

# New England Common Assessment Program



## The 2010 NECAP Reports

February 2011



# Welcome and Introductions



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# Welcome and Introductions

|   |  |
|---|--|
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# Welcome and Introductions

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# Purpose of the Workshop

- Review the different types of NECAP reports
- Discuss changes to NECAP reports
- Demonstrate and review updates to the NECAP Analysis & Reporting System

# Involvement of Local Educators in NECAP

- Development of Grade Level Expectations
- Participation in annual test item review committees & bias and sensitivity review committees
- Use of classroom teacher judgment data
- Participation in standard setting panels
- Technical Advisory Committee

# FERPA

- The Family Educational Rights and Privacy Act (FERPA)
- Access to individual student results is restricted to:
  - the student
  - the student's parents/guardians
  - authorized school personnel
- Superintendents and principals are responsible for maintaining the privacy and security of all student records.
- Authorized school personnel shall have access to the records of students to whom they are providing services when such access is required in the performance of their official duties.
- FERPA website:  
<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

# Available Resources

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## The New England Common Assessment Program



### Guide to Using the 2010 NECAP Reports

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## NECAP Analysis and Reporting System User and Training Manual January 2011

**Audience: All users of the  
NECAP Analysis and Reporting System**

NECAP Service Center  
Toll-Free#: 877-632-7774

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Last updated: 1/20/11



# Types of NECAP Reports

## *Public Reports*

### **Results Report**

School and District level

### **Summary Report**

School/District/State level

## *Password Restricted Reports*

### **Released Items Summary Data**

School and District level

### **Achievement Level Summary**

School and District level

# Types of Interactive NECAP Reports

## *Confidential Reports*

### **Student Report**

Information for Parents/Guardians

### **Item Analysis Report**

School level by student

### **Longitudinal Data**

Student level, across test administrations

### **Student Level Data Files**

Excel/csv files by grade on district and school confidential site

# Student Report



## NECAP Student Report - Fall 2010

This report contains results from the Fall 2010 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have at the beginning of the current school grade. In other words, content and skills which students have learned through the end of the previous grade.

NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind. More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments. Contact the school for more information on this student's overall achievement.

### Achievement Levels and Corresponding Score Ranges

Student performance on the NECAP tests is classified into one of four achievement levels describing students' level of proficiency on the content and skills required through the end of the previous grade. Performance at Proficient or Proficient with Distinction indicates that the student has a level of proficiency necessary to begin working successfully on current grade content and skills. Performance Below Proficient suggests that additional instruction and student work may be needed on the previous grade content and skills as the student is introduced to new content and skills at the current grade. Refer to the Achievement Level Descriptions contained in this report for a more detailed description of the achievement levels.

There is a wide range of student proficiency within each achievement level. NECAP test results are also reported as scaled scores to provide additional information about the location of student performance within each achievement level. NECAP scores are reported as three-digit scores in which the first digit represents the grade level. The remaining digits range from 00 to 90. Scores of 40 and higher indicate a level of proficiency at or above the Proficient level. Scores below 40 indicate proficiency below the Proficient level. For example, scores of 340 at grade 3, 340 at grade 5, and 740 at grade 7 each indicate Proficient performance at each grade level.

### Comparison to Other Beginning of Grade Students

The tables in the middle section of the report provide the percentage of students performing at each achievement level in the student's school, district, and state. Note: Ratios on two students contain a large impact on percentages in small schools and districts. Results are not reported for schools or districts with nine (9) or fewer students.

### Performance in Content Area Subcategories

This section of the report provides information about student performance on sets of items measuring particular content and skills within each test. These results can provide a general idea of relative strengths and weaknesses in comparison to other students. However, results in this section are based on small numbers of test items and should be interpreted cautiously.

#### Students at Proficient Level

This column shows the average performance on these items of students who performed near the beginning of the Proficient achievement level on the overall test. Students whose performance in a category falls within the range shown performed similarly to those students. This comparison can provide some information about the level of performance needed to perform at the Proficient level.

#### Comments about this student's writing performance on the extended response

Students in grade 5 and 6 took the NECAP writing test which included a writing prompt that required students to produce a written response up to three pages long. Student responses were scored independently by two scorers. Each scorer was able to choose up to three comments from a prepared list to provide feedback about each student's performance on the writing prompt. If both scorers selected the same comment, it is listed only once.

## Achievement Level Descriptions

**Proficient with Distinction (Level 4)** - Students performing at this level demonstrate the prerequisite knowledge and skills needed to participate and excel in instructional activities aligned with the GLE at the current grade level. Errors made by these students are few and minor and do not reflect gaps in prerequisite knowledge and skills.

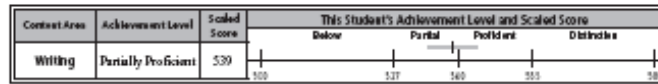
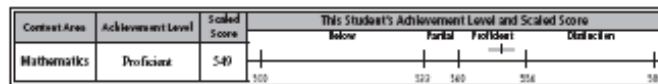
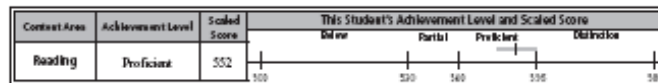
**Proficient (Level 3)** - Students performing at this level demonstrate minor gaps in the prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. If it likely that any gaps in prerequisite knowledge and skills demonstrated by these students can be addressed during the course of typical classroom instruction.

**Partially Proficient (Level 2)** - Students performing at this level demonstrate gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. Additional instructional support may be necessary for these students to meet grade level expectations.

**Substantially Below Proficient (Level 1)** - Students performing at this level demonstrate moderate and significant gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. Additional instructional support is necessary for these students to meet grade level expectations.

|                            |            |                                    |  |             |
|----------------------------|------------|------------------------------------|--|-------------|
| Student<br>Ethan Y. Tabata | Grade<br>5 | School<br>Democratization School 1 | District<br>Democratization District A | State<br>RI |
|----------------------------|------------|------------------------------------|--|-------------|

## Fall 2010 - Beginning of Grade 5 NECAP Test Results



### Interpretation of Graphic Display

The represents the student's score. The bar (====) surrounding the score represents the probable range of scores for the student if he or she were to be tested many times. This statistic is called the standard error of measurement. See the manual disk for the achievement level descriptions.

## This Student's Achievement Level Compared to Other Beginning of Grade 5 Students by School, District, and State

|                                | Reading |        |          | Mathematics |         |        | Writing  |       |         |        |          |       |
|--------------------------------|---------|--------|----------|-------------|---------|--------|----------|-------|---------|--------|----------|-------|
|                                | Student | School | District | State       | Student | School | District | State | Student | School | District | State |
| Proficient with Distinction    |         | 1%     | 2%       | 2%          |         | 12%    | 21%      | 27%   |         | 8%     | 14%      | 14%   |
| Proficient                     | ✓       | 4%     | 4%       | 3%          | ✓       | 4%     | 3%       | 4%    |         | 4%     | 3%       | 4%    |
| Partially Proficient           |         | 2%     | 3%       | 10%         |         | 10%    | 11%      | 17%   | ✓       | 4%     | 3%       | 3%    |
| Substantially Below Proficient |         | 21%    | 17%      | 7%          |         | 7%     | 30%      | 22%   |         | 8%     | 7%       | 7%    |

## This Student's Performance in Content Area Subcategories

| Reading                | Reading Item | Student | Average Percent Correct |        |          |          | Item Score | Item Weight | Item Score | Item Weight | Item Score | Item Weight |
|------------------------|--------------|---------|-------------------------|--------|----------|----------|------------|-------------|------------|-------------|------------|-------------|
|                        |              |         | Student                 | School | District | State    |            |             |            |             |            |             |
| Word Meaning           | 1            | R       | 2.8                     | 2.8    | 6.2      | 4.4/7    | 20         | 20          | 1.00       | 1.00        | 14.0       | 10.0/17.0   |
|                        | 2            | M       | 12.2                    | 12.7   | 13.2     | 8.8/13.2 |            |             |            |             |            |             |
| Spelling               | 3            | M       | 14.0                    | 11.0   | 12.0     | 8.8/12.0 | 10         | 10          | 6.7        | 7.0         | 7.0        | 4.5/8.0     |
|                        | 4            | M       | 11.0                    | 11.0   | 12.0     | 8.8/12.0 |            |             |            |             |            |             |
| Level of Comprehension | 5            | M       | 10.0                    | 11.0   | 12.0     | 8.8/12.0 | 10         | 10          | 6.7        | 7.0         | 7.0        | 4.5/8.0     |
|                        | 6            | M       | 10.0                    | 11.0   | 12.0     | 8.8/12.0 |            |             |            |             |            |             |

| Writing          | Writing Item | Student | Average Percent Correct |        |          |         | Item Score | Item Weight | Item Score | Item Weight |
|------------------|--------------|---------|-------------------------|--------|----------|---------|------------|-------------|------------|-------------|
|                  |              |         | Student                 | School | District | State   |            |             |            |             |
| Writing Choice   | 1            | R       | 7.8                     | 8.0    | 8.1      | 7.6/8.0 | 10         | 10          | 7.6        | 7.6/8.0     |
|                  | 2            | R       | 7.0                     | 6.0    | 6.1      | 4.6/6.0 |            |             |            |             |
| Content Response | 3            | R       | 7.8                     | 7.8    | 7.7      | 5.5/8.0 | 10         | 10          | 7.6        | 7.6/8.0     |
|                  | 4            | R       | 7.8                     | 7.8    | 7.7      | 5.5/8.0 |            |             |            |             |

Comments about this student's writing performance on the extended response:

Writing includes well-developed paragraphs.

\*With the exception of Word Meaning Subcategories, reading items are reported on two pages - Type of Item and Level of Comprehension.



# Student Report

## Grades 5 and 8 Writing

| Writing           | Possible Points | Student | Average Points Earned |          |       |                              |
|-------------------|-----------------|---------|-----------------------|----------|-------|------------------------------|
|                   |                 |         | School                | District | State | Students at Proficient Level |
| Multiple Choice   | 10              | 9       | 7.8                   | 8.0      | 8.1   | 7.6-9.8                      |
| Short Responses   | 12              | 6       | 5.5                   | 6.0      | 6.1   | 4.6-6.9                      |
| Extended Response | 12              | 4       | 5.6                   | 5.8      | 5.7   | 5.5-5.6                      |

Comments about this student's writing performance on the extended response:

Writing lacks evident purpose or focus.

# CDs – Writing Grades 5, 8, & 11

Writing Grades 5, 8, & 11 – PDF files of student responses to the extended writing prompt



# District and School Results Report

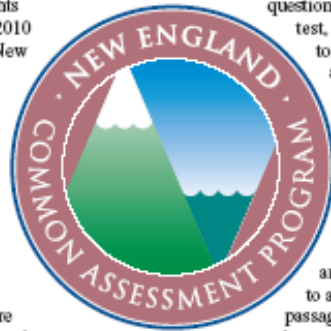
## About The New England Common Assessment Program

This report highlights results from the Fall 2010 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade—in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to



questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



**Fall 2010  
Beginning of Grade 5  
NECAP Tests**

**Grade 5 Students in 2010-2011**

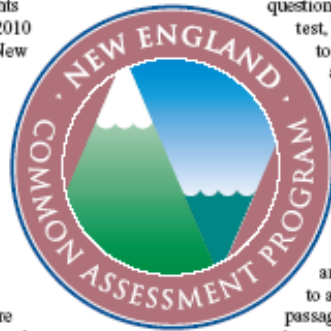
### School Results

**School:** Demonstration School 1  
**District:** Demonstration District A  
**Code:** DA-DEMO1

# Looking at School Results Report – Testing Year

## About The New England Common Assessment Program

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**Schools can view reports for Testing Year (2010-11)**

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**Fall 2010  
Beginning of Grade 5  
NECAP Tests**

**Grade 5 Students in 2010-2011**

### School Results

**School:** Demonstration School 1  
**District:** Demonstration District A  
**Code:** DA-DEMO1

# Looking at School Results Report – Teaching Year

## About The New England Common Assessment Program

This report highlights results from the Fall 2010 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.

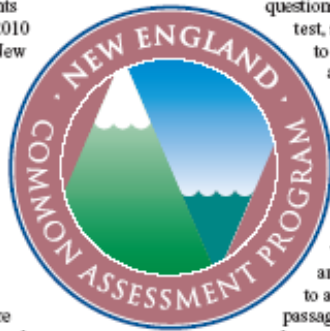
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or for Teaching Year  
(2009-10)

Fall 2010  
Beginning of Grade 5  
NECAP Tests

Grade 4 Students in 2009-2010

### School Results

School: Demonstration School 1  
District: Demonstration District A  
Code: DA-DEMO1



# School Results Report – Grade Level Summary



## Fall 2010 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2010-2011

### Grade Level Summary Report

School: Demonstration School 1  
District: Demonstration District A  
State: Rhode Island  
Code: DA-DEMO1

| PARTICIPATION in NECAP                  | Number  |      |         |          |      |         |         |        |         | Percentage |      |         |          |      |         |         |      |         |
|---|---------|------|---------|----------|------|---------|---------|--------|---------|------------|------|---------|----------|------|---------|---------|------|---------|
|   | School  |      |         | District |      |         | State   |        |         | School     |      |         | District |      |         | State   |      |         |
| Students enrolled on or after October 1 | 54      |      |         | 101      |      |         | 10,240  |        |         | 100        |      |         | 100      |      |         | 100     |      |         |
| Students tested                         | Reading | Math | Writing | Reading  | Math | Writing | Reading | Math   | Writing | Reading    | Math | Writing | Reading  | Math | Writing | Reading | Math | Writing |
| Students tested                         | 48      | 49   | 48      | 93       | 96   | 94      | 10,019  | 10,090 | 10,001  | 89         | 91   | 89      | 92       | 95   | 93      | 98      | 99   | 98      |
| With an approved accommodation          | 8       | 10   | 6       | 6        | 19   | 14      | 1,791   | 2,009  | 1,671   | 17         | 20   | 13      | 17       | 20   | 15      | 18      | 20   | 17      |
| Current LEP Students                    | 5       | 6    | 5       | 6        | 8    | 6       | 451     | 519    | 451     | 10         | 12   | 10      | 6        | 8    | 6       | 5       | 5    | 5       |
| With an approved accommodation          | 2       | 4    | 1       | 2        | 4    | 1       | 120     | 158    | 90      | 40         | 67   | 20      | 33       | 50   | 17      | 27      | 30   | 20      |
| EP Students                             | 9       | 9    | 9       | 7        | 17   | 17      | 1,426   | 1,423  | 1,422   | 19         | 18   | 19      | 18       | 18   | 18      | 14      | 14   | 14      |
| With an approved accommodation          | 6       | 6    | 5       | 9        | 11   | 10      | 1,046   | 1,071  | 1,030   | 67         | 67   | 56      | 53       | 65   | 59      | 73      | 75   | 72      |
| Students not tested in NECAP            | 6       | 5    | 6       | 8        | 5    | 7       | 221     | 150    | 239     | 11         | 9    | 11      | 8        | 5    | 7       | 2       | 1    | 2       |
| State Approved                          | 5       | 4    | 5       | 7        | 4    | 6       | 183     | 112    | 192     | 83         | 80   | 83      | 88       | 80   | 86      | 83      | 75   | 80      |
| Alternate Assessment                    | 2       | 2    | 2       | 2        | 2    | 2       | 86      | 86     | 86      | 40         | 50   | 40      | 29       | 50   | 33      | 47      | 77   | 45      |
| First Year LEP                          | 0       | 0    | 0       | 1        | 0    | 1       | 79      | 0      | 79      | 0          | 0    | 0       | 14       | 0    | 17      | 43      | 0    | 41      |
| Withdraw After October 1                | 0       | 1    | 1       | 1        | 1    | 1       | 9       | 18     | 16      | 0          | 25   | 20      | 14       | 25   | 17      | 5       | 16   | 8       |
| Enrolled After October 1                | 2       | 0    | 1       | 2        | 0    | 1       | 3       | 0      | 1       | 40         | 0    | 20      | 29       | 0    | 17      | 2       | 0    | 1       |
| Special Consideration                   | 1       | 1    | 1       | 1        | 1    | 1       | 6       | 8      | 10      | 20         | 25   | 20      | 14       | 25   | 17      | 3       | 7    | 5       |
| Other                                   | 1       | 1    | 1       | 1        | 1    | 1       | 38      | 38     | 47      | 17         | 20   | 17      | 13       | 20   | 14      | 17      | 25   | 20      |

### NECAP RESULTS

|         | School   |             |          |        |         |    |         |    |         |    |         | District |                   |        |         |         | State   |         |                   |        |         |         |         |         |                   |
|---------|----------|-------------|----------|--------|---------|----|---------|----|---------|----|---------|----------|-------------------|--------|---------|---------|---------|---------|-------------------|--------|---------|---------|---------|---------|-------------------|
|         | Enrolled | HT Approved | NT Other | Tested | Level 4 |    | Level 3 |    | Level 2 |    | Level 1 |          | Mean Scaled Score | Tested | Level 4 | Level 3 | Level 2 | Level 1 | Mean Scaled Score | Tested | Level 4 | Level 3 | Level 2 | Level 1 | Mean Scaled Score |
|         |          |             |          |        | N       | %  | N       | %  | N       | %  | N       | %        |                   |        |         |         |         |         |                   |        |         |         |         |         |                   |
|         | H        | N           | H        | N      | N       | %  | N       | %  | N       | %  | N       | %        | H                 | %      | %       | %       | %       | %       | H                 | %      | %       | %       | %       | %       | H                 |
| READING | 54       | 5           | 1        | 48     | 7       | 15 | 23      | 48 | 8       | 17 | 10      | 21       | 542               | 93     | 23      | 44      | 18      | 15      | 544               | 10,019 | 23      | 50      | 18      | 9       | 547               |
| MATH    | 54       | 4           | 1        | 49     | 6       | 12 | 20      | 41 | 5       | 10 | 18      | 37       | 540               | 96     | 21      | 38      | 11      | 30      | 541               | 10,060 | 17      | 45      | 17      | 22      | 543               |
| WRITING | 54       | 5           | 1        | 48     | 4       | 8  | 21      | 44 | 19      | 40 | 4       | 8        | 541               | 94     | 16      | 39      | 37      | 7       | 543               | 10,001 | 16      | 48      | 34      | 7       | 543               |

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.

# School Results Report – Grade Level Summary



| PARTICIPATION in NECAP         | School                                  |      |         |
|--------------------------------|---|------|---------|
|                                | Students enrolled on or after October 1 | 54   |         |
|                                | Reading                                 | Math | Writing |
| Students tested                | 48                                      | 49   | 48      |
| With an approved accommodation | 8                                       | 10   | 6       |
| Current LEP Students           | 5                                       | 6    | 5       |
| With an approved accommodation | 2                                       | 4    | 1       |
| IEP Students                   | 9                                       | 9    | 9       |
| With an approved accommodation | 6                                       | 6    | 5       |
| Students not tested in NECAP   | 6                                       | 5    | 6       |
| State Approved                 | 5                                       | 4    | 5       |
| Alternate Assessment           | 2                                       | 2    | 2       |
| First Year LEP                 | 0                                       | 0    | 0       |
| Withdrew After October 1       | 0                                       | 1    | 1       |
| Enrolled After October 1       | 2                                       | 0    | 1       |
| Special Consideration          | 1                                       | 1    | 1       |
| Other                          | 1                                       | 1    | 1       |

# School Results Report – Content Area Results



## Fall 2010 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2010-2011 Reading Results

School: Demonstration School 1  
District: Demonstration District A  
State: Rhode Island  
Code: DA-DEMO1

### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

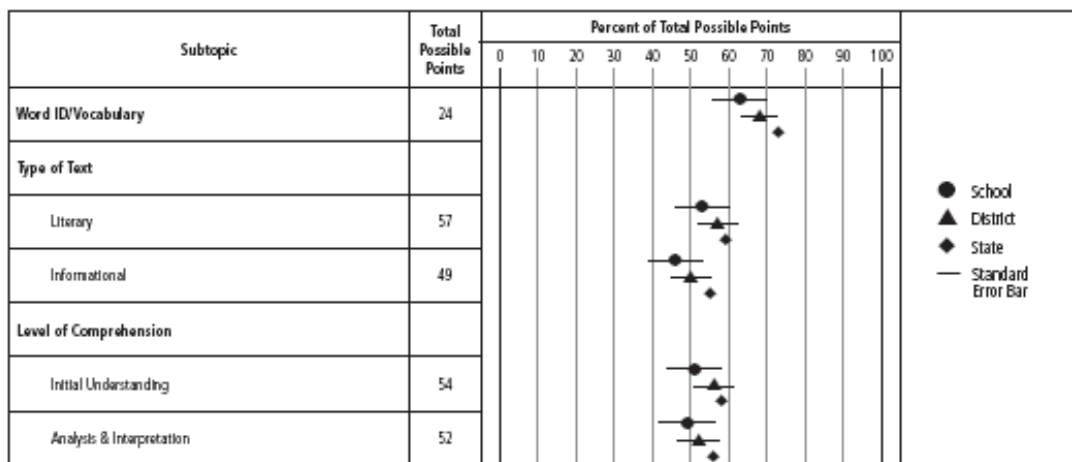
### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

|                  | Enrolled | NT Approved | NT Other | Tested | Level 4 |    | Level 3 |    | Level 2 |    | Level 1 |    | Mean Scaled Score |
|------------------|----------|-------------|----------|--------|---------|----|---------|----|---------|----|---------|----|-------------------|
|                  | N        | N           | N        | N      | N       | %  | N       | %  | N       | %  | N       | %  |                   |
| <b>SCHOOL</b>    |          |             |          |        |         |    |         |    |         |    |         |    |                   |
| 2008-09          | 50       | 0           | 0        | 50     | 0       | 0  | 16      | 32 | 18      | 36 | 16      | 32 | 533               |
| 2009-10          | 52       | 4           | 2        | 46     | 16      | 35 | 17      | 37 | 8       | 17 | 5       | 11 | 550               |
| 2010-11          | 54       | 5           | 1        | 48     | 7       | 15 | 23      | 48 | 8       | 17 | 10      | 21 | 542               |
| Cumulative Total | 156      | 9           | 3        | 144    | 23      | 16 | 56      | 39 | 34      | 24 | 31      | 22 | 541               |
| <b>DISTRICT</b>  |          |             |          |        |         |    |         |    |         |    |         |    |                   |
| 2008-09          | 84       | 0           | 2        | 82     | 21      | 26 | 45      | 55 | 11      | 13 | 5       | 6  | 550               |
| 2009-10          | 98       | 5           | 3        | 90     | 22      | 24 | 40      | 44 | 20      | 22 | 8       | 9  | 548               |
| 2010-11          | 101      | 7           | 1        | 93     | 21      | 23 | 41      | 44 | 17      | 18 | 14      | 15 | 544               |
| Cumulative Total | 283      | 12          | 6        | 265    | 64      | 24 | 126     | 48 | 48      | 18 | 27      | 10 | 547               |
| <b>STATE</b>     |          |             |          |        |         |    |         |    |         |    |         |    |                   |
| 2008-09          | 11,034   | 154         | 43       | 10,837 | 1,635   | 15 | 5,709   | 53 | 2,311   | 21 | 1,182   | 11 | 545               |
| 2009-10          | 9,852    | 187         | 38       | 9,627  | 1,770   | 18 | 5,174   | 54 | 1,728   | 18 | 955     | 10 | 546               |
| 2010-11          | 10,240   | 183         | 38       | 10,019 | 2,280   | 23 | 5,047   | 50 | 1,820   | 18 | 872     | 9  | 547               |
| Cumulative Total | 31,126   | 524         | 119      | 30,483 | 5,685   | 19 | 15,930  | 52 | 5,859   | 19 | 3,009   | 10 | 546               |



# School Results Report – Disaggregated Results



## Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011

### Disaggregated Mathematics Results

School: Demonstration School 1  
District: Demonstration District A  
State: Rhode Island  
Code: DA-DEMO1

| REPORTING CATEGORIES                   | School   |             |          |        |         |   |         |    |         |    |         |    |                   | District |         |         |         |         | State             |        |         |         |         |         |                   |
|--|----------|-------------|----------|--------|---------|---|---------|----|---------|----|---------|----|-------------------|----------|---------|---------|---------|---------|-------------------|--------|---------|---------|---------|---------|-------------------|
|  | Enrolled | NT Approved | NT Other | Tested | Level 4 |   | Level 3 |    | Level 2 |    | Level 1 |    | Mean Scaled Score | Tested   | Level 4 | Level 3 | Level 2 | Level 1 | Mean Scaled Score | Tested | Level 4 | Level 3 | Level 2 | Level 1 | Mean Scaled Score |
|  |          |             |          |        | N       | % | N       | %  | N       | %  | N       | %  |                   |          |         |         |         |         |                   |        |         |         |         |         |                   |
|  | N        | N           | N        | N      | N       | % | N       | %  | N       | %  | N       | %  | N                 | %        | %       | %       | %       | %       | N                 | %      | %       | %       | %       | N       | %                 |
| All Students                           | 43       | 1           | 0        | 42     | 0       | 0 | 9       | 21 | 16      | 38 | 17      | 40 | 1134              | 79       | 1       | 30      | 32      | 37      | 1136              | 10,672 | 3       | 30      | 29      | 38      | 1135              |
| <b>Gender</b>                          |          |             |          |        |         |   |         |    |         |    |         |    |                   |          |         |         |         |         |                   |        |         |         |         |         |                   |
| Male                                   | 22       | 1           | 0        | 21     | 0       | 0 | 3       | 14 | 8       | 38 | 10      | 48 | 1131              | 33       | 0       | 24      | 39      | 36      | 1134              | 5,386  | 3       | 31      | 28      | 38      | 1135              |
| Female                                 | 19       | 0           | 0        | 19     | 0       | 0 | 6       | 32 | 7       | 37 | 6       | 32 | 1137              | 43       | 2       | 37      | 26      | 35      | 1137              | 5,277  | 2       | 29      | 30      | 39      | 1135              |
| Not Reported                           | 2        | 0           | 0        | 2      |         |   |         |    |         |    |         |    |                   | 3        |         |         |         |         |                   | 9      |         |         |         |         |                   |
| <b>Race/Ethnicity</b>                  |          |             |          |        |         |   |         |    |         |    |         |    |                   |          |         |         |         |         |                   |        |         |         |         |         |                   |
| Hispanic or Latino                     | 7        | 0           | 0        | 7      |         |   |         |    |         |    |         |    |                   | 14       | 0       | 21      | 14      | 64      | 1130              | 1,837  | <1      | 13      | 25      | 62      | 1129              |
| Not Hispanic or Latino                 |          |             |          |        |         |   |         |    |         |    |         |    |                   |          |         |         |         |         |                   |        |         |         |         |         |                   |
| American Indian or Alaskan Native      | 1        | 0           | 0        | 1      |         |   |         |    |         |    |         |    |                   | 1        |         |         |         |         |                   | 64     | 2       | 14      | 28      | 56      | 1132              |
| Asian                                  | 1        | 0           | 0        | 1      |         |   |         |    |         |    |         |    |                   | 2        |         |         |         |         |                   | 293    | 4       | 33      | 31      | 32      | 1137              |
| Black or African American              | 2        | 0           | 0        | 2      |         |   |         |    |         |    |         |    |                   | 5        |         |         |         |         |                   | 865    | <1      | 12      | 24      | 63      | 1129              |
| Native Hawaiian or Pacific Islander    | 1        | 0           | 0        | 1      |         |   |         |    |         |    |         |    |                   | 1        |         |         |         |         |                   | 29     | 0       | 21      | 24      | 55      | 1129              |
| White                                  | 25       | 0           | 0        | 25     | 0       | 0 | 7       | 28 | 11      | 44 | 7       | 28 | 1136              | 47       | 2       | 38      | 38      | 21      | 1138              | 7,342  | 3       | 37      | 31      | 29      | 1137              |
| Two or more races                      | 2        | 0           | 0        | 2      |         |   |         |    |         |    |         |    |                   | 4        |         |         |         |         |                   | 156    | 1       | 23      | 31      | 45      | 1135              |
| No Race/Ethnicity Reported             | 4        | 1           | 0        | 3      |         |   |         |    |         |    |         |    |                   | 5        |         |         |         |         |                   | 76     | 0       | 8       | 13      | 79      | 1124              |
| <b>LEP Status</b>                      |          |             |          |        |         |   |         |    |         |    |         |    |                   |          |         |         |         |         |                   |        |         |         |         |         |                   |
| Current LEP student                    | 3        | 0           | 0        | 3      |         |   |         |    |         |    |         |    |                   | 5        |         |         |         |         |                   | 311    | 0       | 3       | 9       | 89      | 1122              |
| Former LEP student - monitoring year 1 | 1        | 0           | 0        | 1      |         |   |         |    |         |    |         |    |                   | 1        |         |         |         |         |                   | 26     | 0       | 8       | 15      | 77      | 1130              |
| Former LEP student - monitoring year 2 | 0        | 0           | 0        | 0      |         |   |         |    |         |    |         |    |                   | 1        |         |         |         |         |                   | 33     | 0       | 12      | 24      | 64      | 1130              |
| All Other Students                     | 39       | 1           | 0        | 38     | 0       | 0 | 9       | 24 | 16      | 42 | 13      | 34 | 1134              | 72       | 1       | 32      | 35      | 32      | 1136              | 10,302 | 3       | 31      | 30      | 37      | 1135              |
| <b>IEP</b>                             |          |             |          |        |         |   |         |    |         |    |         |    |                   |          |         |         |         |         |                   |        |         |         |         |         |                   |
| Students with an IEP                   | 5        | 1           | 0        | 4      |         |   |         |    |         |    |         |    |                   | 5        |         |         |         |         |                   | 1,625  | 0       | 6       | 13      | 81      | 1124              |
| All Other Students                     | 38       | 0           | 0        | 38     | 0       | 0 | 9       | 24 | 15      | 39 | 14      | 37 | 1136              | 74       | 1       | 32      | 32      | 34      | 1137              | 9,047  | 3       | 35      | 32      | 31      | 1137              |
| <b>SES</b>                             |          |             |          |        |         |   |         |    |         |    |         |    |                   |          |         |         |         |         |                   |        |         |         |         |         |                   |
| Economically Disadvantaged Students    | 15       | 0           | 0        | 15     | 0       | 0 | 2       | 13 | 4       | 27 | 9       | 60 | 1130              | 28       | 0       | 18      | 29      | 54      | 1132              | 3,794  | 1       | 16      | 27      | 56      | 1131              |
| All Other Students                     | 28       | 1           | 0        | 27     | 0       | 0 | 7       | 26 | 12      | 44 | 8       | 30 | 1136              | 51       | 2       | 37      | 33      | 27      | 1137              | 6,878  | 4       | 38      | 30      | 38      | 1137              |
| <b>Migrant</b>                         |          |             |          |        |         |   |         |    |         |    |         |    |                   |          |         |         |         |         |                   |        |         |         |         |         |                   |
| Migrant Students                       | 0        | 0           | 0        | 0      |         |   |         |    |         |    |         |    |                   | 0        |         |         |         |         |                   | 0      |         |         |         |         |                   |
| All Other Students                     | 43       | 1           | 0        | 42     | 0       | 0 | 9       | 21 | 16      | 38 | 17      | 40 | 1134              | 79       | 1       | 30      | 32      | 37      | 1136              | 10,672 | 3       | 30      | 29      | 38      | 1135              |
| <b>Title I</b>                         |          |             |          |        |         |   |         |    |         |    |         |    |                   |          |         |         |         |         |                   |        |         |         |         |         |                   |
| Students Receiving Title I Services    | 12       | 0           | 0        | 12     | 0       | 0 | 1       | 8  | 2       | 17 | 9       | 75 | 1126              | 19       | 0       | 16      | 16      | 68      | 1129              | 2,680  | 1       | 15      | 25      | 60      | 1130              |
| All Other Students                     | 31       | 1           | 0        | 30     | 0       | 0 | 8       | 27 | 14      | 47 | 8       | 27 | 1137              | 60       | 2       | 35      | 37      | 27      | 1138              | 7,992  | 3       | 35      | 30      | 31      | 1137              |
| <b>504 Plan</b>                        |          |             |          |        |         |   |         |    |         |    |         |    |                   |          |         |         |         |         |                   |        |         |         |         |         |                   |
| Students with a 504 Plan               | 2        | 0           | 0        | 2      |         |   |         |    |         |    |         |    |                   | 2        |         |         |         |         |                   | 250    | 4       | 32      | 37      | 27      | 1137              |
| All Other Students                     | 41       | 1           | 0        | 40     | 0       | 0 | 9       | 23 | 16      | 40 | 15      | 38 | 1134              | 77       | 1       | 31      | 32      | 35      | 1136              | 10,422 | 3       | 30      | 29      | 39      | 1135              |

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.

# School Results Report – Disaggregated Results



| REPORTING CATEGORIES                | Enrolled            | NT Approved | NT Other | Tested |
|-------------------------------------|---------------------|-------------|----------|--------|
|                                     | N                   | N           | N        | N      |
|                                     | <b>All Students</b> | 43          | 1        | 0      |
| <b>Gender</b>                       |                     |             |          |        |
| Male                                | 22                  | 1           | 0        | 21     |
| Female                              | 19                  | 0           | 0        | 19     |
| Not Reported                        | 2                   | 0           | 0        | 2      |
| <b>Race/Ethnicity</b>               |                     |             |          |        |
| Hispanic or Latino                  | 7                   | 0           | 0        | 7      |
| Not Hispanic or Latino              |                     |             |          |        |
| American Indian or Alaskan Native   | 1                   | 0           | 0        | 1      |
| Asian                               | 1                   | 0           | 0        | 1      |
| Black or African American           | 2                   | 0           | 0        | 2      |
| Native Hawaiian or Pacific Islander | 1                   | 0           | 0        | 1      |
| White                               | 25                  | 0           | 0        | 25     |
| Two or more races                   | 2                   | 0           | 0        | 2      |
| No Race/Ethnicity Reported          | 4                   | 1           | 0        | 3      |

# Content Area Results: Grade 11 Writing



NEW

Grade 11 Writing Test = 2 extended response writing prompts, 1 common to all students

Scoring = 6 point scoring rubric, each response scored twice for 12 points total

School/District Results Reports = 3 new pages of writing results, with more results on each type of writing administered

# Content Area Results: Grade 11 Writing

NEW



## Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Writing Results

School: Demonstration School 1  
District: Demonstration District A  
State: Rhode Island  
Code: DA-DEMO1

### Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

### Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

### Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

### Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

|                  | Enrolled | NT Approved | NT Other | Tested | Level 4 |   | Level 3 |    | Level 2 |    | Level 1 |    | Mean Score |
|------------------|----------|-------------|----------|--------|---------|---|---------|----|---------|----|---------|----|------------|
|                  | N        | N           | N        | N      | N       | % | N       | %  | N       | %  | N       | %  |            |
| <b>SCHOOL</b>    |          |             |          |        |         |   |         |    |         |    |         |    |            |
| 2008-09          | 71       | 1           | 17       | 53     | 0       | 0 | 6       | 11 | 41      | 77 | 6       | 11 | 5.2        |
| 2009-10          | 69       | 3           | 2        | 64     | 2       | 3 | 32      | 50 | 25      | 39 | 5       | 8  | 6.4        |
| 2010-11          | 43       | 2           | 0        | 41     | 0       | 0 | 24      | 59 | 14      | 34 | 3       | 7  | 6.3        |
| Cumulative Total | 183      | 6           | 19       | 158    | 2       | 1 | 62      | 39 | 80      | 51 | 14      | 9  | 6.0        |
| <b>DISTRICT</b>  |          |             |          |        |         |   |         |    |         |    |         |    |            |
| 2008-09          | 130      | 6           | 0        | 124    | 3       | 2 | 51      | 41 | 55      | 44 | 15      | 12 | 6.0        |
| 2009-10          | 128      | 6           | 3        | 119    | 8       | 7 | 60      | 50 | 45      | 38 | 6       | 5  | 6.8        |
| 2010-11          | 85       | 5           | 3        | 77     | 0       | 0 | 44      | 57 | 29      | 38 | 4       | 5  | 6.4        |
| Cumulative Total | 343      | 17          | 6        | 320    | 11      | 3 | 155     | 48 | 129     | 40 | 25      | 8  | 6.4        |
| <b>STATE</b>     |          |             |          |        |         |   |         |    |         |    |         |    |            |
| 2008-09          | 11,203   | 156         | 378      | 10,669 | 403     | 4 | 4,023   | 38 | 5,322   | 50 | 921     | 9  | 6.1        |
| 2009-10          | 11,189   | 221         | 289      | 10,679 | 742     | 7 | 5,124   | 48 | 4,253   | 40 | 560     | 5  | 6.7        |
| 2010-11          | 11,164   | 189         | 381      | 10,594 | 119     | 1 | 5,269   | 50 | 4,680   | 44 | 526     | 5  | 6.4        |
| Cumulative Total | 33,556   | 566         | 1,048    | 31,942 | 1,264   | 4 | 14,416  | 45 | 14,255  | 45 | 2,007   | 6  | 6.4        |

| Types of Writing Reported in the Results Above |   |
|--|---|
| 2008-09  | <b>Report</b><br>Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.  |
| 2009-10  | <b>Procedure</b><br>Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know. |
| 2010-11  | <b>Reflective Essay</b><br>A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.   |

# Content Area Results: Grade 11 Writing



**NEW**

|         | Types of Writing Reported in the Results Above  |
|---------|---|
| 2008-09 | <b>Report</b><br>Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.  |
| 2009-10 | <b>Procedure</b><br>Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know. |
| 2010-11 | <b>Reflective Essay</b><br>A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.   |



# Content Area Results: Grade 11 Writing

NEW



## Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Writing Results

School:  
District:  
State: Rhode Island  
Code:

### Average Score Comparison by Type of Writing<sup>§</sup>

| Type of Writing  | Tested      | School        |            |        | District      |            |        | State         |            |        |
|--|-------------|---------------|------------|--------|---------------|------------|--------|---------------|------------|--------|
|  |             | Number Tested | Mean Score | 0 7 12 | Number Tested | Mean Score | 0 7 12 | Number Tested | Mean Score | 0 7 12 |
| <b>Reflective Essay</b><br>A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.  | 2010-11 (C) | 275           | 7          |        | 278           | 6.9        |        | 1,594         | 6.4        |        |
|  | 2009-10     | 29            | 8.2        |        | 29            | 8.2        |        | 1,339         | 6.5        |        |
| <b>Response to Literary Text</b><br>Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.  | 2010-11     | 36            | 6.2        |        | 37            | 6.1        |        | 1,327         | 6.2        |        |
|  | 2009-10     | 31            | 8          |        | 31            | 8          |        | 1,323         | 6.2        |        |
| <b>Response to Informational Text</b><br>Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.   | 2010-11     | 35            | 6.7        |        | 35            | 6.7        |        | 1,313         | 6.3        |        |
|  | 2009-10     | 31            | 7.7        |        | 31            | 7.7        |        | 1,321         | 6.2        |        |
| <b>Reflective Essay</b><br>A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.  | 2010-11     | 34            | 6.3        |        | 35            | 6.2        |        | 1,321         | 6.6        |        |
|  | 2009-10     | 29            | 8.2        |        | 29            | 8.2        |        | 1,339         | 6.5        |        |
| <b>Report</b><br>Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.   | 2010-11     | 34            | 6.7        |        | 34            | 6.7        |        | 1,328         | 6.6        |        |
|  | 2009-10     | 34            | 8.2        |        | 35            | 8.1        |        | 1,337         | 6.8        |        |
| <b>Persuasive Essay</b><br>Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something, or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience. | 2010-11     | 36            | 6.5        |        | 36            | 6.5        |        | 1,340         | 6.6        |        |
|  | 2009-10     | 33            | 7.1        |        | 34            | 7          |        | 1,326         | 6.6        |        |

(C) This type of writing was substituted for all students.

The ● shows this year's score and the black bar (————) shows the range where most students in this sample scored.

The ▲ shows last year's score and the gray bar (————) shows the range where most students in this sample scored.

§ The range of 0 to 12 on the graphic display represents the possible score range for the writing prompt. The range of 0 to 12 is a result of adding the two scores assigned to the student's response from the 6-point scoring rubric. The score of 7 represents the score required to be proficient.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.

# Content Area Results: Grade 11 Writing

NEW

| Type of Writing  | Tested      | School        |            |   |   |    | District      |            |   |   |    |
|--|-------------|---------------|------------|---|---|----|---------------|------------|---|---|----|
|  |             | Number Tested | Mean Score | 0 | 7 | 12 | Number Tested | Mean Score | 0 | 7 | 12 |
| <b>Reflective Essay</b><br>A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.  | 2010-11 (C) | 275           | 7          |   |   |    | 278           | 6.9        |   |   |    |
|  | 2009-10     | 29            | 8.2        |   |   |    | 29            | 8.2        |   |   |    |
| <b>Response to Literary Text</b><br>Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.  | 2010-11     | 36            | 6.2        |   |   |    | 37            | 6.1        |   |   |    |
|  | 2009-10     | 31            | 8          |   |   |    | 31            | 8          |   |   |    |
| <b>Response to Informational Text</b><br>Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.   | 2010-11     | 35            | 6.7        |   |   |    | 35            | 6.7        |   |   |    |
|  | 2009-10     | 31            | 7.7        |   |   |    | 31            | 7.7        |   |   |    |
| <b>Reflective Essay</b><br>A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.  | 2010-11     | 34            | 6.3        |   |   |    | 35            | 6.2        |   |   |    |
|  | 2009-10     | 29            | 8.2        |   |   |    | 29            | 8.2        |   |   |    |
| <b>Report</b><br>Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.   | 2010-11     | 34            | 6.7        |   |   |    | 34            | 6.7        |   |   |    |
|  | 2009-10     | 34            | 8.2        |   |   |    | 35            | 8.1        |   |   |    |
| <b>Persuasive Essay</b><br>Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something, or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience. | 2010-11     | 36            | 6.5        |   |   |    | 36            | 6.5        |   |   |    |
|  | 2009-10     | 33            | 7.1        |   |   |    | 34            | 7          |   |   |    |

# Content Area Results: Grade 11 Writing

NEW



## Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Writing Results

School: Demonstration School 1  
District: Demonstration District A  
State: Rhode Island  
Code: DA-DEMO1

| Score Distribution |         |         |        |    |          |    |       |
|--------------------|---------|---------|--------|----|----------|----|-------|
| Total Score        | Score 1 | Score 2 | School |    | District |    | State |
|                    |         |         | N      | %  | N        | %  |       |
| 12                 | 6       | 6       | 0      | 0  | 0        | 0  | <1    |
| 11                 | 6       | 5       | 0      | 0  | 0        | 0  | <1    |
| 10                 | 5       | 5       | 0      | 0  | 0        | 0  | 1     |
| 9                  | 5       | 4       | 1      | 2  | 3        | 4  | 3     |
| 8                  | 4       | 4       | 10     | 24 | 20       | 26 | 27    |
| 7                  | 4       | 3       | 13     | 32 | 21       | 27 | 20    |
| 6                  | 3       | 3       | 6      | 15 | 18       | 23 | 29    |
| 5                  | 3       | 2       | 2      | 5  | 3        | 4  | 8     |
| 4                  | 2       | 2       | 6      | 15 | 8        | 10 | 7     |
| 3                  | 2       | 1       | 1      | 2  | 1        | 1  | 1     |
| 2                  | 1       | 1       | 2      | 5  | 2        | 3  | 2     |
| 0                  | 0       | 0       | 0      | 0  | 1        | 1  | 2     |

| Scoring Rubric |  |
|----------------|--|
| 6              | * purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing<br>* intentionally organized for effect * fully developed details; rich and/or insightful elaboration supports purpose * distinctive voice, tone, and style enhance meaning * consistent application of the rules of grade-level grammar, usage, and mechanics |
| 5              | * purpose is clear; focus/controlling idea is maintained throughout * well-organized and coherent throughout<br>* details are relevant and support purpose; details are sufficiently elaborated * strong command of sentence structure; uses language to enhance meaning * consistent application of the rules of grade-level grammar, usage, and mechanics                |
| 4              | * purpose is evident; focus/controlling idea may not be maintained * generally organized and coherent<br>* details are relevant and mostly support purpose * well-constructed sentences; uses language well<br>* may show in consistent control of grade-level grammar, usage, and mechanics   |
| 3              | * writing has a general purpose * some sense of organization; may have lapses in coherence<br>* some relevant details support purpose * uses language adequately; may show little variety of sentence structures * may contain some serious errors in grammar, usage, and mechanics  |
| 2              | * attempted or vague purpose; stays on topic * little evidence of organization; lapses in coherence<br>* generalizes or lists details * lacks sentence control; uses language poorly * errors in grammar, usage, and mechanics are distracting   |
| 1              | * lack of evident purpose; topic may not be clear * incoherent or underdeveloped organization * random information * rudimentary or deficient use of language * serious and persistent errors in grammar, usage, and mechanics throughout  |
| 0              | Response is totally incorrect or irrelevant.   |

Score 1 and Score 2 represent two independent scores assigned to a student's response to the common writing prompt. The two scores added together equal the student's total score on the common writing prompt. If the two scores differ by more than one point, the student's response is scored a third time to resolve the difference.

# Content Area Results: Grade 11 Writing

NEW

| Scoring Rubric |   |
|----------------|---|
| 6              | <ul style="list-style-type: none"><li>• purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing</li><li>• intentionally organized for effect</li><li>• fully developed details; rich and/or insightful elaboration supports purpose</li><li>• distinctive voice, tone, and style enhance meaning</li><li>• consistent application of the rules of grade-level grammar, usage, and mechanics</li></ul> |
| 5              | <ul style="list-style-type: none"><li>• purpose is clear; focus/controlling idea is maintained throughout</li><li>• well-organized and coherent throughout</li><li>• details are relevant and support purpose; details are sufficiently elaborated</li><li>• strong command of sentence structure; uses language to enhance meaning</li><li>• consistent application of the rules of grade-level grammar, usage, and mechanics</li></ul>                |
| 4              | <ul style="list-style-type: none"><li>• purpose is evident; focus/controlling idea may not be maintained</li><li>• generally organized and coherent</li><li>• details are relevant and mostly support purpose</li><li>• well-constructed sentences; uses language well</li><li>• may show inconsistent control of grade-level grammar, usage, and mechanics</li></ul>   |
| 3              | <ul style="list-style-type: none"><li>• writing has a general purpose</li><li>• some sense of organization; may have lapses in coherence</li><li>• some relevant details support purpose</li><li>• uses language adequately; may show little variety of sentence structures</li><li>• may contain some serious errors in grammar, usage, and mechanics</li></ul>  |
| 2              | <ul style="list-style-type: none"><li>• attempted or vague purpose; stays on topic</li><li>• little evidence of organization; lapses in coherence</li><li>• generalizes or lists details</li><li>• lacks sentence control; uses language poorly</li><li>• errors in grammar, usage, and mechanics are distracting</li></ul>   |
| 1              | <ul style="list-style-type: none"><li>• lack of evident purpose; topic may not be clear</li><li>• incoherent or underdeveloped organization</li><li>• random information</li><li>• rudimentary or deficient use of language</li><li>• serious and persistent errors in grammar, usage, and mechanics throughout</li></ul>   |
| 0              | Response is totally incorrect or irrelevant.  |

# Content Area Results: Grade 11 Writing

NEW



| Total Score | Score 1 | Score 2 |
|-------------|---------|---------|
| 12          |         |         |
| 11          |         |         |
| 10          |         |         |
| 9           |         |         |
| 8           |         |         |
| 7           |         |         |
| 6           |         |         |
| 5           |         |         |
| 4           |         |         |
| 3           |         |         |
| 2           |         |         |
| 0           |         |         |

Score 1 and Score 2  
score on the co

| Score Distribution |         |         |        |    |          |    |       |
|--------------------|---------|---------|--------|----|----------|----|-------|
| Total Score        | Score 1 | Score 2 | School |    | District |    | State |
|                    |         |         | N      | %  | N        | %  | %     |
| 12                 | 6       | 6       | 0      | 0  | 0        | 0  | <1    |
| 11                 | 6       | 5       | 0      | 0  | 0        | 0  | <1    |
| 10                 | 5       | 5       | 0      | 0  | 0        | 0  | 1     |
| 9                  | 5       | 4       | 1      | 2  | 3        | 4  | 3     |
| 8                  | 4       | 4       | 10     | 24 | 20       | 26 | 27    |
| 7                  | 4       | 3       | 13     | 32 | 21       | 27 | 20    |
| 6                  | 3       | 3       | 6      | 15 | 18       | 23 | 29    |
| 5                  | 3       | 2       | 2      | 5  | 3        | 4  | 8     |
| 4                  | 2       | 2       | 6      | 15 | 8        | 10 | 7     |
| 3                  | 2       | 1       | 1      | 2  | 1        | 1  | 1     |
| 2                  | 1       | 1       | 2      | 5  | 2        | 3  | 2     |
| 0                  | 0       | 0       | 0      | 0  | 1        | 1  | 2     |

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variety of sentence

in coherence  
grammar, usage, and

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in grammar, usage,

student's total

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.

# School Summary Report



## Fall 2010 NECAP Tests School Summary 2010-2011 Students

School: Demonstration School 1  
District: Demonstration District A  
State: Rhode Island  
Code: DA-DEMO1

| Reading                       | Enrolled   | NT Approved | NT Other | Tested     | Achievement Level |           |            |           |           |           |           |           | Mean Score |
|-------------------------------|------------|-------------|----------|------------|-------------------|-----------|------------|-----------|-----------|-----------|-----------|-----------|------------|
|                               |            |             |          |            | Level 4           |           | Level 3    |           | Level 2   |           | Level 1   |           |            |
|                               |            |             |          |            | N                 | %         | N          | %         | N         | %         | N         | %         |            |
| <b>Demonstration School 1</b> | <b>380</b> | <b>22</b>   | <b>4</b> | <b>367</b> | <b>66</b>         | <b>10</b> | <b>194</b> | <b>52</b> | <b>44</b> | <b>17</b> | <b>41</b> | <b>11</b> |            |
| Beginning of Grade 3          | 55         | 2           | 0        | 56         | 7                 | 13        | 32         | 37        | 13        | 23        | 4         | 7         | 345        |
| Beginning of Grade 4          | 54         | 3           | 0        | 51         | 11                | 22        | 25         | 49        | 10        | 20        | 5         | 10        | 446        |
| Beginning of Grade 5          | 54         | 5           | 1        | 48         | 7                 | 15        | 23         | 48        | 6         | 17        | 10        | 21        | 342        |
| Beginning of Grade 6          | 51         | 5           | 0        | 46         | 4                 | 9         | 32         | 70        | 7         | 15        | 3         | 7         | 645        |
| Beginning of Grade 7          | 74         | 3           | 2        | 69         | 9                 | 13        | 34         | 49        | 14        | 20        | 12        | 17        | 744        |
| Beginning of Grade 8          | 59         | 2           | 1        | 56         | 19                | 34        | 27         | 48        | 6         | 11        | 4         | 7         | 851        |
| Beginning of Grade 11         | 43         | 2           | 0        | 41         | 9                 | 22        | 23         | 36        | 6         | 15        | 3         | 7         | 1146       |

| Mathematics                   | Enrolled   | NT Approved | NT Other | Tested     | Achievement Level |           |            |           |           |           |           |           | Mean Score |
|-------------------------------|------------|-------------|----------|------------|-------------------|-----------|------------|-----------|-----------|-----------|-----------|-----------|------------|
|                               |            |             |          |            | Level 4           |           | Level 3    |           | Level 2   |           | Level 1   |           |            |
|                               |            |             |          |            | N                 | %         | N          | %         | N         | %         | N         | %         |            |
| <b>Demonstration School 1</b> | <b>380</b> | <b>17</b>   | <b>3</b> | <b>373</b> | <b>52</b>         | <b>14</b> | <b>151</b> | <b>40</b> | <b>71</b> | <b>19</b> | <b>99</b> | <b>27</b> |            |
| Beginning of Grade 3          | 55         | 3           | 0        | 55         | 7                 | 13        | 28         | 51        | 12        | 22        | 6         | 15        | 343        |
| Beginning of Grade 4          | 54         | 2           | 0        | 52         | 11                | 21        | 25         | 48        | 7         | 13        | 9         | 17        | 444        |
| Beginning of Grade 5          | 54         | 4           | 1        | 49         | 6                 | 12        | 20         | 41        | 5         | 10        | 18        | 37        | 340        |
| Beginning of Grade 6          | 51         | 3           | 0        | 48         | 6                 | 13        | 20         | 42        | 9         | 19        | 13        | 27        | 639        |
| Beginning of Grade 7          | 74         | 2           | 1        | 71         | 10                | 14        | 26         | 37        | 15        | 21        | 20        | 28        | 738        |
| Beginning of Grade 8          | 59         | 2           | 1        | 56         | 12                | 21        | 23         | 41        | 7         | 13        | 14        | 25        | 841        |
| Beginning of Grade 11         | 43         | 1           | 0        | 42         | 0                 | 0         | 9          | 21        | 16        | 38        | 17        | 40        | 1134       |

| Writing                       | Enrolled   | NT Approved | NT Other | Tested     | Achievement Level |          |           |           |           |           |           |          | Mean Score |
|-------------------------------|------------|-------------|----------|------------|-------------------|----------|-----------|-----------|-----------|-----------|-----------|----------|------------|
|                               |            |             |          |            | Level 4           |          | Level 3   |           | Level 2   |           | Level 1   |          |            |
|                               |            |             |          |            | N                 | %        | N         | %         | N         | %         | N         | %        |            |
| <b>Demonstration School 1</b> | <b>156</b> | <b>9</b>    | <b>2</b> | <b>145</b> | <b>13</b>         | <b>9</b> | <b>77</b> | <b>52</b> | <b>42</b> | <b>29</b> | <b>13</b> | <b>9</b> |            |
| Beginning of Grade 5          | 54         | 5           | 1        | 48         | 4                 | 8        | 21        | 44        | 19        | 40        | 4         | 8        | 341        |
| Beginning of Grade 8          | 59         | 2           | 1        | 56         | 9                 | 16       | 32        | 57        | 9         | 16        | 6         | 11       | 643        |
| Beginning of Grade 11         | 43         | 2           | 0        | 41         | 0                 | 0        | 24        | 59        | 14        | 34        | 3         | 7        | 63         |

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

# NECAP District and School Student-Level Data Files

## **Contain:**

- All demographic information for each student that was provided by RIDE.
- The scaled score, achievement level, and subcategory scores earned by each student in all content areas tested

## **Files also contain:**

- Performance on released items
- Student questionnaire responses
- Optional reports data

# Item Analysis Report



**CONFIDENTIAL**  
**Fall 2010 - Beginning of Grade 06 NECAP Tests**  
**Grade 06 Students in 2010-2011**  
**Item Analysis Report — Mathematics**

School: Demonstration School 1  
 District: Demonstration District A  
 State: Rhode Island  
 Code: DA-DEMO1

| Released Item Number                    | Released Items        |     |     |     |     |     |     |     |     |     |     |     |     |     |     | Total Test Results        |                        |                     |                                |                     |              |                   |     |   |
|---|-----------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---------------------------|------------------------|---------------------|--------------------------------|---------------------|--------------|-------------------|-----|---|
|   | 1                     | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | Subcategory Points Earned |                        |                     |                                | Total Points Earned | Scaled Score | Achievement Level |     |   |
|   | NO                    | NO  | NO  | NO  | NO  | GM  | GM  | GM  | FA  | FA  | NO  | FA  | NO  | GM  | DP  | Numbers & Operations      | Geometry & Measurement | Functions & Algebra | Data, Statistics & Probability |                     |              |                   |     |   |
|   | GE Code               | 5-1 | 5-2 | 5-3 | 5-4 | 5-4 | 5-6 | 5-6 | 5-7 | 5-3 | 5-4 | 5-4 | 5-1 | 5-2 | 5-3 | 5-2                       |                        |                     |                                |                     |              |                   |     |   |
| Depth of Knowledge Code                 | 2                     | 1   | 2   | 1   | 2   | 2   | 2   | 1   | 2   | 2   | 2   | 2   | 1   | 2   |     |                           |                        |                     |                                |                     |              |                   |     |   |
| Item Type                               | MC                    | MC  | MC  | MC  | MC  | MC  | MC  | MC  | MC  | MC  | SA  | SA  | SA  | SA  | CR  |                           |                        |                     |                                |                     |              |                   |     |   |
| Correct MC Response                     | C                     | C   | D   | D   | C   | A   | B   | C   | B   | A   |     |     |     |     |     |                           |                        |                     |                                |                     |              |                   |     |   |
| Name/Student ID                         | Total Possible Points | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 2   | 2   | 4   | 26                        | 17                     | 13                  | 10                             | 66                  |              |                   |     |   |
| Johnson, Nicholas T                     | D06300068             | +   | +   | +   | +   | +   | +   | A   | +   | +   | +   | +   | 1   | 1   | 2   | 2                         | 4                      | 23                  | 15                             | 12                  | 9            | 59                | 665 | 4 |
| King, Galen E                           | D06300042             | +   | +   | +   | +   | +   | B   | +   | +   | +   | +   | 0   | 0   | 0   | 1   | 10                        | 7                      | 4                   | 6                              | 27                  | 639          | 2                 |     |   |
| Kreagar, Cameron                        | D06300067             | +   | +   | C   | C   | +   | C   | +   | +   | +   | +   | 1   | 1   | 0   | 2   | 2                         | 11                     | 6                   | 9                              | 8                   | 34           | 644               | 3   |   |
| Lambert, Patrick K                      | D06300007             | +   | +   | +   | +   | +   | +   | +   | +   | +   | +   | 1   | 0   | 0   | 0   | 2                         | 23                     | 9                   | 12                             | 7                   | 51           | 656               | 4   |   |
| Linton, Joshua S                        | D06300087             | A   | A   | C   | A   | B   | +   | A   | +   | +   | +   | 1   | 0   | 0   | 1   | 1                         | 6                      | 5                   | 7                              | 3                   | 21           | 634               | 2   |   |
| McDonough, Colleen                      | D06300090             | A   | A   | +   | A   | B   | C   | A   | +   | +   | +   | 1   | 1   | 0   | 0   | 1                         | 14                     | 7                   | 10                             | 5                   | 36           | 645               | 3   |   |
| McLean, Jacqueline                      | D06300065             | A   | A   | C   | A   | D   | +   | B   | +   | +   | 1   | 1   | 0   | 0   | 0   | 9                         | 6                      | 11                  | 2                              | 28                  | 639          | 2                 |     |   |
| McMann, Dakota                          | D06300022             | -   | -   | -   | -   | -   | -   | -   | -   | -   | -   | -   | -   | -   | -   | 0                         | 0                      | 0                   | 0                              | 0                   | 600          | 1                 |     |   |
| Mandaz, Eduardo R                       | D06300076             | +   | +   | C   | +   | +   | +   | +   | +   | +   | +   | 1   | 1   | 2   | 2   | 4                         | 20                     | 13                  | 10                             | 9                   | 52           | 657               | 4   |   |
| Moskowitz, Zoe O                        | D06300032             | B   | A   | C   | +   | B   | +   | A   | +   | +   | +   | 1   | 1   | 1   | 2   | 4                         | 20                     | 11                  | 11                             | 10                  | 52           | 657               | 4   |   |
| Murdock, Abigail                        | D06300089             | +   | +   | +   | +   | +   | +   | A   | +   | +   | +   | 1   | 1   | 2   | 0   | 4                         | 22                     | 11                  | 10                             | 9                   | 52           | 657               | 4   |   |
| Murphy, Christop W                      | D06300080             | D   | D   | C   | A   | B   | D   | A   | +   | D   | +   | 0   | 1   | 0   | 0   | 0                         | 6                      | 1                   | 4                              | 4                   | 15           | 628               | 1   |   |
| Nappo, Theodora D                       | D06300008             | B   | D   | B   | A   | B   | +   | A   | A   | C   | B   | 0   | 0   | 0   | 0   | 0                         | 4                      | 2                   | 1                              | 2                   | 9            | 619               | 1   |   |
| Scott, Jordan A                         | D06300097             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |                           | 0                      | 0                   | 0                              | 0                   | 0            |                   | A   |   |
| Seidell, Robert T                       | D06300088             | +   | +   | C   | A   | +   | +   | D   | +   | D   | C   | 1   | 0   | 0   | 0   | 2                         | 17                     | 9                   | 5                              | 5                   | 36           | 645               | 3   |   |
| Sheikh, Zakiya                          | D06300003             | +   | A   | +   | A   | B   | +   | A   | +   | +   | +   | 0   | 1   | 0   | 0   | 0                         | 8                      | 5                   | 4                              | 1                   | 18           | 632               | 1   |   |
| Shortidge, Noah S                       | D06300072             | D   | +   | +   | B   | B   | +   | +   | +   | +   | +   | 0   | 1   | 0   | 0   | 2                         | 9                      | 8                   | 9                              | 6                   | 32           | 642               | 3   |   |
| Spottedbear, Deadea L                   |                       | B   | B   | +   | C   | +   | +   | +   | B   | C   | +   | 0   | 1   | 2   | 3   | 12                        | 12                     | 11                  | 8                              | 43                  | 650          | 3                 |     |   |
| Stuart, Nicholas A                      | D06300030             | A   | D   | C   | +   | B   | +   | A   | B   | C   | +   | 1   | 0   | 0   | 2   | 1                         | 9                      | 7                   | 5                              | 2                   | 23           | 636               | 2   |   |
| Vance, Jack S                           | D06300095             | +   | +   | +   | +   | +   | +   | A   | +   | D   | +   | 1   | 1   | 0   | 1   | 2                         | 17                     | 7                   | 10                             | 6                   | 40           | 648               | 3   |   |
| VanHom, Samantha A                      | D06300018             | A   | +   | C   | A   | A   | C   | A   | B   | +   | C   | 0   | 0   | 0   | 0   | 0                         | 3                      | 3                   | 1                              | 0                   | 7            | 613               | 1   |   |
| Released Item Number                    | 1                     | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  |                           |                        |                     |                                |                     |              |                   |     |   |
| Percent Correct/Average Score: Group    | 56                    | 48  | 44  | 33  | 46  | 73  | 33  | 73  | 52  | 77  | 0.5 | 0.7 | 0.3 | 0.6 | 1.5 | 11.9                      | 6.3                    | 7.2                 | 4.9                            |                     |              |                   |     |   |
| Percent Correct/Average Score: School   | 56                    | 48  | 44  | 33  | 46  | 73  | 33  | 73  | 52  | 77  | 0.5 | 0.7 | 0.3 | 0.6 | 1.5 | 11.9                      | 6.3                    | 7.2                 | 4.9                            |                     |              |                   |     |   |
| Percent Correct/Average Score: District | 52                    | 49  | 37  | 33  | 47  | 74  | 35  | 66  | 51  | 81  | 0.5 | 0.7 | 0.3 | 0.6 | 1.5 | 12.0                      | 6.2                    | 7.0                 | 4.8                            |                     |              |                   |     |   |
| Percent Correct/Average Score: State    | 59                    | 54  | 45  | 39  | 52  | 78  | 38  | 72  | 58  | 88  | 0.5 | 0.6 | 0.4 | 0.8 | 1.7 | 13.3                      | 7.1                    | 7.5                 | 5.2                            |                     |              |                   |     |   |



# Item Analysis Report - Legend

## LEGEND FOR THE ITEM ANALYSIS REPORT - MATHEMATICS

### Released Items Section

**Released Item Number:** This number corresponds to the item number in the released item documents. This report provides complete data on items that are being released, which are approximately 25% of the items used to calculate scores.

**Content Strand:** The letters indicate the content strand with which the item is aligned: Numbers & Operations (NO), Geometry & Measurement (GM), Functions & Algebra (FA), or Data, Statistics, & Probability (DP).

**GE Code:** The first digit indicates the grade of the GE tested. The second digit indicates the GE measured by the item.

**Depth of Knowledge Code:** This number indicates the Depth of Knowledge to which the item is coded.

**Item Type:** This indicates whether the question is multiple choice (MC), short answer (SA), or constructed response (CR).

**Correct MC Response:** This is the correct letter response for multiple-choice questions.

**Total Possible Points:** The number indicates the maximum points awarded for the item: 1 point for a multiple-choice question; 0-2 points for a short-answer question; and 0-4 points for a constructed-response question (grades 5-8 only).

**Student Item Results:** Each student's name and state assigned student identification number are listed, followed by a score for each released item on the test included in this report.

- For multiple-choice (MC) questions only, a plus sign (+) indicates a correct response. If the student answered incorrectly, the letter of his or her response is indicated. An asterisk (\*) indicates that the student selected more than one response.
- For all other item types, a number indicates how many points a student earned for that item.
- For all item types, a blank space indicates that the student left the question blank. A dash (-) means that the score was invalidated and that the student received no credit for parts of the test that were administered under non-standard conditions.

### Total Test Results Section

**Subcategory Points Earned:** These columns show the points the student earned in each content strand. The content strand points earned are based on all common items in the test and not just the released items.

**Total Points Earned:** This column shows the total number of points the student earned on all common items.

**Scaled Score:** This column shows the scaled score reported as a 3-digit number. The first digit is the grade and the next two digits are a score of 00-80. If the row is blank in this column, it means that the student was classified as Not Tested. (See Achievement Level below.)

**Achievement Level:** For Tested students, this column shows the achievement level into which the student's scores fall: 4 = Proficient with Distinction, 3 = Proficient, 2 = Partially Proficient, and 1 = Substantially Below Proficient. For Not Tested students, there are six reasons why a student did not participate: A = student participated in an alternate assessment in 2008-09, L = student is first year LEP, W = student withdrew from school after Oct. 1, 2009, E = student enrolled in school after Oct. 1, 2009, S = state approved special consideration, and N = other reason. Scores for Not Tested students are not included in the group, school, district, and state summary results at the end of this report.

**Group/School/District/State Percent Correct/Average Score:**

- **Released Items:** Percent correct refers to the percent of tested students who answered a multiple-choice item correctly. Average score refers to the average number of points awarded to all tested students for that short-answer or constructed-response item.
- **Subcategory Points Earned:** Average score refers to the average number of points awarded to all tested students for that subcategory.

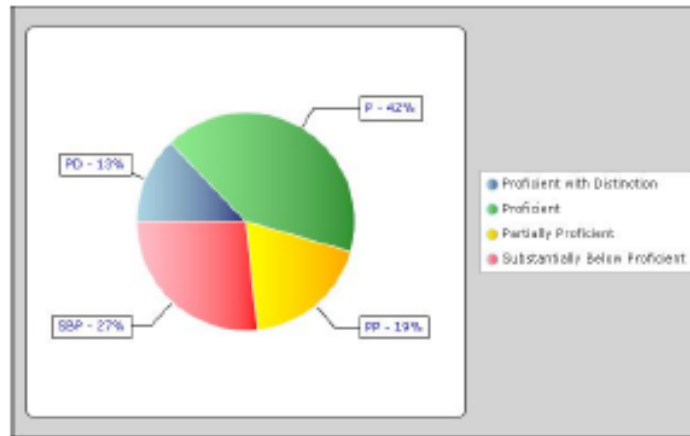
# Achievement Level Summary



## Achievement Level Summary

District: Demonstration District A  
 School: Demonstration School 1  
 Grade: 05  
 Date: 1/27/2011 11:38:03 AM

### Mathematics



| Achievement Level              | Count | Percentage %* |
|--------------------------------|-------|---------------|
| Proficient with Distinction    | 6     | 13            |
| Proficient                     | 20    | 42            |
| Partially Proficient           | 9     | 19            |
| Substantially Below Proficient | 13    | 27            |

\*Percentages may not total exactly 100% due to applied rounding.

# Released Items Summary Data



## Mathematics Released Items Summary Data

District: Demonstration District A  
 School: Demonstration School 1  
 Grade: 06  
 Date: 1/27/2011 11:39:35 AM

### Multiple Choice

| Released Item | Content Strand | GE Code | Correct (#) | A (#) | B (#) | C (#) | D (#) | IR (#) | Correct Response |
|---------------|----------------|---------|-------------|-------|-------|-------|-------|--------|------------------|
| 1             | NO             | 5-1     | 27          | 13    | 3     | 27    | 3     | 2      | C                |
| 2             | NO             | 5-2     | 23          | 16    | 2     | 23    | 4     | 3      | C                |
| 3             | NO             | 5-3     | 21          | 4     | 3     | 17    | 21    | 3      | D                |
| 4             | NO             | 5-4     | 16          | 22    | 1     | 6     | 16    | 3      | D                |
| 5             | NO             | 5-4     | 22          | 2     | 19    | 22    | 3     | 2      | C                |
| 6             | GM             | 5-6     | 35          | 35    | 2     | 6     | 2     | 3      | A                |
| 7             | GM             | 5-6     | 16          | 26    | 16    | 1     | 2     | 3      | B                |
| 8             | GM             | 5-7     | 35          | 3     | 7     | 35    | 0     | 3      | C                |
| 9             | FA             | 5-3     | 25          | 4     | 25    | 10    | 5     | 4      | B                |
| 10            | FA             | 5-4     | 37          | 37    | 4     | 4     | 0     | 3      | A                |
|               |                |         |             |       |       |       |       |        |                  |
|               |                |         |             |       |       |       |       |        |                  |
|               |                |         |             |       |       |       |       |        |                  |
|               |                |         |             |       |       |       |       |        |                  |

### Open Response

| Released Item | Content Strand | GE Code | Point Value | Average Score |
|---------------|----------------|---------|-------------|---------------|
| 11            | NO             | 5-4     | 1           | 0.5           |
| 12            | FA             | 5-1     | 1           | 0.7           |
| 13            | NO             | 5-2     | 2           | 0.3           |
| 14            | GM             | 5-3     | 2           | 0.6           |
| 15            | DP             | 5-2     | 4           | 1.5           |
|               |                |         |             |               |
|               |                |         |             |               |
|               |                |         |             |               |
|               |                |         |             |               |
|               |                |         |             |               |

# Longitudinal Data



CONFIDENTIAL

Student Name  
Jonathan Sproule

## Longitudinal Data Report

| Year | Enrolled Grade | School Name            | Administration  | Test Name            | Content Area | Score | Achievement Level |
|------|----------------|------------------------|-----------------|----------------------|--------------|-------|-------------------|
| 1011 | 04             | Demonstration School 1 | NECAP Fall 2010 | Grade 04 Mathematics | mat          | 450   | Proficient        |
| 1011 | 04             | Demonstration School 1 | NECAP Fall 2010 | Grade 04 Reading     | rea          | 444   | Proficient        |

# Accessing Your Confidential Reports

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New England Common Assessment Program-N

Enter

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# Accessing Your Confidential Reports



## Rhode Island Analysis and Reporting System

### Login

1. Enter your user name in the box marked **User Name**.
2. Enter your password in the box marked **Password**.
3. Click **Login**.

User Name

Password

Login

For assistance, call the NECAP Service Center at 1.877.632.7774 between the hours of 8 AM and 4 PM, Monday through Friday.

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Version NECAP\_0910\_QA29

# Supporting Materials and Resources

- Guide to Using the 2010 NECAP Reports
- *NECAP Analysis and Reporting System User and Training Manual*
- Companion PowerPoint presentation
- Grade Level Expectations
- *NECAP Accommodations Guide*
- Released Items documents
- *Preparing Students for NECAP: Tips for Teachers to Share with Students*