

## Understanding the Parent/Teacher Report For North Carolina End-of-Grade Tests

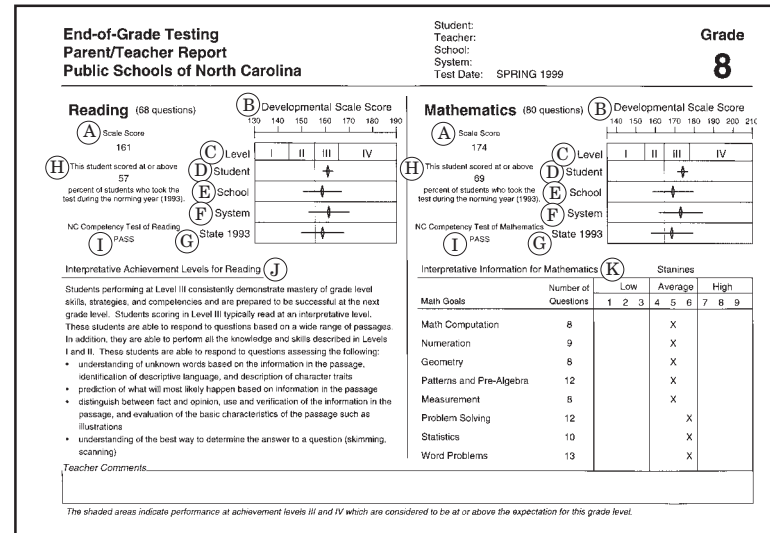
The Parent/Teacher Report provides information on an individual student's performance on the North Carolina End-of-Grade Tests of Reading Comprehension and Mathematics. The information on the left side of the report describes your child's performance on the reading test. The right side of the report describes your child's performance on the mathematics test.

**A.** This shows the student's developmental scale score in the area tested (reading or mathematics) which measures growth in achievement over time. Just like height in inches, on average, student scale scores are expected to go up every year. Also, like height, the rate of growth may vary from year to year.

**B.** This shows the developmental scale score range for the area tested (reading or mathematics) for the grade level of the student. You should note that the range of reading scores differs from the range of mathematics scores. *Because the ranges differ, the scale score for reading should not be compared to the scale score for mathematics.*

**C.** This shows the four achievement levels and their relation to the developmental scale. Level I is insufficient mastery, Level II is inconsistent mastery, Level III is consistent mastery, and Level IV is superior mastery. Students performing at Level III or Level IV are considered to be at or above grade level. *State Board of Education policy states that for students in grades 3-8, the standard for grade-level proficiency shall be a test score at (Achievement) Level III or above on end-of-grade tests in reading comprehension and mathematics.*

**D.** This shows the individual student's score in relation to the developmental scale and the



achievement levels. An open diamond represents the student's score. On another day or with a different set of test questions the student may obtain a slightly different score but still score on the horizontal line. The horizontal line across the diamond represents where the student's true score should be about two-thirds of the time (standard error of measurement).

**E-G.** Individual student performance may be compared to the average scale scores for the school, the school system, and the state. An open diamond represents the average scale score for E-G. The horizontal line across each diamond represents the range of scores achieved by about two-thirds of the students in the same grade as the student who was tested (standard deviation). The average scale scores for the school and the school system are based on this year's test administration. The information for the state is based on the scores of all North Carolina students who took the test in the norming year (1993).

**H.** This shows the percentile rank. This means that your child scored at or above this percentage of students who took the test during the norming year (1993).

**I.** This information is provided for students in grade 8 only. The administration of the reading and mathematics end-of-grade tests provides eighth-grade students with the first opportunity to meet the competency standard required for a North Carolina high school diploma.

**J.** This contains interpretive information from the actual test results about your child's achievement level in reading. For example, the Parent/Teacher Report above shows that the student performed at Achievement Level III, so the interpretive information defines and describes student abilities in reading comprehension at that achievement level. Subscores are not appropriate for student performance in reading because the test is designed to measure the overall process of reading.

**K.** This contains interpretive information about your child's performance in mathematics by reporting subscores with stanines. The number of questions for each subscore is provided. Stanines go from 1 to 9 with an average of 5. A stanine score of 1 to 3 shows low performance. A stanine score of 4 to 6 shows average performance. A stanine score of 7 to 9 shows high performance. Any time a subscore differs by 2 or more points on the scale, it represents a significantly different level of performance.

*Contact your child's teacher or guidance counselor if you have any questions regarding your child's test scores, your child's progress in school, or local policies related to the use of test results.*

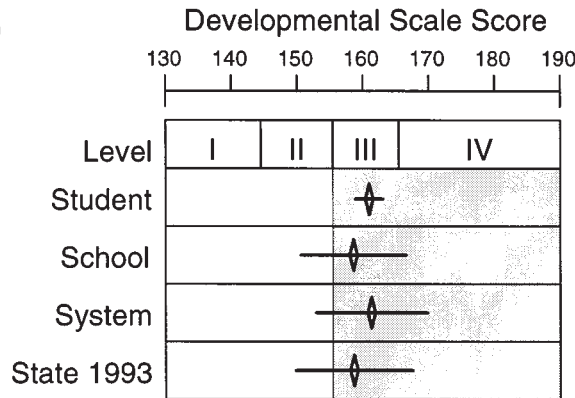
# End-of-Grade Testing Parent/Teacher Report Public Schools of North Carolina

Student:  
Teacher:  
School:  
System:  
Test Date: SPRING 1999

**Grade**  
**8**

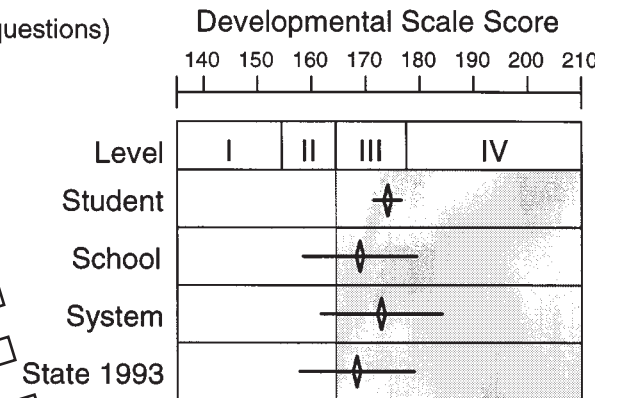
## Reading (68 questions)

Scale Score  
**161**  
This student scored at or above  
**57**  
percent of students who took the  
test during the norming year (1993).  
NC Competency Test of Reading  
**PASS**



## Mathematics (80 questions)

Scale Score  
**174**  
This student scored at or above  
**69**  
percent of students who took the  
test during the norming year (1993).  
NC Competency Test of Mathematics  
**PASS**



### Interpretative Achievement Levels for Reading

Students performing at Level III consistently demonstrate mastery of grade level skills, strategies, and competencies and are prepared to be successful at the next grade level. Students scoring in Level III typically read at an interpretative level. These students are able to respond to questions based on a wide range of passages. In addition, they are able to perform all the knowledge and skills described in Levels I and II. These students are able to respond to questions assessing the following:

- understanding of unknown words based on the information in the passage, identification of descriptive language, and description of character traits
- prediction of what will most likely happen based on information in the passage
- distinguish between fact and opinion, use and verification of the information in the passage, and evaluation of the basic characteristics of the passage such as illustrations
- understanding of the best way to determine the answer to a question (skimming, scanning)

### Teacher Comments

### Interpretative Information for Mathematics

Math Goals	Number of Questions	Stanines								
		Low			Average			High		
		1	2	3	4	5	6	7	8	9
Math Computation	8					X				
Numeration	9					X				
Geometry	8					X				
Patterns and Pre-Algebra	12					X				
Measurement	8					X				
Problem Solving	12								X	
Statistics	10								X	
Word Problems	13								X	

The shaded areas indicate performance at achievement levels III and IV which are considered to be at or above the expectation for this grade level.