

End-of-Grade NC READY Student Report 2014–15

Student:
Teacher:

Grade: **5**
School:



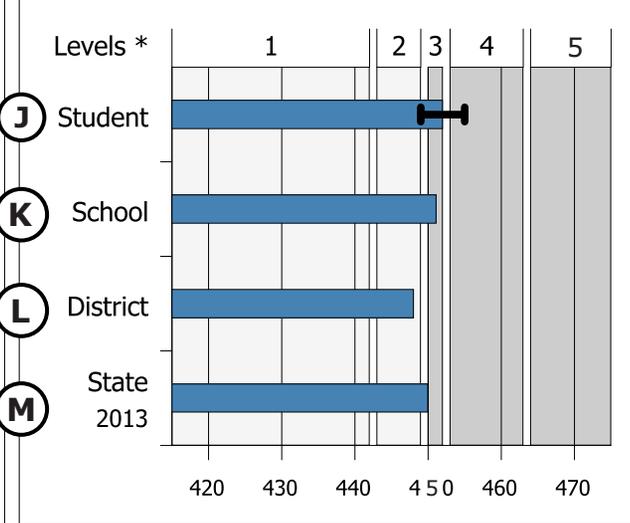
This report provides information about your student's score on these End-of-Grade tests given in 2015. The scores on these tests are only one of the many indicators of how well your student is achieving. Test scores should always be considered along with all other available information provided about 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
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B Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature assessed at grade 5, but they may need academic support to engage successfully in this content area in the next grade level. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

**End-of-Grade
ELA/Reading**

D	Scale Score	452
E	Percentile (2013 Norming Year)	56
	Achievement Level	3
F	Proficient	Yes
G	Lexile Framework® for Reading	1030 L

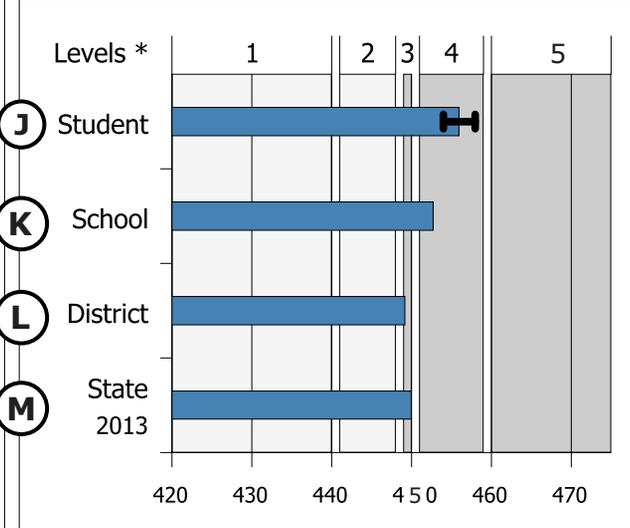


B Students performing at this level have a **solid command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 5 and are academically prepared to engage successfully in further studies in this content area.

Level 4 students can typically write and interpret numerical expressions or analyze patterns and relationships. They usually understand the place value system and perform operations with multi-digit whole numbers and decimals to hundredths. Students at level 4 often use equivalent fractions as a strategy to add and subtract fractions. They show evidence that they can apply and extend their previous understanding of multiplication and division to multiply and divide fractions. They can typically convert like measurement units within a given measurement system as well as correctly represent and interpret data. Level 4 students can usually graph points on the coordinate plane to solve real-world and mathematical problems. They demonstrate a sound understanding of the concepts of volume and relating volume to multiplication and addition.

**End-of-Grade
Mathematics**

D	Scale Score	456
E	Percentile (2013 Norming Year)	73
	Achievement Level	4
F	Proficient	Yes
H	Quantile Framework® for Mathematics	925Q



* An achievement level of 3 indicates the student is proficient in the grade-level knowledge and skills assessed by the test. An achievement level of 4 or 5 indicates the student is proficient and has met the college-and-career readiness standard which is a part of federal reporting.



End-of-Grade

NC READY Student Report for School Year 2014–15

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

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. The norming year for this test was school year 2012–13.

F There are five **achievement levels** reported (1, 2, 3, 4, and 5). Your student is assigned an achievement level based on his or her scale score. An achievement level of 3, 4, or 5, which is indicated on the report by YES, means your student is **proficient** in the knowledge and skills assessed by the test. An achievement level of 1 or 2, which is indicated on the report by NO, means your student is not proficient and will likely need academic support to be successful in this content area in the future.

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® measure, you can match your child to a novel or other reading material that is similar to his/her reading ability. Additional information on Lexiles 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 Quantile measures 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 (2012–13).