



NECAP Student Report - Fall 2008

This report contains results from the Fall 2008 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.

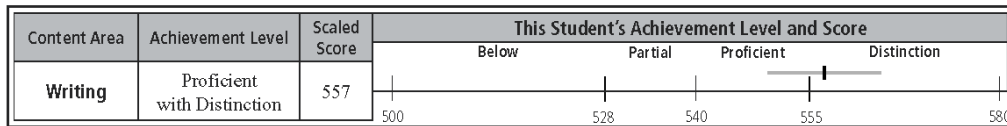
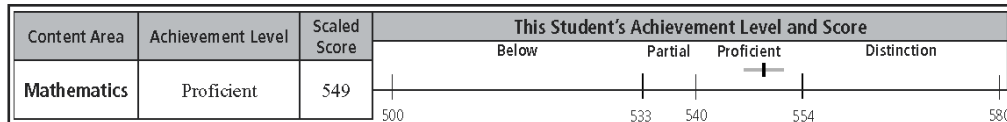
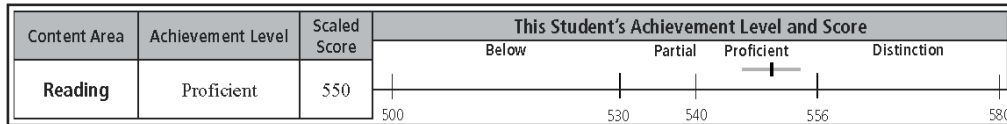
Proficient (Level 3) - Students performing at this level demonstrate minor gaps in the prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. It is likely that any gaps in prerequisite knowledge and 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 05	School	District	State
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Fall 2008 - Beginning of Grade 5 NECAP Test Results



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		12%	17%	15%		34%	29%	15%	✓	31%	35%	28%
Proficient	✓	74%	64%	53%	✓	52%	52%	45%		31%	30%	30%
Partially Proficient		10%	13%	21%		8%	10%	17%		27%	24%	26%
Substantially Below Proficient		5%	6%	11%		5%	9%	23%		11%	10%	16%

This Student's Performance in Content Area Subcategories

Reading	Possible Points	Student	Average Points Earned				Students at Proficient Level	Mathematics	Possible Points	Student	Average Points Earned				Students at Proficient Level
			School	District	State	State					School	District	State	State	
Word ID/Vocabulary	10	8	8.0	7.9	7.1	5.6-8.0	Numbers and Operations	30	26	20.6	19.7	16.3	11.7-17.0		
Type of Text*	Literary	21	14	11.7	11.9	11.4	8.6-12.1	Geometry and Measurement	13	5	8.5	8.2	7.0	4.6-8.2	
	Informational	21	11	11.2	11.3	10.2	6.9-10.7	Functions and Algebra	13	6	8.8	8.4	7.1	4.2-8.2	
Level of Comprehension*	Initial Understanding	18	12	11.5	11.6	10.7	8.2-11.5	Data, Statistics, and Probability	10	8	6.9	6.3	4.8	2.4-5.8	
	Analysis and Interpretation	24	13	11.4	11.7	10.8	7.3-11.3								

Writing	Possible Points	Student	Average Points Earned				Students at Proficient Level
			School	District	State	State	
Structures of Language & Writing Conventions	10	9	8.2	8.1	7.6	6.9-9.2	
Short Responses	12	5	5.8	6.2	6.1	4.7-6.9	
Extended Response	15	13	9.7	9.8	9.3	6.8-11.6	

Comments about this student's writing performance:

Writing includes supporting details with sufficient elaboration.
 Writing has a general purpose with attempted focus.
 Writing has appropriate word choice and some 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.