

Assessment Brief



Public Schools of North Carolina • State Board of Education • North Carolina Department of Public Instruction • Mark Johnson, State Superintendent

North Carolina READY Beginning-of-Grade 3 English Language Arts/Reading Test

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North Carolina Beginning-of-Grade 3 English Language Arts/Reading Test

The North Carolina Beginning-of-Grade 3 (BOG3) English Language Arts (ELA)/Reading Test is linked to the Read to Achieve Program and is aligned to the NC *Standard Course of Study* (NCSCS). Students read authentic selections comprised of literary and informational selections and then answer related questions. The test serves several purposes:

- The BOG3 ELA/Reading Test establishes a baseline measure of beginning third-grade students' ELA/reading skills.
- Students who score achievement level 3 or higher on the BOG3 ELA/Reading Test demonstrate reading proficiency appropriate for third-grade students, which satisfies the requirements of the Read to Achieve legislation.
- Based on demonstrated student outcomes in reading proficiency, the BOG3 ELA/Reading Test serves as a teacher-growth tool for determining those teachers who are well-suited to teach reading camps (G.S. §115C-83.3[4a]).
- Data from the administration of the BOG3 ELA/Reading Test and the administration of the End-of-Grade 3 (EOG3) ELA/Reading Assessment are used for school accountability growth and student growth for teachers and administrators.
- Students in grade 3 who are not proficient on the EOG3 ELA/Reading Assessment but were proficient on the BOG3 ELA/Reading Test (i.e., score achievement level 3 or higher) count as proficient in the performance composite and school performance grades.

The BOG3 ELA/Reading Test is administered to grade 3 students during the NCDPI-designated testing window. The window begins on the 11th day of the school year and continues through the 15th day. The BOG3 ELA/Reading Test is available in paper-and-pencil and online formats. Schools administer the test in one school day (except for administrations involving students with documented special needs requiring accommodations, such as *Multiple Testing Sessions*.) Scheduling must ensure that students are allowed to eat lunch during the school day and travel home at their regularly scheduled time.

The estimated test administration time is the time that the NCDPI estimates it will take for nearly all students to complete the BOG3 ELA/Reading Test. The estimated time allotted for the BOG3 ELA/Reading Test is 90 minutes. However, students who need more than the estimated time to complete the test may be allowed an additional 90 minutes to work. As long as students are engaged and working and the maximum time of 180 minutes has not been reached, they must be given time to complete the test.

The NCDPI strongly recommends that all students participating in the paper-and-pencil administration of the BOG3 ELA/Reading Test complete the BOG3 Practice Activity before test day. For online administrations, schools must ensure every student completes the Online Assessment Tutorial for the BOG3 ELA/Reading Test at least one time before test day. When completing the practice opportunities, teachers help students understand testing procedures that will occur during the actual BOG3 ELA/Reading Test administration so as to minimize student anxiety and mistakes.

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