



Understanding the Individual Student Report for the North Carolina End-of-Grade Tests Grades 6, 7, and 8

During the final weeks of the school year, your child took the state-required multiple-choice North Carolina End-of-Grade Tests of Reading Comprehension and Mathematics. The end-of-grade 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.

Student scores in reading comprehension and mathematics from the end-of-grade tests are used for computing school growth and 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 in determining student progress and proficiency under state-mandated Student Accountability Standards at grades 3, 5, and 8.

Test scores are among the many ways to find out how well your child is doing in school. Test scores allow you to compare your child's performance with that of other students in the same grade at the school and with other students across North Carolina. 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.

End-of-Grade Testing—Individual Student Report

The *Individual Student Report* for end-of-grade tests provides information concerning your child's performance on the end-of-grade test of reading comprehension and mathematics. The information on the left side of the report describes the student's performance on the end-of-grade reading comprehension test. The right side of the report describes the student's performance on the end-of-grade 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 your child answered correctly is called a raw score. The raw score is converted to a developmental **scale score**. Scaled scores are particularly useful for comparing test scores over time. You can compare the scale scores on the end-of-grade test given during the last three weeks of the previous school year and the end-of-grade test given during the last three weeks of the current school year to determine your child's growth in reading comprehension and mathematics.
- B. The **percentile rank** 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 generally the first year the test was administered. The percentile shows that your child performed at a level equal to or better than the stated percentage of students who took the test during the norming year. For example, if a student scores as well as or better than 83% of the students who took the test in the norming year, the student is in the 83rd percentile. The higher the percentile, the better your child performed compared to other students in his or her grade. Percentiles range from 1 to 99.
- C. **Achievement level** shows the level at which your child performed on the test. Achievement levels are predetermined performance standards that allow your child's performance to be compared to grade-level expectations. Four achievement levels (i.e., Levels I, II, III, and IV) are reported in reading comprehension and mathematics. The standard for grade-level proficiency is a test score at Achievement Level III or above.
- D. The reading comprehension tests are linked to the **Lexile Framework® for Reading**. The Lexile Framework measures both reader ability and text difficulty on the same scale, the Lexile scale. **Lexile scores** are reported from a low of BR (Beginning Reader) to a high of 2000L. Lexile scores do not translate specifically to grade levels. Using your child's Lexile score, you can match your child to books or other reading material that are similar to his or her reading ability. The lower a book's Lexile measure, the easier it will be to comprehend. For example, a text with a Lexile measure of 850L will most likely be easier for a reader to comprehend than a text at 950L. The Lexile score also allows you to track your child's progress over time. Additional information on Lexiles can be found at <http://www.lexile.com>.
- E. The End-of-Grade Tests of Mathematics are linked to the **Quantile Framework® for Mathematics**. To interpret what a Quantile measure means for your child, two pieces of information are needed: the Quantile score and the grade level during which your child received the Quantile score. Typically, a higher Quantile measure within a specific grade range indicates

that your child probably has very few problems with grade-level material in school. A lower Quantile measure indicates that your child most likely struggles to understand and succeed with grade-level material. Once your child's Quantile measure and grade are known, mathematical concepts, topics, materials, and resources can be identified within that same Quantile range. Your child can be matched with resources and engaged in instruction to focus remediation and move forward with more demanding concepts and skills. Additional information on Quantile measures can be found at <http://www.Quantiles.com>.

- F.** North Carolina public school students are required to meet statewide standards for promotion from 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 end-of-grade 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 mathematics. Additional information on the state gateways can be found at <http://www.ncpublicschools.org/promotionstandards/>.
- G.** **Achievement levels** show the four achievement levels and their relation to the scale score.
- H.** **Student** shows your child's score in relation to the range of possible scores and the achievement levels. Your child's score is represented by a closed diamond (◆). The bar (▭) across the closed diamond represents where your child's true score should be about two-thirds of the time (standard error of measurement). On another day or with a different set of test questions, your child might have obtained a slightly different score, but the score should still lie within the bar, assuming no additional learning occurred.
- I–K.** Your child's scale score is compared to the average scale scores for the **school** (I), the **school system** (J), and the **state** (K). The average scale scores for I–K are represented as open diamonds (◇). The horizontal line (—) across each open diamond represents the range of scores achieved by about two-thirds of the students in the same grade as your child (one standard deviation). The average scale scores for the school and the school system are based on the spring 2010 test administration. The state average is based on the scores of all North Carolina students who took the test in the norming year.
- L.** The **description of the achievement level** is reported for your child's performance in reading comprehension and mathematics. A complete listing of the four achievement levels for reading comprehension and mathematics by grade level may be found at <http://www.ncpublicschools.org/accountability/testing/shared/achievelevel/readingeog> and <http://www.ncpublicschools.org/accountability/testing/shared/achievelevel/matheog>, respectively.
- M.** The North Carolina *Standard Course of Study* is the framework that guides classroom instruction and assessment for every student in North Carolina and provides competency goals for each grade and high school course to ensure rigorous student academic performance standards that are uniform across the state. On this student report, the **Subscale Performance** section shows the subscale score for the goals and/or section reported for the end-of-grade tests of reading comprehension and mathematics. The reporting units for subscales of the end-of-grade test of reading comprehension are literary reading and informational reading. The reporting units for subscales of the end-of-grade test of mathematics at grades 6 and 7 are goals and units defined by calculator active portions of the test and calculator inactive portions of the test. The reporting units for subscales of the end-of-grade test of mathematics at grade 8 are goals and units defined by calculator active portions of the test. (At grades 6 and 7, the mathematics test consists of two sections: calculator active and calculator inactive. At grade 8, the test is all calculator active.) The closed diamond (◆) represents your child's performance at the individual goal level. The bar (▭) represents the standard error of measurement (SEM). The SEM indicates how much your child's score is expected to vary if tested repeatedly with the same test, assuming that no additional learning occurred. The subscale scores do not reflect the number of items aligned to each goal and/or section. All subscale scores have values between 0 and 20. The state average for all subscales is equivalent to 10. Although the tests meet high professional and legal technical standards as a whole, these technical attributes weaken when the test is taken apart into smaller units. In nearly all cases, the number of items on a test form that represents a single subscale is very small. Therefore, it is imperative that the subscale scores be used as only one piece of information used to qualify instructional or placement decisions.

Key Features of the Reading Comprehension Test

- Reading and knowledge of vocabulary are assessed by having students read selections and then answer questions related to the selections.
- The reading comprehension test at grades 6–8 consists of 62 items. Some of the reading comprehension items at grades 6–8 are field test items. The field test items do not count toward or against the student's score.
- 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 types, 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 Mathematics Test

- The mathematics test assesses achievement in the five strands of the mathematics curriculum: (1) Number and Operations, (2) Measurement, (3) Geometry, (4) Data Analysis and Probability, and (5) Algebra.
- Some of the mathematics items at grades 6–8 are field test items. The field test items do not count toward or against the student’s score.
- At grades 6 and 7, the 82-item test (including field test items) is administered in two parts: Calculator Active (54 questions) and Calculator Inactive (28 questions). Students are allowed to use calculators during the Calculator Active part (66%) of the test. Students are not allowed to use calculators during the Calculator Inactive part (34%) of the test.
- At grade 8, the 80-item test (including field test items) is all Calculator Active. Students at grade 8 are allowed to use calculators for the entire test.
- The minimum (“at least”) calculator requirement for grades 6–8 is any four-function calculator with a square root function, y^x , $\pi(pi)$, and algebraic logic.
- The mathematics tests at grades 6 and 7 are administered on two consecutive days.
- The mathematics test at grade 8 is administered on one day.
- The estimated time for students at grades 6 and 7 to complete the mathematics—calculator active test is 135 minutes. Students who are not finished at the end of the estimated time may be given additional time. However, no administration of the mathematics—calculator active test at grades 6 and 7 may exceed four hours (240 minutes).
- The estimated time for students at grades 6 and 7 to complete the mathematics—calculator inactive test is 60 minutes. Students who are not finished at the end of the estimated time may be given additional time. However, no administration of the mathematics—calculator inactive test at grades 6 and 7 may exceed two and one-half hours (150 minutes).
- The estimated time for students at grade 8 to complete the mathematics test is 150 minutes. Students who are not finished at the end of the estimated time may be given additional time. However, no administration of the mathematics—calculator active test at grade 8 may exceed four hours (240 minutes).

How Can I Help My Child with Mathematics?

- “Do math” with your child at home as problem-solving partners. 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 end-of-grade tests, visit the NCDPI Division of Accountability Services/ North Carolina Testing Program Web site at <http://www.ncpublicschools.org/accountability/testing/eog/>.

In compliance with federal laws, NC Public Schools administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law. Inquiries or complaints should be directed to:

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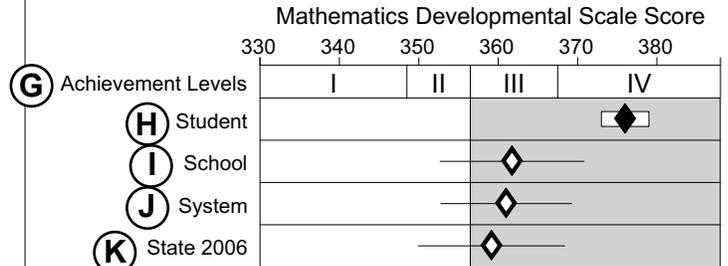
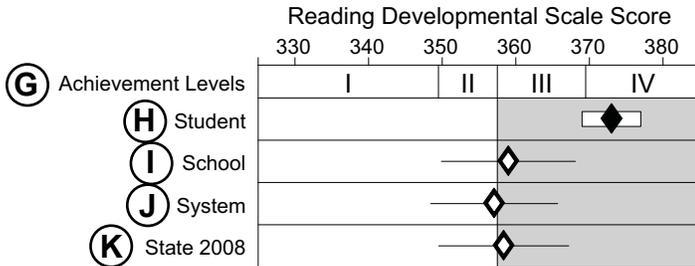
For a full explanation of the information provided in this report see: <http://www.ncpublicschools.org/accountability/testing/shared/abriefs/eogreadmath>

Reading

(A) Scale Score 373
 (B) Percentile Rank (2008) 95
 (C) Achievement Level IV
 (D) Lexile Framework® for Reading¹ 1460L
 (F) Met State Gateway YES

Mathematics

(A) Scale Score 376
 (B) Percentile Rank (2006) 97
 (C) Achievement Level IV
 (E) Quantile Framework® for Mathematics² 1275Q
 (F) Met State Gateway YES



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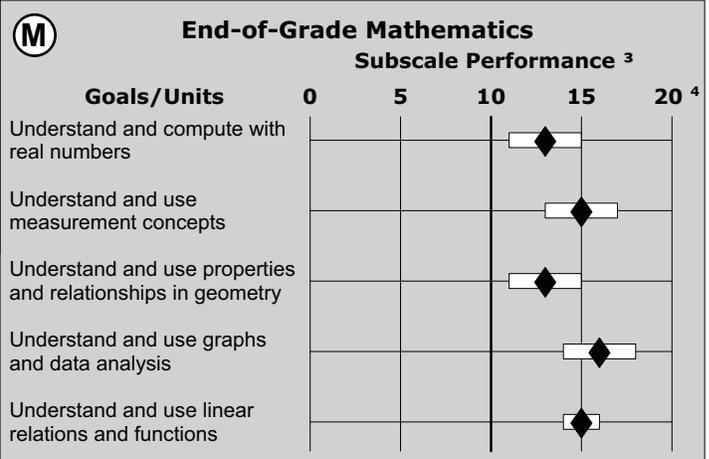
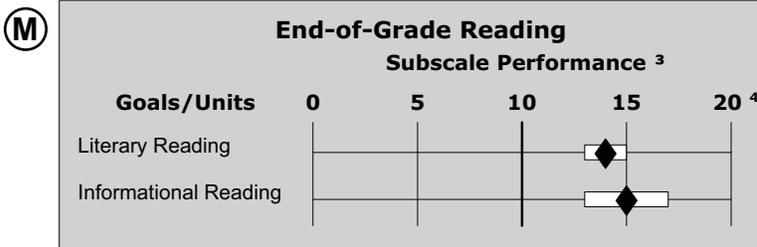
Students performing at Level IV demonstrate a highly proficient application of reading comprehension skills required in the North Carolina *Standard Course of Study* at grade eight. Students make inferences and predictions, summarize information, generate questions and ideas, cite sources used, evaluate problems and solutions, and determine importance of accuracy of information. These students evaluate the impact of bias and emotional factors and identify effectiveness of tone, style, and use of language. Students interpret literary elements, genres, figurative language, dialogue, flashback, allusion, irony, and symbolism. They use context clues to identify and define unknown words.

Students performing at Level IV show a high level of understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

Level IV students consistently show a high level of understanding of real numbers, including irrational numbers. They correctly and accurately use indirect measurements. Students are consistently successful at using the Pythagorean Theorem to solve problems. Level IV students are highly successful at organizing and interpreting data, using scatterplots and approximating a line of best fit. Students at Level IV demonstrate a high level understanding of functions and are successful converting functions between forms and interpreting slope and intercepts. They are highly successful at using linear equations and inequalities to solve problems, translating between words, tables, and graphs.

¹ A Lexile® measure represents a student's reading ability and can be used to match the student with books and other materials at an appropriate difficulty level. For more information, visit <http://www.ncpublicschools.org/accountability/lexiles>.

² A Quantile® measure describes a student's mathematical ability and can be used to determine the student's readiness to learn mathematical skills and concepts. For more information, visit www.Quantiles.com.



³ Please note that the subscale scores are less reliable than the scale scores because there are fewer questions on which the score is based. Instructional and placement decisions should not be based solely on these subscale scores.

⁴ The state average for all subscales is equivalent to 10. The subscale scores do not reflect the number of items aligned to each goal.