

SAMPLE

NC READY Student Report 2013



Student:
Teacher:

Grade: 5
School:

This report provides information about your student's score on these End-of-Grade tests given in 2013. The scores on these tests are 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 **C** 2 - Student's Scores **I** 3 - Scale Score Comparisons

B Students performing at this level have **superior command** of the knowledge and skills of the *Common Core State Standards (CCSS)*. For literary and informational texts, students show consistency in quoting accurately from the text to support their answers; summarizing the text; determining the theme from key details in a text; and determining the meaning of words and phrases as they are used in a text, including metaphors and similes. They are academically well-prepared to engage successfully in this content area. Students demonstrate superior command of language when determining meaning of unknown and multiple meaning words as well as phrases, including using context clues, Greek and Latin affixes and roots, and reference materials and demonstrating understanding of figurative language, word relationships, and nuances in word meanings including similes and metaphors, idioms, proverbs, adages, antonyms, synonyms, and homographs. They demonstrate exemplary use of grade-appropriate vocabulary.

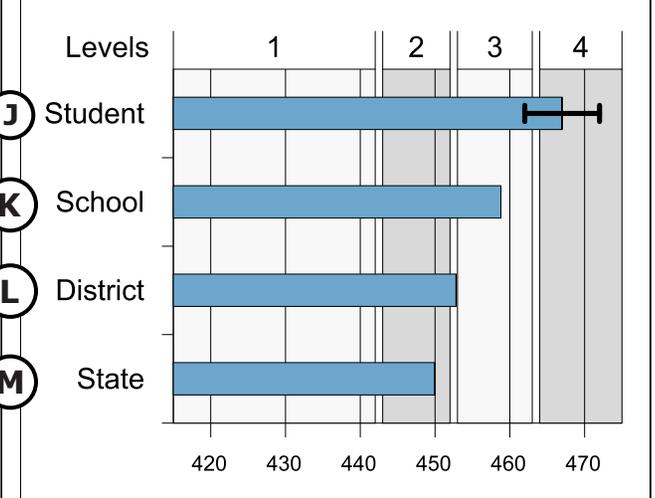
End-of-Grade ELA/Reading

D Scale Score **467**

E Percentile Rank 2013 **97**

F Achievement Level **4**

G Lexile Framework® for Reading **1380L**



B Students performing at this level have **superior command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 5 and are academically well-prepared to engage successfully in further studies in this content area.

Example: Level 4 students can consistently write and interpret numerical expressions or analyze patterns and relationships. They understand the place value system and perform operations with multi-digit whole numbers and decimals to hundredths. Students at level 4 consistently use equivalent fractions as a strategy to add and subtract fractions. They show strong evidence that they can apply and extend their previous understanding of multiplication and division to multiply and divide fractions.

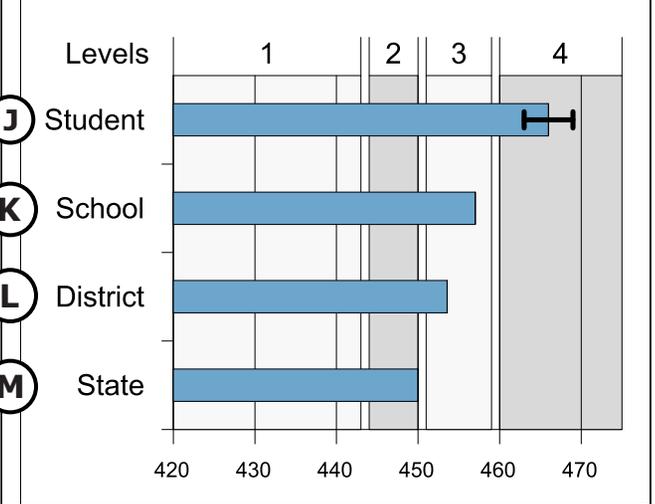
End-of-Grade Mathematics

D Scale Score **466**

E Percentile Rank 2013 **96**

F Achievement Level **4**

H Quantile Framework® for Mathematics **1100Q**





End-of-Grade

NC READY Student Report for School Year 2012–2013

The NC READY Student Report is divided into three columns. The first column on the left contains your student’s achievement level descriptor, the second column in the middle lists your student’s scores, and the third column on the right 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

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

C Column 2: Student’s Scores

D The number of questions your student answered correctly is converted to a **scale score**.

E 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 (i.e., school year 2012–2013).

F There are four **achievement levels** reported (i.e., 1, 2, 3, and 4). Your student is assigned an achievement level based on his or her scale score. Proficiency is a test score at achievement level 3 or 4.

G The **Lexile Framework®**, which is reported for reading assessments, measures both reader ability and test difficulty. Lexile scores do not translate specifically to grade level. By using your student’s lexile score, you can match your child to a novel or other reading material that is similar to his/her ability. Additional information on the Lexile Framework can be found at <http://www.ncpublicschools.org/accountability/lexiles>.

H Math assessments are linked to the **Quantile Framework®** for Mathematics, which includes mathematical concepts, topics, materials, and resources to be identified within that same quantile range. Additional information on the Quantile Framework can be found at <http://www.quantiles.com>.

I Column 3: Scale Score Comparisons

The **student bar (J)** 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 (K)** and the **district (L)** 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 (M)** provides a comparison to the average scale scores of students in North Carolina who took the test during the norming year (i.e., 2012–2013).