

**End-of-Grade Grade 5
NC READY Individual Student Report 2015–16**

Student: ??????????????????????
School: **999300** ??????????????????



This *Individual Student Report* provides information on how your student performed on the recently administered End-of-Grade English Language Arts/Reading and Mathematics assessments. The scores on these assessments are only one of the many indicators of how well your student is achieving. Test scores should always be considered along with all other available information provided about your student. See the reverse side of this report for an explanation of the information provided below.

| (1) Areas Assessed | (2) Total Number of Questions | (3) Total Number Correct | (4) Achievement Levels | (5) Student's Scores | (6) Scale Score Comparisons |
|---|--|--|--|--|--------------------------------|
| <p>English Language Arts/Reading</p> <p>Language</p> <p>Reading: Literature</p> <p>Reading: Informational Text</p> | <p>44</p> <p>10</p> <p>16</p> <p>18</p> | <p>39</p> <p>8</p> <p>16</p> <p>15</p> | <p>Achievement Level 4 Solid Command *</p> <p>On Track for College- and Career-Readiness Yes</p> <p>Proficient Yes</p> | <p>Scale Score 460</p> <p>Percentile (2012-13 Norming Year) 85</p> <p>Lexile® Framework for Reading 1220L</p> | |
| <p>Mathematics</p> <p>Calculator Inactive</p> <p>Calculator Active</p> <p>Operations and Algebraic Thinking</p> <p>Number and Operations in Base 10</p> <p>Number and Operations—Fractions</p> <p>Measurement and Data</p> <p>Geometry</p> | <p>44</p> <p>22</p> <p>22</p> <p>3</p> <p>11</p> <p>22</p> <p>6</p> <p>2</p> | <p>41</p> <p>21</p> <p>20</p> <p>2</p> <p>11</p> <p>20</p> <p>6</p> <p>2</p> | <p>Achievement Level 5 Superior Command *</p> <p>On Track for College- and Career-Readiness Yes</p> <p>Proficient Yes</p> | <p>Scale Score 466</p> <p>Percentile (2012-13 Norming Year) 96</p> <p>Quantile® Framework for Mathematics 1125Q</p> | |

* An achievement level of 3 indicates the student is proficient in the grade-level knowledge and skills assessed by the test. An achievement level of 4 or 5 indicates the student is proficient and has met the college- and career-readiness standard.



End-of-Grade

NC READY Student Report for School Year 2015–16

Column (1) lists the areas that are assessed on the End-of-Grade English Language Arts/Reading and Mathematics assessments.

Column (2) lists the total number of questions on the assessments that count toward the student's score and the total number of questions assessed in each category.

Column (3) shows the total number of questions that the student answered correctly.

Column (4) indicates the achievement level the student scored on each test and whether the score is proficient (Yes) or not proficient (No). The standards measured on the assessments are grounded in college- and career-readiness. College- and career-readiness standards define the knowledge and skills students should master by the end of each grade level to graduate from high school prepared to succeed in college and career. An achievement level of 4 or 5 on these assessments indicates the student has a solid (level 4) or superior (level 5) command of grade-level knowledge and skills assessed by the test and has met the college- and career-readiness standard. An achievement level of 3 indicates the student has a sufficient command of the grade-level knowledge and skills assessed by the test but has not yet met the college- and career-readiness standard.

Column (5) provides additional information about the student's scores and Lexile (ELA/Reading) and Quantile (Mathematics) measures. The number of questions the student answered correctly is converted to a scale score. The percentile rank compares the student's performance on the test this year to that of 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 norming year for this test was 2012–13. The Lexile Framework for Reading measures both reader ability and test difficulty. Lexile measures do not translate specifically to grade level. By using the Lexile measure, one can match the student to a novel or other reading material that is similar to his or her reading ability. Additional information on the Lexile measures can be found at <http://www.ncpublicschools.org/accountability/lexiles>. The Quantile Framework of Mathematics measures both student mathematical understanding and concept difficulty. The Quantile measure describes the student's readiness to learn the specific skill or concept. Additional information on Quantile measures can be found at <http://www.Quantiles.com>.

Column (6) compares your student's scale score with all students in the school, the district, and the state. The student bar shows the student's scale score. The bold horizontal line drawn through the student bar represents the range of scale scores the student would receive if he or she took the test multiple times. The bar graphs for the school and the district provide a comparison of the student's scale score to the average scale scores of all students in his or her school and district who took the test during this school year. The bar graph for the state provides a comparison to the average scale scores of students in North Carolina who took the test during the norming year (2012–13).