## **New England Common Assessment Program**



# **Using the 2007 NECAP Reports**

February, 2008





### **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	Harold Stephens
Assistant Vice-President	NECAP Program Director
1-800-431-8901 x2106	1-800-431-8901 x2235
tcrockett@measuredprogress.org	hstephens@measuredprogress.org
Amanda Smith	Elliot Scharff
NECAP Program Manager	NECAP Program Manager – Science
1-800-431-8901 x2259	1-800-431-8901 x2126
asmith@measuredprogress.org	escharff@measuredprogress.org
Josh Evans	Tina Haley
Josh Evans NECAP Program Manager	<b>Tina Haley</b> NECAP Program Assistant
	•
NECAP Program Manager	NECAP Program Assistant
NECAP Program Manager 1-800-431-8901 x2244	NECAP Program Assistant 1-800-431-8901 x2427
NECAP Program Manager 1-800-431-8901 x2244 jmevans@measuredprogress.org	NECAP Program Assistant 1-800-431-8901 x2427 chaley@measuredprogress.org
NECAP Program Manager 1-800-431-8901 x2244 jmevans@measuredprogress.org  Jennifer Varney	NECAP Program Assistant 1-800-431-8901 x2427 chaley@measuredprogress.org  Mellicent Friddell

# **Guide to Using the 2007 NECAP Reports**

### The New England Common Assessment Program



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:
  - o the student
  - o the student's parents/guardians
  - o 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 Levels 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 5	School	District	State

#### Fall 2007 - Beginning of Grade 5 NECAP Test Results

Content Area	Achievement Level	Scaled Score	This Stu Below	dent's Achieveme	nt Level and Score	Distinction
Reading	Proficient	548	500	530 540	556	580

Content Area	Achievement Level	Scaled Score		This Stude	nt's Achievement Le		re Distinction
Mathematics	Proficient	540	500		533 540	554	580

Content Area	Achievement Level	Scaled		This Student's	Achiev	ement Level a	nd Score	
Content Area	Acilievement Level	Score	-	Below	Partial	Proficient	Distir	ction
Writing	Partially Proficient	535			_	T		
wilding	Tartially Froncient	333	500	5	78	540	555	580

#### Interpretation of Graphic Display

The line (1) 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

		Rea	ding			Mathe	matics		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	1	47%	47%	52%	1	49%	49%	46%		40%	40%	41%			
Partially Proficient		30%	30%	22%		28%	28%	19%	1	40%	40%	33%			
Substantially Below Proficient		19%	19%	11%		23%	23%	18%		16%	16%	15%			

#### This Student's Performance in Content Area Subcategories

					Average	Points Ear	ned				Average Points Earned					
Reading		Possible Points	Student	School	District	State	Students at Proficient Level	Mathematics	Possible Points	Student	School	District	State	Students at Proficient Level		
Word ID/ Vocabular	y	9	8	5.8	5.8	6.5	4.7-7.3	Numbers and Operations	30	11	11.7	11.7	14.9	9.2-14.5		
Type of Text*	Literary	22	12	10.5	10.5	11.8	9.6-13.1	Geometry	13	4	4.5	4.5	5.9	3-6.5		
type or text.	Informational	21	12	9.5	9.5	11.2	7.5-11.7	Measurement Functions								
	Initial Understanding	19	12	11.9	11.9	14.2	10.5-14.9	and Algebra	13	8	6.7	6.7	7.4	4.9-8.5		
Level of Comprehension*	Analysis and Interpretation	24	12	8.2	8.2	8.8	6.7-9.9	Data, Statistics, and Probability	10	4	3.7	3.7	4.6	2.2-5.1		

				Average	Points Ear	ned	Comments about this student's writing performance:
Writing	Possible Points	Student	School	District	State	Students at Proficient Level	Writing has some organization. Writing has some supporting details.
Structures of Language & Writing Conventions	10	9	8.5	8.5	8.7	8.1-10	Writing has limited word choice and/or control of sentence structure.
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	

\*With the exception of Word ID/Vocabulary items, reading items are reported in two ways - Type of Text and Level of Comprehensic

\*\*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:			

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									Rele	ased I	tems										Total Tes	st Results			
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		Subcateg	ory Poin	ts Earne	t	Ъ		
	Content Strand <sup>1</sup>	NO	NO	NO	ИО	NO	NO	GM	FA	FA	DP	NO	NO	FA	NO	GM	DP				æ		Total Points Earned		ve Ve
	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	s &	y & nent	8 E	itio,		ıts E	core	l Le
	Depth of Knowledge Code	1	2	2	1	2	1	1	2	1	2	2	2	2	3	2	3	Numbers & Operations	Geometry & Measurement	Functions & Algebra	Data, Statistics, 8 Probability		Poin	Scaled Score	Achievement Level
	Item Type <sup>2</sup>	MC	MC	MC	SA	SA	SA	SA	SA	SA	2 8	Gec	ã «	ata,		otal	Scal	jeve							
	Correct MC Response	D	В	А	D	В	В	C	В	Α	В										۵		1		Act
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 29	6 9	5 10	5 8		38 56	340 355	3 4
		+	+	+	+	+	+	+	+	+	+	1	1	0	2	0	2	26	8	8	9		51	350	3
		+	+	+	+	+	А	+	+	+	Α	1	0	1	2	2	0	29	5	8	7		49	348	3
		+	+	+	А	А	+	+	+	+	А	1	1		2	1	2	23	7	9	6		45	345	3
		+	+	В	+	C	C	+		+	D	1	0	0	2	0	0	22	5	5	6		38	340	3
		+	+	+	+	C	Α	+	+	+	+	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 Co	rrect/Average Score: School	88	100	88	75	63	50	88	75	100	38	1	0.6	0.4	1.8		1.1	25.3	6.8	7.8	7.1				
	rrect/Average Score: District		100	88	75	63	50	88	75	100	_	1	0.6	0.4	_		1.1	25.3	6.8	7.8	7.1				
	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				

¹Content Strand: NO = Numbers & Operations, GM = Geometry & Measurement, FA = Functions & Algebra, DP = Data, Statistics, & Probability ³Item Type: MC = Multiple Choice, SA = Short Answer

### **Results Report**

#### About The Non Fueland Common A

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 lew results are used in the state accou system required under No Child Behind (NCLB). More detailed: and district results are used by s help improve curriculum and in: Individual student results are us

support mormanou gamered into classroom instruction and assessm NECAP tests in reading and ma are administered to students in gra through 8 and writing tests are adr to students in grades 5 and 8. The tests are designed to measure stud performance on grade level expec-(GLE) devolved and advanted by: (GLE) developed and adopted by states. Specifically, the tests are d to measure the content and skills tstudents are expected to have as the school year in their current greother words, the content and skills students have learned through the previous grade. Each test contains a mix of mu

support information gathered thre

choice and constructed-response Constructed-response questions re students to develop their own anse to questions. On the mathematics



to read and comprehend grade-ap Student is able to analyze and into and informational text. Student of observations/assertions that are we by references to the text. Studer vocabulary strategies and breadth knowledge to read and compreher

#### Proficient (Level 3)

Student's performance demonstrate to read and comprehend grade-app Student is able to analyze and inter informational text. Student makes relevant assertions by referencing t vocabulary strategies and breadth-knowledge to read and comprehen

#### Partially Proficient (Level 2)

Student's performance demonstra ability to read and comprehend g text. Student attempts to analyze literary and informational text. S make and/or support assertions b text. Student's vocabulary knowle of strategies may be limited and m ability to read and comprehend tex

Substantially Below Proficient ( Student's performance demonstrat ability to derive/construct meanin appropriate text. Student may be a story elements and text features. S ocabulary knowledge and use o mpacts the ability to read and c

#### About The New England Common Assessment Program

This report highlights results from the Fall 2007 ENGLA 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 ASSESSMEN 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 multiplechoice 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 schooland/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



#### Fall 2007 **Beginning of Grade 5 NECAP Tests**

Grade 5 Students in 2007-2008

#### School Results

School: District:

Code:

100 ding Math White 8 99 98 2 1 2 0 0 0 1 0 0 0 0 0
8 99 98 2 1 2 0 0 0 0 0 0 0
1 2 0 0 0
0 0
0 0
0 0
0 0

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	24	42	
7	25	- 64	63,4
,	21	18	543
S	1 %	85	520
	1 15	0.7	520
	18	71	527
000	28	37	536
3.	31	30	538
4	22	22	541
2	23	52	632
	22	19	542
			247
	26	39	616
8	19	16	543
8	19	10	543
1	22	25	540
8	26	41	535
8	20	18	543
	1		
e.	31	27	540
8	22	25	540
	- 22	4.7	540
_			

Analysis & Interpretatio

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

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tester

# **Summary Report**



# Fall 2007 NECAP Tests School Summary 2007-2008 Students

School: District:			
State:			
Code:			

Enrolled	NT Approved	NT Other	Tested				Ach	ieveme	ent Leve	el		
				Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
N	N	N	N	N	%	N	%	N	%	N	%	Scaled Score
39	0	1	38	0	0	6	16	9	24	23	61	
3	0	0	3									
6	0	1	5									
8	0	0	8									
7	0	0	7									
5	0	0	5									
10	0	0	10	0	0	0	0	6	60	4	40	825
	3 6 8 7 5	N N 39 0 3 0 6 0 8 0 7 0 5 0	N N N 39 0 1 3 0 0 6 0 1 8 0 0 7 0 0 5 0 0	N N N N N 39 0 1 38 3 0 0 3 6 0 1 5 8 0 0 8 7 0 0 7 5 0 0 5	N         N         N         Lev N           39         0         1         38         0           3         0         0         3         6           6         0         1         5         8           8         0         0         8         7         0         7           5         0         0         5         5         6         6         6         6         7         6         6         7         7         6         7         8         7         9         7         7         9         7         9         7         9         7         9         9         7         9         9         9         8         9 </td <td>N N N N Level 4 N % 39 0 1 38 0 0 3 0 0 3 6 0 1 5 8 0 0 7 5 0 0 5</td> <td>N         N         N         Level 4         Level 4</td> <td>N         N         N         N         Level 4         Level 3           N         %         N         %         N         %           39         0         1         38         0         0         6         16           3         0         0         3         0         6         16           8         0         0         8         0         0         8         0         0         7         0         0         7         0         0         5         0         0         5         0</td> <td>N N N N Level 4 Level 3 Level 3 Level 3 September 1 September 2 Se</td> <td>N N N N N N Level 4 Level 3 Level 2  N 96 N 96 N 96  39 0 1 38 0 0 6 16 9 24  3 0 0 3 6 0 1 5  8 0 0 8 7 0 0 7  5 0 0 5</td> <td>N N N N N N Level 4 Level 3 Level 2 Level 3 S N N N N N N N N N N N N N N N N N N</td> <td>N         N         N         N         Level 4         Level 3         Level 2         Level 1           39         0         1         38         0         0         6         16         9         24         23         61           3         0         0         3         0         0         6         16         9         24         23         61           8         0         0         8         7         0         0         7         0         0         7         0         0         5         0         0         5         0</td>	N N N N Level 4 N % 39 0 1 38 0 0 3 0 0 3 6 0 1 5 8 0 0 7 5 0 0 5	N         N         N         Level 4         Level 4	N         N         N         N         Level 4         Level 3           N         %         N         %         N         %           39         0         1         38         0         0         6         16           3         0         0         3         0         6         16           8         0         0         8         0         0         8         0         0         7         0         0         7         0         0         5         0         0         5         0	N N N N Level 4 Level 3 Level 3 Level 3 September 1 September 2 Se	N N N N N N Level 4 Level 3 Level 2  N 96 N 96 N 96  39 0 1 38 0 0 6 16 9 24  3 0 0 3 6 0 1 5  8 0 0 8 7 0 0 7  5 0 0 5	N N N N N N Level 4 Level 3 Level 2 Level 3 S N N N N N N N N N N N N N N N N N N	N         N         N         N         Level 4         Level 3         Level 2         Level 1           39         0         1         38         0         0         6         16         9         24         23         61           3         0         0         3         0         0         6         16         9         24         23         61           8         0         0         8         7         0         0         7         0         0         7         0         0         5         0         0         5         0

Enrolled	NT Approved	NT Other	Tested				Ach	ieveme	ent Lev	el		
M	N.	N.	M	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
N	N	N	N	N	%	N	%	N	%	N	%	Scaled Score
39	0	4	35	0	0	3	9	2	6	30	86	
3	0	0	3									6 0 0 0 0 0 0 0
6	0	1	5									
8	0	0	8									
7	0	2	5									
5	0	0	5									
10	0	1	9									
	N 39 3 6 8 7 5	N   N   N   39   0   3   6   0   8   0   7   0   5   0	N         N           39         0         4           3         0         0           6         0         1           8         0         0           7         0         2           5         0         0	N         N         N         N           39         0         4         35           3         0         0         3           6         0         1         5           8         0         0         8           7         0         2         5           5         0         0         5	N	N	N	N	N	N	N	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$

	Enrolled	NT Approved	NT Other	Tested				Ach	ieveme	ent Lev	el		
Writing	N	N	N	N	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	N	IN .	N	N	N	%	N	%	N	%	N	%	Scaled Score
	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									

#### **Student Level Data Files**

#### **Contain:**

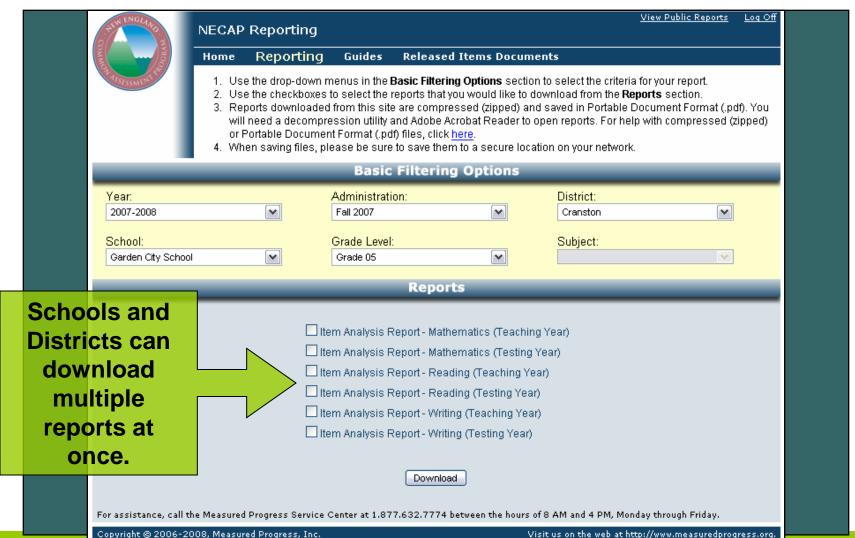
- All demographic information for each student that was provided by the state
- The scaled score, achievement level, and subscores earned by each student in all content areas tested

#### Also contain:

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

### **Accessing Your Reports**

# http://iservices.measuredprogress.org



## **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?

...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

**Question #1** 

## **Essential Question #2 for Interpreting School Status**

# What do the data tell us about parts of our program

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?

**Question #2** 

# **Essential Question #3 for Interpreting School Status**

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

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?

**Question #3** 

## 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 5<sup>th</sup> graders perform relative to 5<sup>th</sup> 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.

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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

students may be required to

single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of schooland/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are

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

students have learned through the end of the previous grade.

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Each test contains a mix of multiplechoice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, 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:

### About The New England Common Assessment Program

This report highlights results from the Fall 2007 ENGLAN 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 ASSESSMET 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

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

students may be required to

and three shorter responses to questions measuring different types of writing. This report contains a variety of school-

This report contains a variety of schooland/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 usell as

Or for Teaching Year (2006-07)

students have learned through the end of the previous grade.

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Each test contains a mix of multiplechoice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, 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:



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

School: District: State: Code: **1A and 1B:** How did we do compared to the district and the state?

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								Pe	ercentaç	je			
PARTICIPATION III NECAP		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										Dis	trict					Sta	ate		
	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
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
МАТН	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



#### 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

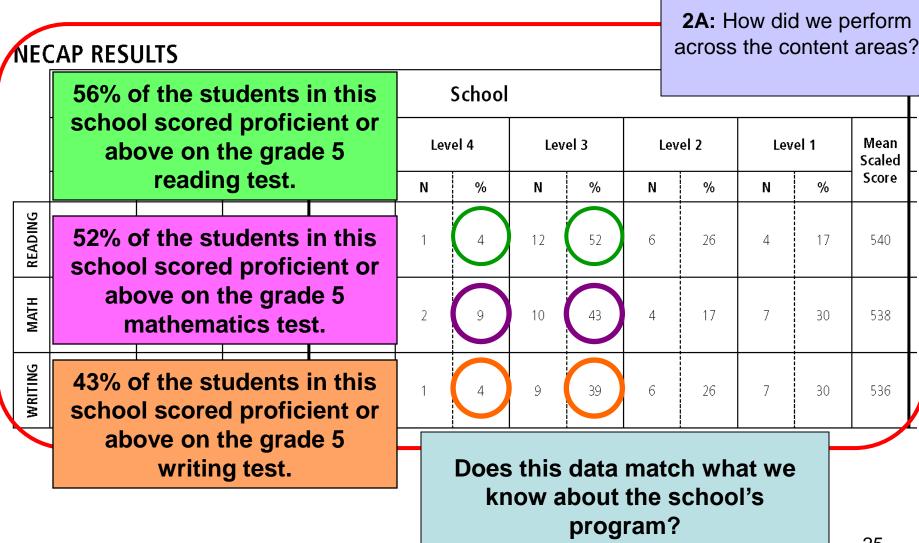
in the school after October 1, 2007, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

DADTICIDATION :- NECAD					Number								P	ercentaç	je			
PARTICIPATION in NECAP		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

NE(	CAP RESI	JLTS																							
						School								1		Dis	trict					Sta	ate		
	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean Scaled	ested	Level 4	Level 3	Level 2	Level 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
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
МАТН	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

## **Looking at the Results Report – Grade Level Summary**

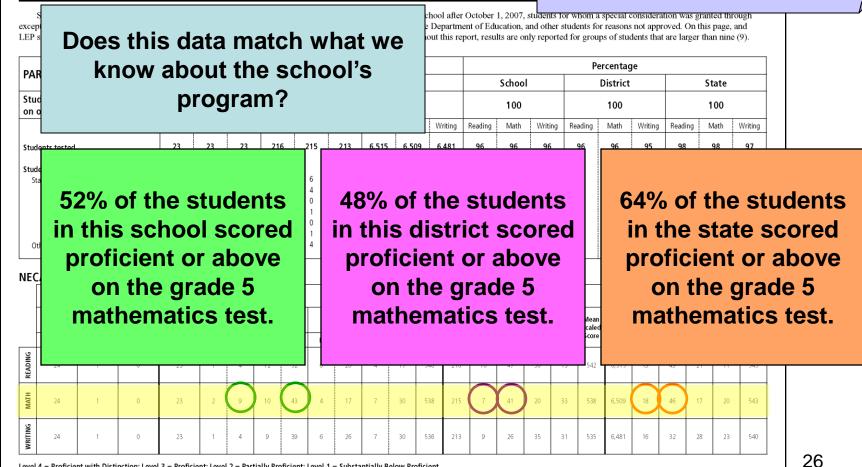


## **Looking at the Results Report – Grade Level Summary**



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

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



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

	Total			1	Percen	t of To	otal Po	ssible	Point	s			
Subtopic	Possible Points	0	10 ;	20 i	30	40 ;	50 i	60	70 	80	90 i	100 	
Number & Operations	73				-	•	•						
Geometry & Measurement	32				_	+	•						● Scho
Functions & Algebra	32						*	<b>*</b>					▲ Disti
Data, Statistics, & Probability	25					•	•	-					◆ State  — Stare Erro

**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	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1
	N	N	N	N	N		N		N	%	N	%
SCHOOL												
2005-06	22	1	0	21	4		7		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		29	1	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.

**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	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 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.



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

School: District: State: Code: **2B:** How did we perform in the various sub-content areas?

#### 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.

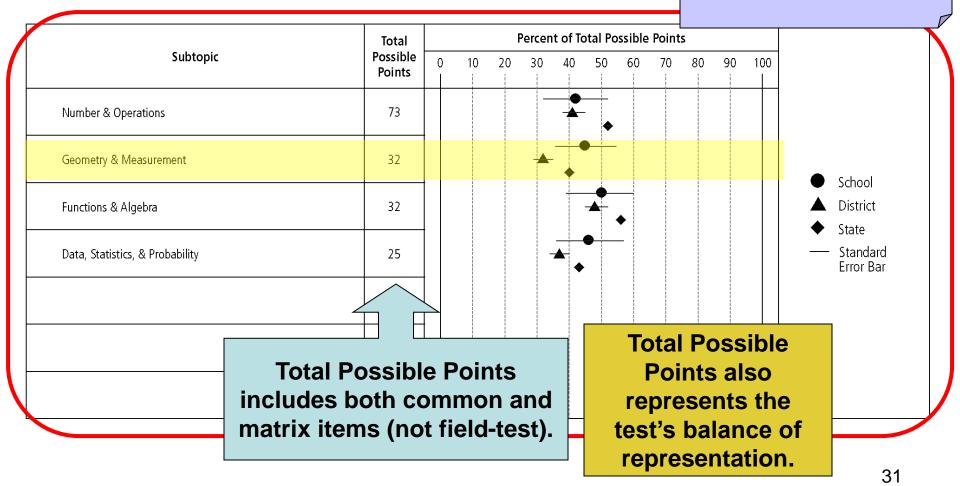
#### Substantially Below Proficient (Level 1)

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

	Total			F	Percen	t of To	otal Po	ssible	Point	ts		
Subtopic	Possible Points	0	10	20	30	40 :	50	60 :	70 !	80	90	100 I
Number & Operations	73				-	•						
Geometry & Measurement	32				•	+						
Functions & Algebra	32						*	•				
Data, Statistics, & Probability	25	†			-	•	•	_				

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



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

	Total	Percent of Total Possible Points	
Subtopic	Possible Points	0 10 20 30 40 50 60 70 80 90 100	
Word ID/Vocabulary	24		
Type of Text		106 possible points are	● School
Literary	57	represented here – they are sorted by "Type of	
Informational	49	Text"	Standard Error Bar
Level of Comprehension		The same 106 possible	
Initial Understanding	47	points are represented here – they are sorted by	
Analysis & Interpretation	59	"Level of Comprehension"	



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

School: District: State: Code: **3B:** How did the various sub-groups compare to the district and state?

						Scho	ol									Dist	rict					Sta	te		_
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	rel 2	Lev	rel 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	M Sc Sc
All Students	N 24	N 1	N 0	N 23	N 2	% 9	N 10	% 43	N 4	% 17	N 7	%	N 538	N 215	%	% 41	% 20	%	N 538	N 6.509	% 18	% 46	% 17	% 20	5
All Students	24	1	"	23	2	9	10	43	4	1/	′	30	538	215	′	41	20	33	538	6,509	18	46	17	20	٦
Gender Male Female Not Reported	9 15 0	1 0 0	0 0 0	8 15 0	1	7	6	40	3	20	5	33	536	98 117 0	7 7	37 44	18 21	38 28	537 539	3,345 3,164 0	19 16	44 48	17 16	20 19	
rimary Race/Ethnicity American Indian or Alaskan Native Asian Black or African American Hispanic or Latino	0 0 1 2	0 0 0	0 0 0	0 0 1 2										0 1 2 3						16 105 111 68	0 26 4 9	31 46 32 49	31 12 25 19	38 16 40 24	
Native Hawaiian or Pacific Islander White (non-Hispanic) No Primary Race/Ethnicity Reported	0 21 0	0 1 0	0 0 0	0 20 0	2	10	9	45	4	20	5	25	539	0 208 1	7	42	19	32	538	5 6,104 100	18 15	46 36	16 22	19 27	
EP Status Currently receiving LEP services Former LEP student - monitoring year 1 Former LEP student - monitoring year 2 All Other Students	0 0 0 24	0 0 0 1	0 0 0	0 0 0 23	2	9	10	43	4	17	7	30	538	0 0 0 215	7	41	20	33	538	127 15 15 6,352	7 53 33 18	35 47 67 46	24 0 0 17	33 0 0 20	
EP Students with an IEP All Other Students	4 20	0	0	4 19	2	11	10	53	4	21	3	16	542	32 183	0 8	13 46	13 21	75 25	527 540	850 5,659	2 20	18 50	19 16	61 14	
ES  Economically Disadvantaged Students  All Other Students	6 18	0	0	6 17	2	12	10	59	2	12	3	18	541	95 120	1 12	31 49	21 18	47 21	534 541	2,055 4,454	7 23	38 49	22 14	34 14	
<b>fligrant</b> Migrant Students All Other Students	0 24	0	0	0 23	2	9	10	43	4	17	7	30	578	0 215	7	41	20	33	538	33 6,476	6 18	39 46	21 17	33 20	
All Other Students	24	1	0	23	2	9	10	43	4	17	7	30		215	7	41	20	33	538	6,476	18	46	17	2	10

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

						Scho	ol				2	<b>∧</b> - ∟	low.	٦i	d the various
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	rel 2					os perform?
	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						İ									
American Indian or Alaskan Native	0	0	0	0		İ				İ					
_Asian	Ĭ	ő	ő	Ö											
Black or African American	1	0	0	1											
Hispanic or Latino	2	0	0	2											
Native Hawaiian or Pacific Islander	0	0	0	0						<u> </u>		<u> </u>		Ш	
White (non-Hispanic)	21	1	0	20	2	10	9	45					1		Jaka
No Primary Race/Ethnicity Reported	0	0	0	0							ımı	port	<u>tan</u>	<u>t r</u>	Note:
LED Chatria									<b>D</b>	ioo		000	100	I	agulfa ara
LEP Status  Currently receiving LEP services	0		0	0					D	ISag	ggr	ega	iteo		esults are
Former LEP student - monitoring year 1			0	0		İ		į		<b>10.0</b>	1 40	. IO O	·1 ~ ~	J L	or oub
Former LEP student - monitoring year 2	0	Ö	0	0						no	et re	;po	rtec	ז ג	or sub-
All Other Students	24	1	0	23	2	9	10	43		~ ~ ~		1	: 10		than 10
7 III O CITO O CA GOTTO						_				gro	up	5 01	16:	55	than 10
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	C .	0	^	6											
Economically Disadvantaged Students All Other Students	6 18	0	0	6	2	12	10	59	2	12	3	18	F // 1		
All Other Students	18	'	U	''	4	14	10	29	-	12	] 3	10	541	1/	
Migrant															
Migrant Students	0	0	0	0										1	
All Other Students	24	1	0	23	2	9	10	43	4	17	7	30	528	1	34
	-		-		_									1	

			Dist	rict					Sta	ite			3/	<b>λ:</b> Η	ow did the va	arious
REPORTING CATEGORIES	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score			groups perfo	-
	N	%	%	%	%	N	N	%	%	%	%	N				L
All Students	215	7	41	20	33	538	6,509	18	46	17	20	543	30	538		
Gender Male Female Not Reported	98 117 0	7 7	37 44	18 21	38 28	537 539	3,345 3,164	19 16	44 48	17 16	20 19	543 543	33	536		
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		stud an l	ΙΕΡ	ts win to sco	vith his ored	3	6	stud an sta	den IEP te s	in to	vith the red	2 5 5 1 3 1 7 5 8	ma k tl	atch know he d pro	this data what we wabout district's gram?	
All Other Students	215		41	20	33	538	6,352	18	46	1/	20	543	30	538		
Students with an IEP All Other Students	32 183	(O)	13	13 21	75 25	527 540	<b>850</b> 5,659	2	18	19 16	61 14	530 545	16	542		
SES  Economically Disadvantaged Students  All Other Students	95 120	1 12	31 49	21 18	47 21	534 541	2,055 4,454	7 23	38 49	22 14	34 14	537 546	18	541		
<b>Migrant</b> Migrant Students All Other Students	0 215	7	41	20	33	538	33 6,476	6 18	39 46	21 17	33 20	538 543	30	538		35

## **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:

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		_																					e I of	
									Rele	ased I	tems										Total Test Re	sults		
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			Subcate	ory Poin	ts Earned			
	Content Strand	NO	NO	NO	NO	NO	GM	FA	FA	FA	DP	GM	DP	GM	DP	NO					æ	Total Points Earned		
	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		∞ €	y &	S G	ify,	활	Score	
	Depth of Knowledge Code	1	1	2	2	2	2	2	2	2	2	2	1	2	2	2		Number & Operations	Geometry & Measurement	Functions 8 Algebra	Statistics, robability	Pg	ed S	
	Item Type	МС	МС	MC	МС	МС	МС	МС	MC	МС	MC	SA	SA	SA	SA	CR		₹ 8	Geo	∄∢	E G	otal	Scaled	
	Correct MC Response	В	В	В	С	Α	D	В	Α	D	С										Dat	-		
lame/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	+	Α	D	В	В	D	С	С	Α	0	0	1	0	0	1	7	5	2	0	14	526	
Boria, Becky Carpenter, Clara	1234567 1234567	D +	+	D A	+	B	B	A	B	A	B	1	0	1	0	0		8 16	4	5 12	1 10	18 45	531 553	
illon, Devon	1234567	<u> </u>							_			1	'n		1	2		14	8	9	7	38	548	
rickson, Evan																		15	1	8	3	27	539	
ernandez, Frank			_	_							_							8	7	5	4	24	537	
Biordano, Gavin	This pa	ar	t (	<b>o</b> t	tl	he	į	e	DO	or	t (	ai.	VE	28				13	2	5	5	25	538	
luggard, Haley sner, Isabelle	_								-		•							14 11	4	8 5	2 2	28 22	540 535	
ackson, Jarrett	specific	• iı	nf	$\boldsymbol{\cap}$	rn	าล	ıti	$\boldsymbol{\cap}$	n	aŀ	1	111	<b>f</b> 1	łh	Δ			15	5	4	5	29	541	
Kirkwood, Khalid	Specific			U.		10		V.		Ц		u			C			2	1	2	0	5	500	
opez, Latosha		rc	ele	<u> </u>	~	~	. :	40	m									14	8	8	6	36	546	
MacBriar, Max		IE	=16	;a	21	<b>3</b> 0		re	Ш	12								7	6	4	2	19	532	
Velson, Nadine																		14	2	10	5	31	543	
Ostrowski, Olivia Peters, Priscilla	1234567	I A	+	А	1)	1)	+	+	В	С	+	1	0	1	0			12	5 7	6 6	1 5	19 30	532 542	
Quimby, Quinn	1234567	+	+	+	A	+	+	+	+	+	+	ò	1	o	0	0		19	8	7	8	42	551	
Routhe, Rhiannan	1234567	+	+	Α	D	+	+	+	В	+	+	1	0	2	0	4		18	7	7	7	39	549	
turgill, Sarah	1234567	+	+	+	D	+	+	+	+	+	+	1	0	2	2	4		25	12	11	9	57	565	
illwell, Tracy	1234567	D	+	Α	+	+	+	+	С	+	+	0	1	1	0	1		16	9	6	6	37	547	
Jnderwood, Ursula /asquez, Vivian	1234567 1234567	+ A	+	A	A	С	В	Α Δ	В	В	A B	0	0	1	0	0		7 6	3 7	3 4	1	14	526 530	
Vilcox, Wendy †	1234567	l ^	D	т	Τ.	_	Ь	^	т	0	Ь	U	U	'	U	U		l ő	ó	0	o	0	330	
(anakis, Xavier	1234567	+	+	Α	+	+	+	+	+	+	+	1	1	2	0	4		23	9	13	8	52	559	
	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			

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

		_															
									Rele	ased I	tems						
	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	МС	МС	МС	МС	МС	МС	МС	МС	MC	МС	SA	SA	SA	SA	CR	
	Correct MC Response	В	В	В	С	Α	D	В	Α	D	С						
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	+	Α	D	В	В	D	С	С	Α	0	0	1	0	0	
Boria, Becky	1234567	D	+	D	+	В	В	Α	В	Α	В	1	0	1	0	0	



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

State: Code:
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Page 1 of 1

									Rele	ased I	tems										Total Test I	Result	5		
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			Subcate	jory Poir	nts Earned		]		
	Content Strand	NO	NO	NO	NO	NO	GM	FA	FA	FA	DP	GM	DP	GM	DP	NO					×	1	Earned		level
	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		s s	Geometry & Measurement	8 E	ta, Statistics, Probability		看	Scaled Score	Achievement Level
	Depth of Knowledge Code	1	1	2	2	2	2	2	2	2	2	2	1	2	2	2	ı	Number & Operations	metr	Functions & Algebra	tatis		Fotal Points	ed S	l ē
	Item Type	МС	МС	MC	МС	МС	МС	мс	МС	мс	МС	SA	SA	SA	SA	CR	ı	₽ď	Geo Mea	₽×	Pro		l le	Scal	leve
	Correct MC Response	В	В	В	c	Α	D	В	Α	D	С						ı				Dat		-		Act
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 Boria, Becky Carpenter, Clara Dillon, Devon Erickson, Evan Fernandez, Frank	1234567 1234567 1234567 1234567 1234567 1234567	D D + A + A	+ + + A D +	A D A C A A	D + + D +	B + + C	B B + A + B	D A + C +	C B + D B	C A + + +	A B + B B	0 1 1 1 1 0	0 0 1 0 0	1 1 0 2	0 0 2 1 0	0 0 2 2 4 1		7 8 16 14 15 8	5 4 7 8 1 7	2 5 12 9 8 5	0 1 10 7 3 4		14 18 45 38 27 24	526 531 553 548 539 537	1 1 3 3 2 2
Giordano, Gavin Huggard, Haley Isner, Isabelle	1234567 1234567 1234567	C A +	+ + +	+ C A	+ D +	+ C +	+ + B	+ + A	B + +	B + C	+ A +	1 1 1	0 0 0	0 1 0	0 0 0	1 1 0		13 14 11	2 4 4	5 8 5	5 2 2	l	25 28 22	538 540 535	2 3 2
Jackson, Jarrett Kirkwood, Khalid Lopez, Latosha MacBriar, Max Nelson, Nadine Ostrowski, Olivia Peters, Priscilla Quimby, Quinn Routhe, Rhiannan Sturgill, Sarah	This represent to con	ts	3 6	all	l c	of	tŀ	e	it	е	m	S	u		ed			15 2 14 7 14 7 12 19 18	5 1 8 6 2 5 7 8 7	4 2 8 4 10 6 6 7 7	5 0 6 2 5 1 5 8 7		29 5 36 19 31 19 30 42 39 57	541 500 546 532 543 532 542 551 549 565	3 1 3 1 3 1 3 3 3 4
Tillwell, Tracy Underwood, Ursula	120-007							,,					Į.				ı	16 7	9 3	6 3	6		37 14	547 526	3
Vasquez, Vivian Wilcox, Wendy † Xanakis, Xavier	1234567 1234567 1234567	A +	D +	+ A	+	+	B +	A +	+	C +	B +	0	0	1	0	0		6 0 23	7 0 9	4 0 13	1 0 8		17 0 52	530 559	1 S 4
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Ħ					Т	•		
	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	I	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	t	13.1	4.7	5.8	3.8	1			
	reiteilt Collect/Avelage Stole, District	70																							

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

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



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

School: District:
State:
Code:

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		L							Relea	ased I	tems										Total Test Re	sults		
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			Subcateg	ory Poin	ts Earned	-		
	Content Strand	NO	NO	NO	NO	NO	GM	FA	FA	FA	DP	GM	DP	GM	DP	NO					æ	Earned		-
	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		8 E	y & nent	ag e	, Statistics, robability	5 E	l or	
	Depth of Knowledge Code	1	1	2	2	2	2	2	2	2	2	2	1	2	2	2		Number & Operations	metr	Functions 8 Algebra	tatis	l ë	S S	
	Item Type	МС	МС	МС	МС	МС	МС	мс	МС	МС	МС	SA	SA	SA	SA	CR		N ob	Geometry & Measurement	ΞĀ	Data, S. Prol	Total Points	Scaled Score	١.
	Correct MC Response	В	В	В	С	А	D	В	Α	D	С										Da	ا ا	,	;
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	+	Α	D	В	В	D	С	С	Α	0	0	1	0	0		7	5	2	0	14	526	
Boria, Becky	1234567	D	+	D	+	В	В	Α	В	Α	В	1	0	1	0	0		8	4	5	1	18	531	
Carpenter, Clara	1234567	+	+	A	+	+	+	+	+	+	+	1	1	2	2	2		16	7	12	10	45	553	:
Dillon, Devon Erickson. Evan	1234567 1234567	A  +	D D	Ċ	+	+	A	С	В	+	В	1	0	2	1	2		14 15	8 1	9	3	38 27	548 539	
Erickson, Evan Fernandez, Frank	1234567	l <sup>+</sup>	+	A	+	Ċ	+ B	+	В	+	+	0	0	1	0	1		8	7	8 5	4	24	537	
Giordano. Gavin	1234567	C							_ D	D		1	0		0	1		13	2	5	5	25	538	'
Huggard, Haley	1234567	A	+	+	+ D	÷ C	+	+	ь	+	Δ	1	n	1	0	1		14	4	8	2	25 28	540	2
sner. Isabelle	1234567	1 🖺	+	Δ	+	+	B	Δ	+	Ċ	7	1	n	Ó	0	0		11	4	5	2	22	535	
Jackson, Jarrett	120-1007																	15	5	4	5	29	541	;
Kirkwood, Khalid																		2	1	2	0	5	500	
Lopez, Latosha				4 1														14	8	8	6	36	546	(
MacBriar. Max	This part	t (	TC	tr	1e	r	ei	OC	rı	t (		<b>)e</b>	S	n	Ot			7	6	4	2	19	532	1
Nelson, Nadine						_				_		_	_					14	2	10	5	31	543	3
Ostrowski, Olivia	represei	nt	2	ш	$\mathbf{\cap}$	f 1	ŀh	Δ	i+4	an	n	<b>.</b> .	16	2	$\mathbf{A}$			7	5	6	1	19	532	
Peters, Priscilla	i chi esei	IIL	a		U	1 (	ч	C	IL	ZII	113	<b>)</b> (	JE	)C	u			12	7	6	5	30	542	(
Quimby, Quinn	_					_												19	8	7	8	42	551	(
Routhe, Rhiannan	to con	าต	)U	te	5	sti	UC	le	nt	S	C	OI	'e	S				18	7	7	7	39	549	:
Sturgill, Sarah	10 0011	- 17	·	•				•										25	12	11	9	57	565	.
Tillwell, Tracy																		16	9	6	6	37	547	;
Underwood, Ursula		Π.		-,	,,	U							-		Ü			7	3	3	1 1	14	526	1
Vasquez, Vivian	1234567	Α	D	+	+	+	В	Α	+	С	В	0	0	1	0	0		6	7	4	1 1	17	530	1
Wilcox, Wendy †	1234567 1234567	۱.		۸				_		_		1	4	2	0	4		0 23	0 9	0 13	0 8	0 52	559	
Vanakie Vavior	1234067	<sup>↑</sup>	+	А	+	+	+	+	+	+	+	'	'	2	U	4		23	Э	13	0	32	559	'
Xanakis, Xavier										-			12	13	14	15							1	_
Xanakis, Xavier	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	14											
Xanakis, Xavier		1 35	2 78	3 17	-	5 61	6	_	8 35	9 61		0.6			0.3	1.4	Ħ	12.7	5.7	6.5	4.3			
Xanakis, Xavier	Percent Correct/Average Score: School	-	78	17	48	61	61	52	35	61	52	0.6	0.2	0.9	0.3	_								
Xanakis, Xavier		40	_	-	<del></del>	+	-	_		_				0.9	0.3	1.4 1.4 2.1		12.7 13.1 16.1	5.7 4.7 5.6	6.5 5.8 6.8	4.3 3.8 4.5			

**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.



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

School: District: State: Code: **2D:** How did our item-level performance compare to the district and state?

									Relea	sed I	tems							$\perp$				Total Tes	t Results			
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15				Subcateg	ory Poin	its Earned	ı			
	Content Strand	NO	NO	NO	NO	NO	GM	FA	FA	FA	DP	GM	DP	GM	DP	NO						æ		Earned		l e
	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			æ ε	y &	82 6	tics, a		t5	ore	it le
	Depth of Knowledge Code	1	1	2	2	2	2	2	2	2	2	2	1	2	2	2			Number & Operations	Geometry & Measurement	Functions 8 Algebra	Data, Statistics, Probability		Total Points	Scaled Score	Achievement Level
	Item Type	МС	МС	МС	MC	МС	МС	МС	мс	МС	МС	SA	SA	SA	SA	CR			₽ ĕ	Geol	ΨĀ	ta, S Pro		lal	cale	leve
	Correct MC Response	В	В	В	С	Α	D	В	Α	D	С											Da		"	",	A
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 <sup>4</sup>	<b>1</b>	В	В	D	С	С	Α	0	0	1	0	0			7	5	2	0		14	526	1
Boria, Becky	1234567	D	+	D	+	В	В	Α	В	Α	В	1	0	1	0	0			8	4	5	1		18	531	1
Carpenter, Clara	1234567	+	+	Α •		+	+													7	12	10		45	553	3
Dillon, Devon	1234567	Α	Α	С	+	+	Α													8	9	7		38	548	3
Erickson, Evan	1234567	+	D	Α		+	+													1	8	3		27	539	2
Fernandez, Frank	1234567	Α	+	A	Ţ	С	В		<u> </u>			. (		10	,	_1		. La		7	5	4		24	537	2
Giordano, Gavin	1234567	С	+	+	+	+	+		U	V	<u>e</u> 1		JL	"	0	01	ft	Ш	е	2	5	5		25	538	2
Huggard, Haley	1234567	Α	+	С	D	С	+													4	8	2		28	540	3
Isner, Isabelle	1234567	+	+	Α •		+	В			-4			<u> </u>	<b>n 1</b>	-	14	/h			4	5	2		22	535	2
Jackson, Jarrett	1234567	Α	+	А		+	+		•	<b>3</b> L	.u	u		Ш	.3	V		U		5	4	5		29	541	3
Kirkwood, Khalid	1234567	D	Α	A	<del>,</del>	С	С													1	2	0		5	500	1
Lopez, Latosha	1234567	Α	+	С	D	В	+		2	n	S	W	6	re		l i	te	m	1	8	8	6		36	546	3
MacBriar, Max	1234567	Α	+	А	40	+	+				•	••				-			_	6	4	2		19	532	1
Nelson, Nadine	1234567	Α	+	А		+	В		•	•			_			<b>_</b>		_		2	10	5		31	543	3
Ostrowski, Olivia	1234567	Α	D	С	D	В	+		٠-ي	) (	v	rc	Ш			71	05	<b>5</b> (	•	5	6	1		19	532	1
Peters, Priscilla	1234567	Α	+	Α	T D	D	+													7	6	5		30	542	3
Quimby, Quinn	1234567	+	+	+	Α	+	+					-	4		_	$\mathbf{\Lambda}$				8	7	8		42	551	3
Routhe, Rhiannan	1234567	+	+	A		+	+				C	p	U	O		A	\ <b>=</b>			7	7	7		39	549	3
Sturgill, Sarah	1234567	+	+	+	. D	+	+					_								12	11	9		57	565	4
Tillwell, Tracy	1234567	D	+	А		+	+													9	6	6		37	547	3
Underwood, Ursula	1234567	+	+	Α	₹A	С	В											_	_	3	3	1		14	526	1
Vasquez, Vivian	1234567	Α	D	+	+	+	В	Α	+	С	В	0	0	1	0	0			6	7	4	1		17	530	1
Wilcox, Wendy †	1234567		_				_				_								ō	0	o	0		0		s
Xanakis, Xavier	1234567	+	+	Α •	$\leftarrow$	+	+	+	+	+	+	1	1	2	0	4			23	9	13	8		52	559	4
																						<u> </u>				
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15								1		
	Percent Correct/Average Score: School	35	78	17	48	61	61	52	35	61	52	0.6		0.9	_	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		I		

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

What do we know about this item?

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

										Relea	ased I	tems						
		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	МС	МС	MC	МС	МС	М	М	МС	МС	МС	SA	SA	SA	SA	CR	
		Correct MC Response	В	В	В	С	Α	ם	В	Α	ם	С						
	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	+		D	В	В	D	С	С	Α	0	0	1	0	0	
V	Boria, Becky	1234567	D	+	D	+	В	В	Α	В	Α	В	1	0	1	0	0	

This information will help us use the Released Items Support Materials

#### **Released Items Documents**



New England Common Assessment Program

Released Items 2007

**Grade 5 Mathematics** 

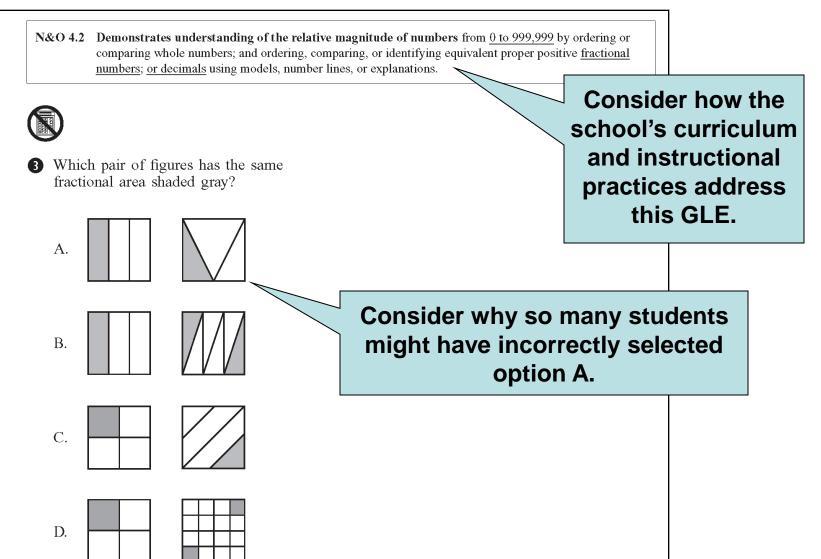


New England Common Assessment Program

> Released Items Support Materials 2007

> > Grade 5
> > Mathematics

### **Using the Released Items Support Materials**



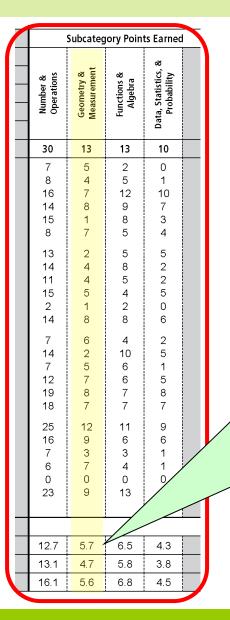


# Fall 2007 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2007-2008 Item Analysis Report Mathematics

School: District: State: Code: **2C:** What does the Item Analysis Report tell us about sub-content areas?

									Rele	ased I	tems										Total Test F	esults	5		
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			Subcateg	jory Poir	its Earned		ۍ ا		
	Content Strand	NO	NO	NO	NO	NO	GM	FA	FA	FA	DP	GM	DP	GM	DP	NO					æ	1	] 🖁		9
	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		8 SE	y & nent	82 6	it is	ı	1 th	core	lovo I taomovoida
	Depth of Knowledge Code	1	1	2	2	2	2	2	2	2	2	2	1	2	2	2		Number & Operations	metr	gebr	, Statistics, robability	ı		y pe	8
	Item Type	МС	мс	МС	мс	МС	MC	МС	МС	МС	МС	SA	SA	SA	SA	CR	ı	N O	Geometry & Measurement	Functions & Algebra	Data, S Pro	L	Total Points Earned	Scaled Score	
	Correct MC Response	В	В	В	С	Α	D	В	Α	D	С										ا م	L	=		1
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	+	Α	D	В	В	D	С	С	Α	0	0	1	0	0		7	5	2	0	Т	14	526	1
Boria, Becky	1234567	D	+	D	+	В	В	Α	В	Α	В	1	0	1	0	0		8	4	5	1		18	531	1
Carpenter, Clara	1234567	+	+	Α	+	+	+	+	+	+	+	1	1	0	2	2		16	7	12	10		45	553	3
Dillon, Devon	1234567	Α	Α	С	+	+	Α		D	+	В	1	0	2	1	2		14	8	9	7		38	548	3
Erickson, Evan	1234567	+	D	Α	D	+	+	С	В	+	В	1	0		0	4		15	1	8	3		27	539	2
Fernandez, Frank	1234567	Α	+	Α	+	С	В	+	В	+	+	0	0	1	0	1	ш	8	7	5	4	1	24	537	2
Giordano, Gavin	1234567	С	+	+	+	+	+	+	В	В	+	1	0	0	0	1	ш	13	2	5	5	1	25	538	2
Huggard, Haley	1234567	Α	+	С	D	С	+	+	+	+	Α	1	0	1	0	1		14	4	8	2		28	540	3
Isner, Isabelle	1234567	+	+	Α	+	+	В	Α	+	С	+	1	0	0	0	0	ш	11	4	5	2	1	22	535	2
Jackson, Jarrett	1234567	Α	+	Α	+	+	+	D	В	+	+	1	0	2	1	4	ш	15	5	4	5	1	29	541	3
Kirkwood, Khalid	1234567	D	Α	Α	D	С	С	D	В	В	Α	0	0	0	0	0		2	1	2	0		5	500	1
Lopez, Latosha	1234567	Α	+	С	D	В	+	+	D	+	В	1	1	1	1	2	ш	14	8	8	6	1	36	546	3
MacBriar, Max	1234567	Α	+	Α	В	+	+	D	D	В	В	0	0	1	0	1	ш	7	6	4	2	1	19	532	1
Nelson, Nadine	1234567	Α	+	Α	+	+	В	+	+	+	+	0	0	0	0	0		14	2	10	5		31	543	3
Ostrowski, Olivia	1234567	Α	D	С	D	В	+	Α	В	+	Α	0	0	0	0	0	ш	7	5	6	1	1	19	532	1
Peters, Priscilla	1234567	Α	+	Α	D	D	+	+	В	С	+	1	0	1	0	2		12	7	6	5		30	542	3
Quimby, Quinn	1234567	+	+	+	Α	+	+	+	+	+	+	0	1	0	0	0		19	8	7	8		42	551	3
Routhe, Rhiannan	1234567	+	+	Α	D	+	+	+	В	+	+	1	0	2	0	4	ш	18	7	7	7	1	39	549	3
Sturgill, Sarah	1234567	+	+	+	D	+	+	+	+	+	+	1	0	2	2	4	ш	25	12	11	9	1	57	565	4
Tillwell, Tracy	1234567	D	+	Α	+	+	+	+	С	+	+	0	1	1	0	1		16	9	6	6		37	547	3
Underwood, Ursula	1234567	+	+	Α	Α	С	В	Α	В	В	Α	0	0	1	0	0		7	3	3	1		14	526	1
Vasquez, Vivian	1234567	Α	D	+	+	+	В	Α	+	С	В	0	0	1	0	0		6	7	4	1		17	530	1
Wilcox, Wendy †	1234567																	0	0	0	0		0		8
Xanakis, Xavier	1234567	+	+	Α	+	+	+	+	+	+	+	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	+	<u> </u>				₭			
	Percent Correct/Average Score: School	35	78	17	48	61	61	52	35	61		0.6	0.2		0.3		H	12.7	5.7	6.5	4.3	1	1		
	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	╁	1		
	5	60	84	50	49	70	46	73	48	72		0.5	0.4		0.4	2.1	+		5.6	6.8	4.5	-	1		
	Percent Correct/Average Score: State	ъυ	84	บบ	49	70	46	13	48	72	59	0.5	U.4	0.8	U.4	2.1		16.1	ე.ნ	6.8	4.5				

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



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

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



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

School: District: State: Code: **2C:** What does the Item Analysis Report tell us about sub-content areas?

								$\sqrt{}$	Relea	ased I	tems		Z							Total Tes	t Results			
	Released Item Number	1	2	3	4	5	6		8	9	10	11	7	13	7	15		Subcate	gory Poin	ts Earned	ł			
	Content Strand	NO	NO	NO	NO	NO	GM	FA	FA	FA	DP	GM	DP	GM	DP	NO				æ		Ĕ		<u> </u>
	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	7 ∞ ≥	e t	æ _	, 8 ₹		S Ea	Score	r je
	Depth of Knowledge Code	1	1	2	2	2	2	2	2	2	2	2	1	2	2	2	atio T	netry	tions	atist abilli		oint	d Sc	nen.
	Item Type	мс	мс	МС	мс	МС	мс	МС	МС	МС	мс	SA	SA	SA	SA	CR	Number & Operations	Geometry & Measurement	Functions & Algebra	Data, Statistics, 8 Probability		Total Points Earned	Scaled	Achievement Level
	Correct MC Response	В	В	В	С	Α	D	В	Α	D	С							_		Da		₽	, o	Achi
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	Α		14		-	-	C		4	4		_	•		<b>4</b> 7	14	8	9	7		38	548	3
Erickson, Evan	1234567	+		IJ	E		12		),			, (	ai	I		<u>13</u>	15	1	8	3		27	539	2
Fernandez, Frank	1234567	Α							_		,						8	7	5	4		24	537	2
Giordano, Gavin	1234567	С			9	Ш	- 6		<b>~</b> I	16	5 (		•	fŀ			13	2	5	5		25	538	2
Huggard, Haley	1234567	Ā			G			U		43	, ,			LI		7	14	4	8	2		28	540	3
Isner, Isabelle	1234567	+													_		11	4	5	2		22	535	2
Jackson, Jarrett	1234567	À							m		tr	'n		M	М		15	5	4	5		29	541	3
Kirkwood, Khalid	1234567	Ď					C	U			CI	y	C	u.	u		2	1	2	0		5	500	1
Lopez, Latosha	1234567	A				_											14	8	8	6		36	546	3
Lopez, Latosna	1234367	A				VI	2	36	T	r	er	m		ni	-77		14	0	°	0		36	546	٦
MacBriar, Max	1234567	Α			-	V 1 '			<i>,</i> G		<b>-</b> -	••		ш			7	6	4	2		19	532	1
Nelson, Nadine	1234567	Α						4		4		4			-		14	2	10	5		31	543	3
Ostrowski, Olivia	1234567	Α			C	(	n	te	'n	1	S	tr	'a	n	rl.		7	5	6	1		19	532	1
Peters, Priscilla	1234567	Α			_			•	44		•	•-	o.		<b>G</b>		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	+	_		- 11	_			_		_	-		- 7	-,	4	25	12	11	9		57	565	4
Tillwell, Tracy	1234567	Ь	·	Ā	+	+	+	į.	Ċ	+	+	ò	1	1	0	1	16	9	6	6		37	547	3
Underwood, Ursula	1234567	+	1	Δ	Α	Ċ	В.	A	В	В.	A	0	Ö	1	0	ò	7	3	3	1		14	526	1
Vasquez, Vivian	1234567	A	D.			+	В	A		C	В	0	0	1	0	0	6	7	4	1		17	530	
Wilcox, Wendy †	1234567		D				_	^		0	٦	Ü	0	'	0	0	l ő	Ó	0	Ö		l "	330	s
Xanakis, Xavier	1234567	+	+	Δ	+	+	4	+	4	+	_	1	1	2	0	4	23	9	13	8		52	559	4
raname, ravier	120 1007	_		,,			Ľ	Ľ		·	·		_	-	Ŭ	_	1 2		10			"-	000	ı '
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			:				1	1
	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	_	0.5	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	2.1	16.1	5.6	6.8	4.5		1		

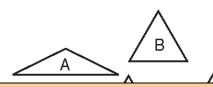
**2C:** What does the Item Analysis Report tell us about sub-content areas?

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.

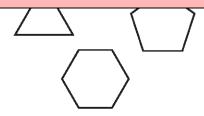
#### **Using the Released Items Documents**

1 Look at these triangles.



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

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



**6** Look at this chart.

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

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

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

C. Kia, Meg, Suzy

D. Meg, Rita, Suzy

- 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.



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

School: District: State: Code:

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

		Released Items Total Test Results																											
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15				Subcate	gory P	oints	Earned						
	Content Strand	NO	NO	NO	NO	NO	GM	FA	FA	FA	DP	GM	DP	GM	DP	NC	)						æ		Earned		Level		
	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	1		& ε	en t	88		it's,		بر بر	lore i	ļ		
	Depth of Knowledge Code	1	1	2	2	2	2	2	2	2	2	2	1	2	2	2			Number & Operations	metr)	tions	in l	tatist		ļ į	S D	l e		
	Item Type	МС	МС	МС	мс	МС	МС	мс	МС	МС	МС	SA	SA	SA	SA	CR	1		Nun	Geometry & Measurement	Functions 8	₹	Data, Statistics, 8 Probability		otal Points	Scaled Score	Achievement		
	Correct MC Response	В	В	В	С	Α	D	В	Α	D	С					Т							Β		"	,	Ach		
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	1			
Anderson, Andrew	1234567	D	+	Α	D	В	В	D	С	С	Α	0	0	1	0	0			7	5	2		0		14	526	1	1	
Boria, Becky	1234567	D	+	D	+	В	В	Α	В	Α	В	1	0	1	0	0			8	4	5		1		18	531	1		
Carpenter, Clara	1234567	+	+	Α	+	+	+	+	+	+	+	1	1	0	2	2		_	16	7	12		10		45	553	3		
Dillon, Devon	1234567	Α	Α	С	+	+	Α		D	+	В	1	0	2	1	2	~					_				_			
Erickson, Evan	1234567	+	D	Α	D	+	+	С	В	+	В	1	0		0	4													
Fernandez, Frank	1234567	Α	+	Α	+	С	В	+	В	+	+	0	0	1	0	1	<b>(=</b>	_			111	0	r a	<b>S</b> IO	<b>e</b> -1	lhi	rd	_	f
Giordano, Gavin	1234567	C	+	+	+	+	+	+	В	В	+	1	0	0	0	1	<b>_</b>	_		•	V	C		ווע	<b>C</b> -(	3111	Iu	U	
Huggard, Haley	1234567	Α	+	С	D	С	+	+	+	+	Α	1	0	1	0	1	<b>—</b>	_						_		_	4		
Isner, Isabelle	1234567	+	+	Ā	+	+	В	Α	+	С	+	1	0	Ó	0	0	r				•	16		C	tuc		ntc		
Jackson, Jarrett	1234567	A	+	Α	+	+	+	D	R	+	+	1	n	2	1	4					•	щ		3				•	
Kirkwood, Khalid	1234567	Ϊ́	Δ	Δ	Ď.	Ċ	Ċ	D	В	B	Δ	'n	n	ō	Ö	n								_			_		
Lopez, Latosha	1234567	A	+	Ĉ	D	В	+	+	D	+	В	1	1	1	1	2	<b>(=</b>	_			r	e	CE	≥iv	ec	0	nl	V	
MacBriar, Max	1234567	l A	+	А	В	+	+	D	D	В	В	0	0	1	0	1		_											
Nelson, Nadine	1234567	Α	+	Δ	+	+	B	+	+	+	+	n	n	Ö	0	o.					10	-	fi.	<b>.</b> I .	cr	24	<b>:</b> 4	Fo	r
Ostrowski, Olivia	1234567	À	D	C	D	B	+	Δ	B	+	Δ	n	n	0	0	0				- 1	Ja		LIC	41 '		5U		U	
Peters, Priscilla	1234567	Δ	+	Δ	ח	ח	·	+	B	Ċ	+	1	n	1	0	2	4	_											
Quimby, Quinn	1234567	1 1	- 1		Δ		·	1			1	'n	1	'n	0	0				2	2		10	riv	<b>1</b> g	144	3 IM		
Routhe, Rhiannan	1234567	1		^								1		2	0	4				a	112	M	VE		191	Ш	7111		J
•		"	-		D	-	_	т	Ь	-	-		U	2	Ŭ	4													
Sturgill, Sarah	1234567	+	+	+	D	+	+	+	+	+	+	1	0	2	2	4					-	-	_		_		_		
Tillwell, Tracy	1234567	D	+	Α	+	+	+	+	С	+	+	0	1	1	0	1	<b>—</b>	_	16	9	6		6		37	547	3		
Underwood, Ursula	1234567	+	+	Α	Α	С	В	Α	В	В	Α	0	0	1	0	0	ì		7	3	3	i	1		14	526	1		
Vasquez, Vivian	1234567	Α	D	+	+	+	В	Α	+	С	В	0	0	1	0	0			6	7	4		1		17	530	1		
Wilcox, Wendy †	1234567																		0	0	0		0		0		s		
Xanakis, Xavier	1234567	+	+	Α	+	+	+	+	+	+	+	1	1	2	0	4			23	9	13		8		52	559	4		
		_	_													┺												J	
	Released Item Number	<u> </u>	2	3	4	5	6	7	8	9	10	11	12	+	_	15	5				,				_				
	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	4		12.7	5.7	6.5	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	1		13.1	4.7	5.8	. [	3.8						Ī
	Percent Correct/Average Score. District	40	100	29	44			02		07	5	0.0	0.2	0.0	0.0		1		10.	4.7		i	0.0						

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

#### **Using the Released Items Support Materials**



**©** 

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**



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

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

		Released Items															Students:								
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			Subcate	gory Poi			T 75		1
	Content Strand	NO	NO	NO	NO	NO	GM	FA	FA	FA	DP	GM	DP	GM	DP	NO					æ		Ĭ		Level
	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	T	s s	e t	× _	ics, 8		S Ea	ore	t Le
	Depth of Knowledge Code	1	1	2	2	2	2	2	2	2	2	2	1	2	2	2	Ħ	ratio	netry	tions	atist		oint	o Sc	men
	Item Type	мс	МС	МС	мс	МС	МС	МС	МС	МС	МС	SA	SA	SA	SA	CR	Ħ	Number & Operations	Geometry & Measurement	Functions & Algebra	Data, Statistics, 8 Probability		Total Points Earned	Scaled Score	Achievement
	Correct MC Response	В	В	В	С	Α	D	В	Α	D	С										Da			0,	Ach
ame/Student ID	Total Possible Points	1	1	1	1	1	1	1	1	1	1	1	1	2	2	4	П	30	13	13	10		66		
nderson, Andrew	1234567	D	+	Α	D	В	В	D	С	С	Α	0	0	1	0	0		7	5	2	0		14	526	1
oria, Becky	1234567	D	+	D	+	В	В	Α	В	Α	В	1	0	1	0	0		8	4	5	1		18	531	1
arpenter, Clara	1234567	+	+	Α	+	+	+	+	+	+	+	1	1	0	2	2		16	7	12	10		45	553	3
illon, Devon	1234567	Α	Α	С	+	+	Α		D	+	В	1	0	2	1	2		14	8	9	7		38	548	3
rickson, Evan	1234567	+	D	Α	D	+	+	С	В	+	В	1	0		0	4		15	1	8	3		27	539	2
ernandez, Frank	1234567	Α	+	Α	+	С	В	+	В	+	+	0	0	1	0	1		8	7	5	4		24	537	2
iordano, Gavin	1234567	С	+	+	+	+	+	+	В	В	+	1	0	0	0	1		13	2	5	5		25	538	2
uggard, Haley	1234567	Α	+	С	D	С	+	+	+	+	Α	1	0	1	0	1		14	4	8	2		28	540	3
ner, Isabelle	1234567	+	+	Α	+	+	В	Α	+	С	+	1	0	0	0	0		11	4	5	2		22	535	2
ackson, Jarrett	1234567	Α	+	Α	+	+	+	D	В	+	+	1	0	2	1	4		15	5	4	5		29	541	3
irkwood, Khalid	1234567	D	Α	Α	D	С	С	D	В	В	Α	0	0	0	0	0		2	1	2	0		5	500	1
opez, Latosha	1234567	Α	+	С	D	В	+	+	D	+	В	1	1	1	1	2		14	8	8	6		36	546	3
MacBriar, Max	1234567	Α	+	Α	В	+	+	D	D	В	В	0	0	1	0	1		7	6	4	2		19	532	1
lelson, Nadine	1234567	Α	+	Α	+	+	В	+	+	+	+	0	0	0	0	0		14	2	10	5		31	543	3
Ostrowski, Olivia	1234567	Α	D	С	D	В	+	Α	В	+	Α	0	0	0	0	0		7	5	6	1		19	532	1
Peters, Priscilla	1234567	Α	+	Α	D	D	+	+	В	С	+	1	0	1	0	2		12	7	6	5		30	542	3
Quimby, Quinn	1234567	+	+	+	Α	+	+	+	+	+	+	0	1	0	0	0		19	8	7	8		42	551	3
Routhe, Rhiannan	1234567	+	+	Α	D	+	+	+	В	+	+	1	0	2	0	4		18	7	7	7		39	549	3
turgill, Sarah	1234567	+	+	+	D	+	+	+	+	+	+	1	0	2	2	4		25	12	11	9		57	565	4
illwell, Tracy	1234567	D	+	Α	+	+	+	+	С	+	+	0	1	1	0	1		16	9	6	6		37	547	3
Inderwood, Ursula	1234567	+	+	Α	Α	С	В	Α	В	В	Α	0	0	1	0	0	1	7	3	3	1		14	526	1
/asquez, Vivian	1234567	Α	D	+	+	+	В	Α	+	С	В	0	0	1	0	0	/	6	7	4	1		17	530	1
Vilcox, Wendy †	1234567																/	0	0	0	0		0		s
anakis, Xavier	1234567	+	+	Α	+	+	+	+	+	+	+	1	1	2	0	4		23	9	13	8		52	559	4
																									$oxed{L}$
	Keleased Item Ivumber		2	3	4	Э	б	1	ō	Э	10	77	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				

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

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

Name/Student ID Anderson, Andrew Boria, Becky Carpenter, Clara Dillon, Devon Erickson, Evan Fernandez, Frank Giordano, Gavin Huggard, Haley Isner, Isabelle Jackson, Jarrett Kirkwood, Khalid Lopez, Latosha MacBriar, Max Nelson, Nadine Ostrowski, Olivia Peters, Priscilla Quimby, Quinn Routhe, Rhiannan Sturgill, Sarah Tillwell, Tracy Underwood, Ursula Vasquez, Vivian Wilcox, Wendy † Xanakis, Xavier

		Released Items														
Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Content Strand	ΝО	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	МС	МС	МС	МС	МС	MC	МС	МС	MC	МС	SA	SA	SA	SA	CR	
Correct MC Response	В	В	В	С	Α	D	В	Α	D	С						
Total Possible Points	1	1	1	1	1	1	1	1	1	1	1	1	2	2	4	
1234567	D	+	A	D	В	В	D		С	A	0	0	1	0	0	
1234567	D	+	D	+	В	В	A	В	Ā	В	1	0	1	0	0	
1234567	+	+	Ā	+	+	+	+	+	+	+	1	1	0	2	2	
1234567	A	A	C	+	+	A		D	+	В	1	0	2	1	2	
1234567	+	D	A	D.	+	+	С	В	+	В	1	0	_	0	4	
1234567	A	+	Α	+	Ċ	В	+	В	+	+	0	0	1	0	1	
1234567	С	+	+	+	+	+	+	В	В	+	1	0	0	0	1	
1234567	Α	+	С	D	С	+	+	+	+	Α	1	0	1	0	1	
1234567	+	+	Α	+	+	В	Α	+	С	+	1	0	0	0	0	
1234567	A	+	Α	+	+	+	D	В	+	+	1	0	2	1	4	
1234567	D	Α	Α	D	С	С	D	В	В	Α	0	0	0	0	0	
1234567	Α	+	С	D	В	+	+	D	+	В	1	1	1	1	2	
1234567	Α	+	Α	В	+	+	D	D	В	В	0	0	1	0	1	
1234567	Α	+	Α	+	+	В	+	+	+	+	0	0	0	0	0	
1234567	Α	D	С	D	В	+	Α	В	+	Α	0	0	0	0	0	
1234567	Α	+	Α	D	D	+	+	В	С	+	1	0	1	0	2	
1234567	+	+	+	Α	+	+	+	+	+	+	0	1	0	0	0	
1234567	+	+	Α	D	+	+	+	В	+	+	1	0	2	0	4	
1234567	+	+	+	D	+	+	+	+	+	+	1	0	2	2	4	
1234567	D	+	Α	+	+	+	+	С	+	+	0	1	1	0	1	
1234567	+	+	Α	Α	С	В	Α	В	В	Α	0	0	1	0	0	
1234567	Α	D	+	+	+	В	Α	+	С	В	0	0	1	0	0	
1234567 1234567	+	+	Α	+	+	+	+	+	+	+	1	1	2	0	4	
120 1007		·			·	·		·					_			

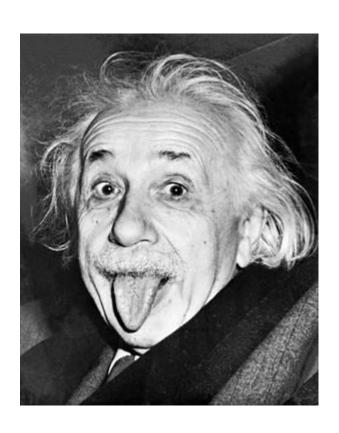
#### **Small Group Activity**

- 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