

**Beginning-of-Grade 3 English Language Arts/Reading Test  
Individual Student Report 2018–19**

???????? ???? 0123456789  
999300 ??????????????



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	(2) Student’s Scores	(3) Scale Score Comparisons										
<p>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.</p> <p>To help the student with reading:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Establish a time for the student to read independently each day.</li> <li>● 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).</li> </ul>	<p><b>Beginning-of-Grade 3 ELA/Reading</b></p> <p>Scale Score <b>439</b></p> <p>Percentile (2013–14 Norming Year) <b>73</b></p> <p>Achievement Level * <b>3</b></p> <p>Lexile® Framework for Reading <b>725L</b></p> <p>Read to Achieve Promotion Standard <b>Met</b></p>	<p>Achievement Levels *</p> <table border="1"> <caption>Scale Score Comparisons Data</caption> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Student</td> <td>439</td> </tr> <tr> <td>School</td> <td>~435</td> </tr> <tr> <td>District</td> <td>~435</td> </tr> <tr> <td>State 2013</td> <td>~430</td> </tr> </tbody> </table>	Category	Score	Student	439	School	~435	District	~435	State 2013	~430
Category	Score											
Student	439											
School	~435											
District	~435											
State 2013	~430											

**Explanation of this score report**

**Column (1)** provides the achievement level that the student scored on the BOG3 English Language Arts/Reading Test and includes whether or not the student satisfied the promotion requirements of the Read to Achieve legislation. Achievement level 3 or higher on the BOG3 Test satisfies the Read to Achieve Promotion Standard.

**Column (2)** reports the student’s scores on the BOG3 Test. The number of questions the student answered correctly is converted to a **scale score**.

The **percentile** compares the students’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 the first year the test was administered. The BOG3 Test was administered for the first time in 2013–14.

The student was assigned one of five **achievement levels** (1, 2, 3, 4, or 5) based on his or her scale score. Achievement Levels 3, 4, and 5 indicate third-grade reading proficiency and satisfy the **Read to Achieve Promotion Standard (Met)**. Please note that not all reading standards from literature at grade 3 can be assessed using a multiple-choice test; therefore, the test score should be considered with all other available information about the student’s performance.

The **Lexile® Framework**, measures both reader ability and text difficulty. Lexile measures do not translate specifically to grade level. By using the student’s Lexile score, the student can be matched to a novel or other reading material that is similar to his or her ability. Additional information on the Lexile® Framework can be found at <http://www.ncpublicschools.org/accountability/lexileoverview>.

**Column (3)** compares the student’s scale score with all students in the school, the district, and the state. The **student** bar shows the student’s scale score. The bold horizontal line drawn through the student bar estimates the range of scale scores the student would receive if he or she took the test multiple times, assuming no additional instruction was given. The bar graphs for the **school** and the **district** provide a comparison of the student’s scale score to the average scale scores of all students who took the test in his or her school and district during this school year. The bar graph for the **state** provides a comparison to the average scale scores of students in North Carolina who took the test during the norming year (2013–14).

\* 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.