

# Student EOG Report NORTH CAROLINA

North Carolina End-of-Grade Test  
Regular Test Administration Spring 2012  
Individual Student Report  
Public Schools of North Carolina

Student  
Teacher  
School  
System

Grade Level **5**

2012  
Sample  
Report

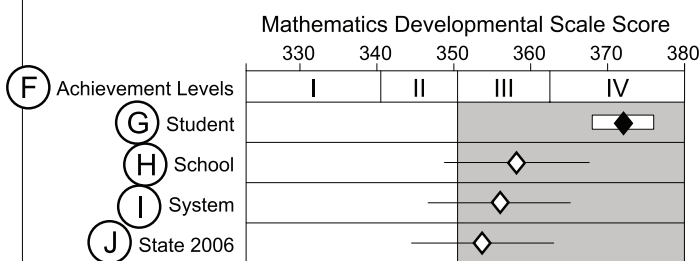
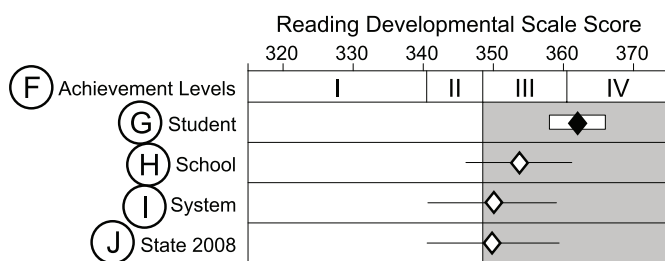
For a full explanation of the information provided in this report see: <http://www.ncpublicschools.org/accountability/policies/uirs>

**Reading**

(A) Scale Score 362  
(B) Percentile Rank (2008) 90  
(C) Achievement Level IV  
(D) Lexile Framework® for Reading<sup>1</sup> 1235L

**Mathematics**

(A) Scale Score 372  
(B) Percentile Rank (2006) 98  
(C) Achievement Level IV  
(E) Quantile Framework® for Mathematics<sup>2</sup> 1040Q



(K) Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

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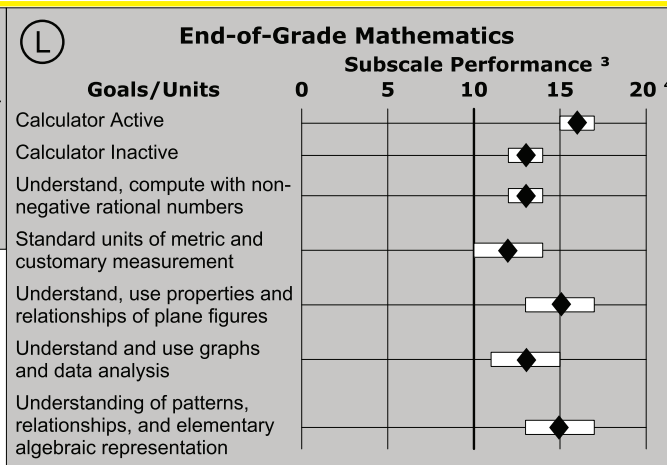
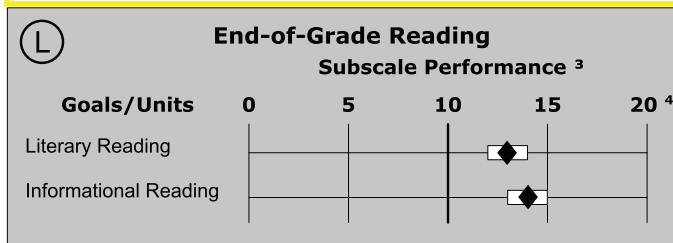
Students at Level IV demonstrate a highly proficient understanding of grade-level skills and comprehension as required in the North Carolina *Standard Course of Study* at grade five. Students comprehend a greater variety of fifth-grade texts, such as fiction, nonfiction, poetry, and drama. Students achieve a higher level of comprehension by predicting, questioning, evaluating, analyzing, justifying, integrating, critiquing, and making judgments about elements of text. They also identify elements of fiction and nonfiction by referencing the text for author's choice of words, plot development, figurative language, and tone. Students make multiple connections within and between texts by recognizing similarities and differences based on a common theme or message. Students are also able to cite supporting evidence when evaluating such elements as character, plot, and theme.

Students performing at Level IV commonly show a high level of understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

Students consistently demonstrate number sense for rational numbers 0.001 through 999,999. They consistently demonstrate ability in the addition, subtraction, comparison, and ordering of fractions, mixed numbers, and decimals. They correctly estimate the measure of an object in one system given the measure of that object in another system. Students commonly identify, estimate, and measure the angles of plane figures and commonly identify angle relationships. They consistently identify, define, and describe the properties of plane figures, including parallel lines, perpendicular lines, and lengths of sides and diagonals. Students are commonly able to identify, generalize, and extend numeric and geometric patterns. To solve problems, fifth-graders at Level IV consistently organize, analyze, and display data using a variety of graphs. They consistently use range, median, and mode to describe multiple sets of data. Students commonly use algebraic expressions to solve one-step equations and inequalities. They commonly identify, describe, and analyze situations with constant or varying rates of change.

<sup>1</sup> A Lexile® measure represents a student's reading ability and can be used to match the student with books and other materials at an appropriate difficulty level. For more information, visit <http://www.ncpublicschools.org/accountability/lexiles>.

<sup>2</sup> A Quantile® measure describes a student's mathematical ability and can be used to determine the student's readiness to learn mathematical skills and concepts. For more information, visit [www.Quantiles.com](http://www.Quantiles.com).

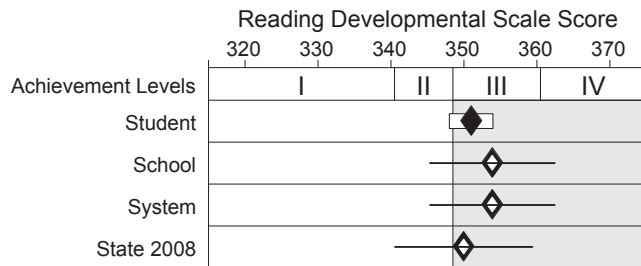


<sup>3</sup> Please note, because subscales are based on fewer questions, they are less reliable than scale scores. Subscale and scale scores should be interpreted in light of other relevant information when making instructional and placement decisions.

<sup>4</sup> The state average for all subscales is equivalent to 10. The subscale scores do not reflect the number of items aligned to each goal.

## Reading

Scale Score 351  
 Percentile Rank (2008) 53  
 Achievement Level III  
 Lexile Measure <sup>1</sup> 990L  
 Met State Gateway YES

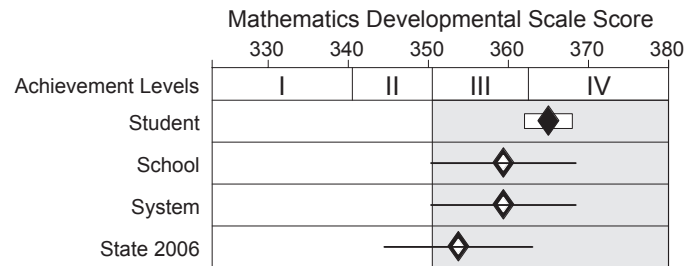


Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

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.

## Mathematics

Scale Score 365  
 Percentile Rank (2006) 88  
 Achievement Level IV  
 Quantile Measure <sup>2</sup> 1040Q  
 Met State Gateway YES



Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Level IV commonly show a high level of understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

Students consistently demonstrate number sense for rational numbers 0.001 through 999,999. They consistently demonstrate ability in the addition, subtraction, comparison, and ordering of fractions, mixed numbers, and decimals. They correctly estimate the measure of an object in one system given the measure of that object in another system. Students commonly identify, estimate, and measure the angles of plane figures and commonly identify angle relationships. They consistently identify, define, and describe the properties of plane figures, including parallel lines, perpendicular lines, and lengths of sides and diagonals. Students are commonly able to identify, generalize, and extend numeric and geometric patterns. To solve problems, fifth-graders at Level IV consistently organize, analyze, and display data using a variety of graphs. They consistently use range, median, and mode to describe multiple sets of data. Students commonly use algebraic expressions to solve one-step equations and inequalities. They commonly identify, describe, and analyze situations with constant or varying rates of change.

### End-of-Grade Reading

#### Subscale Performance <sup>3</sup>

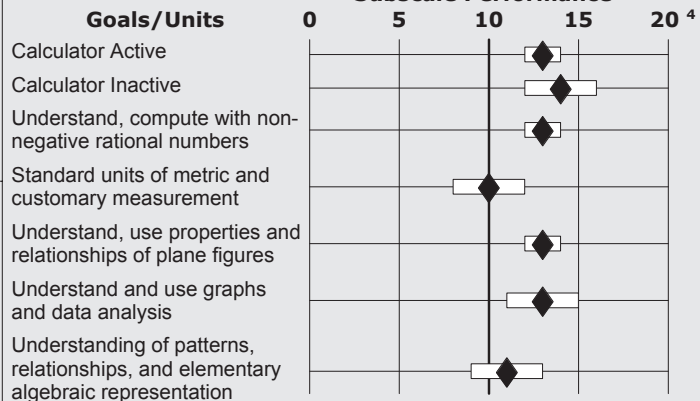


<sup>3</sup> Please note that the subscale scores are less reliable than the scale scores because there are fewer questions on which the score is based. Therefore, instructional and placement decisions should not be based solely on these subscale scores.

<sup>4</sup> The state average for all subscales is equivalent to 10. The subscale scores do not reflect the number of items aligned to each goal. All subscale scores have values between 0 and 20.

### End-of-Grade Mathematics

#### Subscale Performance <sup>3</sup>



<sup>1</sup> A Lexile measure represents a student's reading ability and can be used to match the student with books and other materials at an appropriate difficulty level.

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<sup>2</sup> A Quantile measure describes a student's mathematical ability and can be used to determine the student's readiness to learn mathematical skills and concepts.

For more information, visit [www.Quantiles.com](http://www.Quantiles.com).

For a publication explaining the individual student report, visit: <http://www.ncpublicschools.org/accountability/testing/shared/abriefs/eogreadmath>