



Understanding Your Child's End-of-Grade Test Scores

Grades 3, 4, and 5

During the final weeks of the school year, your child took the state-required multiple-choice North Carolina End-of-Grade Tests in Reading and Mathematics. The End-of-Grade Testing Parent/Teacher Report, which provides your child's test scores, is inside this flyer. This flyer provides you with other information you may need to understand your child's scores. Also, some suggestions are offered about what you can do to help your child in reading and mathematics.

Scores on the tests are among the many ways to find out how well your child is doing in school. Test scores should always be considered along with *all* other available information provided about your child. Test scores allow you to compare your child's performance with that of other students in the same grade (1) at the school and (2) across North Carolina.

Three forms of the end-of-grade reading and mathematics tests are administered in each classroom. Each form contains different test questions; however, these forms have been "equated" so that student scores can be compared.

Scores for the End-of-Grade Tests

Developmental Scale Scores. The number of questions that your child answered correctly is called a raw score. For the end-of-grade tests, the raw score is converted to a developmental scale score. The developmental scale score allows for the comparison of your child's end-of-grade scores by subject from one grade to the next. The developmental scale score is like a ruler that measures growth in reading and mathematics from year to year. Just like height in inches, your child's scores in reading and mathematics are expected to go up each year. For grades 3 through 5, the scale scores for reading go from 115 to 178. The scale scores for mathematics go from 218 to 295.

Percentiles. The percentile allows you to compare your child's performance on the test this year to 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 percentile tells you 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. The higher the percentile, the better a student performed compared to other students in his or her grade. Percentiles go from 1 to 99.

Due to the updated mathematics curriculum and the revised mathematics test, percentiles were not available during the spring 2001 administration of the end-of-grade mathematics test. Since that time, all student data from the spring 2001 administration have been analyzed to develop percentiles for the new mathematics test. Your child's individual report will include the percentile based on the spring 2001 administration of the new mathematics test.

Achievement Levels. Achievement levels are performance standards that allow your child's performance to be compared to grade level expectations. The judgment of many teachers is used to set the achievement levels. Four achievement levels (I, II, III, and IV) are reported in each subject area. The description of each achievement level follows:

Level I: Students performing at this level do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.

Level II: 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.

Level III: Students performing at this level consistently demonstrate mastery of the grade-level subject matter and skills and are well-prepared for the next grade level.

Level IV: Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade-level work.



Key Features of the Reading Test

- Reading and knowledge of vocabulary is assessed by having students read passages and then answer questions directly related to the passages.
- The passages on the tests are reading materials chosen to reflect the variety of actual reading done by students in and out of the classroom.
- Passages include literature, informational selections in content areas (art, science, health, mathematics, social studies, etc.), and consumer and practical selections (pamphlets, recipes, projects, etc.).
- Ten passages are included on each test; the total number of questions on each test goes from 56 questions in grade 3 to 65 questions in grade 5.

Interpretive Achievement Levels for Reading, Grades 3 through 5

The interpretive achievement levels for reading provides you with a description of typical student performance at each achievement level. The descriptions are related to information from actual test results for all North Carolina students. These descriptions are intended to build from Level I through Level IV. So, the description for Level III is also based on student performance at Level I and Level II. Students performing at Level III and Level IV are considered to be at or above grade level.

Reading Interpretive Achievement Level I (Limited Performance). Students typically:

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| <ul style="list-style-type: none">➤ Demonstrate inadequate mastery of grade-level skills, strategies, and competencies.➤ Demonstrate inadequate preparation to be successful at next grade level.➤ Comprehend at literal level (“read the lines”). | <ul style="list-style-type: none">➤ Respond successfully to questions on familiar topics in fiction and biography passages.➤ Identify elements of fiction such as plot, setting, and characters. |
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Reading Interpretive Achievement Level II (Not Yet Proficient). Students typically:

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| <ul style="list-style-type: none">➤ Demonstrate inconsistent mastery of grade-level skills, strategies, and competencies.➤ Demonstrate minimal preparation to be successful at next grade level.➤ Comprehend at literal level (“read the lines”) with some interpretation (“between the lines”). | <ul style="list-style-type: none">➤ Respond successfully to questions on fiction, social studies selections, and recipes.➤ Identify the moral of stories.➤ Identify, collect, and/or select information and ideas.➤ Organize/sequence and analyze information.➤ Generate and integrate information and ideas. |
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Reading Interpretive Achievement Level III (Proficient). Students typically:

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| <ul style="list-style-type: none">➤ Demonstrate mastery of grade-level skills, strategies, and competencies.➤ Demonstrate adequate preparation to be successful at the next grade level.➤ Comprehend at literal and interpretive level (“between the lines”) with critical analysis.➤ Respond successfully to questions from narratives, simple poetry, social studies passages, science passages, and schedules.➤ Define new vocabulary words by examining context. | <ul style="list-style-type: none">➤ Complete charts/graphic organizers by organizing and adding details.➤ Recognize main idea, moral, or lesson of a story.➤ Follow directions to produce a product.➤ Verify accuracy of information and ideas.➤ Use text structure features and prior knowledge to aid comprehension.➤ Summarize key points and ideas from passage/text read. |
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Reading Interpretive Achievement Level IV (Exceeds Expectations). Students typically:

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| <ul style="list-style-type: none">➤ Demonstrate mastery beyond grade-level skills, strategies, competencies, and expectations.➤ Comprehend at analysis level (“beyond the lines”).➤ Apply integration and evaluation thinking skills.➤ Apply, extend, and expand on information and ideas. | <ul style="list-style-type: none">➤ Critically evaluate material according to specific criteria.➤ Respond successfully to questions from poetry and informative passages about less familiar topics. |
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How Can I Help My Child with Reading?

- Read to your child daily at home using books that challenge your child’s listening vocabulary and thinking skills.
- Establish time and provide a variety of materials for your child to read.
- Visit the library together and take time to discuss the 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.
- Explain what you do, how you do it, and why you do it as you read.
- Require your child to routinely provide text-specific support for his/her answers in everyday reading.
- Ask your child open-ended questions that cannot be answered with a simple word, a single phrase, or sentence. (Why? How do you know? Explain...Tell me about. Give me examples.)



———— *North Carolina End-of-Grade Test—Mathematics* ————

Key Features of the Mathematics Test

- The mathematics tests assess student achievement in the four strands of the mathematics curriculum: (1) Number Sense, Numeration, and Numerical Operations; (2) Spatial Sense, Measurement, and Geometry; (3) Patterns, Relationships, and Functions; and (4) Data, Probability, and Statistics.
- The 80-item tests are administered in two parts: Calculator-Inactive (24 questions) and Calculator-Active (56 questions). Students may not use calculators during the Calculator-Inactive part (30%) of the test. Students may use calculators during the Calculator-Active part (70%) of the test.
- For both parts of the mathematics test, students in grades 3, 4, and 5 are given graph paper and rulers to use to answer some of the test questions. Students in grade 5 are also given protractors.
- Both parts of the tests in grades 3, 4, and 5 require students to interpret information from problems in context in order to generate the appropriate responses to the test questions.

Interpretive Achievement Levels for Mathematics, Grades 3 through 5

The interpretive achievement levels for mathematics provides you with a description of typical student performance at each achievement level. The descriptions are related to information from actual test results for all North Carolina students. These descriptions are intended to build from Level I through Level IV. So, the description for Level III is also based on student performance at Level I and Level II. Students performing at Level III and Level IV are considered to be at or above grade level.

Mathematics Interpretive Achievement Level I (Limited Performance). Typically, a student:

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| <ul style="list-style-type: none">➤ Exhibits minimal performance.➤ Shows very limited evidence of conceptual understanding and use of strategies.➤ Frequently responds with inappropriate answers and/or procedures. | <ul style="list-style-type: none">➤ Very often displays misunderstandings.➤ Infrequently completes tasks appropriately and accurately.➤ Needs assistance, guidance, and modified instruction. |
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Mathematics Interpretive Achievement Level II (Not Yet Proficient). Typically, a student:

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| <ul style="list-style-type: none">➤ Exhibits inconsistent performance and misunderstandings at times.➤ Shows some evidence of conceptual understanding.➤ Has difficulty applying strategies or completing tasks in unfamiliar situations. | <ul style="list-style-type: none">➤ Sometimes responds with appropriate answers or procedures.➤ Frequently requires teacher guidance.➤ Needs additional time and opportunities.➤ Demonstrates some Level III competencies but is inconsistent. |
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Mathematics Interpretive Achievement Level III (Proficient). Typically, a student:

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| <ul style="list-style-type: none">➤ Exhibits consistent performance.➤ Shows conceptual understanding.➤ Applies strategies in most situations.➤ Responds with appropriate answers or procedures.➤ Accurately completes tasks.➤ Needs minimal assistance. | <ul style="list-style-type: none">➤ Exhibits fluency and applies learning.➤ Shows some flexibility in thinking.➤ Works with confidence.➤ Recognizes cause and effect relationships.➤ Applies, models, and explains concepts. |
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Mathematics Interpretive Achievement Level IV (Exceeds Expectations). Typically, a student:

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| <ul style="list-style-type: none">➤ Consistently performs beyond grade level.➤ Works independently.➤ Understands advanced concepts.➤ Creatively applies strategies.➤ Analyzes and synthesizes.➤ Shows confidence and initiative. | <ul style="list-style-type: none">➤ Justifies and elaborates responses.➤ Makes critical judgements.➤ Makes applications and extensions beyond grade level.➤ Applies Level III competencies in more challenging situations. |
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How Can I Help My Child with Mathematics?

- “Do math” with your child at home as problem-solving partners.
- Math is everywhere! Make a list of all the ways your family uses mathematics at home.
 - Newspapers include graphs and charts.
 - 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, distance, time, and gasoline mileage problems.
- By “doing math” together, you will demonstrate that learning mathematics is fun!

Ask Questions

As you review your child’s End-of-Grade Testing Parent/Teacher Report, make notes about the test scores and other information that you do not understand. Be sure to discuss your questions with your child’s teacher when you go for a parent-teacher-student conference. The back of the report provides space for your child’s teacher to make comments; you may want to discuss these comments with your child’s teacher. Remember that your child’s teacher can best describe your child’s test performance on the end-of-grade tests in addition to specific strengths and weaknesses observed throughout the past school year.

Meeting with your child’s teacher on a regular basis provides you with the opportunity to discuss your child’s progress and any local policies that require the use of test scores. The conference with your child’s teacher should include discussions about instructional activities, special projects, homework assignments, and test scores. The teacher can also provide you with ideas for supporting your child’s learning in the home. It may be appropriate for your child to attend the conference(s) so that he or she can participate in the discussions and understand the expectations. It is appropriate for students to know what is expected of them. Students also need to be involved in setting goals and developing plans for their education. Just before the conference ends, review with the teacher what you can do to help your child.