

End-of-Grade English Language Arts/Reading Grade 5 **Individual Student Report 2018–19**

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This *Individual Student Report* provides information on how your student performed on the recently administered End-of-Grade English Language Arts/Reading assessment. The score on this assessment is 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.

(1) Areas Assessed	(2) Total Number of Questions	(3) Total Number Correct	(4) Achievement Levels	(5) Student's Scores	(6) Scale Score Comparisons
English Language Arts/Reading	44	37	Achievement Level 4 Solid Command *	Scale Score 457	
Language	10	9	On Track for Career- and College-Readiness Yes	Percentile (2012–13 Norming Year) 76	
Reading: Literature	16	16	Proficient Yes	Lexile® Framework for Reading 1145L	
Reading: Informational Text	18	12			

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

Column (2) lists the total number of questions on the assessment 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 the test and whether the score is proficient (Yes) or not proficient (No). The standards measured on this assessment are grounded in college- and career-readiness. Career- and college-readiness standards define the knowledge and skills students should master by the end of each grade level. Grade-level proficiency is level 3 and above. Scores of level 4 and above meet the career- and college-readiness standard, which means if a student continues performance at these levels throughout grades 3–12, the student should be prepared for career and college after graduating from high school.

Column (5) provides additional information about the score and the Lexile measure. The number of questions the student answered correctly is converted to a scale score. The percentile 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 text 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 the student's reading ability. Additional information on Lexile measures can be found at <http://www.ncpublicschools.org/accountability/lexileoverview>.

Column (6) compares the 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 estimates the range of scale scores the student would receive if the student took the test multiple times, assuming no additional instruction is given. 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 the 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).