



Understanding the Individual Student Report for the NCCLAS EOG

Reading Grades 3–8
Mathematics Grades 3–8 and 10
Writing Grades 4, 7, and 10
Science Grades 5 and 8

During the school year, your child was assessed using the North Carolina Checklist of Academic Standards (NCCLAS), an alternate assessment to the state-required multiple-choice North Carolina End-of-Grade (EOG) Tests in Reading Comprehension, Mathematics, Science, and Writing. The NCCLAS is administered to eligible students as part of the statewide assessment program. Eligible students may participate in the NCCLAS for one or more subject area(s) assessed at the student's grade. These curriculum-based assessments are specifically aligned to the North Carolina *Standard Course of Study* (NCSCS). The NCCLAS measures grade-level content standards. The achievement of students participating on the NCCLAS is measured based on grade-level academic achievement standards for the content area(s) being tested.

Test scores are among the many ways to find out how well your child is doing in school. However, test scores should always be considered along with *all* other available information provided about your child. Scores on these tests are only one of the many indicators of how well your child is achieving.

Student scores in reading and mathematics from the NCCLAS are used in the computation of school performance composites as required by the state-mandated ABCs Accountability Program and for determining adequate yearly progress (AYP) under Title I mandates of the *No Child Left Behind Act of 2001*. The NCCLAS for science is required to comply with the federal *No Child Left Behind Act of 2001* and beginning with the 2008–09 school year, scores from the NCCLAS for science will be included in the computation of the school performance composite as part of the ABCs Accountability Program. Student scores are also used as one piece of information in determining student proficiency under state-mandated Student Accountability Standards at grades 3, 5, and 8.

NCCLAS for End-of-Grade—Individual Student Report

The Individual Student Report for the NCCLAS EOG provides information concerning your child's performance on the NCCLAS EOG for reading, mathematics, writing, or science. Separate Individual Student Reports will be provided for each content area assessed by NCCLAS EOG. For example, if your child is in grade four and participated in the NCCLAS for reading, mathematics, and writing, you will receive an Individual Student Report for reading, a report for mathematics, and a report for writing. A sample individual student report is provided on page four to accompany the following explanations of the items found on the report. While the sample provided is for the NCCLAS EOG for reading, the same format will be used for the other content areas and the information below applies to all content areas:

- A. The **student score** shows the student's score in mathematics. The student score is determined by a formula that involves the goal level scores given by each assessor. To the right of this number is a diagram that shows the student's score in relation to the entire range. The student's score is represented by a shaded diamond (◆).
- B. The **achievement level** shows the achievement level (I, II, III, or IV) earned by the individual student based on the student's score. To the right of this is a diagram with the four achievement levels and their relation to the range. Achievement levels are predetermined standards that allow the student's performance to be measured against grade-level academic achievement standards. Four achievement levels (i.e., levels I, II, III, and IV) are reported. The student's achievement level is indicated by the shaded area on the diagram.
- C. North Carolina public school students are required to meet statewide standards for promotion from grades 3, 5, and 8 and for high school graduation. The standards, also called gateways, ensure that students are working at grade level in reading, writing, and mathematics before being promoted to the next grade. **Met State Gateway** is located on the NCCLAS EOG individual student reports at grades 3, 5, and 8 and indicates if the student did (**YES**) or did not (**NO**) meet the state gateway for reading comprehension and/or mathematics. Additional information on the state gateways can be found at <http://www.ncpublicschools.org/promotionstandards/>.

- D. The **description of the achievement level** is reported for the student’s performance in mathematics. A complete listing of the achievement level descriptors for achievement levels I–IV for reading comprehension and mathematics by grade level may be found at <http://www.ncpublicschools.org/accountability/policies/tswd/ncclas>.

Key Features of the NCCLAS

- The NCCLAS for reading assesses student achievement on the 2004 North Carolina *Standard Course of Study* grade-level reading competencies.
- The NCCLAS for mathematics assesses student achievement on the 2003 North Carolina *Standard Course of Study* grade-level mathematics competencies in the following five strands: (1) Numbers and Operations, (2) Measurement, (3) Geometry, (4) Data Analysis and Probability, and (5) Algebra.
- Each student has two assessors for each content area assessed with the NCCLAS.
- During the middle of the year, a Beginning Student Profile is completed for the student.
- A folder of student work samples is maintained throughout the school year.
- At the end of the school year:
 - A Final Student Profile is completed for the student;
 - Scores are assigned independently by both assessors; and
 - Both assessors submit their goal-level scores via an online system.
- The student’s score is calculated from the assessors’ goal-level scores.

How Can I Help My Child with Reading?

- Establish time for your child to read.
- Provide your child with a variety of suitable reading materials.
- Read aloud to and with your child.
- Take time to discuss interesting books you and your child have read.
- Model reading by reading a variety of materials yourself, such as newspapers, magazines, schedules, etc.
- Discuss the purpose of different text type, such as fiction, letters, newspaper articles, journals, etc.
- Share and discuss articles, diagrams, charts, illustrations, and maps with your child.
- Ask your child open-ended questions that cannot be answered with a single word or a single phrase (e.g., Why? How do you know? Explain . . . Tell me about . . . Give me examples.)
- Ensure that your child reads independently each day at a comfortable reading level. Reading materials should not be too hard or too easy in terms of subject matter and content.

How Can I Help My Child with Mathematics?

- “Do math” with your child as problem-solving partners at home. Use word problems. Have your child explain how he or she is solving the problems.
- Make a list of all the ways your family uses mathematics at home:
 - Newspapers and weather reports include charts, graphs, data, and statistics.
 - Sporting events provide data and statistics.
 - The grocery store affords an opportunity for practicing measurement and estimation.
 - Recipes can be modified.
 - The changing seasons give an opportunity to examine temperature.
 - Road trips encourage map reading and distance, time, and gasoline mileage problems.
- By “doing math” together, you will demonstrate that learning mathematics is fun.

How Can I Help My Child with Science?

- Help your child understand that science involves:
 - Observing what is happening,
 - Classifying or organizing information,
 - Predicting what will happen,
 - Testing predictions under controlled conditions to see if they are correct, and
 - Drawing conclusions.

- Encourage your child to ask questions and to talk about his or her ideas. Keep in mind that children’s experiences help them form their ideas—ideas that may, or may not, match current scientific interpretations.
- Help your child to look at things in new ways (e.g., What do you think causes it to rain sideways sometimes?)
- Investigate and experiment with your child to learn science and increase his or her understanding of scientific ideas.
- Encourage your child to gather and organize objects according to their size or color (e.g., leaves, insects).
- Challenge your child to make reasonable predictions.
- Have your child test theories (e.g., Is it the baking soda that makes the pancakes thick?)
- Have your child observe change through measurement:
 - Keep a growth chart,
 - Make a graph of temperature each day, and
 - Modify recipes.
- By “doing science” together, you will demonstrate that learning science is fun.

How Can I Help My Child with Writing?

- Help your child understand that writing is a process.
- The writing process involves making an outline or graphic organizer, composing a rough draft, revising and editing, and producing a final product.
- Encourage your child to write for a variety of purposes and audiences (e.g., letters to family and friends, thank-you notes, book reviews, and personal journals).
- Assist your child with written homework.
- Encourage your child to write using word processing tools.

Additional Information

For additional information on the NCCLAS, visit the NCDPI Division of Accountability Services/ North Carolina Testing Program Web site at <http://www.ncpublicschools.org/accountability/policies/tswd/ncclas>.

In compliance with federal laws, NC Public Schools administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law. Inquiries or complaints should be directed to:

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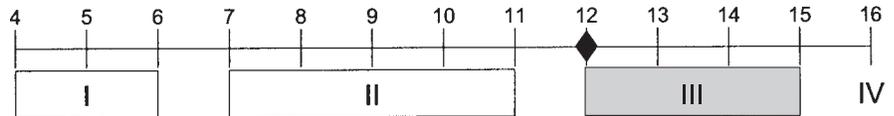
For a full explanation of the information provided in this report see:

<http://www.ncpublicschools.org/docs/accountability/nclaseogparentteacherreportfinal.pdf>

Reading

Student Score (4-16)

(A) Student Score
12



(B) Achievement Level
III

(C) Met State Gateway
for Reading
YES

- (D) Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at achievement level III demonstrate a proficient application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade five. Students comprehend a variety of fifth-grade texts, such as fiction, nonfiction, poetry, and drama. Students typically apply comprehension strategies such as making predictions, drawing on personal understanding, extending vocabulary, evaluating inferences, analyzing content, and making connections within text. They also utilize a variety of metacognitive strategies to monitor comprehension, such as skimming, scanning, questioning, paraphrasing, and summarizing. Students are able to integrate main idea and details to further their understanding. Students are able to reference text to support conclusions. Students typically evaluate inferences and conclusions. Students can recognize media techniques such as bias, propaganda, and stereotyping.

The following is part of North Carolina General Statute § 115C-288(a):

To Grade and Classify Pupils. - The principal shall have authority to grade and classify pupils. In determining the appropriate grade for a pupil who is already attending a public school, the principal shall consider the pupil's classroom work and grades, the pupil's scores on standardized tests, and the best educational interests of the pupil. The principal shall not make the decision solely on the basis of standardized test scores.