

**Beginning-of-Grade 3  
NC READY Student Report 2015–16**

Student: **CHRISTOPHE CRGHTO**  
Teacher: **EAST**

Grade: **3**  
School: **TEST SCHOOL**



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. To establish a baseline measure of your child's beginning of third-grade English Language Arts/Reading skills, the BOG3 test was 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 your child scored Achievement Level 3 or higher on the BOG3 test, his/her score satisfies the promotion requirements of the Read to Achieve Program legislation.

Description	Student's Scores	Scale Score Comparisons										
<p>Your child 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><b>Beginning-of-Grade 3 ELA/Reading</b></p> <p>Scale Score <b>461</b></p> <p>Percentile (2013–14 Norming Year) <b>99</b></p> <p>Achievement Level <b>5</b></p> <p>Lexile Framework® for Reading <b>1200L</b></p> <p>Read to Achieve Promotion Standard <b>Met</b></p>	<table border="1"> <caption>Scale Score Comparisons</caption> <thead> <tr> <th>Entity</th> <th>Scale Score</th> </tr> </thead> <tbody> <tr> <td>Student</td> <td>461</td> </tr> <tr> <td>School</td> <td>~435</td> </tr> <tr> <td>District</td> <td>~438</td> </tr> <tr> <td>State 2013</td> <td>~432</td> </tr> </tbody> </table>	Entity	Scale Score	Student	461	School	~435	District	~438	State 2013	~432
Entity	Scale Score											
Student	461											
School	~435											
District	~438											
State 2013	~432											

**Explanation of this score report**

- The number of questions your child answered correctly is converted to a **scale score**. The **percentile** compares your child'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. Your child was assigned one of five **achievement levels** (i.e., 1, 2, 3, 4, or 5) based on his or her scale score. Achievement Levels 3, 4, and 5 indicate third-grade reading proficiency. However, not all reading standards from literature at grade 3 can be assessed using a multiple-choice test, and test scores should always be considered with other available information about a student's performance.
- The **Lexile Framework®**, which is reported for reading assessments, measures both reader ability and test difficulty. Lexile measures do not translate specifically to grade level. By using your child's lexile score, you can match your child 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/lexiles>.
- The **student** bar shows your child's scale score. The bold horizontal line drawn through the student bar estimates 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 child'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 (2013–14).

\* 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 in order to graduate from high school fully prepared to succeed in college, career, and life. An achievement level of 4 or 5 on this assessment indicates the student has a solid (level 4) or superior (level 5) command of the 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.