

**End-of-Course English II
Individual Student Report 2018–19**

Sample Student 0123456789
999300 Test High School



This *Individual Student Report* provides information on how your student performed on the recently administered End-of-Course assessment. The score on this assessment is only one of many indicators of how well your student is achieving. Test scores should always be considered along with all other available information provided about your student.

(1) Areas Assessed	(2) Total Number of Points	(3) Total Points Earned	(4) Achievement Levels	(5) Scale Score and Lexile® Measure	(6) Scale Score Comparisons
English II	56	41	Achievement Level 4 Solid Command *	Scale Score 157	
Language	9	8	On Track for College- and Career-Readiness Yes	Percentile (2012–13 Norming Year) 74	
Reading: Literature	18	13	Proficient Yes	Lexile Framework for Reading 1460L	
Reading: Informational Text	23	16			
Writing	6	4			

* Students performing at this level have **solid command** of the knowledge and skills contained in the North Carolina *Standard Course of Study* Reading Standards for Literature. They are academically prepared to engage successfully in this content area. For a complete definition of this achievement level, visit <http://www.ncpublicschools.org/accountability/testing/shared/achievelvl/>.

- Column (1)** lists the areas that are assessed on the End-of-Course Assessment of English II: Language, Reading Literature, Reading Informational Text, and Writing.
- Column (2)** lists the total number of points on the assessment and the total number of points possible in each category.
- Column (3)** shows the total number of points that the student earned. Multiple-choice questions count one point, and Writing constructed response questions count 0 to 2 points.
- Column (4)** indicates the achievement level the student scored on the test and if the score is proficient (Yes) or not (No). The standards measured on this assessment are grounded in college- and career-readiness. College- and Career-Readiness Standards define the knowledge and skills students should master by the end of each grade level to graduate from high school prepared to succeed in college and career. An achievement level of 4 or 5 on this assessment indicates the student has a solid (Level 4) or superior (Level 5) command of grade-level knowledge and skills assessed by the test and has met the college- and career-readiness standard. An achievement level of 3 indicates the student has a sufficient command of the grade-level knowledge and skills assessed by the test but has not yet met the college- and career-readiness standard.
- Column (5)** provides additional information about the score and the Lexile measure. The number of questions your student answered correctly is converted to a scale score. The percentile rank compares your student’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 norming year for this test was 2012–13. The Lexile Framework for Reading measures both reader ability and text difficulty. By using the Lexile measure, you can match your student to a novel or other reading material that is similar to his/her reading ability. Additional information on Lexile measures can be found at <http://www.ncpublicschools.org/accountability/lexilequantileinfo>.
- Column (6)** compares your student’s scale score with all students in the school, the district, and the state. The student bar shows your student’s scale score. The bold horizontal line drawn through the student bar represents the range of scale scores your student would receive if he or she took the test multiple times. The bar graphs for the school and the district provide a comparison of your student’s scale score to the average scale scores of all students in his or her school and district who took the test 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 (2012–13).