

2020-21 NC Check-In 3
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.	3	Skill/Concept	91%
			10	Skill/Concept	80%
			19	Skill/Concept	89%
	L.3.5.a	Demonstrate understanding of nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context.	5	Skill/Concept	67%
			9	Skill/Concept	83%
			20	Skill/Concept	56%
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.	15	Skill/Concept	75%
			17	Skill/Concept	78%
			22	Skill/Concept	83%
	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	14	Skill/Concept	91%
	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.	18	Skill/Concept	66%
			21	Skill/Concept	91%
RI.3.8	Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.	16	Skill/Concept	91%	
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.	6	Skill/Concept	86%
			11	Skill/Concept	60%
			13	Skill/Concept	69%
	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	1	Skill/Concept	81%
			8	Skill/Concept	83%
	RL.3.3	Describe characters in a story and explain how their actions contribute to the sequence of events.	2	Skill/Concept	84%
	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.	4	Skill/Concept	83%
			7	Skill/Concept	76%
			12	Skill/Concept	33%

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.