



NC *Standard Course of Study* (NCSCS) for English Language Arts

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

North Carolina Assessment Specifications

Purpose of the 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).
- The BOG3 test establishes a baseline measure of beginning third-grade students' English language arts/reading skills.
- Students who score Achievement Level 3 or higher on the BOG3 English Language Arts/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 test serves as a teacher-growth tool for determining which teachers are well-suited to teach reading camps ([G.S.§115C-83.3\[4a\]](#)).
- The North Carolina Department of Public Instruction (NCDPI) uses data from the administration of the BOG3 test and the administration of the End-of-Grade (EOG) ELA/Reading Assessment for school-accountability growth. Additionally, students in grade 3 who are not proficient on the EOG ELA/reading assessment, but are proficiency on the BOG3 test (i.e., Achievement Level 3 or higher) count as proficient in the performance composite and school performance grades.

Curriculum Cycle

- June 2010: North Carolina State Board of Education adoption of the NCSCS
- 2010–2011: Item development for the Next Generation of Assessments, End-of-Grade (EOG) Edition 4
- 2011–2012: Administration of stand-alone EOG field tests of Edition 4 assessments
- 2012–2013: Operational administration of EOG Edition 4 assessments
- 2013–2014: First administration of the Beginning-of-Grade 3 English Language Arts/Reading Test

Standards

- The NCSCS may be reviewed by visiting the North Carolina Department of Public Instruction (NCPDI) [K-12 English Language Arts Standard Course of Study](#) page.
- The ELA NCSCS is divided into 4 strands: reading, writing, speaking and listening, and language.

Developing Assessments

- North Carolina educators were recruited and trained to write new items. The diversity among the item writers and their knowledge of the current standards was addressed during recruitment. Trained North Carolina educators also review items and suggest improvements, if necessary. The use of North Carolina educators to develop and review items strengthens the instructional validity of the items.
- For an in-depth explanation of the test development process see State Board Policy [Multiple-Choice Test Development \(TEST-013\)](#) or reference the [Test Development Process: Item, Selection and Form Development](#).

Prioritization of Standards

- Members of the NCDPI/Test Development Section invited North Carolina educators to collaborate and develop recommendations for a prioritization of the standards indicating the relative importance of each standard, the anticipated instructional time, and the appropriateness of the standard for a multiple-choice item format. Subsequently, curriculum and test development staff from the NCDPI met to review the results from the teacher panels and to develop weight distributions across the domains for each grade level. *Table 1* describe the range of total items that will appear on the assessments.

Table 1: Weight Distribution for Beginning-of-Grade 3 Test

Strand	Range of Total Items
Reading for Literature	32–37%
Reading for Informational Text	41–45%
Reading Foundation Skills	NA
Writing	NA
Speaking and Listening	NA
Language	20–24%
Total	100%

- Appendix A shows the number of operational items by standard. Note that future coverage of standards could vary within the constraints of the content category weights in *Table 1*.

Cognitive Rigor and Item Complexity

Assessment items has been designed, developed, and classified to ensure that the cognitive rigor of the test form aligns to the cognitive complexity and demands of the NCSCS for English Language Arts. These items will require students to not only recall information, but also apply concepts and skills, make decisions, and explain or justify their thinking.

Testing Structure and Test Administration Time

- The BOG3 ELA/Reading Test is an equivalent form of the EOG Grade 3 ELA/Reading Assessment.
- All students in membership at grade 3 (according to PowerSchool) are expected to participate with or without accommodations in the administration of the BOG3 ELA/Reading Test. Refer to the [North Carolina Test Coordinators' Policies and Procedures Handbook](#) (PDF pages 125-126) for additional information. The only exceptions are as follows:
 1. Students with disabilities who, according to IEP documentation participate in the *NCEXTENDI* alternate assessment in accordance with state policies
 2. Students identified as EL students who score below Level 4.0 Expanding on the reading subtest of the WIDA ACCESS Placement Test (W-APTTM) and are in their first year in U.S. schools
 3. In rare cases, students who are granted a medical exception because they are deemed medically fragile owing to a significant medical emergency and/or condition and are unable to participate in a specific test administration.
- The administration of the BOG3 test is optional for charter schools.
- The assessment contains 44 total items. Appendix A shows the number of items for each standard assessed. The BOG3 English Language Arts/Reading Test does not have embedded field test items.
- The estimated test administration time is the time that the NCDPI estimates it will take for nearly all students to complete the assessment. The estimated time allotted for the BOG3 English Language Arts/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 assessment. Refer to the [North Carolina Test Coordinators' Policies and Procedures Handbook](#) for additional information.
- The BOG3 test is only provided in English. Native language translation versions are not available. [Chapter 115C-81 Basic Education Program](#) of the North Carolina General Statutes requires all teachers and principals to conduct classes except foreign language classes in English.

Types of Items and Supplemental Materials

- Students read authentic selections and then answer questions related to the selections. The reading selections are comprised of literary and informational selections based on the NCSCS.
- Knowledge of vocabulary is assessed indirectly through application and understanding of terms within the context of the selection and questions.
- The assessment will consist of four-response-option multiple-choice items. Each item will be worth one point each.
- All students must be provided blank paper.
- The NCDPI strongly recommends that every student participating in the BOG3 English Language Arts/Reading Test, complete the BOG3 Practice Activity before test day. The BOG3 Practice Activity is not a test. It provides students with an opportunity to become familiar with the standardized testing format before the administration of the BOG3 English Language Arts/Reading Test and allows students the opportunity to practice answering multiple-choice questions, transferring answers from a test book to a separate answer sheet, and filling in responses on an answer sheet. While using the practice activity, teachers should help students understand testing procedures to minimize student anxiety and mistakes during the actual administration of the BOG3 English Language Arts/Reading.
- Released items are available on the NCDPI/[Accountability Services Division Released Forms](#) page. The BOG3 ELA/Reading Test is an equivalent form of the EOG Grade 3 ELA/Reading Assessment. Parents and schools should reference the EOG ELA/Reading Grade 3 released form. Released items may be used by school systems to help acquaint students with items. The released items may not reflect the BOG3 test. These materials must not be used for personal or financial gain.

Test Cycle and Delivery Mode

- The BOG3 ELA/Reading Test is administered to grade 3 students during the NCDPI-designated testing window that begins on the 11th day of the school year and continues through the 15th day.
- The BOG3 test was designed for a paper-and-pencil administration. The assessment will be available for online administration effective with the 2017–18 administration.
- Schools must ensure every student participating in an online assessment for the North Carolina Testing Program completes the Online Assessment Tutorial for the associated assessment at least once at the school before test day. The tutorial provides students the opportunity to practice the mechanics of navigating through the testing platform, to become familiar with the tools, and to respond to the sample items. Refer to the [North Carolina Test Coordinators' Policies and Procedures Handbook](#) for additional information.

Additional Resources

- Achievement level information is available at the NCDPI/[Achievement Level Information](#) page.
- The *North Carolina READY Beginning-of-Grade 3 English Language Arts/Reading Test* Assessment Brief is available at the NCDPI/[Assessment Briefs and Other Publications](#) page.
- A sample Individual Student Report is available at the NCDPI/[Individual Student Report Documents \(ISRs\)](#) page.
- Additional information and resources for districts and parents about the Read to Achieve program are available at the [NC Read to Achieve LiveBinders](#) page.

Appendix A
Beginning-of-Grade 3 English Language Arts/Reading
Number of Items by Standard

The following table shows the number of items assessing each standard. Some standards not designated with tested items (i.e., “–”) may be a prerequisite standard or may be tested within the context of another standard.

<u>Grade 3 Standard</u>	Number of Items by Standard
RL.1 (Reading for Literature)	4-5
RL.2	2-3
RL.3	4-5
RL.4	2-5
RL.5	–
RL.6	–
RL.7	–
RL.9	–
RL.10	–
L.1 (Language)	–
L.2	–
L.3	–
L.4.a	4-6
L.4.b	–
L.4.c	–
L.4.d	–
L.5.a	4-5
L.5.b	–
L.6	–
RI.1 (Reading for Informational Text)	3-5
RI.2	3-4
RI.3	2-4
RI.4	3-5
RI.5	–
RI.6	–
RI.7	1-3
RI.8	1-3
RI.9	–
RI.10	–

Beginning-of-Grade 3 ELA/Reading Test Specification—Document History

Date	Comment	Revision Location	Revision Description
July 2015	Original document posted	N/A	N/A
February 2017	Additional information added	Purpose of the Test (p. 1)	The North Carolina General Statute reference was updated and a link was added. The last bullet was added; however, this does not indicate a change in policy. The information was simply added to the document.
		Developing Assessments (p. 2)	This section was added to the document.
	Revision	Table 1: Weight Distribution for Beginning-of-Grade 3 Test (p. 2)	A new form will be administered in 2017–18. <i>Table 1</i> was updated to reflect the new form. Note: The coverage of standards remains within the original constraints of the weight distribution for the EOG Grade 3 ELA/Reading Assessment.
	Additional information added and revision	Testing Structure and Test Administration Time (p. 3)	The section was reorganized. Information about eligible students was added. English-only information was added. The number of items was updated, <i>The assessment contains 44 total items.</i>
	Additional information added	Types of Items and Supplemental Materials (p. 4)	This section was reorganized and information about supplemental materials was added.
		Test Cycle and Delivery Mode (p. 4)	Information about the test cycle was added. Also added was information about the online administration option available for the 2017–18 administration and the Online Assessment Tutorial.
		Additional Resources (p. 5)	Hyperlinks were updated. A link for a sample Individual Student Report was added.
	Revision	Appendix A Beginning-of-Grade 3 English Language Arts/Reading (p. 6)	A new form will be administered in 2017–18. The information in the <i>Number of Items by Standard</i> column was revised to reflect the new assessment form. Note: The coverage of standards remains within the original constraints of the weight distribution for the EOG Grade 3 ELA/Reading Assessment.
	Revision	Multiple pages	Hyperlinks were updated and formatting was adjusted as needed.