The Read to Achieve Program is part of the Excellent Public Schools Act of 2012. The goal of the Read to Achieve Program is to ensure that every student can read at or above grade level by the end of third grade. The Beginning-of-Grade 3 (BOG3) English Language Arts/Reading Test is linked to the Read to Achieve Program. To establish a baseline measure of this student’s beginning of third-grade English Language Arts/Reading skills, the BOG3 Test was recently administered.

The majority of beginning third-grade students are not expected to demonstrate third-grade reading proficiency (score a Level 3, 4, or 5) on the BOG3 Test because they have not yet received third-grade reading instruction. However, if this student scored Achievement Level 3 or higher on the BOG3 Test, his/her score satisfies the promotion requirements of the Read to Achieve Program legislation.

### (1) Description

The student scored an Achievement Level 3 or higher on the BOG3 English Language Arts/Reading Test and has satisfied the requirements of the Read to Achieve Program legislation.

To help the student with reading:

- Provide the student with a variety of suitable reading materials that are not too hard or too easy in terms of subject matter and content.
- Establish a time for the student to read independently each day.
- Read aloud to and with the student and discuss what you and your child have read. Ask 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).

### (2) Student’s Scores

<table>
<thead>
<tr>
<th>Beginning-of-Grade 3 ELA/Reading</th>
<th>Scale Score</th>
<th>Percentile (2013–14 Norming Year)</th>
<th>Achievement Level *</th>
<th>Lexile® Framework for Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>439</td>
<td>73</td>
<td>3</td>
<td>725L</td>
</tr>
</tbody>
</table>

**Read to Achieve Promotion Standard**

To help the student with reading:

- Provide the student with a variety of suitable reading materials that are not too hard or too easy in terms of subject matter and content.
- Establish a time for the student to read independently each day.
- Read aloud to and with the student and discuss what you and your child have read. Ask 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).

### (3) Scale Score Comparisons

- **Boys**
- **Girls**
- **State**

* Grade-level proficiency is level 3 and above. Scores of level 4 and above meet the college- and career-readiness standard, which means if a student continues performance at these levels throughout grades 3–12, he or she should be prepared for college and career after graduating from high school.