



# NECAP Student Report - Fall 2013

This report contains results from the Fall 2013 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 span expectations (GSE) 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. Grade 11 NECAP scores are reported as four-digit scores in which the first two digits represent 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, a score of 1140 indicates Proficient performance at this grade level. The writing score is reported as the total points earned on the NECAP scoring rubric for writing. This rubric describes the most important features expected in student writing.

## 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 state. 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 Beginning of Proficient*

This column shows the average performance on these items of students who performed at 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.

## 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 grade 9-10 GSEs. Errors made by these students are few and minor and do not reflect gaps in prerequisite knowledge and skills.

These students are prepared to perform successfully in classroom instruction aligned with grade 11-12 expectations.

**Proficient (Level 3)** - Students performing at this level demonstrate minor gaps in the knowledge and skills needed to participate and perform successfully in instructional activities aligned with the grade 9-10 GSEs.

It is likely that any gaps in the prerequisite knowledge and skills demonstrated by these students can be addressed by the classroom teacher during the course of classroom instruction aligned with grade 11-12 expectations.

**Partially Proficient (Level 2)** - Students performing at this level demonstrate gaps in the knowledge and skills needed to participate and perform successfully in instructional activities aligned with the grade 9-10 GSEs.

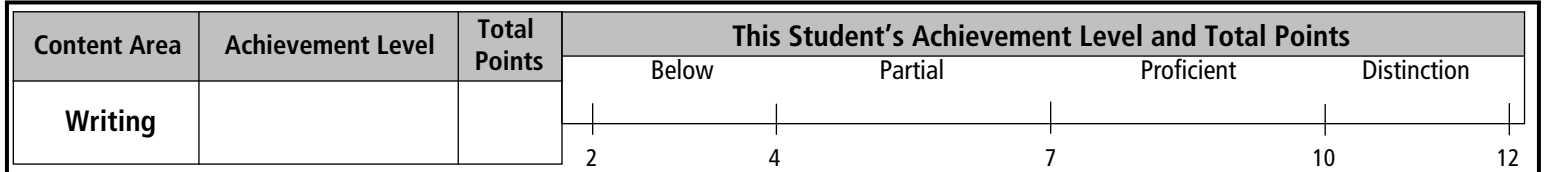
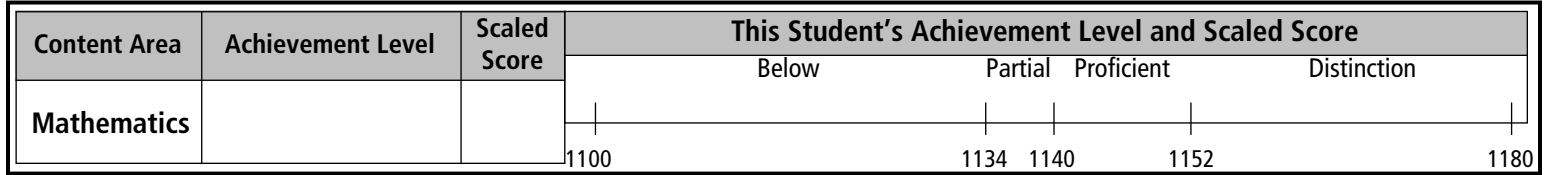
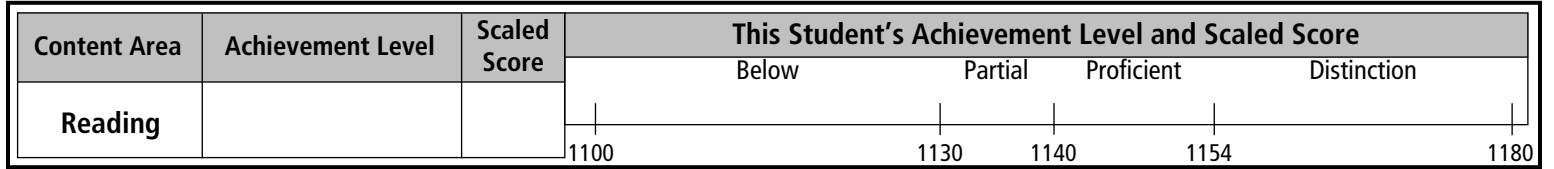
Additional instructional support may be necessary for these students to perform successfully in courses aligned with grade 11-12 expectations.

**Substantially Below Proficient (Level 1)** - Students performing at this level demonstrate extensive and significant gaps in the prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the grade 9-10 GSEs.

Additional instruction and support is necessary for these students to meet the grade 9-10 GSEs.

|         |       |        |          |       |
|---------|-------|--------|----------|-------|
| Student | Grade | School | District | State |
|---------|-------|--------|----------|-------|

## Fall 2013 - Beginning of Grade 11 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 11 Students by School, District, and State

|                                | Reading |        |          |       | Mathematics |        |          |       | Writing |        |          |       |
|--------------------------------|---------|--------|----------|-------|-------------|--------|----------|-------|---------|--------|----------|-------|
|                                | Student | School | District | State | Student     | School | District | State | Student | School | District | State |
| Proficient with Distinction    |         |        |          |       |             |        |          |       |         |        |          |       |
| Proficient                     |         |        |          |       |             |        |          |       |         |        |          |       |
| Partially Proficient           |         |        |          |       |             |        |          |       |         |        |          |       |
| Substantially Below Proficient |         |        |          |       |             |        |          |       |         |        |          |       |

## This Student's Performance in Content Area Subcategories

| Reading                 |                             | Possible Points | Student | Average Points Earned |          |       |                                     | Mathematics                       |  | Possible Points | Student | Average Points Earned |          |       |                                     |
|-------------------------|-----------------------------|-----------------|---------|-----------------------|----------|-------|-------------------------------------|-----------------------------------|--|-----------------|---------|-----------------------|----------|-------|-------------------------------------|
|                         |                             |                 |         | School                | District | State | Students at Beginning of Proficient |                                   |  |                 |         | School                | District | State | Students at Beginning of Proficient |
| Word ID/ Vocabulary     |                             |                 |         |                       |          |       |                                     | Numbers and Operations            |  |                 |         |                       |          |       |                                     |
| Type of Text*           | Literary                    |                 |         |                       |          |       |                                     | Geometry and Measurement          |  |                 |         |                       |          |       |                                     |
|                         | Informational               |                 |         |                       |          |       |                                     | Functions and Algebra             |  |                 |         |                       |          |       |                                     |
| Level of Comprehension* | Initial Understanding       |                 |         |                       |          |       |                                     | Data, Statistics, and Probability |  |                 |         |                       |          |       |                                     |
|                         | Analysis and Interpretation |                 |         |                       |          |       |                                     |                                   |  |                 |         |                       |          |       |                                     |

| Writing           | Possible Points | Student | Average Points Earned |          |       |                                     |
|-------------------|-----------------|---------|-----------------------|----------|-------|-------------------------------------|
|                   |                 |         | School                | District | State | Students at Beginning of Proficient |
| Extended Response |                 |         |                       |          |       |                                     |

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