



Understanding the Individual Student Report for the ***NCEXTEND2*** End-Of-Grade Tests Grades 3–8

During the final weeks of the school year, your child took the ***NCEXTEND2***, an alternate assessment to the state-required multiple-choice North Carolina End-of-Grade (EOG) Tests in Reading Comprehension and Mathematics. The ***NCEXTEND2*** EOG tests are administered to students at grades 3–8 as part of the statewide assessment program. These curriculum-based achievement tests are specifically aligned to the North Carolina *Standard Course of Study* and include a variety of strategies to measure the achievement of North Carolina students. The ***NCEXTEND2*** EOG tests measure grade-level content standards in a modified multiple-choice format. The achievement of students participating in the ***NCEXTEND2*** EOG is measured based on modified academic achievement standards for the content area(s) being tested.

Test scores are among the many ways to find out how well your child is doing in school. However, test scores should always be considered along with *all* other available information provided about your child. Scores on these tests are only one of the many indicators of how well your child is achieving.

Student scores in reading comprehension and mathematics from the ***NCEXTEND2*** EOG tests are used in the computation of school performance composites as required by the state-mandated ABCs Accountability Program and for determining adequate yearly progress (AYP) under Title I mandates of the *No Child Left Behind Act of 2001*. Student scores are also used as one piece of information in determining student proficiency under state-mandated Student Accountability Standards at grades 3, 5, and 8.

NCEXTEND2 End-of-Grade Testing—Individual Student Report

Some students participated in the ***NCEXTEND2*** for one content area (i.e., reading comprehension or mathematics) and the general end-of-grade test for the other content area. In these cases, students will receive a different *Individual Student Report* for each content area.

The *Individual Student Report* for ***NCEXTEND2*** EOG tests provides information concerning your child's performance on the ***NCEXTEND2*** EOG test of reading comprehension and/or mathematics. The information on the left side of the report describes performance on the ***NCEXTEND2*** EOG reading comprehension test. The right side of the report describes performance on the ***NCEXTEND2*** EOG mathematics test. A sample individual student report is provided on page four to accompany the following explanations of the items found on the student report.

- A. The number of questions the student answered correctly is called a raw score. The raw score is converted to a **scale score**.
- B. **Achievement level** shows the level at which your child performed on the test. The achievement level (i.e., Level I, II, III, or IV) earned by the individual student is based on the student's scale score.
- C. North Carolina public school students are required to meet statewide standards for promotion at grades 3, 5, and 8 and for high school graduation. The standards, also called gateways, ensure that students are working at grade level in reading, writing, and mathematics before being promoted to the next grade. **Met State Gateway** is located on the ***NCEXTEND2*** EOG individual student reports at grades 3, 5, and 8 and indicates if the student did (**YES**) or did not (**NO**) meet the state gateway for reading comprehension and/or mathematics. Additional information on the state gateways can be found at <http://www.ncpublicschools.org/promotionstandards/>. It is important when making promotion decisions for students that participate in ***NCEXTEND2*** EOG to use results from the ***NCEXTEND2*** EOG in conjunction

with other information, such as student work samples, other assessment data, information supplied by parents, and information that is included in the Individualized Education Program (IEP).

- D. This is a diagram of the student's scale score in relation to the entire scale. The student's score is represented by a shaded diamond (◆).
- E. This is a diagram of the four achievement levels and their relation to the scale. Achievement levels are predetermined standards that allow the student's performance to be measured against modified grade-level academic achievement standards. Four achievement levels (i.e., Levels I, II, III, and IV) are reported. The student's achievement level is indicated by the shaded area on the diagram.
- F. The **description of the achievement level** is reported for your child's performance in reading comprehension and/or mathematics. A complete listing of the achievement level descriptors for achievement levels I–IV for reading comprehension and mathematics by grade level may be found at <http://www.ncpublicschools.org/accountability/policies/tswd/ncextend2>.

Key Features of the NCEXTEND2 EOG Reading Comprehension Test

- Reading and knowledge of vocabulary are assessed by having students read selections and then answer questions related to the selections.
- The selections on the test are reading materials chosen to reflect the variety of actual reading done by students in and out of the classroom.
- Students read literary selections (i.e., fiction, nonfiction, and poetry) and informational selections (i.e., content and consumer).
- The variety of selections allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

How Can I Help My Child with Reading?

- Establish time for your child to read.
- Provide your child with a variety of suitable reading materials.
- Read aloud to and with your child.
- Take time to discuss interesting books you and your child have read.
- Model reading by reading a variety of materials yourself, such as newspapers, magazines, schedules, etc.
- Discuss the purpose of different text type, such as fiction, letters, newspaper articles, journals, etc.
- Share and discuss articles, diagrams, charts, illustrations, and maps with your child.
- Ask your child open-ended questions that cannot be answered with a single word or a single phrase (e.g., Why? How do you know? Explain... Tell me about... Give me examples.)
- Ensure that your child reads independently each day at a comfortable reading level. Reading materials should not be too hard or too easy in terms of subject matter and content.

Key Features of the NCEXTEND2 EOG Mathematics Test

- The mathematics test assesses student achievement in the five strands of the mathematics curriculum: (1) Numbers and Operations, (2) Measurement, (3) Geometry, (4) Data Analysis and Probability, and (5) Algebra.
- For grades 3–7, the 40-item test is administered in two parts: Calculator Active (27 questions) and Calculator Inactive (13 questions). Students are allowed to use calculators during the Calculator Active part of the test (67%). Students are not allowed to use calculators during the Calculator Inactive part of the test (33%).
- For grade 8, the 40-item test is all Calculator Active. Students are allowed to use calculators for the entire test.
- The minimum (“at least”) calculator requirements are as follows:
 - Grades 3–5: a four-function calculator with memory key;
 - Grades 6–8: any four-function calculator with a square root function, y^x , $\pi(\pi)$, and algebraic logic.
- For the Calculator Active and Calculator Inactive parts of the mathematics test, students are given blank paper and graph paper. Rulers, protractors, and formula sheets are not distributed to students.
- The **NCEXTEND2** EOG tests are not timed. Students are to be allowed ample opportunity to complete the tests. As long as students are engaged and working, they must be allowed time to complete the **NCEXTEND2** EOG tests.

- The estimated time for 95% of students at grades 3–7 to complete the mathematics Calculator Active test is 70 minutes. The estimated time for students to complete the mathematics Calculator Inactive test is 45 minutes.
- The estimated time for 95% of students at grade 8 to complete the mathematics test is 90 minutes.

How Can I Help My Child with Mathematics?

- “Do math” with your child as problem-solving partners at home. Use word problems. Have your child explain how he or she is solving the problems.
- Make a list of all the ways your family uses mathematics at home:
 - Newspapers and weather reports include charts, graphs, data, and statistics.
 - Sporting events provide data and statistics.
 - The grocery store affords an opportunity for practicing measurement and estimation.
 - Recipes can be modified.
 - The changing seasons give an opportunity to examine temperature.
 - Road trips encourage map reading and distance, time, and gasoline mileage problems.
- By “doing math” together, you will demonstrate that learning mathematics is fun.

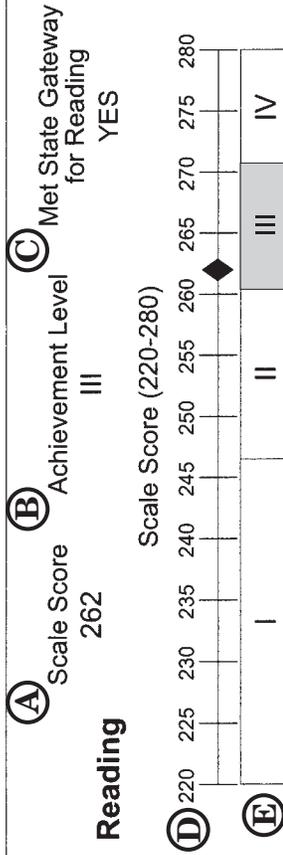
Additional Information

For additional information on the ***NCEXTEND2*** tests, visit the NCDPI Division of Accountability Services/ North Carolina Testing Program Web site at <http://www.ncpublicschools.org/accountability/policies/tswd/ncextend2>.

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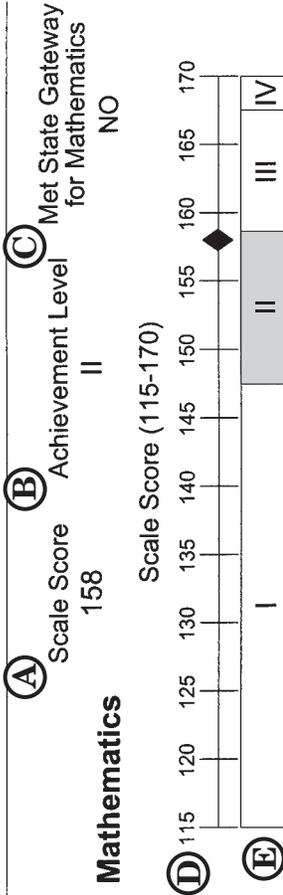
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For a full explanation of the information provided in this report see: <http://www.ncpublicschools.org/docs/accountability/ext2parentteacherreportfinal.pdf>



(F) Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at this level demonstrate basic grade level knowledge and skills. Students performing at Achievement Level III demonstrate basic grade level reading comprehension skills as required in the North Carolina Standard Course of Study for grade 3. Students can comprehend a variety of basic third grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students can analyze and interpret text by making basic inferences, drawing simple conclusions, predicting outcomes, comparing and contrasting, and determining main idea. They also use basic text features and text structures to comprehend. Students may demonstrate simple character analysis, identify problems, and determine the meaning of some unfamiliar vocabulary in context.



(F) Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II show limited evidence of conceptual understanding and computational accuracy and sometimes respond with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies. In grade three, students are given the opportunity to develop the following skills. Expectations include number sense for whole numbers through 9,999. Instruction includes multiplication facts and single digit multiplication and division. Third graders compare, order, and represent rational numbers (halves, fourths, thirds, sixths, and eighths) concretely and symbolically. They use appropriate vocabulary to compare, describe, and classify polygons and polyhedra (two- and three-dimensional shapes). Students measure length, capacity, weight, time, and temperature. They identify, create, and extend patterns. In third grade, students read, collect, organize, and display data using a variety of graphs. Third graders use the rectangular coordinate system to graph and identify points. They use symbols to represent unknown quantities in number sentences and to solve simple equations. Students solve problems using a variety of strategies, including listing arrangements and combinations of up to three items. Third graders apply these concepts, as well as those developed in previous years.

The following is part of North Carolina General Statute § 115C-288(a):

To Grade and Classify Pupils. – The principal shall have authority to grade and classify pupils. In determining the appropriate grade for a pupil who is already attending a public school, the principal shall consider the pupil's classroom work and grades, the pupil's scores on standardized tests, and the best educational interests of the pupil. The principal shall not make the decision solely on the basis of standardized test scores. When making promotion decisions, results from the NCEXTEND2 Alternate Assessment for EOG should be used in conjunction with other information, such as student work samples, other assessment data, information supplied by parents, and information that is included in the IEP.