



End-of-Course

NC READY Student Report for School Year 2014–2015

The NC READY Student Report is divided into three columns. The left-hand column contains your student’s achievement level descriptor, the middle column lists your student’s scores, and the right column provides a comparison of your student’s scale score to that of the school, district, and state.

A

Column 1: Student’s Achievement Level Descriptor

The **achievement level descriptor** indicates the knowledge, skills, and abilities your student demonstrated, based on his or her level of achievement on the test. This report may contain only a partial description of your student’s achievement level. A complete listing of the achievement level descriptions and score ranges for each level can be found at the North Carolina Department of Public Instruction Accountability Services Division website at <http://www.ncpublicschools.org/accountability/testing/shared/achievelevel>.

B

Column 2: Student’s Scores

- 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.
- There are five **achievement levels** reported (5, 4, 3, 2, 1). Your student is assigned an achievement level based on his or her scale score. An achievement level of 5 or 4, shown on the report by **Yes**, indicates the student is proficient and is on track to be successful in college and career, as long as progress continues. An achievement level of 3, shown on the report by **Yes**, indicates the student is proficient in the grade-level knowledge and skills assessed by the test and likely needs additional support to meet college-and-career readiness. An achievement level of 2 or 1, shown on the report by **No**, means the student is not proficient and will likely need academic support to be successful in this content area in the future.
- Reading assessments are linked with the **Lexile® Framework** for Reading, which measures both reader ability and test difficulty. Lexile measures do not translate specifically to grade level. By using your student’s Lexile measure, you can match your child 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/lexiles>.
- Math assessments are linked with the **Quantile® Framework** for Mathematics, which measures both student mathematical understanding and concept difficulty. In terms of concept difficulty, Quantile measures are associated with mathematical concepts, topics, materials, and resources to be identified within that same quantile range. The Quantile measure describes a student’s readiness to learn a specific skill or concept. Additional information on the Quantile Framework can be found at <http://www.quantiles.com>.

C

Column 3: Scale Score Comparisons

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).

End-of-Course

NC READY Student Report 2014–15

Student:
Teacher:

Grade: **9**
School:



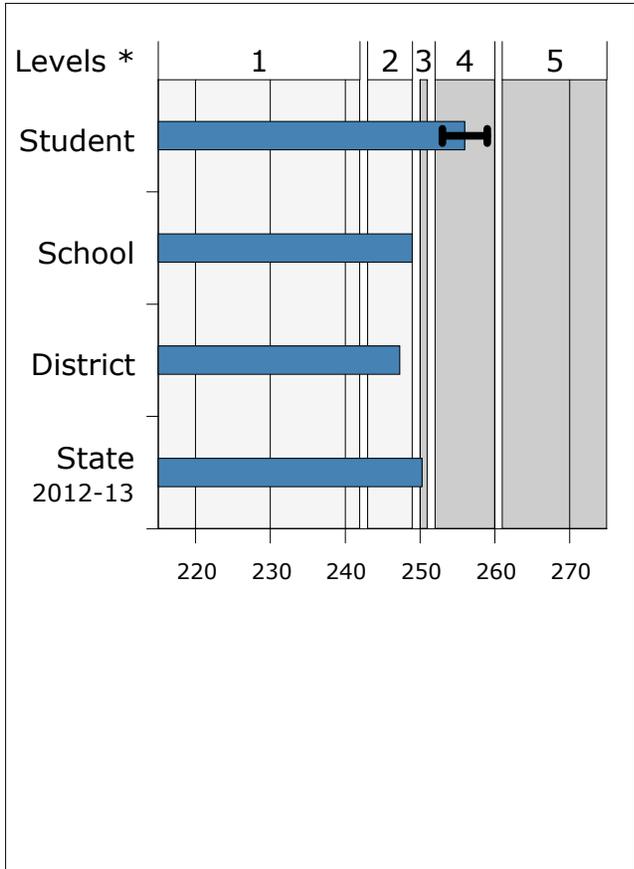
This report provides information about your student’s score on this End-of-Course test given in 2014–15. The score on this test is only one of the many indicators of how well your student is achieving. Test scores should always be considered along with all other available information provided about your student. See the reverse side of this report for an explanation of information provided on this report.

A 1 - Student’s Achievement Level Descriptor	B 2 - Student’s Scores	C 3 - Scale Score Comparisons
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Students performing at this level have **solid command** of the knowledge and skills contained in the North Carolina *Essential Standards (ES)* for Science as assessed at the end of Biology and are academically prepared to engage successfully in more rigorous studies in this content area. They are on track to become academically prepared to engage successfully in credit-bearing, first-year science courses without the need for remediation.

Students compare the structure and function of cells and analyze how cells adapt to their environment. They analyze the flow of energy and cycling of matter and understand interactions between organisms within their ecosystem (including the impact of human activity). Students understand the relationship between the structure and function of DNA, the inheritance and expression of genetic traits, and the application of DNA technology. They understand natural selection as a mechanism for species change over time and can analyze biological classification systems. Students understand the relationship between the major biological molecules and analyze biochemical processes and energy use in the cell.

End-of-Course Biology	
Fall 2014–15	
Scale Score	256
Percentile (2012-13 Norming Year)	71
Achievement Level	4
Proficient	Yes
On track for College and Career Ready	Yes



* 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.