

# Grade 3 Pretest Results

**Table 1. 1996-97 to 1999-00 Grade 3 Pretest Multiple-Choice Results  
Statewide Summary  
Reading and Mathematics**

	<b>Reading</b>		<b>Mathematics</b>	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
<b>1996-97</b>	<u>94,551</u> 137.8	<u>65.3%</u> 8.6	<u>94,846</u> 130.0	<u>70.3%</u> 8.2
<b>1997-98</b>	<u>99,583</u> 137.7	<u>65.3%</u> 8.5	<u>99,801</u> 130.2	<u>71.5%</u> 8.0
<b>1998-99</b>	<u>101,394</u> 138.1	<u>67.4%</u> 8.5	<u>101,639</u> 130.9	<u>74.7%</u> 7.9
<b>1999-00</b>	<u>102,143</u> 138.7	<u>69.8%</u> 8.6	<u>102,309</u> 131.6	<u>76.9%</u> 7.8

Note: Data received from LEAs after October, 2000 are not included in this table.

**Table 2. 1996-97 to 1999-00 Grade 3 Pretest Multiple-Choice Results  
Percent of Students at Each Achievement Level by Gender and Ethnicity  
Reading**

<b>Achievement Levels</b>			<b>All Students</b>	<b>Female</b>	<b>Male</b>	<b>American Indian</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>Multi-Racial</b>	<b>White</b>
<b>Level I</b>											
Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	<b>1997</b>	11.3	8.8	13.7	17.6	8.4	17.4	16.0	12.2	8.2	
	<b>1998</b>	11.3	8.9	13.7	17.8	7.3	17.5	17.9	10.5	7.9	
	<b>1999</b>	10.2	7.7	12.5	15.2	7.7	15.3	14.4	8.7	7.4	
	<b>2000</b>	9.1	7.1	11.1	13.4	7.5	13.8	14.2	8.0	6.4	
<b>Level II</b>											
Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	<b>1997</b>	23.4	20.6	26.2	31.7	18.7	32.3	33.9	23.1	18.8	
	<b>1998</b>	23.4	20.8	25.9	30.4	19.6	32.2	30.6	21.9	18.7	
	<b>1999</b>	22.5	20.0	24.8	31.1	19.3	30.8	31.5	20.8	17.9	
	<b>2000</b>	21.1	18.3	23.7	29.8	19.5	28.8	28.5	19.2	16.6	
<b>Level III</b>											
Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	<b>1997</b>	39.5	41.5	37.5	39.0	40.7	39.0	36.8	43.2	39.7	
	<b>1998</b>	40.1	42.4	37.8	39.7	42.1	39.2	38.7	41.6	40.5	
	<b>1999</b>	41.1	42.6	39.7	39.7	39.5	41.6	40.3	42.2	41.0	
	<b>2000</b>	41.3	42.7	39.8	40.9	38.3	43.3	42.0	43.2	40.2	
<b>Level IV</b>											
Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	<b>1997</b>	25.8	29.1	22.7	11.7	32.2	11.3	13.4	21.5	33.3	
	<b>1998</b>	25.3	27.9	22.7	12.1	31.1	11.1	12.8	25.9	32.8	
	<b>1999</b>	26.2	29.6	23.0	14.0	33.6	12.3	13.8	28.3	33.7	
	<b>2000</b>	28.5	31.8	25.3	15.9	34.7	14.1	15.4	29.7	36.8	

<b>Grade 3 Pretest Achievement Level Ranges - Reading</b>			
<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>
<b>119-127</b>	<b>128-132</b>	<b>133-144</b>	<b>145-162</b>

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.  
Data received from LEAs after October 24, 2000 are not included in this table.

**Table 3. 1996-97 to 1999-00 Grade 3 Pretest Multiple-Choice Results  
Percent of Students at Each Achievement Level by Gender and Ethnicity  
Mathematics**

Achievement Levels		All Students	Female	Male	American	Asian	Black	Hispanic	Multi-	White
					Indian				Racial	
<b>Level I</b>										
Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	<b>1997</b>	6.2	5.4	6.9	8.6	2.6	10.9	9.7	5.2	3.8
	<b>1998</b>	5.4	4.7	6.1	7.6	2.8	9.6	7.4	4.0	3.3
	<b>1999</b>	4.6	4.0	5.2	7.5	1.8	8.3	6.7	4.7	2.7
	<b>2000</b>	3.3	2.9	3.8	6.6	1.4	5.9	4.8	1.8	2.0
<b>Level II</b>										
Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	<b>1997</b>	23.5	22.5	24.6	37.2	16.4	35.4	32.0	24.7	17.5
	<b>1998</b>	23.1	22.2	24.0	33.8	16.2	34.3	33.2	23.5	17.1
	<b>1999</b>	20.6	19.5	21.7	31.1	14.4	31.0	28.5	18.1	15.1
	<b>2000</b>	19.7	18.6	20.8	28.6	14.3	29.8	24.8	18.9	14.2
<b>Level III</b>										
Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	<b>1997</b>	40.6	41.6	39.5	41.2	40.0	41.8	42.9	44.0	39.9
	<b>1998</b>	41.3	42.6	40.0	43.5	38.4	44.1	43.1	45.3	39.8
	<b>1999</b>	41.8	42.9	40.8	43.5	40.5	46.1	46.3	44.3	39.5
	<b>2000</b>	41.7	42.7	40.7	42.2	36.4	47.4	48.0	44.4	38.5
<b>Level IV</b>										
Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	<b>1997</b>	29.7	30.5	28.9	13.0	41.0	11.9	15.5	26.1	38.7
	<b>1998</b>	30.2	30.5	39.9	15.2	42.6	12.0	16.2	27.2	39.7
	<b>1999</b>	32.9	33.6	32.3	17.9	43.3	14.7	18.5	32.8	42.7
	<b>2000</b>	35.3	35.8	34.7	22.7	47.9	16.9	22.4	35.0	45.3

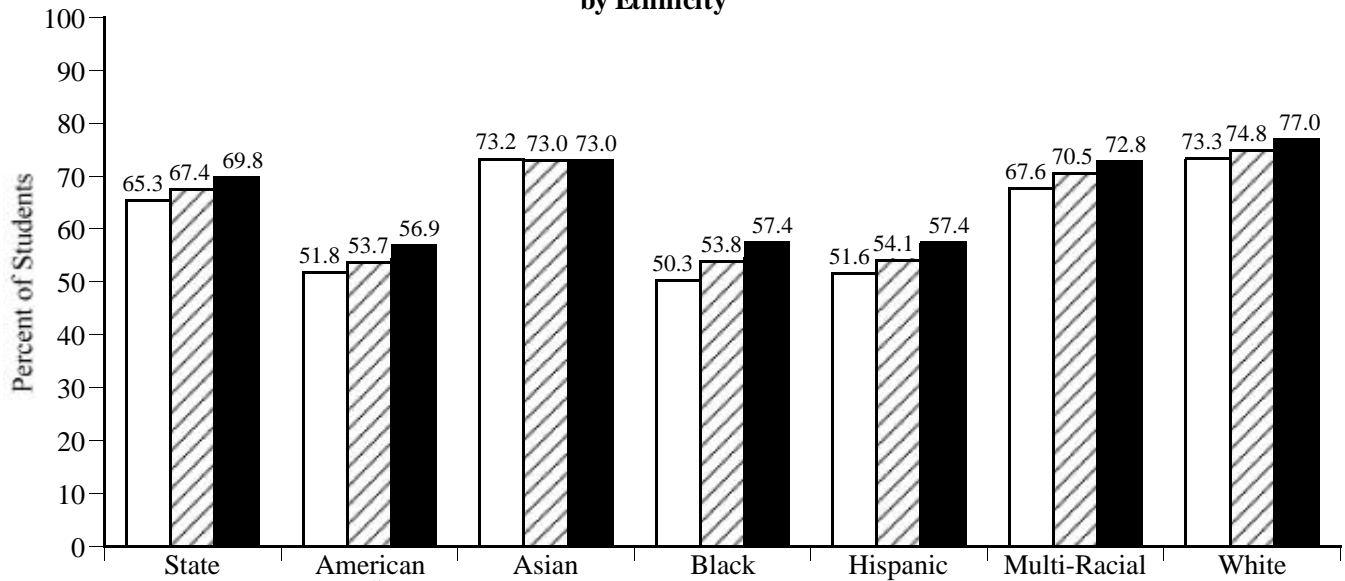
**Grade 3 Pretest Achievement Level Ranges - Mathematics**

<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>
<b>105-117</b>	<b>118-125</b>	<b>126-134</b>	<b>135-154</b>

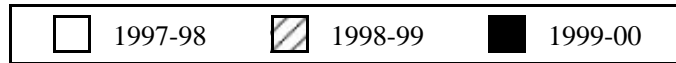
Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.

Data received from LEAs after October 24, 2000 are not included in this table.

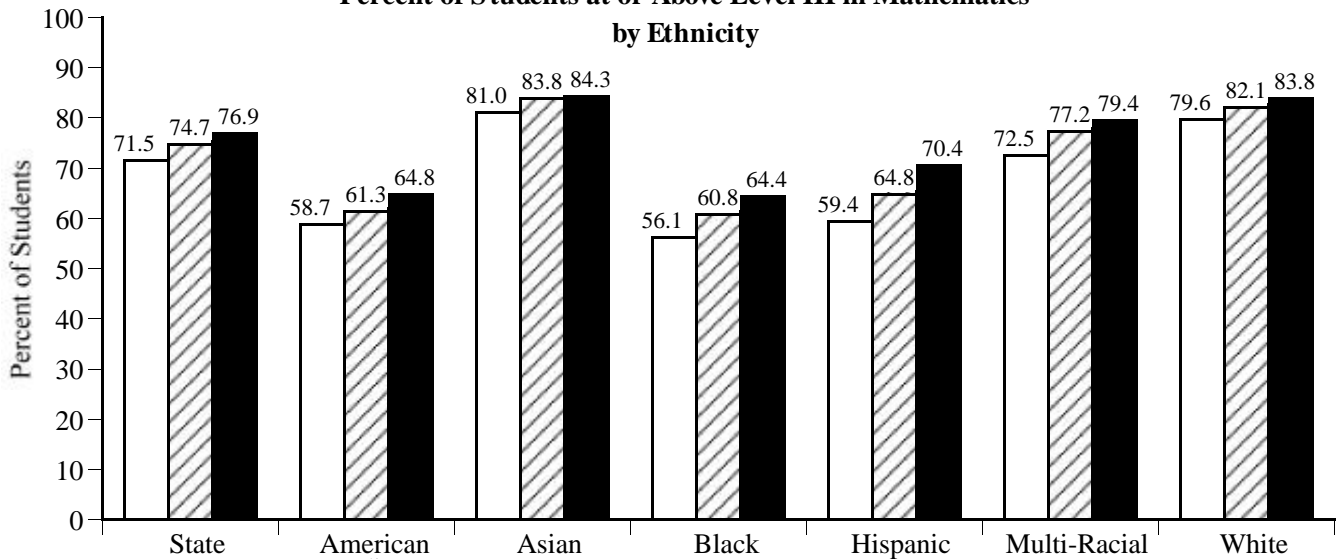
**Figure 1. 1997-98 to 1999-00 Grade 3 Pretest Multiple-Choice Results  
Percent of Students at or Above Level III in Reading  
by Ethnicity**



<u>1997-98</u>							
N Tested	99,583	1,482	1,375	30,610	2,440	752	62,708
N Level III, IV	65,068	768	1,006	15,396	1,258	508	45,982
<u>1998-99</u>							
N Tested	101,394	1,487	1,538	30,994	2,928	1,169	63,153
N Level III, IV	68,313	799	1,123	16,690	1,583	824	47,208
<u>1999-00</u>							
N Tested	102,143	1,595	1,594	31,504	3,590	1,531	62,158
N Level III, IV	71,282	907	1,163	18,071	2,060	1,115	47,852



**Figure 2. 1997-98 to 1999-00 Grade 3 Pretest Multiple-Choice Results  
Percent of Students at or Above Level III in Mathematics  
by Ethnicity**

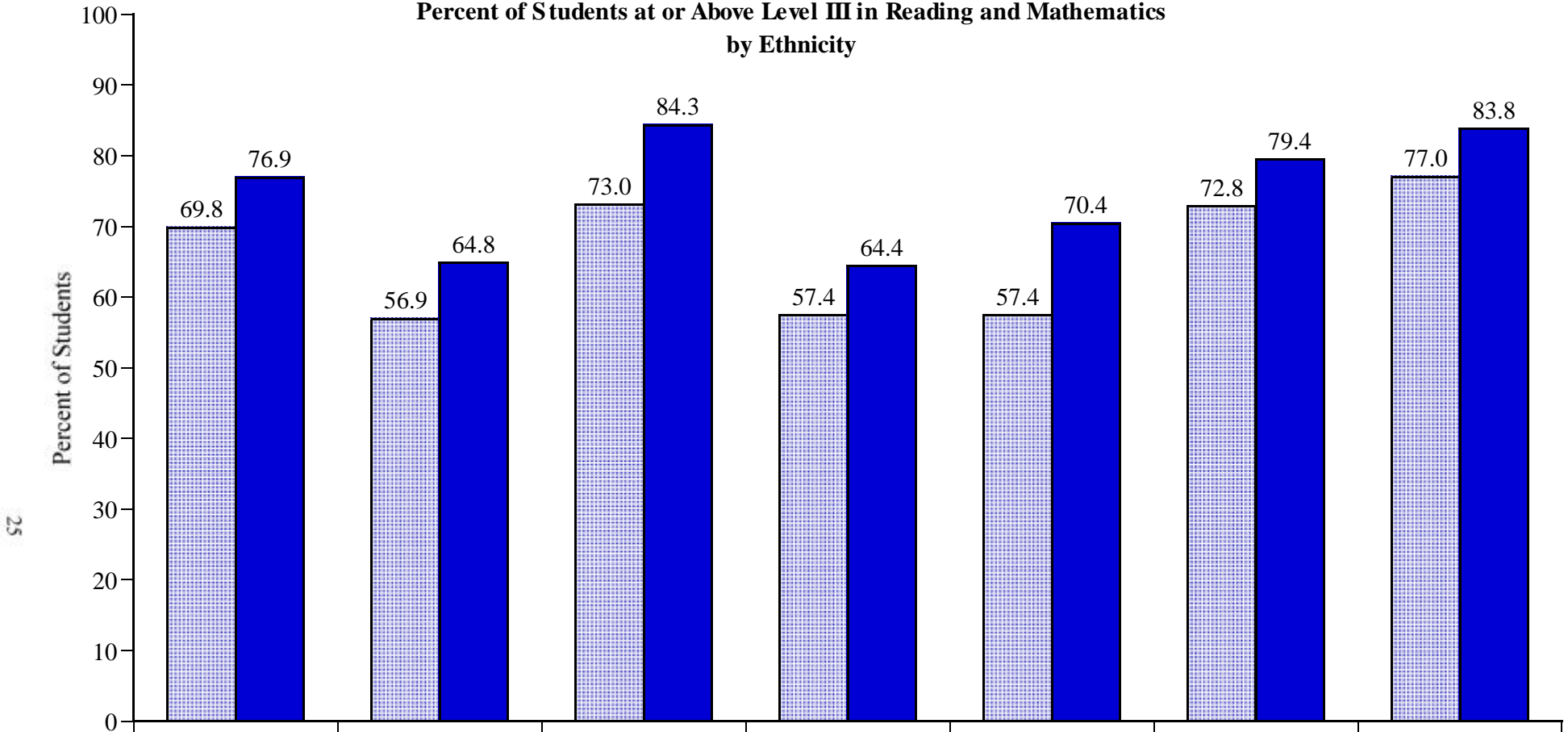


<u>1997-98</u>							
N Tested	99,801	1,483	1,379	30,696	2,459	753	62,816
N Level III, IV	71,363	870	1,117	17,225	1,460	546	49,979
<u>1998-99</u>							
N Tested	101,639	1,498	1,539	31,119	2,946	1,169	63,242
N Level III, IV	75,967	919	1,290	18,906	1,909	902	51,943
<u>1999-00</u>							
N Tested	102,309	1,601	1,598	31,583	3,598	1,533	62,225
N Level III, IV	78,712	1,038	1,347	20,333	2,532	1,217	52,129

Notes: "N Tested" and "N Level III, IV" for the ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not report their ethnicity and therefore were reported in the state data only.

Data received from LEAs after October 14, 2000 are not included in these figures.

**Figure 3. 1999-00 Grade 3 Pretest Multiple-Choice Results  
Percent of Students at or Above Level III in Reading and Mathematics  
by Ethnicity**



Reading

Tested	102,143	1,595	1,594	31,504	3,590	1,531	62,158
Level III, IV	71,282	907	1,163	18,071	2,060	1,115	47,852

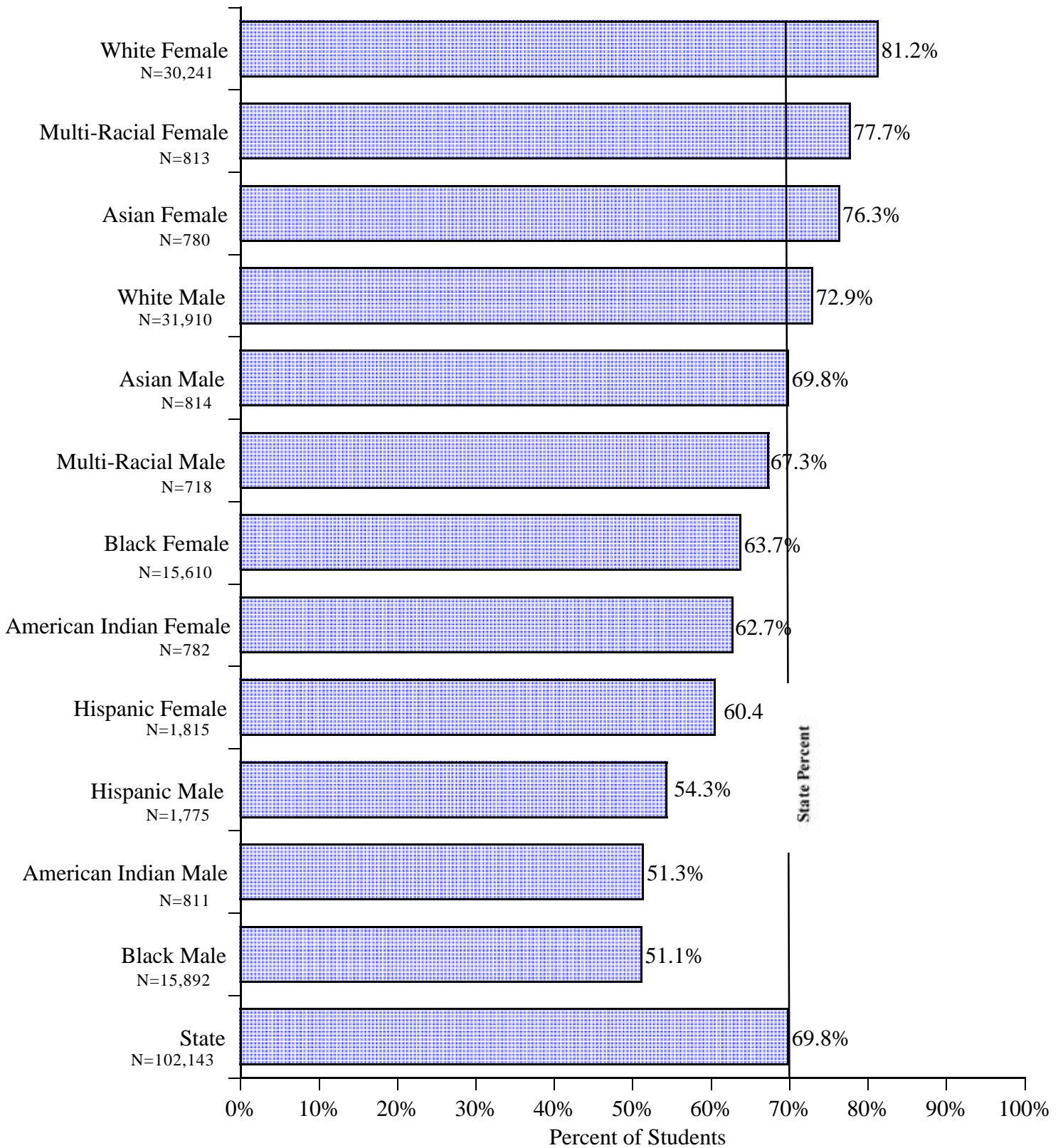
Mathematics

Tested	102,309	1,601	1,598	31,583	3,598	1,533	62,225
Level III, IV	78,712	1,038	1,347	20,333	2,532	1,217	52,129



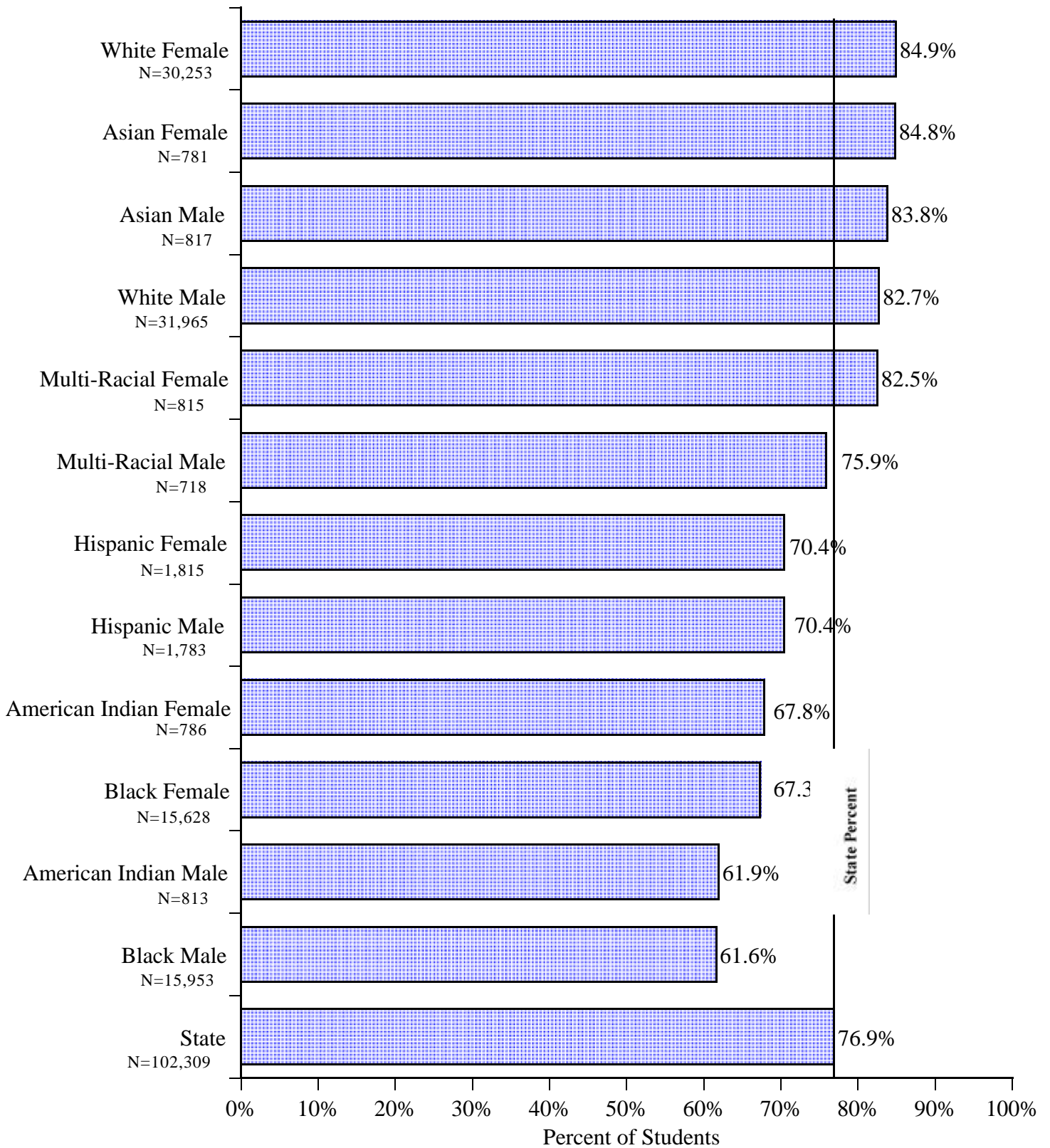
Note: Data received from LEAs after October, 2000 are not included in this figure.

**Figure 4. 1999-00 Grade 3 Pretest Multiple-Choice Results  
Percent of Students at or Above Level III in Reading  
by Gender and Ethnicity**



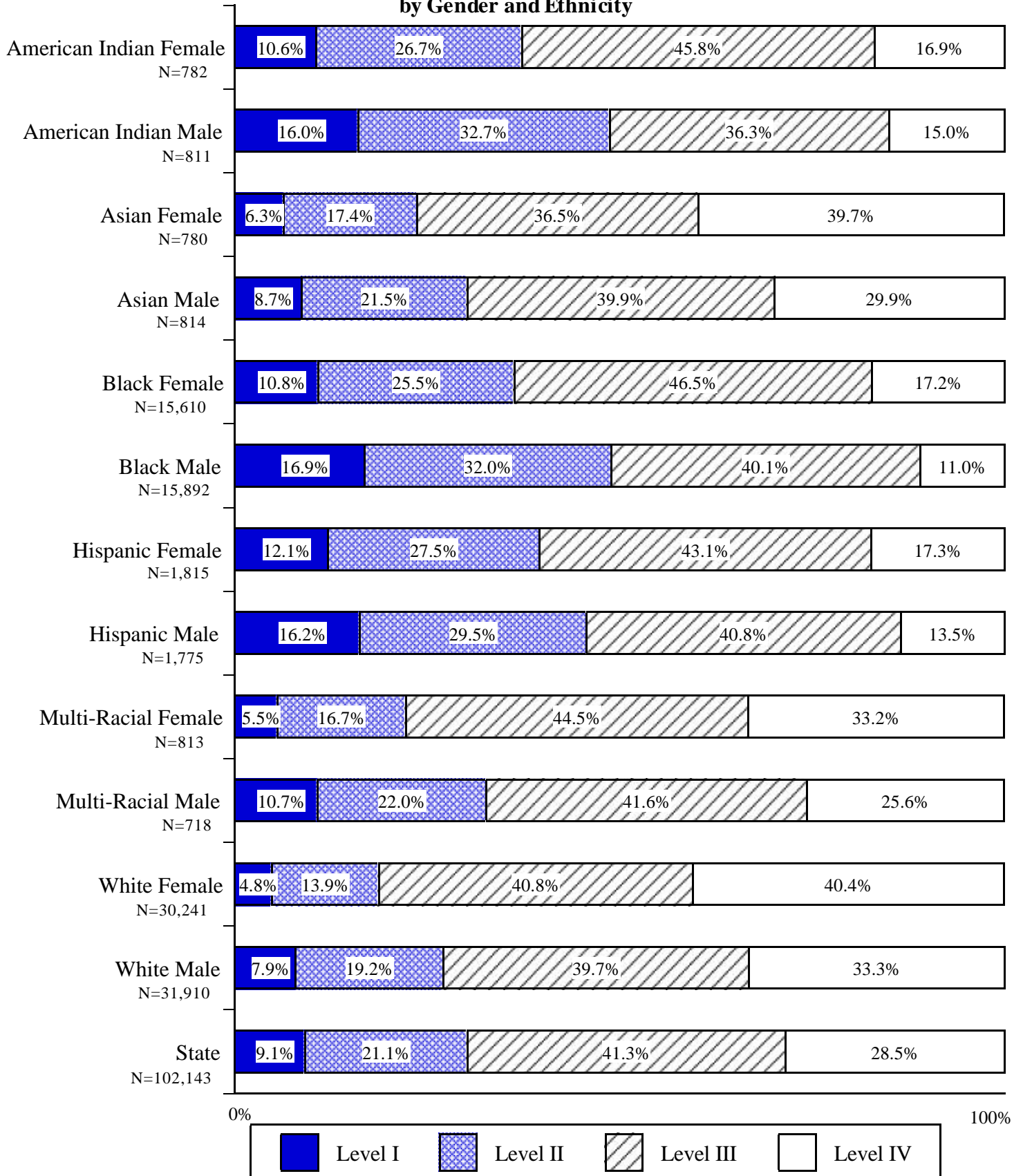
Note: Data received from LEAs after October, 2000 are not included in this figure.

**Figure 5. 1999-00 Grade 3 Pretest Multiple-Choice Results  
Percent of Students at or Above Level III in Mathematics  
by Gender and Ethnicity**



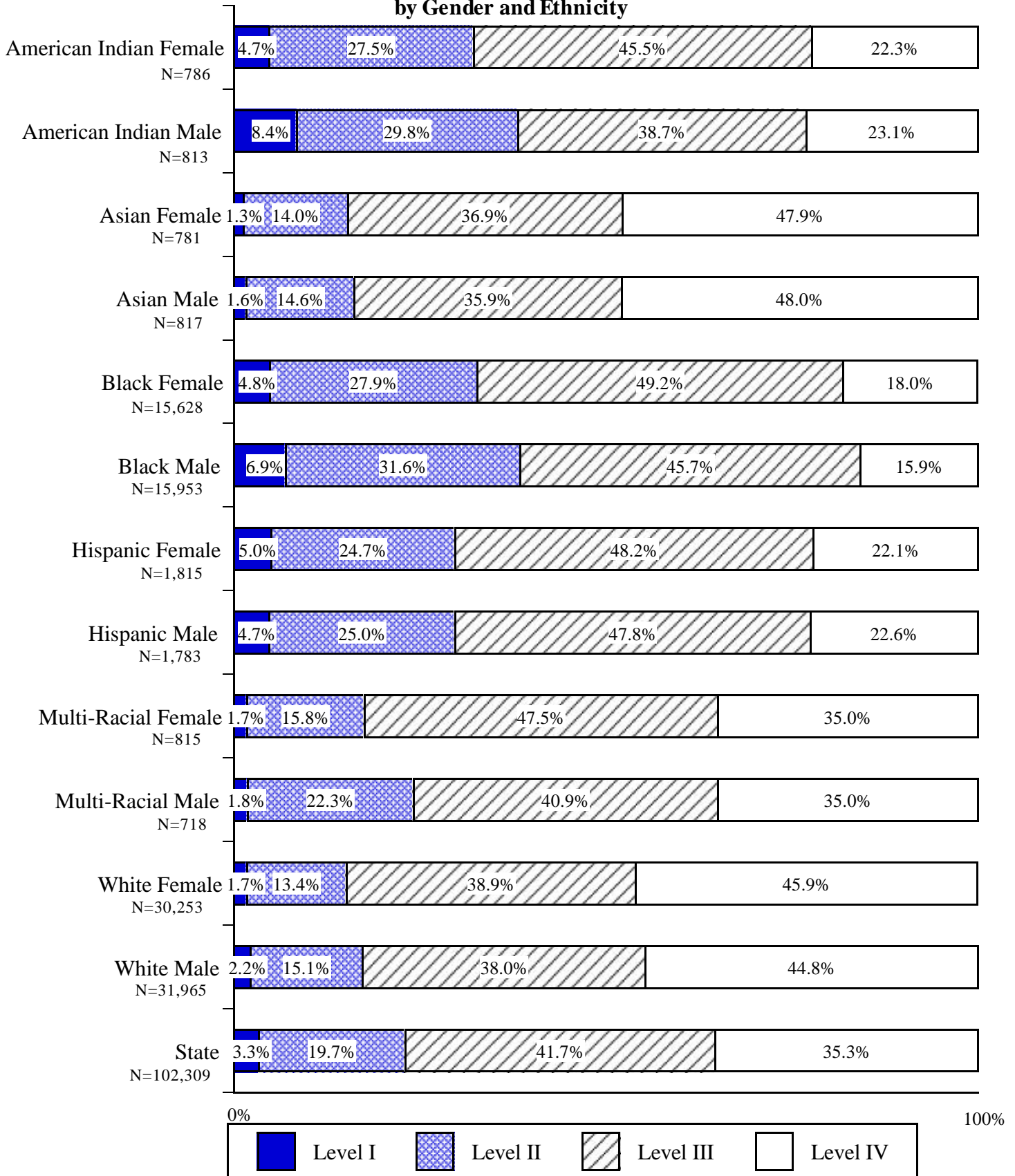
Note: Data received from LEAs after October, 2000 are not included in this figure.

**Figure 6. 1999-00 Grade 3 Pretest Multiple-Choice Results  
Percent of Students at Each Achievement Level in Reading  
by Gender and Ethnicity**



Notes: Achievement levels for each ethnic category may not add to 100% due to rounding.  
Data received from LEAs after October, 2000 are not included in this figure.

**Figure 7. 1999-00 Grade 3 Pretest Multiple-Choice Results  
Percent of Students at Each Achievement Level in Mathematics  
by Gender and Ethnicity**



Notes: Achievement levels for each ethnic category may not add to 100% due to rounding.  
Data received from LEAs after October, 2000 are not included in this figure.

**Table 4. 1999-00 Grade 3 Pretest Multiple-Choice Results  
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students**

Category	Number Tested	Percent <sup>1</sup>	Percent at or	Percent at or	Average	Average
			above Level III	above Level III	Scale Score	Scale Score
			Reading	Mathematics	Reading	Mathematics
All Students	102,143	100.0	69.8	76.9	138.7	131.6
Not Exceptional	87,290	86.0	71.6	77.8	138.8	131.5
Academically Gifted	4,184	4.1	98.1	98.3	149.4	141.2
Students with Disabilities	10,080	9.9	42.3	60.6	133.3	127.9
Behaviorally-Emotionally Handicapped	604	0.6	35.1	51.5	132.1	126.3
Hearing Impaired	131	0.1	50.4	58.3	134.4	127.5
Educable Mentally Handicapped	788	0.8	17.5	22.6	129.1	121.4
Specific Learning Disabled	4,604	4.5	34.3	63.1	131.8	128
Speech-Language Impaired	2,781	2.7	63.1	71.0	137.1	130.3
Visually Impaired	54	0.1	42.6	61.1	134.7	129.1
Other Health Impaired	866	0.9	43.0	57.6	133.1	127.3
Orthopedically Impaired	53	0.1	39.6	61.1	134.4	127.5
Traumatic Brain Injured	27	0.0	*	*	*	*
Other Exceptional Classifications	172	0.2	49.4	57.6	134.7	128.1
Section 504	529	0.5	52.0	64.0	135.0	129.0
Limited English Proficient	1,660	1.6	41.4	63.7	132.8	127.5
Not Served by Title I	57,529	56.6	75.5	82.1	140.2	133.0
Schoolwide Title 1 Program	39,401	38.8	63.4	71.5	137.0	129.9
Targeted Assistance	3,722	3.7	48.5	56.3	134.3	127.3
Migrant	1,206	1.2	57.9	67.7	135.8	129.1

Notes: \*No scores are reported for groups with fewer than thirty students.

<sup>1</sup>Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories.

Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.

The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional.

All data are rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after July 25, 2000 are not included in this table.

**Table 5. 1999-00 Grade 3 Pretest Multiple-Choice Results  
Performance of Students Using Accommodations**

Category	Number Tested	Percent	Percent at or	Percent at or	Average	Average
			above Level III	above Level III	Scale Score	Scale Score
			Reading	Mathematics	Reading	Mathematics
All Students	102,143	100.0	69.8	76.9	138.7	131.6
Braille Edition	7	0.0	*	*	*	*
Large Print	56	0.3	44.6	60.7	134.4	128.8
Assistive Technology	27	0.1	*	*	*	*
Braille Writer	3	0.0	*	*	*	*
Cranmer Abacus	7	0.0	*	*	*	*
Dictation to Scribe	99	0.5	35.4	42.2	132.4	125.0
Interpreter Signs Test***	24	0.1	*	*	*	*
Magnification Devices	6	0.0	*	*	*	*
Student Marks in Test Book	3,317	15.9	35.4	62.4	132.0	127.9
Test Administrator Reads Test Aloud***	4,771	22.9	26.6	63.8	130.7	127.9
Use of Typewriter or Word Processor	2	0.0	*	*	*	*
Hospital/Home Testing	6	0.0	*	*	*	*
Multiple Test Sessions	1,433	6.9	33.8	61.8	131.9	127.9
Scheduled Extended Time	5,485	26.3	34.2	62.7	131.8	127.9
Testing in a Separate Room	5,558	26.6	33.4	62.5	131.7	127.8
English/Native Language Dictionary/Electronic Translator	62	0.3	40.3	67.7	131.6	127.9
Approved AR-99**	1	0.0	*	*	*	*

Notes: \*No scores are reported for groups with fewer than thirty students.

\*\*The AR-99 code represents the number of students with disabilities who received NCDPI approval to use special accommodations.

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data are rounded to the nearest tenth, therefore accommodation categories may not sum to 100%.

Data received from LEAs after October 31, 2000 are not included in this table.

\*\*\*The Interpreter Signs Test and Test Administrator Reads Test Aloud accommodations are prohibited from use during the administration of state tests that measure reading skills.

**Table 6. 1999-00 Grade 3 Pretest Multiple-Choice Results  
Excluded Students**

<b>Category</b>	<b>Total Excluded</b>	<b>LEP 1st Year</b>	<b>LEP 2nd Year</b>	<b>LEP* &gt; 2 Years</b>	<b>By IEP Committee</b>	<b>Under Section 504</b>	<b>Temporary Disability</b>	<b>Other Exclusions</b>
Behaviorally-Emotionally Handicapped	92	0	0	0	89	0	0	3
Hearing Impaired	22	0	0	0	22	0	0	0
Educable Mentally Handicapped	1,004	0	1	0	1,000	0	0	3
Specific Learning Disabled	279	0	1	0	273	1	1	3
Speech-Language Impaired	29	1	0	0	26	1	0	1
Visually Impaired	6	0	0	0	6	0	0	0
Other Health Impaired	107	0	0	0	106	0	0	1
Orthopedically Impaired	20	0	0	0	20	0	0	0
Traumatic Health Impaired	9	0	0	0	9	0	0	0
Other Exceptional Classifications	349	3	0	0	338	5	0	3
Section 504	38	0	0	0	10	28	0	0
Limited English Proficient	618	374	220	0	23	1	0	0
<b>Total</b>	<b>2,573</b>	<b>378</b>	<b>222</b>	<b>0</b>	<b>1,922</b>	<b>36</b>	<b>1</b>	<b>14</b>

Notes: \*Limited English proficient students may not participate in a secure state test administered for up to 24 months from the date of initial enrollment in the LEA, depending in their level of English proficiency.  
Data received from LEAs after October 15, 1999 are not included in this table.

**Table 7. 1999-00 Grade 3 Pretest Goal Summary Report**

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	138.7	102,143	28	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			0	
GOAL 2: Use language for the acquisition, interpretation, and application of information.			70	52.8
OBJ 2.1: Identify, collect or select information and ideas.			31	57.2
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			33	50.5
OBJ 2.3: Apply, extend, and expand on information and concepts.			6	43.0
GOAL 3: Use language for critical analysis and evaluation.			14	35.5
MATHEMATICS (Average of Averages)	131.6	102,309	40	
Math Computation			15	86.6
Math Applications			103	55.3
GOAL 1: Identify and use numbers to 100 and beyond.			23	70.6
GOAL 2: Understanding and use of geometry.			9	71.6
GOAL 3: Understanding of classification, pattern, and seriation.			17	50.9
GOAL 4: Understand and use standard units of metric and customary measure.			18	58.8
GOAL 5: Use mathematical reasoning and solve problems.			18	39.3
GOAL 6: Understand data collection, display, and interpretation.			11	42.4
GOAL 7: Compute with whole numbers.			22	74.0
NUMBER OF STUDENTS TAKING FORM	A ----- 34,086	B ----- 34,156	C ----- 34,067	

Notes: \* "Number of Observations" includes students who attempted at least one item on the test.

\*\* "Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after November 15, 2000 are not included in this table.

**Table 8. 1999-00 Grade 3 Pretest Distribution of Scale Scores-Reading**

NUMBER OF STUDENTS WITH VALID SCORES*	102,143	HIGH SCORE	162
		LOW SCORE	119
MEAN	138.7	1997 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	8.6	90	150.79
		75	145.59
VARIANCE	74.2	50 (MEDIAN)	138.49
		25	130.91
		10	127.69

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
162	16	102143	0.02	100.00	99
160	72	102127	0.07	99.98	99
158	488	102055	0.48	99.91	99
157	495	101567	0.48	99.44	99
156	1191	101072	1.17	98.95	99
155	1594	99881	1.56	97.79	98
154	370	98287	0.36	96.22	97
153	2406	97917	2.36	95.86	96
152	2220	95511	2.17	93.51	94
151	1920	93291	1.88	91.33	92
150	1653	91371	1.62	89.45	90
149	3963	89718	3.88	87.84	88
148	2611	85755	2.56	83.96	85
147	1961	83144	1.92	81.40	83
146	5004	81183	4.90	79.48	79
145	3179	76179	3.11	74.58	76
144	2104	73000	2.06	71.47	73
143	5581	70896	5.46	69.41	70
142	3959	65315	3.88	63.94	65
141	4229	61356	4.14	60.07	62
140	1790	57127	1.75	55.93	59
139	4217	55337	4.13	54.18	56
138	4450	51120	4.36	50.05	52
137	1719	46670	1.68	45.69	49
136	4314	44951	4.22	44.01	46
135	4006	40637	3.92	39.78	42
134	1962	36631	1.92	35.86	40
133	3808	34669	3.73	33.94	37
132	1947	30861	1.91	30.21	34
131	5705	28914	5.59	28.31	30
130	3800	23209	3.72	22.72	25
129	5386	19409	5.27	19.00	20
128	4693	14023	4.59	13.73	14
127	5187	9330	5.08	9.13	8
126	2288	4143	2.24	4.06	4
125	332	1855	0.33	1.82	2
124	734	1523	0.72	1.49	1
123	417	789	0.41	0.77	1
122	198	372	0.19	0.36	1
121	79	174	0.08	0.17	1
120	37	95	0.04	0.09	1
LESS THAN 120	58	58	0.06	0.06	1

Notes: \*Students with valid scores are those students who attempted at least one item on the test.  
Data received from LEAs after August 9, 2000 are not included in this table

**Table 9. 1999-00 Grade 3 Pretest Distribution of Scale Scores-Mathematics**

NUMBER OF STUDENTS WITH VALID SCORES*	102,309	HIGH SCORE	154
		LOW SCORE	106
MEAN	131.6	1997 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	7.8	90	141.99
		75	136.90
		50 (MEDIAN)	131.59
VARIANCE	61.4	25	126.15
		10	121.50

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
154	11	102309	0.01	100.00	99
153	84	102298	0.08	99.99	99
151	406	102214	0.40	99.91	99
149	880	101808	0.86	99.51	99
147	1480	100928	1.45	98.65	99
146	584	99448	0.57	97.20	98
145	1604	98864	1.57	96.63	97
144	2638	97260	2.58	95.06	96
143	857	94622	0.84	92.49	94
142	3304	93765	3.23	91.65	92
141	2468	90461	2.41	88.42	91
140	3629	87993	3.55	86.01	88
139	2568	84364	2.51	82.46	86
138	2593	81796	2.53	79.95	83
137	4118	79203	4.03	77.42	80
136	4419	75085	4.32	73.39	76
135	4439	70666	4.34	69.07	72
134	4631	66227	4.53	64.73	68
133	4664	61596	4.56	60.21	64
132	6361	56932	6.22	55.65	60
131	4994	50571	4.88	49.43	55
130	3167	45577	3.10	44.55	50
129	6507	42410	6.36	41.45	46
128	4776	35903	4.67	35.09	41
127	4489	31127	4.39	30.42	36
126	3041	26638	2.97	26.04	32
125	4089	23597	4.00	23.06	28
124	3941	19508	3.85	19.07	25
123	3315	15567	3.24	15.22	21
122	2021	12252	1.98	11.98	17
121	1712	10231	1.67	10.00	14
120	2283	8519	2.23	8.33	12
119	1310	6236	1.28	6.10	9
118	1508	4926	1.47	4.81	7
117	388	3418	0.38	3.34	6
116	1056	3030	1.03	2.96	4
115	726	1974	0.71	1.93	3
114	325	1248	0.32	1.22	2
113	327	923	0.32	0.90	2
112	105	596	0.10	0.58	1
111	140	491	0.14	0.48	1
110	143	351	0.14	0.34	1
109	77	208	0.08	0.20	1
108	44	131	0.04	0.13	1
LESS THAN 108	87	87	0.09	0.09	1

Notes: \*Students with valid scores are those students who attempted at least one item on the test.  
Data received from LEAs after August 9, 2000 are not included in this table

**Description**

**for the**

**North Carolina Pretest - Grade 3**

# North Carolina Pretest – Grade 3

*What is the purpose of the NC Pretest - Grade 3?* The purpose of the North Carolina Pretest—Grade 3 is to provide an accurate, global estimate of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* at the beginning of the school year. The pretest, which is developed by the North Carolina Department of Public Instruction (NCDPI), is used in the determination of growth in student performance during the school year for the school-by-school ABCs Accountability Program. The pretest does not provide diagnostic information concerning the specific strengths and weaknesses of individual students or groups of students.

*What is measured by the test?* The grade 3 pretest was developed to assess grade 3 reading comprehension and mathematics. Three forms of the pretest are administered in each classroom. The grade 3 pretest measures the knowledge and skills specified for grade 2 which are necessary for students to be successful in grade 3. As with all tests developed by the NCDPI, to demonstrate success on the pretest students are expected to have knowledge of important ideas and concepts; to understand and interpret material; to apply knowledge, skills, and concepts; and to make connections. While knowledge of facts and concepts is important, the questions on this pretest are at a much broader level and concern major ideas students are expected to know.

Table 1. Descriptive Information for the North Carolina Pretest – Grade 3

Goal	Goal Description	Objective(s) on Test	Percentage of Test Items
1	The learner will identify and use numbers to 100 and beyond.	1 1.3-1.7, 1.9-1.12	19.0%
2	The learner will demonstrate an understanding and use of geometry.	2.1-2.3, 2.5	7.5%
3	The learner will demonstrate an understanding of classification, pattern, and seriation.	3.1-3.7	15.0%
4	The learner will understand and use standard units of metric and customary measurement.	4.1, 4.6-4.15	15.0%
5	The learner will use mathematical reasoning and apply problem solving strategies.	5.1, 5.2, 5.4-5.7	15.0%
6	The learner will demonstrate an understanding of data collection, display, and interpretation.	6.1-6.5	10.0%
7	The learner will be able to compute with whole numbers.	Comp: 7.4, 7.5, 7.11 A: 7.2-7.3, 7.7, 7.9-7.10	12.5% 6.0%

*How is the test administered?*

Beginning with the implementation of the ABCs Accountability Program in 1996-97, the grade 3 pretest in reading comprehension and mathematics is administered to all students at the beginning of the third grade. This provides pre-scores for third graders in the ABCs accountability program since there is no test from grade 2 to provide the pre-data for the growth analysis. For the purpose of state accountability, the pretests in reading comprehension and mathematics for grades 4-8 are the posttests for the previous grade.

*What is the NC Pretest - Grade 3 like?*

The grade 3 pretest assesses the goals and objectives described in the North Carolina *Standard Course of Study* for grade 2.

- *Testing Window* As soon as initial class membership is confirmed but no later than the first three weeks of school.
- *Administration Time* A total of approximately 148 minutes for 68 items which may be given on one day, two days, or three days. Time includes 56 minutes for directions and breaks.
- *Type of Booklet* Each student receives a multiple-choice test book and a separate scannable answer sheet with bubbles but sufficient white space.
- *Ancillary Materials* Rulers and four-function calculators. The practice test provides each student with an opportunity to practice bubbling responses on an answer sheet.

### **Reading Comprehension**

The reading comprehension part of the pretest mirrors on a smaller scale the grade 3 end-of-grade reading test. Students read a variety of passages and then respond to 3-7 associated items. During reading comprehension, students read 5 passages representing literary (narrative, fiction, drama, and poetry), content-based (science, social studies, art, and health), and human-interest (perform a task, short informational piece) material. Each student answers 28 multiple-choice items assessing goal 2 (the use of language for the acquisition, interpretation, and application of information) and goal 3 (the use of language for critical analysis and evaluation) of the English Language Arts curriculum.

The questions associated with each reading passage are the important ideas and concepts necessary for a complete understanding of the content of the passage. There has been no attempt to specify the exact number of questions developed by goal and/or objective for each passage. Vocabulary is assessed in the context of the passage presented. The passages and the items are from the grade 3 end-of-grade reading item pool and the associated item statistics are from field tests conducted with groups of grade 3 students at the beginning of third grade.

### **Mathematics**

The mathematics part of the pretest assesses the grade 2 mathematics curriculum. Each student answers 40 multiple-choice mathematics items—5 symbolic computation items and 35 application items. Students are expected to use rulers and calculators during the applications portion of the pretest. The specific goals and objectives assessed were determined by curriculum specialists. The items on each form of the test are distributed as depicted in the table above.

Approximately half of the items are from the grade 3 end-of-grade mathematics item pool (ones where content is similar at both grades 2 and 3) and the associated item statistics are from field tests conducted with groups of grade 3 students at the beginning of third grade. The remaining items in the grade 3 mathematics pretest item pool were developed to more adequately assess the grade 2 *Standard Course of Study* and the associated item statistics are from field tests conducted with groups of grade 2 students at the end of second grade.

*What kinds of scores do students receive on the test?*

Performance on the grade 3 pretest of reading comprehension and mathematics is reported using developmental scales established for reading and mathematics (grades 3 through 8 and 10). These scales were developed in conjunction with the L. L. Thurstone Psychometric Laboratory at the University of North Carolina at Chapel Hill.

Class rosters, frequency reports, and goal summary reports are available to provide curricular information. The grade 3 pretest is scanned and scored locally using the SCANXX program provided by the NCDPI; therefore, results are available soon after testing. In addition, the NCDPI provides LEAs with the capacity (i.e., parent/teacher report) to provide individual student grade 3 pretest performance (i.e., scale score, achievement level, and percentile) to parents and teachers beginning with the 1997-98 school year.