New England Common Assessment Program

Using the 2007 NECAP Reports

February, 2008

Measured Progress

Welcome and Introductions

Mary Ann Snider

Director of Assessment & Accountability

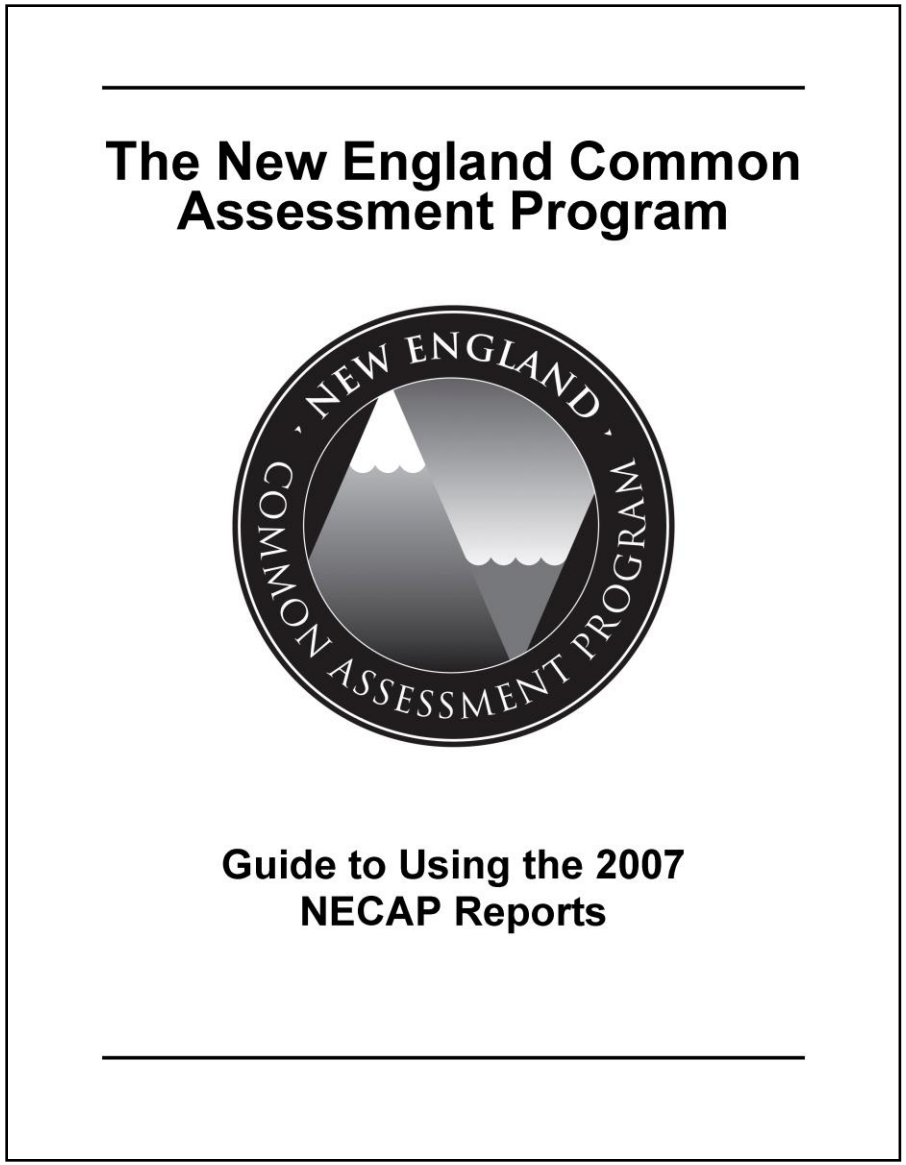
RI Department of Education

Welcome and Introductions

NECAP Service Center: 1-877-632-7774

Tim Crockett Assistant Vice-President 1-800-431-8901 x2106 tcrockett@measuredprogress.org	**Harold Stephens** NECAP Program Director 1-800-431-8901 x2235 hstephens@measuredprogress.org
Amanda Smith NECAP Program Manager 1-800-431-8901 x2259 asmith@measuredprogress.org	**Elliot Scharff** NECAP Program Manager – Science 1-800-431-8901 x2126 escharff@measuredprogress.org
Josh Evans NECAP Program Manager 1-800-431-8901 x2244 jmevans@measuredprogress.org	**Tina Haley** NECAP Program Assistant 1-800-431-8901 x2427 chaley@measuredprogress.org
Jennifer Varney NECAP Program Assistant 1-800-431-8901 x2115 jvarney@measuredprogress.org	**Mellicent Friddell** NECAP Program Assistant 1-800-431-8901 x2355 mfriddell@measuredprogress.org

Guide to Using the 2007 NECAP Reports



Purpose of the Workshop

- Review the different types of NECAP reports
- Discuss effective ways to analyze and interpret results data
- Provide schools and districts an opportunity to share how they have analyzed results data

Involvement of Local Educators

- Development of Grade Level Expectations
- Test item review committees
- Bias and sensitivity review committees
- Classroom teacher judgment data
- Standard setting panelists
- 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**

Types of NECAP Reports

- Student Report
- Item Analysis Report
- Results Report
- Summary Report
- Student Level Data Files

Student Report

NECAP Student Report - Fall 2007

This report contains results from the Fall 2007 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in 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 three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the current enrolled 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 80. 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, 540 at grade 5, and 740 at grade 7 each indicate Proficient performance at each grade level.

Comparisons 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 statewide. Note that one or two students can have 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

Students in grades 5 and 8 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. It is 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 extensive 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	Grade	School	District	State
	5			

Fall 2007 - Beginning of Grade 5 NECAP Test Results

Content Area	Achievement Level	Scaled Score	This Student's Achievement Level and Score
Reading	Proficient	548	Below / Partial / Proficient / Distinction; 500 530 540 556 580
Mathematics	Proficient	540	Below / Partial / Proficient / Distinction; 500 533 540 554 580
Writing	Partially Proficient	535	Below / Partial / Proficient / Distinction; 500 528 540 555 580

Interpretation of Graphic Display

The line (|) 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 reverse side 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		5%	5%	15%		0%	0%	17%		5%	5%	10%
Proficient	✓	47%	47%	52%	✓	49%	49%	46%		40%	40%	41%
Partially Proficient		30%	30%	22%		28%	28%	19%	✓	40%	40%	33%
Substantially Below Proficient		19%	19%	11%		23%	23%	18%		16%	16%	15%

This Student's Performance in Content Area Subcategories

Reading		Possible Points	Student	Average Points Earned: School	District	State	Students at Proficient Level
Word ID/ Vocabulary		9	8	5.8	5.8	6.5	4.7-7.3
Type of Text*	Literary	22	12	10.5	10.5	11.8	9.6-13.1
	Informational	21	12	9.5	9.5	11.2	7.5-11.7
Level of Comprehension*	Initial Understanding	19	12	11.9	11.9	14.2	10.5-14.9
	Analysis and Interpretation	24	12	8.2	8.2	8.8	6.7-9.9

Mathematics	Possible Points	Student	Average Points Earned: School	District	State	Students at Proficient Level
Numbers and Operations	30	11	11.7	11.7	14.9	9.2-14.5
Geometry and Measurement	13	4	4.5	4.5	5.9	3-6.5
Functions and Algebra	13	8	6.7	6.7	7.4	4.9-8.5
Data, Statistics, and Probability	10	4	3.7	3.7	4.6	2.2-5.1

Writing	Possible Points	Student	Average Points Earned: School	District	State	Students at Proficient Level
Structures of Language & Writing Conventions	10	9	8.5	8.5	8.7	8.1-10
Short Responses	12	3	4.9	4.9	5.4	4.2-6.4
Extended Response	15	9	8.4	8.4	8.4	6.5-10.8

Comments about this student's writing performance:

Writing has some organization.

Writing has some supporting details.

Writing has limited word choice and/or control of sentence structure.

*With the exception of Word ID/Vocabulary items, reading items are reported in two ways - Type of Text and Level of Comprehension
**Student received no credit for all or parts of the test that were administered under non-standard conditions.
§ This score should be viewed with caution because student did not complete all parts of the test.

Item Analysis Report

Fall 2007 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2007-2008
Item Analysis Report
Mathematics

School:
District:
State:
Code:

		Released Items																Total Test Results						
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Subcategory Points Earned						
	Content Strand[1]	NO	NO	NO	NO	NO	NO	GM	FA	FA	DP	NO	NO	FA	NO	GM	DP							
	GLE Code	2-1	2-1	2-2	2-3	2-5	2-5	2-7	2-1	2-4	2-2	2-1	2-3	2-1	2-2	2-1	2-1							
	Depth of Knowledge Code	1	2	2	1	2	1	1	2	1	2	2	2	2	3	2	3							
	Item Type[2]	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	SA	SA	SA	SA	SA	SA							
	Correct MC Response	D	B	A	D	B	B	C	B	A	B													
Name/Student ID	Total Possible Points	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	35	10	10	10		65	
		+	+	+	+	+	+	+	+	+	+	1	1		2	2	1	26	8	9	9		52	351	3
		C	+	+	C	+	+	A	A	+	A	1	0	0	1	2	0	22	6	5	5		38	340	3
		+	+	+	+	+	+	+	+	+	A	1	1	1	2	2	2	29	9	10	8		56	355	4
		+	+	+	+	+	+	+	+	+	+	1	1	0	2	0	2	26	8	8	9		51	350	3
		+	+	+	+	+	A	+	+	+	A	1	0	1	2	2	0	29	5	8	7		49	348	3
		+	+	+	A	A	+	+	+	+	A	1	1		2	1	2	23	7	9	6		45	345	3
		+	+	B	+	C	C	+		+	D	1	0	0	2	0	0	22	5	5	6		38	340	3
		+	+	+	+	C	A	+	+	+	+	1	1	1	1	2	2	25	6	8	7		46	346	3
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16							
	Percent Correct/Average Score: School	88	100	88	75	63	50	88	75	100	38	1	0.6	0.4	1.8	1.4	1.1	25.3	6.8	7.8	7.1			
	Percent Correct/Average Score: District	88	100	88	75	63	50	88	75	100	38	1	0.6	0.4	1.8	1.4	1.1	25.3	6.8	7.8	7.1			
	Percent Correct/Average Score: State	74	76	87	76	59	53	74	81	92	46	0.9	0.6	0.4	1.5	1.1	0.7	23.2	6.1	6.9	6.3			

[1]Content Strand: NO = Numbers & Operations, GM = Geometry & Measurement, FA = Functions & Algebra, DP = Data, Statistics, & Probability
[2]Item Type: MC = Multiple Choice, SA = Short Answer

Results Report

About The New England Common Assessment Program

This report highlights results from the Fall 2007 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in 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 three 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 which 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 school's and district's evaluation of their ongoing improvement efforts.

Fall 2007
Beginning of Grade 5
NECAP Tests

Grade 5 Students in 2007-2008

School Results

School:

District:

Code:

Summary Report

Fall 2007 NECAP Tests

School Summary

2007-2008 Students

School:
District:
State:
Code:

Reading	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
	39	**0**	**1**	**38**	**0**	**0**	**6**	**16**	**9**	**24**	**23**	**61**	
Beginning of Grade 3	3	0	0	3									
Beginning of Grade 4	6	0	1	5									
Beginning of Grade 5	8	0	0	8									
Beginning of Grade 6	7	0	0	7									
Beginning of Grade 7	5	0	0	5									
Beginning of Grade 8	10	0	0	10	0	0	0	0	6	60	4	40	825

Mathematics	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
	39	**0**	**4**	**35**	**0**	**0**	**3**	**9**	**2**	**6**	**30**	**86**	
Beginning of Grade 3	3	0	0	3									
Beginning of Grade 4	6	0	1	5									
Beginning of Grade 5	8	0	0	8									
Beginning of Grade 6	7	0	2	5									
Beginning of Grade 7	5	0	0	5									
Beginning of Grade 8	10	0	1	9									

Writing	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
	18	**0**	**3**	**15**	**0**	**0**	**0**	**0**	**0**	**0**	**15**	**100**	
Beginning of Grade 5	8	0	1	7									
Beginning of Grade 8	10	0	2	8									

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

Student Level Data Files

Contain:

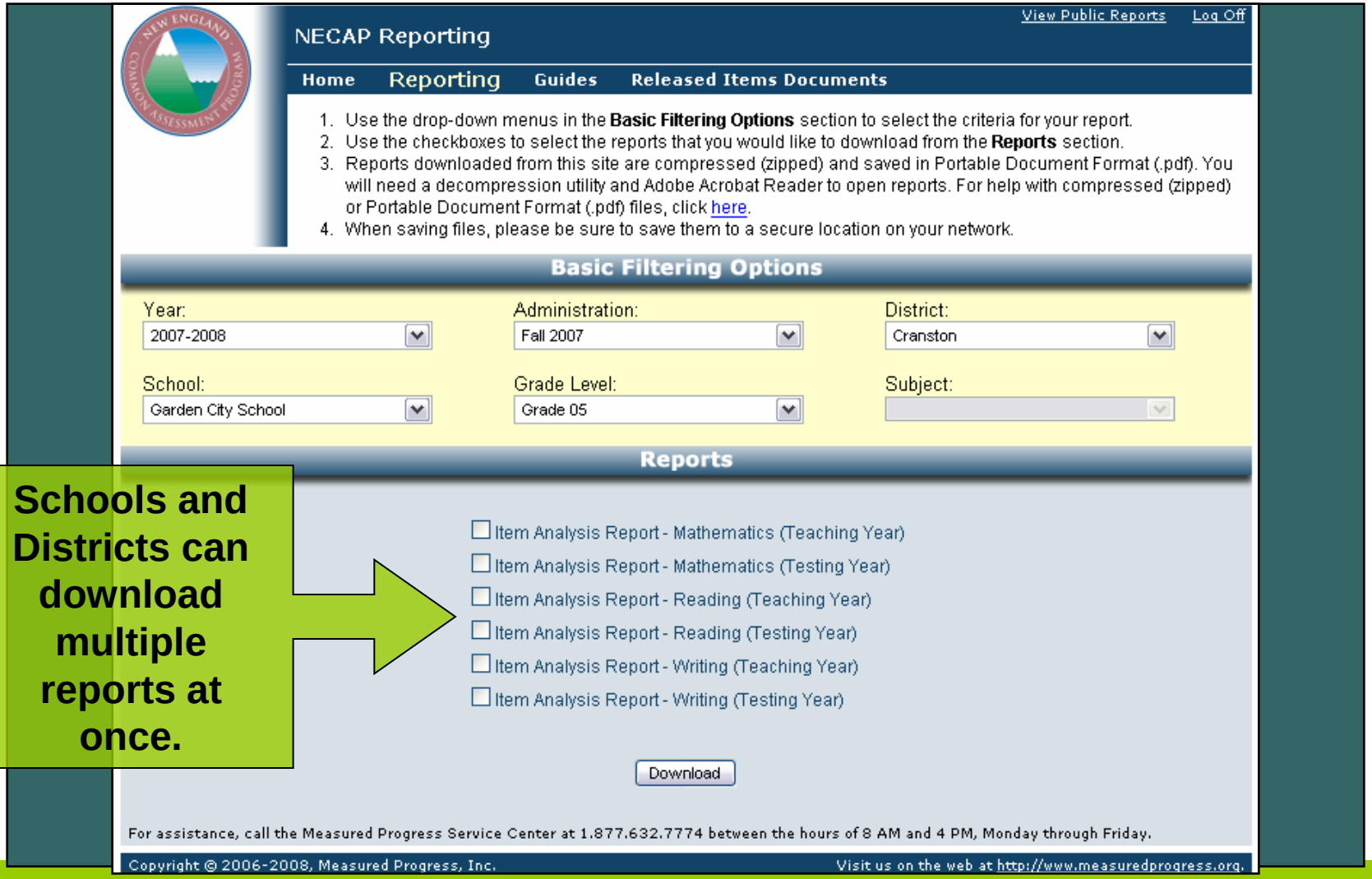
- All demographic information for each student that was provided by the state
- The scaled score, achievement level, and subscores earned by each student in all content areas tested

Also contain:

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

Accessing Your Reports

http://iservices.measuredprogress.org



Schools and Districts can download multiple reports at once.

Using Your Data

Three essential questions…

- How did we do?
- What do the data tell us about parts of our program?
- What do the data tell us about parts of our population?

We will begin exploring these questions today by…

- Looking at the different school-level reports (group data)
- Looking at the Item Analysis Report (primarily individual student data)

Essential Question #1 for Interpreting School Status

How did we do?

Question #1

…compared to the district

…compared to the state

…compared to our own history (both total school and grade/cohort group)

…compared to what we would have predicted knowing our school's programs and students

Essential Question #2 for Interpreting School Status

What do the data tell us about parts of our program

Question #2

How did we perform across the content areas?

How did we perform in the various sub-content areas?

What does the Item Analysis Report tell us about sub-content areas?

How did our sub-content area and item-level performance compare to the district and state?

Essential Question #3 for Interpreting School Status

What do the data tell us about parts of our population?

Question #3

How did the various sub-groups perform relative to:

a. the district?
b. the state?
c. the same sub-groups last year?
d. what we would have predicted knowing the population?

How do the percentages of students in the various sub-groups compare to the district and state?

What does the questionnaire data tell us about the sub-populations?

Before You Go Any Further…

What questions will you answer and for what audiences?

- Based on what you know about your school's programs and students, and how they have changed, what do you expect to see? (For example, how would a specific year's 5th graders perform relative to 5th graders from previous years?)

- What processes will you use to look at your reports?

- Will you look at teaching year or testing year reports?

- Who should participate in the discussions?

- How should you group the participants?

Looking at the data

There are many ways to look at reports…

In order to simplify this presentation, we will only show one of the processes you might use.

Looking at the School-Level Reports

About The New England Common Assessment Program

This report highlights results from the Fall 2007 Beginning of Grade New England Common Assessment Program (NECAP) tests.

The NECAP tests are administered to students in 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 [illegible] to students in grades [illegible]. The tests are designed to measure student performance on the Grade Level Expectations (GLE) developed [illegible] states. Specifically, the tests are designed to measure the content and skills which students are expected to have learned by the end of the school year in their current grade – in other words, the content and skills which 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. [illegible] comparative performance [illegible] and district performance on subtopics within each [illegible] of grade level [illegible] schools and districts will also [illegible] reports, Item Analysis [illegible] reports, [illegible] item support materials, and student-level data files containing [illegible] 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 school's and district's evaluation of their ongoing improvement efforts.

Schools can view reports for Testing Year (2007-08)

Fall 2007
Beginning of Grade 5
NECAP Tests

Grade 5 Students in 2007-2008

School Results

School:

District:

Code:

Looking at the School-Level Reports

About The New England Common Assessment Program

This report highlights results from the Fall 2007 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in 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. NECAP tests are designed to measure student performance on grade level expectations (GLEs) developed and adopted by the state. 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 which 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 in 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 school's and district's evaluation of their ongoing improvement efforts.

Fall 2007
Beginning of Grade 5
NECAP Tests

Grade 4 Students in 2006-2007

School Results

School:

District:

Code:

Or for Teaching Year (2006-07)

Looking at the School-Level Reports

1A and 1B: How did we do compared to the district and the state?

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Grade Level Summary Report

School:
District:
State:
Code:

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2006-07 school year, first year LEP students, students who withdrew from the school after October 1, 2007, students who enrolled in the school after October 1, 2007, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	24			225			6,674			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	23	23	23	216	215	213	6,515	6,509	6,481	96	96	96	96	96	95	98	98	97
Students not tested in NECAP																		
State Approved	1	1	1	5	6	6	82	82	85	4	4	4	2	3	3	1	1	1
Alternate Assessment	0	0	0	4	4	4	65	66	64	0	0	0	2	2	2	1	1	1
First Year LEP	0	0	0	0	0	0	5	0	4	0	0	0	0	0	0	0	0	0
Withdrew After October 1	0	0	0	0	1	1	0	2	3	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
Special Consideration	1	1	1	1	1	1	11	13	14	4	4	4	0	0	0	0	0	0
Other	0	0	0	4	4	6	77	83	108	0	0	0	2	2	3	1	1	2

NECAP RESULTS

	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	%	%	%	%	
READING	24	1	0	23	1	4	12	52	6	26	4	17	540	216	10	47	30	13	542	6,515	19	49	21	11	545
MATH	24	1	0	23	2	9	10	43	4	17	7	30	538	215	7	41	20	33	538	6,509	18	46	17	20	543
WRITING	24	1	0	23	1	4	9	39	6	26	7	30	536	213	9	26	35	31	535	6,481	16	32	28	23	540

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.

Page 2 of 8

Looking at the School-Level Reports

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Grade Level Summary Report

School:
District:
State:
Code:

2A: How did we perform across the content areas?

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2006-07 school year, first year LEP students, students who withdrew from the school after October 1, 2007, students who enrolled in the school after October 1, 2007, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	24			225			6,674			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	23	23	23	216	215	213	6,515	6,509	6,481	96	96	96	96	96	95	98	98	97
Students not tested in NECAP																		
State Approved	1	1	1	5	6	6	82	82	85	4	4	4	2	3	3	1	1	1
Alternate Assessment	0	0	0	4	4	4	65	66	64	0	0	0	2	2	2	1	1	1
First Year LEP	0	0	0	0	0	0	5	0	4	0	0	0	0	0	0	0	0	0
Withdrew After October 1	0	0	0	0	1	1	0	2	3	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
Special Consideration	1	1	1	1	1	1	11	13	14	4	4	4	0	0	0	0	0	0
Other	0	0	0	4	4	6	77	83	108	0	0	0	2	2	3	1	1	2

NECAP RESULTS

	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	%	%	%	%	
READING	24	1	0	23	1	4	12	52	6	26	4	17	540	216	10	47	30	13	542	6,515	19	49	21	11	545
MATH	24	1	0	23	2	9	10	43	4	17	7	30	538	215	7	41	20	33	538	6,509	18	46	17	20	543
WRITING	24	1	0	23	1	4	9	39	6	26	7	30	536	213	9	26	35	31	535	6,481	16	32	28	23	540

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.

Page 2 of 8

Looking at the Results Report – Grade Level Summary

2A: How did we perform across the content areas?

NECAP RESULTS

56% of the students in this school scored proficient or above on the grade 5 reading test.

52% of the students in this school scored proficient or above on the grade 5 mathematics test.

43% of the students in this school scored proficient or above on the grade 5 writing test.

School

	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	%	N	%	N	%	N	%	
READING	1	4	12	52	6	26	4	17	540
MATH	2	9	10	43	4	17	7	30	538
WRITING	1	4	9	39	6	26	7	30	536

Does this data match what we know about the school's program?

Looking at the Results Report – Grade Level Summary

2A: How did we perform across a content area (compared to the district and the state)?

Does this data match what we know about the school's program?

52% of the students in this school scored proficient or above on the grade 5 mathematics test.

48% of the students in this district scored proficient or above on the grade 5 mathematics test.

64% of the students in the state scored proficient or above on the grade 5 mathematics test.

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Grade Level Summary Report

...school after October 1, 2007, students for whom a special consideration was granted through ...e Department of Education, and other students for reasons not approved. On this page, and ...out this report, results are only reported for groups of students that are larger than nine (9).

	Percentage								
	School			District			State		
	100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	96	96	96	96	96	95	98	98	97

READING	24	1	0	23	2	9	10	43	4	17	7	30	538	215	7	41	20	33	538	6,509	18	46	17	20	543
MATH	24	1	0	23	2	9	10	43	4	17	7	30	538	215	7	41	20	33	538	6,509	18	46	17	20	543
WRITING	24	1	0	23	1	4	9	39	6	26	7	30	536	213	9	26	35	31	535	6,481	16	32	28	23	540

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.

Page 2 of 8

Looking at the Results Report – Content Area Results

1C: How did we do compared to our own history?

07 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Mathematics Results

School:
District:
State:
Code:

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

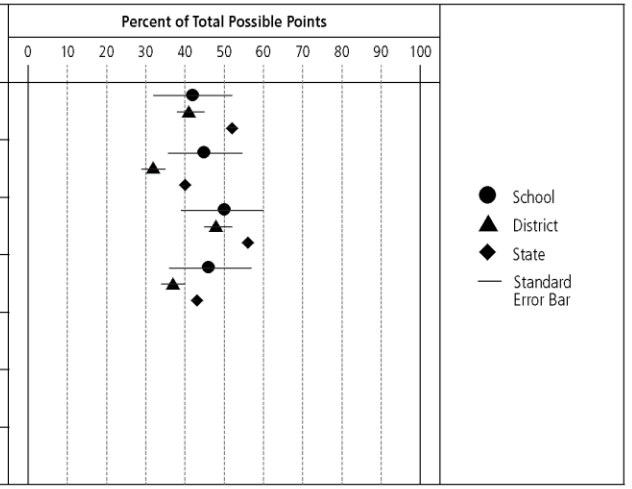
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	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	%	
SCHOOL													
2005-06	22	1	0	21	4	19	7	33	4	19	6	29	542
2006-07	21	0	0	21	2	10	12	57	6	29	1	5	542
2007-08	**24**	**1**	**0**	**23**	**2**	**9**	**10**	**43**	**4**	**17**	**7**	**30**	**538**
Cumulative Total	67	2	0	65	8	12	29	45	14	22	14	22	541
DISTRICT													
2005-06	235	22	5	208	9	4	80	38	48	23	71	34	537
2006-07	221	7	3	211	18	9	103	49	41	19	49	23	540
2007-08	**225**	**6**	**4**	**215**	**15**	**7**	**88**	**41**	**42**	**20**	**70**	**33**	**538**
Cumulative Total	681	35	12	634	42	7	271	43	131	21	190	30	538
STATE													
2005-06	6,892	293	54	6,545	1,096	17	3,077	47	1,157	18	1,215	19	543
2006-07	6,605	79	63	6,463	1,199	19	3,000	46	1,154	18	1,110	17	543
2007-08	**6,674**	**82**	**83**	**6,509**	**1,157**	**18**	**2,974**	**46**	**1,083**	**17**	**1,295**	**20**	**543**
Cumulative Total	20,171	454	200	19,517	3,452	18	9,051	46	3,394	17	3,620	19	543

Subtopic	Total Possible Points
Number & Operations	73
Geometry & Measurement	32
Functions & Algebra	32
Data, Statistics, & Probability	25



Page 5 of 8

Looking at the Results Report – Content Area Results

1C: How did we do compared to our own history?

67% of last year's fifth grade students scored proficient or above on the mathematics test.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1	
	N	N	N	N	N		N		N	%	N	%
SCHOOL												
2005-06	22	1	0	21	4	[illegible]	7	[illegible]	4	19	6	29
2006-07	21	0	0	21	2	10	12	57	6	29	1	5
2007-08	**24**	**1**	**0**	**23**	**2**	**9**	**10**	**43**	**4**	**17**	**7**	**30**
Cumulative Total	67	2	0	65	8	[illegible]	29	[illegible]	14	22	14	22

Does this confirm what we know about this year's cohort of fifth grade students compared with last year's cohort?

The big difference could be due to a cohort effect (stronger group vs. weaker group).

52% of this year's fifth grade students scored proficient or above on the mathematics test.

Looking at the Results Report – Content Area Results

1C: How did we do compared to our own history?

This is the better indicator of how we're doing.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1	
	N	N	N	N	N	%	N	%	N	%	N	%
SCHOOL												
2005-06	22	1	0	21	4	19	7	33	4	19	6	29
2006-07	21	0	0	21	2	10	12	57	6	29	1	5
2007-08	**24**	**1**	**0**	**23**	**2**	**9**	**10**	**43**	**4**	**17**	**7**	**30**
Cumulative Total	67	2	0	65	8	12	29	45	14	22	14	22

Cumulative Totals…
provide information on multiple cohorts of students exposed to the program of instruction at a specific grade. Caution should be used if the program of instruction has changed significantly.

Looking at the Results Report – Content Area Results

2B: How did we perform in the various sub-content areas?

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Mathematics Results

School:
District:
State:
Code:

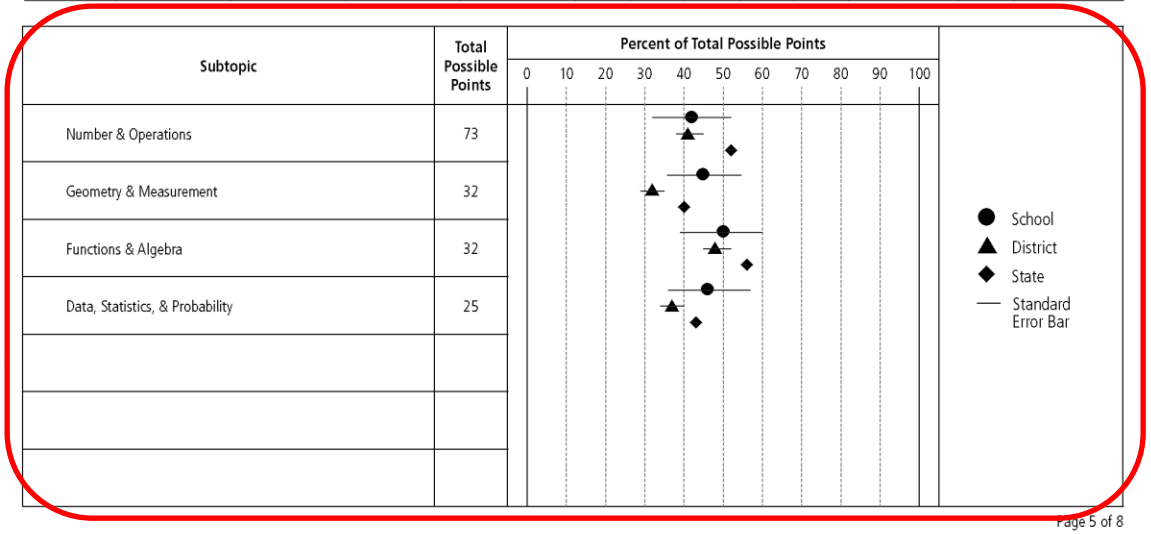
Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

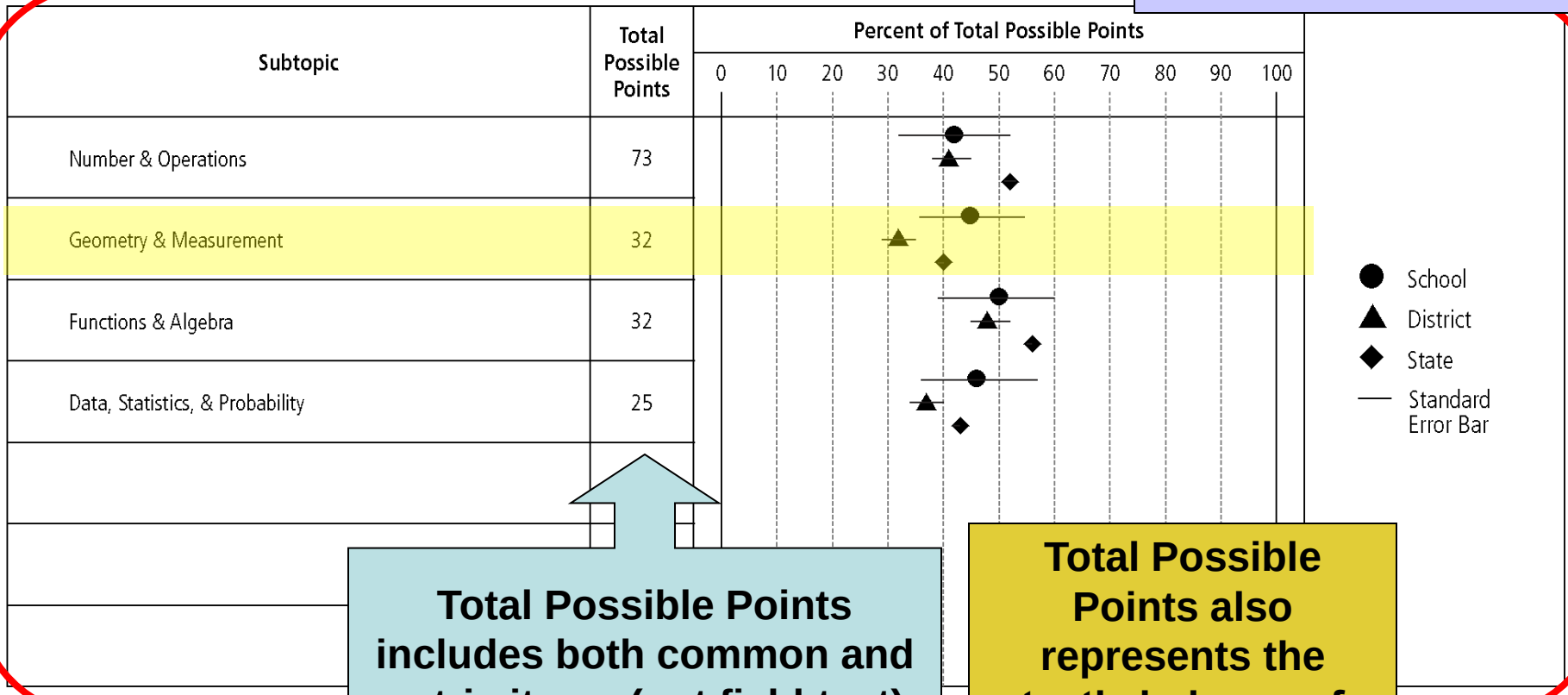
Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	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	%	
SCHOOL													
2005-06	22	1	0	21	4	19	7	33	4	19	6	29	542
2006-07	21	0	0	21	2	10	12	57	6	29	1	5	542
2007-08	**24**	**1**	**0**	**23**	**2**	**9**	**10**	**43**	**4**	**17**	**7**	**30**	**538**
Cumulative Total	67	2	0	65	8	12	29	45	14	22	14	22	541
DISTRICT													
2005-06	235	22	5	208	9	4	80	38	48	23	71	34	537
2006-07	221	7	3	211	18	9	103	49	41	19	49	23	540
2007-08	**225**	**6**	**4**	**215**	**15**	**7**	**88**	**41**	**42**	**20**	**70**	**33**	**538**
Cumulative Total	681	35	12	634	42	7	271	43	131	21	190	30	538
STATE													
2005-06	6,892	293	54	6,545	1,096	17	3,077	47	1,157	18	1,215	19	543
2006-07	6,605	79	63	6,463	1,199	19	3,000	46	1,154	18	1,110	17	543
2007-08	**6,674**	**82**	**83**	**6,509**	**1,157**	**18**	**2,974**	**46**	**1,083**	**17**	**1,295**	**20**	**543**
Cumulative Total	20,171	454	200	19,517	3,452	18	9,051	46	3,394	17	3,620	19	543



Looking at the Results Report – Content Area Results

2B: How did we perform in the various sub-content areas?



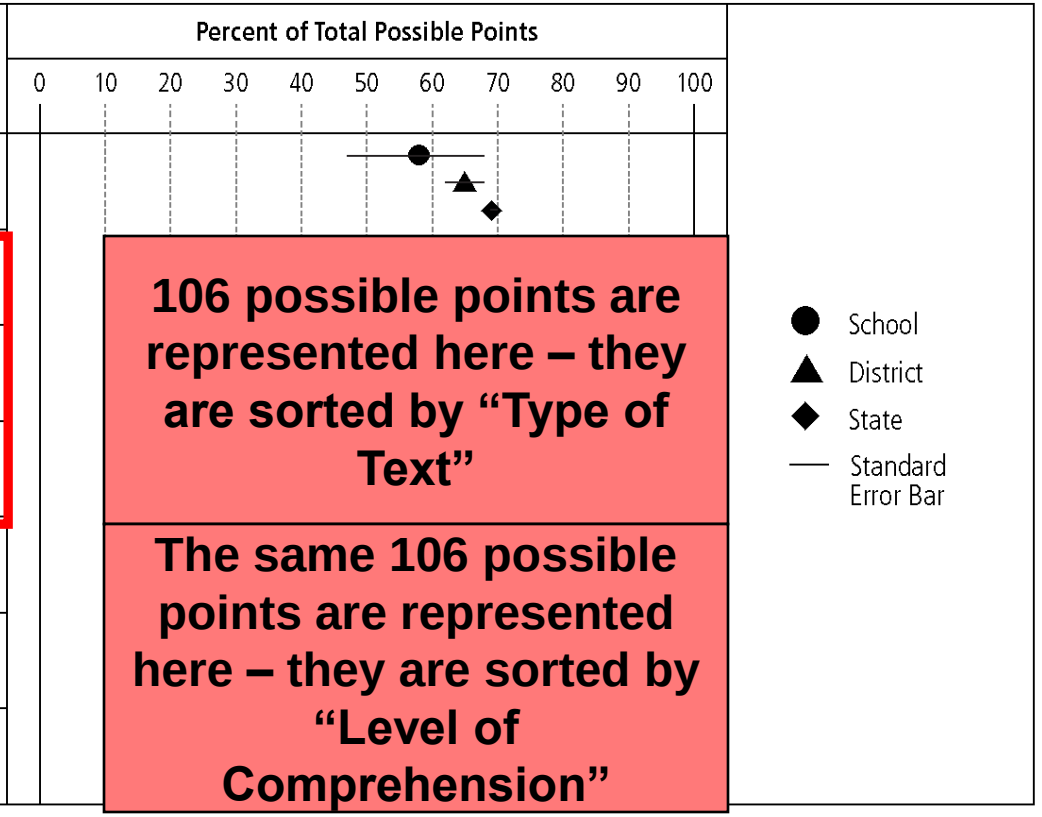
Total Possible Points includes both common and matrix items (not field-test).

Total Possible Points also represents the test's balance of representation.

Looking at the Results Report – Content Area Results

Please note: The Total Possible Points column is organized differently on the Reading Results Report

Subtopic	Total Possible Points
Word ID/Vocabulary	24
Type of Text	
Literary	57
Informational	49
Level of Comprehension	
Initial Understanding	47
Analysis & Interpretation	59



106 possible points are represented here – they are sorted by "Type of Text"

The same 106 possible points are represented here – they are sorted by "Level of Comprehension"

Looking at the School-Level Report

3B: How did the various sub-groups compare to the district and state?

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Disaggregated Mathematics Results

School:
District:
State:
Code:

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
All Students	**24**	**1**	**0**	**23**	**2**	**9**	**10**	**43**	**4**	**17**	**7**	**30**	**538**	**215**	**7**	**41**	**20**	**33**	**538**	**6,509**	**18**	**46**	**17**	**20**	**543**
Gender																									
Male	9	1	0	8										98	7	37	18	38	537	3,345	19	44	17	20	543
Female	15	0	0	15	1	7	6	40	3	20	5	33	536	117	7	44	21	28	539	3,164	16	48	16	19	543
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										0						16	0	31	31	38	532
Asian	0	0	0	0										1						105	26	46	12	16	546
Black or African American	1	0	0	1										2						111	4	32	25	40	535
Hispanic or Latino	2	0	0	2										3						68	9	49	19	24	541
Native Hawaiian or Pacific Islander	0	0	0	0										0						5					
White (non-Hispanic)	21	1	0	20	2	10	9	45	4	20	5	25	539	208	7	42	19	32	538	6,104	18	46	16	19	543
No Primary Race/Ethnicity Reported	0	0	0	0										1						100	15	36	22	27	541
LEP Status																									
Currently receiving LEP services	0	0	0	0										0						127	7	35	24	33	537
Former LEP student - monitoring year 1	0	0	0	0										0						15	53	47	0	0	555
Former LEP student - monitoring year 2	0	0	0	0										0						15	33	67	0	0	553
All Other Students	24	1	0	23	2	9	10	43	4	17	7	30	538	215	7	41	20	33	538	6,352	18	46	17	20	543
IEP																									
Students with an IEP	4	0	0	4										32	0	13	13	75	527	850	2	18	19	61	530
All Other Students	20	1	0	19	2	11	10	53	4	21	3	16	542	183	8	46	21	25	540	5,659	20	50	16	14	545
SES																									
Economically Disadvantaged Students	6	0	0	6										95	1	31	21	47	534	2,055	7	38	22	34	537
All Other Students	18	1	0	17	2	12	10	59	2	12	3	18	541	120	12	49	18	21	541	4,454	23	49	14	14	546
Migrant																									
Migrant Students	0	0	0	0										0						33	6	39	21	33	538
All Other Students	24	1	0	23	2	9	10	43	4	17	7	30	538	215	7	41	20	33	538	6,476	18	46	17	20	543

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.

Page 6 of 8

Looking at the School-Level Report

REPORTING CATEGORIES	School												
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2				
	N	N	N	N	N	%	N	%	N	%			
All Students	**24**	**1**	**0**	**23**	**2**	**9**	**10**	**43**	**4**	**17**	**7**	**30**	**538**
Gender													
Male	9	1	0	8									
Female	15	0	0	15	1	7	6	40	3	20	5	33	536
Not Reported	0	0	0	0									
Primary Race/Ethnicity													
American Indian or Alaskan Native	0	0	0	0									
Asian	0	0	0	0									
Black or African American	1	0	0	1									
Hispanic or Latino	2	0	0	2									
Native Hawaiian or Pacific Islander	0	0	0	0									
White (non-Hispanic)	21	1	0	20	2	10	9	45					
No Primary Race/Ethnicity Reported	0	0	0	0									
LEP Status													
Currently receiving LEP services	0	0	0	0									
Former LEP student - monitoring year 1	0	0	0	0									
Former LEP student - monitoring year 2	0	0	0	0									
All Other Students	24	1	0	23	2	9	10	43					
IEP													
Students with an IEP	4	0	0	4									
All Other Students	20	1	0	19	2	11	10	53	4	21	3	16	542
SES													
Economically Disadvantaged Students	6	0	0	6									
All Other Students	18	1	0	17	2	12	10	59	2	12	3	18	541
Migrant													
Migrant Students	0	0	0	0									
All Other Students	24	1	0	23	2	9	10	43	4	17	7	30	538

3A: How did the various sub-groups perform?

Important Note:
Disaggregated results are not reported for sub-groups of less than 10

Looking at the School-Level Report

REPORTING CATEGORIES	District						State							
	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		
All Students	**215**	**7**	**41**	**20**	**33**	**538**	**6,509**	**18**	**46**	**17**	**20**	**543**	**30**	**538**
Gender														
Male	98	7	37	18	38	537	3,345	19	44	17	20	543		
Female	117	7	44	21	28	539	3,164	16	48	16	19	543	33	536
Not Reported	0						0							
Primary Race/Ethnicity														
American Indian or Alaskan Native														
Asian														
Black or African American														
Hispanic or Latino														
Native Hawaiian or Pacific Islander														
White (non-Hispanic)														
No Primary Race/Ethnicity Reported														
LEP Status														
Currently receiving LEP services														
Former LEP student - monitoring year 1														
Former LEP student - monitoring year 2														
All Other Students	215	7	41	20	33	538	6,352	18	46	17	20	543	30	538
IEP														
Students with an IEP	32	0	13	13	75	527	850	2	18	19	61	530		
All Other Students	183	8	46	21	25	540	5,659	20	50	16	14	545	16	542
SES														
Economically Disadvantaged Students	95	1	31	21	47	534	2,055	7	38	22	34	537		
All Other Students	120	12	49	18	21	541	4,454	23	49	14	14	546	18	541
Migrant														
Migrant Students	0						33	6	39	21	33	538		
All Other Students	215	7	41	20	33	538	6,476	18	46	17	20	543	30	538

3A: How did the various sub-groups perform?

13% of the students with an IEP in this district scored proficient or above

20% of the students with an IEP in the state scored proficient or above

Does this data match what we know about the district's program?

Looking at the Item Analysis Report

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Item Analysis Report
Mathematics

School:
District:
State:
Code:

		Released Items															Total Test Results						
																	Subcategory Points Earned						
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15							
	Content Strand	NO	NO	NO	NO	NO	GM	FA	FA	FA	DP	GM	DP	GM	DP	NO							
	GLE Code	4-1	4-2	4-2	4-3	4-3	4-7	4-1	4-4	4-4	4-1	4-5	4-2	4-1	4-5	4-1							
	Depth of Knowledge Code	1	1	2	2	2	2	2	2	2	2	2	1	2	2	2							
	Item Type	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	SA	SA	SA	SA	CR							
	Correct MC Response	B	B	B	C	A	D	B	A	D	C												
Name/Student ID	Total Possible Points	1	1	1	1	1	1	1	1	1	1	1	1	2	2	4	30	13	13	10		66		
																	Number & Operations	Geometry & Measurement	Functions & Algebra	Data, Statistics, & Probability		Total Points Earned	Scaled Score	Achievement Level
Anderson, Andrew	1234567	D	+	A	D	B	B	D	C	C	A	0	0	1	0	0	7	5	2	0		14	526	1
Boria, Becky	1234567	D	+	D	+	B	B	A	B	A	B	1	0	1	0	0	8	4	5	1		18	531	1
Carpenter, Clara	1234567	+	+	A	+	+	+	+	+	+	+	1	1	0	2	2	16	7	12	10		45	553	3
Dillon, Devon	1234567	A	A	C	+	+	A		D	+	B	1	0	2	1	2	14	8	9	7		38	548	3
Erickson, Evan																	15	1	8	3		27	539	2
Fernandez, Frank																	8	7	5	4		24	537	2
Giordano, Gavin																	13	2	5	5		25	538	2
Huggard, Haley																	14	4	8	2		28	540	3
Isner, Isabelle																	11	4	5	2		22	535	2
Jackson, Jarrett																	15	5	4	5		29	541	3
Kirkwood, Khalid																	2	1	2	0		5	500	1
Lopez, Latosha																	14	8	8	6		36	546	3
MacBriar, Max																	7	6	4	2		19	532	1
Nelson, Nadine																	14	2	10	5		31	543	3
Ostrowski, Olivia																	7	5	6	1		19	532	1
Peters, Priscilla	1234567	A	+	A	D	D	+	+	B	C	+	1	0	1	0	2	12	7	6	5		30	542	3
Quimby, Quinn	1234567	+	+	+	A	+	+	+	+	+	+	0	1	0	0	0	19	8	7	8		42	551	3
Routhe, Rhiannan	1234567	+	+	A	D	+	+	+	B	+	+	1	0	2	0	4	18	7	7	7		39	549	3
Sturgill, Sarah	1234567	+	+	+	D	+	+	+	+	+	+	1	0	2	2	4	25	12	11	9		57	565	4
Tillwell, Tracy	1234567	D	+	A	+	+	+	+	C	+	+	0	1	1	0	1	16	9	6	6		37	547	3
Underwood, Ursula	1234567	+	+	A	A	C	B	A	B	B	A	0	0	1	0	0	7	3	3	1		14	526	1
Vasquez, Vivian	1234567	A	D	+	+	+	B	A	+	C	B	0	0	1	0	0	6	7	4	1		17	530	1
Wilcox, Wendy †	1234567																0	0	0	0		0		S
Xanakis, Xavier	1234567	+	+	A	+	+	+	+	+	+	+	1	1	2	0	4	23	9	13	8		52	559	4
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15								
	Percent Correct/Average Score: School	35	78	17	48	61	61	52	35	61	52	0.6	0.2	0.9	0.3	1.4	12.7	5.7	6.5	4.3				
	Percent Correct/Average Score: District	40	80	29	44	61	40	62	40	67	51	0.5	0.2	0.5	0.3	1.4	13.1	4.7	5.8	3.8				
	Percent Correct/Average Score: State	60	84	50	49	70	46	73	48	72	59	0.5	0.4	0.8	0.4	2.1	16.1	5.6	6.8	4.5				

This part of the report gives specific information about the released items

† This student is not included in the school, district, and state summary results at the end of this report.

123-4567

Looking at the Item Analysis Report

		Released Items														
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Content Strand	NO	NO	NO	NO	NO	GM	FA	FA	FA	DP	GM	DP	GM	DP	NO
	GLE Code	4-1	4-2	4-2	4-3	4-3	4-7	4-1	4-4	4-4	4-1	4-5	4-2	4-1	4-5	4-1
	Depth of Knowledge Code	1	1	2	2	2	2	2	2	2	2	2	1	2	2	2
	Item Type	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	SA	SA	SA	SA	CR
	Correct MC Response	B	B	B	C	A	D	B	A	D	C					
Name/Student ID	Total Possible Points	1	1	1	1	1	1	1	1	1	1	1	1	2	2	4
Anderson, Andrew	1234567	D	+	A	D	B	B	D	C	C	A	0	0	1	0	0
Boria, Becky	1234567	D	+	D	+	B	B	A	B	A	B	1	0	1	0	0

Looking at the Item Analysis Report

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Item Analysis Report
Mathematics

School:
District:
State:
Code:

		Released Items															Total Test Results						
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Subcategory Points Earned						
	Content Strand	NO	NO	NO	NO	NO	GM	FA	FA	FA	DP	GM	DP	GM	DP	NO							
	GLE Code	4-1	4-2	4-2	4-3	4-3	4-7	4-1	4-4	4-4	4-1	4-5	4-2	4-1	4-5	4-1							
	Depth of Knowledge Code	1	1	2	2	2	2	2	2	2	2	2	1	2	2	2							
	Item Type	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	SA	SA	SA	SA	CR							
	Correct MC Response	B	B	B	C	A	D	B	A	D	C												
Name/Student ID	Total Possible Points	1	1	1	1	1	1	1	1	1	1	1	1	2	2	4	30	13	13	10		66	
Anderson, Andrew	1234567	D	+	A	D	B	B	D	C	C	A	0	0	1	0	0	7	5	2	0		14	526	1
Boria, Becky	1234567	D	+	D	+	B	B	A	B	A	B	1	0	1	0	0	8	4	5	1		18	531	1
Carpenter, Clara	1234567	+	+	A	+	+	+	+	+	+	+	1	1	0	2	2	16	7	12	10		45	553	3
Dillon, Devon	1234567	A	A	C	+	+	A		D	+	B	1	0	2	1	2	14	8	9	7		38	548	3
Erickson, Evan	1234567	+	D	A	D	+	+	C	B	+	B	1	0		0	4	15	1	8	3		27	539	2
Fernandez, Frank	1234567	A	+	A	+	C	B	+	B	+	+	0	0	1	0	1	8	7	5	4		24	537	2
Giordano, Gavin	1234567	C	+	+	+	+	+	+	B	B	+	1	0	0	0	1	13	2	5	5		25	538	2
Huggard, Haley	1234567	A	+	C	D	C	+	+	+	+	A	1	0	1	0	1	14	4	8	2		28	540	3
Isner, Isabelle	1234567	+	+	A	+	+	B	A	+	C	+	1	0	0	0	0	11	4	5	2		22	535	2
Jackson, Jarrett																	15	5	4	5		29	541	3
Kirkwood, Khalid																	2	1	2	0		5	500	1
Lopez, Latosha																	14	8	8	6		36	546	3
MacBriar, Max																	7	6	4	2		19	532	1
Nelson, Nadine																	14	2	10	5		31	543	3
Ostrowski, Olivia																	7	5	6	1		19	532	1
Peters, Priscilla																	12	7	6	5		30	542	3
Quimby, Quinn																	19	8	7	8		42	551	3
Routhe, Rhiannan																	18	7	7	7		39	549	3
Sturgill, Sarah																	25	12	11	9		57	565	4
Tillwell, Tracy																	16	9	6	6		37	547	3
Underwood, Ursula																	7	3	3	1		14	526	1
Vasquez, Vivian	1234567	A	D	+	+	+	B	A	+	C	B	0	0	1	0	0	6	7	4	1		17	530	1
Wilcox, Wendy †	1234567																0	0	0	0		0		S
Xanakis, Xavier	1234567	+	+	A	+	+	+	+	+	+	+	1	1	2	0	4	23	9	13	8		52	559	4
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15							
	Percent Correct/Average Score: School	35	78	17	48	61	61	52	35	61	52	0.6	0.2	0.9	0.3	1.4	12.7	5.7	6.5	4.3			
	Percent Correct/Average Score: District	40	80	29	44	61	40	62	40	67	51	0.5	0.2	0.5	0.3	1.4	13.1	4.7	5.8	3.8			
	Percent Correct/Average Score: State	60	84	50	49	70	46	73	48	72	59	0.5	0.4	0.8	0.4	2.1	16.1	5.6	6.8	4.5			

This part of the report represents all of the items used to compute student scores

† This student is not included in the school, district, and state summary results at the end of this report.

123-4567

Looking at the Item Analysis Report

Subcategory Points Earned			
Number & Operations	Geometry & Measurement	Functions & Algebra	Data, Statistics, & Probability
30	13	13	10
7	5	2	0
8	4	5	1
16	7	12	10
14	8	9	7
15	1	8	3
8	7	5	4
13	2	5	5
14	4	8	2
11	4	5	2
15	5	4	5
2	1	2	0
14	8	8	6
7	6	4	2
14	2	10	5
7	5	6	1
12	7	6	5
19	8	7	8
18	7	7	7
25	12	11	9
16	9	6	6
7	3	3	1
6	7	4	1
0	0	0	0
23	9	13	8
12.7	5.7	6.5	4.3
13.1	4.7	5.8	3.8
16.1	5.6	6.8	4.5

Looking at the Item Analysis Report

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Item Analysis Report
Mathematics

School:
District:
State:
Code:

		Released Items															Total Test Results							
																	Subcategory Points Earned							
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15								
	Content Strand	NO	NO	NO	NO	NO	GM	FA	FA	FA	DP	GM	DP	GM	DP	NO								
	GLE Code	4-1	4-2	4-2	4-3	4-3	4-7	4-1	4-4	4-4	4-1	4-5	4-2	4-1	4-5	4-1								
	Depth of Knowledge Code	1	1	2	2	2	2	2	2	2	2	2	1	2	2	2								
	Item Type	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	SA	SA	SA	SA	CR								
	Correct MC Response	B	B	B	C	A	D	B	A	D	C													
Name/Student ID	Total Possible Points	1	1	1	1	1	1	1	1	1	1	1	1	2	2	4	30	13	13	10		66		
Anderson, Andrew	1234567	D	+	A	D	B	B	D	C	C	A	0	0	1	0	0	7	5	2	0		14	526	1
Boria, Becky	1234567	D	+	D	+	B	B	A	B	A	B	1	0	1	0	0	8	4	5	1		18	531	1
Carpenter, Clara	1234567	+	+	A	+	+	+	+	+	+	+	1	1	0	2	2	16	7	12	10		45	553	3
Dillon, Devon	1234567	A	A	C	+	+	A		D	+	B	1	0	2	1	2	14	8	9	7		38	548	3
Erickson, Evan	1234567	+	D	A	D	+	+	C	B	+	B	1	0		0	4	15	1	8	3		27	539	2
Fernandez, Frank	1234567	A	+	A	+	C	B	+	B	+	+	0	0	1	0	1	8	7	5	4		24	537	2
Giordano, Gavin	1234567	C	+	+	+	+	+	+	B	B	+	1	0	0	0	1	13	2	5	5		25	538	2
Huggard, Haley	1234567	A	+	C	D	C	+	+	+	+	A	1	0	1	0	1	14	4	8	2		28	540	3
Isner, Isabelle	1234567	+	+	A	+	+	B	A	+	C	+	1	0	0	0	0	11	4	5	2		22	535	2
Jackson, Jarrett																	15	5	4	5		29	541	3
Kirkwood, Khalid																	2	1	2	0		5	500	1
Lopez, Latosha																	14	8	8	6		36	546	3
MacBriar, Max																	7	6	4	2		19	532	1
Nelson, Nadine																	14	2	10	5		31	543	3
Ostrowski, Olivia																	7	5	6	1		19	532	1
Peters, Priscilla																	12	7	6	5		30	542	3
Quimby, Quinn																	19	8	7	8		42	551	3
Routhe, Rhiannan																	18	7	7	7		39	549	3
Sturgill, Sarah																	25	12	11	9		57	565	4
Tillwell, Tracy																	16	9	6	6		37	547	3
Underwood, Ursula																	7	3	3	1		14	526	1
Vasquez, Vivian	1234567	A	D	+	+	+	B	A	+	C	B	0	0	1	0	0	6	7	4	1		17	530	1
Wilcox, Wendy †	1234567																0	0	0	0		0		S
Xanakis, Xavier	1234567	+	+	A	+	+	+	+	+	+	+	1	1	2	0	4	23	9	13	8		52	559	4
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15								
	Percent Correct/Average Score: School	35	78	17	48	61	61	52	35	61	52	0.6	0.2	0.9	0.3	1.4	12.7	5.7	6.5	4.3				
	Percent Correct/Average Score: District	40	80	29	44	61	40	62	40	67	51	0.5	0.2	0.5	0.3	1.4	13.1	4.7	5.8	3.8				
	Percent Correct/Average Score: State	60	84	50	49	70	46	73	48	72	59	0.5	0.4	0.8	0.4	2.1	16.1	5.6	6.8	4.5				

This part of the report does not represent all of the items used to compute student scores

† This student is not included in the school, district, and state summary results at the end of this report.

123-4567

Looking at the Item Analysis Report

2D: How did our item-level performance compare to the district and state?

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Percent Correct/Average Score: School	35	78	17	48	61	61	52	35	61	52	0.6	0.2	0.9	0.3	1.4
Percent Correct/Average Score: District	40	80	29	44	61	40	62	40	67	51	0.5	0.2	0.5	0.3	1.4
Percent Correct/Average Score: State	60	84	50	49	70	46	73	48	72	59	0.5	0.4	0.8	0.4	2.1

This school scored 33 percent lower than the state on item 3 – that's probably significant and certainly worth a closer look.

Looking at the Item Analysis Report

2D: How did our item-level performance compare to the district and state?

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Item Analysis Report
Mathematics

School:
District:
State:
Code:

Over 80% of the students who answered item 3 wrong chose option A.

		Released Items															Total Test Results						
																	Subcategory Points Earned						
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15							
	Content Strand	NO	NO	NO	NO	NO	GM	FA	FA	FA	DP	GM	DP	GM	DP	NO							
	GLE Code	4-1	4-2	4-2	4-3	4-3	4-7	4-1	4-4	4-4	4-1	4-5	4-2	4-1	4-5	4-1							
	Depth of Knowledge Code	1	1	2	2	2	2	2	2	2	2	2	1	2	2	2							
	Item Type	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	SA	SA	SA	SA	CR							
	Correct MC Response	B	B	B	C	A	D	B	A	D	C												
Name/Student ID	Total Possible Points	1	1	1	1	1	1	1	1	1	1	1	1	2	2	4	30	13	13	10		66		
Anderson, Andrew	1234567	D	+	A	D	B	B	D	C	C	A	0	0	1	0	0	7	5	2	0		14	526	1
Boria, Becky	1234567	D	+	D	+	B	B	A	B	A	B	1	0	1	0	0	8	4	5	1		18	531	1
Carpenter, Clara	1234567	+	+	A	+	+											7	12	10			45	553	3
Dillon, Devon	1234567	A	A	C	+	+	A										8	9	7			38	548	3
Erickson, Evan	1234567	+	D	A	D	+	+										1	8	3			27	539	2
Fernandez, Frank	1234567	A	+	A	+	C	B										7	5	4			24	537	2
Giordano, Gavin	1234567	C	+	+	+	+	+										2	5	5			25	538	2
Huggard, Haley	1234567	A	+	C	D	C	+										4	8	2			28	540	3
Isner, Isabelle	1234567	+	+	A	+	+	B										4	5	2			22	535	2
Jackson, Jarrett	1234567	A	+	A	+	+	+										5	4	5			29	541	3
Kirkwood, Khalid	1234567	D	A	A	D	C	C										1	2	0			5	500	1
Lopez, Latosha	1234567	A	+	C	D	B	+										8	8	6			36	546	3
MacBriar, Max	1234567	A	+	A	D	+	+										6	4	2			19	532	1
Nelson, Nadine	1234567	A	+	A	D	+	B										2	10	5			31	543	3
Ostrowski, Olivia	1234567	A	D	C	D	B	+										5	6	1			19	532	1
Peters, Priscilla	1234567	A	+	A	D	D	+										7	6	5			30	542	3
Quimby, Quinn	1234567	+	+	+	A	+	+										8	7	8			42	551	3
Routhe, Rhiannan	1234567	+	+	A	D	+	+										7	7	7			39	549	3
Sturgill, Sarah	1234567	+	+	+	D	+	+										12	11	9			57	565	4
Tillwell, Tracy	1234567	D	+	A	D	+	+										9	6	6			37	547	3
Underwood, Ursula	1234567	+	+	A	A	C	B										3	3	1			14	526	1
Vasquez, Vivian	1234567	A	D	+	+	+	B	A	+	C	B	0	0	1	0	0	6	7	4	1		17	530	1
Wilcox, Wendy †	1234567																0	0	0	0		0		S
Xanakis, Xavier	1234567	+	+	A	D	+	+	+	+	+	+	1	1	2	0	4	23	9	13	8		52	559	4
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15							
	Percent Correct/Average Score: School	35	78	17	48	61	61	52	35	61	52	0.6	0.2	0.9	0.3	1.4	12.7	5.7	6.5	4.3			
	Percent Correct/Average Score: District	40	80	29	44	61	40	62	40	67	51	0.5	0.2	0.5	0.3	1.4	13.1	4.7	5.8	3.8			
	Percent Correct/Average Score: State	60	84	50	49	70	46	73	48	72	59	0.5	0.4	0.8	0.4	2.1	16.1	5.6	6.8	4.5			

† This student is not included in the school, district, and state summary results at the end of this report.

123-4567

Looking at the Item Analysis Report

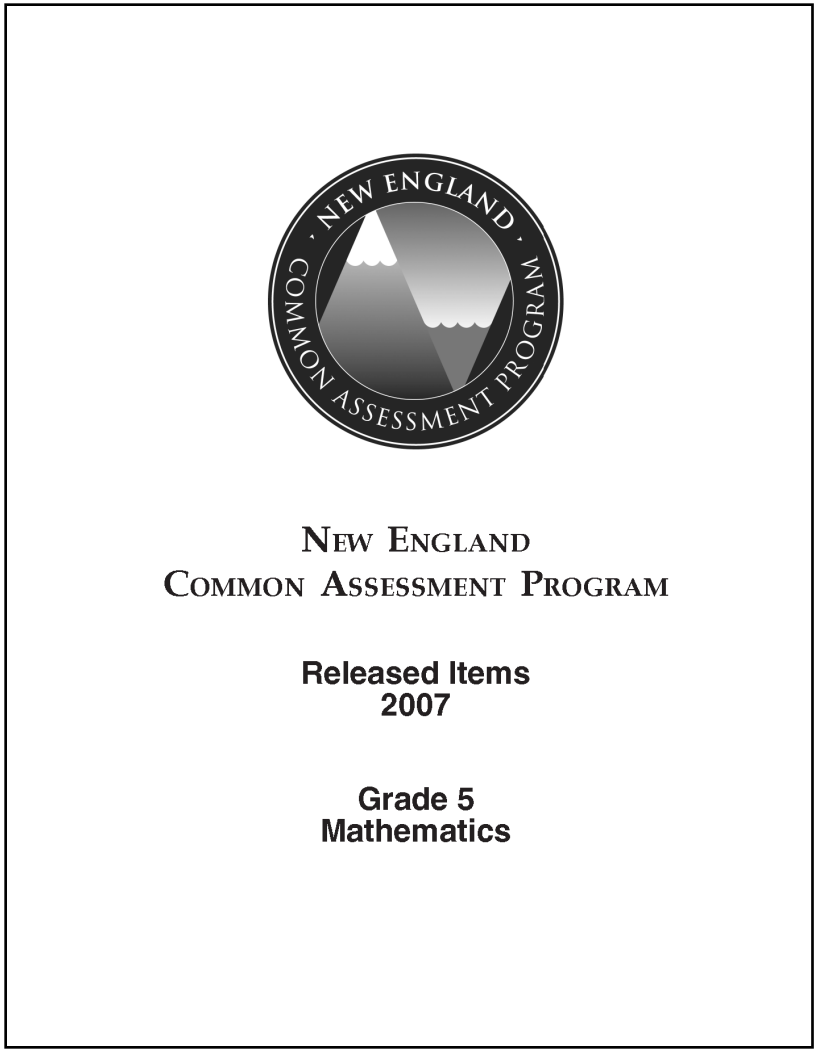
What do we know about this item?

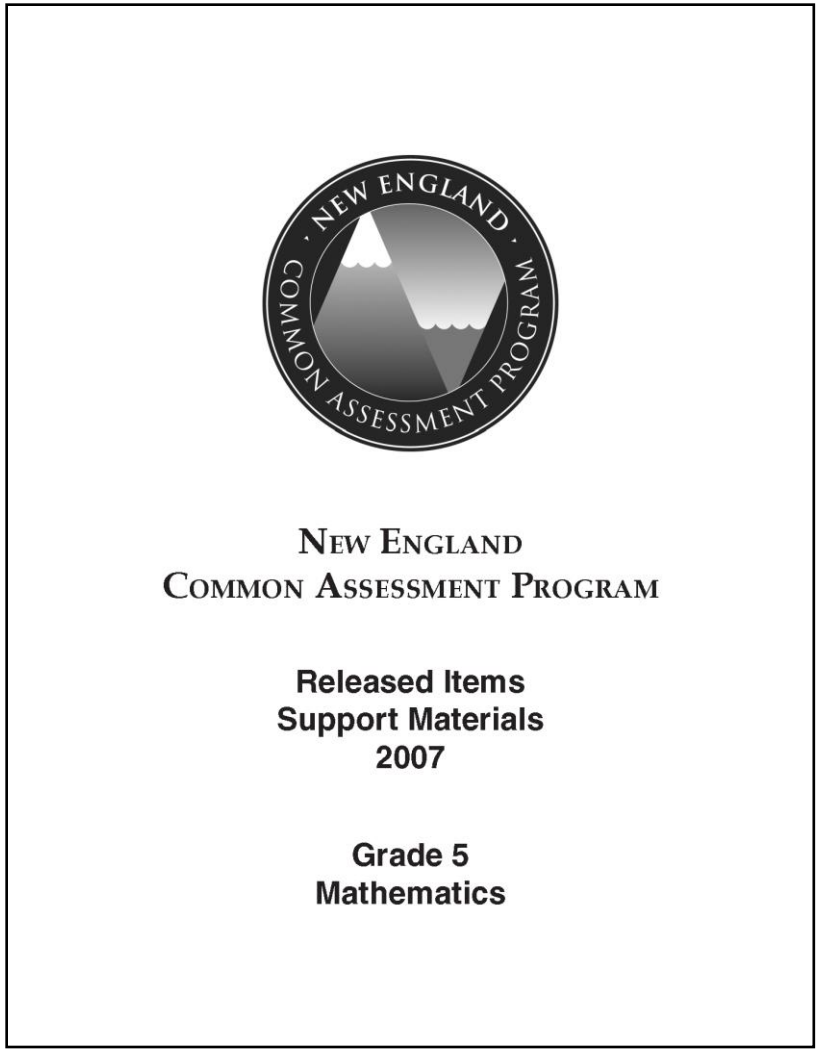
2D: How did our item-level performance compare to the district and state?

		Released Items														
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Content Strand	NO	NO	NO	NO	NO	GM	FA	FA	FA	DP	GM	DP	GM	DP	NO
	GLE Code	4-1	4-2	4-2	4-3	4-3	4-7	4-1	4-4	4-4	4-1	4-5	4-2	4-1	4-5	4-1
	Depth of Knowledge Code	1	1	2	2	2	2	2	2	2	2	2	1	2	2	2
	Item Type	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	SA	SA	SA	SA	CR
	Correct MC Response	B	B	B	C	A	D	B	A	D	C					
Name/Student ID	Total Possible Points	1	1	1	1	1	1	1	1	1	1	1	1	2	2	4
Anderson, Andrew	1234567	D	+	A	D	B	B	D	C	C	A	0	0	1	0	0
Boria, Becky	1234567	D	+	D	+	B	B	A	B	A	B	1	0	1	0	0

This information will help us use the Released Items Support Materials

Released Items Documents





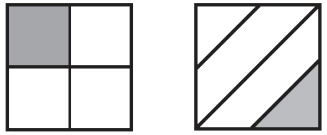
Using the Released Items Support Materials

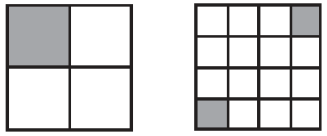
N&O 4.2 **Demonstrates understanding of the relative magnitude of numbers** from 0 to 999,999 by ordering or comparing whole numbers; and ordering, comparing, or identifying equivalent proper positive fractional numbers; or decimals using models, number lines, or explanations.

❸ Which pair of figures has the same fractional area shaded gray?

A. 

B. 

C. 

D. 

Consider how the school's curriculum and instructional practices address this GLE.

Consider why so many students might have incorrectly selected option A.

Looking at the Item Analysis Report

2C: What does the Item Analysis Report tell us about sub-content areas?

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Item Analysis Report
Mathematics

School:
District:
State:
Code:

		Released Items															Total Test Results						
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Subcategory Points Earned						
	Content Strand	NO	NO	NO	NO	NO	GM	FA	FA	FA	DP	GM	DP	GM	DP	NO							
	GLE Code	4-1	4-2	4-2	4-3	4-3	4-7	4-1	4-4	4-4	4-1	4-5	4-2	4-1	4-5	4-1							
	Depth of Knowledge Code	1	1	2	2	2	2	2	2	2	2	2	1	2	2	2							
	Item Type	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	SA	SA	SA	SA	CR							
	Correct MC Response	B	B	B	C	A	D	B	A	D	C												
Name/Student ID	Total Possible Points	1	1	1	1	1	1	1	1	1	1	1	1	2	2	4	30	13	13	10		66	
																	Number & Operations	Geometry & Measurement	Functions & Algebra	Data, Statistics, & Probability		Total Points Earned	Scaled Score	Achievement Level
Anderson, Andrew	1234567	D	+	A	D	B	B	D	C	C	A	0	0	1	0	0	7	5	2	0		14	526	1
Boria, Becky	1234567	D	+	D	+	B	B	A	B	A	B	1	0	1	0	0	8	4	5	1		18	531	1
Carpenter, Clara	1234567	+	+	A	+	+	+	+	+	+	+	1	1	0	2	2	16	7	12	10		45	553	3
Dillon, Devon	1234567	A	A	C	+	+	A		D	+	B	1	0	2	1	2	14	8	9	7		38	548	3
Erickson, Evan	1234567	+	D	A	D	+	+	C	B	+	B	1	0		0	4	15	1	8	3		27	539	2
Fernandez, Frank	1234567	A	+	A	+	C	B	+	B	+	+	0	0	1	0	1	8	7	5	4		24	537	2
Giordano, Gavin	1234567	C	+	+	+	+	+	+	B	B	+	1	0	0	0	1	13	2	5	5		25	538	2
Huggard, Haley	1234567	A	+	C	D	C	+	+	+	+	A	1	0	1	0	1	14	4	8	2		28	540	3
Isner, Isabelle	1234567	+	+	A	+	+	B	A	+	C	+	1	0	0	0	0	11	4	5	2		22	535	2
Jackson, Jarrett	1234567	A	+	A	+	+	+	D	B	+	+	1	0	2	1	4	15	5	4	5		29	541	3
Kirkwood, Khalid	1234567	D	A	A	D	C	C	D	B	B	A	0	0	0	0	0	2	1	2	0		5	500	1
Lopez, Latosha	1234567	A	+	C	D	B	+	+	D	+	B	1	1	1	1	2	14	8	8	6		36	546	3
MacBriar, Max	1234567	A	+	A	B	+	+	D	D	B	B	0	0	1	0	1	7	6	4	2		19	532	1
Nelson, Nadine	1234567	A	+	A	+	+	B	+	+	+	+	0	0	0	0	0	14	2	10	5		31	543	3
Ostrowski, Olivia	1234567	A	D	C	D	B	+	A	B	+	A	0	0	0	0	0	7	5	6	1		19	532	1
Peters, Priscilla	1234567	A	+	A	D	D	+	+	B	C	+	1	0	1	0	2	12	7	6	5		30	542	3
Quimby, Quinn	1234567	+	+	+	A	+	+	+	+	+	+	0	1	0	0	0	19	8	7	8		42	551	3
Routhe, Rhiannan	1234567	+	+	A	D	+	+	+	B	+	+	1	0	2	0	4	18	7	7	7		39	549	3
Sturgill, Sarah	1234567	+	+	+	D	+	+	+	+	+	+	1	0	2	2	4	25	12	11	9		57	565	4
Tillwell, Tracy	1234567	D	+	A	+	+	+	+	C	+	+	0	1	1	0	1	16	9	6	6		37	547	3
Underwood, Ursula	1234567	+	+	A	A	C	B	A	B	B	A	0	0	1	0	0	7	3	3	1		14	526	1
Vasquez, Vivian	1234567	A	D	+	+	+	B	A	+	C	B	0	0	1	0	0	6	7	4	1		17	530	1
Wilcox, Wendy †	1234567																0	0	0	0		0		S
Xanakis, Xavier	1234567	+	+	A	+	+	+	+	+	+	+	1	1	2	0	4	23	9	13	8		52	559	4
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15							
	Percent Correct/Average Score: School	35	78	17	48	61	61	52	35	61	52	0.6	0.2	0.9	0.3	1.4	12.7	5.7	6.5	4.3			
	Percent Correct/Average Score: District	40	80	29	44	61	40	62	40	67	51	0.5	0.2	0.5	0.3	1.4	13.1	4.7	5.8	3.8			
	Percent Correct/Average Score: State	60	84	50	49	70	46	73	48	72	59	0.5	0.4	0.8	0.4	2.1	16.1	5.6	6.8	4.5			

† This student is not included in the school, district, and state summary results at the end of this report.

123-4567

Looking at the Item Analysis Report

2C: What does the Item Analysis Report tell us about sub-content areas?

Subcategory Points Earned			
Number & Operations	Geometry & Measurement	Functions & Algebra	Data, Statistics, & Probability
30	13	13	10
7	5	2	0
8	4	5	1
16	7	12	10
14	8	9	7
15	1	8	3
8	7	5	4
13	2	5	5
14	4	8	2
11	4	5	2
15	5	4	5
2	1	2	0
14	8	8	6
7	6	4	2
14	2	10	5
7	5	6	1
12	7	6	5
19	8	7	8
18	7	7	7
25	12	11	9
16	9	6	6
7	3	3	1
6	7	4	1
0	0	0	0
23	9	13	
12.7	5.7	6.5	4.3
13.1	4.7	5.8	3.8
16.1	5.6	6.8	4.5

We can see that this school performed better than the district or the state on the "Geometry and Measurement" items throughout the test.

Looking at the Item Analysis Report

2C: What does the Item Analysis Report tell us about sub-content areas?

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Item Analysis Report
Mathematics

School:
District:
State:
Code:

Items 6, 11, and 13 all focus on the "Geometry and Measurement" content strand.

		Released Items															Total Test Results						
																	Subcategory Points Earned						
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15							
	Content Strand	NO	NO	NO	NO	NO	GM	FA	FA	FA	DP	GM	DP	GM	DP	NO							
	GLE Code	4-1	4-2	4-2	4-3	4-3	4-7	4-1	4-4	4-4	4-1	4-5	4-2	4-1	4-5	4-1							
	Depth of Knowledge Code	1	1	2	2	2	2	2	2	2	2	2	1	2	2	2							
	Item Type	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	SA	SA	SA	SA	CR							
	Correct MC Response	B	B	B	C	A	D	B	A	D	C												
Name/Student ID	Total Possible Points	1	1	1	1	1	1	1	1	1	1	1	1	2	2	4	30	13	13	10		66	
Anderson, Andrew	1234567	D															7	5	2	0		14	526	1
Boria, Becky	1234567	D															8	4	5	1		18	531	1
Carpenter, Clara	1234567	+															16	7	12	10		45	553	3
Dillon, Devon	1234567	A															14	8	9	7		38	548	3
Erickson, Evan	1234567	+															15	1	8	3		27	539	2
Fernandez, Frank	1234567	A															8	7	5	4		24	537	2
Giordano, Gavin	1234567	C															13	2	5	5		25	538	2
Huggard, Haley	1234567	A															14	4	8	2		28	540	3
Isner, Isabelle	1234567	+															11	4	5	2		22	535	2
Jackson, Jarrett	1234567	A															15	5	4	5		29	541	3
Kirkwood, Khalid	1234567	D															2	1	2	0		5	500	1
Lopez, Latosha	1234567	A															14	8	8	6		36	546	3
MacBriar, Max	1234567	A															7	6	4	2		19	532	1
Nelson, Nadine	1234567	A															14	2	10	5		31	543	3
Ostrowski, Olivia	1234567	A															7	5	6	1		19	532	1
Peters, Priscilla	1234567	A															12	7	6	5		30	542	3
Quimby, Quinn	1234567	+															19	8	7	8		42	551	3
Routhe, Rhiannan	1234567	+															18	7	7	7		39	549	3
Sturgill, Sarah	1234567	+	+	+	D	+	+	+	+	+	+	1	0	2	2	4	25	12	11	9		57	565	4
Tillwell, Tracy	1234567	D	+	A	+	+	+	+	C	+	+	0	1	1	0	1	16	9	6	6		37	547	3
Underwood, Ursula	1234567	+	+	A	A	C	B	A	B	B	A	0	0	1	0	0	7	3	3	1		14	526	1
Vasquez, Vivian	1234567	A	D	+	+	+	B	A	+	C	B	0	0	1	0	0	6	7	4	1		17	530	1
Wilcox, Wendy †	1234567																0	0	0	0		0		S
Xanakis, Xavier	1234567	+	+	A	+	+	+	+	+	+	+	1	1	2	0	4	23	9	13	8		52	559	4
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15							
	Percent Correct/Average Score: School	35	78	17	48	61	61	52	35	61	52	0.6	0.2	0.9	0.3	1.4	12.7	5.7	6.5	4.3			
	Percent Correct/Average Score: District	40	80	29	44	61	40	62	40	67	51	0.5	0.2	0.5	0.3	1.4	13.1	4.7	5.8	3.8			
	Percent Correct/Average Score: State	60	84	50	49	70	46	73	48	72	59	0.5	0.4	0.8	0.4	2.1	16.1	5.6	6.8	4.5			

† This student is not included in the school, district, and state summary results at the end of this report.

123-4567

Looking at the Item Analysis Report

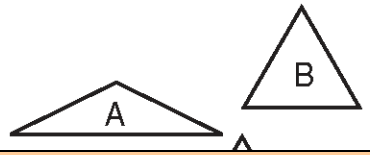
2C: What does the Item Analysis Report tell us about sub-content areas?

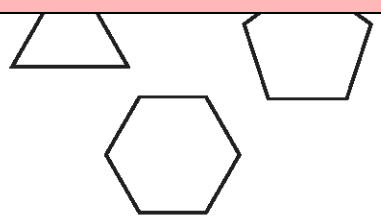
Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Percent Correct/Average Score: School	35	78	17	48	61	61	52	35	61	52	0.6	0.2	0.9	0.3	1.4
Percent Correct/Average Score: District	40	80	29	44	61	40	62	40	67	51	0.5	0.2	0.5	0.3	1.4
Percent Correct/Average Score: State	60	84	50	49	70	46	73	48	72	59	0.5	0.4	0.8	0.4	2.1

This school scored higher than the district and the state on "Geometry and Measurement" items 6, 11, and 13.

Using the Released Items Documents

11 Look at these triangles.





a. Use mathematical language to write **one** way all three shapes are different.

b. Use mathematical language to write **one** way all three shapes are alike.

6 Look at this chart.

Student	Height of Plant
Suzy	$\frac{1}{2}$ yard

C. Rita, Meg, Suzy

D. Meg, Rita, Suzy

Consider why the students were more successful in answering questions related to the "Geometry and Measurement" content strand.

What is different about the way "Geometry and Measurement" is taught?

What curriculum and instructional practices might have contributed to this success?

Can this information apply to areas of mathematics where students are not doing as well?

Looking at the Item Analysis Report

2D: How did our item-level performance compare to the district and state?

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Item Analysis Report
Mathematics

School:
District:
State:
Code:

		Released Items															Total Test Results						
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Subcategory Points Earned						
	Content Strand	NO	NO	NO	NO	NO	GM	FA	FA	FA	DP	GM	DP	GM	DP	NO							
	GLE Code	4-1	4-2	4-2	4-3	4-3	4-7	4-1	4-4	4-4	4-1	4-5	4-2	4-1	4-5	4-1							
	Depth of Knowledge Code	1	1	2	2	2	2	2	2	2	2	2	1	2	2	2							
	Item Type	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	SA	SA	SA	SA	CR							
	Correct MC Response	B	B	B	C	A	D	B	A	D	C												
Name/Student ID	Total Possible Points	1	1	1	1	1	1	1	1	1	1	1	1	2	2	4	30	13	13	10		66	
																	Number & Operations	Geometry & Measurement	Functions & Algebra	Data, Statistics, & Probability		Total Points Earned	Scaled Score	Achievement Level
Anderson, Andrew	1234567	D	+	A	D	B	B	D	C	C	A	0	0	1	0	0	7	5	2	0		14	526	1
Boria, Becky	1234567	D	+	D	+	B	B	A	B	A	B	1	0	1	0	0	8	4	5	1		18	531	1
Carpenter, Clara	1234567	+	+	A	+	+	+	+	+	+	+	1	1	0	2	2	16	7	12	10		45	553	3
Dillon, Devon	1234567	A	A	C	+	+	A		D	+	B	1	0	2	1	2								
Erickson, Evan	1234567	+	D	A	D	+	+	C	B	+	B	1	0		0	4								
Fernandez, Frank	1234567	A	+	A	+	C	B	+	B	+	+	0	0	1	0	1								
Giordano, Gavin	1234567	C	+	+	+	+	+	+	B	B	+	1	0	0	0	1								
Huggard, Haley	1234567	A	+	C	D	C	+	+	+	+	A	1	0	1	0	1								
Isner, Isabelle	1234567	+	+	A	+	+	B	A	+	C	+	1	0	0	0	0								
Jackson, Jarrett	1234567	A	+	A	+	+	+	D	B	+	+	1	0	2	1	4								
Kirkwood, Khalid	1234567	D	A	A	D	C	C	D	B	B	A	0	0	0	0	0								
Lopez, Latosha	1234567	A	+	C	D	B	+	+	D	+	B	1	1	1	1	2								
MacBriar, Max	1234567	A	+	A	B	+	+	D	D	B	B	0	0	1	0	1								
Nelson, Nadine	1234567	A	+	A	+	+	B	+	+	+	+	0	0	0	0	0								
Ostrowski, Olivia	1234567	A	D	C	D	B	+	A	B	+	A	0	0	0	0	0								
Peters, Priscilla	1234567	A	+	A	D	D	+	+	B	C	+	1	0	1	0	2								
Quimby, Quinn	1234567	+	+	+	A	+	+	+	+	+	+	0	1	0	0	0								
Routhe, Rhiannan	1234567	+	+	A	D	+	+	+	B	+	+	1	0	2	0	4								
Sturgill, Sarah	1234567	+	+	+	D	+	+	+	+	+	+	1	0	2	2	4								
Tillwell, Tracy	1234567	D	+	A	+	+	+	+	C	+	+	0	1	1	0	1	16	9	6	6		37	547	3
Underwood, Ursula	1234567	+	+	A	A	C	B	A	B	B	A	0	0	1	0	0	7	3	3	1		14	526	1
Vasquez, Vivian	1234567	A	D	+	+	+	B	A	+	C	B	0	0	1	0	0	6	7	4	1		17	530	1
Wilcox, Wendy †	1234567																0	0	0	0		0		S
Xanakis, Xavier	1234567	+	+	A	+	+	+	+	+	+	+	1	1	2	0	4	23	9	13	8		52	559	4
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15							
	Percent Correct/Average Score: School	35	78	17	48	61	61	52	35	61	52	0.6	0.2	0.9	0.3	1.4	12.7	5.7	6.5	4.3			
	Percent Correct/Average Score: District	40	80	29	44	61	40	62	40	67	51	0.5	0.2	0.5	0.3	1.4	13.1	4.7	5.8	3.8			
	Percent Correct/Average Score: State	60	84	50	49	70	46	73	48	72	59	0.5	0.4	0.8	0.4	2.1	16.1	5.6	6.8	4.5			

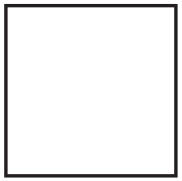
† This student is not included in the school, district, and state summary results at the end of this report.

123-4567

Over one-third of the students received only partial credit for answering item 15

Using the Released Items Support Materials

15 a. This square represents 1 pound of meat.



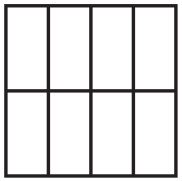
represents 1 pound of meat

Training Notes:

Part a:	2 points	for correctly modeling $\frac{3}{4}$ with the square, with explanation provided
		OR
	1 point	for the correct answer, with no work shown or explanation given
		or
		for correct strategy shown in solving the problem

Mr. Paulson uses $\frac{1}{4}$ pound of meat to make one hamburger. Shade the square to represent the amount of meat Mr. Paulson uses to make **three** hamburgers. Explain your reasoning.

b. This square represents 1 pound of meat. The square is divided into 8 equal sections.



represents 1 pound of meat

Part b:	2 points	for the correct answer, **4** (meatballs), with explanation provided
		OR
	1 point	for the correct answer, with no work shown or explanation given
		or
		for correct strategy shown in solving the problem

Mrs. Paulson uses $\frac{1}{8}$ pound of meat to make one meatball. How many meatballs can Mrs. Paulson make using $\frac{1}{2}$ pound of meat? Explain your reasoning.

Three Essential Questions Handout

1D: How did we do compared to what we would have predicted knowing our school's students?

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Item Analysis Report
Mathematics

School:
District:
State:
Code:

		Released Items															Subcategory Points Earned						
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15							
	Content Strand	NO	NO	NO	NO	NO	GM	FA	FA	FA	DP	GM	DP	GM	DP	NO							
	GLE Code	4-1	4-2	4-2	4-3	4-3	4-7	4-1	4-4	4-4	4-1	4-5	4-2	4-1	4-5	4-1							
	Depth of Knowledge Code	1	1	2	2	2	2	2	2	2	2	2	1	2	2	2							
	Item Type	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	SA	SA	SA	SA	CR							
	Correct MC Response	B	B	B	C	A	D	B	A	D	C												
Name/Student ID	Total Possible Points	1	1	1	1	1	1	1	1	1	1	1	1	2	2	4	30	13	13	10		66		
																	Number & Operations	Geometry & Measurement	Functions & Algebra	Data, Statistics, & Probability		Total Points Earned	Scaled Score	Achievement Level
Anderson, Andrew	1234567	D	+	A	D	B	B	D	C	C	A	0	0	1	0	0	7	5	2	0		14	526	1
Boria, Becky	1234567	D	+	D	+	B	B	A	B	A	B	1	0	1	0	0	8	4	5	1		18	531	1
Carpenter, Clara	1234567	+	+	A	+	+	+	+	+	+	+	1	1	0	2	2	16	7	12	10		45	553	3
Dillon, Devon	1234567	A	A	C	+	+	A		D	+	B	1	0	2	1	2	14	8	9	7		38	548	3
Erickson, Evan	1234567	+	D	A	D	+	+	C	B	+	B	1	0		0	4	15	1	8	3		27	539	2
Fernandez, Frank	1234567	A	+	A	+	C	B	+	B	+	+	0	0	1	0	1	8	7	5	4		24	537	2
Giordano, Gavin	1234567	C	+	+	+	+	+	+	B	B	+	1	0	0	0	1	13	2	5	5		25	538	2
Huggard, Haley	1234567	A	+	C	D	C	+	+	+	+	A	1	0	1	0	1	14	4	8	2		28	540	3
Isner, Isabelle	1234567	+	+	A	+	+	B	A	+	C	+	1	0	0	0	0	11	4	5	2		22	535	2
Jackson, Jarrett	1234567	A	+	A	+	+	+	D	B	+	+	1	0	2	1	4	15	5	4	5		29	541	3
Kirkwood, Khalid	1234567	D	A	A	D	C	C	D	B	B	A	0	0	0	0	0	2	1	2	0		5	500	1
Lopez, Latosha	1234567	A	+	C	D	B	+	+	D	+	B	1	1	1	1	2	14	8	8	6		36	546	3
MacBriar, Max	1234567	A	+	A	B	+	+	D	D	B	B	0	0	1	0	1	7	6	4	2		19	532	1
Nelson, Nadine	1234567	A	+	A	+	+	B	+	+	+	+	0	0	0	0	0	14	2	10	5		31	543	3
Ostrowski, Olivia	1234567	A	D	C	D	B	+	A	B	+	A	0	0	0	0	0	7	5	6	1		19	532	1
Peters, Priscilla	1234567	A	+	A	D	D	+	+	B	C	+	1	0	1	0	2	12	7	6	5		30	542	3
Quimby, Quinn	1234567	+	+	+	A	+	+	+	+	+	+	0	1	0	0	0	19	8	7	8		42	551	3
Routhe, Rhiannan	1234567	+	+	A	D	+	+	+	B	+	+	1	0	2	0	4	18	7	7	7		39	549	3
Sturgill, Sarah	1234567	+	+	+	D	+	+	+	+	+	+	1	0	2	2	4	25	12	11	9		57	565	4
Tillwell, Tracy	1234567	D	+	A	+	+	+	+	C	+	+	0	1	1	0	1	16	9	6	6		37	547	3
Underwood, Ursula	1234567	+	+	A	A	C	B	A	B	B	A	0	0	1	0	0	7	3	3	1		14	526	1
Vasquez, Vivian	1234567	A	D	+	+	+	B	A	+	C	B	0	0	1	0	0	6	7	4	1		17	530	1
Wilcox, Wendy †	1234567																0	0	0	0		0		S
Xanakis, Xavier	1234567	+	+	A	+	+	+	+	+	+	+	1	1	2	0	4	23	9	13	8		52	559	4
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15							
	Percent Correct/Average Score: School	35	78	17	48	61	61	52	35	61	52	0.6	0.2	0.9	0.3	1.4	12.7	5.7	6.5	4.3				
	Percent Correct/Average Score: District	40	80	29	44	61	40	62	40	67	51	0.5	0.2	0.5	0.3	1.4	13.1	4.7	5.8	3.8				
	Percent Correct/Average Score: State	60	84	50	49	70	46	73	48	72	59	0.5	0.4	0.8	0.4	2.1	16.1	5.6	6.8	4.5				

† This student is not included in the school, district, and state summary results at the end of this report.

123-4567

Looking at the Item Analysis Report

1D: How did we do compared to what we would have predicted knowing our school's students?

		Released Items														
Released Item Number		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Content Strand		NO	NO	NO	NO	NO	GM	FA	FA	FA	DP	GM	DP	GM	DP	NO
GLE Code		4-1	4-2	4-2	4-3	4-3	4-7	4-1	4-4	4-4	4-1	4-5	4-2	4-1	4-5	4-1
Depth of Knowledge Code		1	1	2	2	2	2	2	2	2	2	2	1	2	2	2
Item Type		MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	SA	SA	SA	SA	CR
Correct MC Response		B	B	B	C	A	D	B	A	D	C					
Name/Student ID	Total Possible Points	1	1	1	1	1	1	1	1	1	1	1	1	2	2	4
Anderson, Andrew	1234567	D	+	A	D	B	B	D	C	C	A	0	0	1	0	0
Boria, Becky	1234567	D	+	D	+	B	B	A	B	A	B	1	0	1	0	0
Carpenter, Clara	1234567	+	+	A	+	+	+	+	+	+	+	1	1	0	2	2
Dillon, Devon	1234567	A	A	C	+	+	A		D	+	B	1	0	2	1	2
Erickson, Evan	1234567	+	D	A	D	+	+	C	B	+	B	1	0		0	4
Fernandez, Frank	1234567	A	+	A	+	C	B	+	B	+	+	0	0	1	0	1
Giordano, Gavin	1234567	C	+	+	+	+	+	+	B	B	+	1	0	0	0	1
Huggard, Haley	1234567	A	+	C	D	C	+	+	+	+	A	1	0	1	0	1
Isner, Isabelle	1234567	+	+	A	+	+	B	A	+	C	+	1	0	0	0	0
Jackson, Jarrett	1234567	A	+	A	+	+	+	D	B	+	+	1	0	2	1	4
Kirkwood, Khalid	1234567	D	A	A	D	C	C	D	B	B	A	0	0	0	0	0
Lopez, Latosha	1234567	A	+	C	D	B	+	+	D	+	B	1	1	1	1	2
MacBriar, Max	1234567	A	+	A	B	+	+	D	D	B	B	0	0	1	0	1
Nelson, Nadine	1234567	A	+	A	+	+	B	+	+	+	+	0	0	0	0	0
Ostrowski, Olivia	1234567	A	D	C	D	B	+	A	B	+	A	0	0	0	0	0
Peters, Priscilla	1234567	A	+	A	D	D	+	+	B	C	+	1	0	1	0	2
Quimby, Quinn	1234567	+	+	+	A	+	+	+	+	+	+	0	1	0	0	0
Routhe, Rhiannan	1234567	+	+	A	D	+	+	+	B	+	+	1	0	2	0	4
Sturgill, Sarah	1234567	+	+	+	D	+	+	+	+	+	+	1	0	2	2	4
Tillwell, Tracy	1234567	D	+	A	+	+	+	+	C	+	+	0	1	1	0	1
Underwood, Ursula	1234567	+	+	A	A	C	B	A	B	B	A	0	0	1	0	0
Vasquez, Vivian	1234567	A	D	+	+	+	B	A	+	C	B	0	0	1	0	0
Wilcox, Wendy †	1234567															
Xanakis, Xavier	1234567	+	+	A	+	+	+	+	+	+	+	1	1	2	0	4

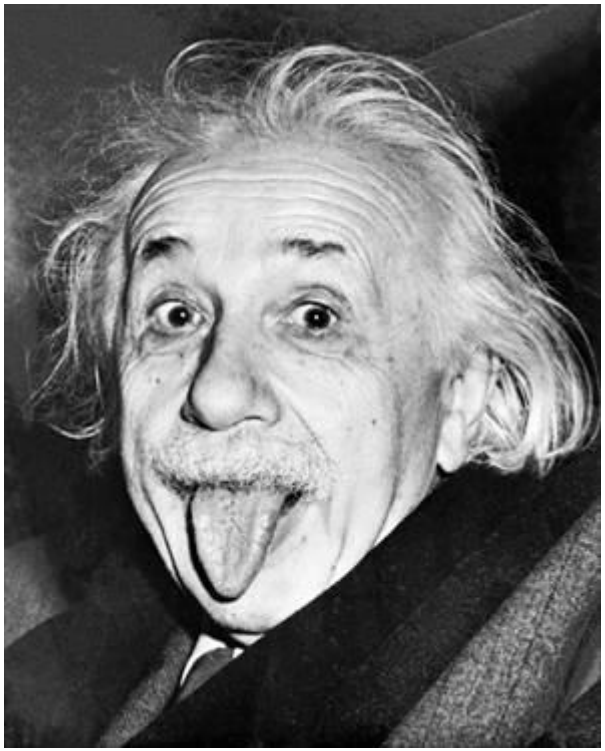
Small Group Activity

1. Select at least one of the three essential questions
2. Select your target audience
3. Begin to answer the question by examining your data
4. Note key findings or conclusions
5. Begin to discuss strategies for improvement
6. Be prepared to share your findings with the large group

Supporting Materials

- *Guide to Using the 2007 NECAP Reports*
- Companion PowerPoint presentation
- Three Essential Questions handout
- Grade Level Expectations
- Test Specifications documents
- Released Items documents
- *Preparing Students for NECAP: Tips for Teachers to Share with Students*
- Technical Report

Conclusion



“Not everything that can be counted counts, and not everything that counts can be counted.”

~ Albert Einstein