23.4	20.8	25.9	30.4	19.6	32.2	30.6	21.9	18.7
	1999		22.5	20.0	24.8	31.1	19.3	30.8	31.5	20.8	17.9
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1997		39.5	41.5	37.5	39.0	40.7	39.0	36.8	43.2	39.7
	1998		40.1	42.4	37.8	39.7	42.1	39.2	38.7	41.6	40.5
	1999		41.1	42.6	39.7	39.7	39.5	41.6	40.3	42.2	41.0
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1997		25.8	29.1	22.7	11.7	32.2	11.3	13.4	21.5	33.3
	1998		25.3	27.9	22.7	12.1	31.1	11.1	12.8	25.9	32.8
	1999		26.2	29.6	23.0	14.0	33.6	12.3	13.8	28.3	33.7

Grade 3 Pretest Achievement Level Ranges - Reading			
Level I	Level II	Level III	Level IV
119-127	128-132	133-144	145-162

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.
Data received from LEAs after October 15, 1999 are not included in this table.

**Table 3. 1996-97 to 1998-99 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Mathematics**

Achievement Levels			All Students	Female	Male	American	Asian	Black	Hispanic	Multi-	White
						Indian				Racial	
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1997	6.2	5.4	6.9	8.6	2.6	10.9	9.7	5.2	3.8	
	1998	5.4	4.7	6.1	7.6	2.8	9.6	7.4	4.0	3.3	
	1999	4.6	4.0	5.2	7.5	1.8	8.3	6.7	4.7	2.7	
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade	1997	23.5	22.5	24.6	37.2	16.4	35.4	32.0	24.7	17.5	
	1998	23.1	22.2	24.0	33.8	16.2	34.3	33.2	23.5	17.1	
	1999	20.6	19.5	21.7	31.1	14.4	31.0	28.5	18.1	15.1	
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1997	40.6	41.6	39.5	41.2	40.0	41.8	42.9	44.0	39.9	
	1998	41.3	42.6	40.0	43.5	38.4	44.1	43.1	45.3	39.8	
	1999	41.8	42.9	40.8	43.5	40.5	46.1	46.3	44.3	39.5	
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1997	29.7	30.5	28.9	13.0	41.0	11.9	15.5	26.1	38.7	
	1998	30.2	30.5	39.9	15.2	42.6	12.0	16.2	27.2	39.7	
	1999	32.9	33.6	32.3	17.9	43.3	14.7	18.5	32.8	42.7	

Grade 3 Pretest Achievement Level Ranges - Mathematics			
Level I	Level II	Level III	Level IV
105-117	118-125	126-134	135-154

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.
Data received from LEAs after October 15, 1999 are not included in this table.

Figure 1. 1997-98 to 1998-99 Grade 3 Pretest Multiple-Choice Results

**Percent of Students at or Above Level III in Reading
by Ethnicity**

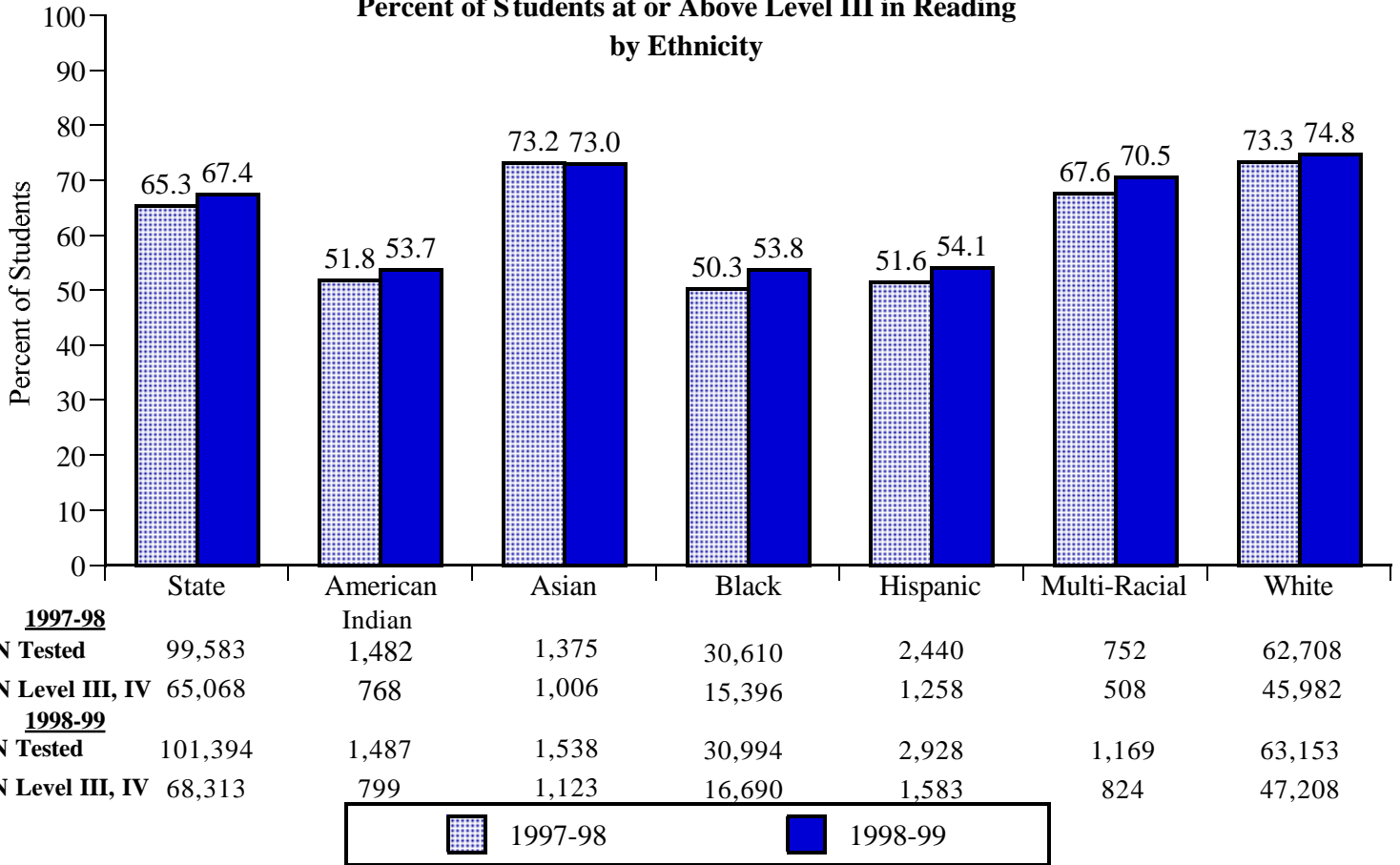
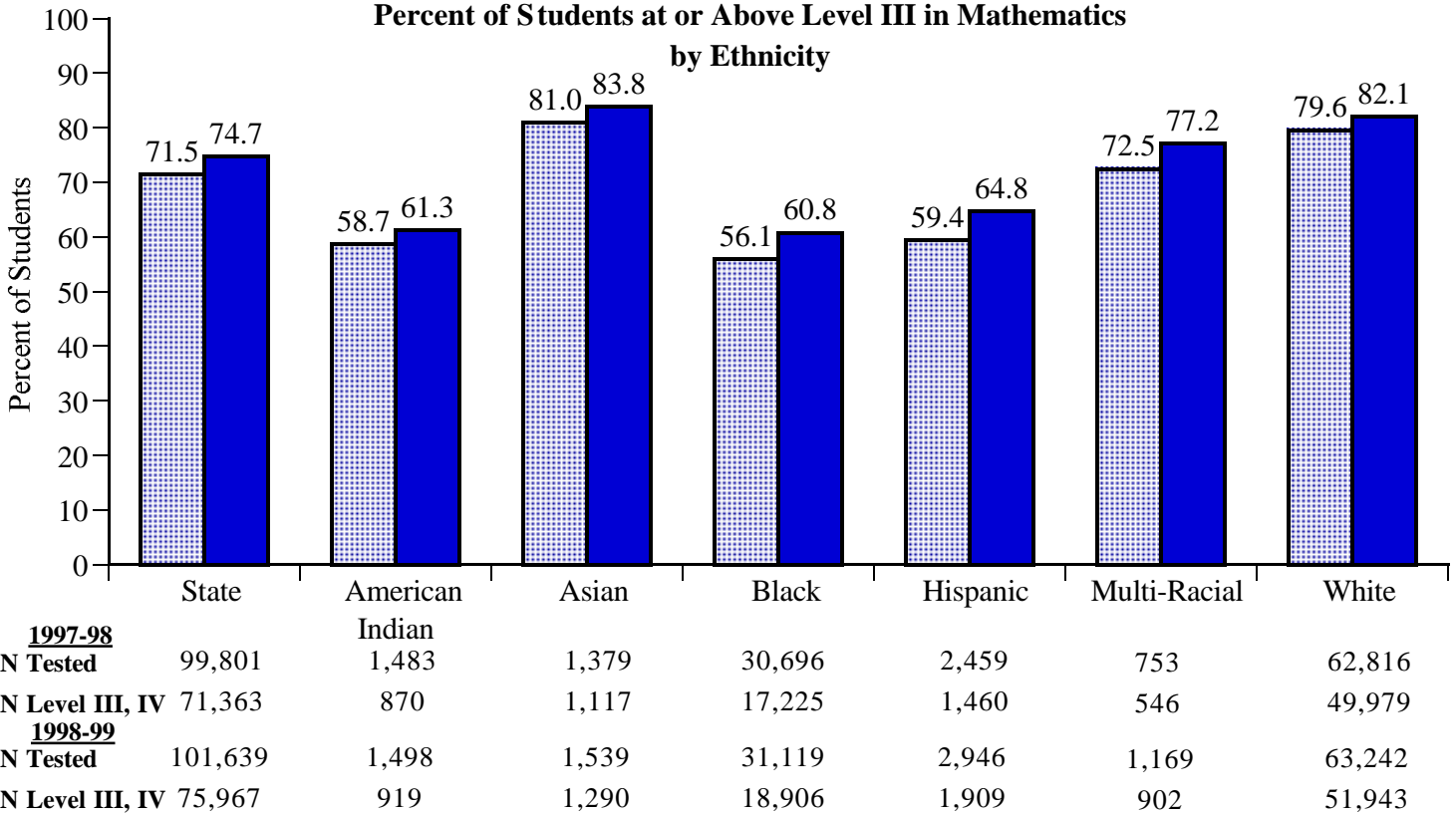


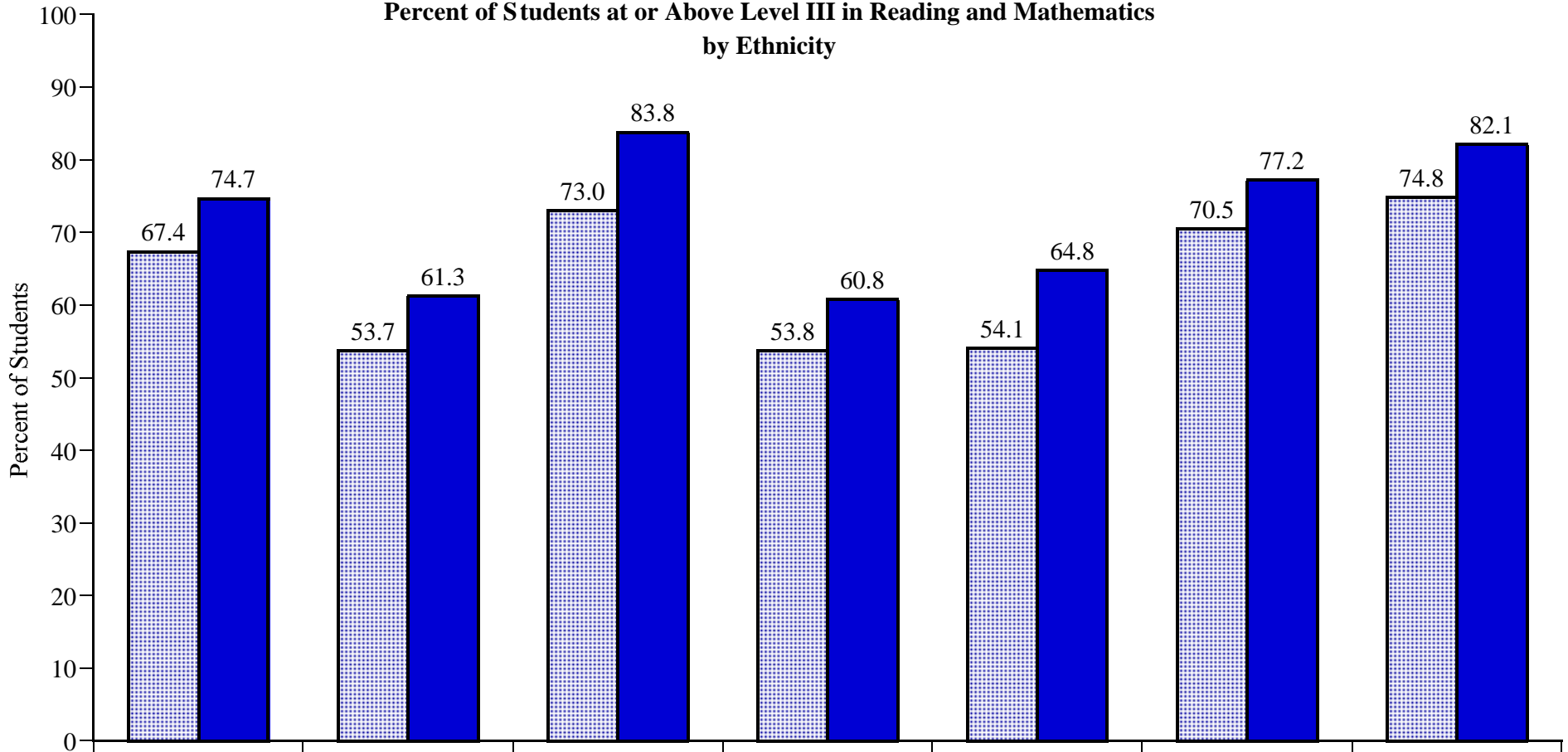
Figure 2. 1997-98 to 1998-99 Grade 3 Pretest Multiple-Choice Results

**Percent of Students at or Above Level III in Mathematics
by Ethnicity**



Notes: "N Tested" and "N Level III, IV" for the ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not report their ethnicity and therefore were reported in the state data only.
Data received from LEAs after October 15, 1999 are not included in these figures.

**Figure 3. 1998-99 Grade 3 Pretest Multiple-Choice Results
Percent of Students at or Above Level III in Reading and Mathematics
by Ethnicity**

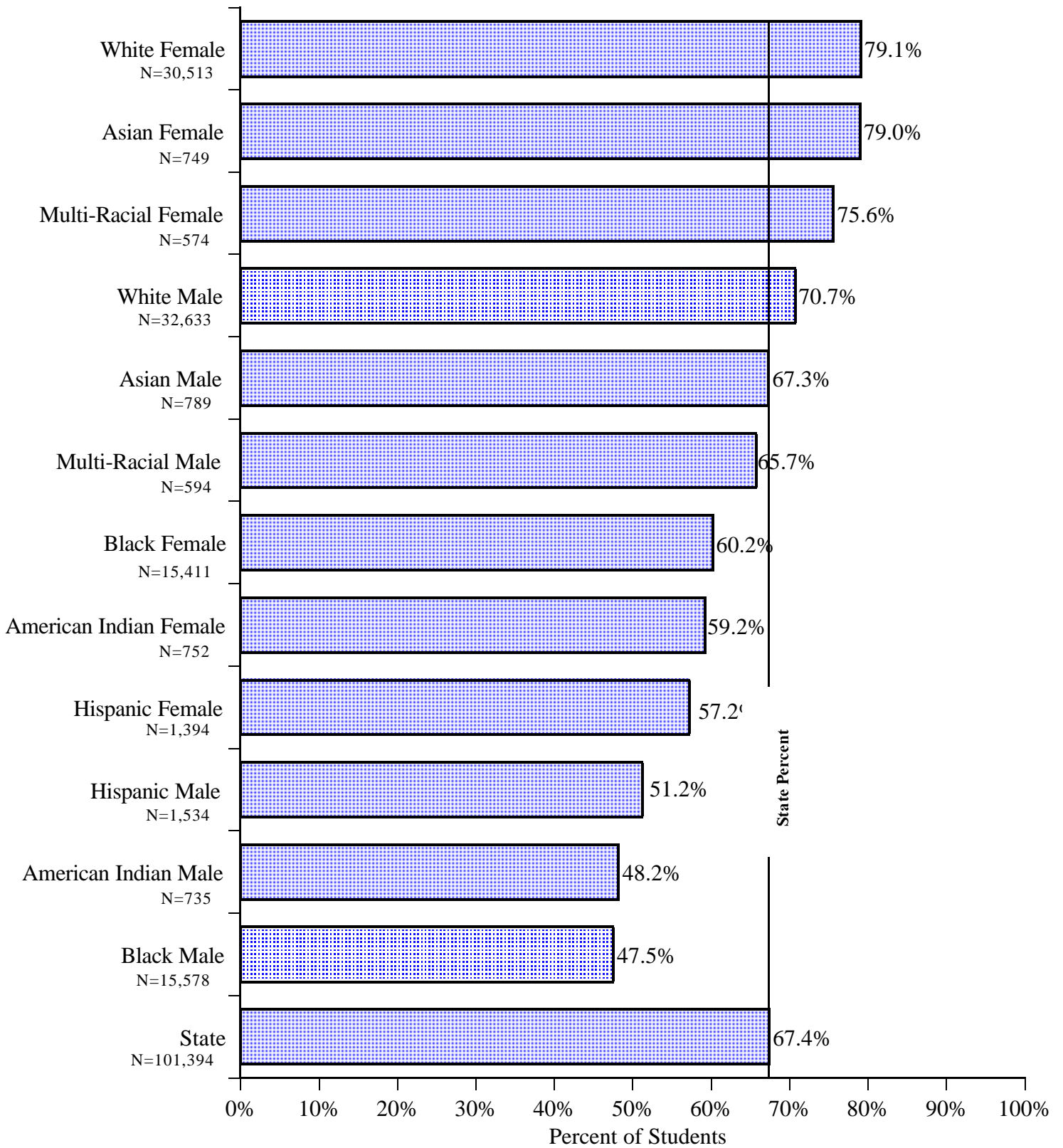


	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Reading							
N Tested	101,394	1,487	1,538	30,994	2,928	1,169	63,153
N Level III, IV	68,313	799	1,123	16,690	1,583	824	47,208
Mathematics							
N Tested	101,639	1,498	1,539	31,119	2,946	1,169	63,242
N Level III, IV	75,967	919	1,290	18,906	1,909	902	51,943



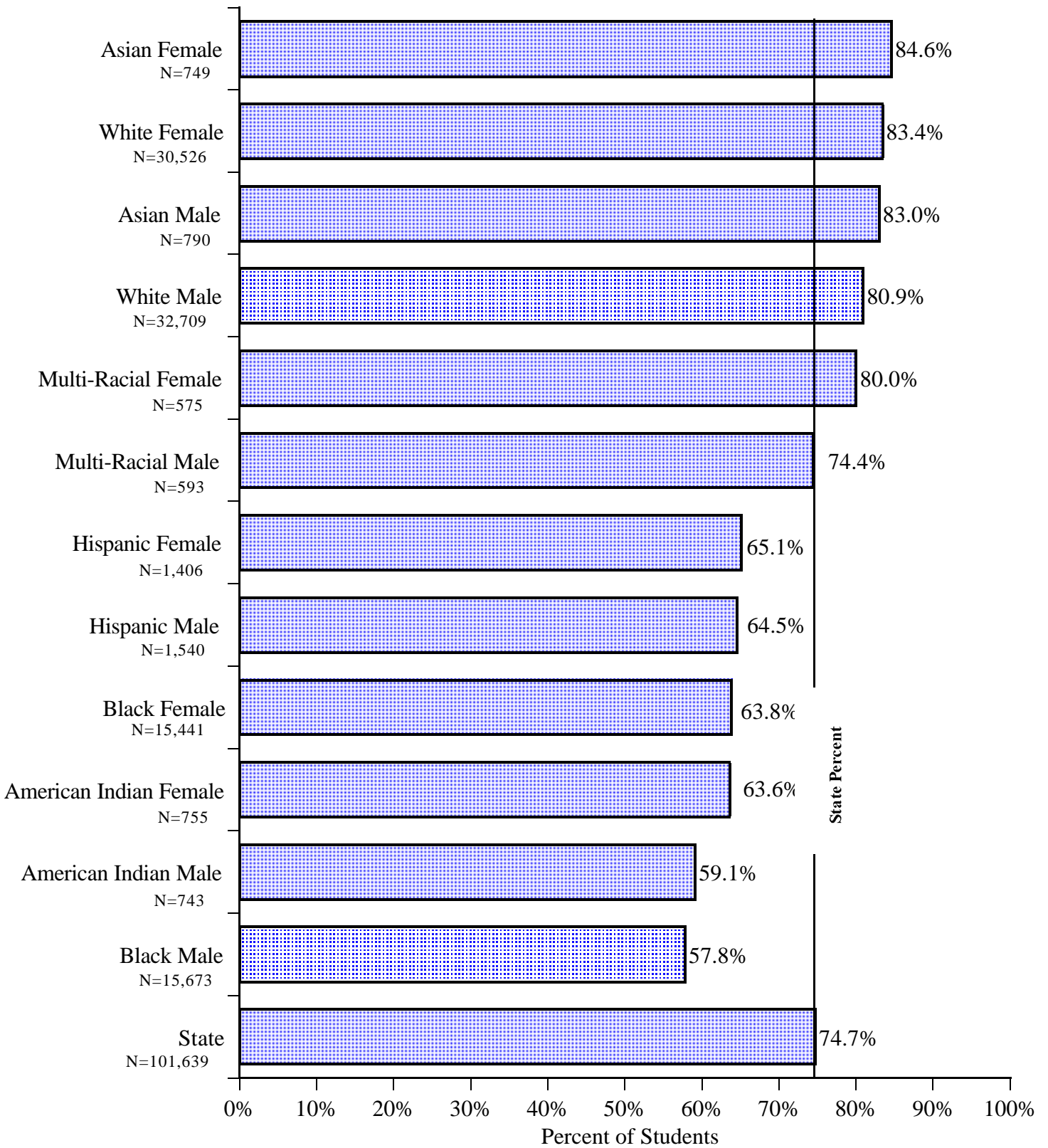
Note: Data received from LEAs after October 15, 1999 are not included in this figure.

**Figure 4. 1998-99 Grade 3 Pretest Multiple-Choice Results
Percent of Students at or Above Level III in Reading
by Gender and Ethnicity**



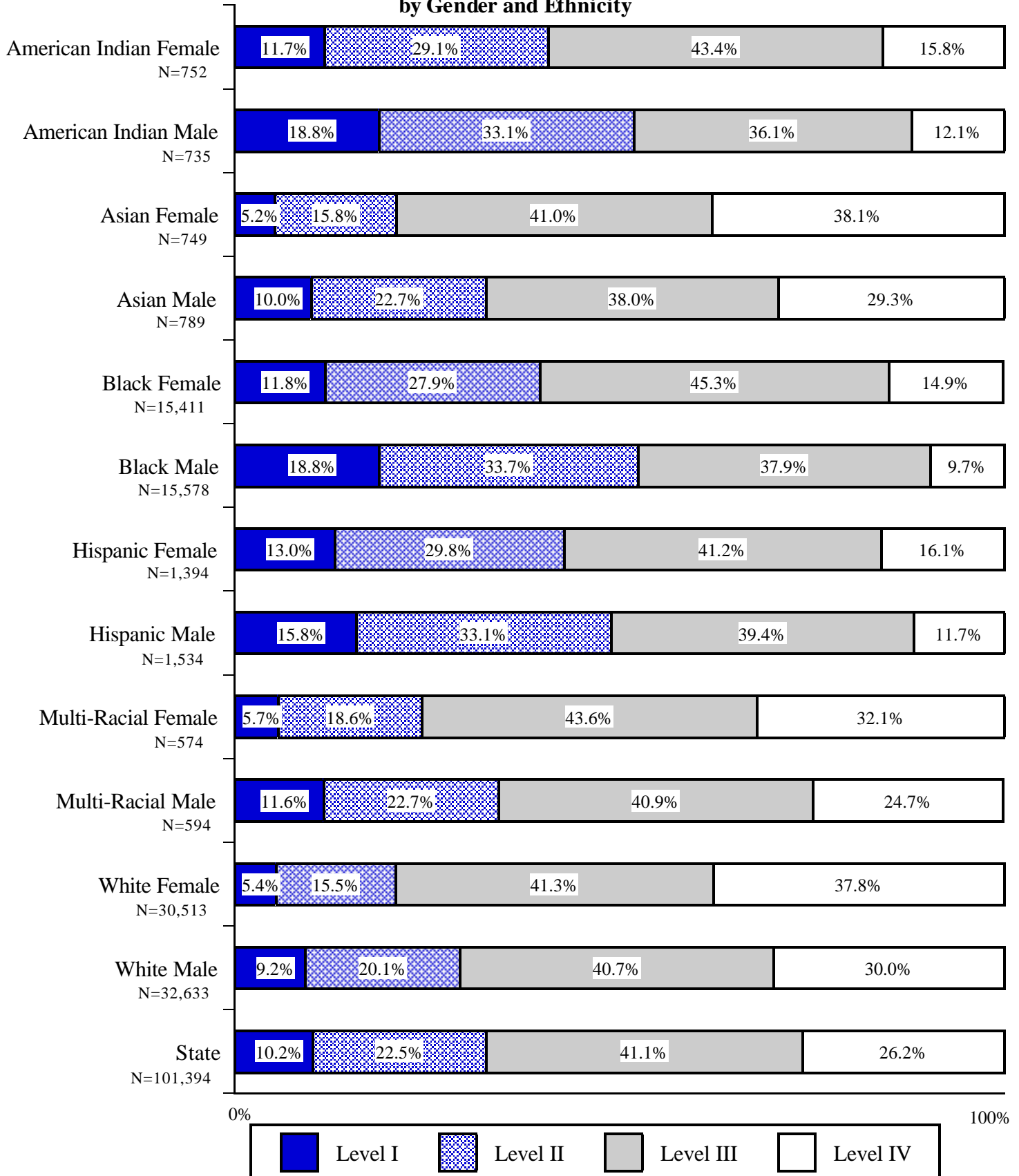
Note: Data received from LEAs after October 15, 1999 are not included in this figure.

**Figure 5. 1998-99 Grade 3 Pretest Multiple-Choice Results
Percent of Students at or Above Level III in Mathematics
by Gender and Ethnicity**



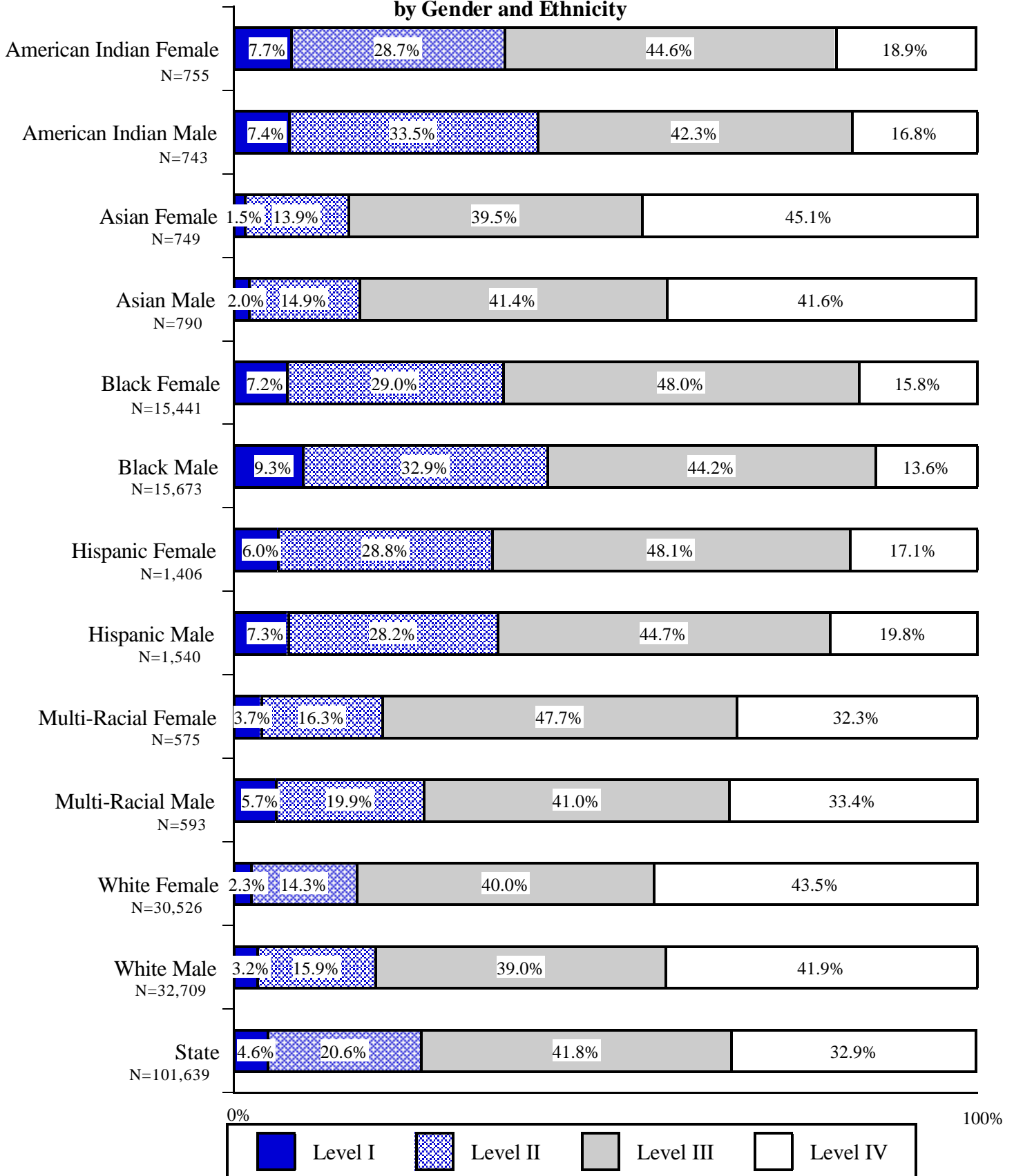
Note: Data received from LEAs after October 15, 1999 are not included in this figure.

**Figure 6. 1998-99 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level in Reading
by Gender and Ethnicity**



Notes: Achievement levels for each ethnic category may not add to 100% due to rounding.
Data received from LEAs after October 15, 1999 are not included in this figure.

Figure 7. 1998-99 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level in Mathematics
by Gender and Ethnicity



Notes: Achievement levels for each ethnic category may not add to 100% due to rounding.
 Data received from LEAs after October 15, 1999 are not included in this figure.

**Table 4. 1998-99 Grade 3 Pretest Multiple-Choice Results
Performance of Exceptional and Limited English Proficient Students**

Category	Number Tested	Percent ¹	Percent at or above Level III		Average Scale Score	
			Reading	Mathematics	Reading	Mathematics
All Students	101,394	100.0	67.4	74.7	138.1	130.9
Not Exceptional	87,304	86.4	69.3	75.7	138.3	130.9
Academically Gifted	3,945	3.9	97.6	98.5	148.4	141.1
Students with Disabilities	9,755	9.7				
Behaviorally-Emotionally Handicap	570	0.6	33.5	50.6	131.6	125.5
Hearing Impaired	121	0.1	37.2	53.5	132.8	126.7
Educable Mentally Handicapped	807	0.8	17.1	18.8	129.2	120.6
Specific Learning Disabled	4,574	4.5	30.7	60.5	131.3	127.3
Speech-Language Impaired	2,720	2.7	58.2	65.6	135.9	129.1
Visually Impaired	38	0.0	44.7	52.5	132.9	126.2
Other Health Impaired	739	0.7	36.1	54.1	132.3	126.1
Orthopedically Impaired	53	0.1	60.4	58.5	135.9	126.6
Traumatic Brain Injured	18	0.0	*	*	*	*
Other Exceptional Classifications	115	0.1	40.9	60.2	133.7	127.6
Section 504	541	0.5	47.3	67.5	133.9	128.3
Limited English Proficient	1,459	1.4	41.1	59.7	132.5	126.6

Notes: *No scores are reported for groups with fewer than thirty students.

¹Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories.

Percent for "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified as exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

All data are rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the grade 3 pretest in reading.

Data received from LEAs after October 15, 1999 are not included in this table.

**Table 5. 1998-99 Grade 3 Pretest Multiple-Choice Results
Performance of Students Using Accomodations/Modifications**

Category	Number Tested	Percent	Percent at or	Percent at or	Average	Average
			above Level III	above Level III	Scale Score	Scale Score
			Reading	Mathematics	Reading	Mathematics
All Students	101,394	100.0	67.4	74.7	138.1	130.9
Braille Edition	7	0.0	*	*	*	*
Large Print	30	0.2	33.3	48.4	131.9	125.9
Assistive Technology	12	0.1	*	*	*	*
Braille Writer	7	0.0	*	*	*	*
Cranmer Abacus	6	0.0	*	*	*	*
Dictation to Scribe	113	0.6	31.0	57.0	131.7	127.1
Interpreter Signs Test	22	0.1	*	*	*	*
Magnification Devices	12	0.1	*	*	*	*
Student Marks in Test Book	2,883	15.9	30.8	58.4	131.2	127.1
Test Administrator Reads Test Aloud	4,276	23.5	25.7	61.9	130.5	127.4
Use of Typewriter or Word Processor	3	0.0	*	*	*	*
Hospital/Home Testing	11	0.1	*	*	*	*
Multiple Test Sessions	1,027	5.7	28.3	57.4	131.0	126.8
Scheduled Extended Time	4,811	26.5	31.4	60.1	131.4	127.2
Testing in a Separate Room	4,910	27.0	30.0	60.1	131.1	127.2
English/Native Language Dictionary/Electronic Translat	21	0.1	*	*	*	*
Other	21	0.1	*	*	*	*

Notes: *No scores are reported for groups with fewer than thirty students.

Modifications reported may have been implemented only for reading, only for mathematics, or for both portions of the test.

Modifications are available for students with disabilities and students identified as limited English proficient.

All data are rounded to the nearest tenth, therefore, accommodation/modification categories may not sum to 100%.

"Number tested" is the number of students who took the grade 3 pretest in reading.

Data received from LEAs after October 15, 1999 are not included in this table.

**Table 6. 1998-99 Grade 3 Pretest Multiple-Choice Results
Numbers of Exempt Students with Disabilities or Limited English Proficiency**

Category	Total Exempt	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exemption
Behaviorally-Emotionally Handicapped	92	0	0	0	89	0	0	3
Hearing Impaired	22	0	0	0	22	0	0	0
Educable Mentally Handicapped	1,004	0	1	0	1,000	0	0	3
Specific Learning Disabled	279	0	1	0	273	1	1	3
Speech-Language Impaired	29	1	0	0	26	1	0	1
Visually Impaired	6	0	0	0	6	0	0	0
Other Health Impaired	107	0	0	0	106	0	0	1
Orthopedically Impaired	20	0	0	0	20	0	0	0
Traumatic Health Impaired	9	0	0	0	9	0	0	0
Other Exceptional Classifications	349	3	0	0	338	5	0	3
Section 504	38	0	0	0	10	28	0	0
Limited English Proficient	618	374	220	0	23	1	0	0
Total	2,573	378	222	0	1,922	36	1	14

Notes: *Limited English proficient students may be exempt for up to two years from the date of initial enrollment in the LEA, depending on their level of English proficiency.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 7. 1998-99 Grade 3 Pretest Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	138.1	101,394	28	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			0	
GOAL 2: Use language for the acquisition, interpretation, and application of information.			70	51.3
OBJ 2.1: Identify, collect or select information and ideas.			31	55.3
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			33	49.3
OBJ 2.3: Apply, extend, and expand on information and concepts.			6	41.6
GOAL 3: Use language for critical analysis and evaluation.			14	34.3
MATHEMATICS	130.9	101,639	40	
Math Computation			15	84.7
Math Applications			105	53.7
GOAL 1: Identify and use numbers to 100 and beyond.			24	68.2
GOAL 2: Understanding and use of geometry.			9	69.6
GOAL 3: Understanding of classification, pattern, and seriation.			18	49.2
GOAL 4: Understand and use standard units of metric and customary measure.			18	57.3
GOAL 5: Use mathematical reasoning and solve problems.			18	39.3
GOAL 6: Understand data collection, display, and interpretation.			11	39.9
GOAL 7: Compute with whole numbers.			22	72.1
NUMBER OF STUDENTS TAKING FORM	A	B	C	
	33,935	33,774	33,685	

*"Number of Observations" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after October 15, 1999 are not included in this table.

**Table 8. 1998-99 Grade 3 Pretest
Distribution of Scale Scores - Reading**

NUMBER OF STUDENTS WITH VALID SCORES*	101,394	HIGH SCORE	158
		LOW SCORE	119
MEAN	138.1	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	119-127
STANDARD DEVIATION	8.5	LEVEL II	128-132
		LEVEL III	133-144
		LEVEL IV	145-162

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
158	277	101394	0.27	100.00
157	430	101117	0.42	99.73
156	843	100687	0.83	99.30
155	1242	99844	1.22	98.47
154	340	98602	0.34	97.25
153	2012	98262	1.98	96.91
152	2047	96250	2.02	94.93
151	1651	94203	1.63	92.91
150	1533	92552	1.51	91.28
149	3826	91019	3.77	89.77
148	2513	87193	2.48	85.99
147	1911	84680	1.88	83.52
146	4838	82769	4.77	81.63
145	3146	77931	3.10	76.86
144	1950	74785	1.92	73.76
143	5387	72835	5.31	71.83
142	3771	67448	3.72	66.52
141	4153	63677	4.10	62.80
140	1683	59524	1.66	58.71
139	4225	57841	4.17	57.05
138	4257	53616	4.20	52.88
137	1754	49359	1.73	48.68
136	4440	47605	4.38	46.95
135	4157	43165	4.10	42.57
134	1941	39008	1.91	38.47
133	3986	37067	3.93	36.56
132	2098	33081	2.07	32.63
131	5960	30983	5.88	30.56
130	3889	25023	3.84	24.68
129	5720	21134	5.64	20.84
128	5122	15414	5.05	15.20
127	5601	10292	5.52	10.15
126	2547	4691	2.51	4.63
125	354	2144	0.35	2.11
124	851	1790	0.84	1.77
123	517	939	0.51	0.93
122	240	422	0.24	0.42
121	114	182	0.11	0.18
120	46	68	0.05	0.07
LESS THAN 120	22	22	0.02	0.02

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

**Table 9. 1998-99 Grade 3 Pretest
Distribution of Scale Scores - Mathematics**

NUMBER OF STUDENTS WITH VALID SCORES*	101,639	HIGH SCORE	154
		LOW SCORE	105
MEAN	130.9	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	105-117
STANDARD DEVIATION	7.9	LEVEL II	118-125
		LEVEL III	126-134
		LEVEL IV	135-154

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
154	33	101639	0.03	100.00
153	36	101606	0.04	99.97
151	314	101570	0.31	99.93
149	704	101256	0.69	99.62
147	1206	100552	1.19	98.93
146	485	99346	0.48	97.74
145	1383	98861	1.36	97.27
144	2222	97478	2.19	95.91
143	1713	95256	1.69	93.72
142	1901	93543	1.87	92.03
141	2156	91642	2.12	90.16
140	3277	89486	3.22	88.04
139	2376	86209	2.34	84.82
138	3613	83833	3.55	82.48
137	3923	80220	3.86	78.93
136	3981	76297	3.92	75.07
135	4143	72316	4.08	71.15
134	4218	68173	4.15	67.07
133	4391	63955	4.32	62.92
132	6072	59564	5.97	58.60
131	4823	53492	4.75	52.63
130	4647	48669	4.57	47.88
129	4705	44022	4.63	43.31
128	4668	39317	4.59	38.68
127	4574	34649	4.50	34.09
126	4403	30075	4.33	29.59
125	2827	25672	2.78	25.26
124	3994	22845	3.93	22.48
123	3694	18851	3.63	18.55
122	2243	15157	2.21	14.91
121	2963	12914	2.92	12.71
120	1801	9951	1.77	9.79
119	2245	8150	2.21	8.02
118	1201	5905	1.18	5.81
117	1075	4704	1.06	4.63
116	1225	3629	1.21	3.57
115	620	2404	0.61	2.37
114	434	1784	0.43	1.76
113	509	1350	0.50	1.33
112	300	841	0.30	0.83
111	140	541	0.14	0.53
110	176	401	0.17	0.39
109	108	225	0.11	0.22
108	62	117	0.06	0.12
LESS THAN 108	55	55	0.05	0.05

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Description

for the

North Carolina Pretest - Grade 3

North Carolina Pretest – Grade 3

What is the purpose of the NC Pretest - Grade 3? The purpose of the North Carolina Pretest—Grade 3 is to provide an accurate, global estimate of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* at the beginning of the school year. The pretest, which is developed by the North Carolina Department of Public Instruction (NCDPI), is used in the determination of growth in student performance during the school year for the school-by-school ABCs Accountability Program. The pretest does not provide diagnostic information concerning the specific strengths and weaknesses of individual students or groups of students.

What is measured by the test? The grade 3 pretest was developed to assess grade 3 reading comprehension and mathematics. Three forms of the pretest are administered in each classroom. The grade 3 pretest measures the knowledge and skills specified for grade 2 which are necessary for students to be successful in grade 3. As with all tests developed by the NCDPI, to demonstrate success on the pretest students are expected to have knowledge of important ideas and concepts; to understand and interpret material; to apply knowledge, skills, and concepts; and to make connections. While knowledge of facts and concepts is important, the questions on this pretest are at a much broader level and concern major ideas students are expected to know.

Table 1. Descriptive Information for the North Carolina Pretest – Grade 3

Goal	Goal Description	Objective(s) on Test	Percentage of Test Items
1	The learner will identify and use numbers to 100 and beyond.	1 1.3-1.7, 1.9-1.12	19.0%
2	The learner will demonstrate an understanding and use of geometry.	2.1-2.3, 2.5	7.5%
3	The learner will demonstrate an understanding of classification, pattern, and seriation.	3.1-3.7	15.0%
4	The learner will understand and use standard units of metric and customary measurement.	4.1, 4.6-4.15	15.0%
5	The learner will use mathematical reasoning and apply problem solving strategies.	5.1, 5.2, 5.4-5.7	15.0%
6	The learner will demonstrate an understanding of data collection, display, and interpretation.	6.1-6.5	10.0%
7	The learner will be able to compute with whole numbers.	Comp: 7.4, 7.5, 7.11 A: 7.2-7.3, 7.7, 7.9-7.10	12.5% 6.0%

How is the test administered?

Beginning with the implementation of the ABCs Accountability Program in 1996-97, the grade 3 pretest in reading comprehension and mathematics is administered to all students at the beginning of the third grade. This provides pre-scores for third graders in the ABCs accountability program since there is no test from grade 2 to provide the pre-data for the growth analysis. For the purpose of state accountability, the pretests in reading comprehension and mathematics for grades 4-8 are the posttests for the previous grade.

What is the NC Pretest - Grade 3 like?

The grade 3 pretest assesses the goals and objectives described in the North Carolina *Standard Course of Study* for grade 2.

- *Testing Window* As soon as initial class membership is confirmed but no later than the first three weeks of school.
- *Administration Time* A total of approximately 148 minutes for 68 items which may be given on one day, two days, or three days. Time includes 56 minutes for directions and breaks.
- *Type of Booklet* Each student receives a multiple-choice test book and a separate scannable answer sheet with bubbles but sufficient white space.
- *Ancillary Materials* Rulers and four-function calculators. The practice test provides each student with an opportunity to practice bubbling responses on an answer sheet.

Reading Comprehension

The reading comprehension part of the pretest mirrors on a smaller scale the grade 3 end-of-grade reading test. Students read a variety of passages and then respond to 3-7 associated items. During reading comprehension, students read 5 passages representing literary (narrative, fiction, drama, and poetry), content-based (science, social studies, art, and health), and human-interest (perform a task, short informational piece) material. Each student answers 28 multiple-choice items assessing goal 2 (the use of language for the acquisition, interpretation, and application of information) and goal 3 (the use of language for critical analysis and evaluation) of the English Language Arts curriculum.

The questions associated with each reading passage are the important ideas and concepts necessary for a complete understanding of the content of the passage. There has been no attempt to specify the exact number of questions developed by goal and/or objective for each passage. Vocabulary is assessed in the context of the passage presented. The passages and the items are from the grade 3 end-of-grade reading item pool and the associated item statistics are from field tests conducted with groups of grade 3 students at the beginning of third grade.

Mathematics

The mathematics part of the pretest assesses the grade 2 mathematics curriculum. Each student answers 40 multiple-choice mathematics items—5 symbolic computation items and 35 application items. Students are expected to use rulers and calculators during the applications portion of the pretest. The specific goals and objectives assessed were determined by curriculum specialists. The items on each form of the test are distributed as depicted in the table above.

Approximately half of the items are from the grade 3 end-of-grade mathematics item pool (ones where content is similar at both grades 2 and 3) and the associated item statistics are from field tests conducted with groups of grade 3 students at the beginning of third grade. The remaining items in the grade 3 mathematics pretest item pool were developed to more adequately assess the grade 2 *Standard Course of Study* and the associated item statistics are from field tests conducted with groups of grade 2 students at the end of second grade.

What kinds of scores do students receive on the test?

Performance on the grade 3 pretest of reading comprehension and mathematics is reported using developmental scales established for reading and mathematics (grades 3 through 8 and 10). These scales were developed in conjunction with the L. L. Thurstone Psychometric Laboratory at the University of North Carolina at Chapel Hill.

Class rosters, frequency reports, and goal summary reports are available to provide curricular information. The grade 3 pretest is scanned and scored locally using the SCANXX program provided by the NCDPI; therefore, results are available soon after testing. In addition, the NCDPI provides LEAs with the capacity (i.e., parent/teacher report) to provide individual student grade 3 pretest performance (i.e., scale score, achievement level, and percentile) to parents and teachers beginning with the 1997-98 school year.