



# NC *Standard Course of Study* (NCSCS) for English Language Arts

## Beginning-of-Grade 3 Assessment

### North Carolina Assessment Specifications Summary

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#### Purpose of the Assessments

- The North Carolina READY Beginning-of-Grade 3 (BOG3) English Language Arts/Reading Test is linked to the Read to Achieve Program and is aligned to the NC *Standard Course of Study*. It establishes a baseline measure of beginning third-grade students' English Language Arts/Reading skills.
- Based on demonstrated student outcomes in reading proficiency, the BOG3 serves as a teacher-growth tool (G.S. §115C-83.1C).
- Students who score Achievement Level 3 or higher on the BOG3 English Language Arts/Reading Test demonstrate reading proficiency appropriate for third-grade students, which satisfies the requirements of the Read to Achieve legislation.

#### Curriculum Cycle

- June 2010: North Carolina State Board of Education adoption of the NCSCS
- 2010–2011: Item development for the Next Generation of Assessments, End-of-Grade (EOG) Edition 4
- 2011–2012: Administration of stand-alone EOG field tests of Edition 4 assessments
- 2012–2013: Operational administration of EOG Edition 4 assessments aligned to the NCSCS
- 2013–2014: First administration of the Beginning-of-Grade 3 assessment

#### Standards

- The NCSCS may be reviewed by visiting the North Carolina Department of Public Instruction (NCPDI) K-12 English Language Arts wiki site at <http://elacss.ncdpi.wikispaces.net/Common+Core+State+Standards>.
- Every grade has a set of content standards that define what all students are expected to know and be able to do by the end of the grade.
- The ELA NCSCS is divided into 4 strands: reading, writing, speaking and listening, and language.

## Prioritization of Standards

The North Carolina Department of Public Instruction (NCDPI) invited teachers to collaborate and develop recommendations for a prioritization of the standards indicating the relative importance of each standard, the anticipated instructional time, and the appropriateness of the standard for a multiple-choice item format. Subsequently, curriculum and test development staff from the NCDPI met to review the results from the teacher panels and to develop weight distributions across the domains for each grade level. See *Table 1* below.

*Table 1*  
*Weight Distributions for Beginning-of-Grade 3*

<b>Domain</b>	<b>Percent of Total Score Points</b>
Reading for Literature	33%
Reading for Information	45%
Reading Foundation Skills	NA
Writing	NA
Speaking and Listening	NA
Language	22%
<b>Total</b>	<b>100%</b>

## Cognitive Rigor and Item Complexity

Assessment items has been designed, developed, and classified to ensure that the cognitive rigor of the test form aligns to the cognitive complexity and demands of the NCSCS for English Language Arts. These items will require students to not only recall information, but also apply concepts and skills, make decisions, and explain or justify their thinking.

## Testing Structure and Test Administration Time

- Students read authentic selections and then answer questions related to the selections. The reading selections are comprised of literary and informational selections based on the NCSCS.
- Knowledge of vocabulary is assessed indirectly through application and understanding of terms within the context of the selection and questions.
- The estimated test administration time is the time that the NCDPI estimates it will take for nearly all students to complete the assessment. The estimated time allotted for the BOG3 English Language Arts/Reading Test is 90 minutes. However, students who need more than the estimated time to complete the test may be allowed an additional 90 minutes to work. As long as students are engaged and working and the maximum time of 180 minutes has not been reached, they must be given time to complete the assessment.
- The assessment contains 42 total test items. Appendix A shows the number of items for each standard assessed.

- The NCDPI strongly recommends that every student participating in the BOG3 English Language Arts/Reading Test, complete the BOG3 Practice Activity before test day. The BOG3 Practice Activity is not a test. It provides students with an opportunity to become familiar with the standardized testing format before the administration of the BOG3 English Language Arts/Reading Test and allows students the opportunity to practice answering multiple-choice questions, transferring answers from a test book to a separate answer sheet, and filling in responses on an answer sheet. While using the practice activity, teachers should help students understand testing procedures to minimize student anxiety and mistakes during the actual administration of the BOG3 English Language Arts/Reading.

### **Types of Items**

- The BOG3 English Language Arts/Reading test consists of four-response-option multiple-choice items.
- Released forms of the End-of-Grade English Language Arts/Reading assessments are available at <http://www.ncpublicschools.org/accountability/testing/releasedforms>. Released forms may be used by school systems to help acquaint students with items. These materials must not be used for personal or financial gain.

### **Delivery Mode**

- The BOG3 English Language Arts/Reading Test was designed for a paper-and-pencil administration.
- Additional information and resources for districts and parents about the Read to Achieve program are available at <http://www.livebinders.com/play/play?id=850102>.

### **Additional Resources**

- Achievement level information is available at <http://www.ncpublicschools.org/accountability/testing/shared/achievelevel/>.
- The North Carolina READY Beginning-of-Grade 3 English Language Arts/Reading Test Assessment Brief is available at <http://www.ncpublicschools.org/accountability/policies/briefs/>.

**Appendix A**  
**Beginning-of-Grade 3 English Language Arts/Reading**  
**Number of Items by Standard**

The following table shows the number of items assessing each standard. Some standards not designated with tested items (i.e., “–”) may be a prerequisite standard or may be tested within the context of another standard.

<b>Grade 3 Standard</b>	<b>Number of Items by Standard*</b>
RL.1 (Reading: Literature)	5
RL.2	3
RL.3	4
RL.4	2
RL.5	–
RL.6	–
RL.7	–
RL.9	–
RL.10	–
L.1 (Language)	–
L.2	–
L.3	–
L.4.a	4
L.4.b	–
L.4.c	–
L.4.d	–
L.5.a	5
L.5.b	–
L.6	–
RI.1 (Reading: Informational Text)	5
RI.2	3
RI.3	2
RI.4	5
RI.5	–
RI.6	–
RI.7	1
RI.8	3
RI.9	–
RI.10	–

\* Some objectives not designated with tested items (i.e., “–”) may be a prerequisite standard or may be tested within the context of another standard.