

2020-21 NC Check-In 2
Grade 3 Reading
State Item Statistics

	Content Standard		Item #	Depth of Knowledge	Percent Correct by Item
Language	L.3.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.	2	Skill/Concept	59%
			9	Skill/Concept	38%
			11	Skill/Concept	80%
			19	Skill/Concept	63%
	L.3.5.a	Demonstrate understanding of nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context.	3	Skill/Concept	62%
Reading for Information	RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	4	Recall	68%
			5	Recall	41%
			16	Recall	43%
			18	Recall	78%
			20	Recall	66%
			21	Skill/Concept	*
			22	Skill/Concept	*
	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	1	Skill/Concept	59%
			15	Skill/Concept	76%
	RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	7	Skill/Concept	52%
			17	Skill/Concept	72%
	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	6	Skill/Concept	79%
	Reading for Literature	RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	12	Skill/Concept
RL.3.3		Describe characters in a story and explain how their actions contribute to the sequence of events.	8	Skill/Concept	79%
			10	Recall	69%
			13	Skill/Concept	77%
RL.3.4		Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.	14	Skill/Concept	74%

Results from NC Check-Ins should not be compared across interims, districts, or the state.

Text complexity is increased across the grade 3 interim reading assessments.

*New item — no data currently available