

# What Does Reading Data Tell Us?

*Tammy Howard, Ph.D.  
Senior Director, Office of Accountability and Testing*

*November 1, 2023*



# North Carolina End-of-Grade Tests



# ESSA Requirements

- States must adopt challenging academic standards aligned to entrance requirements for credit-bearing coursework in the system of public higher education in the state and relevant state career and technical education standards.
- States must implement a set of high-quality standards-based academic assessments in reading **or** language arts (also mathematics and science)
- North Carolina assesses reading comprehension



# North Carolina Content Standards

- K-12 Standards for Reading define what students should understand and be able to do by the **end of each grade**
  - The assessment is administered during the last **five/ten** days of the school year
- For students to be college and career ready, they must read from a wide range of high-quality, increasingly complex literary and informational texts



# North Carolina End-of-Grade Test Specifications

## EOG Reading Domain Weight Distributions

Domain	Grades 3–5	Grades 6–8
Reading for Literature	38–42%	36–41%
Reading for Information	46–50%	43–47%
Language	13–15%	11–16%



# North Carolina End-of-Grade Test Specifications

- Test items for the EOG Reading Tests have been designed, developed, and classified to ensure that the cognitive rigor of the operational test forms align to the cognitive complexity and demands of Webb’s Depth of Knowledge and the NCSCOS for English Language Arts reading standards.
- Items on the EOG assessments
  - cover the full breadth and depth of grade level cognitive complexity that can be assessed using the current test format
  - align to the assessed content standards (speaking and listening can not be assessed in a multiple-choice format)



# North Carolina End-of-Grade Test Specifications

## EOG Reading Items by Depth of Knowledge Distribution (DOK)

Grade	DOK 1	DOK 2	DOK 3
3	20–40%	60–80%	
4	12–25%	50–75%	5–10%
5		75–90%	10–25%
6		60–82%	18–40%
7		60–82%	18–40%
8		60–82%	18–40%

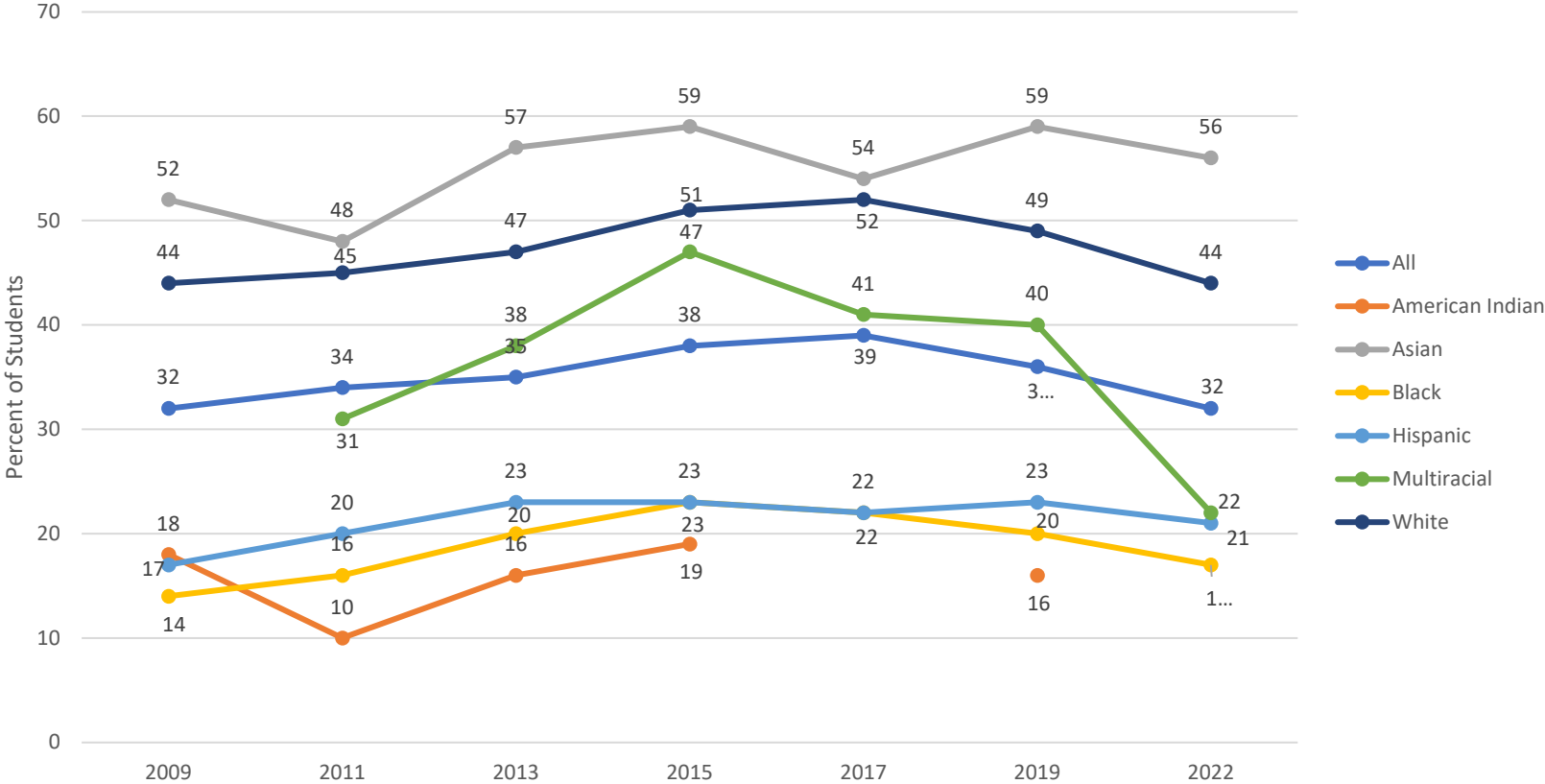


# Grades 3–5





# 2009–22 NAEP Statewide Percent of Students At or Above Proficiency in Reading Grade 4



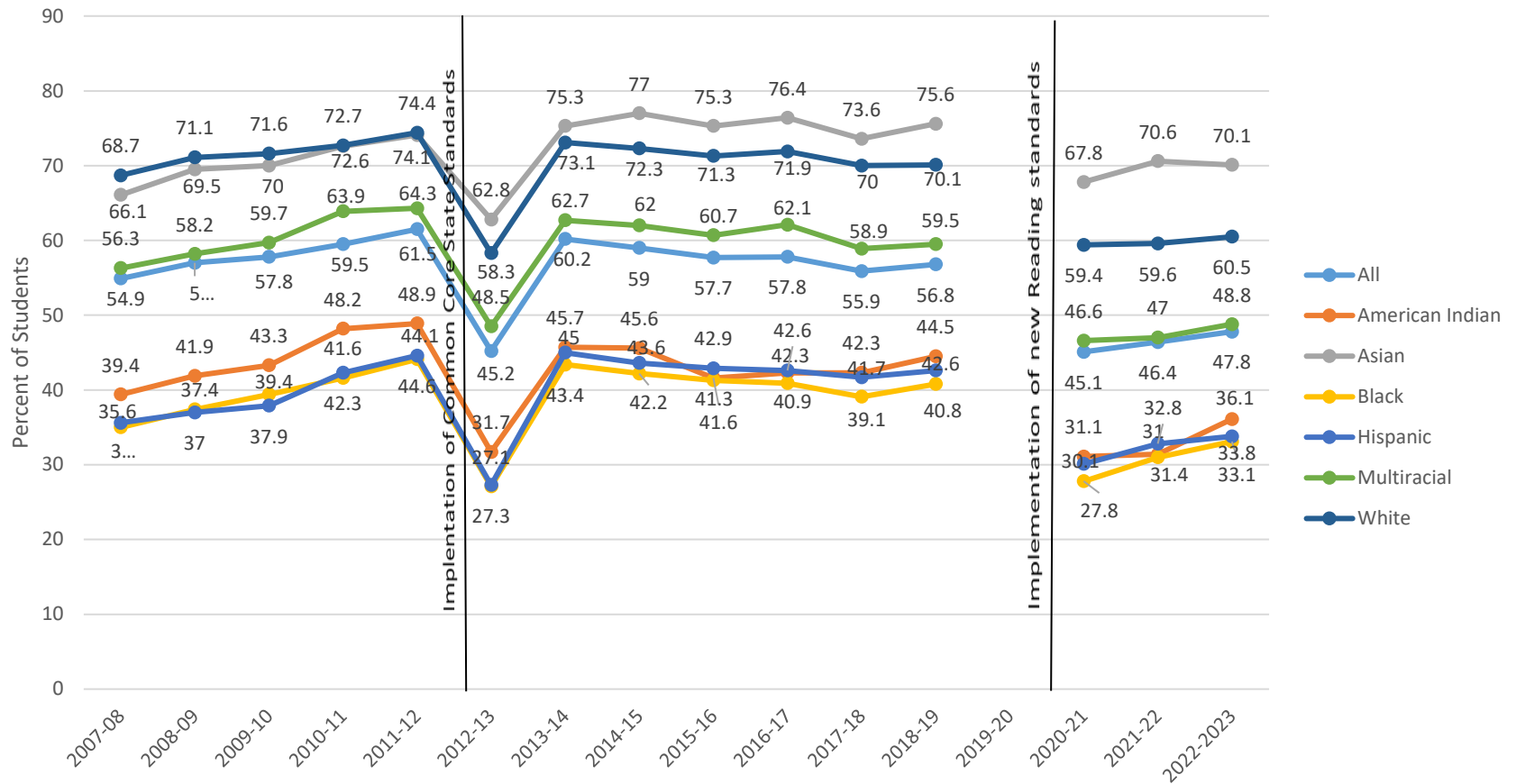
The percentage of students in North Carolina who performed at or above the NAEP Proficient level was 32 percent in 2022. This percentage was not significantly different from that in 2019 (36 percent) and was greater than that in 1998 (27 percent).

# NAEP DATA Grade 4

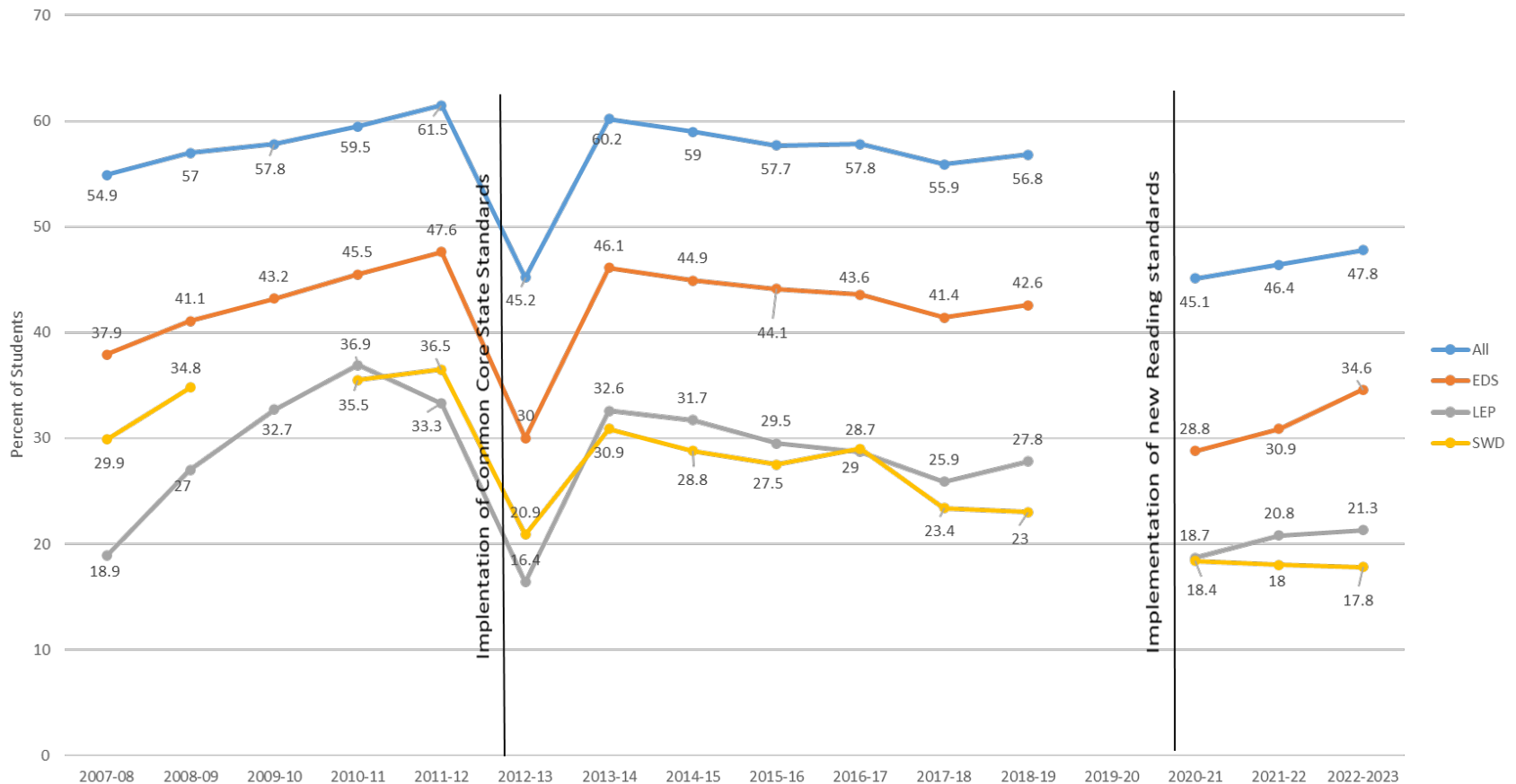
- In 2022, the average score in North Carolina (216) was
  - lower than those in 8 states/jurisdictions
  - higher than those in 7 states/jurisdictions
  - not significantly different from those in 36 states/jurisdictions
- In 2022, Black students had an average score that was 30 points lower than that for White students. This performance gap was not significantly different from that in 1998 (30 points).
- In 2022, Hispanic students had an average score that was 23 points lower than that for White students. Data are not reported for Hispanic students in 1998, because reporting standards were not met.
- In 2022, students who were eligible for the National School Lunch Program (NSLP) had an average score that was 25 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 1998 (26points).



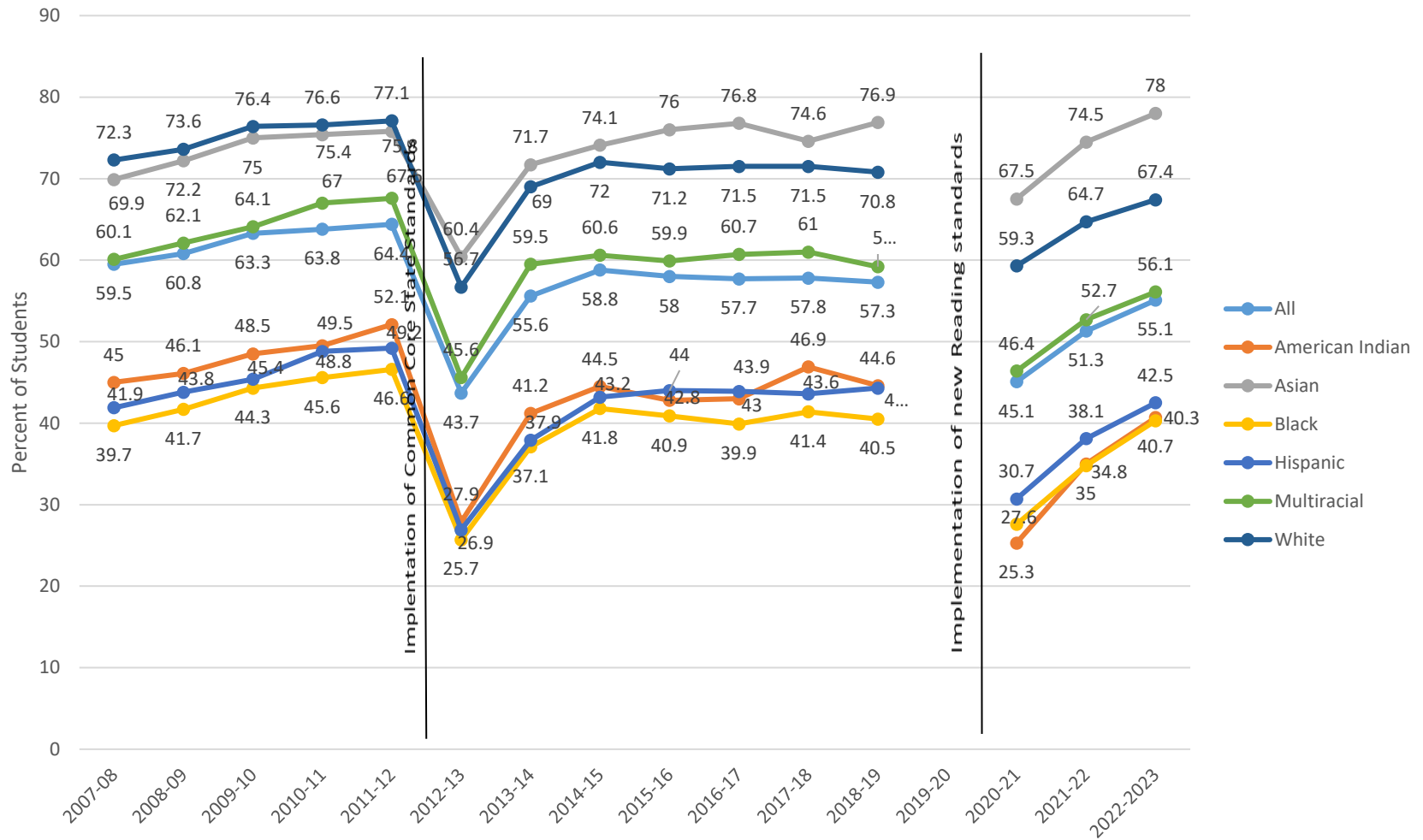
# 2007–08 to 2022–23 End-of-Grade General Test Results Statewide Percent of Students At or Above Proficiency in Reading Grade 3



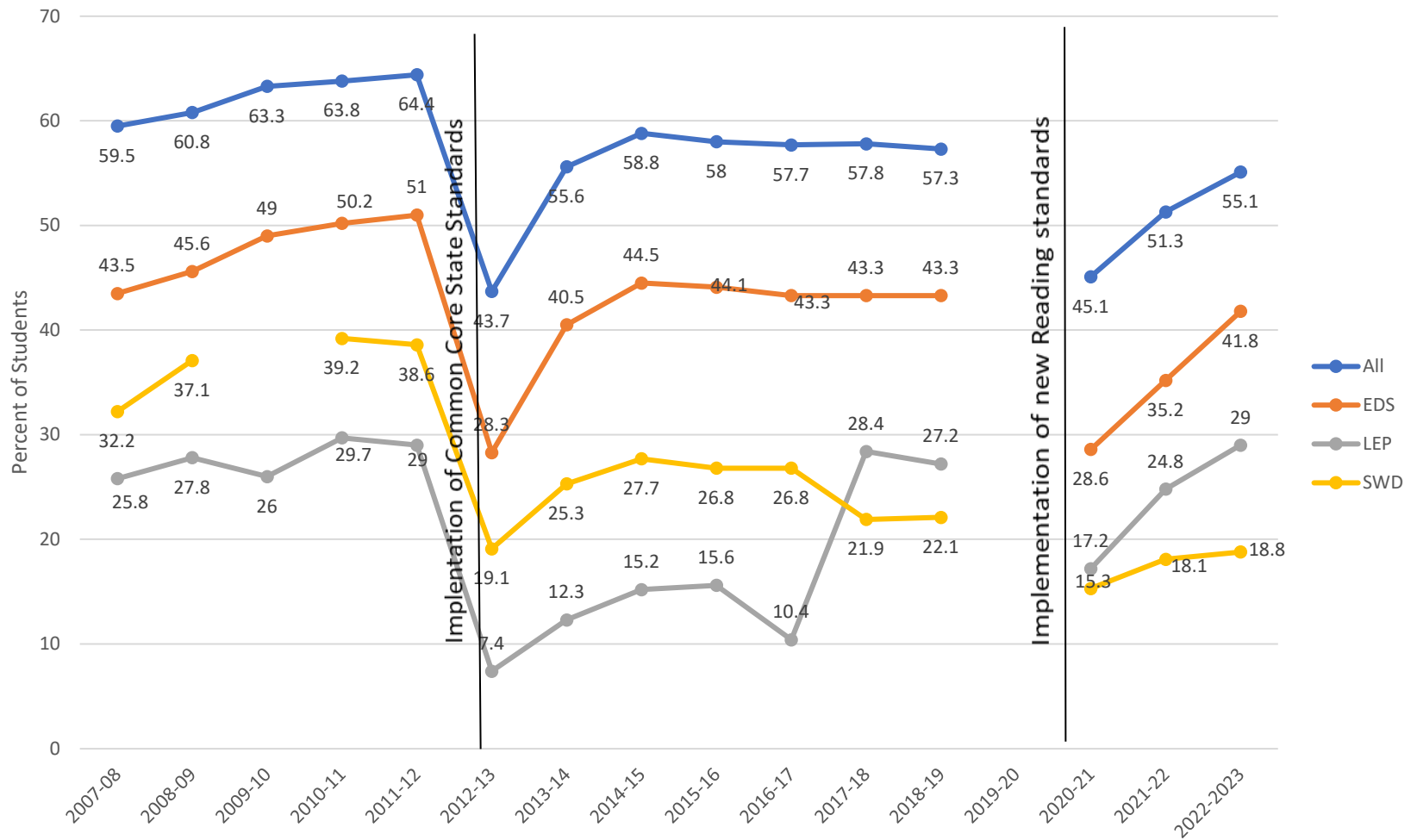
# 2007–08 to 2022–23 End-Of-Grade General Test Results Statewide Percent of Students At or Above Proficiency in Reading Grade 3 (cont.)



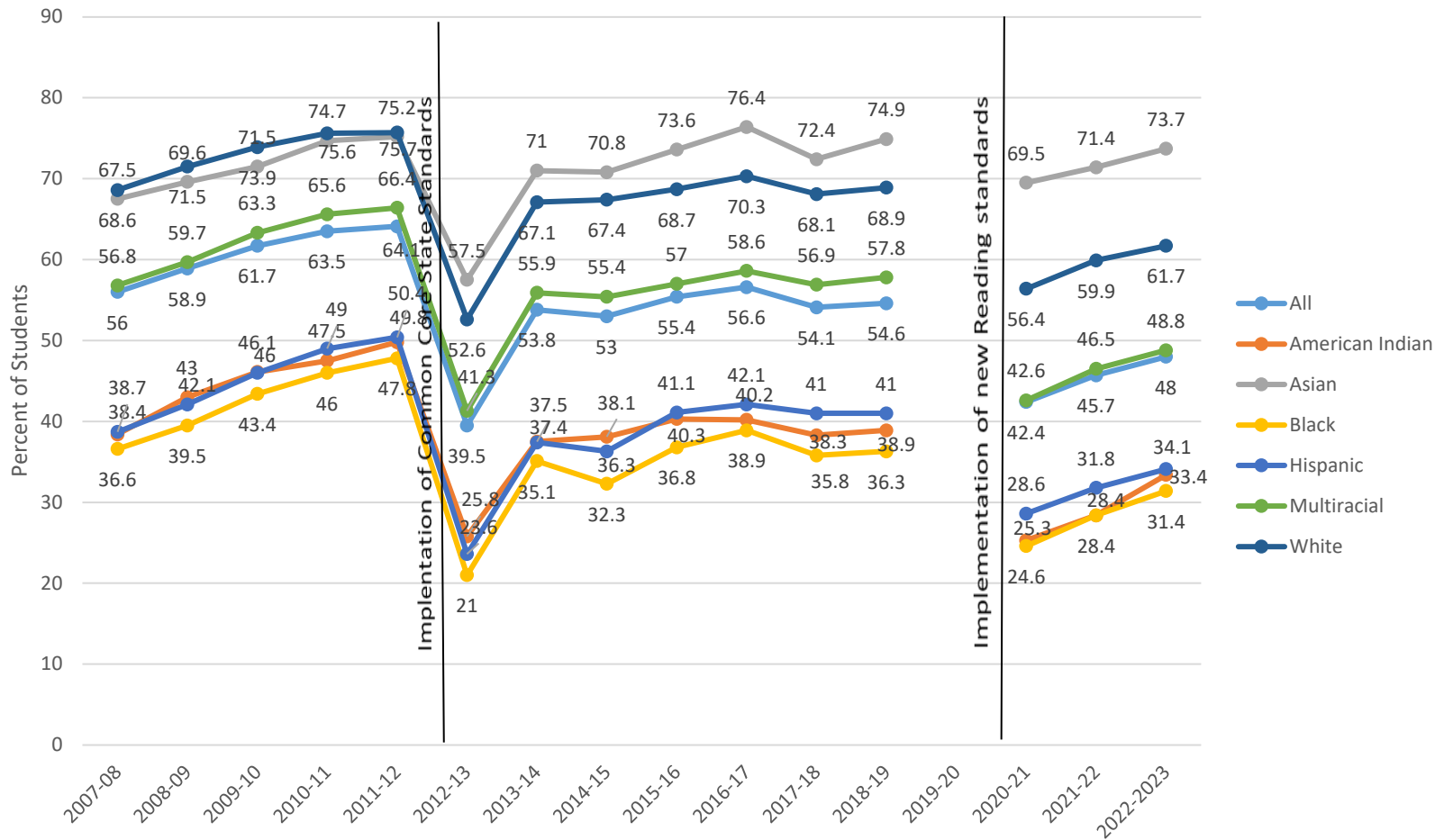
# 2007–08 to 2022–23 End-of-Grade General Test Results Statewide Percent of Students At or Above Proficiency in Reading Grade 4



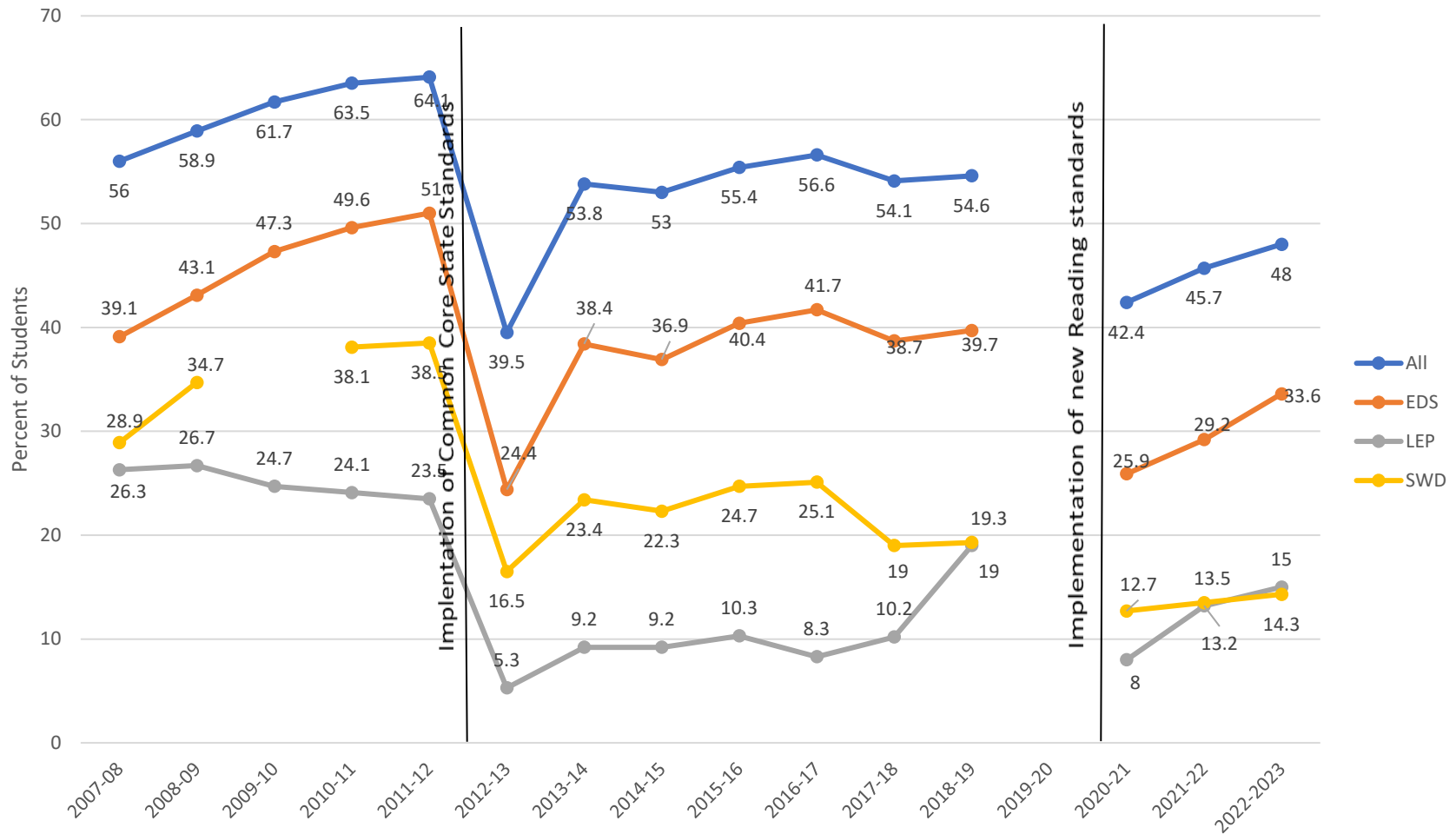
# 2007–08 to 2022–23 End-of-Grade General Test Results Statewide Percent of Students At or Above Proficiency in Reading Grade 4 (cont.)



# 2007–08 to 2022–23 End-of-Grade General Test Results Statewide Percent of Students At or Above Proficiency in Reading Grade 5



# 2007–08 to 2022–23 End-of-Grade General Test Results Statewide Percent of Students At or Above Proficiency in Reading Grade 5 (cont.)





# Grades 3–5 Data

## Grade Level Proficiency: Level 3 and Above

Grade	2018–19	2020–21	2021–22	2022–23
3	56.8	45.1	46.4	47.8
4	57.3	45.1	<b>51.3</b>	55.1
5	54.6	<b>42.4</b>	45.7	48.0



# Grades 3–5 Data

## Grade Level Proficiency: Level 4 and Above

Grade	2018–19	2020–21	2021–22	2022–23
3	45.2	33.7	27.1	29.0
4	43.9	30.9	<b>35.8</b>	38.7
5	41.4	<b>28.8</b>	30.9	32.8



# Grades 3–5 Data by Domain

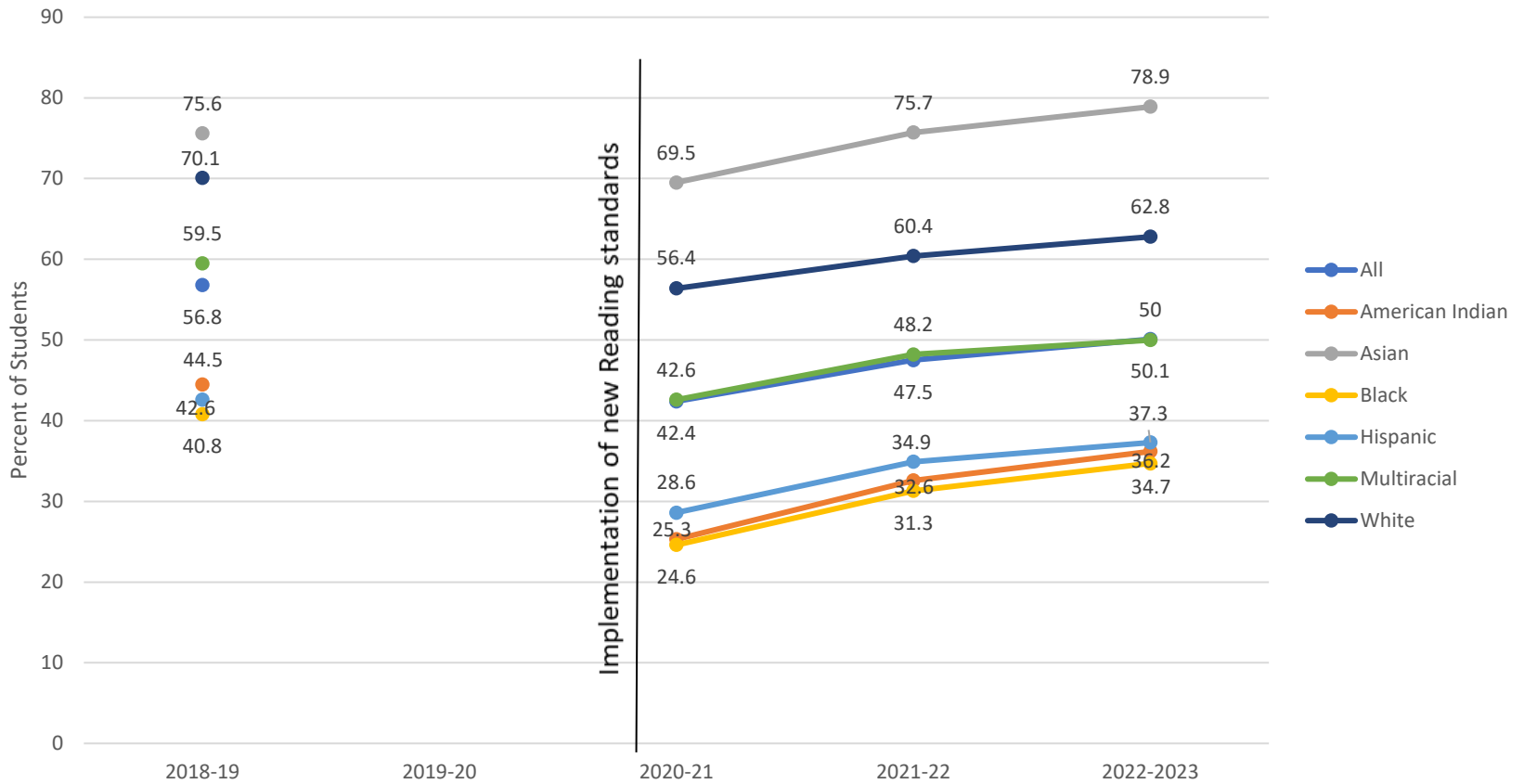
## Percent of Items Correct by Reading Domain

Grade	Language		Reading for Literature		Reading for Information	
3	55.3	(-1.7)	56.4	(+0.2)	52.6	(+3.4)
4	71.4	(-0.2)	61.1	(-0.5)	58.9	(+2.1)
5	63.2	(-2.6)	58.7	(+1.2)	53.0	(+6.9)

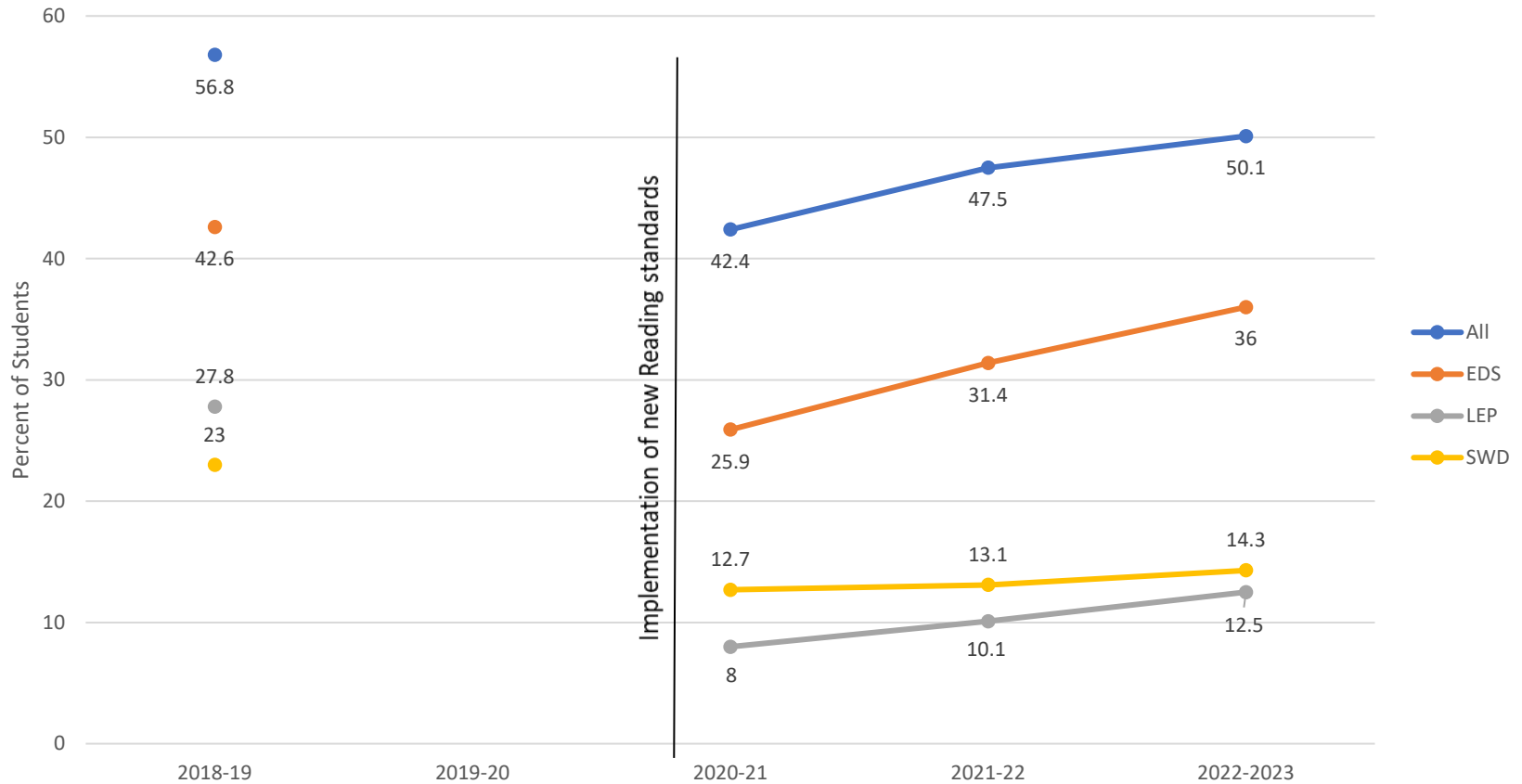
The percents cited in the parentheses are the differences compared to the 2020–21 school year, the standard setting year.



# Grade 3 Cohort (2018–19)



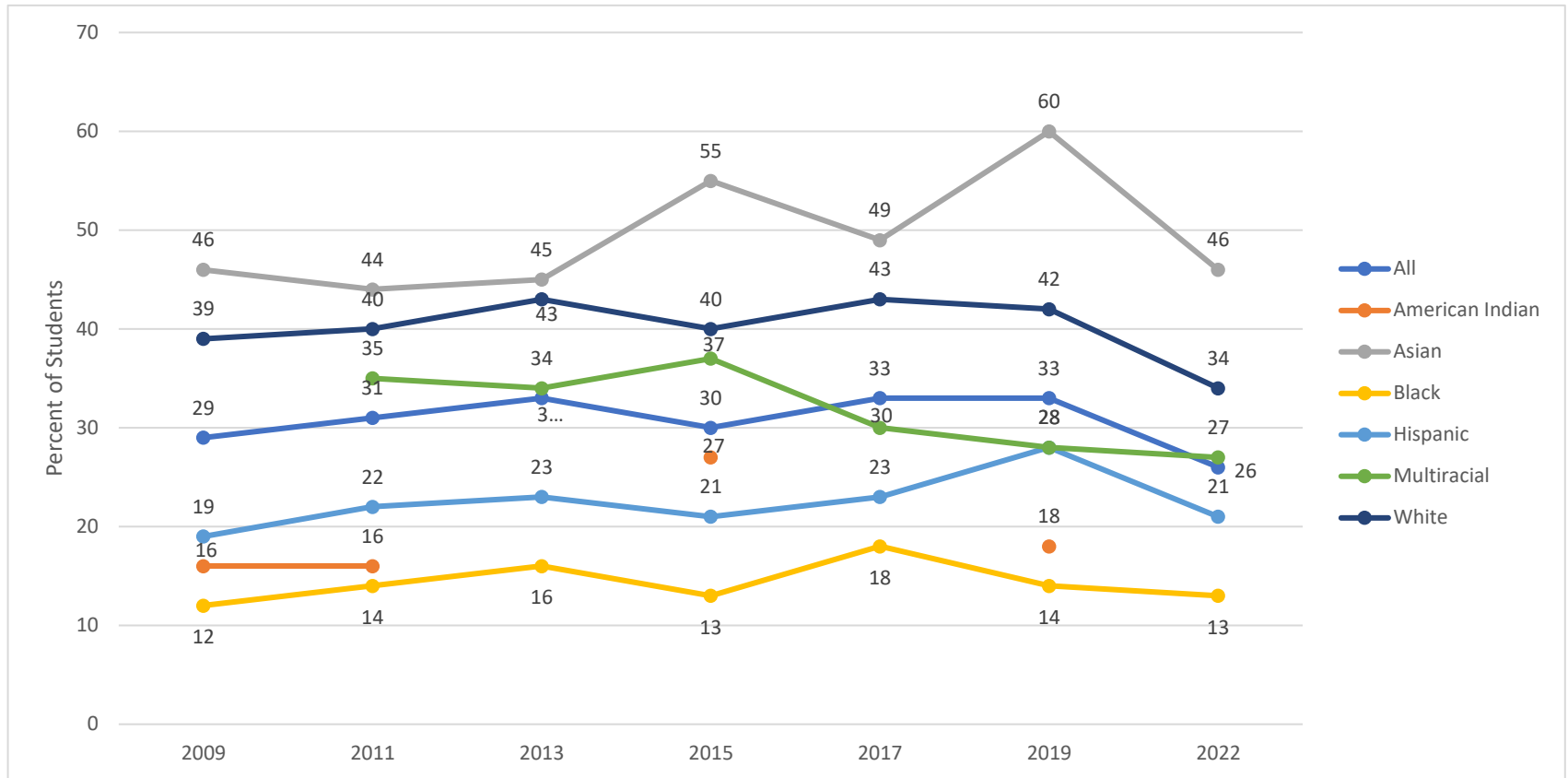
# Grade 3 Cohort (2018–19 cont.)



# Grades 6–8



# 2009–22 NAEP Statewide Percent of Students At or Above Proficiency in Reading Grade 8



The percentage of students in North Carolina who performed at or above the NAEP Proficient level was 26 percent in 2022. This percentage was smaller than that in 2019 (33 percent) and was not significantly different from that in 1998 (30 percent).

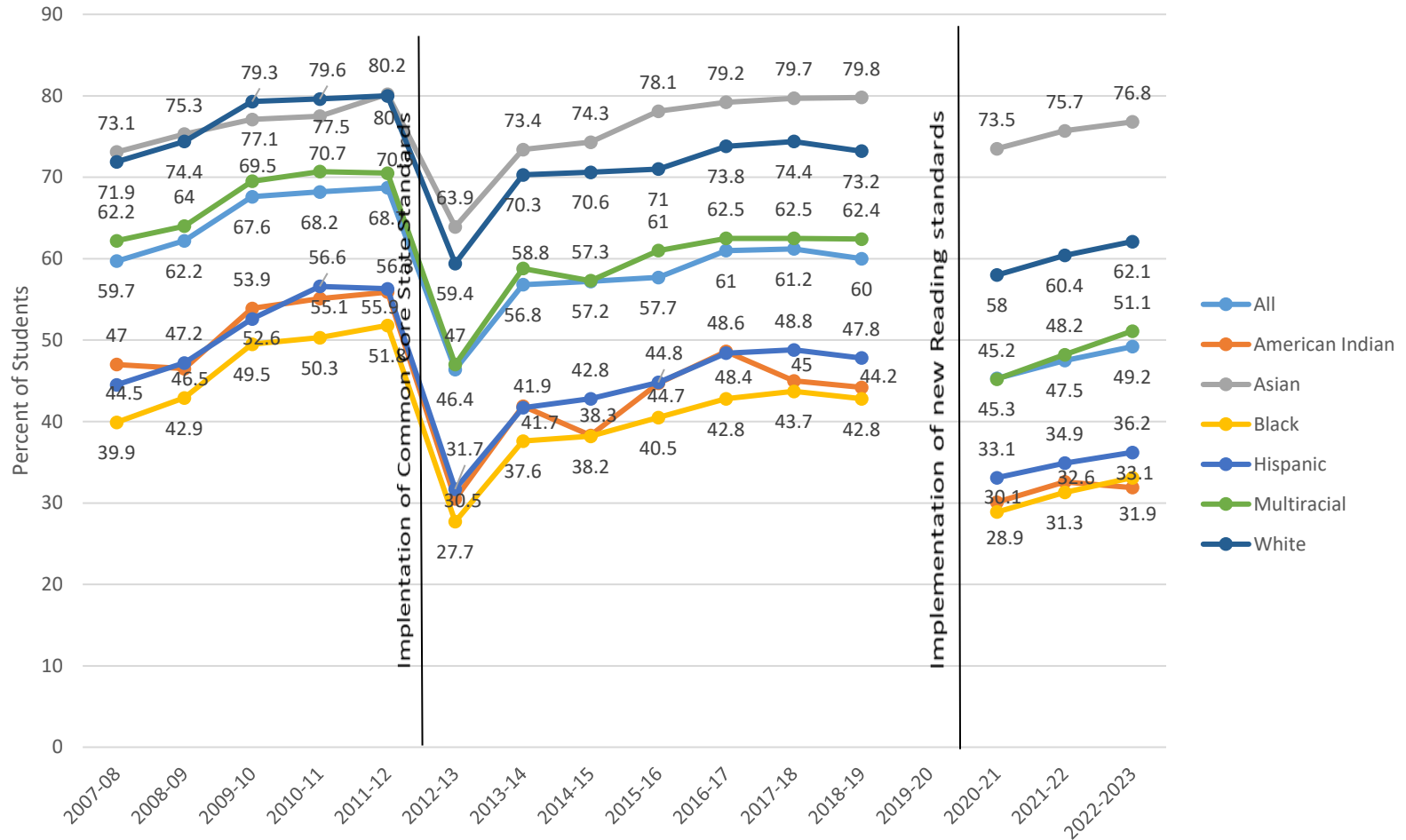
# NAEP DATA Grade 8

- In 2022, Black students had an average score that was 24 points lower than that for White students. This performance gap was not significantly different from that in 1998 (25 points).
- In 2022, Hispanic students had an average score that was 13 points lower than that for White students. Data are not reported for Hispanic students in 1998, because reporting standards were not met.
- In 2022, students who were eligible for the National School Lunch Program (NSLP) had an average score that was 20 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 1998 (24 points).

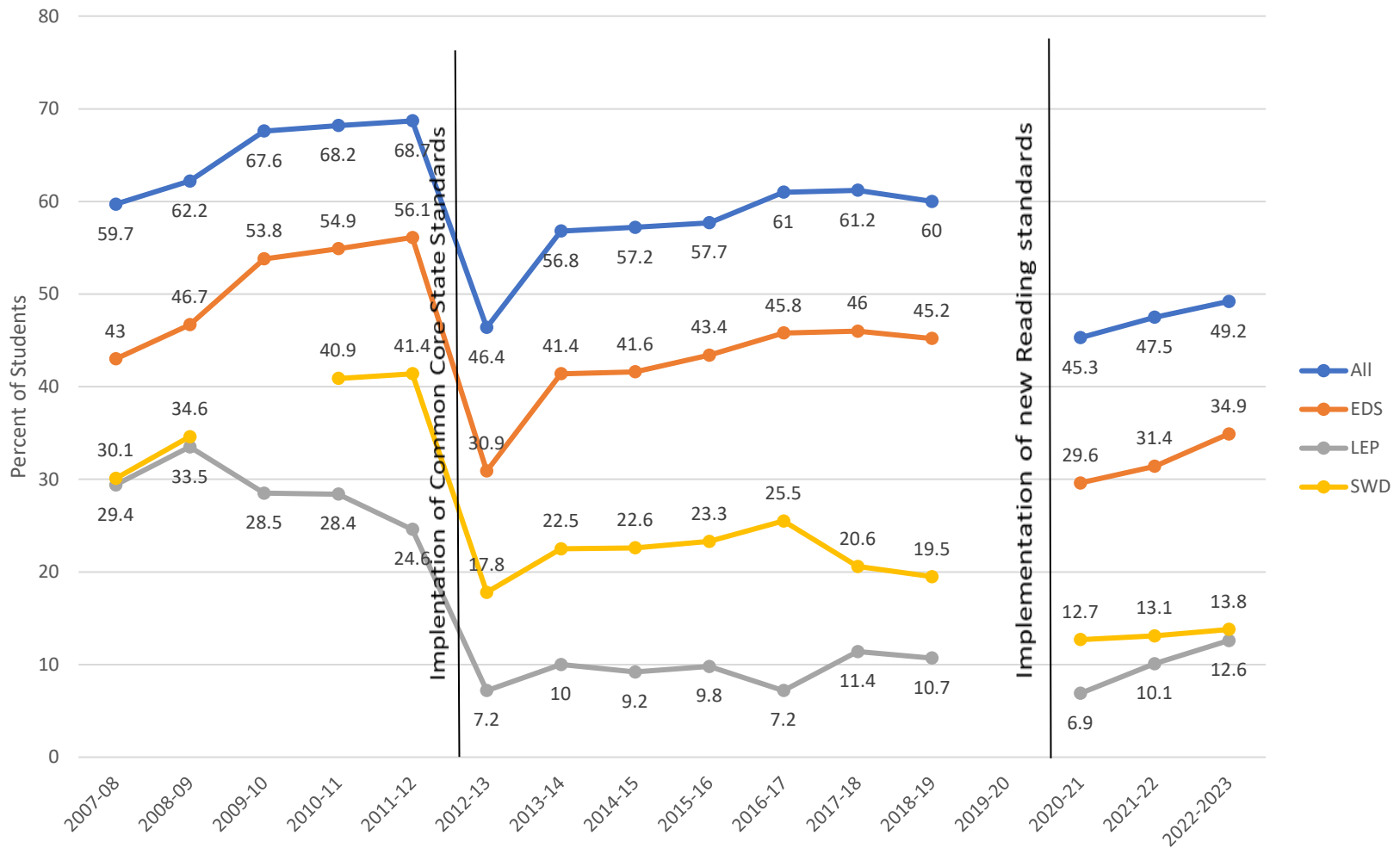




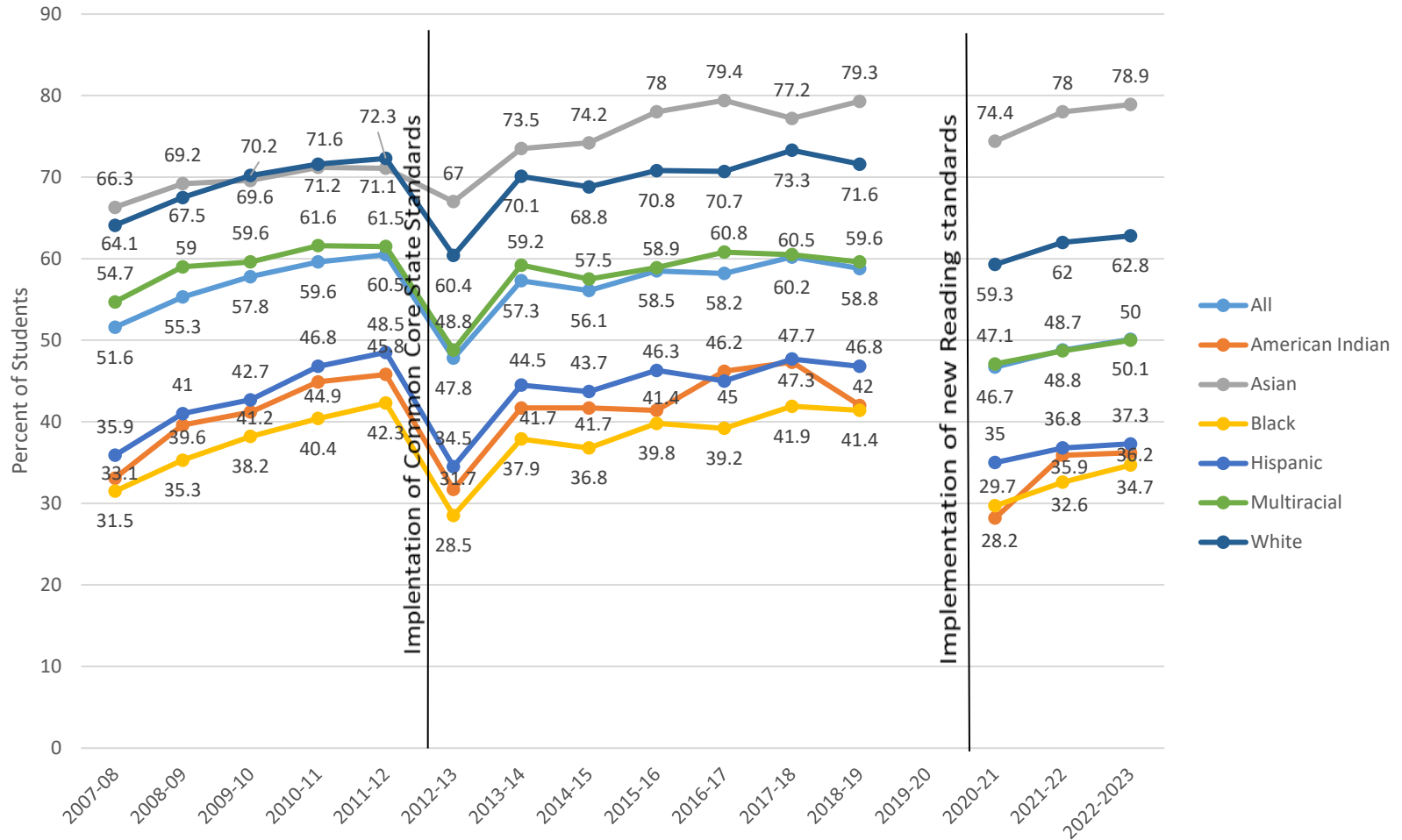
# 2007–08 to 2022–23 End-of-Grade General Test Results Statewide Percent of Students At or Above Proficiency in Reading Grade 6



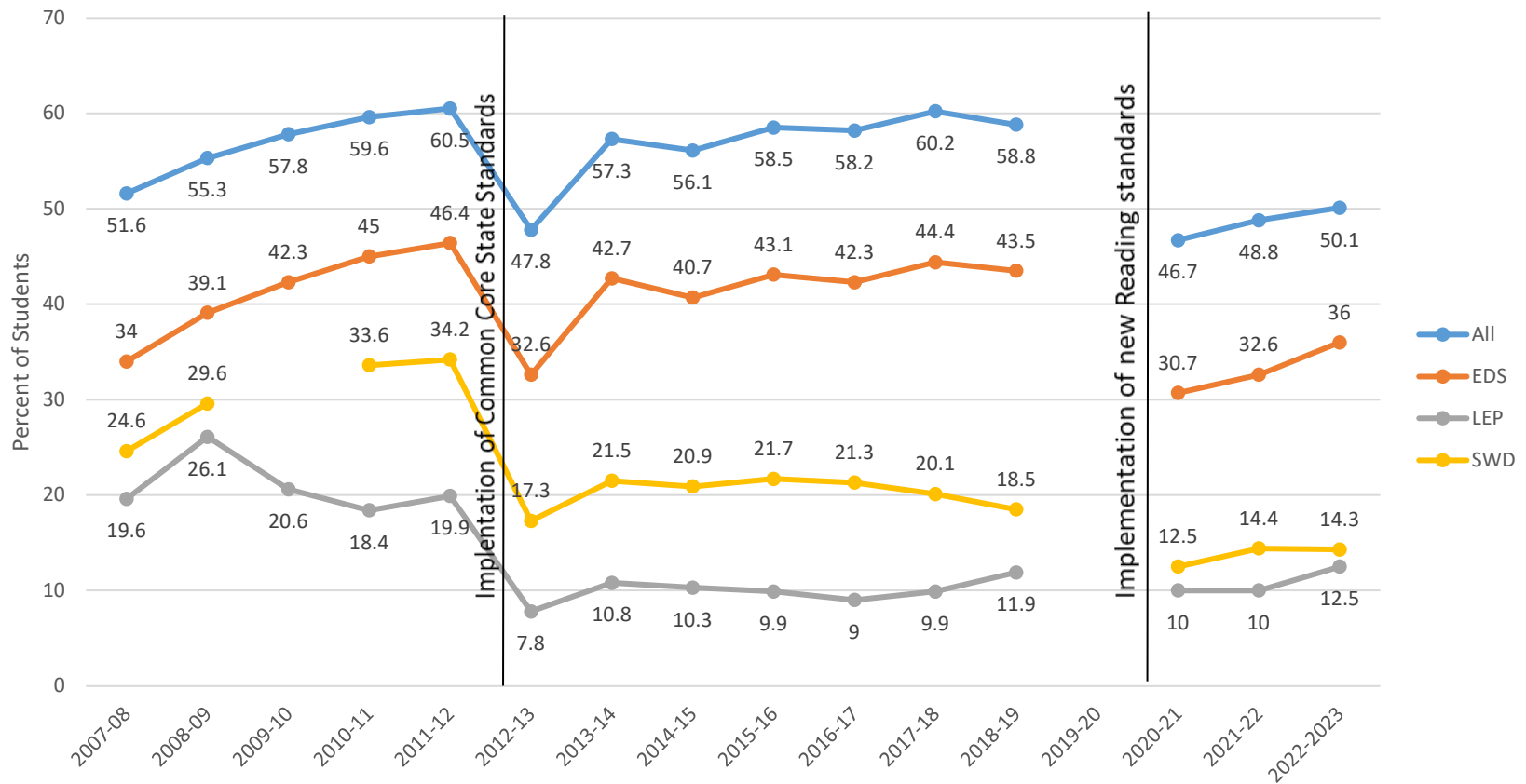
# 2007–08 to 2022–23 End-of-Grade General Test Results Statewide Percent of Students At or Above Proficiency in Reading Grade 6 (cont.)



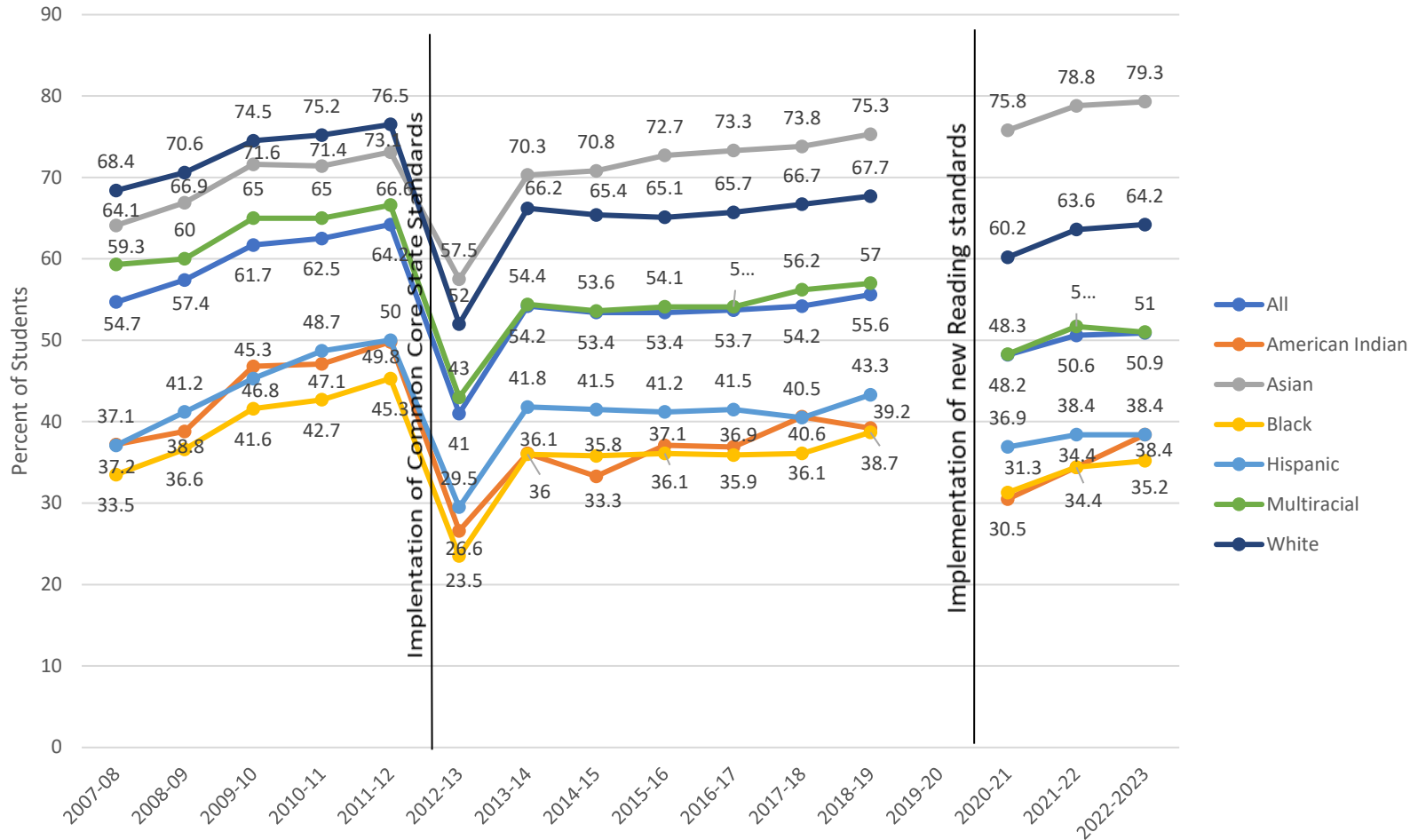
# 2007–08 to 2022–23 End-of-Grade General Test Results Statewide Percent of Students At or Above Proficiency in Reading Grade 7



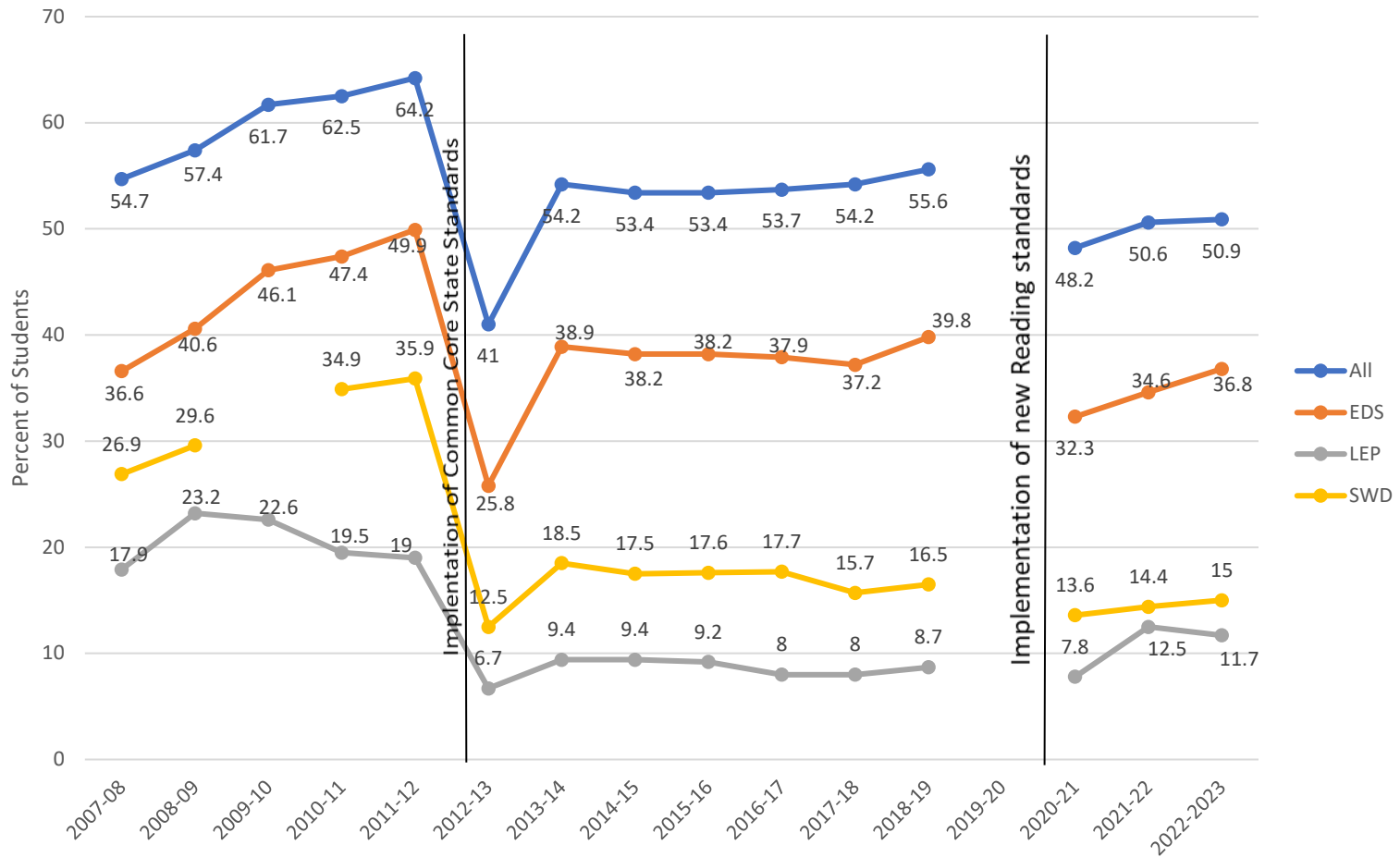
# 2007–08 to 2022–23 End-of-Grade General Test Results Statewide Percent of Students At or Above Proficiency in Reading Grade 7 (cont.)



# 2007–08 to 2022–23 End-of-Grade General Test Results Statewide Percent of Students At or Above Proficiency in Reading Grade 8



# 2007–08 to 2022–23 End-of-Grade General Test Results Statewide Percent of Students At or Above Proficiency in Reading Grade 8 (cont.)



# Grades 6–8 Data

## Grade Level Proficiency: Level 3 and Above

Grade	2018–19	2020–21	2021–22	2022–23
6	60.0	45.3	47.5	49.2
7	58.8	46.7	48.8	50.1
8	55.6	48.2	50.6	50.9



# Grades 6–8 Data

## Grade Level Proficiency: Level 4 and Above

Grade	2018–19	2020–21	2021–22	2022–23
6	49.1	23.6	24.8	26.4
7	48.1	27.9	28.9	29.5
8	43.5	27.3	28.7	29.0





# Grades 6–8 Data by Domain

## Percent of Items Correct by Reading Domain

Grade	Language		Reading for Literature		Reading for Information	
6	53.8	(+2.8)	50.1	(+0.7)	52.6	(+1.4)
7	55.9	(+1.0)	58.3	(+2.5)	55.9	(+0.6)
8	55.9	(+0.3)	52.2	(+0.4)	52.0	(+0.7)

The percents cited in the parentheses are the differences compared to the 2020–21 school year, the standard setting year.