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# HAZELWOOD

## ELEMENTARY

August 26, 2021

Dear Parent or Guardian,

As your child begins third grade, you will see a concentrated focus in ensuring students can read at or above grade level and is making progress in reading proficiency. The goal is to ensure all third grade students can read, comprehend, integrate, and apply complex texts needed for secondary education and career success. As part of the Read to Achieve law (G.S. §115C-83.1) passed by the General Assembly in 2012, your child will take the Beginning-of-Grade 3 (BOG3) Reading Test to establish a baseline measure of beginning third-grade reading skills. **This test will be administered on Friday, September 3, 2021.**

The majority of beginning third-grade students are not expected to demonstrate third-grade reading proficiency (score an achievement level 3, 4, or 5) on the BOG3 Test because they have not yet received third-grade reading instruction. Following the BOG3 Test administration, you will receive an individual student report with your child's score, if your child scores an achievement level 3 or higher on the BOG3 Test, the score will satisfy the promotion requirements of the Read to Achieve Legislation. As you review the report, make notes about your child's test score and other questions you may have. Be sure to discuss your questions with your child's teacher when you attend a parent-teacher-student conference.

At the end of third grade, your child will take the End-of-Grade (EOG) tests in reading and mathematics. The Read to Achieve law has processes in place for third graders who do not score at a proficient level on the BOG3 test or EOG test in reading:

1. Your child will have the opportunity to take the Grade 3 Reading EOG again as a retest, the Read to Achieve Test, or the locally-approved alternative test. These three test opportunities provide your child with other avenues to demonstrate proficiency.
2. If your child is not proficient on the EOG retest, the Read to Achieve Test, or the locally-approved alternative test, another option your child has is to attend a reading camp to help improve reading skills. This camp is at no charge to you. Your local school district will organize the camp and give you more information about when and where it will be held.
3. At the end of reading camp, your child may achieve reading proficiency by passing the Read to Achieve Test, successfully completing the student reading portfolio, or by passing the locally-approved alternative test approved by the State Board of Education. Students achieving proficiency on one of these measures are eligible to be promoted to fourth grade. Students who qualify for the camp, but do not attend the reading camp, are still provided the opportunity to take the Read to Achieve Test or the locally-approved alternative test on a designated day following the completion of the reading camp.
4. Students who do not achieve proficiency at the end of reading camp can be retained in third grade, placed in a 3/4 transitional class with a retained reading label, or placed in a fourth-grade accelerated reading class with a retained reading label. Ninety minutes of uninterrupted reading instruction is provided daily in these classes. Students in the 3/4 transitional classes or fourth-grade accelerated classes are eligible to retake the Read to Achieve Test again in late October to achieve a mid-year promotion and to have the retained reading label removed. Students will remain in the same fourth-grade class for the entire school year and will continue to receive the uninterrupted reading instruction throughout fourth grade to support ongoing improvement in reading skills. Non-proficient students may continue to work on completing a portfolio or passing a local alternative test after November 1 to show proficiency by the end of the fourth-grade year and have the retained reading label removed.

If you have questions or concerns about the Read to Achieve law, please contact Ann Trader, Testing Coordinator, at 456-2406. We look forward to a new school year and helping all students become better readers by the end of third grade.

Sincerely,



Nathan T. Trantham, Principal