

**North Carolina
Department of Public Instruction**

**Grade 3 Reading Comprehension
Sample Selections and Items
Test Information Document**

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Introduction

The sample selections and items available on this web site were developed for the North Carolina End-of-Grade Tests of Reading Comprehension and are aligned to the 1999 North Carolina English Language Arts *Standard Course of Study*. The North Carolina Department of Public Instruction (NCDPI) has chosen to release this group of items so that North Carolina students, teachers, parents, and administrators may have access to items similar to those that appear on the EOG tests aligned to the 1999 North Carolina English Language Arts *Standard Course of Study* (tests administered during the school year 2002–2003 and beyond).

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Some additional selections and items are available in a publication entitled *The North Carolina Reading Comprehension Sample Selections and Items* available from NCDPI Publications. *The North Carolina Reading Comprehension Sample Selections and Items* publication contains all of the selections available on this web site and additional selections for which the NCDPI was able to obtain print permission only. Ordering information is available on their web site at http://149.168.35.203/publications_catalog/. You can also get to the publications web page by going to the main NCDPI web site at www.ncpublicschools.org and selecting the Publication Sales link.

Sample Selections and Items

The following set of selections and items is organized by selection type: fiction, literary nonfiction, drama, poetry, informational–content, or informational–consumer. Following each selection and set of items is an answer key for the items. The answer key includes the selection title, question number, correct answer, category, thinking skill, and curriculum objective assessed for each item.

The sample selections and items can be found at www.ncpublicschools.org/accountability/testing.

Category

Each item on the end-of-grade test is designed to measure an aspect of reading comprehension that is grouped into one of four categories: cognition, interpretation, critical stance, or connections. The test is organized by category, and each test form has a similar percentage of items in each category. More information about the categories can be found on page 5.

Thinking Skill

Each test item is aligned to a thinking skill from the thinking skills framework used by the NCDPI. This framework is adapted from *Dimensions of Thinking: A Framework for Curriculum and Instruction* by Robert Marzano, et al. A brief description of the thinking skills is provided below. More information about the thinking skills framework can be found on page 9 of this document and on the NCDPI web site at www.ncpublicschools.org/accountability/testing.

1. Knowledge: focusing, information-gathering, and remembering skills
2. Organizing: arranging information so it can be used effectively
3. Applying: demonstrating prior knowledge within a new situation
4. Analyzing: clarifying existing information by examining parts and relationships
5. Generating: producing new information, meaning, or ideas
6. Integrating: connecting and combining information
7. Evaluating: assessing the reasonableness and quality of ideas

Curriculum Objective

Each item on the end-of-grade test is aligned to a curriculum objective from the North Carolina English Language Arts *Standard Course of Study*. A chart showing the link between the curriculum objectives and the testing categories can be found on page 7. The complete North Carolina *Standard Course of Study* for English Language Arts can be found on page 10 of this document and on the NCDPI web site at www.ncpublicschools.org/curriculum.

General Test Information

The North Carolina End-of-Grade Test of Reading Comprehension–Grade 3 measures reading comprehension across the curriculum. The test focuses on competency objectives from Goals 1–3 in the Grade 3 English Language Arts *Standard Course of Study*. This multiple-choice test is designed to assess growth in reading comprehension for the current year. The student’s end-of-grade test score from the prior grade is used to estimate the student’s level of knowledge and skills at the beginning of the current grade and helps determine the student’s amount of growth during the current school year.

Testing Window	The end-of-grade tests are administered in the last three weeks of the school year. The LEA determines the specific administration dates and times.
Test Administration Time	115 minutes
Number of Items	50 items
Number of Reading Selections	8 selections
Reading Selection Types	5 Literary Selections (2 fiction, 1 nonfiction, 1 drama, 1 poem) 3 Informational Selections (2 content, 1 consumer) A variety of selections allows for assessment of reading for various purposes: <ul style="list-style-type: none"> • To experience literature • To gain information • To perform tasks • To apply critical analysis and evaluation
Categories	Each item on the end-of-grade test is designed to measure an aspect of reading comprehension that is grouped into one of four categories: cognition, interpretation, critical stance, or connections. The test is organized by category, with each form having a similar percentage of items in each category. More information on the categories is provided on pages 5–8.
Objectives	Each item on the end-of-grade tests is aligned to a curriculum objective from the North Carolina English Language Arts <i>Standard Course of Study</i> . See page 7 for a list of the tested objectives and their link to the categories. The comprehensive list of grade 3 curriculum objectives begins on page 10.
Thinking Skills	Each test item is aligned to a thinking skill from the thinking skills framework used by the North Carolina Department of Public Instruction. This framework is adapted from <i>Dimensions of Thinking</i> by Robert Marzano, et al. A copy of the thinking skills and brief explanations of each are provided on page 9.

The Grade 3 Test Information Sheet is provided on page 14. This document provides summary information about the test in a format that is easily distributed. Test information sheets for all grade levels can also be found at the NCDPI web site at www.ncpublicschools.org/accountability/testing.

Categories

The items on the North Carolina End-of-Grade Tests of Reading Comprehension are organized by category. Each form has a similar percentage of items in each category. The categories were developed as a way to organize the reading comprehension competencies described in the North Carolina English Language Arts *Standard Course of Study* in a structure that is consistent from grades 2–8. This consistent structure is useful for test construction purposes and does not change or add to the content of the North Carolina English Language Arts *Standard Course of Study*. A description of each category and the average percentage of items per category for the tests at grade 3 are shown in the table below.

Category Description	Average Percentage of Items Per Form Grade 4
<p>Cognition</p> <ul style="list-style-type: none"> • refers to the initial strategies a reader uses to understand the selection. • examines the purpose and organization of the selection. • considers the text as a whole or in a broad perspective. • includes strategies such as using context clues to determine meaning or summarizing to include main points. • includes literal understanding of text. 	38%
<p>Interpretation</p> <ul style="list-style-type: none"> • requires the student to develop a more complete understanding. • asks students to clarify, to explain the significance of, to extend, and/or to adapt ideas/concepts. 	37%
<p>Critical Stance</p> <ul style="list-style-type: none"> • asks the student to stand apart from the selection and consider it objectively. • involves processes such as comparing/contrasting and understanding the impact of literary elements. 	19%
<p>Connections</p> <ul style="list-style-type: none"> • refers to connecting knowledge from the selection with other information and experiences. • requires the student to relate the selection to events beyond/outside the selection. • requires the student to make associations outside the selection and between selections. 	6%

Sample Item Types by Category

The table below provides examples of the types of items and specific sample items that fit into each category type. Please note that this list is not comprehensive. It is intended to clarify the meaning of each category; it is not intended to be a complete list of item types or sample items.

	Sample Item Types This list provides examples of the types of items found in each category to help educators understand the meaning of each category. Additional item types will be developed for each test.	Sample Items This list provides examples only. Additional items appropriate for each category and curriculum level will be developed for each test.
Cognition	<ul style="list-style-type: none"> Identify initial strategies the reader uses to understand text Demonstrate basic reading comprehension Identify the purpose/organization of the text Use context clues to determine meaning of vocabulary words Summarize and include main points Identify main idea and/or purpose Identify the main problem Identify the point of view 	<ul style="list-style-type: none"> What is the main idea of the selection? Based on the context of paragraph 3, what does XXX mean? (vocabulary in context) What is the purpose of the first subheading in the selection? Which characteristic best describes Joe? (Answer is clearly stated in the selection.)
Interpretation	<ul style="list-style-type: none"> Clarify Explain the significance of something Identify the tone/mood of the selection Demonstrate a more complete (than cognition) understanding (What is the meaning of X phrase/statement by Joe?) Make inferences/conclusions/generalizations Explain the interrelationship of parts 	<ul style="list-style-type: none"> What is the significance of Joe’s decision to buy the bicycle? What is the tone/mood of the selection? Based on the selection, what will most likely happen next? Which characteristic best describes Joe? (Answer is not clearly stated in the selection.)
Critical Stance	<ul style="list-style-type: none"> Compare/contrast within the selection Stand apart from the text and consider it objectively Distinguish between fact and opinion Analyze literary terms and their impact on a selection Describe the author’s craft and the placement of/usefulness of/relevance of/quality of information Complete analogies when all relationships are found in the text 	<ul style="list-style-type: none"> How is X different from Y? How does Joe change from the beginning to the end of the selection? What is the effect of beginning the selection with _____? What is ironic about X? The author wrote XYZ in capital letters to emphasize which quality? What effect is created by the author’s repetition of the words XYZ?
Connections	<ul style="list-style-type: none"> Compare/contrast between selections and outside of the selection Connecting elements in the text to information outside of the text Analogies: initial relationship from text, others from outside experience 	<ul style="list-style-type: none"> Which experience is most similar to Joe’s experience in the selection? How would this experience help Joe the next time he buys a bicycle? People who play this game are most likely to have which of the following characteristics?

Category Links to Goals and Objectives

Although each item on the North Carolina Reading Comprehension End-of-Grade (EOG) Test is grouped into a particular category, it is aligned to an objective from the North Carolina English Language Arts *Standard Course of Study*. To facilitate an understanding of the link between the objectives in the North Carolina English Language Arts *Standard Course of Study*–Grade 3 and the individual categories, objectives 1–3 for grade 3 are listed below. The category connections are indicated in columns beside each objective.

- ☆ The objective addresses skills or concepts related to the category indicated.
- The objective addresses skills and concepts that are not directly related to the category indicated.

English Language Arts, Grade 3 Goals 1, 2, 3	Cognition	Interpretation	Critical Stance	Connections
Competency Goal 1: The learner will apply enabling strategies and skills to read and write.				
1.01 Apply phonics and structural analysis to decode words.	☆	○	○	○
1.02 Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.	☆	○	○	○
1.03 Integrate prior experiences and all sources of information in the text when reading orally and silently.	☆	☆	☆	☆
1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary.	☆	○	○	○
1.05 Use word reference materials to confirm decoding skill, verify spelling, and extend meaning of words.	☆	○	○	○
1.06 Read independently daily from self-selected materials.	☆	☆	☆	☆
Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.				
2.01 Use metacognitive strategies to comprehend text.	☆	☆	☆	☆
2.02 Interact with the text before, during, and after reading, listening, or viewing by setting a purpose, previewing the text, making predictions, asking questions, locating information for specific purposes, making connections, and using story structure and text organization to comprehend.	☆	☆	☆	☆
2.03 Read a variety of texts including fiction, nonfiction, poetry, and drama.	☆	☆	☆	☆
2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the author’s purpose, plot, conflict, sequence, resolution, lesson and/or message, main idea and supporting details, cause and effect, fact and opinion, point of view, and author’s use of figurative language.	☆	☆	☆	○

English Language Arts, Grade 3 Goals 1, 2, 3		Cognition	Interpretation	Critical Stance	Connections
2.05	Draw conclusions, make generalizations, and gather support by referencing the text.	○	☆	☆	☆
2.06	Summarize the main idea(s) from texts using succinct language.	☆	○	○	○
2.07	Explain choice of reading materials congruent with purposes.	☆	○	☆	○
2.08	Listen actively by facing the speaker, making eye contact, and asking questions.	☆	☆	☆	☆
Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.					
3.01	Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes.	☆	☆	☆	☆
3.02	Identify and discuss similarities and differences in events and characters within and across selections and support them by referencing the text.	○	○	☆	☆
3.03	Use text and own experiences to verify facts, concepts, and ideas.	○	☆	☆	☆
3.04	Make informed judgments about television productions.	○	☆	☆	○
3.05	Compare and contrast printed and visual information (graphs, charts, maps).	○	☆	☆	☆
3.06	Conduct research for assigned and self-selected projects.	☆	☆	☆	☆

Thinking Skills: Levels of Thinking and Reasoning

In the North Carolina *Standard Course of Study*, the levels of thinking and reasoning are classified using the following seven levels. The North Carolina Testing Program uses these levels to identify the thinking and reasoning required by each test item. Verbs that are likely to be used in questions and directions related to these classifications are included below.

Knowing

Defining problems: clarifying needs, discrepancies, or puzzling situations

Setting goals: establishing direction and purpose

Observing: obtaining information through one or more senses

Formulating questions: seeking new information through inquiry

Encoding: storing information in long-term memory

Recalling: retrieving information from long-term memory

Useful Verbs: list, name, label, recall, identify, match, choose

Organizing

Arranging information so it can be used effectively

Comparing: noting similarities and differences between or among entities

Classifying: grouping and labeling entities on the basis of their attributes

Ordering: sequencing entities according to a given criterion

Representing: changing the form but not the substance of information

Useful Verbs: categorize, group, classify, compare, contrast

Applying

Demonstrating prior knowledge within a new situation. The task is to bring together the appropriate information, generalizations or principles that are required to solve a problem.

Useful Verbs: apply, make, show, record, construct, demonstrate, illustrate

Analyzing

Clarifying existing information by examining parts and relationships

Identifying attributes and components: determining characteristics or parts of something

Identifying relationships and patterns: recognizing ways in which elements are related

Identifying main idea: identifying the central element; for example, the hierarchy of key ideas in a message or line of reasoning

Identifying errors: recognizing logical fallacies and other mistakes and, where possible, correcting them

Useful Verbs: outline, diagram, differentiate, analyze

Generating

Producing new information, meaning, or ideas

Inferring: going beyond available information to identify what reasonably may be true

Predicting: anticipating next events, or the outcome of a situation

Elaborating: explaining by adding details, examples, or other relevant information

Useful Verbs: conclude, predict, explain, elaborate, infer

Integrating

Connecting and combining information

Summarizing: combining information efficiently into a cohesive statement

Restructuring: changing existing knowledge structures to incorporate new information

Useful Verbs: combine, summarize, design, imagine, generalize

Evaluating

Assessing the reasonableness and quality of ideas

Establishing criteria: setting standards for making judgments

Verifying: confirming the accuracy of claims

Useful Verbs: judge, evaluate, rate, verify, assess, define criteria

Grade 3 Reading Comprehension Goals and Objectives

The following curriculum information contains the full text of the North Carolina *Standard Course of Study* for Fourth Grade approved in 1999. The complete K–12 curriculum document can be found on the NCDPI web site at www.ncpublicschools.org/curriculum.

Students in third grade apply the foundational skills learned earlier automatically and flexibly to decode and comprehend fiction, nonfiction, poetry, and drama. They use critical thinking skills which they apply strategically across the disciplines to comprehend and clarify information and ideas. They compose fiction, nonfiction, poetry, and drama for a variety of purposes and audiences. Third graders become increasingly independent and flexible in their use of communication skills and strategies. The learner will:

- Read with fluency and comprehension fiction, nonfiction, poetry, and drama.
- Apply strategies flexibly and strategically for recognizing words, learning new words, and constructing meaning from text(s).
- Expand vocabulary through wide reading, word study, and discussion.
- Write for a variety of audiences and purposes using appropriate formats.
- Use active listening and effective oral communication.
- Use media, a variety of information sources, and technological resources as tools for learning.
- Apply grammar and language conventions to access and communicate information and ideas.
- Reflect upon and make connections among language, texts, and personal experience.
- Apply comprehension strategies and skills to a wide variety of genres.

Competency Goal 1

The learner will apply enabling strategies and skills to read and write.

- 1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).
- 1.02 Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.
- 1.03 Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.
- 1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through:
 - wide reading.
 - word study.
 - listening.
 - discussion.
 - book talks.
 - book clubs.
 - seminars.
 - viewing.
 - role play.
 - studying author’s craft.
- 1.05 Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.

- 1.06 Read independently daily from self-selected materials (consistent with the student’s independent reading level) to:
- increase fluency.
 - build background knowledge.
 - extend vocabulary.

Competency Goal 2

The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

- 2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).
- 2.02 Interact with the text before, during, and after reading, listening, or viewing by:
- setting a purpose.
 - previewing the text.
 - making predictions.
 - asking questions.
 - locating information for specific purposes.
 - making connections.
 - using story structure and text organization to comprehend.
- 2.03 Read a variety of texts, including:
- fiction (short stories, novels, fantasies, fairy tales, fables).
 - nonfiction (biographies, letters, articles, procedures and instructions, charts, maps).
 - poetry (proverbs, riddles, limericks, simple poems).
 - drama (skits, plays).
- 2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:
- author’s purpose.
 - plot.
 - conflict.
 - sequence.
 - resolution.
 - lesson and/or message.
 - main idea and supporting details.
 - cause and effect.
 - fact and opinion.
 - point of view (author and character).
 - author’s use of figurative language (e.g., simile, metaphor, imagery).
- 2.05 Draw conclusions, make generalizations, and gather support by referencing the text.
- 2.06 Summarize main idea(s) from written or spoken texts using succinct language.
- 2.07 Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).

- 2.08 Listen actively by:
- facing the speaker.
 - making eye contact.
 - asking questions to clarify the message.
 - asking questions to gain additional information and ideas.

Competency Goal 3

The learner will make connections through the use of oral language, written language, and media and technology.

- 3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:
- considering the differences among genres.
 - relating plot, setting, and characters to own experiences and ideas.
 - considering main character's point of view.
 - participating in creative interpretations.
 - making inferences and drawing conclusions about characters and events.
 - reflecting on learning, gaining new insights, and identifying areas for further study.
- 3.02 Identify and discuss similarities and differences in events and characters within and across selections and support them by referencing the text.
- 3.03 Use text and own experiences to verify facts, concepts, and ideas.
- 3.04 Make informed judgments about television productions.
- 3.05 Compare and contrast printed and visual information (e.g., graphs, charts, maps).
- 3.06 Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

Competency Goal 4

The learner will apply strategies and skills to create oral, written, and visual texts.

- 4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression.
- 4.02 Use oral and written language to:
- present information in a sequenced, logical manner.
 - discuss.
 - sustain conversation on a topic.
 - share information and ideas.
 - recount or narrate.
 - answer open-ended questions.
 - report information on a topic.
 - explain own learning.
- 4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).
- 4.04 Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).
- 4.05 Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.

- 4.06 Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.
- 4.07 Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).
- 4.08 Focus reflection and revision (with assistance) on target elements by:
- clarifying ideas.
 - adding descriptive words and phrases.
 - sequencing events and ideas.
 - combining short, related sentences.
 - strengthening word choice.
- 4.09 Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).
- 4.10 Explore technology as a tool to create a written product.

Competency Goal 5

The learner will apply grammar and language conventions to communicate effectively.

- 5.01 Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greetings, dates, city and state; underlining book titles; periods after initials and abbreviated titles; apostrophes in contractions).
- 5.02 Use correct subject/verb agreement.
- 5.03 Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.
- 5.04 Compose two or more paragraphs with:
- topic sentences.
 - supporting details.
 - appropriate, logical sequence.
 - sufficient elaboration.
- 5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).
- 5.06 Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).
- 5.07 Edit (with assistance) to use conventions of written language and format.
- 5.08 Create readable documents with legible handwriting.

Grade 3 Test Information Sheet

North Carolina End-of-Grade Test of Reading Comprehension—Grade 3

What are the purposes of the NC Testing Program?

The North Carolina End-of-Grade Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are “(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results.” This test is one component of the end-of-grade tests, which include reading comprehension and mathematics tests in grades three through eight. Students in grade three began taking a reading comprehension and mathematics pretest in the fall of 1996.

For school, school system, and state accountability, the scores from the end-of-grade tests at the prior grade are used to estimate a student’s level of knowledge and skills at the beginning of the new grade to determine the amount of growth during the school year (calculated from the difference between the two sets of test scores).

What is measured by the test?

The end-of-grade reading test for grade three assesses the reading components of the grade three North Carolina *Standard Course of Study*. The test consists of eight reading selections with three to nine associated questions for each selection. Each student is asked to read five literary selections (two fiction, one nonfiction, one drama, one poem) and three informational selections (two content and one consumer). The variety of selections on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

The end-of-grade tests are organized by category, with each item falling into one of four categories: cognition, interpretation, critical stance, or connections. A description of each category and the average percentage of items per form for each category are shown in the table below. Each item is also aligned to a curriculum objective from the North Carolina English Language Arts *Standard Course of Study*.

Descriptive Information for the North Carolina End-of-Grade Test of Reading Comprehension—Grade 3

Category	Description of Category	Average Percentage
Cognition	Refers to the initial strategies a reader uses to understand the selection. It is about purpose and organization of the selection. It considers the text as a whole or in a broad perspective. Cognition includes strategies such as using context clues to determine meaning or summarizing to include main points. It also includes literal comprehension of text.	38%
Interpretation	Requires the student to develop a more complete understanding. It may ask students to clarify, to explain the significance of, to extend, and/or to adapt ideas/concepts.	37%
Critical Stance	Refers to tasks that ask the student to stand apart from the selection and consider it objectively. It involves processes such as comparing/contrasting and understanding the impact of literary elements.	19%
Connections	Refers to connecting knowledge from the selection with other information and experiences. It involves the student being able to relate the selection to events beyond/outside the selection. In addition, the student will make associations outside the selection and between selections.	6%

How is the test administered?

The North Carolina End-of-Grade Test of Reading Comprehension at grade three consists of 50 multiple-choice questions administered during a 115-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored by the local education agency with software provided by the NCDPI. Reports of student performance are produced locally. In addition, test scores are aggregated at the North Carolina Department of Public Instruction to fulfill the state and federal reporting requirements for the accountability programs.

How was the test developed?

The reading selections were chosen by North Carolina educators to reflect the variety of reading done by students at this level in and out of school and to ensure accessibility to a majority of students. Those chosen are selections that would generally be read by students, would be interesting to the students, and have appropriate content for a reading comprehension test at this grade level. The questions for each selection were written and reviewed by trained North Carolina teachers and educators during the 2000–2001 and 2001–2002 school years and were field tested in the spring of 2002. Each field test question was administered to approximately 1,400 students from randomly selected schools across the state. The grade three reading test was implemented statewide for the first time in the spring of 2003.

What kinds of scores do students receive on the test?

The scores on the end-of-grade reading test are reported on a developmental scale, which allows the measurement of growth in achievement across the grade levels. On the grade three reading test, the scale scores range from 216–272. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. Achievement levels are also generated to provide an interpretation of student performance relative to a predetermined standard. Student scores are converted to one of the four achievement level categories shown below. In addition, student scores are reported as percentile ranks, which are generated from a statewide distribution of students who took the test during the first year the test was administered or the norming year.

Achievement Levels for the North Carolina End-of-Grade Test of Reading Comprehension—Grade 3

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.	216–229
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.	230–239
3	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	240–249
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	250–272