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Appendix A—Committee Membership

TECHNICAL ADVISORY COMMITTEE MEMBERS
MARCH 24–25, 2010

Name	*Association/Affiliation*
Dale Carlson	NAEP Coach NAEO-Westat
Bill Erpenbach	WJE Consulting Ltd.
Jeff Nellhaus	Massachusetts Department of Elementary and Secondary Education
Jim Pellegrino	University of Illinois
Steve Slater	Oregon Department of Education
Martha Thurlow	Director, National Center on Educational Outcomes
Lauress Wise	Principal Scientist, HumRRO

MAINE ITEM REVIEW COMMITTEE
MARCH 3–5, 2010

First Name	*Last Name*	*School/Association/Affiliation*	*Position*
Beth	Alholm	Medomak Middle School	Grades 7 & 8 ELA and Social Studies Teacher
Melissa	Beihn	Hermon Middle School	Literacy Coach
Mary	Belisle	MSAD 51	Grades 6 & 7 Math Teacher
Stephen	Belleau	Pettingill Elementary School	Grade 5 Teacher
Susan	Caler	MSAD 60	Grade 3 Teacher
Wendy	Dunbar	Mt. Jefferson Junior High School	ELA Teacher and Literacy Specialist
Patricia	Friesland	Camden Rockport Middle	Teacher
Michele	Gee	St. George School	Grades 6–8 Math Teacher
Melissa	Goeke	Hope Elementary School	Grade 5 Teacher
Kate	Greeley	MSAD 75	District Math Leadership
Robert	Haskell	Gray-New Gloucester Middle	Grade 4 Teacher
Peg	Hillman	Nathan Clifford School	Grade 4 Elementary Teacher Leader
Ellen	Honan	Yarmouth Elementary School	Grades K–4 Language Arts Teacher
Karin	Howe	Caribou School Department	Literacy Looping Teacher
Karen	Mayo	James Bean School	Grade 3 Teacher
Eleanor	Merrick	Willard School	Principal
Jo Ellen	Merry	Houlton Southside	Grade 5 ELA Teacher
Louise	Moses	Portland District Office	District Math Coordinator & Consultant
Tammy	Schoff	Marshwood Middle School	Literacy Coach
Jane	Smith	Woodland Elementary School	Teaching Principal
Beth	Soules	Benjamin Wentworth	Math Support Teacher
Terry	Taiani	Jordan-Small Middle School	Math Teacher
Amy	Tucker	Winthrop Middle School	Technology Integration Specialist
Gloria	Westhrin	Glenburn School	Grade 4 Teacher

NEW HAMPSHIRE ITEM REVIEW COMMITTEE
MARCH 3–5, 2010

First Name	*Last Name*	*School/Association/Affiliation*	*Position*
Keli	Barry	Woodbury Middle School	Grade 6 Math Teacher
Patricia	Barry	Conant High School	English Teacher
Tara	Beauchemin	Chichester Central School	Grade 4 Teacher
Lee	Brazell	Maple Ave. Elementary School	Reading Teacher
Coleen	Bridle	Iber Holmes Gove Middle	Grade 7 Math Teacher
Susan	Dean-Olson	Kingswood Regional High	English Teacher
Linda	Donaldson Guidi	Pennichuck Middle School	Grades K–8 Math Peer Coach
Deborah	Doscher	Pittsfield Middle HS	Math Teacher
Cynthia	Douglass	Oyster River Middle School	Reading Specialist
Denise	Duchesne	Hooksett Memorial School	Retired Grades 4 &5 Teacher
Jack	Finley	Franklin High School	Teacher
Kathy	Fowler	Sandown Central School	TRSD Elementary Math Coach
Katrina	Hall	Hollis Brookline Middle	Grade 7 Math Teacher
Susan	Hewey	Winnisquam Reg Middle	Grade 6 ELA Teacher
Maggie	Holm	Chester Academy	Director of Academic Programs
Gretchen	Kimball	Timberlane Regional Middle	Enrichment
Jeanine	King	Hanover High School	Department Head, Math
Sabrina	Kirwan	Spaulding High School	Math Para
Christian	McDonald	Newport Middle High	Grade 8 English Teacher
Susan	Megas-Russell	Cutler School	Reading Specialist
Kristen	Morey	Barron Elementary School	Grade K–5 Special Education Teacher
Dawn	Mulvey	Josiah Bartlett Elementary	Grades 3 & 4 Teacher
Mary Lou	Noonan	Hollis Upper Elementary	Grade 6 Teacher
Sarah	Potter	Deerfield Community School	Grade 5 Teacher
Mitzi	Sinclair	Richards Elementary School	Elementary Teacher
Greg	Superchi	Lisbon High School	Math & Engineering Teacher
Jeanne	Sturges	Souhegan High School	Writing Teacher
Valerie	Tarbell	Jewett Street School	Grade 4 Teacher
Michelle	Trafton	Milton Elementary School	Grade 5 Teacher
Kristi	Upschulte	Newport Middle High School	High School Math Teacher
Maryann	Vollaro	Effingham Elementary School	Grade 6 Teacher
Brenda	Zarnowski	Moharimet School	Reading Specialist

RHODE ISLAND ITEM REVIEW COMMITTEE
MARCH 3–5, 2010

First Name	*Last Name*	*School/Association/Affiliation*	*Position*
Nicholas	Alfred	Jamestown School-Lawn	Grades 7 & 8 Teacher
Carrie	Appel	Beacon Charter High School	Literacy Coach/English Teacher
John	Butler	Beacon Charter High, Woonsocket	Math Teacher
Stephanie	Ciccanesi	Broad Street Elementary School	Grade 5 Reading Coach
Linda	Davis	Hugh B. Bain Middle School	Grades 7 & 8 Reading Consultant
Michelle	Diaz	Westerly Middle School	Grade 6 English Teacher
Cindy	Englehardt	Windmill School, Providence	Math Intervention Specialist
Donna	Gattinella	Dr. Earl F. Calcutt Middle School	Math Coach
Jenny	Gaynor	Hampden Meadows	Grades 4 & 5 Loop Teacher
Arzinia	Gill	Providence	ELA Intervention Specialist
Mariann	Hayward	Peace Dale Elementary School	Math Coach
Lauren	Hopkins	Coventry High School	English/Literacy Teacher
Shelley	Kenny	Chariho Regional High School	High School English Teacher
Melissa	Kerins	J. H. Gaudet, Middletown	Grade 7 Title I Math Teacher
Gina	Kilday	Metcalf Elementary School	Math Teacher
Jessica	Lavallee	Providence Public Schools	ELA Specialist
Kim	Mather	South Kingstown District	Math Coach
Carolyn	Melillo	Dr. Earl F. Calcutt Middle School	Literacy Coach
Barbara	Montecalvo	Fishing Cove Elementary School	Grade 3 Teacher
Barbara	Mooadian	Dr. Earl F. Calcutt Middle School	Literacy Coach
Rebecca	Moore	Mt. Hope High School	English Teacher
Tracey	Nangle	North Smithfield Middle School	Grade 7 Teacher
Patricia	Pora	Leo A. Savoie	Grade 4 Teacher
Margaret	Prior	Portsmouth High School	Math Teacher
Karyn	Rosenfield	Lima School, Providence	Non-Teacher/Assistance Team
Paul	Ruhle	Lincoln High School, Lincoln	Math Teacher
Leslie	Sawicki	Exeter-W. Greenwich Junior High	Math Teacher
Kevin	Seekell	A.S. Feinstein Middle School	Math Curriculum Coordinator
Kristina	Sparfven	Chariho Middle School	Math Teacher
Julee	Thoman	Winman Junior High School	Grades 7 & 8 ELA Teacher
Patricia	Vecchione	Winsor Hill	Grade 5 Literacy Coach
Jennifer	Vorro	Central Office, Providence	Math Intervention Specialist

VERMONT ITEM REVIEW COMMITTEE
MARCH 3–5, 2010

First Name	*Last Name*	*School/Association/Affiliation*	*Position*
Carol	Amos	Twinfield Union	Vice Principal K–6, Math Network Leader
Lorraine	Bargmann	Rutland Intermediate School	Reading Coach and Enrichment Teacher
Lisa	Besso	Ensoburg Falls High School	Math Teacher
Carolyn	Bruckner	Oxbow High School	Math Teacher
Suzanne	Buck	Vergennes Union High School	Special Education Teacher
Sharon	Buffey	Thetford Elementary School	Grades K–6 Reading Specialist
Janis	Chamberlain	Caledonia North SU	Literacy Specialist
Shane	Clifford	Grafton	VMI Student, Grades 5 & 6 Teacher
Elaine	Collins	Brownington Central School	Grades 5–8 Teacher, Literacy Leader
Maggie	Eaton	U-32 Middle High School	Language Arts/Teacher Leader
Sandy	Frizzell	North Country High School	English Teacher, Literacy Coach
Janice	Garrow	Rutland Intermediate School	Grades 5 & 6 Literacy Leader
Kelly	Green	Rockingham Central Elementary	Grade 3 Teacher
Dana	Johnson	Rutland City Public Schools	Math Coach
Lindy	Johnson	Washington Central SU	Grades K–12 SU Reading Curriculum Leader
Zachary	Kramer	Colchester High School	Math Teacher
Geoff	Lawrence	Proctor Junior/Senior High School	MS Literacy Teacher
Karen	Lawson	Concord School	Math Recovery Teacher & Support Specialist
Loralyn	Leblanc	Rumney School	Special Education & Literary Consultant
Abigail	Locke	Lyndon Town School	Math Coordinator for District Grades 3–5
Andrea	McLaughlin	Barre Town School	Reading Recovery Literacy Network Leader
Cathy	Newton	Hartford Elementary School	District Literacy Leader & Grade 2 Teacher
Linda	Parker	Windsor Elementary School	Teaches at Anticoch, Castleton
Travis	Redman	Rutland Town School	Grades 6 and 8 Math Teacher
Katy	Schonbeck	Mt. Anthony High School	District Data Committee
Carol	Tina-Sprecht	Hinesburg	Grades 6–8 Math Coordinator
Heather	Stalling	Barre City Elementary School	Grade 2 Teacher
Penny	Sterns	Burlington SU	Grades K–6 Math Coordinator
Catherine	Stoddert	Middlebury Union High School	Grades 9 & 10 English Lead Teacher
Sean	Therot	Franklin NESU	Grades K–12 Math Consultant
Loretta	Whitehead	Caledonia No SU	Grades K–8 Math Coach
Marilyn	Woodard	Mt. Anthony High School	Literature and Composition Teacher

BIAS AND SENSITIVITY COMMITTEE
MARCH 3–5, 2010

MAINE

First Name	*Last Name*	*School/Association/Affiliation*	*Position*
Anne	Boucher	Old Town Regional Program	Special Education
Indriani	Demers	Riverton Elementary School	ESL Teacher
Sheree	Granger	The School at Sweetser-Saco	Special Education
Linda	Parkin	Maine Department of Education	Retired
Bruno	Yomoah	Portland Public Schools	ESL Teacher

NEW HAMPSHIRE

First Name	*Last Name*	*School/Association/Affiliation*	*Position*
Diane	Bush	Jaffrey-Rindge Middle School	School Counselor
Enchi	Chen	Farmington High School	ESL Teacher
Kathaleen	Cobb	Cutler Elementary School	Grade 4 Teacher
Christine	Leach	Nashua High School-South	Guidance Counselor
Lisa	Witte	Pembroke Academy	Assistant Principal

RHODE ISLAND

First Name	*Last Name*	*School/Association/Affiliation*	*Position*
Colleen	Driscoll	Vartan Gregorian Elementary	Reading Coach
Luciana	Lancellotta	Westerly Middle School	Grade 6 Reading, Writing, Special Education
Denise	Perron	Calcutt Middle School	Special Education
Ricardo	Pimentel	Shea High School	ELL Reading/Writing
Emily	Santelises	Woonsocket Middle School	ESL Teacher

VERMONT

First Name	*Last Name*	*School/Association/Affiliation*	*Position*
Jackie	Fleming	Rutland Town School	Teacher Language Arts LA/SS
Darlene	Petke	Central Elementary School	Special Educator
Nichole	Pfister	Flood Brook Union School	Science and Language Arts Teacher, Literacy Network Leader
Brenda	Seitz	Vermont Center for the Deaf and Hard of Hearing	Director of Special Education & Admissions
Rebekah	Thomas	J.J. Flynn Elementary School	Grades 2–5 Math & Literacy Teacher

BIAS AND SENSITIVITY COMMITTEE
AUGUST 2–4, 2010

MAINE

First Name	*Last Name*	*School/Association/Affiliation*	*Position*
Bruno	Yomoah	Portland Public Schools	ESL Teacher
Sheree	Granger	The School at Sweetser-Saco	Special Educator
Indriana	Demers	East End Community School	Title I and Read 180 Teacher
Melvin	Curtis	Retired	Special Educator
Deborah	Howard	Governor Baxter School for the Deaf	Specialist for Deaf

NEW HAMPSHIRE

First Name	*Last Name*	*School/Association/Affiliation*	*Position*
Enchi	Chen	Farmington High School	ESL Teacher
Ashley	Meehan	James Mastricola School	Grade 5 Teacher
Kathaleen	Cobb	Cutler School	Grade 4 Teacher
Alexander	Markowsky	Franklin/Hill Inter-Lakes	School Psychologist
Lisa	Witte	Pembroke Academy	Assistant Principal

RHODE ISLAND

First Name	*Last Name*	*School/Association/Affiliation*	*Position*
Sharon	D'Antuono	Greenwood Elementary School	Speech Language Pathologist
Socorro	Gomez-Potter	Reservoir Ave. School	Principal
Kimberly	Lebrun-Steinberg	Hugh B. Bain Middle School	ESL Teacher
Kristen	Twardowski	East Greenwich High School	Teacher
Marybeth	Vierra	Rogers High School	Special Educator

VERMONT

First Name	*Last Name*	*School/Association/Affiliation*	*Position*
Colleen	Fiore	Long Trail School	Special Services Director
Sharon	Hunt	Gilman Middle School	Special Educator
Darlene	Petke	Central Elementary School	Special Educator
Susan	Locke		
Susan	Steiner	Bellows Falls Union High School	Biology Teacher

STANDARD-SETTING COMMITTEE MEMBERS
DECEMBER 8–9, 2010

MAINE

First Name	*Last Name*	*School/Association/Affiliation*	*Position*
Beth	Ahlholm	Medomak Middle School	Grades 7 & 8 LA/SS Teacher
Wendy	Dunbar	Mt. Jefferson Junior High School	Literacy Specialist/ ELA Teacher
Patricia	Friesland	Camden Rockport Middle School	Teacher
Kathy	Kauffman	Oak Hill Middle School	Grade 8 ELA Teacher
Jo Ellen	Merry	Houlton Southside	Grade 5 Teacher
Jan	Obery	Gilbert Elementary School	Literacy Specialist
Gloria	Westhrin	Glenburn School	Grade 4 Teacher

NEW HAMPSHIRE

First Name	*Last Name*	*School/Association/Affiliation*	*Position*
Alison	Bryant	Belmont High School	English Teacher
Cynthia	Douglass	Oyster River Middle School	Reading Specialist
Jill	Duffield	New Durham School	Literacy Teacher
Bonnie	Robinson	Newport Middle High School	Reading Specialist
Michelle	Trafton	Milton Elementary School	Grade 5 Teacher
Kathleen	Woodbury	Gilsum School	Reading Teacher, Special Education Care Manager, Assessment Coordinator

RHODE ISLAND

First Name	*Last Name*	*School/Association/Affiliation*	*Position*
Brenda	Aspelund	Aldrich Junior High School	ELA Teacher
Sally	Caruso	Kickemuit Middle School	Grade 8 ELA Teacher
Kathleen	Desrosiers	Warwick School District	Coordinator/ELA/ K–12
Elizabeth	Ferguson	Curtis Corner Middle School	Teacher/Curriculum Coordinator
Melissa	Lourenco	Segue Institute for Learning	Literacy Coach/Title 1
Kevin	Montoya	Segue Institute for Learning	Grade 6 ELA Teacher
Janice	Place	Pilgrim High and Aldrich Junior High Schools	English Dept. Chairperson/Teacher
Alison	Santerre	Kingston Hill Academy	Grade 5 Teacher
Patricia	Vecchione	Winsor Hill School	Literacy Coach/ Reading Specialist

STANDARD-SETTING COMMITTEE MEMBERS
DECEMBER 8–9, 2010

VERMONT

First Name	*Last Name*	*School/Association/Affiliation*	*Position*
Elaine	Collins	Browington Central School	Grades 6–8 Humanities Teacher
Maggie	Eaton	U-32 Middle/High School	Teacher/Curriculum Leader
Janice	Garrow	Rutland Intermediate School	Grade 6 Teacher
Kathryn	Grace	Founders School	Literacy Teacher Leader
Geoff	Lawrence	Proctor Junior/Senior High School	MS English Teacher
Kimberly	Means	Stern Center	Special Educator
Carol	Owen	Orange East SU	Literacy Teacher Leader

Appendix B—Participation Rates

Table B-1. 2010–11 NECAP: Summary of Participation by Demographic Category – Reading

Description	*Number:*			*Percent Tested*
	Enrolled	*Approved Exemptions*	*Tested*	
All Students	309214	5033	301694	97.57
Male	159830	3110	155255	97.14
Female	149348	1923	146405	98.03
Gender Not Reported	36	0	34	94.44
Hispanic or Latino	21153	601	20307	96.00
American Indian or Alaskan Native	1988	41	1919	96.53
Asian	6785	225	6477	95.46
Black or African American	11114	412	10575	95.15
Native Hawaiian or Pacific Islander	262	10	248	94.66
White (non-Hispanic)	262891	3618	257374	97.90
Two or More Races (non-Hispanic)	3365	51	3287	97.68
No Primary Race/Ethnicity Reported	1656	75	1507	91.00
Currently Receiving LEP services	9028	930	7924	87.77
Former LEP Student - Monitoring Year 1	1276	6	1264	99.06
Former LEP Student - Monitoring Year 2	587	2	581	98.98
LEP: All Other Students	298323	4095	291925	97.86
Students with an IEP	49199	3631	44546	90.54
IEP: All Other Students	260015	1402	257148	98.90
Economically Disadvantaged Students	112855	2756	109032	96.61
SES: All Other Students	196359	2277	192662	98.12
Migrant Students	101	3	98	97.03
Migrant: All Other Students	309113	5030	301596	97.57
Students Receiving Title 1 Services	48926	934	47691	97.48
Title 1: All Other Students	260288	4099	254003	97.59
Plan 504	2884	15	2857	99.06
Plan 504: All Other Students	306330	5018	298837	97.55

Table B-2. 2010–11 NECAP: Summary of Participation by Demographic Category – Mathematics

Description	*Number:*			*Percent Tested*
	Enrolled	*Approved Exemptions*	*Tested*	
All Students	309214	4092	302556	97.85
Male	159830	2583	155704	97.42
Female	149348	1509	146818	98.31
Gender Not Reported	36	0	34	94.44
Hispanic or Latino	21153	246	20714	97.92
American Indian or Alaskan Native	1988	30	1929	97.03
Asian	6785	78	6661	98.17
Black or African American	11114	165	10823	97.38
Native Hawaiian or Pacific Islander	262	5	252	96.18
White (non-Hispanic)	262891	3471	257357	97.89
Two or More Races (non-Hispanic)	3365	43	3291	97.80
No Primary Race/Ethnicity Reported	1656	54	1529	92.33
Currently Receiving LEP services	9028	87	8855	98.08
Former LEP Student - Monitoring Year 1	1276	2	1268	99.37
Former LEP Student - Monitoring Year 2	587	2	581	98.98
LEP: All Other Students	298323	4001	291852	97.83
Students with an IEP	49199	3534	44532	90.51

Description	Number:			Percent Tested
	Enrolled	Approved Exemptions	Tested	
IEP: All Other Students	260015	558	258024	99.23
Economically Disadvantaged Students	112855	2109	109574	97.09
SES: All Other Students	196359	1983	192982	98.28
Migrant Students	101	3	97	96.04
Migrant: All Other Students	309113	4089	302459	97.85
Students Receiving Title 1 Services	46967	475	46204	98.38
Title 1: All Other Students	262247	3617	256352	97.75
Plan 504	2884	15	2854	98.96
Plan 504: All Other Students	306330	4077	299702	97.84

Table B-3. 2010–11 NECAP: Summary of Participation by Demographic Category – Writing

Description	Number:			Percent Tested
	Enrolled	Approved Exemptions	Tested	
All Students	126625	2020	122639	96.85
Male	65542	1218	63134	96.33
Female	61065	802	59487	97.42
Gender Not Reported	18	0	18	100.00
Hispanic or Latino	8556	231	8121	94.92
American Indian or Alaskan Native	738	15	710	96.21
Asian	2740	91	2592	94.60
Black or African American	4581	158	4325	94.41
Native Hawaiian or Pacific Islander	123	6	113	91.87
White (non-Hispanic)	107920	1462	104938	97.24
Two or More Races (non-Hispanic)	1300	22	1256	96.62
No Primary Race/Ethnicity Reported	667	35	584	87.56
Currently Receiving LEP services	3131	343	2677	85.50
Former LEP Student - Monitoring Year 1	421	0	418	99.29
Former LEP Student - Monitoring Year 2	299	2	293	97.99
LEP: All Other Students	122774	1675	119251	97.13
Students with an IEP	20677	1379	18481	89.38
IEP: All Other Students	105948	641	104158	98.31
Economically Disadvantaged Students	42961	1011	41104	95.68
SES: All Other Students	83664	1009	81535	97.46
Migrant Students	35	1	34	97.14
Migrant: All Other Students	126590	2019	122605	96.85
Students Receiving Title 1 Services	16248	328	15703	96.65
Title 1: All Other Students	110377	1692	106936	96.88
Plan 504	1237	8	1218	98.46
Plan 504: All Other Students	125388	2012	121421	96.84

Appendix C—Accommodation Frequencies by Content Area

Table C-1. 2010–11 NECAP: Numbers of Students Tested with and without Accommodations by Subject and Grade

Subject	*Grade*	*Number of Students Tested:*	
		with Accommodations	*without Accommodations*
Mathematics	3	35283	8610
	4	35266	9084
	5	34699	9508
	6	36523	7954
	7	38695	7841
	8	39140	7427
	11	28584	5003
Reading	3	35377	8359
	4	35437	8769
	5	35015	9016
	6	36591	7738
	7	38805	7604
	8	39094	7362
	11	28684	4216
Writing	5	35329	8627
	8	39298	6976
	11	29295	3491

Table C-2. 2010–11 NECAP: Numbers of Students Tested with Accommodations by Accommodation Type and Subject – Mathematics

Accommodation Code	*Grade 3*	*Grade 4*	*Grade 5*	*Grade 6*	*Grade 7*	*Grade 8*	*Grade 11*
mataccomT1	3581	3882	4926	3837	4175	3659	2738
mataccomT2	166	179	186	231	158	150	144
mataccomT3	3144	3313	3364	2603	2415	2128	667
mataccomT4	189	255	215	202	143	155	100
mataccomS1	5865	6384	6272	4546	3874	3886	2037
mataccomS2	43	36	41	41	41	41	29
mataccomP1	1206	1262	1186	897	727	639	210
mataccomP2	5962	6329	6360	5334	5058	5059	1783
mataccomP3	5013	5019	4771	2975	2466	2234	379
mataccomP4	530	451	443	451	524	468	221
mataccomP5	2669	2855	2682	1960	1663	1621	264
mataccomP6	17	24	21	12	15	19	29
mataccomP7	3071	3331	3258	2038	1636	1500	554
mataccomP8	52	64	48	44	40	44	12
mataccomP9	2	2	1	3	1	4	1
mataccomP10	23	28	27	45	48	66	7
mataccomP11	304	246	198	91	39	34	18
mataccomR1	1725	1754	1739	1046	696	516	32
mataccomR2	25	25	26	25	16	16	8
mataccomR3	370	429	266	151	119	88	28
mataccomR4	22	29	95	88	128	179	25
mataccomR5	108	107	131	84	67	53	19
mataccomR6	23	14	16	11	12	11	2
mataccomR7	26	12	22	41	40	38	11
mataccomO1	0	1	1	1	2	1	5

Accommodation Code	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
mataccomM1	13	7	34	19	34	28	54
mataccomM3	3	2	1	2	3	14	2
mataccomN01							285
mataccomN02							355
mataccomN03							29
mataccomN04							197
mataccomN05							52
mataccomN06							31
mataccomN07							40
mataccomN08							222

Table C-3. 2010–11 NECAP: Numbers of Students Tested with Accommodations by Accommodation Type and Subject – Reading

Accommodation Code	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
reaaccomT1	3627	3906	4619	3735	3977	3667	1951
reaaccomT2	173	186	180	234	161	153	62
reaaccomT3	3177	3337	3361	2611	2428	2136	657
reaaccomT4	185	256	205	209	144	156	94
reaaccomS1	5746	6213	6108	4562	3866	3918	2038
reaaccomS2	49	34	38	41	42	43	25
reaaccomP1	1214	1248	1184	915	728	625	201
reaaccomP2	5791	6104	6180	5311	5065	5081	1788
reaaccomP4	781	608	600	531	515	494	225
reaaccomP5	2608	2743	2577	1936	1601	1563	271
reaaccomP6	18	21	20	19	15	19	31
reaaccomP7	2972	3224	3171	2006	1604	1468	554
reaaccomP8	50	65	47	45	42	43	13
reaaccomP9	2	2	1	3	2	4	1
reaaccomP11	365	323	229	107	52	43	17
reaaccomR1	1967	2102	1989	1395	942	637	53
reaaccomR2	27	29	26	38	23	23	11
reaaccomR3	421	451	281	152	123	90	28
reaaccomR4	30	54	134	169	284	383	78
reaaccomR5	118	110	133	93	66	50	19
reaaccomR6	24	24	15	14	14	14	2
reaaccomO1	9	8	1	1	2	2	7
reaaccomM2	12	6	8	16	3	5	0
reaaccomM3	1	1	1	1	3	1	2
reaaccomN01							307
reaaccomN02							29
reaaccomN03							212
reaaccomN04							56
reaaccomN05							32
reaaccomN06							40
reaaccomN07							237

Table C-4. 2010–11 NECAP: Numbers of Students Tested with Accommodations by Accommodation Type and Subject – Writing

Accommodation Code	*Grade 5*	*Grade 8*	*Grade 11*
wriaccomT1	4105	3257	1343
wriaccomT2	151	131	49
wriaccomT3	3062	2004	691
wriaccomT4	194	140	94
wriaccomS1	5794	3708	2066
wriaccomS2	40	40	26
wriaccomP1	1039	575	203
wriaccomP2	5957	4857	1816
wriaccomP3	4290	2067	404
wriaccomP4	392	462	237
wriaccomP5	2480	1560	267
wriaccomP6	21	20	30
wriaccomP7	3064	1405	566
wriaccomP8	46	42	11
wriaccomP9	1	4	1
wriaccomP10	15	35	4
wriaccomP11	174	33	15
wriaccomR3	245	81	31
wriaccomR4	242	508	146
wriaccomR5	117	45	14
wriaccomR6	12	9	2
wriaccomR7	11	22	7
wriaccomO1	6	1	5
wriaccomO2	50	50	13
wriaccomM3	30	24	4

Appendix D—Table of Standard Accommodations

NECAP Table of Standard Accommodations

Revised August 2009

Any accommodation(s) used for the assessment of an individual student will be the result of a team decision made at the local level. All decisions regarding the use of accommodations must be made on an individual student basis – not for a large group, entire class, or grade level. Accommodations are available to all students on the basis of individual need regardless of disability status and should be consistent with the student's normal routine during instruction and assessment. This table is not intended to be used as a stand-alone document and should always be used in conjunction with the *NECAP Accommodations Guide*.

T. Timing		
Code	Tests were administered	Details on Delivery of Accommodations
T1	with time to complete a session extended beyond the scheduled administration time within the same day.	NECAP tests are not designed to be timed or speeded tests. The scheduled administration time already includes additional time and the vast majority of students complete the test session within that time period. Extended time within a single sitting may be needed by students who are unable to meet time constraints. A test session may be extended until the student can no longer sustain the activity.
T2	so that only a portion of the test session was administered on a particular day.	In rare and severe cases, the extended time accommodation (T1) may not be adequate for a student not able to complete a test session within a single day. A test session may be administered to a student as two or more "mini-sessions" if procedures are followed to maintain test security and ensure that the student only has access to the items administered on that day (see the *NECAP Accommodations Guide* for details).
T3	with short, supervised breaks.	Multiple or frequent breaks may be required by a student whose attention span, distractibility, or physical condition, requires shorter working periods.
T4	at the time of day or day of week that takes into account the student's medical needs or learning style.	Individual scheduling may be used for a student whose school performance is noticeably affected by the time of day or day of the school week on which it is done. This accommodation may not be used specifically to change the order of administration of test sessions. This accommodation must not result in the administration of a test session to an individual student prior to the regularly scheduled administration time for that session for all students.

S. Setting		
Code	Tests were administered	Details on Delivery of Accommodations
S1	in a separate location within the school by trained school personnel.	A student or students may be tested individually or in small groups in an alternative site within the school to reduce distractions for themselves or others, or to increase physical access to special equipment.
S2	in an out-of-school setting by trained school personnel.	Out-of-school testing may be used for a student who is hospitalized or tutored because they are unable to attend school. The test must be administered by trained school personnel familiar with test administration procedures and guidelines. Relatives/guardians of the student may not be used as the test administrator.

P. Presentation		
Code	Tests were administered	Details on Delivery of Accommodations
P1	individually.	Individual or small group testing may be used to minimize distractions for a student or students whose test is administered out of the classroom or so that others will not be distracted by other accommodations being used (e.g., dictation)
P2	in a small group.	
P3	with test and directions read aloud in English or signed to the student. **(NOT allowed for the Reading test.)**	A reader may be used for a student whose inability to read would hinder performance on the Mathematics, Science, or Writing test. Words must be read as written. Guidelines for reading mathematical symbols must be followed. No translations (with the exception of signed language) or explanations are allowed. Trained personnel may use sign language to administer the test.
P4	with only test directions read aloud or signed to the student.	A reader may be used for a student whose inability to read or locate directions would hinder performance on the test. Note that most directions on the NECAP test occur at the beginning of the test session and are already read aloud by the test administrator. Guidelines for what are and are not "test directions" must be followed. With the exception of sign language and the case of students enrolled in a program where the test administrator routinely presents information in a foreign language, directions may not be translated.
P5	with administrator verification of student understanding following the reading of test directions.	After test directions have been read, the test administrator may ask the student to explain what he/she has been asked to do. If directions have been misunderstood by the student, the test directions may be paraphrased or demonstrated. Test items MUST NOT be paraphrased or explained.
P6	using alternative or assistive technology that is part of the student's communication system.	The test may be presented through his/her regular communication system to a student who uses alternative or assistive technology on a daily basis. Technology may not be used to "read" the Reading test to the student.
P7	by trained school personnel known to the student other than the student's classroom teacher.	A student may be more comfortable with a test administrator who works with the student on a regular basis, but is not the student's regular teacher for the general curriculum or other staff assigned as test administrator. All test administrators must be trained school personnel familiar with test administration and accommodations procedures and guidelines.
P8	using a large-print version of assessment.	Both large-print and Braille versions of the assessment require special preparation and processing and must be pre-ordered. Directions for ordering these materials are included in communications sent to school principals prior to the test.
P9	using Braille version of assessment.	
P10	using a word-to-word translation dictionary for ELL students. **(NOT allowed for the Reading test.)**	A student with limited English proficiency may have a word-to-word dictionary available for individual use as needed. A word-to-word dictionary is one that does not include any definitions. Information on acceptable dictionaries is provided on the departments' websites.
P11	using visual or auditory supports.	The test may be presented using visual aids such as visual magnification devices, reduction of visual print by blocking or other techniques, or acetate shields; or auditory devices such as special acoustics, amplification, noise buffers, whisper phones, or calming music.

R. Response		
Code	Tests were administered	Details on Delivery of Accommodations
R1	with a student dictating responses to school personnel. (**NOT allowed for the Writing test**. See O2 – using a scribe for the Writing test.)	A student may dictate answers to constructed-response or short-answer questions to locally trained personnel or record oral answers in an individual setting so that other students will not benefit by hearing answers or be otherwise disturbed. Policies regarding recorded answers must be followed prior to returning test materials.
R2	with a student dictating responses using alternative or assistive technology/devices that are part of the student's communication system. (**NOT allowed for the Writing test**. See O2 – using a scribe for the Writing test.)	Technology is used to permit a student to respond to the test. When using a computer, word processing device, or other assistive technology, spell and grammar checks must be turned off. Policies regarding recorded answers must be followed prior to returning test materials.
R3	with a student using approved tools or devices to minimize distractions.	Noise buffers, place markers, carrels, etc. may be used to minimize distractions for the student. This accommodation does NOT include assistive devices such as templates, graphic organizers, or other devices intended specifically to help students organize thinking or develop a strategy for a specific question.
R4	with a student writing responses using separate paper, a word processer, computer, brailler, or similar device.	A student may use technological or other tools (e.g., large-spaced paper) to write responses to constructed-response, short-answer, and extended response items. A key distinction between this accommodation and R2 is that the student using this accommodation is responding in writing rather than dictating. When using a computer, word processing device, or other assistive technology, spell and grammar checks must be turned off, as well as access to the Web. This accommodation is intended for unique individual needs, not an entire class. Policies regarding recorded answers must be followed prior to returning test materials.
R5	with a student indicating responses to multiple-choice items to school personnel.	A student unable to write or otherwise unable to fill-in answers to multiple-choice questions may indicate a response to trained school personnel. The school personnel records the student's response in the student answer booklet.
R6	with a student responding with the use of visual aids.	Visual aids include any optical or non-optical devices used to enhance visual capability. Examples include magnifiers, special lighting, markers, filters, large-spaced paper, color overlays, etc. An abacus may also be used for student with severe visual impairment or blindness on the Mathematics and Science tests. Note that the use of this accommodation still requires student responses to be recorded in a student answer booklet.
R7	with a student with limited English proficiency responding with use of a word-to-word dictionary. **(NOT allowed for the Reading test.)**	A student with limited English proficiency may have a word-to-word dictionary available for individual use as needed when responding. A word-to-word dictionary is one that does not include any definitions. Information on acceptable dictionaries is provided on each Department's website.

O. Other These accommodations require DOE approval.		
Code	Tests were administered	Details on Delivery of Accommodations
O1	using other accommodation(s) not on this list, requested by the accommodations team.	An IEP team or other appropriate accommodation team may request that a student be provided an accommodation not included on this standard list of accommodations. Like all other accommodations, these should be consistent with the student's normal routine during instruction and/or assessment. Requests should be made to the DOE when accommodation plans are being made for a student prior to testing. DOE approval must be received for the requested accommodation to be coded as an O1 accommodation. Non-approved accommodations used during test administration will be coded as an M3 modification.
O2	with a scribe used on the Writing test.	The use of a scribe for students dictating a response to the Writing test may only be used under limited circumstances and must be approved by the DOE. When approved as an accommodation, the scribe must follow established guidelines and procedures.

M. Modifications All modifications result in impacted items being scored as incorrect.		
Code	Tests were administered	Details on Delivery of Accommodations
M1	using a calculator and/or manipulatives on Session 1 of the Mathematics test or using a scientific or graphing calculator on Session 3 of the Science test	Inappropriate use of a calculator or other tools will result in impacted items being scored as incorrect.
M2	with the test administrator reading the Reading test.	The read aloud accommodation (P3) is not allowed for the Reading test. If it is used, all reading items in the sessions that are read aloud will be scored as incorrect.
M3	using an accommodation on this list not approved for a particular test or an accommodation not included on this list without prior approval of the DOE.	Inappropriate use of an accommodation included on this list or use of another accommodation without prior approval of the DOE will result in impacted items being scored as incorrect.

Note: English Language Learners may qualify for any of the accommodations listed as appropriate and determined by a team. Refer to the *NECAP Accommodations Guide* for additional information.

APPENDIX E—NIMBLE ACCOMMODATIONS

NimbleTools® Accessibility Tools and Accommodations

Accessibility Tool Descriptions

Read Aloud (accommodation code - mataccomN01)
NimbleTools® links pre-recorded human voice recordings to test items presented to students. Students benefit by listening to a fully approved, standardized human voice, assuring correct pronunciation of words, symbols, and equations. NimbleTools® empowers students to decide when they want to hear the text read to them, and allows them to play sound clips repeatedly. All buttons and directions have human-read sound clips associated with them. The Text & Graphics version describes graphics and diagrams (Grade 11 only).

Auditory Calming (Background Music) (accommodation code - mataccomN02 and reaaccomN01)
For students who focus better when receiving auditory input, music or sounds can be provided during testing. These sounds are embedded into the system, so no extra hardware is needed, and there are no concerns about monitoring the content. The player is simple to use, without distracting visuals of many commercial computer MP3 players.

Magnifier (accommodation code - mataccomN03 and reaaccomN02)
The Magnifier Tool allows students to enlarge the entire test interface. Students have control over when and where they use this tool. The tool options are shown in enlarged, high contrast text. This should only be assigned to students who need the entire test enlarged throughout the test, as it can be disorienting for students who are not used to working this way.

Color Overlay (accommodation code - mataccomN04 and reaaccomN03)
Students can choose from a variety of color tints which are placed over the questions and directions of the test. Many students find their reading accuracy and speed increases with the use of color overlays.

Reverse Contrast (accommodation code - mataccomN05 and reaaccomN04)
Students can choose to reverse the colors for the entire test interface. You also have the option of adding a color tint to the question text using the Color Overlay Tool (see above) which is automatically included when you choose Reverse Contrast.

Color Chooser (accommodation code - mataccomN06 and reaaccomN05)
Students can change the font and background colors for the test questions and direction. Students pick the font and background color combinations from a palette of colors proven to help students. This differs from Color Overlay in that only the text and background colors change. Lines and graphics are not affected by the color changes.

Custom & Answer Masking (accommodation code - mataccomN07 and reaaccomN06)
A common technique for focusing a student's attention on a specific part of a test item is provided by the Masking Tools. Two masking tools are currently available: Answer Masking and Custom Masking. Answer Masking hides the answers until students have an opportunity to solve the problem and then allows students to reveal answer choices individually or all at once. Custom Masking allows students to create and place 'sheets' on top of any part of the test question, masking those parts of the question they don't want to focus on. Both Masking options increase students' focus on the test question by

temporarily hiding all other test elements. Masking can be turned on and off at the student's discretion.

Test Accommodations

Allow Secure and Supervised Breaks

Students are allowed to log out of a test session, take a break, then continue with the same session by logging back in. Answers will be saved and restored when they return. This should only be assigned to students who specifically require breaks, as their test session will require more careful supervision (to ensure test security).

NimbleTools®

Appendix F—Item-Level Classical Statistics

Table F-1. 2010–11 NECAP: Item-Level Classical Test Theory Statistics – Mathematics Grade 3

Item Number	*Item Type*	*Difficulty*	*Discrimination*	*Percent Omitted*
119683	MC	0.69	0.46	1
119685	MC	0.80	0.50	1
119688	SA	0.72	0.43	1
119692	MC	0.74	0.32	1
119696	MC	0.89	0.44	1
119706	MC	0.84	0.49	2
119731	SA	0.82	0.49	1
119768	MC	0.73	0.43	1
119810	MC	0.78	0.49	1
119811	MC	0.86	0.46	1
119821	MC	0.78	0.36	1
119825	MC	0.77	0.46	1
119838	SA	0.40	0.54	1
119839	MC	0.64	0.53	1
119840	MC	0.70	0.43	3
119848	MC	0.92	0.38	0
119869	MC	0.58	0.44	3
119882	MC	0.74	0.45	0
119885	MC	0.77	0.46	0
119889	SA	0.51	0.52	1
119891	MC	0.46	0.23	1
119918	SA	0.64	0.59	1
122862	MC	0.63	0.51	0
122872	SA	0.95	0.29	1
124370	MC	0.86	0.43	1
124431	MC	0.57	0.39	1
124433	MC	0.87	0.40	0
124436	MC	0.79	0.50	1
124459	SA	0.75	0.27	1
139548	MC	0.73	0.34	1
139560	MC	0.89	0.36	1
139563	MC	0.55	0.49	2
139569	MC	0.87	0.46	1
139583	SA	0.61	0.49	1
139590	SA	0.33	0.44	1
139603	SA	0.69	0.59	2
139641	MC	0.50	0.51	1
139645	SA	0.65	0.45	1
139653	SA	0.48	0.46	1
139655	SA	0.48	0.57	1
139663	MC	0.36	0.40	1
139665	MC	0.56	0.37	1
139669	SA	0.62	0.40	1
139673	SA	0.66	0.39	1
139687	MC	0.56	0.51	0
139689	SA	0.54	0.47	1
144612	SA	0.26	0.39	2
144617	SA	0.83	0.29	1
144623	SA	0.42	0.56	1
145249	SA	0.70	0.52	1

Item Number	Item Type	Difficulty	Discrimination	Percent Omitted
145509	MC	0.39	0.33	0
145526	MC	0.73	0.57	1
145528	MC	0.42	0.35	1
145678	MC	0.91	0.37	0
145683	MC	0.90	0.41	0

Table F-2. 2010–11 NECAP: Item-Level Classical Test Theory Statistics – Mathematics Grade 4

Item Number	Item Type	Difficulty	Discrimination	Percent Omitted
120075	SA	0.62	0.56	1
120087	MC	0.82	0.33	0
120119	SA	0.88	0.29	1
120127	SA	0.81	0.35	0
120144	MC	0.84	0.45	1
120209	MC	0.78	0.36	2
120211	MC	0.53	0.47	1
120215	MC	0.28	0.36	2
120219	MC	0.51	0.43	2
120220	MC	0.82	0.50	2
120221	SA	0.77	0.38	1
120222	SA	0.50	0.52	2
120240	SA	0.61	0.50	2
120251	MC	0.87	0.42	2
120255	MC	0.71	0.47	2
120261	MC	0.82	0.29	2
120262	SA	0.44	0.46	1
120276	MC	0.39	0.22	1
120286	SA	0.78	0.47	1
120288	MC	0.95	0.26	0
123185	MC	0.76	0.47	1
124522	MC	0.91	0.26	2
124525	MC	0.87	0.43	1
124527	MC	0.51	0.29	1
124560	MC	0.74	0.42	1
124616	MC	0.82	0.43	1
124661	SA	0.45	0.53	1
124723	SA	0.67	0.55	1
124727	MC	0.73	0.39	1
139424	MC	0.72	0.44	1
139428	MC	0.43	0.45	1
139431	MC	0.70	0.44	3
139437	MC	0.77	0.43	2
139447	SA	0.43	0.55	2
139452	SA	0.56	0.56	1
139455	MC	0.57	0.41	1
139466	MC	0.67	0.39	1
139477	MC	0.81	0.26	1
139479	SA	0.28	0.34	1
139493	MC	0.39	0.47	1
139495	MC	0.27	0.21	2
139517	SA	0.47	0.48	1

Item Number	Item Type	Difficulty	Discrimination	Percent Omitted
139523	SA	0.67	0.33	1
139527	SA	0.67	0.51	1
139529	SA	0.58	0.39	1
144648	MC	0.68	0.34	1
145070	MC	0.89	0.32	0
145085	SA	0.77	0.43	1
145088	MC	0.39	0.31	2
145545	SA	0.80	0.47	1
145554	MC	0.34	0.28	1
145559	SA	0.38	0.57	1
145804	MC	0.87	0.41	1
145847	MC	0.66	0.44	3
145860	MC	0.69	0.17	2

Table F-3. 2010–11 NECAP: Item-Level Classical Test Theory Statistics – Mathematics Grade 5

Item Number	Item Type	Difficulty	Discrimination	Percent Omitted
120624	MC	0.24	0.23	0
120626	MC	0.53	0.43	0
120628	MC	0.86	0.32	0
120634	MC	0.67	0.45	1
120642	MC	0.85	0.37	0
120678	MC	0.58	0.41	0
120706	MC	0.45	0.39	0
120725	SA	0.50	0.58	1
120726	SA	0.41	0.56	3
120728	MC	0.67	0.36	0
120736	MC	0.51	0.51	1
120748	MC	0.55	0.19	0
120795	MC	0.51	0.35	0
120799	MC	0.90	0.24	0
120804	MC	0.87	0.38	1
124804	SA	0.65	0.45	0
124858	CR	0.32	0.63	1
124862	MC	0.36	0.40	0
124866	MC	0.76	0.37	0
124881	MC	0.53	0.43	1
139086	MC	0.40	0.49	0
139129	SA	0.58	0.53	1
139136	SA	0.53	0.57	1
139141	SA	0.44	0.51	1
139161	MC	0.78	0.36	0
139181	MC	0.68	0.53	0
139203	SA	0.25	0.46	3
139283	CR	0.77	0.49	1
139344	MC	0.64	0.45	0
139384	CR	0.59	0.68	1
139399	MC	0.88	0.39	0
139403	MC	0.52	0.33	1
139414	MC	0.55	0.47	0
144657	MC	0.69	0.45	0

Item Number	Item Type	Difficulty	Discrimination	Percent Omitted
144659	MC	0.59	0.48	1
145096	MC	0.38	0.47	1
145571	SA	0.50	0.54	1
145573	MC	0.86	0.42	0
145576	CR	0.44	0.64	1
145584	MC	0.57	0.43	0
145585	MC	0.43	0.48	0
145879	SA	0.69	0.41	0
145887	SA	0.62	0.41	1
145888	SA	0.57	0.53	2
145893	MC	0.79	0.50	0
145910	MC	0.68	0.42	0
145922	SA	0.58	0.41	1
150808	MC	0.77	0.15	0

Table F-4. 2010–11 NECAP: Item-Level Classical Test Theory Statistics – Mathematics Grade 6

Item Number	Item Type	Difficulty	Discrimination	Percent Omitted
119195	SA	0.28	0.55	2
119221	MC	0.53	0.42	0
119222	MC	0.40	0.53	1
119230	SA	0.67	0.55	3
119231	MC	0.64	0.32	0
119245	MC	0.79	0.45	0
119279	MC	0.45	0.39	0
119288	MC	0.55	0.24	0
119295	MC	0.82	0.42	0
119306	SA	0.75	0.50	0
119311	MC	0.53	0.38	0
119317	MC	0.52	0.32	1
119334	MC	0.90	0.35	0
119361	MC	0.68	0.47	0
119375	MC	0.57	0.36	0
123489	CR	0.47	0.62	1
125021	MC	0.56	0.53	0
125022	MC	0.53	0.47	0
139212	MC	0.58	0.53	0
139217	MC	0.50	0.43	0
139219	MC	0.74	0.45	0
139274	MC	0.71	0.45	0
139305	MC	0.78	0.53	0
139306	MC	0.55	0.43	0
139310	SA	0.44	0.54	1
139312	SA	0.43	0.47	0
139320	CR	0.23	0.52	2
139335	MC	0.58	0.30	0
139356	CR	0.38	0.67	1
139358	MC	0.81	0.47	0
139377	SA	0.49	0.54	1
139387	CR	0.45	0.68	1
144707	SA	0.23	0.56	1

Item Number	Item Type	Difficulty	Discrimination	Percent Omitted
145128	MC	0.63	0.53	0
145133	SA	0.51	0.46	2
145326	MC	0.48	0.39	0
145328	MC	0.75	0.31	0
145330	MC	0.53	0.52	0
145346	MC	0.69	0.43	2
145347	SA	0.67	0.42	0
145608	MC	0.82	0.39	0
145969	MC	0.57	0.38	0
145978	MC	0.47	0.32	1
145988	MC	0.55	0.39	0
145995	SA	0.50	0.58	1
146011	SA	0.39	0.46	1
146037	MC	0.82	0.41	0
197550	SA	0.76	0.55	2

Table F-5. 2010–11 NECAP: Item-Level Classical Test Theory Statistics – Mathematics Grade 7

Item Number	Item Type	Difficulty	Discrimination	Percent Omitted
120345	MC	0.55	0.26	1
120353	MC	0.60	0.31	1
120357	MC	0.68	0.25	0
120361	MC	0.74	0.45	0
120362	MC	0.57	0.29	0
120363	MC	0.52	0.42	1
120381	MC	0.77	0.42	1
120387	SA	0.59	0.43	0
120406	SA	0.49	0.54	2
120419	MC	0.60	0.43	1
120427	SA	0.33	0.53	3
120431	MC	0.54	0.45	0
120446	MC	0.47	0.50	0
120450	MC	0.75	0.31	0
120468	SA	0.41	0.47	2
120470	SA	0.31	0.66	2
120485	MC	0.44	0.41	1
120486	MC	0.43	0.37	0
120494	MC	0.40	0.34	0
120496	MC	0.46	0.23	1
120509	MC	0.75	0.41	0
120531	MC	0.66	0.24	1
122332	MC	0.53	0.23	0
125382	SA	0.40	0.63	1
125397	SA	0.68	0.45	0
139925	MC	0.54	0.45	0
139980	SA	0.27	0.59	3
139987	CR	0.39	0.64	2
140223	CR	0.31	0.68	1
140233	MC	0.70	0.47	0
140241	SA	0.30	0.56	2
140251	CR	0.39	0.69	1

Item Number	Item Type	Difficulty	Discrimination	Percent Omitted
140259	MC	0.68	0.39	0
140279	MC	0.35	0.36	0
140280	SA	0.64	0.40	1
140292	CR	0.36	0.69	1
144726	MC	0.66	0.32	0
144756	SA	0.40	0.50	2
145376	MC	0.43	0.45	0
146230	SA	0.33	0.58	2
181194	MC	0.43	0.43	1
181196	MC	0.52	0.38	0
181199	MC	0.81	0.27	0
181200	MC	0.59	0.45	0
181202	MC	0.87	0.39	0
181205	MC	0.55	0.43	0

Table F-6. 2010–11 NECAP: Item-Level Classical Test Theory Statistics – Mathematics Grade 8

Item Number	Item Type	Difficulty	Discrimination	Percent Omitted
120882	MC	0.82	0.48	1
120887	MC	0.62	0.50	1
120889	SA	0.70	0.56	1
120896	MC	0.59	0.41	0
120910	MC	0.43	0.34	1
120923	MC	0.69	0.47	0
120929	MC	0.47	0.41	0
120933	SA	0.71	0.48	1
120942	CR	0.35	0.68	1
120946	MC	0.62	0.38	0
120958	SA	0.23	0.49	4
120960	MC	0.65	0.50	0
120961	MC	0.60	0.39	0
120987	MC	0.78	0.39	0
120989	MC	0.66	0.35	0
121008	MC	0.55	0.38	1
121038	MC	0.32	0.28	1
121039	SA	0.29	0.53	3
121044	MC	0.35	0.22	0
121078	MC	0.68	0.34	0
122688	MC	0.45	0.44	1
123801	MC	0.52	0.36	0
125503	MC	0.63	0.35	0
125563	SA	0.52	0.62	2
125580	MC	0.59	0.33	0
139766	MC	0.60	0.41	0
139795	CR	0.43	0.72	1
139813	SA	0.28	0.44	2
139827	CR	0.30	0.63	2
139845	MC	0.66	0.23	0
139847	MC	0.58	0.44	0
139853	MC	0.61	0.51	0
139863	SA	0.71	0.52	2

Item Number	Item Type	Difficulty	Discrimination	Percent Omitted
139875	MC	0.41	0.41	0
144760	MC	0.67	0.43	1
144778	CR	0.30	0.67	2
145176	MC	0.53	0.53	1
145660	SA	0.42	0.53	3
145661	SA	0.30	0.43	3
146286	MC	0.34	0.45	0
146291	MC	0.55	0.53	0
146325	MC	0.75	0.40	1
146362	MC	0.67	0.38	0
146422	SA	0.27	0.43	3
146483	SA	0.51	0.61	2
152804	MC	0.49	0.49	0
194560	MC	0.71	0.47	0

Table F-7. 2010–11 NECAP: Item-Level Classical Test Theory Statistics – Mathematics Grade 11

Item Number	Item Type	Difficulty	Discrimination	Percent Omitted
119419	MC	0.82	0.32	0
119420	MC	0.64	0.37	1
119451	MC	0.30	0.38	2
119457	SA	0.41	0.53	6
119481	SA	0.14	0.50	8
119492	SA	0.80	0.30	2
119534	MC	0.87	0.27	0
119543	SA	0.35	0.55	11
119569	MC	0.42	0.19	2
119576	MC	0.53	0.33	1
119606	SA	0.38	0.58	7
119616	SA	0.48	0.33	5
125772	SA	0.29	0.47	10
130121	SA	0.20	0.55	9
140029	MC	0.58	0.46	1
140031	SA	0.40	0.45	8
140035	SA	0.28	0.59	5
140042	MC	0.49	0.54	1
140044	MC	0.37	0.40	1
140051	MC	0.52	0.32	1
140079	MC	0.61	0.41	1
140135	SA	0.15	0.50	11
140155	MC	0.77	0.32	0
140156	MC	0.44	0.28	1
140181	MC	0.58	0.51	1
140203	SA	0.37	0.56	6
141248	MC	0.55	0.45	1
141291	CR	0.30	0.71	11
141307	CR	0.16	0.59	12
141322	CR	0.46	0.71	7
141365	CR	0.37	0.71	8
144800	MC	0.44	0.52	1
144804	MC	0.75	0.48	1

Item Number	Item Type	Difficulty	Discrimination	Percent Omitted
145227	SA	0.21	0.53	10
145233	MC	0.53	0.52	0
145238	MC	0.50	0.31	1
145444	MC	0.40	0.50	1
145456	MC	0.36	0.32	1
145465	SA	0.32	0.43	5
145484	SA	0.11	0.46	14
145492	SA	0.54	0.52	2
145498	SA	0.54	0.66	10
146944	SA	0.18	0.59	18
181297	MC	0.33	0.27	1
181299	MC	0.59	0.31	1
181301	MC	0.29	0.28	1

Table F-8. 2010–11 NECAP: Item-Level Classical Test Theory Statistics – Reading Grade 3

Item Number	Item Type	Difficulty	Discrimination	Percent Omitted
117641	MC	0.65	0.50	1
117642	MC	0.71	0.49	1
117643	MC	0.91	0.42	1
117644	MC	0.68	0.37	1
117650	CR	0.62	0.55	1
117661	MC	0.85	0.36	1
117665	MC	0.63	0.37	1
117666	MC	0.58	0.33	1
117667	MC	0.58	0.26	1
117668	MC	0.81	0.39	1
117669	CR	0.36	0.57	2
117732	MC	0.66	0.42	0
117735	MC	0.90	0.46	0
117757	MC	0.80	0.42	0
117760	MC	0.93	0.48	1
117762	MC	0.86	0.51	1
117763	MC	0.59	0.39	1
117766	CR	0.39	0.47	1
147671	MC	0.82	0.54	1
147673	MC	0.82	0.47	1
147674	MC	0.77	0.39	1
147679	MC	0.72	0.55	2
147682	MC	0.83	0.39	1
147719	MC	0.74	0.50	1
147733	MC	0.80	0.52	2
147739	MC	0.89	0.48	2
147742	CR	0.43	0.64	1
147744	CR	0.67	0.40	1
148024	MC	0.78	0.30	1
148039	MC	0.84	0.54	1
148041	MC	0.66	0.54	1
148054	MC	0.82	0.32	1
148057	CR	0.39	0.41	1
148198	MC	0.80	0.36	0

Table F-9. 2010–11 NECAP: Item-Level Classical Test Theory Statistics – Reading Grade 4

Item Number	*Item Type*	*Difficulty*	*Discrimination*	*Percent Omitted*
117942	MC	0.62	0.40	1
117943	MC	0.72	0.44	1
117944	MC	0.77	0.41	1
117945	MC	0.66	0.42	2
117946	CR	0.36	0.49	1
117956	MC	0.90	0.46	0
117958	MC	0.83	0.46	1
117959	MC	0.62	0.41	0
117960	MC	0.62	0.31	1
117961	MC	0.71	0.46	3
117964	MC	0.77	0.37	1
117965	MC	0.73	0.40	2
117968	MC	0.74	0.51	1
117970	CR	0.47	0.48	1
117976	MC	0.80	0.44	1
118000	MC	0.90	0.39	1
118002	MC	0.90	0.44	0
118005	CR	0.83	0.49	0
147869	MC	0.56	0.37	1
147877	MC	0.69	0.35	1
147878	MC	0.84	0.45	2
147883	MC	0.68	0.42	1
147888	MC	0.82	0.52	1
147891	MC	0.74	0.48	1
147899	MC	0.84	0.44	1
147902	MC	0.90	0.40	2
147914	CR	0.36	0.40	1
147915	CR	0.78	0.44	0
147965	MC	0.84	0.42	0
147973	MC	0.71	0.33	1
147976	MC	0.65	0.27	1
147980	MC	0.64	0.42	1
147988	CR	0.73	0.53	1
148444	MC	0.85	0.29	1

Table F-10. 2010–11 NECAP: Item-Level Classical Test Theory Statistics – Reading Grade 5

Item Number	*Item Type*	*Difficulty*	*Discrimination*	*Percent Omitted*
118042	MC	0.73	0.35	0
118043	MC	0.76	0.41	1
118044	MC	0.63	0.45	0
118045	MC	0.79	0.48	1
118046	MC	0.62	0.43	1
118047	MC	0.60	0.42	1
118048	CR	0.40	0.64	1
118049	CR	0.47	0.57	1
118064	MC	0.62	0.32	0
118067	MC	0.77	0.45	1

Item Number	Item Type	Difficulty	Discrimination	Percent Omitted
118073	MC	0.61	0.29	0
118074	MC	0.92	0.40	0
118075	MC	0.72	0.41	0
118076	CR	0.42	0.59	1
118077	MC	0.60	0.36	1
118078	MC	0.80	0.47	1
118079	MC	0.65	0.33	1
118080	CR	0.43	0.59	1
118083	MC	0.89	0.32	0
118207	MC	0.79	0.29	0
118210	MC	0.71	0.39	0
148344	MC	0.73	0.27	0
148348	MC	0.70	0.39	0
148351	MC	0.73	0.29	0
148362	MC	0.81	0.39	1
148369	CR	0.45	0.56	1
148719	MC	0.93	0.34	0
148726	MC	0.70	0.43	0
148744	MC	0.77	0.35	0
148763	MC	0.93	0.39	1
148767	CR	0.46	0.46	0
149099	MC	0.75	0.44	0
149104	MC	0.66	0.41	0
149112	MC	0.82	0.35	0

Table F-11. 2010–11 NECAP: Item-Level Classical Test Theory Statistics – Reading Grade 6

Item Number	Item Type	Difficulty	Discrimination	Percent Omitted
118266	MC	0.82	0.52	0
118267	MC	0.75	0.45	0
118268	MC	0.69	0.33	0
118269	MC	0.85	0.47	1
118270	MC	0.75	0.50	1
118271	MC	0.87	0.49	1
118272	MC	0.51	0.39	1
118273	MC	0.76	0.46	1
118274	CR	0.44	0.62	1
118275	CR	0.47	0.65	1
118345	MC	0.77	0.46	0
118347	MC	0.94	0.38	0
118349	MC	0.64	0.45	0
118352	MC	0.64	0.43	0
118353	CR	0.43	0.59	1
126896	MC	0.67	0.43	0
126897	MC	0.74	0.36	0
126898	MC	0.56	0.44	0
126899	MC	0.79	0.48	0
126900	MC	0.71	0.37	0
126901	MC	0.64	0.43	1
126902	MC	0.77	0.45	1
126903	MC	0.69	0.47	1

Item Number	Item Type	Difficulty	Discrimination	Percent Omitted
126904	CR	0.45	0.60	1
126905	CR	0.41	0.63	1
148825	MC	0.84	0.35	0
148865	MC	0.79	0.49	0
148874	MC	0.88	0.42	0
148876	MC	0.75	0.45	0
148891	CR	0.48	0.54	1
148950	MC	0.76	0.43	0
148956	MC	0.79	0.35	0
148966	MC	0.75	0.42	0
148978	MC	0.90	0.34	0

Table F-12. 2010–11 NECAP: Item-Level Classical Test Theory Statistics – Reading Grade 7

Item Number	Item Type	Difficulty	Discrimination	Percent Omitted
118477	MC	0.59	0.33	0
118535	MC	0.87	0.30	0
118536	MC	0.71	0.32	0
118538	MC	0.81	0.36	0
118540	MC	0.80	0.46	0
118542	CR	0.51	0.66	1
118544	MC	0.74	0.40	0
118546	MC	0.72	0.37	0
118547	MC	0.87	0.35	0
118548	MC	0.60	0.31	1
118549	MC	0.56	0.35	1
118550	MC	0.79	0.50	1
118551	MC	0.62	0.46	1
118554	MC	0.56	0.38	1
118557	CR	0.49	0.64	1
118558	CR	0.46	0.70	1
118563	MC	0.74	0.38	0
128125	MC	0.57	0.26	0
128216	MC	0.63	0.41	0
129221	MC	0.64	0.22	1
129222	MC	0.60	0.26	0
129223	MC	0.61	0.24	0
129224	MC	0.87	0.35	0
129225	MC	0.57	0.36	1
129226	MC	0.67	0.40	1
129227	MC	0.70	0.44	0
129228	CR	0.46	0.63	1
129229	CR	0.41	0.67	1
147203	MC	0.91	0.32	0
147210	MC	0.72	0.27	0
147213	MC	0.78	0.36	1
147215	MC	0.74	0.29	0
147224	CR	0.39	0.61	1
147663	MC	0.60	0.28	0

Table F-13. 2010–11 NECAP: Item-Level Classical Test Theory Statistics – Reading Grade 8

Item Number	*Item Type*	*Difficulty*	*Discrimination*	*Percent Omitted*
118599	MC	0.65	0.17	0
118600	MC	0.79	0.32	0
118601	MC	0.82	0.33	0
118602	MC	0.74	0.40	1
118603	MC	0.88	0.26	1
118604	MC	0.81	0.26	1
118605	MC	0.43	0.33	1
118606	MC	0.89	0.41	1
118607	CR	0.55	0.57	1
118608	CR	0.48	0.53	1
118662	MC	0.81	0.40	0
118663	MC	0.78	0.45	0
118664	MC	0.78	0.30	0
118665	MC	0.74	0.48	0
118666	MC	0.72	0.35	0
118667	MC	0.86	0.45	0
118668	MC	0.75	0.42	1
118669	MC	0.89	0.36	1
118670	CR	0.46	0.64	1
118671	CR	0.44	0.64	1
118745	MC	0.57	0.30	0
127358	MC	0.79	0.39	0
147223	MC	0.73	0.26	0
147227	MC	0.64	0.35	0
147232	MC	0.70	0.38	0
147239	MC	0.91	0.31	0
147242	CR	0.59	0.56	0
147447	MC	0.53	0.33	0
147459	MC	0.65	0.42	0
147469	MC	0.65	0.32	0
147476	MC	0.71	0.39	0
147481	CR	0.50	0.58	1
147605	MC	0.65	0.41	0
147619	MC	0.79	0.38	0

Table F-14. 2010–11 NECAP: Item-Level Classical Test Theory Statistics – Reading Grade 11

Item Number	*Item Type*	*Difficulty*	*Discrimination*	*Percent Omitted*
118758	MC	0.70	0.25	0
118759	MC	0.48	0.39	1
118760	MC	0.95	0.36	0
118761	MC	0.64	0.30	1
118762	MC	0.76	0.33	0
118763	MC	0.52	0.30	1
118764	MC	0.89	0.31	0
118765	MC	0.86	0.47	0
118766	CR	0.57	0.63	1
118767	CR	0.50	0.65	2
147550	MC	0.71	0.34	0
147551	MC	0.91	0.41	0

Item Number	Item Type	Difficulty	Discrimination	Percent Omitted
147552	MC	0.57	0.33	1
147556	MC	0.80	0.48	1
147564	CR	0.48	0.62	2
147695	MC	0.80	0.23	1
147698	MC	0.71	0.41	1
147703	MC	0.57	0.34	1
147707	MC	0.47	0.24	1
147713	MC	0.67	0.48	1
147716	MC	0.69	0.24	1
147721	MC	0.59	0.48	1
147723	MC	0.48	0.28	1
147726	CR	0.52	0.65	3
147732	CR	0.44	0.66	4
147850	MC	0.94	0.33	1
147855	MC	0.59	0.37	1
147860	MC	0.74	0.35	1
147874	MC	0.75	0.43	1
147885	CR	0.49	0.64	2
147897	MC	0.64	0.29	0
147912	MC	0.61	0.22	1
147927	MC	0.70	0.35	1
147934	MC	0.72	0.32	0

Table F-15. 2010–11 NECAP: Item-Level Classical Test Theory Statistics – Writing Grade 5

Item Number	Item Type	Difficulty	Discrimination	Percent Omitted
148023	MC	0.76	0.32	0
148062	MC	0.74	0.31	1
148081	MC	0.80	0.32	0
148126	MC	0.77	0.13	0
148167	MC	0.90	0.23	0
148246	MC	0.85	0.37	0
148263	MC	0.86	0.33	0
148278	MC	0.85	0.31	0
148316	MC	0.84	0.37	0
148327	MC	0.78	0.36	0
150134	CR	0.42	0.57	1
150165	WP	0.46	0.58	0
150198	CR	0.51	0.57	1
150237	CR	0.51	0.52	1

Table F-16. 2010–11 NECAP: Item-Level Classical Test Theory Statistics – Writing Grade 8

Item Number	Item Type	Difficulty	Discrimination	Percent Omitted
148434	MC	0.63	0.36	0
148557	MC	0.64	0.38	0
148588	MC	0.84	0.28	0
148610	MC	0.82	0.39	0
148662	MC	0.74	0.35	0
148700	MC	0.78	0.35	0

Item Number	*Item Type*	*Difficulty*	*Discrimination*	*Percent Omitted*
148715	MC	0.89	0.37	0
148762	MC	0.60	0.33	1
148773	MC	0.72	0.30	0
148812	MC	0.50	0.28	0
150433	CR	0.57	0.66	1
150789	CR	0.74	0.52	1
150803	CR	0.58	0.64	2
150854	WP	0.55	0.66	0

Table F-17. 2010–11 NECAP: Item-Level Classical Test Theory Statistics – Writing Grade 11

Item Number	*Item Type*	*Difficulty*	*Discrimination*	*Percent Omitted*
121154	WP	0.52		

Appendix G—Item-Level Score Point Distributions

Table G-1. 2010–11 NECAP: Item-Level Score Distributions for Constructed-Response Items by Subject and Grade – Mathematics and Reading

Subject	*Grade*	*Item Number*	*Total Possible Points*	*Percent of Students at Score Point*				
				0	*1*	*2*	*3*	*4*
Mathematics	3	119688	2	15.41	21.56	61.60		
		119731	1	16.66	82.42			
		119838	2	44.07	29.33	25.35		
		119889	2	33.50	28.53	37.23		
		119918	2	28.75	11.62	58.22		
		122872	1	4.28	94.61			
		124459	1	24.23	75.23			
		139583	1	37.42	61.24			
		139590	1	65.36	33.19			
		139603	2	11.46	35.09	51.87		
		139645	1	33.68	65.00			
		139653	2	38.04	27.19	33.94		
		139655	2	33.70	34.41	31.22		
		139669	1	36.57	62.23			
		139673	2	8.04	49.57	41.70		
		139689	1	44.10	54.50			
		144612	2	68.12	7.89	22.12		
		144617	1	16.17	82.88			
		144623	2	39.75	34.77	24.18		
		145249	1	28.79	69.90			
	4	120075	2	14.45	44.83	39.82		
		120119	1	11.14	88.02			
		120127	2	4.10	29.20	66.25		
		120221	1	22.58	76.59			
		120222	2	13.10	71.23	13.98		
		120240	1	37.39	60.82			
		120262	1	54.55	44.39			
		120286	2	12.53	16.74	69.64		
		124661	2	39.65	27.29	31.84		
		124723	2	17.61	28.75	52.92		
		139447	1	55.37	42.84			
		139452	2	30.03	26.95	42.19		
		139479	1	71.71	27.50			
		139517	1	51.47	47.49			
		139523	1	31.42	67.24			
		139527	2	12.05	40.12	47.21		
		139529	2	19.84	41.48	37.49		
		145085	1	22.33	76.70			
		145545	1	19.12	79.98			
		145559	2	51.47	19.23	28.42		
	5	120725	2	27.71	42.12	28.85		
		120726	2	50.98	11.96	34.56		
		124804	1	34.09	65.49			
		124858	4	37.54	24.45	16.80	9.42	10.56
		139129	1	41.96	57.51			
		139136	1	45.82	53.34			
		139141	2	35.71	39.22	24.48		

Subject	Grade	Item Number	Total Possible Points	Percent of Students at Score Point				
				0	1	2	3	4
		139203	2	56.95	29.47	10.37		
		139283	4	10.99	4.82	5.70	17.99	59.74
		139384	4	14.56	14.94	15.54	25.71	28.44
		145571	2	40.05	17.61	40.91		
		145576	4	23.70	18.07	30.96	11.72	14.75
		145879	1	30.30	69.20			
		145887	1	37.17	62.23			
		145888	2	30.27	20.61	47.07		
		145922	1	41.22	58.25			
	6	119195	2	55.51	29.13	13.53		
		119230	2	22.65	15.36	59.44		
		119306	1	24.29	75.25			
		123489	4	22.18	13.37	31.69	15.52	16.61
		139310	1	54.96	44.32			
		139312	1	56.42	43.27			
		139320	4	43.61	29.46	15.59	7.22	2.54
		139356	4	38.23	17.48	11.75	14.38	17.36
		139377	2	39.83	19.29	39.48		
		139387	4	19.63	24.19	27.88	9.33	18.15
		144707	2	72.63	6.35	19.67		
		145133	1	47.32	50.65			
		145347	1	32.13	67.43			
		145995	1	49.45	49.90			
		146011	2	49.49	20.88	28.43		
		197550	2	16.49	11.00	70.43		
	7	120387	1	40.15	59.49			
		120406	1	49.16	49.30			
		120427	2	56.22	15.75	25.31		
		120468	1	57.05	41.19			
		120470	2	48.99	36.63	12.33		
		125382	2	47.53	23.42	28.17		
		125397	1	31.29	68.22			
		139980	2	55.89	29.44	12.03		
		139987	4	38.26	16.72	10.23	11.82	20.55
		140223	4	43.01	19.49	14.65	8.94	12.43
		140241	2	45.20	45.72	7.42		
		140251	4	30.10	18.72	20.47	20.36	9.30
		140280	1	35.59	63.71			
		140292	4	19.43	38.86	26.76	4.59	9.53
		144756	2	25.79	64.12	8.28		
		146230	1	65.23	32.90			
	8	120889	1	29.28	69.72			
		120933	1	28.23	70.87			
		120942	4	27.38	24.56	29.88	10.58	6.47
		120958	2	69.21	8.25	18.99		
		121039	1	68.33	29.00			
		125563	2	28.38	34.96	34.32		
		139795	4	25.05	16.58	28.57	16.05	12.49
		139813	2	58.98	22.52	16.33		
		139827	4	31.78	32.54	22.10	5.14	6.73

Subject	Grade	Item Number	Total Possible Points	Percent of Students at Score Point				
				0	1	2	3	4
		139863	1	27.64	70.81			
		144778	4	32.48	27.85	24.03	11.22	2.81
		145660	2	38.86	33.32	25.07		
		145661	2	50.51	33.10	13.74		
		146422	1	70.29	26.55			
		146483	2	24.07	45.38	28.64		
	11	119457	1	53.04	41.25			
		119481	2	70.79	14.35	7.02		
		119492	1	18.27	80.20			
		119543	2	51.61	3.19	33.72		
		119606	1	54.41	38.15			
		119616	1	47.16	47.96			
		125772	1	60.82	29.23			
		130121	1	71.08	20.09			
		140031	1	52.16	39.57			
		140035	2	65.36	3.87	25.68		
		140135	1	74.43	14.87			
		140203	1	57.05	36.51			
		141291	4	39.97	5.49	28.14	2.47	12.89
		141307	4	50.60	21.83	8.27	4.19	3.16
		141322	4	19.51	2.15	42.54	17.48	11.34
		141365	4	26.37	24.52	12.90	14.24	14.21
		145227	2	53.46	31.54	4.88		
		145465	1	63.74	31.69			
		145484	1	74.89	11.02			
		145492	1	43.46	54.46			
		145498	2	24.71	22.27	42.98		
		146944	2	61.17	5.73	14.79		
Reading	3	117650	4	5.52	18.91	21.47	25.45	27.91
		117669	4	15.70	35.14	34.20	10.40	2.80
		117766	4	6.50	43.50	37.59	9.63	1.81
		147742	4	11.13	23.16	46.86	14.22	3.30
		147744	4	0.78	5.24	47.35	13.82	32.02
		148057	4	11.43	32.90	42.32	10.26	2.02
	4	117946	4	20.40	33.28	30.04	13.57	2.09
		117970	4	3.89	34.08	35.13	22.35	3.90
		118005	4	0.67	5.99	13.95	16.31	62.67
		147914	4	13.94	41.90	31.30	9.75	2.40
		147915	4	0.24	2.06	30.40	17.36	49.58
		147988	4	4.23	9.10	17.84	22.54	45.29
	5	118048	4	15.52	28.64	36.85	14.51	3.66
		118049	4	4.42	25.97	49.37	14.97	4.18
		118076	4	9.76	31.32	40.43	14.36	3.21
		118080	4	8.81	31.59	41.63	13.78	3.50
		148369	4	6.70	28.50	43.65	16.67	3.84
		148767	4	2.81	31.74	47.82	13.60	3.59
	6	118274	4	6.02	31.59	43.49	15.00	2.89
		118275	4	7.40	25.24	42.28	20.22	4.16
		118353	4	11.19	28.39	39.96	16.49	3.18
		126904	4	6.33	31.59	42.00	15.20	4.26

Subject	Grade	Item Number	Total Possible Points	Percent of Students at Score Point				
				0	1	2	3	4
		126905	4	13.67	31.01	34.83	14.33	5.06
		148891	4	3.18	25.54	47.97	18.97	3.83
	7	118542	4	6.76	21.28	38.67	24.08	8.55
		118557	4	3.31	23.99	47.80	18.99	4.82
		118558	4	8.39	29.24	35.10	19.16	6.88
		129228	4	8.58	29.12	36.81	17.78	6.83
		129229	4	12.50	32.21	34.99	15.18	4.01
		147224	4	14.60	32.83	33.89	14.75	3.28
	8	118607	4	2.90	19.53	41.40	24.44	10.78
		118608	4	4.15	26.03	45.33	18.45	4.86
		118670	4	5.06	30.16	42.33	17.59	4.09
		118671	4	4.43	34.12	42.87	15.38	2.62
		147242	4	1.28	12.88	42.64	33.35	9.51
		147481	4	8.03	20.17	40.98	22.46	7.73
	11	118766	4	2.56	13.96	43.26	28.60	10.40
		118767	4	3.69	16.98	53.44	17.37	6.46
		147564	4	6.75	22.37	42.20	21.55	5.28
		147726	4	4.20	21.01	39.26	24.03	8.97
		147732	4	8.09	27.40	39.18	16.37	5.00
		147885	4	4.41	20.19	48.27	19.77	5.07

Table G-2. 2010–11 NECAP: Item-Level Score Distributions for Constructed-Response Items by Grade – Writing

Grade	Item Number	Total Possible Points	Percent of Students at Score Point												
			0	1	2	3	4	5	6	7	8	9	10	11	12
5	150134	4	5.37	36.53	44.40	11.53	1.57								
	150165	12	1.25		4.78	5.59	19.44	15.58	26.19	13.00	8.72	3.59	1.50	0.10	0.02
	150198	4	2.12	25.15	42.98	22.28	6.91								
	150237	4	5.18	14.40	54.80	21.46	3.45								
8	150433	4	2.23	14.45	43.24	28.65	10.52								
	150789	4	1.80	5.07	21.09	36.49	34.67								
	150803	4	1.29	12.71	43.19	31.85	9.40								
	150854	12	0.75		2.06	1.80	8.14	6.93	28.20	16.05	25.73	7.18	2.50	0.18	0.07
11	121154	12	1.50		2.82	2.08	9.11	8.29	28.17	18.92	24.83	3.21	0.91	0.11	0.04

Appendix H—Differential Item Functioning Results

Table H-1. 2010–11 NECAP: Number of Items Classified as "Low" or "High" DIF Overall and by Grade and Group Favored – Mathematics

Grade	Reference Group	Focal Group	Item Type	Number of Items	Number "Low"			Number "High"		
					Total	Favoring Reference	Favoring Focal	Total	Favoring Reference	Favoring Focal
3	Male	Female	MC	35	0	0	0	0	0	0
	Male	Female	SA	20	2	1	1	0	0	0
	No Disability	Disability	MC	35	3	3	0	0	0	0
	No Disability	Disability	SA	20	0	0	0	0	0	0
	Not Low-income	Low-income	MC	35	0	0	0	0	0	0
	Not Low-income	Low-income	SA	20	0	0	0	0	0	0
	Non-LEP	LEP	MC	35	7	6	1	2	2	0
	Non-LEP	LEP	SA	20	2	2	0	0	0	0
	White	Asian	MC	35	9	6	3	2	2	0
	White	Asian	SA	20	2	1	1	0	0	0
	White	Black	MC	35	1	1	0	0	0	0
	White	Black	SA	20	1	1	0	0	0	0
	White	Hispanic	MC	35	7	6	1	0	0	0
	White	Hispanic	SA	20	2	2	0	0	0	0
4	Male	Female	MC	35	2	1	1	1	1	0
	Male	Female	SA	20	1	1	0	0	0	0
	No Disability	Disability	MC	35	0	0	0	0	0	0
	No Disability	Disability	SA	20	1	1	0	0	0	0
	Not Low-income	Low-income	MC	35	0	0	0	0	0	0
	Not Low-income	Low-income	SA	20	0	0	0	0	0	0
	Non-LEP	LEP	MC	35	4	4	0	0	0	0
	Non-LEP	LEP	SA	20	2	2	0	0	0	0
	White	Asian	MC	35	4	2	2	0	0	0
	White	Asian	SA	20	4	3	1	0	0	0
	White	Black	MC	35	4	2	2	0	0	0
	White	Black	SA	20	2	2	0	0	0	0
	White	Hispanic	MC	35	6	4	2	0	0	0
	White	Hispanic	SA	20	6	4	2	0	0	0
5	Male	Female	CR	4	1	0	1	0	0	0
	Male	Female	MC	32	4	4	0	0	0	0
	Male	Female	SA	12	1	0	1	0	0	0
	No Disability	Disability	CR	4	0	0	0	0	0	0
	No Disability	Disability	MC	32	3	3	0	0	0	0
	No Disability	Disability	SA	12	0	0	0	0	0	0

Grade	Reference Group	Focal Group	Item Type	Number of Items	Number "Low"			Number "High"		
					Total	Favoring Reference	Favoring Focal	Total	Favoring Reference	Favoring Focal
	Not Low-income	Low-income	CR	4	0	0	0	0	0	0
	Not Low-income	Low-income	MC	32	0	0	0	0	0	0
	Not Low-income	Low-income	SA	12	0	0	0	0	0	0
	Non-LEP	LEP	CR	4	0	0	0	0	0	0
	Non-LEP	LEP	MC	32	4	4	0	0	0	0
	Non-LEP	LEP	SA	12	1	1	0	0	0	0
	White	Asian	CR	4	0	0	0	0	0	0
	White	Asian	MC	32	3	1	2	0	0	0
	White	Asian	SA	12	0	0	0	0	0	0
	White	Black	CR	4	0	0	0	0	0	0
	White	Black	MC	32	1	1	0	0	0	0
	White	Black	SA	12	1	1	0	0	0	0
	White	Hispanic	CR	4	0	0	0	0	0	0
	White	Hispanic	MC	32	4	2	2	1	1	0
	White	Hispanic	SA	12	1	1	0	0	0	0
6	Male	Female	CR	4	0	0	0	0	0	0
	Male	Female	MC	32	5	4	1	1	1	0
	Male	Female	SA	12	1	1	0	0	0	0
	No Disability	Disability	CR	4	0	0	0	0	0	0
	No Disability	Disability	MC	32	0	0	0	0	0	0
	No Disability	Disability	SA	12	2	2	0	0	0	0
	Not Low-income	Low-income	CR	4	0	0	0	0	0	0
	Not Low-income	Low-income	MC	32	0	0	0	0	0	0
	Not Low-income	Low-income	SA	12	0	0	0	0	0	0
	Non-LEP	LEP	CR	4	0	0	0	0	0	0
	Non-LEP	LEP	MC	32	7	6	1	0	0	0
	Non-LEP	LEP	SA	12	1	1	0	0	0	0
	White	Asian	CR	4	0	0	0	0	0	0
	White	Asian	MC	32	4	2	2	0	0	0
	White	Asian	SA	12	1	1	0	0	0	0
	White	Black	CR	4	0	0	0	0	0	0
	White	Black	MC	32	5	4	1	0	0	0
	White	Black	SA	12	2	1	1	0	0	0
	White	Hispanic	CR	4	0	0	0	0	0	0
	White	Hispanic	MC	32	4	3	1	0	0	0
	White	Hispanic	SA	12	1	1	0	0	0	0

Grade	Reference Group	Focal Group	Item Type	Number of Items	Number "Low"			Number "High"		
					Total	Favoring Reference	Favoring Focal	Total	Favoring Reference	Favoring Focal
	Male	Female	CR	4	0	0	0	0	0	0
	Male	Female	MC	30	3	3	0	1	1	0
	Male	Female	SA	12	3	2	1	1	0	1
	No Disability	Disability	CR	4	0	0	0	0	0	0
	No Disability	Disability	MC	30	2	2	0	0	0	0
	No Disability	Disability	SA	12	0	0	0	0	0	0
	Not Low-income	Low-income	CR	4	0	0	0	0	0	0
	Not Low-income	Low-income	MC	30	0	0	0	0	0	0
	Not Low-income	Low-income	SA	12	0	0	0	0	0	0
	Non-LEP	LEP	CR	4	0	0	0	0	0	0
7	Non-LEP	LEP	MC	30	7	5	2	0	0	0
	Non-LEP	LEP	SA	12	1	1	0	0	0	0
	White	Asian	CR	4	0	0	0	0	0	0
	White	Asian	MC	30	5	2	3	0	0	0
	White	Asian	SA	12	2	1	1	0	0	0
	White	Black	CR	4	0	0	0	0	0	0
	White	Black	MC	30	0	0	0	2	2	0
	White	Black	SA	12	2	2	0	0	0	0
	White	Hispanic	CR	4	0	0	0	0	0	0
	White	Hispanic	MC	30	4	4	0	0	0	0
	White	Hispanic	SA	12	3	2	1	0	0	0
	Male	Female	CR	4	0	0	0	0	0	0
	Male	Female	MC	32	6	4	2	0	0	0
	Male	Female	SA	11	2	0	2	0	0	0
	No Disability	Disability	CR	4	0	0	0	0	0	0
	No Disability	Disability	MC	32	1	1	0	0	0	0
	No Disability	Disability	SA	11	3	3	0	0	0	0
	Not Low-income	Low-income	CR	4	0	0	0	0	0	0
8	Not Low-income	Low-income	MC	32	0	0	0	0	0	0
	Not Low-income	Low-income	SA	11	0	0	0	0	0	0
	Non-LEP	LEP	CR	4	0	0	0	0	0	0
	Non-LEP	LEP	MC	32	3	2	1	0	0	0
	Non-LEP	LEP	SA	11	4	4	0	0	0	0
	White	Asian	CR	4	0	0	0	0	0	0
	White	Asian	MC	32	4	2	2	0	0	0
	White	Asian	SA	11	1	0	1	0	0	0

Grade	Reference Group	Focal Group	Item Type	Number of Items	Number "Low"			Number "High"		
					Total	Favoring Reference	Favoring Focal	Total	Favoring Reference	Favoring Focal
	White	Black	CR	4	0	0	0	0	0	0
	White	Black	MC	32	1	1	0	0	0	0
	White	Black	SA	11	1	1	0	0	0	0
	White	Hispanic	CR	4	0	0	0	0	0	0
	White	Hispanic	MC	32	1	0	1	0	0	0
	White	Hispanic	SA	11	0	0	0	0	0	0
	Male	Female	CR	4	1	0	1	0	0	0
	Male	Female	MC	24	6	5	1	0	0	0
	Male	Female	SA	18	1	1	0	0	0	0
	No Disability	Disability	CR	4	2	2	0	0	0	0
	No Disability	Disability	MC	24	0	0	0	0	0	0
	No Disability	Disability	SA	18	2	2	0	0	0	0
	Not Low-income	Low-income	CR	4	0	0	0	0	0	0
	Not Low-income	Low-income	MC	24	0	0	0	0	0	0
	Not Low-income	Low-income	SA	18	0	0	0	0	0	0
	Non-LEP	LEP	CR	4	1	1	0	1	1	0
11	Non-LEP	LEP	MC	24	4	3	1	3	2	1
	Non-LEP	LEP	SA	18	3	2	1	3	1	2
	White	Asian	CR	4	0	0	0	0	0	0
	White	Asian	MC	24	2	1	1	1	0	1
	White	Asian	SA	18	3	0	3	0	0	0
	White	Black	CR	4	0	0	0	0	0	0
	White	Black	MC	24	3	2	1	0	0	0
	White	Black	SA	18	0	0	0	0	0	0
	White	Hispanic	CR	4	0	0	0	0	0	0
	White	Hispanic	MC	24	3	2	1	0	0	0
	White	Hispanic	SA	18	0	0	0	0	0	0

Table H-2. 2010–11 NECAP: Number of Items Classified as "Low" or "High" DIF Overall and by Grade and Group Favored – Reading

Grade	Reference Group	Focal Group	Item Type	Number of Items	Number "Low"			Number "High"		
					Total	Favoring Reference	Favoring Focal	Total	Favoring Reference	Favoring Focal
3	Male	Female	CR	6	1	1	0	0	0	0
	Male	Female	MC	28	0	0	0	0	0	0
	No Disability	Disability	CR	6	0	0	0	0	0	0
	No Disability	Disability	MC	28	3	3	0	0	0	0
	Not Low-income	Low-income	CR	6	0	0	0	0	0	0
	Not Low-income	Low-income	MC	28	0	0	0	0	0	0
	Non-LEP	LEP	CR	6	0	0	0	0	0	0
	Non-LEP	LEP	MC	28	5	5	0	1	1	0
	White	Asian	CR	6	0	0	0	0	0	0
	White	Asian	MC	28	1	1	0	0	0	0
	White	Black	CR	6	1	1	0	0	0	0
	White	Black	MC	28	3	3	0	0	0	0
	White	Hispanic	CR	6	0	0	0	0	0	0
	White	Hispanic	MC	28	4	4	0	0	0	0
4	Male	Female	CR	6	1	0	1	0	0	0
	Male	Female	MC	28	0	0	0	0	0	0
	No Disability	Disability	CR	6	0	0	0	0	0	0
	No Disability	Disability	MC	28	3	3	0	0	0	0
	Not Low-income	Low-income	CR	6	0	0	0	0	0	0
	Not Low-income	Low-income	MC	28	0	0	0	0	0	0
	Non-LEP	LEP	CR	6	0	0	0	0	0	0
	Non-LEP	LEP	MC	28	4	4	0	1	1	0
	White	Asian	CR	6	0	0	0	0	0	0
	White	Asian	MC	28	1	1	0	0	0	0
	White	Black	CR	6	0	0	0	0	0	0
	White	Black	MC	28	3	3	0	0	0	0
	White	Hispanic	CR	6	0	0	0	0	0	0
	White	Hispanic	MC	28	5	5	0	0	0	0
5	Male	Female	CR	6	1	0	1	0	0	0
	Male	Female	MC	28	2	2	0	1	1	0
	No Disability	Disability	CR	6	0	0	0	0	0	0
	No Disability	Disability	MC	28	4	4	0	0	0	0
	Not Low-income	Low-income	CR	6	0	0	0	0	0	0
	Not Low-income	Low-income	MC	28	1	1	0	0	0	0

Grade	Reference Group	Focal Group	Item Type	Number of Items	Number "Low"			Number "High"		
					Total	Favoring Reference	Favoring Focal	Total	Favoring Reference	Favoring Focal
	Non-LEP	LEP	CR	6	0	0	0	0	0	0
	Non-LEP	LEP	MC	28	7	7	0	3	3	0
	White	Asian	CR	6	0	0	0	0	0	0
	White	Asian	MC	28	3	3	0	0	0	0
	White	Black	CR	6	0	0	0	0	0	0
	White	Black	MC	28	8	7	1	0	0	0
	White	Hispanic	CR	6	1	0	1	0	0	0
	White	Hispanic	MC	28	7	7	0	2	2	0
6	Male	Female	CR	6	1	0	1	0	0	0
	Male	Female	MC	28	5	5	0	0	0	0
	No Disability	Disability	CR	6	0	0	0	0	0	0
	No Disability	Disability	MC	28	2	2	0	0	0	0
	Not Low-income	Low-income	CR	6	0	0	0	0	0	0
	Not Low-income	Low-income	MC	28	0	0	0	0	0	0
	Non-LEP	LEP	CR	6	0	0	0	0	0	0
	Non-LEP	LEP	MC	28	4	4	0	5	5	0
	White	Asian	CR	6	0	0	0	0	0	0
	White	Asian	MC	28	5	5	0	0	0	0
	White	Black	CR	6	0	0	0	0	0	0
	White	Black	MC	28	5	5	0	0	0	0
	White	Hispanic	CR	6	0	0	0	0	0	0
	White	Hispanic	MC	28	5	5	0	3	3	0
7	Male	Female	CR	6	1	0	1	0	0	0
	Male	Female	MC	28	3	3	0	1	1	0
	No Disability	Disability	CR	6	0	0	0	0	0	0
	No Disability	Disability	MC	28	2	2	0	0	0	0
	Not Low-income	Low-income	CR	6	0	0	0	0	0	0
	Not Low-income	Low-income	MC	28	2	2	0	0	0	0
	Non-LEP	LEP	CR	6	0	0	0	0	0	0
	Non-LEP	LEP	MC	28	6	6	0	5	5	0
	White	Asian	CR	6	0	0	0	0	0	0
	White	Asian	MC	28	7	7	0	1	1	0
	White	Black	CR	6	0	0	0	0	0	0
	White	Black	MC	28	3	3	0	1	1	0
	White	Hispanic	CR	6	0	0	0	0	0	0
	White	Hispanic	MC	28	6	6	0	2	2	0

Grade	Reference Group	Focal Group	Item Type	Number of Items	Number "Low"			Number "High"		
					Total	Favoring Reference	Favoring Focal	Total	Favoring Reference	Favoring Focal
8	Male	Female	CR	6	3	0	3	0	0	0
	Male	Female	MC	28	8	8	0	1	1	0
	No Disability	Disability	CR	6	0	0	0	0	0	0
	No Disability	Disability	MC	28	3	3	0	0	0	0
	Not Low-income	Low-income	CR	6	0	0	0	0	0	0
	Not Low-income	Low-income	MC	28	1	1	0	0	0	0
	Non-LEP	LEP	CR	6	2	0	2	0	0	0
	Non-LEP	LEP	MC	28	10	10	0	6	6	0
	White	Asian	CR	6	3	0	3	0	0	0
	White	Asian	MC	28	6	6	0	0	0	0
	White	Black	CR	6	0	0	0	0	0	0
	White	Black	MC	28	8	8	0	0	0	0
	White	Hispanic	CR	6	1	0	1	0	0	0
	White	Hispanic	MC	28	13	13	0	2	2	0
11	Male	Female	CR	6	1	0	1	0	0	0
	Male	Female	MC	28	6	6	0	0	0	0
	No Disability	Disability	CR	6	0	0	0	0	0	0
	No Disability	Disability	MC	28	1	1	0	0	0	0
	Not Low-income	Low-income	CR	6	0	0	0	0	0	0
	Not Low-income	Low-income	MC	28	6	6	0	0	0	0
	Non-LEP	LEP	CR	6	2	0	2	0	0	0
	Non-LEP	LEP	MC	28	10	10	0	7	7	0
	White	Asian	CR	6	1	0	1	0	0	0
	White	Asian	MC	28	8	8	0	3	3	0
	White	Black	CR	6	1	0	1	0	0	0
	White	Black	MC	28	9	8	1	2	2	0
	White	Hispanic	CR	6	1	0	1	0	0	0
	White	Hispanic	MC	28	10	9	1	2	2	0

Table H-3. 2010–11 NECAP: Number of Items Classified as "Low" or "High" DIF Overall and by Grade and Group Favored – Writing

Grade	Reference Group	Focal Group	Item Type	Number of Items	Number "Low"			Number "High"		
					Total	Favoring Reference	Favoring Focal	Total	Favoring Reference	Favoring Focal
5	Male	Female	CR	3	1	0	1	0	0	0
	Male	Female	MC	10	0	0	0	0	0	0
	Male	Female	WP	1	0	0	0	0	0	0
	No Disability	Disability	CR	3	0	0	0	0	0	0
	No Disability	Disability	MC	10	3	3	0	1	1	0
	No Disability	Disability	WP	1	1	1	0	0	0	0
	Not Low-income	Low-income	CR	3	0	0	0	0	0	0
	Not Low-income	Low-income	MC	10	0	0	0	0	0	0
	Not Low-income	Low-income	WP	1	0	0	0	0	0	0
	Non-LEP	LEP	CR	3	0	0	0	0	0	0
	Non-LEP	LEP	MC	10	3	3	0	1	1	0
	Non-LEP	LEP	WP	1	0	0	0	0	0	0
	White	Asian	CR	3	0	0	0	0	0	0
	White	Asian	MC	10	1	0	1	0	0	0
	White	Asian	WP	1	0	0	0	0	0	0
	White	Black	CR	3	0	0	0	0	0	0
	White	Black	MC	10	2	2	0	1	1	0
	White	Black	WP	1	0	0	0	0	0	0
	White	Hispanic	CR	3	0	0	0	0	0	0
	White	Hispanic	MC	10	4	4	0	0	0	0
	White	Hispanic	WP	1	0	0	0	0	0	0
8	Male	Female	CR	3	1	0	1	0	0	0
	Male	Female	MC	10	1	1	0	0	0	0
	Male	Female	WP	1	0	0	0	0	0	0
	No Disability	Disability	CR	3	0	0	0	0	0	0
	No Disability	Disability	MC	10	7	7	0	3	3	0
	No Disability	Disability	WP	1	0	0	0	0	0	0
	Not Low-income	Low-income	CR	3	0	0	0	0	0	0
	Not Low-income	Low-income	MC	10	2	2	0	0	0	0
	Not Low-income	Low-income	WP	1	0	0	0	0	0	0
	Non-LEP	LEP	CR	3	0	0	0	0	0	0
	Non-LEP	LEP	MC	10	3	3	0	5	5	0
	Non-LEP	LEP	WP	1	0	0	0	0	0	0
	White	Asian	CR	3	0	0	0	0	0	0

Grade	Reference Group	Focal Group	Item Type	Number of Items	Number "Low"			Number "High"		
					Total	Favoring Reference	Favoring Focal	Total	Favoring Reference	Favoring Focal
	White	Asian	MC	10	4	2	2	0	0	0
	White	Asian	WP	1	0	0	0	0	0	0
	White	Black	CR	3	0	0	0	0	0	0
	White	Black	MC	10	6	6	0	1	1	0
	White	Black	WP	1	0	0	0	0	0	0
	White	Hispanic	CR	3	0	0	0	0	0	0
	White	Hispanic	MC	10	4	4	0	3	3	0
	White	Hispanic	WP	1	0	0	0	0	0	0
	Male	Female	WP	1	0	0	0	0	0	0
	No Disability	Disability	WP	1	0	0	0	1	1	0
	Not Low-income	Low-income	WP	1	1	1	0	0	0	0
11	Non-LEP	LEP	WP	1	0	0	0	1	1	0
	White	Asian	WP	1	0	0	0	0	0	0
	White	Black	WP	1	1	1	0	0	0	0
	White	Hispanic	WP	1	0	0	0	0	0	0

Appendix I—Item Response Theory Calibration Results

Table I-1. 2010–11 NECAP: IRT Parameters for Dichotomous Items – Mathematics Grade 3

IREF	*Parameters and Measures of Standard Error*					
	a	*SE (a)*	*b*	*SE (b)*	*c*	*SE (c)*
119681	0.72807	0.0427	-1.95066	0.16421	0.19498	0.07433
119683	0.79961	0.01361	-0.55795	0.02636	0.06513	0.01198
119685	0.97818	0.01365	-1.00243	0.0195	0.03261	0.00987
119692	0.59552	0.01719	-0.62235	0.07134	0.24671	0.02327
119696	1.03256	0.01796	-1.52407	0.0329	0.0927	0.02022
119699	0.68686	0.02366	-2.29952	0.06647	0	0
119701	0.4841	0.0161	-1.5876	0.05589	0	0
119702	1.43238	0.05457	0.53067	0.02165	0.21288	0.00996
119704	0.76463	0.0486	0.32981	0.06607	0.15017	0.02531
119706	1.19615	0.02091	-0.97845	0.024	0.1901	0.01381
119715	1.09776	0.05345	-0.98525	0.06862	0.15965	0.03698
119731	0.96125	0.01115	-1.21209	0.01241	0	0
119747	0.74466	0.02515	-0.45297	0.03075	0	0
119752	0.79763	0.03944	-1.4702	0.10299	0.12526	0.04787
119768	0.92655	0.01862	-0.38042	0.02789	0.2402	0.01204
119770	1.07024	0.04281	-0.74961	0.04492	0.0636	0.02131
119775	0.65567	0.01659	-0.57482	0.02524	0	0
119808	0.82782	0.02892	-1.21682	0.06852	0.10153	0.03322
119810	1.03337	0.01754	-0.73751	0.0238	0.14608	0.01244
119811	1.16062	0.02213	-1.01393	0.02849	0.25676	0.01538
119821	0.56752	0.00802	-1.42077	0.02112	0	0
119825	0.87413	0.01581	-0.80336	0.03094	0.12706	0.01503
119839	1.12222	0.01736	-0.1601	0.01445	0.1113	0.00724
119840	0.84822	0.01717	-0.31501	0.02903	0.19582	0.01227
119842	0.94694	0.06962	0.1579	0.07909	0.38121	0.02717
119848	0.93267	0.01488	-1.94202	0.03052	0.03858	0.01634
119869	0.97853	0.01853	0.21081	0.01732	0.17484	0.00754
119873	0.85777	0.02723	0.18289	0.02333	0	0
119877	0.5355	0.03197	-2.30842	0.1894	0.1457	0.064
119880	0.72421	0.04108	-0.83482	0.11269	0.15463	0.04667
119882	1.01782	0.01999	-0.37425	0.02497	0.26584	0.0111
119885	0.91085	0.01684	-0.76293	0.03041	0.16209	0.01471
119886	0.72193	0.02454	0.04948	0.02697	0	0
119891	0.57509	0.02376	1.27678	0.03448	0.25028	0.01026
119894	0.7359	0.02933	0.42672	0.03776	0.0642	0.0147

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
119896	1.04221	0.03768	0.84269	0.02148	0.06118	0.00777
119901	1.07282	0.0613	0.4618	0.04282	0.19723	0.01818
119903	0.77159	0.01903	0.79436	0.02068	0	0
119911	0.73014	0.03384	-0.90471	0.07968	0.08401	0.0326
119924	1.38096	0.04297	-0.9736	0.03222	0.09129	0.01953
119926	1.07201	0.04786	0.4297	0.03472	0.2597	0.01424
119930	1.27164	0.05483	0.74211	0.02465	0.2305	0.01013
122862	1.07217	0.01698	-0.1416	0.01535	0.11242	0.00752
122872	0.75633	0.0136	-2.64985	0.03686	0	0
124370	0.87264	0.01323	-1.49568	0.02855	0.03919	0.01478
124431	0.72409	0.01599	0.13187	0.02785	0.13866	0.0108
124433	0.7928	0.01059	-1.6919	0.01915	0	0
124436	1.12231	0.01914	-0.71926	0.02214	0.17721	0.01184
124459	0.3839	0.007	-1.72034	0.03441	0	0
139548	0.57626	0.01527	-0.78476	0.07065	0.16141	0.02512
139560	0.82836	0.01927	-1.47866	0.06253	0.26091	0.02942
139563	0.89268	0.01423	0.05798	0.01546	0.0544	0.0068
139569	1.05672	0.01854	-1.30892	0.03068	0.12486	0.0182
139575	1.13023	0.09489	1.16775	0.04745	0.55043	0.01038
139583	0.81325	0.0088	-0.29373	0.00892	0	0
139590	0.82406	0.00944	0.81896	0.00941	0	0
139606	0.86013	0.04971	0.98387	0.03985	0.23941	0.01369
139641	1.10945	0.01706	0.30685	0.01098	0.07774	0.005
139645	0.68089	0.00804	-0.52581	0.01129	0	0
139661	0.83653	0.04238	-1.76905	0.10707	0.12682	0.05184
139663	1.39394	0.02541	0.9118	0.0089	0.12832	0.00348
139665	0.84635	0.01977	0.43767	0.02212	0.22813	0.00838
139667	0.80596	0.03581	-0.46794	0.07271	0.21806	0.02952
139669	0.59784	0.00751	-0.449	0.01216	0	0
139687	1.16192	0.01857	0.1652	0.0123	0.12312	0.00591
139689	0.74511	0.00833	-0.03426	0.00889	0	0
144609	0.76991	0.03396	-0.1003	0.06051	0.17357	0.02379
144617	0.47432	0.00807	-2.06541	0.03475	0	0
145244	1.34789	0.05661	1.06785	0.02045	0.14117	0.00727
145249	0.90622	0.00968	-0.61925	0.00941	0	0
145509	0.86026	0.02083	1.02452	0.0159	0.15249	0.00573
145526	1.17619	0.01473	-0.62737	0.012	0.02348	0.00578

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
145528	1.28843	0.02669	0.88395	0.01096	0.20285	0.00433
145678	0.9798	0.02296	-1.4927	0.05415	0.33239	0.02645
145683	0.96217	0.01872	-1.58768	0.04359	0.14692	0.02564
145720	1.02406	0.05181	-0.5988	0.06729	0.17577	0.03338
198283	0.78593	0.04224	-1.34566	0.11829	0.16184	0.05375
198315	0.64039	0.03318	-1.67342	0.12834	0.11793	0.0501
201312	0.85595	0.02707	-1.53815	0.05785	0.0662	0.02743
201416	0.88007	0.02579	-0.68509	0.03777	0.0469	0.01668
201450	1.41542	0.06872	0.54549	0.02645	0.13137	0.01221
201465	0.48154	0.02266	-1.55798	0.07885	0	0
201510	0.95122	0.03149	-1.00568	0.03282	0	0
201806	0.89307	0.03448	-0.01805	0.04236	0.14	0.01849
201811	0.72518	0.02906	-0.84103	0.08079	0.12465	0.03469
223883	0.73694	0.03223	-0.75714	0.08806	0.17229	0.03669
255679	0.53019	0.03378	-1.72623	0.21337	0.18597	0.0728
255686	1.00023	0.03888	-0.66289	0.05624	0.20776	0.0273
255900	1.32153	0.06	0.60427	0.02471	0.07821	0.01043
255929	0.67932	0.02222	-2.10879	0.05937	0	0
255932	1.05914	0.0226	0.3363	0.01411	0	0

Table I-2. 2010–11 NECAP: IRT Parameters for Polytomous Items – Mathematics Grade 3

IREF	Parameters and Measures of Standard Error															
	a	SE (a)	b	SE (b)	c	SE (c)	D0	SE (D0)	D1	SE (D1)	D2	SE (D2)	D3	SE (D3)	D4	SE (D4)
202089	0.85515	0.02279	0.38359	0.02218	0	0	0.17321	0.0232	-0.17321	0.02355	0	0				
144612	0.68166	0.00702	1.24142	0.01192	0	0	0.21452	0.00992	-0.21452	0.0108	0	0				
119918	0.99154	0.00814	-0.35256	0.00692	0	0	0.22483	0.0075	-0.22483	0.00699	0	0				
119920	0.81302	0.01788	-0.2826	0.02234	0	0	0.48823	0.02685	-0.48823	0.02405	0	0				
198521	0.78839	0.01212	0.3918	0.01559	0	0	0.50808	0.01759	-0.50808	0.0184	0	0				
145259	1.03656	0.02127	0.78601	0.01824	0	0	0.58079	0.01996	-0.58079	0.02438	0	0				
119838	0.87156	0.00598	0.54352	0.00675	0	0	0.58234	0.00764	-0.58234	0.00841	0	0				
119889	0.7499	0.00524	0.08864	0.00755	0	0	0.60115	0.00901	-0.60115	0.00875	0	0				
119853	1.01624	0.0166	-1.14094	0.01654	0	0	0.60332	0.02322	-0.60332	0.01553	0	0				
139653	0.63548	0.0046	0.27476	0.00878	0	0	0.63539	0.01007	-0.63539	0.01026	0	0				
119688	0.61057	0.00488	-1.03746	0.01115	0	0	0.64799	0.01325	-0.64799	0.01044	0	0				
139655	0.91142	0.00596	0.21662	0.00631	0	0	0.65273	0.00773	-0.65273	0.00773	0	0				
144623	0.93791	0.00613	0.48788	0.00625	0	0	0.66345	0.00732	-0.66345	0.00806	0	0				

119761	0.8416	0.01681	0.61334	0.02084	0	0	0.68539	0.0236	-0.68539	0.02692	0	0
124490	0.71204	0.01004	0.16597	0.01663	0	0	0.75728	0.02013	-0.75728	0.01996	0	0
198507	0.5993	0.00995	-1.26034	0.02454	0	0	0.79604	0.03148	-0.79604	0.02264	0	0
139603	0.94654	0.00643	-0.73604	0.00675	0	0	0.81377	0.0104	-0.81377	0.00715	0	0
119806	0.8751	0.01338	-1.10173	0.01683	0	0	0.84798	0.02667	-0.84798	0.01651	0	0
119909	0.61572	0.01239	0.67771	0.02751	0	0	0.87592	0.03075	-0.87592	0.03522	0	0
119708	0.75484	0.01538	-0.92321	0.02474	0	0	1.00396	0.0394	-1.00396	0.02559	0	0
139651	0.65615	0.00888	0.81753	0.01855	0	0	1.02981	0.02063	-1.02981	0.02596	0	0
139673	0.50727	0.00319	-1.1448	0.01133	0	0	1.76156	0.02033	-1.76156	0.01213	0	0

Table I-3. 2010–11 NECAP: IRT Parameters for Dichotomous Items – Mathematics Grade 4

IREF	*Parameters and Measures of Standard Error*					
	a	*SE (a)*	*b*	*SE (b)*	*c*	*SE (c)*
120071	0.8038	0.02697	-0.18916	0.02391	0	0
120072	0.52096	0.02599	-2.14524	0.08627	0	0
120074	0.68674	0.01783	-0.58309	0.0215	0	0
120087	0.55773	0.01413	-1.65792	0.07859	0.12628	0.03237
120098	0.8508	0.03048	0.97434	0.02799	0	0
120102	0.64149	0.0242	-1.78403	0.08012	0.08075	0.03392
120108	0.45737	0.03462	-0.66636	0.19585	0.26738	0.05276
120119	0.51975	0.00935	-2.57706	0.03552	0	0
120126	1.1106	0.05386	-1.37961	0.05799	0.10867	0.03221
120141	1.50341	0.04914	0.76228	0.014	0.04796	0.00474
120144	0.85034	0.01332	-1.52966	0.02418	0.03361	0.01211
120146	0.35926	0.02293	0.20803	0.11808	0.07847	0.03083
120159	0.87157	0.0312	-1.09083	0.03286	0	0
120173	0.77647	0.04882	0.11698	0.06417	0.16499	0.026
120174	0.56534	0.0161	0.1729	0.02175	0	0
120183	0.75878	0.04379	-2.38426	0.12721	0.14231	0.0594
120187	0.81162	0.03856	-0.54025	0.06602	0.26122	0.02701
120197	0.62696	0.0237	-0.39797	0.03059	0	0
120209	0.60064	0.0148	-1.25408	0.06143	0.14352	0.02505
120211	0.99839	0.01795	0.18273	0.01332	0.12689	0.00615
120214	0.75391	0.03566	-1.42996	0.07476	0.07739	0.0322
120215	1.44442	0.02934	1.12927	0.0085	0.10697	0.00271
120219	0.85813	0.01719	0.30029	0.01611	0.12973	0.0069
120220	1.04933	0.01719	-1.15963	0.02014	0.07962	0.01152
120221	0.57316	0.00819	-1.42507	0.01784	0	0
120232	1.00445	0.04651	-1.33785	0.05782	0.08707	0.02952

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
120236	0.95509	0.07147	-0.1686	0.07987	0.41238	0.02857
120240	0.79203	0.00907	-0.39226	0.00847	0	0
120251	0.91994	0.01932	-1.41153	0.03706	0.21039	0.01951
120253	0.72069	0.03335	-1.40886	0.10092	0.19347	0.04514
120255	1.0856	0.02098	-0.33626	0.01828	0.24857	0.00884
120257	0.83948	0.04059	-0.27042	0.04852	0.07874	0.02162
120261	0.45836	0.01126	-2.00458	0.09095	0.08559	0.03368
120262	0.73796	0.00873	0.29058	0.00835	0	0
120266	0.73675	0.01846	-0.41577	0.01913	0	0
120269	0.75063	0.04652	0.11227	0.06289	0.14795	0.025
120276	0.44368	0.02184	1.5192	0.04016	0.16985	0.01212
120280	0.94765	0.02202	-0.55327	0.01658	0	0
120288	0.65238	0.01489	-3.0498	0.07584	0.09237	0.04052
120291	0.73227	0.03791	-1.34638	0.09021	0.10925	0.04077
123185	0.89879	0.01652	-0.84557	0.02486	0.13803	0.01253
124522	0.50115	0.01001	-3.00924	0.04566	0	0
124525	0.86411	0.01313	-1.74414	0.02266	0.02523	0.01051
124526	0.88049	0.04728	-0.57956	0.06474	0.15629	0.0299
124527	0.80657	0.02447	0.86452	0.02096	0.2928	0.00698
124560	0.65939	0.0126	-1.04216	0.0355	0.05923	0.01565
124592	0.86688	0.03171	-0.79797	0.04751	0.10781	0.02311
124616	0.92477	0.01926	-1.0428	0.03174	0.24281	0.01546
124727	0.63744	0.01454	-0.89299	0.04505	0.1271	0.01858
139424	0.71225	0.0135	-0.83206	0.03052	0.07299	0.01377
139428	1.1714	0.02154	0.59962	0.00994	0.12806	0.00431
139431	0.69488	0.01244	-0.82707	0.02801	0.04864	0.01238
139437	0.71228	0.01316	-1.16809	0.03365	0.06223	0.01578
139447	1.04836	0.01111	0.31353	0.00638	0	0
139455	0.76588	0.01676	0.11584	0.0221	0.15629	0.00903
139465	0.74161	0.04489	-0.45918	0.08505	0.16721	0.03547
139466	0.70597	0.01654	-0.33931	0.0334	0.19555	0.01312
139477	0.39631	0.00768	-2.36256	0.03867	0	0
139479	0.56158	0.00836	1.25388	0.01604	0	0
139493	1.21592	0.02109	0.64662	0.00883	0.09512	0.0037
139495	1.24545	0.03833	1.64742	0.01456	0.17807	0.00303
139517	0.77507	0.00893	0.15689	0.00792	0	0
139521	0.57209	0.01688	-1.23147	0.03413	0	0

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
139523	0.44794	0.00705	-1.03506	0.01798	0	0
144648	0.47126	0.00718	-1.00803	0.01697	0	0
145070	0.60572	0.01001	-2.36626	0.02861	0	0
145079	0.76554	0.03803	-0.18088	0.0614	0.2452	0.02376
145085	0.67739	0.00889	-1.27394	0.0144	0	0
145088	1.30857	0.03177	1.0602	0.01086	0.22507	0.00382
145268	0.82065	0.04581	-1.12665	0.09193	0.16354	0.04398
145281	0.51391	0.02494	-1.15043	0.11889	0.12	0.04217
145545	0.83377	0.01038	-1.30318	0.01248	0	0
145554	0.46648	0.01638	1.26695	0.02923	0.06457	0.00968
145563	0.38617	0.02275	-3.75429	0.23368	0.13626	0.06179
145804	0.809	0.01432	-1.71986	0.03402	0.05678	0.01823
145847	0.78515	0.01542	-0.40192	0.02468	0.128	0.01098
145854	1.09769	0.03883	0.20741	0.02314	0.10757	0.01084
145860	0.24562	0.01519	-1.21611	0.33582	0.17744	0.0601
198351	0.81309	0.04943	-2.41511	0.13137	0.15898	0.06556
198385	0.51796	0.02856	-0.01214	0.08388	0.11012	0.02822
198396	0.76777	0.04754	-0.09104	0.0711	0.16968	0.02913
202346	0.70299	0.02702	-1.86754	0.08179	0.09484	0.03773
202390	0.63613	0.03231	-1.90277	0.1476	0.21379	0.06244
227100	0.61795	0.02016	-2.08732	0.05053	0	0
227853	0.61283	0.06111	0.62003	0.10343	0.2873	0.03136
232445	0.60516	0.02005	-2.08726	0.05213	0	0
232636	0.43721	0.02137	0.91324	0.0506	0	0
255664	0.82535	0.04778	-1.55963	0.10915	0.17919	0.05458
255685	0.93067	0.0295	-1.19939	0.03913	0.05443	0.01906
255692	0.66193	0.0286	-0.94505	0.07832	0.12354	0.03256
255694	0.60527	0.02295	-0.99092	0.06583	0.06732	0.02559

Table I-4. 2010–11 NECAP: IRT Parameters for Polytomous Items – Mathematics Grade 4

IREF	Parameters and Measures of Standard Error															
	a	SE (a)	b	SE (b)	c	SE (c)	D0	SE (D0)	D1	SE (D1)	D2	SE (D2)	D3	SE (D3)	D4	SE (D4)
144645	1.05615	0.02029	0.59652	0.01312	0	0	0.17537	0.0133	-0.17537	0.01395	0	0				
270069	0.7451	0.01431	-0.21386	0.01625	0	0	0.26714	0.01765	-0.26714	0.01707	0	0				
145559	1.05485	0.0083	0.49358	0.00564	0	0	0.35859	0.00617	-0.35859	0.00665	0	0				

120301	0.91112	0.01485	-0.06887	0.013	0	0	0.43518	0.01531	-0.43518	0.0148	0	0
120286	0.68391	0.00614	-1.40338	0.01076	0	0	0.55164	0.01225	-0.55164	0.00937	0	0
139452	0.81691	0.00608	-0.18783	0.00665	0	0	0.56075	0.0081	-0.56075	0.00755	0	0
124661	0.77276	0.00578	0.24226	0.00692	0	0	0.57814	0.00799	-0.57814	0.00826	0	0
120290	0.755	0.01719	-0.83137	0.02344	0	0	0.69465	0.03083	-0.69465	0.02415	0	0
124723	0.77101	0.00576	-0.75647	0.0075	0	0	0.70735	0.00996	-0.70735	0.00787	0	0
120299	0.68526	0.01639	-1.16641	0.02771	0	0	0.75989	0.0368	-0.75989	0.02663	0	0
198431	0.64353	0.00996	0.43263	0.01739	0	0	0.78668	0.0197	-0.78668	0.02166	0	0
120083	0.72483	0.0165	-1.06599	0.02503	0	0	0.82303	0.03516	-0.82303	0.02513	0	0
198442	0.72969	0.0188	-1.76938	0.0311	0	0	0.87421	0.04656	-0.87421	0.02704	0	0
120203	0.69345	0.01023	-0.54872	0.01633	0	0	0.91938	0.02237	-0.91938	0.01821	0	0
139482	0.65126	0.01403	-0.78243	0.0254	0	0	0.95272	0.03561	-0.95272	0.02707	0	0
120075	0.81195	0.00545	-0.58761	0.00676	0	0	1.0548	0.01029	-1.0548	0.00767	0	0
139527	0.71333	0.005	-0.93286	0.00785	0	0	1.08884	0.01233	-1.08884	0.00839	0	0
139529	0.47051	0.0032	-0.52081	0.01084	0	0	1.31302	0.01445	-1.31302	0.01229	0	0
227082	0.90293	0.0139	-1.15826	0.01398	0	0	1.42086	0.03133	-1.42086	0.0149	0	0
120222	0.86745	0.00538	0.04483	0.00718	0	0	1.66803	0.00999	-1.66803	0.00976	0	0
120127	0.45693	0.00395	-2.60148	0.01494	0	0	1.67007	0.028	-1.67007	0.01296	0	0
124700	0.83107	0.016	-0.51733	0.02168	0	0	1.67061	0.03771	-1.67061	0.02537	0	0

Table I-5. 2010–11 NECAP: IRT Parameters for Dichotomous Items – Mathematics Grade 5

IREF	*Parameters and Measures of Standard Error*					
	a	*SE (a)*	*b*	*SE (b)*	*c*	*SE (c)*
120624	0.81565	0.02782	1.87451	0.02331	0.12808	0.00413
120626	1.17032	0.02339	0.50766	0.01313	0.23108	0.00556
120628	0.61709	0.01301	-1.82427	0.0706	0.09256	0.03333
120634	0.91577	0.01818	-0.18699	0.02351	0.2075	0.01022
120640	0.64458	0.02846	-2.00186	0.14197	0.1703	0.06477
120642	0.74761	0.01502	-1.48362	0.05155	0.10607	0.02662
120644	1.12017	0.04057	-0.59093	0.04172	0.1826	0.02205
120653	0.73609	0.03012	-0.76699	0.07565	0.13164	0.03307
120657	1.27101	0.06175	0.03393	0.03647	0.17376	0.01811
120667	0.68963	0.01746	0.61237	0.02109	0	0
120678	0.66981	0.0146	-0.03763	0.0305	0.09657	0.01197
120682	0.7449	0.04842	-0.08408	0.08929	0.19531	0.03427
120686	0.7876	0.01823	-0.13854	0.01791	0	0
120698	0.89448	0.02035	0.52908	0.01654	0	0
120700	1.28259	0.07913	0.23216	0.04554	0.33942	0.01903
120706	0.69867	0.01582	0.58146	0.02067	0.09091	0.00797
120713	1.17102	0.05315	1.12424	0.02295	0.13412	0.00745

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
120720	1.03188	0.05737	-0.06707	0.05519	0.22611	0.02451
120728	0.68463	0.01794	-0.15146	0.04184	0.24667	0.0146
120733	0.89334	0.04685	-1.96122	0.10274	0.1296	0.05336
120736	1.32793	0.0225	0.4181	0.01009	0.15893	0.00471
120748	0.97145	0.03771	1.33537	0.02155	0.43261	0.00526
120762	1.04797	0.05822	0.62402	0.03871	0.37338	0.01301
120764	1.01284	0.05707	-0.29444	0.06485	0.23365	0.02955
120769	0.57917	0.03004	0.36224	0.06557	0.09659	0.02299
120795	1.0502	0.02531	0.77829	0.01536	0.27662	0.00566
120799	0.5196	0.01007	-2.78978	0.04591	0	0
120803	1.24678	0.04278	-0.49783	0.03344	0.16816	0.01847
120804	0.80467	0.01444	-1.64152	0.04197	0.07175	0.02349
120805	0.80614	0.03965	-0.17599	0.06799	0.27334	0.02562
120808	0.5976	0.02256	0.49971	0.03199	0	0
120810	0.67013	0.02443	0.65625	0.03017	0	0
120822	0.70828	0.02525	-0.76786	0.03578	0	0
120830	0.5199	0.03352	0.5425	0.08567	0.13278	0.02744
120838	0.75367	0.02504	0.15345	0.02537	0	0
120850	0.87068	0.02746	-0.2641	0.02419	0	0
120855	0.88795	0.12723	1.56212	0.08553	0.51608	0.01557
124036	0.8601	0.03716	-0.63174	0.06889	0.22489	0.03038
124760	0.97608	0.03454	-0.60958	0.04544	0.12765	0.02294
124804	0.68997	0.00811	-0.57709	0.01086	0	0
124862	1.03413	0.02113	0.95821	0.01156	0.12133	0.00428
124866	0.59267	0.00808	-1.29979	0.01783	0	0
124881	1.02044	0.02056	0.43494	0.01524	0.20136	0.00638
139086	1.41829	0.02407	0.72415	0.00835	0.12153	0.00353
139129	0.89588	0.00933	-0.15651	0.00768	0	0
139136	1.03593	0.01035	0.01538	0.0067	0	0
139161	0.71675	0.01853	-0.74796	0.05473	0.29413	0.02011
139181	1.05466	0.01619	-0.41115	0.01602	0.08408	0.00824
139344	0.88223	0.01743	-0.08705	0.02264	0.17868	0.00975
139399	0.87156	0.01169	-1.71053	0.0169	0	0
139403	0.82709	0.02256	0.74839	0.02144	0.27036	0.00743
139414	0.93416	0.01685	0.19174	0.01603	0.12006	0.00707
144657	0.76802	0.01376	-0.57619	0.02812	0.07037	0.01283
144659	1.13045	0.02054	0.15782	0.01449	0.19892	0.00665

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
144684	0.78567	0.04271	-0.99332	0.10063	0.15639	0.04534
145096	1.34503	0.02365	0.80793	0.00874	0.11914	0.00353
145573	1.07349	0.02118	-1.18067	0.03229	0.22965	0.01812
145584	0.81809	0.01666	0.13415	0.02173	0.145	0.009
145585	1.15339	0.02021	0.62829	0.01037	0.11717	0.0044
145879	0.62915	0.00787	-0.81574	0.01311	0	0
145887	0.59749	0.0075	-0.47837	0.01175	0	0
145893	1.15917	0.01965	-0.7877	0.02043	0.16255	0.01159
145910	0.79112	0.01671	-0.33993	0.03117	0.18259	0.01302
145922	0.59594	0.00743	-0.27977	0.01097	0	0
150808	0.2231	0.00948	-2.6915	0.32973	0.13277	0.05876
198645	0.69609	0.03537	0.15828	0.06226	0.17539	0.02283
203258	0.66848	0.03287	-1.72079	0.1568	0.22949	0.06815
203301	0.8184	0.0725	1.27628	0.0555	0.21969	0.01718
203556	0.35545	0.01891	-0.77781	0.06412	0	0
203588	0.77365	0.06704	0.6245	0.0824	0.33371	0.02597
225021	0.82966	0.02128	1.12196	0.0228	0	0
225316	0.94811	0.06204	0.41544	0.05596	0.25215	0.02191
226748	1.13929	0.06627	0.44406	0.04105	0.2293	0.01736
226810	0.89409	0.0589	1.27763	0.03947	0.08401	0.01151
255145	0.60285	0.016	0.2793	0.02161	0	0
255761	0.49486	0.01582	-1.4839	0.04711	0	0
255763	1.13922	0.05062	0.65393	0.02701	0.22406	0.0108
269369	0.87248	0.01972	0.36726	0.0161	0	0
269393	1.2151	0.04015	0.03678	0.02496	0.12586	0.01242

Table I-6. 2010–11 NECAP: IRT Parameters for Polytomous Items – Mathematics Grade 5

IREF	Parameters and Measures of Standard Error															
	a	SE (a)	b	SE (b)	c	SE (c)	D0	SE (D0)	D1	SE (D1)	D2	SE (D2)	D3	SE (D3)	D4	SE (D4)
120631	0.84771	0.02237	0.15088	0.02155	0	0	0.19265	0.0231	-0.19265	0.02292	0	0				
120639	0.73606	0.01422	-0.351	0.01801	0	0	0.21239	0.0189	-0.21239	0.01818	0	0				
120726	0.95978	0.00805	0.4901	0.00655	0	0	0.22262	0.00692	-0.22262	0.00715	0	0				
269405	0.97723	0.0231	0.05511	0.01871	0	0	0.2785	0.021	-0.2785	0.02053	0	0				
255766	0.79931	0.01982	0.14145	0.02199	0	0	0.29336	0.02419	-0.29336	0.02406	0	0				
145571	0.82498	0.00652	0.1341	0.00703	0	0	0.34982	0.00789	-0.34982	0.00783	0	0				
228544	0.88448	0.02206	1.20412	0.02451	0	0	0.40767	0.02308	-0.40767	0.02809	0	0				

225389	0.93516	0.01538	0.8555	0.01453	0	0	0.41194	0.01501	-0.41194	0.01723	0	0				
145888	0.78699	0.00605	-0.19505	0.00739	0	0	0.43398	0.0086	-0.43398	0.00805	0	0				
198603	0.69885	0.01716	-0.60406	0.02695	0	0	0.44144	0.03048	-0.44144	0.02696	0	0				
203621	0.88609	0.0143	0.80239	0.01487	0	0	0.45909	0.01561	-0.45909	0.01787	0	0				
120704	0.79148	0.01259	-0.36443	0.01581	0	0	0.50228	0.01899	-0.50228	0.01695	0	0				
255255	0.8217	0.01199	0.60547	0.01482	0	0	0.68122	0.01659	-0.68122	0.0191	0	0				
120694	0.41454	0.00744	0.53392	0.02764	0	0	0.72078	0.02981	-0.72078	0.0314	0	0				
139283	0.67065	0.00477	-1.28665	0.00941	0	0	0.76672	0.01359	0.32747	0.01182	-0.08133	0.01065	-1.01286	0.0093	0	0
269314	0.96922	0.01746	0.44808	0.01686	0	0	0.83526	0.02145	0.48166	0.02053	-0.51018	0.02192	-0.80674	0.02365	0	0
120725	0.87335	0.00558	0.10688	0.00638	0	0	0.85321	0.0082	-0.85321	0.00798	0	0				
230748	1.01142	0.01905	1.1158	0.01769	0	0	0.86273	0.01984	0.37104	0.02034	-0.41584	0.02484	-0.81793	0.02959	0	0
139203	0.71658	0.0053	1.42292	0.00908	0	0	0.86547	0.00883	-0.86547	0.01329	0	0				
120793	1.18806	0.01446	0.84634	0.0101	0	0	0.92439	0.01261	0.27588	0.01248	-0.26766	0.01392	-0.93261	0.01845	0	0
139141	0.67962	0.00443	0.37338	0.00799	0	0	0.92972	0.00951	-0.92972	0.01019	0	0				
272113	0.74557	0.01388	0.1752	0.02219	0	0	1.06759	0.02857	-1.06759	0.02814	0	0				
139384	1.07544	0.00578	-0.23638	0.0049	0	0	1.09332	0.00852	0.33046	0.00674	-0.26147	0.00625	-1.16231	0.0068	0	0
124858	1.08824	0.00607	0.84003	0.00504	0	0	1.11809	0.00648	0.27131	0.00629	-0.41644	0.00729	-0.97296	0.0092	0	0
120731	0.85612	0.00987	0.15665	0.01277	0	0	1.16617	0.0186	0.56483	0.01641	-0.52988	0.01622	-1.20112	0.01868	0	0
145576	0.98783	0.00519	0.39667	0.00528	0	0	1.28922	0.00779	0.54899	0.00676	-0.62195	0.0073	-1.21628	0.00883	0	0
120834	0.95259	0.01049	0.40713	0.01149	0	0	1.32106	0.01675	0.34934	0.01447	-0.35323	0.01517	-1.31717	0.02028	0	0
120767	1.16567	0.01845	0.41373	0.01394	0	0	1.73216	0.0248	0.01813	0.01792	-0.65337	0.01982	-1.09692	0.02319	0	0

Table I-7. 2010–11 NECAP: IRT Parameters for Dichotomous Items – Mathematics Grade 6

IREF	*Parameters and Measures of Standard Error*					
	a	*SE (a)*	*b*	*SE (b)*	*c*	*SE (c)*
119175	0.72127	0.05048	0.14654	0.08008	0.20515	0.03045
119184	0.97589	0.05618	-0.6925	0.07212	0.21604	0.03632
119186	0.53121	0.02865	-1.56723	0.17008	0.1933	0.06449
119200	0.81311	0.01973	-0.53153	0.01902	0	0
119219	0.98828	0.05444	-0.03568	0.04944	0.17155	0.02335
119221	0.71979	0.0165	0.37749	0.02239	0.13636	0.00893
119222	1.3102	0.02154	0.72995	0.00793	0.08784	0.00337
119231	0.57828	0.01871	0.12725	0.04892	0.26379	0.01534
119232	0.40742	0.02293	-1.2857	0.18343	0.14018	0.05553
119238	0.82482	0.03003	0.23849	0.03039	0.06324	0.01288
119245	0.81802	0.01526	-1.01678	0.03074	0.08274	0.0163
119258	1.2236	0.04173	0.2605	0.02092	0.10906	0.01044
119262	0.4909	0.03779	0.75466	0.09359	0.18949	0.02833
119277	1.19629	0.03865	-0.52988	0.0203	0	0
119279	0.74295	0.01779	0.77287	0.01822	0.13654	0.00707

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
119288	0.29041	0.00612	-0.24098	0.01975	0	0
119295	0.77508	0.01199	-1.35067	0.02454	0.02988	0.01219
119306	0.91282	0.01058	-0.86167	0.00951	0	0
119311	0.50081	0.00707	0.03528	0.01136	0	0
119313	1.05944	0.06556	0.69311	0.03746	0.19324	0.01577
119316	0.8618	0.03167	-0.106	0.03655	0.08531	0.01703
119317	0.89667	0.02593	0.9831	0.01836	0.31501	0.00618
119319	0.71678	0.02612	-0.71214	0.03196	0	0
119328	0.73219	0.01947	1.08352	0.02178	0	0
119332	0.33811	0.0269	-0.9052	0.22523	0.12844	0.05544
119334	0.94079	0.02435	-1.34294	0.04941	0.36867	0.02337
119349	0.99477	0.05147	0.5583	0.03304	0.09206	0.01405
119351	0.85994	0.05662	-0.10064	0.07375	0.26009	0.03039
119356	1.06149	0.03617	1.0227	0.02209	0	0
119361	0.90453	0.01768	-0.26211	0.0216	0.17255	0.01015
119364	1.36035	0.05232	1.19575	0.01659	0.06857	0.0051
119368	0.72154	0.02538	-0.16378	0.02618	0	0
119375	0.69917	0.01894	0.4485	0.02773	0.23051	0.00993
119377	0.79065	0.03846	0.48033	0.04188	0.18934	0.01631
119379	0.89352	0.05756	1.50683	0.03407	0.21383	0.01013
119393	0.47818	0.03382	0.7057	0.08801	0.13644	0.02763
119396	0.81054	0.01937	0.08959	0.0162	0	0
122249	0.29154	0.01274	0.04079	0.0391	0	0
123513	0.61174	0.01709	0.91452	0.0235	0	0
125021	1.14441	0.0198	0.27251	0.01149	0.14139	0.00555
125022	1.05078	0.02051	0.48015	0.01305	0.1791	0.00578
139212	1.14426	0.01983	0.18329	0.01203	0.14889	0.00591
139217	0.58243	0.00755	0.20403	0.00987	0	0
139219	0.7445	0.01153	-0.90439	0.02228	0.02781	0.01034
139274	0.73533	0.01302	-0.70355	0.0266	0.04817	0.01256
139305	1.21813	0.02026	-0.71942	0.01573	0.11868	0.00946
139306	1.24651	0.02704	0.64183	0.01226	0.28171	0.00516
139310	0.87694	0.00967	0.42699	0.0072	0	0
139312	0.69544	0.00838	0.49911	0.00873	0	0
139335	1.14125	0.03373	0.98793	0.01602	0.41413	0.00509
139358	0.91604	0.01292	-1.13031	0.01691	0.02123	0.00833
145128	0.93682	0.01525	-0.21705	0.01538	0.0654	0.00754

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
145133	0.66285	0.00805	0.16843	0.00888	0	0
145326	1.23052	0.02739	0.87268	0.01141	0.24736	0.00458
145328	0.60391	0.02023	-0.3572	0.06402	0.36351	0.01888
145330	0.99029	0.01668	0.27465	0.01215	0.08534	0.0056
145346	0.91841	0.02043	-0.04647	0.02299	0.27841	0.00958
145347	0.61341	0.00794	-0.68012	0.012	0	0
145608	0.67381	0.00937	-1.48376	0.01674	0	0
145969	0.61746	0.01582	0.17908	0.03289	0.1351	0.0123
145978	0.64553	0.01981	0.95202	0.02498	0.19763	0.00866
145988	1.01529	0.02378	0.64409	0.01566	0.27762	0.00613
145995	1.02274	0.01076	0.21196	0.00637	0	0
146037	0.7941	0.01685	-1.18186	0.04132	0.14236	0.02152
198608	0.68744	0.02734	-0.81476	0.06717	0.09473	0.02975
198622	0.81403	0.02722	0.04239	0.02295	0	0
198709	0.7147	0.04616	-0.58008	0.10502	0.18901	0.044
198715	1.10349	0.03565	0.79141	0.01973	0	0
203460	0.82826	0.07088	1.45771	0.0478	0.17351	0.01459
203483	0.76018	0.02027	-1.13071	0.02644	0	0
225273	0.34677	0.05121	1.59314	0.17942	0.16643	0.04446
225313	1.15178	0.04086	0.11597	0.02475	0.13863	0.01214
225428	0.84072	0.03364	0.70109	0.02691	0.0705	0.0109
228068	0.76936	0.03458	-0.51608	0.06697	0.1722	0.02991
228071	0.83185	0.02083	-0.96255	0.02246	0	0
255369	1.52725	0.08248	0.74257	0.02399	0.15996	0.01081
255371	0.69448	0.01764	-0.02281	0.01859	0	0
270370	1.22523	0.05336	-0.14562	0.03002	0.07618	0.01548
270584	1.9307	0.11736	1.74189	0.01987	0.16182	0.00487

Table I-8. 2010–11 NECAP: IRT Parameters for Polytomous Items – Mathematics Grade 6

IREF	Parameters and Measures of Standard Error															
	a	SE (a)	b	SE (b)	c	SE (c)	D0	SE (D0)	D1	SE (D1)	D2	SE (D2)	D3	SE (D3)	D4	SE (D4)
144707	1.2928	0.01284	1.18451	0.00619	0	0	0.13646	0.00584	-0.13646	0.0063	0	0				
119370	0.9911	0.01949	0.46226	0.0131	0	0	0.13839	0.01369	-0.13839	0.01387	0	0				
225287	0.8596	0.01584	0.31906	0.01391	0	0	0.27134	0.01522	-0.27134	0.01529	0	0				
197550	0.96588	0.00882	-0.87075	0.00764	0	0	0.28191	0.0082	-0.28191	0.00713	0	0				

225370	1.0634	0.03245	1.7794	0.0264	0	0	0.33487	0.02207	-0.33487	0.02887	0	0				
119230	0.82541	0.0071	-0.533	0.00748	0	0	0.35677	0.0084	-0.35677	0.00751	0	0				
119229	0.94765	0.02278	-0.22775	0.01846	0	0	0.37655	0.02167	-0.37655	0.01993	0	0				
139377	0.75217	0.0062	0.23506	0.00714	0	0	0.41612	0.00806	-0.41612	0.00804	0	0				
203255	1.0511	0.02412	0.72424	0.01651	0	0	0.45242	0.01834	-0.45242	0.02038	0	0				
125111	1.16524	0.02412	0.36005	0.0141	0	0	0.48684	0.01737	0.24043	0.01693	-0.18503	0.01704	-0.54225	0.01802	0	0
198727	0.93684	0.02244	1.13023	0.01994	0	0	0.52168	0.02037	-0.52168	0.02524	0	0				
146011	0.60351	0.00512	0.74471	0.00894	0	0	0.53827	0.00949	-0.53827	0.01029	0	0				
139351	0.78027	0.01793	0.58735	0.02059	0	0	0.56225	0.02309	-0.56225	0.02485	0	0				
255575	0.98663	0.02227	1.08416	0.01826	0	0	0.65233	0.01942	-0.65233	0.02532	0	0				
119195	0.86319	0.00656	1.19827	0.00693	0	0	0.7179	0.00717	-0.7179	0.00965	0	0				
119281	0.81185	0.0122	-0.34585	0.01409	0	0	0.84086	0.0195	-0.84086	0.0159	0	0				
139356	1.08603	0.00668	0.64729	0.00477	0	0	0.8632	0.00616	0.23206	0.0059	-0.21907	0.00617	-0.8762	0.00738	0	0
255384	0.99756	0.01426	0.09613	0.01158	0	0	0.91713	0.0157	-0.91713	0.01469	0	0				
139322	1.03662	0.02129	1.53628	0.01722	0	0	1.20569	0.01859	1.00124	0.01869	-0.88301	0.03419	-1.32392	0.04498	0	0
119203	0.66516	0.00922	0.06386	0.01646	0	0	1.22202	0.02176	-1.22202	0.02049	0	0				
119341	0.57157	0.00813	0.79278	0.01903	0	0	1.24437	0.02176	-1.24437	0.02636	0	0				
123489	0.87451	0.00488	0.31275	0.00555	0	0	1.30571	0.00826	0.68368	0.00725	-0.5955	0.00728	-1.39389	0.00887	0	0
139387	1.02082	0.00569	0.38514	0.00481	0	0	1.4166	0.00765	0.39107	0.00624	-0.67683	0.00671	-1.13085	0.00763	0	0
123448	1.00871	0.01191	0.86792	0.01062	0	0	1.60223	0.01521	0.14606	0.01367	-0.37113	0.01501	-1.37716	0.02228	0	0
139320	0.70489	0.00425	1.90402	0.00741	0	0	1.92935	0.00839	0.55555	0.00922	-0.58905	0.01296	-1.89585	0.02376	0	0
203632	0.70721	0.00782	0.6156	0.01423	0	0	2.00745	0.02219	0.59593	0.01749	-0.64928	0.0191	-1.95411	0.02828	0	0
256902	0.90753	0.01505	1.17561	0.01706	0	0	2.04646	0.02356	1.23817	0.02067	-0.96716	0.03099	-2.31747	0.06532	0	0

Table I-9. 2010–11 NECAP: IRT Parameters for Dichotomous Items – Mathematics Grade 7

IREF	*Parameters and Measures of Standard Error*					
	a	*SE (a)*	*b*	*SE (b)*	*c*	*SE (c)*
120328	1.04193	0.04776	-0.06968	0.04098	0.10864	0.02003
120329	0.44927	0.02391	-0.32212	0.12308	0.10505	0.03773
120334	0.71541	0.03876	-0.303	0.07873	0.11691	0.03253
120345	0.54935	0.02093	0.87577	0.04402	0.2798	0.01252
120353	0.69079	0.02056	0.55743	0.03311	0.30824	0.01041
120357	0.34959	0.00644	-1.18217	0.0263	0	0
120361	0.9307	0.01658	-0.59377	0.02425	0.13858	0.01249
120362	0.38776	0.00633	-0.25295	0.01548	0	0
120363	1.21717	0.02526	0.71021	0.01256	0.26485	0.00508
120366	0.70319	0.02397	0.33666	0.0257	0	0
120380	0.79587	0.04253	0.9802	0.03889	0.19482	0.01386
120381	0.85128	0.0162	-0.7777	0.03143	0.14241	0.01581
120385	0.85388	0.03912	0.92227	0.0314	0.13604	0.01187

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
120387	0.66631	0.0078	-0.24221	0.00962	0	0
120406	0.89235	0.00923	0.22155	0.00709	0	0
120409	1.12512	0.03313	0.37819	0.01803	0	0
120411	1.12149	0.06135	-1.54181	0.08518	0.17502	0.05346
120419	0.78781	0.01593	0.08102	0.02356	0.14729	0.00993
120431	0.83239	0.01572	0.26462	0.01836	0.11665	0.00791
120434	0.97599	0.02944	0.14961	0.02005	0	0
120435	0.91445	0.02875	-0.28739	0.02289	0	0
120444	0.54848	0.04325	-0.11414	0.15029	0.19562	0.0487
120446	1.16848	0.01997	0.57881	0.01062	0.1372	0.00473
120450	0.4902	0.00742	-1.32381	0.02106	0	0
120455	0.87344	0.0526	0.38825	0.05521	0.18161	0.02275
120468	0.7331	0.00826	0.56954	0.00867	0	0
120479	0.83723	0.03725	-0.36232	0.06435	0.24102	0.02748
120482	0.76853	0.08265	1.61613	0.06751	0.29631	0.01737
120485	1.32593	0.02764	0.96892	0.01059	0.22712	0.00406
120486	0.74705	0.01824	0.93176	0.01887	0.15206	0.00695
120487	0.70949	0.01739	-0.439	0.02083	0	0
120494	0.75478	0.01982	1.15587	0.01819	0.16369	0.00633
120496	0.35699	0.01801	1.02858	0.08492	0.12559	0.02196
120501	0.97917	0.05228	-0.39167	0.06225	0.1897	0.03009
120509	0.79225	0.01549	-0.69327	0.03336	0.13356	0.01591
120511	0.80517	0.04192	-0.24723	0.07756	0.34813	0.02791
120517	0.65815	0.01678	0.77239	0.02155	0	0
120531	0.3262	0.0063	-1.1213	0.02716	0	0
122332	0.31976	0.01156	0.16819	0.09787	0.06172	0.0236
122346	0.933	0.03502	-0.07653	0.03929	0.15222	0.01821
125286	0.37692	0.01978	-1.1233	0.07226	0	0
125349	0.96608	0.05525	1.25059	0.03313	0.25609	0.01067
125397	0.76943	0.00872	-0.59109	0.00981	0	0
139925	1.02677	0.02008	0.46603	0.01492	0.20717	0.00636
139994	0.81414	0.03915	0.56146	0.0436	0.20692	0.01671
140025	0.39719	0.01473	1.69224	0.0543	0	0
140026	0.65683	0.01714	0.94679	0.02337	0	0
140233	0.97579	0.01692	-0.35216	0.01996	0.14366	0.01009
140259	0.60439	0.00989	-0.64757	0.0282	0.0285	0.01124
140279	0.67205	0.01704	1.21175	0.01812	0.08976	0.00633

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
140280	0.61114	0.00757	-0.4771	0.01128	0	0
144726	0.45522	0.0068	-0.75845	0.01665	0	0
145151	0.85521	0.05855	1.05442	0.04603	0.16666	0.01616
145376	0.83849	0.01616	0.70483	0.01449	0.09298	0.00585
146220	0.83228	0.08925	1.97625	0.06911	0.21184	0.01286
146230	1.16157	0.01175	0.79044	0.00651	0	0
146263	0.52843	0.05452	2.19267	0.07849	0.18333	0.01617
146266	0.84485	0.05568	0.48658	0.06066	0.2183	0.02351
154775	1.06426	0.0764	0.8438	0.0476	0.32424	0.01668
181194	1.20923	0.02443	0.93007	0.01101	0.19546	0.00428
181196	0.90179	0.02112	0.71159	0.01812	0.24896	0.00675
181199	0.45821	0.00781	-1.90368	0.03054	0	0
181200	0.94916	0.01855	0.24059	0.0179	0.20072	0.00775
181202	0.96965	0.01683	-1.37456	0.03027	0.07813	0.01881
181205	0.78824	0.0159	0.27988	0.02084	0.13242	0.00867
199804	0.63148	0.03193	-0.32917	0.09244	0.18088	0.03438
199900	1.45518	0.09883	1.75947	0.0286	0.2586	0.00634
199905	0.53438	0.04108	1.28005	0.06755	0.0682	0.02064
206092	1.39044	0.05237	0.53532	0.02113	0.20343	0.0098
206107	0.88898	0.05473	1.25858	0.03786	0.08847	0.01165
206112	0.77392	0.01829	0.75965	0.01874	0	0
206144	1.47917	0.06446	0.40253	0.02589	0.35213	0.01132
224764	0.84102	0.0307	-1.61657	0.07326	0.10681	0.04049
224796	1.25662	0.05159	0.80205	0.02273	0.20366	0.00922
234445	1.20995	0.05377	0.83066	0.02545	0.24667	0.00988
234458	0.67054	0.02441	-0.7971	0.03683	0	0
234459	0.37055	0.02085	1.91745	0.09131	0	0
256141	0.9582	0.05335	0.35792	0.0469	0.16631	0.02043
256152	0.92018	0.04586	1.50056	0.02864	0.10135	0.00788
269013	0.79337	0.05238	-0.04662	0.08452	0.25352	0.03248
269118	1.40722	0.10313	1.38165	0.03253	0.23786	0.01006

Table I-10. 2010–11 NECAP: IRT Parameters for Polytomous Items – Mathematics Grade 7

IREF	Parameters and Measures of Standard Error															
	a	SE (a)	b	SE (b)	c	SE (c)	D0	SE (D0)	D1	SE (D1)	D2	SE (D2)	D3	SE (D3)	D4	SE (D4)

224856	0.81765	0.01769	1.30674	0.02075	0	0	0.1468	0.0175	-0.1468	0.01872	0	0				
154762	1.02429	0.02645	0.48813	0.01833	0	0	0.15226	0.01911	-0.15226	0.01953	0	0				
150893	0.85046	0.01779	1.2496	0.01952	0	0	0.16743	0.01688	-0.16743	0.01824	0	0				
120523	1.10699	0.02838	1.01919	0.01915	0	0	0.20944	0.01879	-0.20944	0.02052	0	0				
225135	0.84612	0.01661	1.29947	0.01901	0	0	0.25939	0.01677	-0.25939	0.019	0	0				
120427	0.84313	0.00689	0.89841	0.00735	0	0	0.34295	0.00741	-0.34295	0.00821	0	0				
120492	0.95965	0.01575	0.77805	0.01348	0	0	0.35347	0.01413	-0.35347	0.01561	0	0				
125382	1.0557	0.00756	0.56599	0.00549	0	0	0.43235	0.00618	-0.43235	0.00669	0	0				
120417	1.15535	0.02416	0.58458	0.01521	0	0	0.47473	0.01745	-0.47473	0.01926	0	0				
255899	1.36804	0.02089	1.02602	0.01018	0	0	0.52313	0.01106	-0.52313	0.01442	0	0				
199932	0.88539	0.0196	1.14632	0.02113	0	0	0.60256	0.02146	-0.60256	0.0278	0	0				
139980	0.99627	0.00711	1.1855	0.0063	0	0	0.69237	0.00653	-0.69237	0.00916	0	0				
146128	1.12877	0.0173	1.28767	0.01244	0	0	0.72175	0.01279	-0.72175	0.01972	0	0				
120470	1.23296	0.00842	0.97128	0.00499	0	0	0.74435	0.00557	-0.74435	0.00778	0	0				
139987	0.98233	0.00592	0.6179	0.00535	0	0	0.79451	0.0066	0.18614	0.00643	-0.21882	0.00672	-0.76184	0.00767	0	0
140223	1.17011	0.00681	0.90979	0.00465	0	0	0.91808	0.00575	0.26411	0.00577	-0.34053	0.00657	-0.84166	0.008	0	0
140251	1.15553	0.0061	0.65218	0.00443	0	0	1.12503	0.00617	0.46089	0.00568	-0.26139	0.0061	-1.32454	0.00899	0	0
140241	0.88465	0.00585	1.23878	0.00662	0	0	1.17496	0.00712	-1.17496	0.01223	0	0				
269083	1.36738	0.02403	1.35125	0.0127	0	0	1.1871	0.01553	0.32174	0.01683	-0.54446	0.02351	-0.96437	0.03054	0	0
206198	1.14299	0.02014	1.53643	0.01514	0	0	1.3324	0.01753	0.32616	0.01987	-0.40045	0.02629	-1.25811	0.04458	0	0
120393	1.07533	0.01666	0.81486	0.01416	0	0	1.41789	0.02	0.3895	0.0181	-0.44739	0.021	-1.35999	0.03072	0	0
120504	0.95485	0.01213	1.75282	0.01273	0	0	1.51339	0.01406	0.94552	0.01462	-0.55408	0.02405	-1.90483	0.05621	0	0
144756	0.79394	0.00478	0.82853	0.0074	0	0	1.62105	0.00859	-1.62105	0.0128	0	0				
256095	0.62196	0.0119	1.48197	0.02687	0	0	1.66688	0.02875	-1.66688	0.05286	0	0				
140292	1.18212	0.00615	0.77631	0.00439	0	0	1.71038	0.00695	0.29803	0.0057	-0.84296	0.00751	-1.16545	0.00874	0	0
120355	1.18297	0.01279	0.76249	0.00934	0	0	1.80789	0.0154	0.26128	0.01203	-0.26384	0.01308	-1.80532	0.02691	0	0
234455	0.59088	0.01163	1.70025	0.02843	0	0	1.91365	0.02993	-1.91365	0.06461	0	0				
256118	0.88562	0.01031	1.68064	0.01262	0	0	2.13561	0.01568	1.27389	0.01491	-0.92508	0.0287	-2.48442	0.07593	0	0

Table I-11. 2010–11 NECAP: IRT Parameters for Dichotomous Items – Mathematics Grade 8

IREF	*Parameters and Measures of Standard Error*					
	a	*SE (a)*	*b*	*SE (b)*	*c*	*SE (c)*
120877	0.94129	0.04788	0.1257	0.06123	0.16313	0.02601
120882	1.34936	0.01827	-0.8423	0.01657	0.05683	0.01063
120886	1.36083	0.05361	-0.67012	0.0434	0.09787	0.0259
120887	1.36753	0.02147	0.1789	0.01311	0.21013	0.00644
120889	1.28743	0.01182	-0.39665	0.00688	0	0
120895	1.25514	0.07154	0.66009	0.04478	0.53169	0.01227
120896	0.87931	0.01753	0.26913	0.02444	0.19951	0.00967
120910	1.09997	0.02508	1.10698	0.01454	0.23713	0.00493
120912	1.46787	0.07577	0.23339	0.04124	0.3039	0.01923

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
120915	0.97932	0.04646	-1.11122	0.09646	0.1562	0.05221
120919	1.05569	0.05065	-0.07856	0.05797	0.17267	0.02697
120921	0.97726	0.05078	-0.75414	0.09709	0.20934	0.0479
120923	1.01029	0.01574	-0.301	0.02167	0.11271	0.01084
120929	1.05817	0.02056	0.78568	0.01463	0.1906	0.0057
120931	0.8835	0.01794	0.32026	0.01646	0	0
120932	0.53142	0.02043	-0.61365	0.04666	0	0
120933	0.94252	0.00937	-0.54372	0.00936	0	0
120946	0.68858	0.01516	-0.00804	0.04006	0.13731	0.01504
120960	1.64819	0.02686	0.2049	0.01156	0.27709	0.00581
120961	0.96242	0.02031	0.43312	0.02216	0.27274	0.0083
120974	1.21787	0.05658	0.37008	0.03812	0.16155	0.01719
120976	1.10968	0.05892	0.3689	0.04948	0.22838	0.02061
120987	0.78611	0.01392	-0.87535	0.043	0.08699	0.02093
120989	0.69663	0.01683	-0.02339	0.04565	0.21487	0.01599
120998	1.19989	0.06055	0.817	0.03365	0.14502	0.01326
121004	0.41089	0.02478	0.31994	0.14218	0.10022	0.03684
121008	0.90489	0.01972	0.58948	0.02169	0.23866	0.00801
121025	1.29187	0.06246	-0.04291	0.04856	0.24472	0.02353
121027	0.90535	0.01845	-0.0958	0.01705	0	0
121038	0.86743	0.02408	1.54661	0.01849	0.16228	0.00497
121039	1.10593	0.01069	0.95708	0.00789	0	0
121044	1.07774	0.03354	1.6874	0.01882	0.24326	0.00404
121048	0.97192	0.02111	1.09206	0.0199	0	0
121073	1.02508	0.06553	1.66208	0.03987	0.22809	0.00912
121078	0.60925	0.01501	-0.37026	0.06322	0.14511	0.02255
121081	1.45542	0.05502	0.61125	0.02435	0.26428	0.01015
121083	1.23348	0.03276	0.33983	0.0182	0	0
121087	1.05351	0.03876	0.85325	0.02545	0.11161	0.00965
121089	1.22604	0.04242	1.02237	0.02047	0.0865	0.00717
121091	1.04824	0.03817	0.02393	0.04344	0.19581	0.01993
122522	0.71793	0.02845	-0.03698	0.06709	0.10434	0.0266
122667	1.13798	0.04515	0.86551	0.02706	0.17379	0.01071
122688	0.82541	0.01475	0.57569	0.01743	0.07186	0.00702
123801	0.94185	0.02135	0.77023	0.01957	0.25393	0.00701
125503	0.6112	0.01479	-0.12724	0.05342	0.1271	0.0189
125580	0.52975	0.01157	-0.12141	0.05063	0.05246	0.01708

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
139760	0.77829	0.04087	1.50312	0.03781	0.09158	0.01052
139766	0.73843	0.01431	0.00012	0.03158	0.09971	0.01276
139771	0.92827	0.02035	-0.65099	0.02188	0	0
139782	0.7147	0.07848	1.75295	0.08365	0.25432	0.01921
139837	0.58035	0.02468	-0.30194	0.09883	0.1005	0.03446
139845	0.35833	0.00627	-0.92273	0.0269	0	0
139847	1.04134	0.01911	0.34779	0.01826	0.21479	0.00764
139853	1.21601	0.01833	0.09716	0.01422	0.15037	0.00702
139863	1.08593	0.01036	-0.488	0.00815	0	0
139875	1.17156	0.02234	0.96515	0.0121	0.17232	0.00454
139880	1.67009	0.12378	1.60554	0.0342	0.16916	0.00778
144760	0.83858	0.01524	-0.2214	0.03015	0.13188	0.01323
145176	1.38224	0.02071	0.41843	0.01064	0.15323	0.00504
145640	1.17231	0.05873	1.54068	0.02963	0.13976	0.00683
146286	1.68033	0.02811	1.04453	0.00805	0.13382	0.00294
146287	1.73277	0.06375	1.0852	0.01717	0.14942	0.00623
146291	1.29479	0.01897	0.31242	0.01148	0.13335	0.00552
146325	0.83775	0.01605	-0.58356	0.03993	0.16694	0.01812
146358	1.00073	0.06115	1.04784	0.04214	0.15258	0.01514
146362	1.1832	0.02523	0.34936	0.02018	0.39068	0.00732
146422	0.81814	0.00901	1.19016	0.01156	0	0
146455	1.05709	0.09762	1.4428	0.05555	0.32575	0.01446
152804	1.34575	0.02193	0.60048	0.011	0.17854	0.00485
194560	1.04467	0.01693	-0.29814	0.02238	0.15421	0.01112
199731	0.96451	0.0492	0.65656	0.04292	0.11076	0.01737
199756	0.68508	0.03488	0.0734	0.09199	0.21772	0.03132
199768	0.87173	0.02525	0.4661	0.02395	0	0
206256	1.28122	0.06571	0.73428	0.03434	0.18716	0.01401
206323	1.02106	0.02836	0.25479	0.02083	0	0
224873	1.74121	0.0679	1.10775	0.01803	0.17277	0.00629
224878	1.0096	0.04895	1.07783	0.03337	0.21888	0.01169
224936	1.04266	0.02945	0.77228	0.02275	0	0
225437	0.99099	0.02972	1.05827	0.02715	0	0
233602	0.95668	0.04074	0.41029	0.04388	0.24535	0.01667
233737	1.38252	0.11969	1.80412	0.04829	0.18594	0.00845
242392	1.24261	0.02363	0.55315	0.01308	0	0
242467	0.69018	0.01667	1.0047	0.02575	0	0

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
256121	1.32085	0.07724	1.09976	0.03353	0.19655	0.0116
256511	0.52649	0.02709	-0.78752	0.17743	0.17105	0.05751

Table I-12. 2010–11 NECAP: IRT Parameters for Polytomous Items – Mathematics Grade 8

IREF	Parameters and Measures of Standard Error															
	a	SE (a)	b	SE (b)	c	SE (c)	D0	SE (D0)	D1	SE (D1)	D2	SE (D2)	D3	SE (D3)	D4	SE (D4)
256320	1.47253	0.04381	1.53755	0.02495	0	0	0.09321	0.02067	-0.09321	0.02261	0	0				
139777	1.26069	0.02203	0.87775	0.01338	0	0	0.10233	0.01299	-0.10233	0.01355	0	0				
139869	1.07282	0.01821	0.49975	0.01362	0	0	0.11645	0.01409	-0.11645	0.01431	0	0				
120958	0.988	0.0085	1.26141	0.00887	0	0	0.18803	0.00772	-0.18803	0.00858	0	0				
120936	1.17299	0.02488	-0.01988	0.01723	0	0	0.22289	0.01928	-0.22289	0.01857	0	0				
120985	1.14218	0.02414	0.5997	0.01766	0	0	0.24983	0.01894	-0.24983	0.01996	0	0				
269098	1.17173	0.02355	0.77974	0.01736	0	0	0.35653	0.01866	-0.35653	0.02096	0	0				
224947	1.03326	0.01439	0.56424	0.01282	0	0	0.40538	0.01437	-0.40538	0.01536	0	0				
139885	0.80764	0.01091	0.02501	0.01537	0	0	0.5619	0.01853	-0.5619	0.01763	0	0				
120890	0.74925	0.0106	-0.36387	0.01752	0	0	0.58164	0.02155	-0.58164	0.01853	0	0				
269172	0.95337	0.03636	2.913	0.06762	0	0	0.5838	0.03886	-0.5838	0.08281	0	0				
125563	1.08268	0.00643	0.15934	0.00557	0	0	0.60047	0.00706	-0.60047	0.0068	0	0				
139813	0.63952	0.0046	1.3112	0.01061	0	0	0.63957	0.01014	-0.63957	0.0128	0	0				
145660	0.82496	0.00505	0.57515	0.00714	0	0	0.67453	0.0082	-0.67453	0.00906	0	0				
206324	0.6332	0.00874	-0.07904	0.01913	0	0	0.68427	0.02305	-0.68427	0.02154	0	0				
120876	1.15241	0.02009	-0.09722	0.01621	0	0	0.73661	0.02294	-0.73661	0.01931	0	0				
146483	1.06811	0.00606	0.18985	0.00564	0	0	0.80303	0.00744	-0.80303	0.00719	0	0				
121085	1.05281	0.01232	0.96205	0.01217	0	0	0.81453	0.01415	0.29008	0.01429	-0.3823	0.01661	-0.72232	0.01899	0	0
121002	1.338	0.02059	0.71747	0.01314	0	0	0.89855	0.01742	0.19043	0.01675	-0.38921	0.01883	-0.69977	0.02125	0	0
145661	0.65643	0.0042	1.2885	0.00963	0	0	0.90461	0.00978	-0.90461	0.01363	0	0				
139795	1.34508	0.00634	0.51193	0.00419	0	0	1.04913	0.00625	0.48291	0.00557	-0.42759	0.00597	-1.10446	0.00775	0	0
256329	1.16704	0.01181	0.67025	0.01018	0	0	1.18808	0.0143	0.35881	0.01293	-0.55507	0.01516	-0.9918	0.01817	0	0
120942	1.23987	0.00578	0.82965	0.00457	0	0	1.30893	0.00649	0.52258	0.00585	-0.5554	0.00725	-1.27611	0.01057	0	0
144778	1.18566	0.00562	1.1366	0.00485	0	0	1.43926	0.00644	0.54356	0.00614	-0.45026	0.00809	-1.53256	0.01583	0	0
139827	1.04638	0.00503	1.1072	0.00544	0	0	1.4636	0.00709	0.36452	0.00686	-0.68526	0.00942	-1.14284	0.01201	0	0
121071	1.15358	0.01825	1.64912	0.0164	0	0	1.52104	0.01888	0.22681	0.02305	-0.66937	0.03671	-1.07848	0.04928	0	0
206331	1.04915	0.00975	0.12328	0.01118	0	0	1.55783	0.02171	0.76415	0.01594	-0.37714	0.01414	-1.94485	0.02298	0	0
121099	1.17188	0.01818	1.63754	0.01711	0	0	2.3641	0.02195	-0.08384	0.02618	-1.0455	0.04688	-1.23476	0.05424	0	0

Table I-13. 2010–11 NECAP: IRT Parameters for Dichotomous Items – Mathematics Grade 11

IREF	*Parameters and Measures of Standard Error*					
	a	*SE (a)*	*b*	*SE (b)*	*c*	*SE (c)*
119419	0.82429	0.02478	-0.67517	0.05631	0.39261	0.02006
119420	0.65376	0.01789	-0.18301	0.04566	0.14373	0.01739
119430	0.96328	0.07695	1.44725	0.045	0.11803	0.01205
119437	1.08288	0.06212	0.75493	0.03795	0.33914	0.01337
119442	0.91937	0.07461	1.34582	0.04787	0.14707	0.01415
119450	1.85144	0.09913	0.759	0.0219	0.13072	0.00972
119451	1.5191	0.03968	1.33799	0.01105	0.16258	0.00336
119452	0.81881	0.05215	0.02866	0.07435	0.16489	0.03044
119457	0.92902	0.01119	0.52202	0.00851	0	0
119464	1.14544	0.02644	0.6033	0.01479	0	0
119476	1.59595	0.0949	0.96445	0.02551	0.14407	0.00999
119484	1.63785	0.08693	0.32565	0.02777	0.18064	0.01422
119488	0.74103	0.05584	-0.05532	0.10681	0.24186	0.03893
119492	0.62067	0.00985	-1.42338	0.02158	0	0
119494	1.06603	0.03002	1.42441	0.02388	0	0
119516	1.57687	0.13601	1.5655	0.03414	0.41323	0.00771
119520	1.01389	0.03307	-0.01975	0.02223	0	0
119534	0.60853	0.01386	-1.88532	0.07345	0.08443	0.03462
119542	1.09306	0.03603	0.61798	0.02177	0	0
119553	1.00362	0.03435	0.701	0.02411	0	0
119562	0.99236	0.03586	1.04774	0.02808	0	0
119569	0.49615	0.03207	1.81891	0.04664	0.25348	0.01258
119573	0.76136	0.03716	-0.63059	0.08857	0.19996	0.03729
119576	0.79281	0.02588	0.78762	0.02684	0.2782	0.00906
119603	0.93783	0.03592	1.23548	0.03334	0	0
119605	1.22564	0.02715	0.02319	0.01368	0	0
119606	1.11034	0.01295	0.60893	0.0076	0	0
119616	0.48364	0.0079	0.30195	0.01412	0	0
119630	0.97701	0.05023	0.33474	0.04574	0.29272	0.01754
125740	1.17618	0.04876	1.58299	0.03517	0	0
125772	0.81512	0.01103	1.05143	0.01171	0	0
130081	1.32999	0.07007	0.49176	0.03412	0.39176	0.01293
130121	1.28754	0.01697	1.25155	0.00917	0	0
139984	0.91738	0.07222	1.36854	0.04568	0.11907	0.013
140029	1.04567	0.02243	0.25368	0.01775	0.1839	0.00789
140031	0.72948	0.0097	0.63794	0.01068	0	0

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
140042	1.47603	0.02837	0.52426	0.01022	0.15992	0.00479
140044	1.46021	0.03662	1.13597	0.01116	0.19859	0.00395
140051	1.33905	0.04209	1.08279	0.01543	0.36754	0.00497
140079	0.99721	0.02469	0.29602	0.02189	0.26951	0.00877
140135	1.28511	0.01849	1.50436	0.01102	0	0
140155	0.57368	0.00923	-1.31105	0.02159	0	0
140156	1.21884	0.04121	1.3403	0.01629	0.30654	0.00473
140181	1.42472	0.02895	0.33878	0.01242	0.22178	0.00595
140196	0.79193	0.07268	0.7604	0.07857	0.30939	0.02536
140203	1.08103	0.01277	0.67042	0.00789	0	0
141248	1.10162	0.02477	0.45618	0.01619	0.21143	0.00692
141256	1.29972	0.04811	0.38675	0.02289	0.13351	0.01085
144800	1.25453	0.02445	0.65862	0.01092	0.11909	0.00469
144804	1.39875	0.0281	-0.32582	0.01708	0.2479	0.00928
145233	0.99542	0.01692	0.15901	0.01358	0.0442	0.00604
145238	0.75363	0.02669	0.98476	0.02694	0.26725	0.00884
145444	1.3497	0.02752	0.81991	0.01029	0.13236	0.00421
145456	1.05781	0.03335	1.39325	0.01642	0.20787	0.0048
145465	0.74145	0.01025	0.98092	0.01222	0	0
145484	1.35073	0.0212	1.70143	0.01253	0	0
145492	0.9429	0.01104	0.02701	0.00824	0	0
181297	0.95211	0.03494	1.6325	0.02045	0.20181	0.00491
181299	0.88801	0.03016	0.78438	0.02617	0.36904	0.0082
181301	0.65113	0.02659	1.78295	0.02767	0.11771	0.00676
259790	0.8978	0.06572	1.50223	0.04541	0.0637	0.01026
259814	1.12907	0.0385	0.87476	0.02352	0	0
259828	1.28632	0.05207	0.52789	0.02433	0.1738	0.01096
259873	1.14467	0.10714	1.39201	0.04663	0.26441	0.01325
259914	0.93857	0.06089	1.31229	0.03752	0.23263	0.0114
259927	1.12867	0.08849	1.17467	0.04084	0.2107	0.01385
259947	1.01034	0.07903	1.01557	0.04595	0.22317	0.01634
259989	0.90128	0.02244	0.74837	0.01859	0	0
270801	1.22267	0.04508	1.20744	0.02623	0	0
270853	0.88133	0.06736	1.05326	0.04822	0.15523	0.01711
270856	0.67264	0.07123	1.6379	0.0728	0.1497	0.01908
270868	0.87917	0.05843	0.76696	0.04694	0.12835	0.01789

Table I-14. 2010–11 NECAP: IRT Parameters for Polytomous Items – Mathematics Grade 11

IREF	*Parameters and Measures of Standard Error*															
	a	*SE (a)*	*b*	*SE (b)*	*c*	*SE (c)*	*D0*	*SE (D0)*	*D1*	*SE (D1)*	*D2*	*SE (D2)*	*D3*	*SE (D3)*	*D4*	*SE (D4)*
119543	1.01062	0.01138	0.72601	0.00816	0	0	0.05981	0.00789	-0.05981	0.00802	0	0				
140035	1.25112	0.01397	0.96635	0.0075	0	0	0.07278	0.00705	-0.07278	0.00729	0	0				
146944	1.46588	0.01684	1.31769	0.00765	0	0	0.1304	0.00689	-0.1304	0.00763	0	0				
260001	1.19516	0.03346	1.35261	0.02275	0	0	0.34168	0.02111	-0.34168	0.02685	0	0				
259921	0.81309	0.02489	1.58609	0.03445	0	0	0.36275	0.02844	-0.36275	0.03533	0	0				
145498	1.32232	0.01078	0.06326	0.00542	0	0	0.36375	0.00659	-0.36375	0.00632	0	0				
260675	0.59161	0.02214	2.36292	0.06447	0	0	0.43006	0.0416	-0.43006	0.05411	0	0				
119481	1.03146	0.01074	1.73436	0.01035	0	0	0.47045	0.00873	-0.47045	0.01294	0	0				
259958	1.64714	0.03848	1.24767	0.01466	0	0	0.52984	0.01598	0.37747	0.01634	-0.30207	0.02087	-0.60523	0.02515	0	0
119620	0.89155	0.02284	1.3098	0.02579	0	0	0.53686	0.02459	-0.53686	0.0326	0	0				
119546	1.13366	0.02301	0.46935	0.01621	0	0	0.59979	0.02013	0.35252	0.01962	-0.29811	0.02027	-0.65419	0.02201	0	0
141291	1.50591	0.01134	0.90865	0.00489	0	0	0.65876	0.00577	0.48304	0.00577	-0.51368	0.00738	-0.62814	0.00781	0	0
119472	0.83555	0.01321	0.74429	0.01589	0	0	0.69674	0.01767	-0.69674	0.02081	0	0				
119502	1.04599	0.01644	0.93372	0.01362	0	0	0.71351	0.01491	-0.71351	0.01982	0	0				
141322	1.42291	0.00922	0.3743	0.00463	0	0	0.9592	0.00672	0.8723	0.00657	-0.53982	0.00642	-1.2917	0.00856	0	0
145227	0.90679	0.00784	1.68394	0.00891	0	0	0.98553	0.00856	-0.98553	0.01718	0	0				
141365	1.19047	0.00756	0.65328	0.00524	0	0	1.02476	0.00712	0.19181	0.00668	-0.28074	0.00715	-0.93582	0.00896	0	0
119621	1.29242	0.0167	1.0724	0.01023	0	0	1.09917	0.01288	0.4187	0.0129	-0.32716	0.01579	-1.19071	0.02553	0	0
141307	1.00903	0.00766	1.81369	0.00762	0	0	1.19869	0.00778	0.23609	0.00967	-0.41048	0.01306	-1.02429	0.01912	0	0
119589	1.21928	0.02613	1.80219	0.0181	0	0	1.24544	0.01907	0.10165	0.02608	-0.43866	0.03566	-0.90842	0.0506	0	0
119460	1.43046	0.02741	1.47821	0.01398	0	0	1.33702	0.01699	0.40467	0.0188	-0.52003	0.02921	-1.22165	0.05129	0	0

Table I-15. 2010–11 NECAP: IRT Parameters for Dichotomous Items – Reading Grade 3

IREF	*Parameters and Measures of Standard Error*					
	a	*SE (a)*	*b*	*SE (b)*	*c*	*SE (c)*
117641	1.34048	0.0213	-0.12543	0.01323	0.18868	0.00676
117642	1.40062	0.02331	-0.27476	0.01478	0.24492	0.00761
117643	1.13076	0.02296	-1.46643	0.04066	0.26791	0.02226
117644	0.67354	0.01564	-0.49366	0.0467	0.16309	0.01727
117661	0.65721	0.00917	-1.84894	0.02444	0	0
117665	0.78722	0.0173	-0.1036	0.03069	0.20164	0.01169
117666	0.72	0.0178	0.16661	0.03212	0.20381	0.01138
117667	0.48302	0.01805	0.16364	0.07522	0.19864	0.0205
117668	0.69716	0.01272	-1.38218	0.04937	0.06978	0.02228
117732	0.66217	0.00784	-0.6589	0.01234	0	0
117735	1.15114	0.01962	-1.57432	0.0315	0.10568	0.01982

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
117757	0.83937	0.01601	-1.03582	0.04028	0.14735	0.01876
117760	1.56509	0.02846	-1.60986	0.02383	0.13559	0.01733
117762	1.27095	0.02042	-1.20028	0.02291	0.12836	0.0139
117763	0.72396	0.01476	-0.12482	0.02937	0.10389	0.01156
117787	0.57985	0.03857	-0.56058	0.14456	0.16058	0.04713
117789	1.24158	0.06176	-0.43832	0.05243	0.23787	0.02575
117790	0.44098	0.03375	-1.16201	0.26689	0.19491	0.07067
117793	0.81438	0.05396	-0.37058	0.1044	0.29523	0.03716
117794	0.50075	0.03412	-0.58639	0.16351	0.13717	0.04858
117796	1.34565	0.07377	0.58518	0.03131	0.18376	0.01329
117797	1.31305	0.07453	0.40926	0.03684	0.24448	0.01592
117798	0.97968	0.05194	-0.76384	0.0815	0.22298	0.03668
117808	0.89313	0.04523	-0.7794	0.08173	0.16157	0.0362
147671	1.39009	0.02162	-0.91674	0.01794	0.15391	0.01069
147673	1.02345	0.01757	-1.07212	0.02982	0.14589	0.01572
147674	0.64183	0.0082	-1.28827	0.01788	0	0
147679	1.47569	0.02136	-0.45666	0.01254	0.14293	0.00715
147682	0.82816	0.01798	-1.11213	0.05079	0.24278	0.02178
147719	1.21524	0.01926	-0.55792	0.01794	0.16809	0.00941
147733	1.41951	0.02286	-0.74312	0.01732	0.20617	0.00991
147739	1.1762	0.01903	-1.49041	0.02745	0.08665	0.01709
147819	1.05382	0.04447	-0.89486	0.05761	0.09481	0.02794
147835	0.7038	0.03258	-0.60173	0.07463	0.07392	0.02784
147847	0.86222	0.04816	-0.36045	0.07986	0.18918	0.03247
147849	0.74464	0.05828	0.96589	0.05987	0.15909	0.02014
147851	1.79688	0.0834	-1.09571	0.0413	0.14158	0.0267
147856	0.45651	0.03717	-0.38326	0.20925	0.1683	0.05596
147865	1.03497	0.052	-0.20434	0.05476	0.17323	0.02449
147870	1.28395	0.05842	-0.58481	0.04868	0.17068	0.02536
148024	0.48205	0.00754	-1.72131	0.02895	0	0
148039	1.43892	0.02283	-1.00923	0.01842	0.1604	0.01131
148041	1.38003	0.01976	-0.25227	0.01181	0.12404	0.00634
148054	0.54975	0.0114	-1.7266	0.07764	0.07799	0.03043
148178	0.92444	0.0459	-0.93918	0.08546	0.15811	0.03932
148198	0.60547	0.00827	-1.56651	0.02204	0	0
148219	0.91296	0.04018	-1.23349	0.07489	0.09777	0.03437
148224	0.86508	0.04069	-1.48964	0.0982	0.12414	0.0459

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
202178	1.37782	0.0652	-0.64395	0.04975	0.21144	0.02659
202179	0.72622	0.03827	-1.55129	0.13769	0.15768	0.05783
202180	0.97484	0.05429	-0.54822	0.08074	0.24818	0.0343
202183	0.72862	0.04149	-1.24238	0.14161	0.18853	0.057
270034	0.53181	0.04521	0.18931	0.14092	0.17924	0.0415
270042	1.06879	0.05431	0.25128	0.0401	0.14019	0.01753
270043	0.70531	0.03389	-1.37751	0.10618	0.10591	0.04196
270062	0.99272	0.05227	-0.53757	0.07149	0.216	0.03179

Table I-16. 2010–11 NECAP: IRT Parameters for Polytomous Items – Reading Grade 3

IREF	Parameters and Measures of Standard Error															
	a	SE (a)	b	SE (b)	c	SE (c)	D0	SE (D0)	D1	SE (D1)	D2	SE (D2)	D3	SE (D3)	D4	SE (D4)
117650	0.80438	0.00391	-0.64092	0.00679	0	0	1.83893	0.01632	0.3593	0.00945	-0.58727	0.00823	-1.61095	0.00906	0	0
117801	0.70351	0.00985	-1.22148	0.02453	0	0	1.86587	0.06359	1.11711	0.04617	-0.23389	0.03083	-2.74908	0.0346	0	0
147742	1.13086	0.00524	0.44884	0.00512	0	0	1.93478	0.00945	0.82705	0.00662	-0.79898	0.0079	-1.96284	0.01537	0	0
117669	0.96348	0.00447	0.81249	0.00585	0	0	2.08742	0.00936	0.64724	0.00714	-0.77925	0.00987	-1.95543	0.01919	0	0
230973	0.81641	0.01099	0.32681	0.02009	0	0	2.09721	0.03623	0.72506	0.02527	-0.74378	0.02727	-2.07849	0.04566	0	0
147875	0.67092	0.01123	-2.08808	0.02674	0	0	2.27771	0.11983	0.87671	0.0611	-0.87789	0.03376	-2.27653	0.02899	0	0
147889	0.95558	0.01372	1.2524	0.01809	0	0	2.42987	0.02747	0.99205	0.02169	-0.84537	0.03792	-2.57655	0.1235	0	0
117802	0.49323	0.00812	-3.26275	0.03532	0	0	2.61986	0.17879	1.96326	0.13784	-0.79105	0.05419	-3.79206	0.03849	0	0
147744	0.57408	0.00303	-1.62627	0.00994	0	0	3.04074	0.04163	1.37233	0.02086	-1.85831	0.01106	-2.55476	0.0117	0	0
117766	0.73662	0.00337	0.85366	0.00777	0	0	3.27052	0.01614	0.74084	0.00892	-1.16892	0.01322	-2.84244	0.0304	0	0
148057	0.56845	0.00254	1.07743	0.00975	0	0	3.36481	0.01647	1.25468	0.01118	-1.27121	0.01631	-3.34829	0.03717	0	0
270066	0.66969	0.00923	1.3773	0.02532	0	0	3.44732	0.0429	1.15876	0.02894	-1.19157	0.05142	-3.41452	0.15773	0	0

Table I-17. 2010–11 NECAP: IRT Parameters for Dichotomous Items – Reading Grade 4

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
117924	0.45168	0.03134	-0.66286	0.17142	0.13362	0.05049
117925	1.31777	0.066	-1.13271	0.05557	0.15288	0.03321
117926	1.00038	0.05158	-0.47593	0.06111	0.17872	0.02927
117927	0.82939	0.04735	-0.05318	0.06667	0.17206	0.02765
117942	0.87524	0.01848	0.24736	0.02177	0.21846	0.00895
117943	0.80085	0.0155	-0.45537	0.02958	0.13767	0.01344
117944	0.74943	0.01545	-0.72068	0.03862	0.14722	0.01733

IREF	Parameters and Measures of Standard Error					
	a	*SE (a)*	*b*	*SE (b)*	*c*	*SE (c)*
117945	0.71005	0.01387	-0.26346	0.02956	0.08948	0.01256
117956	1.29983	0.02615	-1.147	0.02601	0.25352	0.01592
117958	1.10639	0.02134	-0.7544	0.02544	0.24751	0.01343
117959	0.68025	0.01304	-0.14057	0.02757	0.06404	0.01138
117960	0.56002	0.01595	0.1129	0.04914	0.17838	0.01619
117961	0.92405	0.01679	-0.31392	0.02251	0.15341	0.01079
117964	0.9719	0.0235	-0.12778	0.02927	0.40899	0.0107
117965	0.77084	0.01678	-0.40497	0.03535	0.20866	0.0147
117968	1.31257	0.02234	-0.2992	0.01495	0.20437	0.00834
117976	0.82974	0.01561	-0.93897	0.03406	0.1173	0.01712
118000	0.95581	0.02185	-1.28902	0.04571	0.2983	0.02281
118002	1.04949	0.01927	-1.5173	0.03169	0.09806	0.02001
147869	0.98117	0.02156	0.61084	0.01718	0.25332	0.00684
147877	0.51469	0.00731	-0.78334	0.01634	0	0
147878	0.91439	0.01711	-1.06113	0.03266	0.13643	0.01755
147883	0.84799	0.01712	-0.11636	0.02549	0.1924	0.01102
147888	1.46342	0.02612	-0.60064	0.01607	0.23738	0.00973
147891	1.02329	0.01782	-0.42364	0.02044	0.15673	0.0105
147899	1.06589	0.02167	-0.77443	0.02865	0.28331	0.01433
147902	0.85431	0.01237	-1.82277	0.01988	0	0
147965	0.81276	0.01612	-1.21117	0.04184	0.12961	0.02154
147973	0.57032	0.01564	-0.41633	0.06072	0.18964	0.02088
147976	0.40311	0.01389	-0.43547	0.1045	0.11707	0.02948
147980	0.88512	0.01785	0.09034	0.02206	0.20097	0.00946
148096	1.06142	0.0581	-1.45226	0.08838	0.16839	0.04999
148097	0.47163	0.03164	-1.00838	0.18369	0.14701	0.05739
148099	0.98745	0.05049	-0.90554	0.07289	0.15146	0.03764
148109	0.77268	0.04082	0.00557	0.06139	0.10277	0.02558
148398	0.88532	0.04611	-0.55401	0.07057	0.15473	0.0322
148403	0.80817	0.04608	-0.35158	0.07899	0.17897	0.03306
148411	0.64929	0.03999	-1.12413	0.14491	0.18044	0.05777
148444	0.53329	0.0157	-1.59252	0.11599	0.20096	0.04329
203668	0.61366	0.03525	0.64822	0.05449	0.05762	0.01843
203670	0.45877	0.03604	0.67099	0.10576	0.09506	0.03128
203673	0.79314	0.04833	-0.15703	0.08012	0.20661	0.03186
203675	1.05823	0.05333	-0.23987	0.05069	0.17256	0.0244
203678	1.18949	0.0796	1.0136	0.03621	0.24317	0.01361

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
232576	1.03727	0.05087	-1.15504	0.0693	0.13453	0.03679
232579	1.02412	0.0481	-0.36279	0.04913	0.12167	0.02381
232585	0.92644	0.04521	-0.49085	0.05967	0.12562	0.02789
270467	0.90109	0.04607	-0.84871	0.077	0.13916	0.03761
270468	0.84272	0.04298	-0.78839	0.07875	0.12727	0.03679
270473	0.41882	0.03088	-0.09419	0.15554	0.11063	0.0432
270477	0.43404	0.0469	0.594	0.18876	0.21066	0.04896
270479	0.74793	0.03559	-0.52359	0.06691	0.07905	0.02786
270485	0.67788	0.03878	-0.41174	0.09353	0.12723	0.03703
270502	0.91508	0.04937	-0.66059	0.07751	0.17759	0.03703
270506	0.87416	0.05049	-0.00188	0.06555	0.19196	0.02815
270923	0.65644	0.0528	0.06053	0.12456	0.29566	0.0399

Table I-18. 2010–11 NECAP: IRT Parameters for Polytomous Items – Reading Grade 4

IREF	Parameters and Measures of Standard Error															
	a	SE (a)	b	SE (b)	c	SE (c)	D0	SE (D0)	D1	SE (D1)	D2	SE (D2)	D3	SE (D3)	D4	SE (D4)
205951	0.7713	0.0141	-1.44513	0.02227	0	0	1.55369	0.06015	0.63749	0.03997	-0.53811	0.02759	-1.65306	0.02411	0	0
147988	0.70426	0.00413	-1.07537	0.0077	0	0	1.64018	0.01823	0.51689	0.01184	-0.57871	0.00913	-1.57835	0.00868	0	0
118005	0.6991	0.00481	-2.02043	0.00938	0	0	2.17705	0.03774	0.40433	0.0161	-0.8529	0.01055	-1.72848	0.00903	0	0
148116	0.49176	0.00777	-0.97134	0.03038	0	0	2.29545	0.06805	1.0402	0.04745	-0.86279	0.0355	-2.47285	0.03833	0	0
203684	0.80205	0.01159	0.47105	0.01887	0	0	2.31769	0.03647	0.68855	0.0239	-0.8527	0.02598	-2.15354	0.04141	0	0
117946	0.6932	0.00346	1.38353	0.00732	0	0	2.52708	0.01062	0.88927	0.00875	-0.70092	0.01162	-2.71545	0.02797	0	0
270516	0.84653	0.0123	0.53144	0.0182	0	0	2.54083	0.03963	0.64446	0.02284	-0.92576	0.02569	-2.25953	0.04381	0	0
270511	0.59019	0.0098	-1.31136	0.02619	0	0	2.63304	0.09111	0.51447	0.04156	-0.93409	0.03104	-2.21343	0.03083	0	0
117931	0.64929	0.00927	0.36596	0.02345	0	0	3.28554	0.05801	0.73875	0.02873	-1.19293	0.0317	-2.83136	0.0547	0	0
117970	0.64911	0.00314	0.4734	0.00787	0	0	3.48812	0.02079	0.68766	0.00948	-0.97902	0.01032	-3.19675	0.02214	0	0
147914	0.52374	0.00253	1.58282	0.00971	0	0	3.58137	0.01536	0.92259	0.01122	-1.23615	0.01642	-3.26781	0.03405	0	0
147915	0.3402	0	-3.95127	0.01588	0	0	4.94574	0.10345	2.29679	0.04959	-2.9254	0.0175	-4.31712	0.01655	0	0

Table I-19. 2010–11 NECAP: IRT Parameters for Dichotomous Items – Reading Grade 5

IREF	*Parameters and Measures of Standard Error*					
	a	*SE (a)*	*b*	*SE (b)*	*c*	*SE (c)*
118042	0.6202	0.01489	-0.7251	0.05839	0.14151	0.02236
118043	0.7747	0.01497	-0.83421	0.03845	0.11473	0.01778
118044	0.91277	0.01621	-0.11736	0.0206	0.12605	0.00949
118045	1.02527	0.01612	-0.88594	0.0227	0.07928	0.01251
118046	0.8996	0.0169	-0.04652	0.02177	0.15451	0.00969
118047	0.8334	0.01583	-0.00931	0.02281	0.12517	0.00989
118064	0.47918	0.01058	-0.44706	0.05162	0.04542	0.01683
118067	1.05754	0.0193	-0.57356	0.02445	0.21356	0.01228
118073	0.40596	0.00664	-0.59792	0.01851	0	0
118074	1.02127	0.01818	-1.75409	0.0367	0.07759	0.02312
118075	0.76952	0.01523	-0.61429	0.03599	0.12963	0.01593
118077	0.65857	0.01545	-0.02935	0.03713	0.1394	0.01388
118078	0.99256	0.01665	-0.91149	0.02633	0.10875	0.01431
118079	0.5285	0.01335	-0.45608	0.06061	0.08896	0.02093
118083	0.67451	0.01054	-2.09792	0.02896	0	0
118142	0.63823	0.03574	-1.10693	0.13199	0.13559	0.05135
118144	1.06513	0.05414	-1.35706	0.08621	0.15483	0.0482
118145	1.11078	0.05288	-0.71969	0.05973	0.14247	0.03184
118148	1.32844	0.06308	-1.12871	0.05783	0.13372	0.03521
118151	1.26897	0.07496	-1.39297	0.09315	0.26791	0.05488
118152	1.48078	0.07522	-1.47581	0.06038	0.1269	0.03969
118154	0.89546	0.04226	-1.3381	0.08484	0.10786	0.04154
118155	1.31818	0.06275	-0.72482	0.05132	0.16666	0.02977
118159	0.71638	0.03784	-2.26258	0.13263	0.12692	0.05587
118160	0.82599	0.04225	-1.92567	0.11646	0.1403	0.05663
118163	0.94712	0.04427	-0.6397	0.06053	0.1134	0.02841
118165	0.52985	0.03019	-0.60335	0.11497	0.09367	0.03727
118170	0.6906	0.03961	-1.83999	0.16086	0.17352	0.06917
118172	0.43989	0.03478	-0.02685	0.17176	0.1299	0.04744
118175	0.81713	0.04115	-1.78951	0.10864	0.11927	0.05056
118176	0.72398	0.03904	-0.46226	0.08749	0.11462	0.03558
118199	0.56013	0.04236	0.22941	0.11077	0.14337	0.03547
118205	0.63383	0.04491	-0.49653	0.14057	0.21773	0.04755
118207	0.46213	0.00774	-1.75574	0.03113	0	0
118210	0.65521	0.01256	-0.71698	0.03978	0.06201	0.01659
147820	0.83259	0.03862	-1.08357	0.07913	0.09873	0.03662

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
147825	1.02562	0.05058	-0.69452	0.06738	0.15979	0.03472
147986	0.75588	0.0396	-1.24836	0.11191	0.14083	0.05001
147991	0.6838	0.04051	-0.66941	0.11835	0.16138	0.04652
147992	0.90654	0.04444	-1.13152	0.08521	0.13304	0.0427
147997	1.12793	0.05563	-0.3144	0.05224	0.17464	0.02669
147999	0.99247	0.05147	-0.6114	0.07234	0.18466	0.03568
148008	1.06331	0.05436	-0.17094	0.05359	0.17652	0.02591
148344	0.3871	0.00698	-1.49896	0.03137	0	0
148348	0.71745	0.01478	-0.53032	0.03838	0.12056	0.01617
148351	0.50619	0.01571	-0.76711	0.09653	0.18148	0.03044
148362	0.76521	0.01565	-1.09654	0.04768	0.13809	0.0224
148595	1.06661	0.05387	-0.68859	0.06405	0.1884	0.03151
148614	1.11062	0.06551	-0.24133	0.06144	0.31194	0.02604
148616	1.32182	0.06736	-0.96542	0.05984	0.22768	0.03366
148617	0.92948	0.05113	-0.2605	0.06486	0.19103	0.02794
148618	1.79592	0.0867	-1.01102	0.03952	0.176	0.02652
148639	0.74523	0.04487	-0.38204	0.09319	0.17447	0.03615
148667	0.98495	0.05713	-0.27474	0.06752	0.25516	0.02849
148675	1.2091	0.07146	-1.26306	0.09039	0.31888	0.04687
148719	0.90322	0.01409	-2.16331	0.02528	0	0
148726	0.82427	0.01559	-0.44785	0.02934	0.13128	0.01326
148744	0.60159	0.01354	-1.09124	0.06422	0.10093	0.02597
148763	1.08481	0.01577	-1.91654	0.01901	0	0
149086	0.51607	0.03033	-1.89263	0.17465	0.13082	0.05729
149099	0.89981	0.01657	-0.62526	0.02896	0.15196	0.01394
149104	0.77502	0.01528	-0.29528	0.03001	0.12658	0.01287
149112	0.62033	0.00883	-1.56089	0.02213	0	0
149116	0.92461	0.04585	-1.57589	0.09593	0.12691	0.04925
149127	0.85688	0.04537	-0.68875	0.08628	0.16109	0.0397
201746	0.48909	0.03203	-2.5698	0.2224	0.1501	0.06655
201752	0.57067	0.04761	0.6159	0.10716	0.16544	0.03415
201757	0.79312	0.05459	-0.00591	0.09398	0.26633	0.0345
201760	0.69125	0.05489	0.83754	0.07473	0.18595	0.02539
269423	1.09669	0.06406	-0.066	0.05937	0.28127	0.02633

Table I-20. 2010–11 NECAP: IRT Parameters for Polytomous Items – Reading Grade 5

IREF	Parameters and Measures of Standard Error															
	a	*SE (a)*	*b*	*SE (b)*	*c*	*SE (c)*	*D0*	*SE (D0)*	*D1*	*SE (D1)*	*D2*	*SE (D2)*	*D3*	*SE (D3)*	*D4*	*SE (D4)*
118156	0.93657	0.01322	0.49293	0.0171	0	0	1.77862	0.02856	0.66914	0.02162	-0.59563	0.02381	-1.85213	0.03992	0	0
118048	1.13785	0.00545	0.683	0.00484	0	0	1.82549	0.00817	0.68379	0.00616	-0.64937	0.00764	-1.85991	0.01468	0	0
201769	1.02822	0.01442	0.07081	0.01568	0	0	1.88203	0.03418	0.59929	0.0213	-0.68778	0.02088	-1.79355	0.03049	0	0
148698	1.20564	0.01755	0.55176	0.01416	0	0	1.98593	0.02548	0.84805	0.01824	-0.83772	0.02378	-1.99625	0.04739	0	0
148680	1.12412	0.01636	0.76373	0.01502	0	0	2.19682	0.02635	0.68827	0.0187	-0.88547	0.02762	-1.99963	0.05494	0	0
148158	0.83895	0.01217	1.18653	0.01943	0	0	2.25124	0.028	0.80796	0.02342	-0.91907	0.0364	-2.14014	0.06916	0	0
118076	0.97398	0.00456	0.63605	0.00563	0	0	2.27491	0.01077	0.75367	0.007	-0.81911	0.00872	-2.20948	0.01771	0	0
118080	0.97	0.00454	0.59255	0.00567	0	0	2.3397	0.01133	0.73937	0.00705	-0.88342	0.0088	-2.19566	0.01708	0	0
118158	0.95691	0.01363	0.78703	0.01738	0	0	2.3935	0.03232	0.48281	0.02102	-0.87983	0.02857	-1.99649	0.0513	0	0
148137	0.82667	0.01215	1.46535	0.01988	0	0	2.47614	0.02787	0.87769	0.02411	-0.9094	0.04133	-2.44442	0.09861	0	0
118178	0.78973	0.011	0.84015	0.02046	0	0	2.52683	0.03578	0.70061	0.02443	-0.85379	0.03177	-2.37365	0.06378	0	0
148369	0.88058	0.00407	0.44366	0.00621	0	0	2.53207	0.0136	0.82327	0.00779	-0.92237	0.00898	-2.43298	0.01784	0	0
118049	0.94887	0.00443	0.32905	0.00591	0	0	2.55511	0.0144	0.85821	0.00759	-1.04917	0.00863	-2.36416	0.0161	0	0
118167	0.85937	0.01218	0.45224	0.01965	0	0	3.11327	0.05011	0.77871	0.0235	-1.25372	0.03178	-2.63826	0.06402	0	0
148767	0.70314	0.00326	0.36607	0.00788	0	0	3.56521	0.02328	0.85378	0.00943	-1.3968	0.01154	-3.02218	0.02258	0	0

Table I-21. 2010–11 NECAP: IRT Parameters for Dichotomous Items – Reading Grade 6

IREF	Parameters and Measures of Standard Error					
	a	*SE (a)*	*b*	*SE (b)*	*c*	*SE (c)*
118266	1.25035	0.02125	-0.95601	0.0193	0.14662	0.01208
118267	0.82646	0.01594	-0.84356	0.03248	0.12094	0.01607
118268	0.46269	0.00716	-1.08588	0.01913	0	0
118269	1.0007	0.01586	-1.36934	0.02425	0.04891	0.01456
118270	0.99387	0.01691	-0.73356	0.0218	0.10755	0.0118
118271	1.34232	0.02451	-1.24056	0.02202	0.17134	0.01501
118272	0.77042	0.01713	0.38406	0.02111	0.14358	0.00842
118273	0.87555	0.0159	-0.86823	0.02856	0.10302	0.01482
118282	0.83696	0.05151	-0.91014	0.1046	0.24026	0.04595
118284	0.58131	0.04249	-0.54368	0.14797	0.19942	0.05012
118285	0.6962	0.03962	-1.41223	0.12694	0.15807	0.05534
118287	0.6129	0.02935	-1.39072	0.08888	0.0733	0.03248

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
118327	0.92847	0.05381	-0.52179	0.07268	0.22438	0.03242
118328	0.90016	0.04457	-1.18147	0.07733	0.12383	0.03908
118330	1.0987	0.05332	-1.73638	0.06968	0.10597	0.04076
118333	0.55575	0.03343	-0.65681	0.11649	0.11119	0.04077
118335	1.34037	0.06302	-1.47085	0.05097	0.0975	0.03193
118338	0.52919	0.02999	-1.30984	0.13572	0.11331	0.0475
118339	0.80766	0.04942	-1.54834	0.13668	0.22885	0.06463
118341	1.06259	0.0523	-1.05748	0.06361	0.14041	0.03468
118345	0.8411	0.01487	-0.96544	0.02947	0.07585	0.01532
118347	1.10085	0.01754	-2.12033	0.01909	0	0
118349	0.85899	0.01645	-0.22848	0.02265	0.13538	0.01033
118352	0.7192	0.01388	-0.40846	0.02868	0.07113	0.01257
118384	0.77568	0.04304	-0.86955	0.09531	0.14678	0.04355
118387	0.64467	0.0418	-0.71402	0.124	0.17476	0.04675
118393	0.46217	0.04753	0.39795	0.17236	0.21548	0.0462
126896	0.82258	0.01687	-0.34984	0.02774	0.16693	0.01227
126897	0.56813	0.0111	-1.15696	0.0479	0.05164	0.01958
126898	0.94073	0.01829	0.1945	0.01695	0.16115	0.00747
126899	0.97281	0.01772	-0.94592	0.02726	0.13704	0.01498
126900	0.68815	0.0174	-0.47196	0.04557	0.22536	0.01723
126901	0.90115	0.01856	-0.07628	0.02232	0.20573	0.00968
126902	0.84933	0.0162	-0.91309	0.0323	0.12197	0.01643
126903	0.85973	0.01587	-0.53327	0.02521	0.1138	0.01218
129078	0.762	0.04383	-1.20839	0.1142	0.17423	0.05137
129081	0.61309	0.03402	-1.03809	0.11353	0.11614	0.04384
129082	0.7261	0.03642	-1.35348	0.09614	0.10987	0.04278
129083	0.72846	0.03633	-1.99108	0.10148	0.10001	0.04426
148388	0.82071	0.03895	-1.90055	0.08085	0.07821	0.03484
148393	0.71525	0.03462	-0.58463	0.06729	0.0766	0.02751
148399	0.71201	0.03812	-1.83849	0.12058	0.13318	0.05452
148401	0.87787	0.05113	-0.68224	0.08362	0.21094	0.03768
148410	0.98882	0.05477	-1.21701	0.08749	0.2023	0.04614
148416	0.26774	0.02775	-0.265	0.34158	0.15176	0.06293
148425	1.02644	0.05355	-1.51277	0.08292	0.15351	0.04728
148428	0.61243	0.03326	-1.36566	0.12077	0.11857	0.04763
148549	0.93811	0.05554	-0.92138	0.09331	0.23723	0.04573
148563	0.78368	0.04629	-1.97323	0.14214	0.18443	0.07165

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
148566	0.56098	0.03683	-0.27354	0.11528	0.12118	0.04026
148573	0.94794	0.05396	-0.79327	0.08253	0.21165	0.04081
148673	0.92611	0.04879	-1.64339	0.09545	0.1402	0.05278
148684	1.29994	0.07164	-1.27663	0.0684	0.20477	0.04408
148692	0.68342	0.03696	-1.5605	0.1205	0.13066	0.05329
148695	0.79412	0.04338	-1.2044	0.10363	0.15035	0.04993
148699	0.65403	0.03244	-1.03769	0.08858	0.08626	0.03584
148703	1.5641	0.07838	-1.44424	0.04662	0.09913	0.03197
148709	0.52685	0.03193	-1.91524	0.17281	0.14392	0.06222
148711	1.0083	0.05381	-1.90171	0.09074	0.12792	0.05219
148825	0.67459	0.0161	-1.54991	0.07112	0.15228	0.0337
148865	0.99747	0.01675	-0.99339	0.02383	0.08763	0.01364
148874	0.92191	0.01734	-1.61237	0.03874	0.09527	0.02395
148876	0.81743	0.01524	-0.83366	0.03088	0.09636	0.01535
148950	0.8128	0.01659	-0.85466	0.03604	0.15298	0.01728
148951	0.67078	0.0492	-0.81823	0.15123	0.27652	0.05363
148956	0.65494	0.01746	-1.04207	0.06751	0.23302	0.02645
148966	0.73307	0.01524	-0.8757	0.04043	0.1174	0.01867
148978	0.71539	0.01147	-2.20307	0.02631	0	0
148984	0.82361	0.04508	-1.70339	0.11418	0.15321	0.05881
256674	0.33675	0.01901	-1.31307	0.0824	0	0

Table I-22. 2010–11 NECAP: IRT Parameters for Polytomous Items – Reading Grade 6

IREF	Parameters and Measures of Standard Error															
	a	SE (a)	b	SE (b)	c	SE (c)	D0	SE (D0)	D1	SE (D1)	D2	SE (D2)	D3	SE (D3)	D4	SE (D4)
126905	1.03248	0.0051	0.55143	0.00504	0	0	1.97868	0.00881	0.64092	0.00642	-0.73453	0.00776	-1.88506	0.0133	0	0
118343	0.99596	0.01452	0.22242	0.0156	0	0	2.04306	0.03038	0.76348	0.02065	-0.79845	0.02236	-2.00808	0.03663	0	0
118289	1.02958	0.01534	0.69314	0.01528	0	0	2.14	0.02627	0.63754	0.01926	-0.73516	0.02487	-2.04237	0.04808	0	0
118275	1.07762	0.0053	0.298	0.00491	0	0	2.1958	0.01066	0.76855	0.00653	-0.75172	0.00707	-2.21263	0.01389	0	0
118353	0.92303	0.0045	0.57725	0.00563	0	0	2.27327	0.01028	0.85923	0.00709	-0.76969	0.00847	-2.36282	0.01797	0	0
148714	0.94157	0.0137	0.30508	0.0169	0	0	2.42816	0.03723	0.96385	0.02215	-0.9321	0.02429	-2.45991	0.04817	0	0
129084	0.94496	0.01372	0.29837	0.01659	0	0	2.44273	0.03571	0.82627	0.02144	-0.85292	0.02401	-2.41609	0.04833	0	0
148455	0.99387	0.0146	0.31702	0.01593	0	0	2.47595	0.0363	0.68369	0.02036	-0.89048	0.02362	-2.26916	0.04396	0	0
118344	0.98328	0.01446	0.42085	0.0162	0	0	2.51283	0.03449	0.87662	0.02068	-0.90501	0.02479	-2.48442	0.05453	0	0
126904	0.95227	0.00465	0.37245	0.00554	0	0	2.52619	0.01252	0.72678	0.00702	-0.95678	0.00827	-2.29618	0.01532	0	0
118274	1.01659	0.00503	0.46346	0.00526	0	0	2.52844	0.0118	0.76963	0.00666	-0.91484	0.00811	-2.38324	0.01716	0	0

148440	1.04011	0.01562	0.56309	0.01551	0	0	2.56536	0.03331	0.59877	0.01925	-0.90068	0.02511	-2.26346	0.05101	0	0
148718	0.99489	0.01462	0.06893	0.01613	0	0	2.56842	0.04521	0.86891	0.02207	-0.9476	0.02211	-2.48973	0.04274	0	0
148579	0.7759	0.01107	0.10873	0.02002	0	0	2.90068	0.05286	0.89879	0.026	-0.98521	0.02655	-2.81427	0.05214	0	0
148891	0.81699	0.00394	0.14372	0.00648	0	0	3.04686	0.01858	0.91413	0.00837	-1.11298	0.00892	-2.84801	0.01823	0	0

Table I-23. 2010–11 NECAP: IRT Parameters for Dichotomous Items – Reading Grade 7

IREF	*Parameters and Measures of Standard Error*					
	a	*SE (a)*	*b*	*SE (b)*	*c*	*SE (c)*
118477	0.46356	0.01436	-0.24827	0.06145	0.1046	0.02019
118526	0.54446	0.02975	-1.49684	0.11198	0.09964	0.04263
118528	0.61181	0.04112	-0.92539	0.12886	0.17882	0.05019
118535	0.5599	0.01448	-2.11944	0.09357	0.13597	0.04367
118536	0.43201	0.00711	-1.39989	0.02047	0	0
118538	0.6257	0.01578	-1.44178	0.06542	0.16073	0.02952
118540	0.85918	0.01598	-1.22375	0.02925	0.09446	0.01659
118544	0.60747	0.01015	-1.21184	0.02924	0.03065	0.01262
118546	0.52908	0.00768	-1.26009	0.01596	0	0
118547	0.66297	0.01049	-2.14472	0.02223	0	0
118548	0.39375	0.00874	-0.60934	0.04673	0.03286	0.01418
118549	0.47328	0.01217	-0.17456	0.04484	0.05378	0.01546
118550	1.08701	0.01897	-1.01727	0.01956	0.12333	0.01199
118551	0.82003	0.01638	-0.21185	0.02126	0.14197	0.00964
118554	0.56997	0.01467	-0.01397	0.03595	0.10577	0.01338
118563	0.57233	0.01072	-1.22122	0.03842	0.0429	0.01649
118572	0.77735	0.03998	-1.60104	0.08729	0.11615	0.04431
118573	0.55775	0.02422	-1.60972	0.05273	0	0
128125	0.31207	0.00612	-0.55401	0.01863	0	0
128216	0.7104	0.01628	-0.2272	0.02923	0.16673	0.01202
129210	0.42393	0.03099	-0.60357	0.15702	0.12078	0.04686
129211	0.70354	0.03876	-2.07349	0.11002	0.12326	0.0519
129212	0.7484	0.04163	-1.47865	0.10045	0.1436	0.04909
129213	0.7558	0.04792	-0.56759	0.08686	0.20136	0.03689
129214	0.68862	0.03697	-1.3814	0.09592	0.11707	0.04372
129215	0.97114	0.05607	-0.3889	0.05661	0.2149	0.02687
129216	0.35953	0.03482	0.49876	0.16319	0.11459	0.04184
129217	0.34027	0.02008	-1.92663	0.09604	0	0
129221	0.46793	0.02384	0.57238	0.07336	0.39821	0.01624
129222	0.41506	0.01821	0.10997	0.08757	0.21793	0.02305

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
129223	0.3037	0.00905	-0.73741	0.09032	0.05117	0.0223
129224	0.64393	0.01018	-2.12252	0.02237	0	0
129225	0.50812	0.01402	-0.14304	0.04631	0.09042	0.01634
129226	0.56598	0.01139	-0.80514	0.03726	0.04647	0.01529
129227	0.72314	0.01462	-0.75457	0.03126	0.09903	0.01472
147154	1.16015	0.06748	-1.94851	0.08005	0.15314	0.05619
147157	0.9521	0.04999	-1.62887	0.0795	0.12832	0.04747
147161	0.99124	0.05284	-1.45577	0.07639	0.14169	0.04601
147162	0.52595	0.02772	-1.16463	0.09406	0.07539	0.03353
147164	0.82964	0.04655	-1.62543	0.10209	0.1555	0.05591
147171	0.75029	0.03587	-1.67598	0.07405	0.07616	0.03385
147172	1.04126	0.05244	-1.14819	0.06022	0.12226	0.03551
147174	0.64456	0.04007	-0.28654	0.08392	0.11661	0.0335
147203	0.67849	0.01166	-2.45511	0.02667	0	0
147210	0.35571	0.00679	-1.69688	0.02825	0	0
147213	0.57876	0.01393	-1.37186	0.0625	0.10772	0.02742
147215	0.39847	0.00711	-1.70899	0.02577	0	0
147526	0.82879	0.04231	-1.98411	0.08136	0.09556	0.0407
147539	0.8305	0.04807	-2.07395	0.11028	0.15887	0.06023
147546	0.24136	0.01761	-1.51779	0.10731	0	0
147549	0.8325	0.04319	-1.82479	0.08509	0.11267	0.04473
147641	0.60734	0.03168	-1.48152	0.09794	0.09314	0.04051
147643	0.45904	0.03239	-0.87913	0.1629	0.1344	0.0528
147646	0.65138	0.0361	-0.59539	0.0804	0.09482	0.03335
147647	0.57315	0.03166	-1.04916	0.10144	0.0965	0.03975
147663	0.33508	0.00626	-0.75312	0.01887	0	0
147666	0.82263	0.0435	-1.69532	0.09053	0.13201	0.04851
147668	0.59439	0.03769	-0.96029	0.12517	0.14371	0.04987
147677	0.61843	0.03706	-0.85499	0.10649	0.12424	0.04357
147681	0.69217	0.04855	0.59197	0.05783	0.13667	0.02136
147686	0.69353	0.04609	0.13226	0.06753	0.14631	0.0261
147690	0.47734	0.02996	-1.37595	0.14959	0.12428	0.05124
201466	0.68733	0.03828	-1.1226	0.09544	0.12664	0.04258
201468	0.9996	0.05125	-1.32746	0.06636	0.13605	0.03855
201470	0.97303	0.05118	-2.12682	0.0758	0.10306	0.04331
201472	0.67886	0.03416	-1.67683	0.08966	0.09538	0.04035
201476	1.34673	0.06863	-1.38222	0.04838	0.13578	0.03317

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
201479	0.86395	0.04246	-1.07131	0.06391	0.10359	0.03273
201482	0.43485	0.02001	-0.88468	0.04558	0	0
201487	0.87998	0.04615	-1.97918	0.08541	0.11913	0.04787

Table I-24. 2010–11 NECAP: IRT Parameters for Polytomous Items – Reading Grade 7

IREF	Parameters and Measures of Standard Error															
	a	SE (a)	b	SE (b)	c	SE (c)	D0	SE (D0)	D1	SE (D1)	D2	SE (D2)	D3	SE (D3)	D4	SE (D4)
129218	1.09583	0.01759	0.51973	0.01321	0	0	1.52153	0.01976	0.64435	0.01719	-0.53114	0.01994	-1.63473	0.03138	0	0
147179	1.20476	0.01887	0.12555	0.01202	0	0	1.65003	0.02295	0.62202	0.01684	-0.55213	0.01701	-1.71992	0.02554	0	0
147181	1.14637	0.01803	0.50802	0.01269	0	0	1.78695	0.02147	0.59172	0.01672	-0.62399	0.01956	-1.75469	0.03246	0	0
129219	1.11166	0.01719	-0.04553	0.0129	0	0	1.90779	0.02798	0.48771	0.01769	-0.58839	0.01774	-1.80711	0.02584	0	0
118558	1.25881	0.00659	0.19159	0.0039	0	0	1.96936	0.00828	0.56959	0.00536	-0.68819	0.00583	-1.85077	0.00937	0	0
118542	1.08368	0.00555	-0.06005	0.00445	0	0	2.038	0.01017	0.73365	0.00631	-0.71585	0.00613	-2.0558	0.0096	0	0
129229	1.11427	0.0058	0.51	0.00437	0	0	2.07627	0.00794	0.66138	0.00571	-0.72185	0.00692	-2.0158	0.01278	0	0
201492	1.04397	0.01593	0.04302	0.01382	0	0	2.18215	0.0303	0.74713	0.01888	-0.67842	0.01921	-2.25085	0.03488	0	0
129228	1.00536	0.00512	0.22111	0.00477	0	0	2.18722	0.0098	0.63645	0.00627	-0.8063	0.00693	-2.01737	0.01106	0	0
201490	0.9791	0.01491	-0.21839	0.01465	0	0	2.2014	0.03535	0.74904	0.02073	-0.88255	0.01981	-2.06789	0.02847	0	0
147649	1.07144	0.01653	-0.05499	0.01352	0	0	2.21484	0.03419	0.56906	0.0187	-0.7423	0.01845	-2.04159	0.02858	0	0
147224	0.92561	0.00475	0.66369	0.00516	0	0	2.25178	0.00873	0.7516	0.00651	-0.74206	0.00811	-2.26132	0.01632	0	0
118532	0.8763	0.01332	0.55568	0.0162	0	0	2.32511	0.02793	0.70937	0.0203	-0.74634	0.02461	-2.28815	0.04807	0	0
118557	1.078	0.00562	0.0364	0.00465	0	0	2.5351	0.01268	0.84981	0.00641	-0.98716	0.00668	-2.39774	0.01216	0	0
147555	0.82122	0.01233	-0.3365	0.01746	0	0	2.70041	0.05061	0.87906	0.02486	-0.94135	0.02228	-2.63811	0.03643	0	0

Table I-25. 2010–11 NECAP: IRT Parameters for Dichotomous Items – Reading Grade 8

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
118599	0.28254	0.02211	0.16958	0.28774	0.29969	0.04726
118600	0.54772	0.01527	-1.16005	0.0903	0.17348	0.03435
118601	0.5363	0.00843	-1.70746	0.02514	0	0
118602	0.68525	0.01458	-0.71225	0.04328	0.119	0.01928
118603	0.48414	0.00923	-2.47564	0.04164	0	0
118604	0.41574	0.00775	-2.05627	0.03682	0	0
118605	0.54352	0.01479	0.83881	0.02985	0.07683	0.01051

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
118606	0.95541	0.01832	-1.48221	0.0381	0.12004	0.02416
118662	0.84005	0.01824	-0.80911	0.03981	0.23654	0.01866
118663	0.8765	0.01532	-0.83521	0.02792	0.09076	0.01508
118664	0.47673	0.01051	-1.39724	0.07237	0.06721	0.02704
118665	0.97503	0.01718	-0.49907	0.02232	0.14361	0.01178
118666	0.51913	0.0075	-1.04573	0.01772	0	0
118667	1.00708	0.01693	-1.27675	0.02696	0.07299	0.01699
118668	0.71613	0.01268	-0.83709	0.03302	0.05649	0.0158
118669	0.77041	0.01151	-1.86438	0.0215	0	0
118704	0.64945	0.04094	-0.78228	0.13325	0.18501	0.0528
118706	0.64982	0.03708	-1.00573	0.12309	0.14794	0.0512
118707	0.50241	0.03618	0.14066	0.12211	0.12035	0.03896
118708	0.55812	0.0414	0.32365	0.10681	0.1419	0.03577
118742	0.41966	0.04251	-0.27262	0.27651	0.25338	0.06843
118745	0.42051	0.01153	-0.07813	0.06306	0.057	0.01924
127358	0.74627	0.01643	-0.8845	0.04632	0.18194	0.02135
147223	0.35503	0.00678	-1.5537	0.03228	0	0
147227	0.62261	0.01643	-0.02388	0.04424	0.1982	0.01574
147232	0.58571	0.01117	-0.71078	0.0398	0.04793	0.01631
147239	0.66988	0.01149	-2.29179	0.03101	0	0
147318	1.04376	0.05486	-0.3697	0.05744	0.1976	0.02864
147319	0.73502	0.04074	0.13103	0.06358	0.10713	0.0256
147322	0.46485	0.02724	-0.54654	0.1234	0.09122	0.03858
147324	0.80738	0.04374	-0.86402	0.09293	0.15752	0.04425
147332	0.89098	0.04542	-0.61371	0.07001	0.14002	0.03441
147333	0.71563	0.03516	-1.24894	0.09425	0.10706	0.0431
147334	0.7772	0.03829	-0.99577	0.08456	0.11244	0.04028
147340	0.8559	0.05267	0.67807	0.04891	0.16358	0.01877
147447	0.50632	0.01408	0.30887	0.04557	0.08674	0.01538
147459	0.78371	0.01603	-0.12045	0.02743	0.15604	0.01191
147469	0.48759	0.01413	-0.38596	0.07203	0.11701	0.02402
147476	0.60961	0.01142	-0.73659	0.03825	0.04906	0.01618
147492	1.094	0.05217	-0.72126	0.0546	0.13447	0.03066
147496	0.73257	0.03614	-1.81798	0.09509	0.095	0.04236
147498	0.53128	0.03597	0.2876	0.09944	0.10307	0.03283
147505	0.72971	0.04223	-0.97657	0.11661	0.17518	0.05206
147516	0.40626	0.01984	-0.99397	0.06267	0	0

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
147521	1.00453	0.04793	-1.57451	0.07088	0.09901	0.03945
147523	0.55338	0.04772	0.71972	0.10467	0.17589	0.03335
147531	0.58907	0.03639	-0.78475	0.13628	0.15254	0.05131
147537	0.78805	0.04169	-1.06392	0.09803	0.1468	0.04723
147540	0.45124	0.02893	-1.67747	0.20024	0.14949	0.06357
147545	0.43954	0.02791	-1.32943	0.18315	0.13191	0.05624
147547	1.13832	0.06204	-1.33353	0.08098	0.19745	0.05047
147600	0.56525	0.03323	-0.93456	0.13457	0.133	0.05014
147605	0.66892	0.014	-0.26611	0.03435	0.09588	0.01442
147611	0.63993	0.03898	-0.50713	0.11386	0.14989	0.04479
147616	0.64155	0.04529	-0.49569	0.14151	0.23173	0.05185
147619	0.65124	0.01156	-1.19891	0.03988	0.05055	0.0186
147621	0.58177	0.03549	-2.14	0.1769	0.168	0.07042

Table I-26. 2010–11 NECAP: IRT Parameters for Polytomous Items – Reading Grade 8

IREF	Parameters and Measures of Standard Error															
	a	SE (a)	b	SE (b)	c	SE (c)	D0	SE (D0)	D1	SE (D1)	D2	SE (D2)	D3	SE (D3)	D4	SE (D4)
147557	1.11	0.01633	-0.06817	0.01346	0	0	1.62927	0.02925	0.60793	0.01977	-0.54878	0.0177	-1.68842	0.02338	0	0
147346	1.21103	0.0178	0.16377	0.01249	0	0	1.73155	0.02581	0.62346	0.0177	-0.54586	0.01743	-1.80914	0.02657	0	0
147562	1.10016	0.01601	0.23047	0.01361	0	0	1.7569	0.02711	0.66046	0.01886	-0.61204	0.01867	-1.80534	0.02817	0	0
147351	1.02933	0.0151	0.64195	0.01451	0	0	1.83078	0.0239	0.64971	0.01879	-0.60483	0.02167	-1.87568	0.03704	0	0
147509	1.20086	0.01786	0.62836	0.01283	0	0	1.9388	0.0232	0.69453	0.01702	-0.72722	0.02055	-1.90611	0.03649	0	0
147481	0.91657	0.00437	0.2407	0.00544	0	0	2.09254	0.01133	0.84347	0.0074	-0.76492	0.00729	-2.17108	0.01186	0	0
118711	1.0147	0.0147	-0.16873	0.01499	0	0	2.27257	0.04475	0.77783	0.02266	-0.82424	0.01931	-2.22617	0.02934	0	0
118670	1.14969	0.00569	0.42991	0.00455	0	0	2.38382	0.01135	0.68141	0.006	-0.86316	0.00678	-2.20207	0.01294	0	0
118607	0.85956	0.0041	-0.12626	0.00581	0	0	2.50718	0.01692	0.75918	0.00827	-0.95459	0.00741	-2.31176	0.01092	0	0
118671	1.17252	0.00593	0.54609	0.00455	0	0	2.58596	0.0119	0.67793	0.00585	-0.91396	0.0071	-2.34993	0.01546	0	0
118608	0.81455	0.00385	0.35006	0.0062	0	0	2.77714	0.01524	0.89035	0.00798	-1.03972	0.0086	-2.62777	0.016	0	0
147242	0.86126	0.00417	-0.47	0.00593	0	0	2.84832	0.02512	0.92389	0.00966	-1.00273	0.00722	-2.76948	0.01148	0	0

Table I-27. 2010–11 NECAP: IRT Parameters for Dichotomous Items – Reading Grade 11

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
118758	0.31621	0.0076	-1.36688	0.0371	0	0
118759	0.59098	0.01572	0.55863	0.02797	0.05734	0.01054

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
118760	0.94891	0.02511	-2.08302	0.05907	0.14713	0.03941
118761	0.38199	0.01125	-0.52428	0.07408	0.05254	0.02159
118762	0.46827	0.01348	-1.1741	0.08599	0.08699	0.03092
118763	0.47983	0.01969	0.68426	0.05598	0.15543	0.0174
118764	0.58541	0.01176	-2.24994	0.03569	0	0
118765	0.99075	0.02116	-1.16954	0.03189	0.12098	0.01889
118874	0.70761	0.04429	-1.52496	0.13209	0.1607	0.05989
118876	0.54068	0.03156	-0.87597	0.1043	0.0839	0.036
118878	0.58082	0.03095	-0.59319	0.07601	0.06008	0.02603
118880	0.96719	0.05632	-0.26238	0.0607	0.1585	0.02945
147381	0.68843	0.04789	0.04009	0.08794	0.14892	0.03464
147382	0.69029	0.03829	-0.37391	0.07401	0.08447	0.03011
147383	0.69364	0.04471	-0.42116	0.09841	0.14456	0.0406
147385	0.92505	0.05001	-0.35972	0.05943	0.11556	0.02894
147423	0.9716	0.05622	-1.16656	0.08367	0.15392	0.04539
147433	0.83073	0.04463	-0.96261	0.07762	0.10484	0.03694
147435	0.61942	0.03603	-0.49162	0.08784	0.08753	0.03344
147439	0.96123	0.05238	-1.22871	0.07621	0.11833	0.04063
147450	0.59951	0.06535	1.1892	0.09005	0.22145	0.02887
147456	0.64017	0.03846	-0.4365	0.09	0.09933	0.03522
147463	0.61243	0.03536	-1.1175	0.10755	0.10133	0.04182
147473	0.63719	0.03678	-0.56251	0.08824	0.09107	0.03443
147550	0.51605	0.01634	-0.6458	0.07596	0.12824	0.02718
147551	0.85069	0.01481	-1.84904	0.02206	0	0
147552	0.43054	0.01313	0.01679	0.05813	0.05321	0.01826
147556	0.91912	0.0193	-0.84855	0.02988	0.11806	0.01614
147695	0.33448	0.00849	-2.33702	0.05524	0	0
147698	0.68485	0.01829	-0.38213	0.04378	0.16863	0.01795
147703	0.57176	0.01963	0.41836	0.04545	0.18239	0.01539
147707	0.33485	0.01785	0.96522	0.0929	0.08885	0.02403
147713	0.92998	0.021	-0.0251	0.02286	0.18286	0.01062
147716	0.30594	0.00751	-1.33567	0.03766	0	0
147721	0.86946	0.01966	0.23504	0.02084	0.14011	0.0093
147723	0.41093	0.01932	0.87367	0.06795	0.12203	0.01982
147735	0.81081	0.05041	-1.89853	0.11876	0.14565	0.05814
147736	0.98789	0.05885	-1.75355	0.08936	0.12487	0.04828
147747	0.80507	0.05249	-0.42524	0.09126	0.19274	0.04026

IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
147749	0.67642	0.03949	0.0538	0.06626	0.07834	0.02595
147753	0.56193	0.03358	-1.01975	0.11535	0.10158	0.04216
147764	1.14373	0.06581	0.03913	0.04587	0.17975	0.02315
147766	0.94722	0.05487	-0.66064	0.07426	0.16557	0.03782
147767	0.82467	0.04561	-0.72025	0.07725	0.1183	0.03662
147850	0.82025	0.01659	-2.33343	0.03067	0	0
147855	0.57117	0.01749	0.1824	0.04443	0.12647	0.01601
147860	0.47708	0.00865	-1.15459	0.02329	0	0
147874	0.67839	0.01421	-0.81055	0.0362	0.05393	0.01634
147897	0.50205	0.02219	0.29481	0.07517	0.28287	0.02076
147900	0.47523	0.04351	0.50952	0.12993	0.13172	0.0401
147908	0.48556	0.0397	0.01745	0.13918	0.1303	0.04394
147912	0.2709	0.01107	-0.47195	0.14039	0.06978	0.03022
147926	0.48688	0.04846	-0.55189	0.24258	0.27431	0.06916
147927	0.58794	0.01959	-0.21334	0.0608	0.22909	0.02075
147929	0.62453	0.05029	-0.35205	0.1426	0.23116	0.05088
147934	0.42118	0.00824	-1.18973	0.02639	0	0

Table I-28. 2010–11 NECAP: IRT Parameters for Polytomous Items – Reading Grade 11

IREF	Parameters and Measures of Standard Error															
	a	SE (a)	b	SE (b)	c	SE (c)	D0	SE (D0)	D1	SE (D1)	D2	SE (D2)	D3	SE (D3)	D4	SE (D4)
147488	1.48734	0.02652	0.15344	0.01154	0	0	1.64808	0.02724	0.69501	0.01843	-0.54062	0.01598	-1.80246	0.02467	0	0
147774	1.2335	0.02127	0.106	0.01338	0	0	1.66877	0.03017	0.68402	0.02055	-0.5371	0.01787	-1.81569	0.02595	0	0
147484	1.43571	0.02547	0.18499	0.01195	0	0	1.78126	0.02909	0.69857	0.0187	-0.683	0.01672	-1.79683	0.02533	0	0
147388	1.30578	0.0228	0.62049	0.013	0	0	1.86864	0.02562	0.69074	0.01788	-0.76316	0.01997	-1.79621	0.03391	0	0
147775	1.26529	0.02203	0.42316	0.01347	0	0	1.95011	0.02948	0.76731	0.01925	-0.83461	0.0196	-1.88282	0.03181	0	0
147732	1.16049	0.00705	0.64279	0.00507	0	0	1.97862	0.00983	0.67882	0.00678	-0.74963	0.00767	-1.9078	0.01335	0	0
147726	1.16109	0.00703	0.19352	0.00504	0	0	2.01663	0.01231	0.67005	0.00734	-0.73768	0.00689	-1.949	0.01055	0	0
118883	1.04401	0.0177	0.62805	0.01572	0	0	2.02886	0.02996	0.73026	0.02077	-0.70048	0.02271	-2.05865	0.04195	0	0
147564	1.02948	0.00615	0.42764	0.00567	0	0	2.15782	0.01218	0.8255	0.00778	-0.76942	0.00788	-2.2139	0.01436	0	0
118767	1.16255	0.00722	0.24513	0.00531	0	0	2.19582	0.01313	0.94618	0.00782	-1.04045	0.00747	-2.10154	0.01179	0	0
147885	1.131	0.0069	0.3603	0.00533	0	0	2.2155	0.01259	0.88585	0.00757	-0.89475	0.00754	-2.2066	0.01355	0	0
118766	1.05566	0.00641	-0.13135	0.00559	0	0	2.24022	0.01675	0.85701	0.00897	-0.87234	0.0072	-2.22487	0.01068	0	0

Table I-29. 2010–11 NECAP: IRT Parameters for Dichotomous Items – Writing Grade 5

IREF	*Parameters and Measures of Standard Error*					
	a	*SE (a)*	*b*	*SE (b)*	*c*	*SE (c)*
148023	0.58375	0.01499	-1.08744	0.0762	0.13484	0.03033
148062	0.50882	0.00774	-1.32602	0.02093	0	0
148081	0.58542	0.01313	-1.42463	0.07147	0.09221	0.03091
148126	0.13461	0.00567	0	0.04207	0	0
148167	0.52471	0.01293	-2.57237	0.11775	0.12285	0.05202
148246	0.8187	0.01517	-1.51673	0.04302	0.07926	0.02454
148263	0.69499	0.01208	-1.77477	0.04266	0.04972	0.02124
148278	0.6239	0.01136	-1.83946	0.04994	0.05307	0.0231
148316	0.80458	0.01573	-1.42384	0.04657	0.09911	0.02575
148327	0.69961	0.01261	-1.20886	0.04067	0.05681	0.01966

Table I-30. 2010–11 NECAP: IRT Parameters for Polytomous Items – Writing Grade 5

IREF	*Parameters and Measures of Standard Error*															
	a	*SE (a)*	*b*	*SE (b)*	*c*	*SE (c)*	*D0*	*SE (D0)*	*D1*	*SE (D1)*	*D2*	*SE (D2)*	*D3*	*SE (D3)*	*D4*	*SE (D4)*
150134	1.05811	0.00527	0.62836	0.00535	0	0	2.70706	0.01216	0.82888	0.00657	-0.98779	0.0091	-2.54815	0.02268	0	0
150165	0.9698	0.00409	1.13011	0.00518	0	0	3.89183	0.01815	3.18996	0.01209	2.6924	0.00959	1.7261	0.00719	1.14982	0.0068
150198	1.04808	0.00509	-0.09222	0.00522	0	0	2.52766	0.01682	0.64208	0.00714	-0.92029	0.00707	-2.24945	0.01185	0	0
150237	0.92306	0.00447	0.12095	0.0061	0	0	2.37516	0.01363	1.28607	0.00865	-0.92847	0.00815	-2.73276	0.01782	0	0

IREF (continued)	*Parameters and Measures of Standard Error*													
	D5	*SE (D5)*	*D6*	*SE (D6)*	*D7*	*SE (D7)*	*D8*	*SE (D8)*	*D9*	*SE (D9)*	*D10*	*SE (D10)*	*D11*	*SE (D11)*
150165	0.17383	0.00757	-0.52412	0.00948	-1.3364	0.0141	-2.2138	0.02459	-3.82449	0.08334	-4.92515	0.20405	0	0

Table I-31. 2010–11 NECAP: IRT Parameters for Dichotomous Items – Writing Grade 8

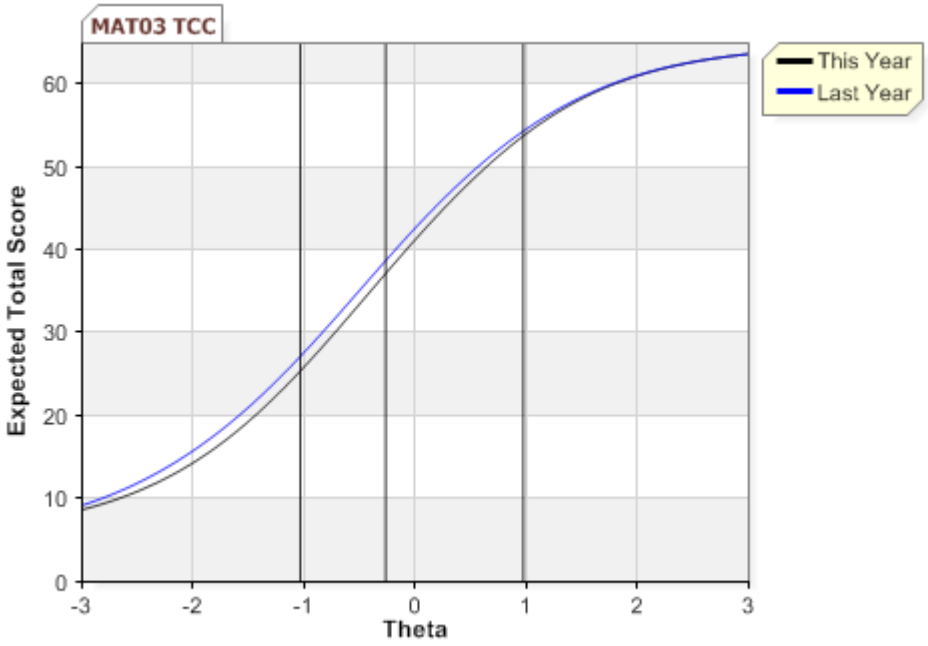
IREF	Parameters and Measures of Standard Error					
	a	SE (a)	b	SE (b)	c	SE (c)
148434	0.63196	0.0161	-0.17838	0.04277	0.18512	0.01509
148557	0.73171	0.01722	-0.15512	0.03404	0.22332	0.01267
148588	0.50512	0.01625	-1.72695	0.1418	0.23409	0.0477
148610	0.7958	0.01854	-1.03379	0.04971	0.2926	0.02046
148662	0.68662	0.01806	-0.5809	0.05242	0.29558	0.01803
148700	0.69327	0.01852	-0.78184	0.05879	0.32242	0.0202
148715	0.89802	0.02142	-1.49589	0.05627	0.33981	0.02584
148762	0.57021	0.01664	0.00789	0.04962	0.19434	0.01596
148773	0.50918	0.01644	-0.73628	0.09166	0.2239	0.02774
148812	0.51286	0.01798	0.61343	0.04656	0.17988	0.01411

Table I-32. 2010–11 NECAP: IRT Parameters for Polytomous Items – Writing Grade 8

IREF	Parameters and Measures of Standard Error															
	a	SE (a)	b	SE (b)	c	SE (c)	D0	SE (D0)	D1	SE (D1)	D2	SE (D2)	D3	SE (D3)	D4	SE (D4)
150789	0.87664	0.00454	-1.29715	0.0061	0	0	1.60765	0.01822	0.80956	0.01211	-0.5097	0.00782	-1.90752	0.00758	0	0
150433	1.50304	0.00751	-0.35582	0.00371	0	0	1.84962	0.01162	0.72512	0.00622	-0.71137	0.00502	-1.86336	0.00739	0	0
150803	1.38036	0.00683	-0.39925	0.00402	0	0	1.92209	0.01271	0.81647	0.00685	-0.70391	0.00529	-2.03465	0.00821	0	0
150854	1.31598	0.00559	0.33706	0.00382	0	0	2.88164	0.01473	2.53815	0.01161	2.29911	0.01	1.68862	0.00728	1.33053	0.00634

IREF (continued)	Parameters and Measures of Standard Error													
	D5	SE (D5)	D6	SE (D6)	D7	SE (D7)	D8	SE (D8)	D9	SE (D9)	D10	SE (D10)	D11	SE (D11)
150854	0.35194	0.0053	-0.16077	0.0055	-1.28751	0.00819	-2.12515	0.01425	-3.37971	0.04431	-4.13685	0.0979	0	0

Appendix J—TCC AND TIF PLOTS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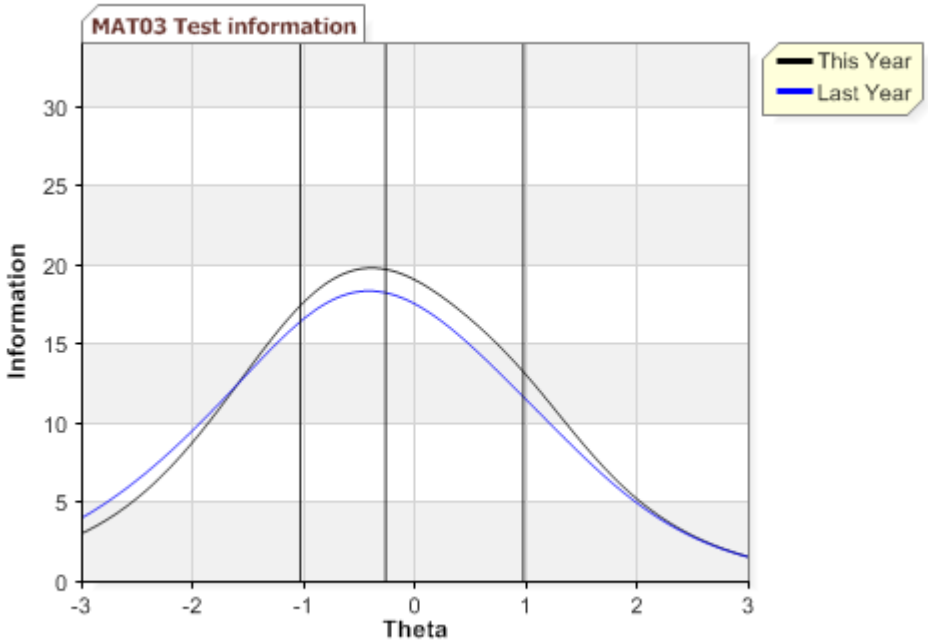
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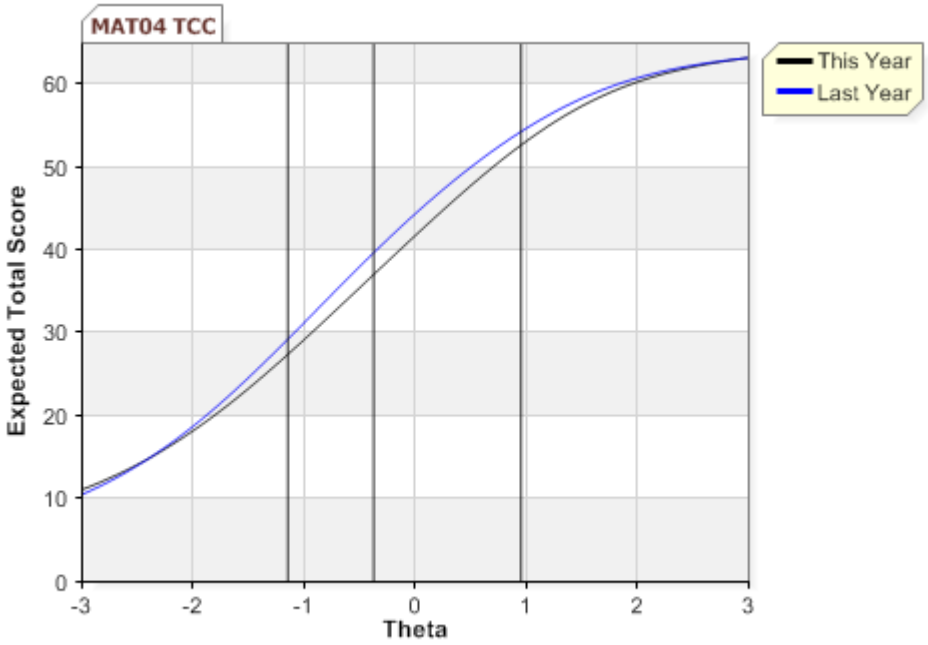
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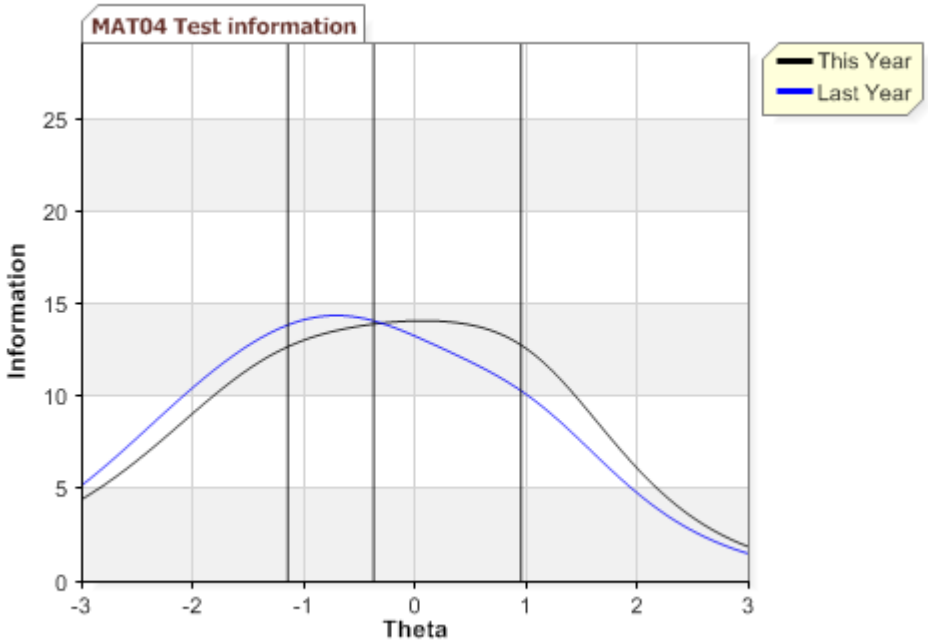
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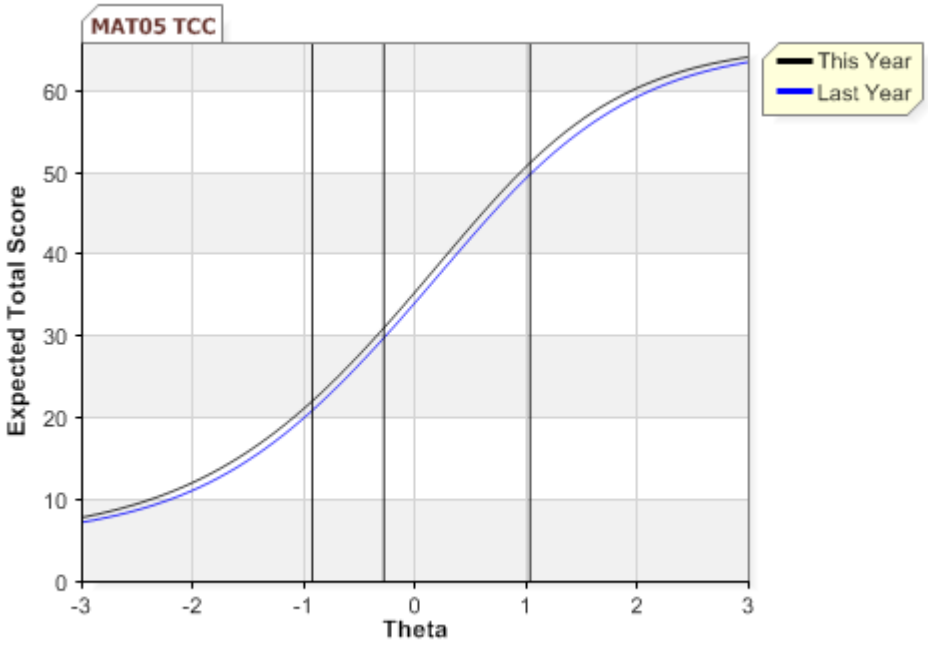
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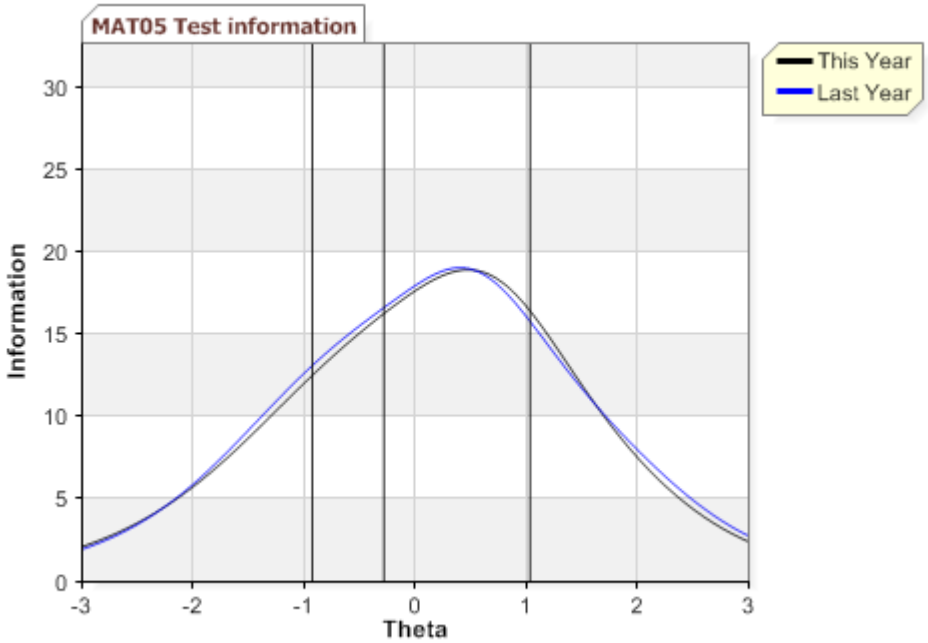
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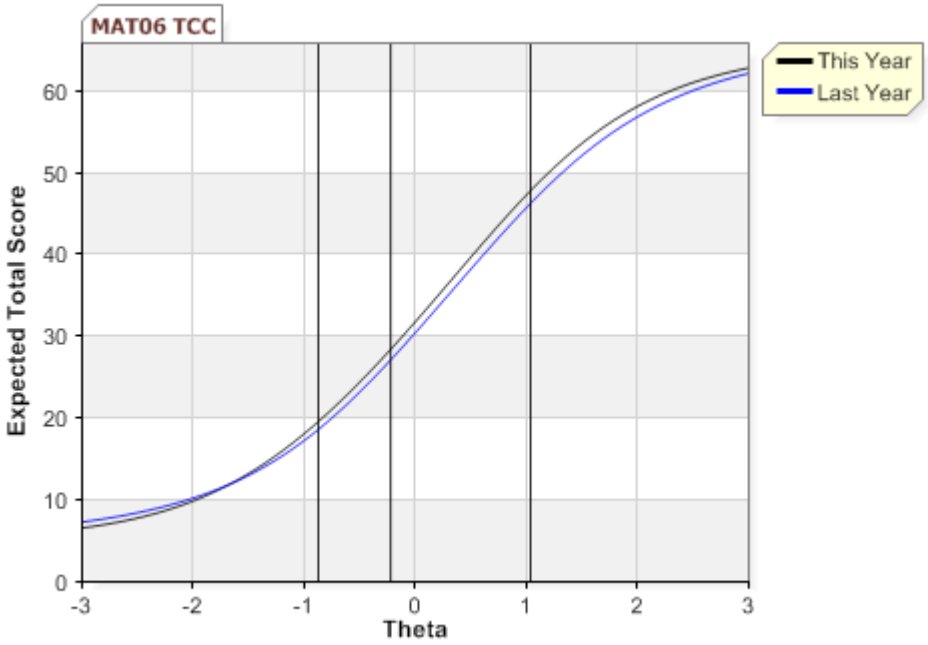
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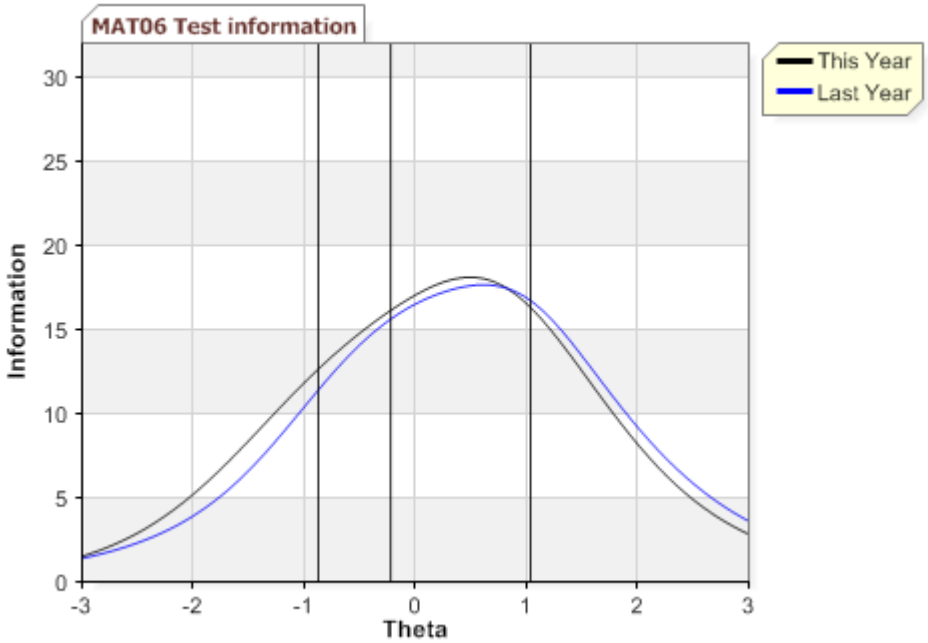
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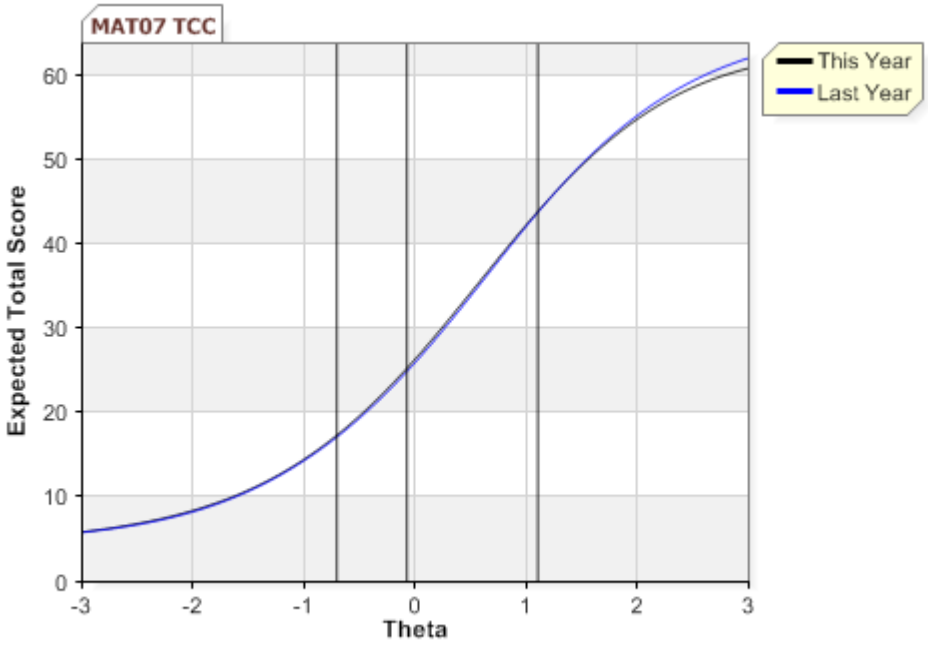
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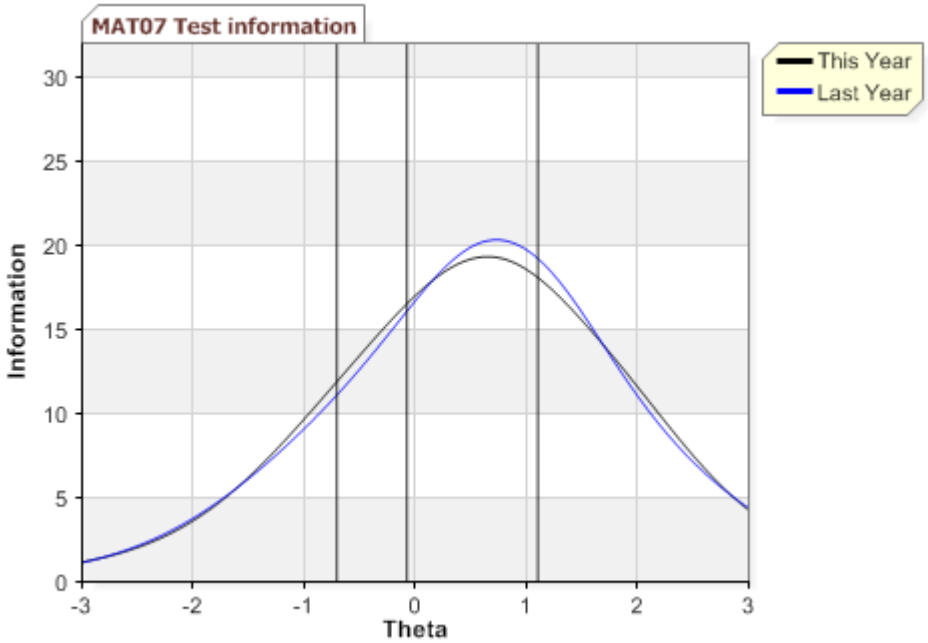
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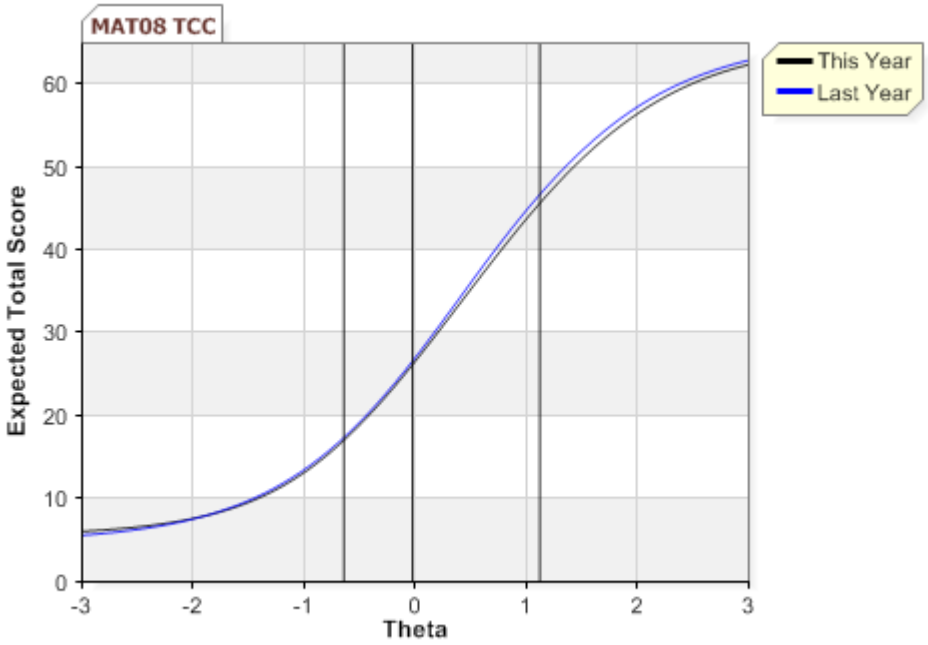
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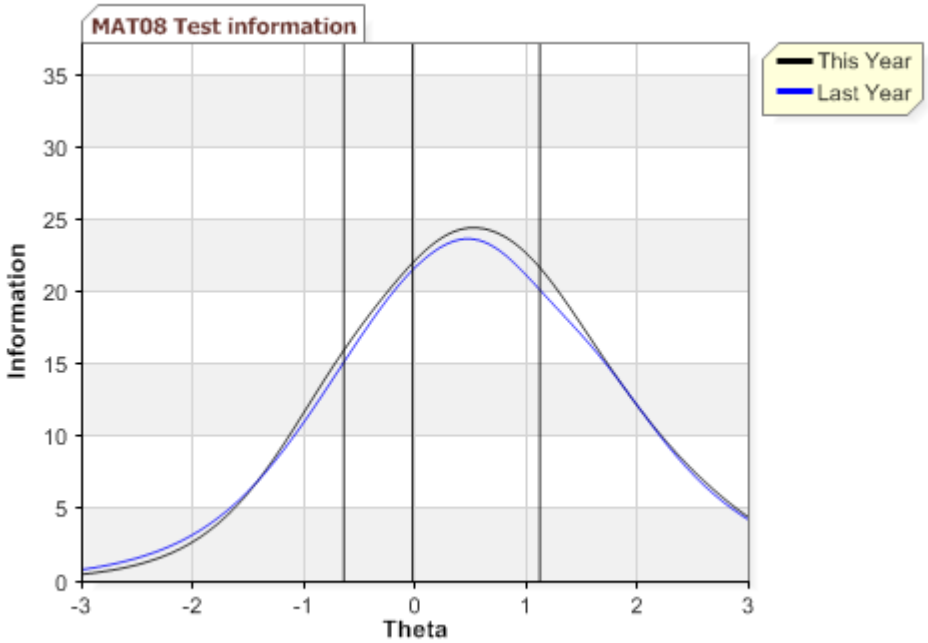
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3
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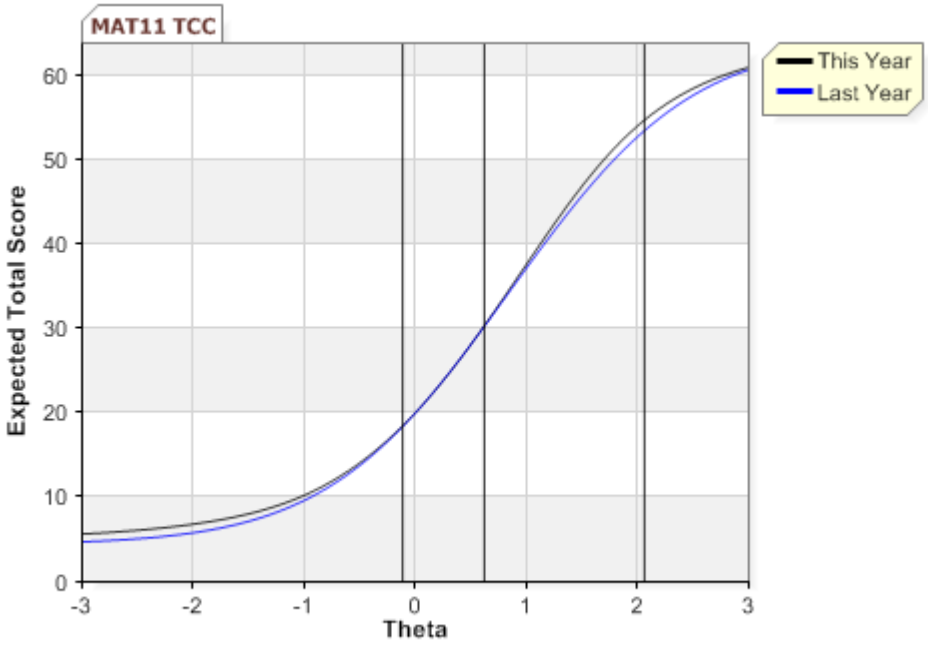
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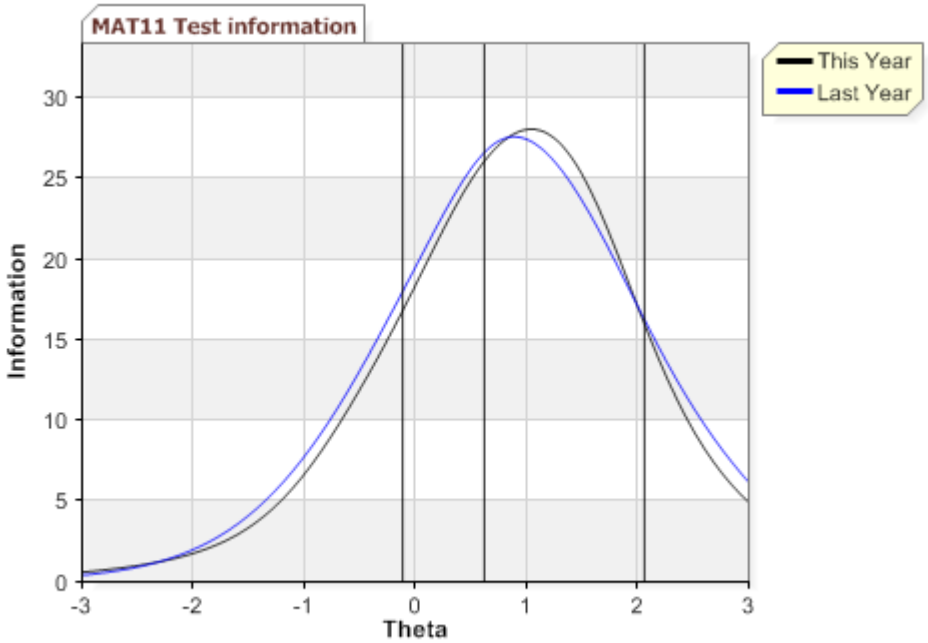
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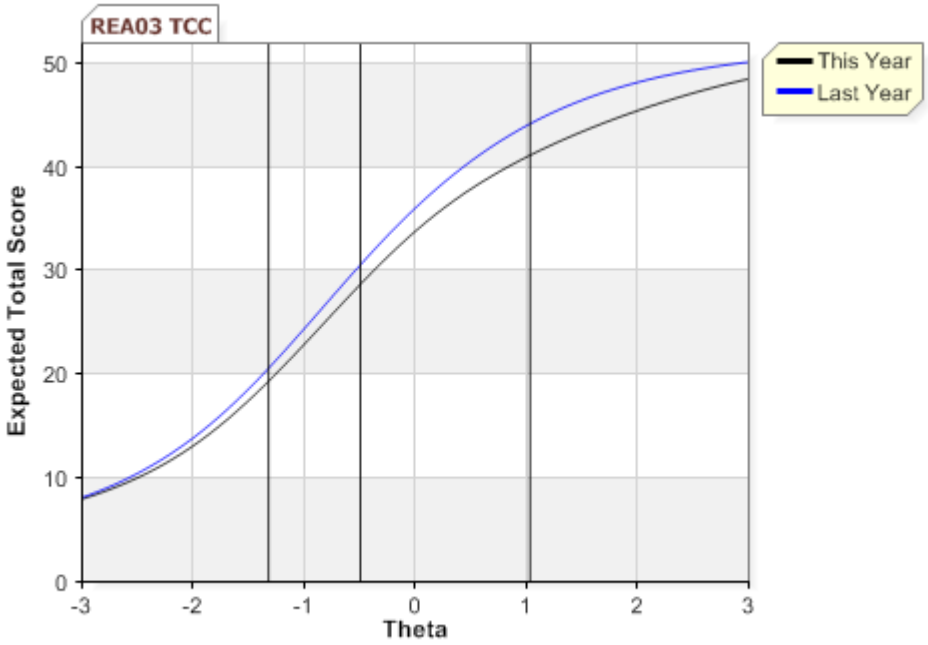
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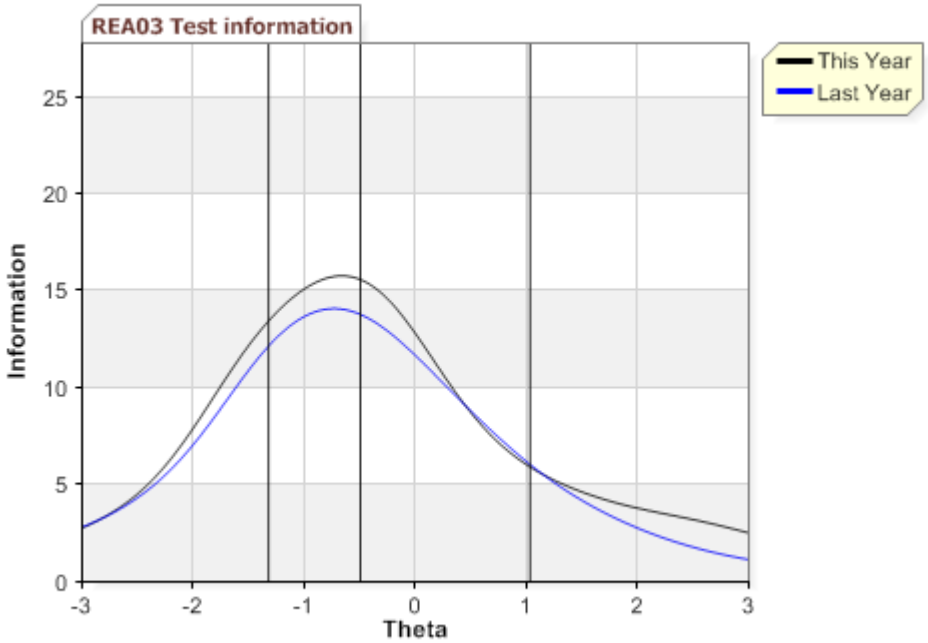
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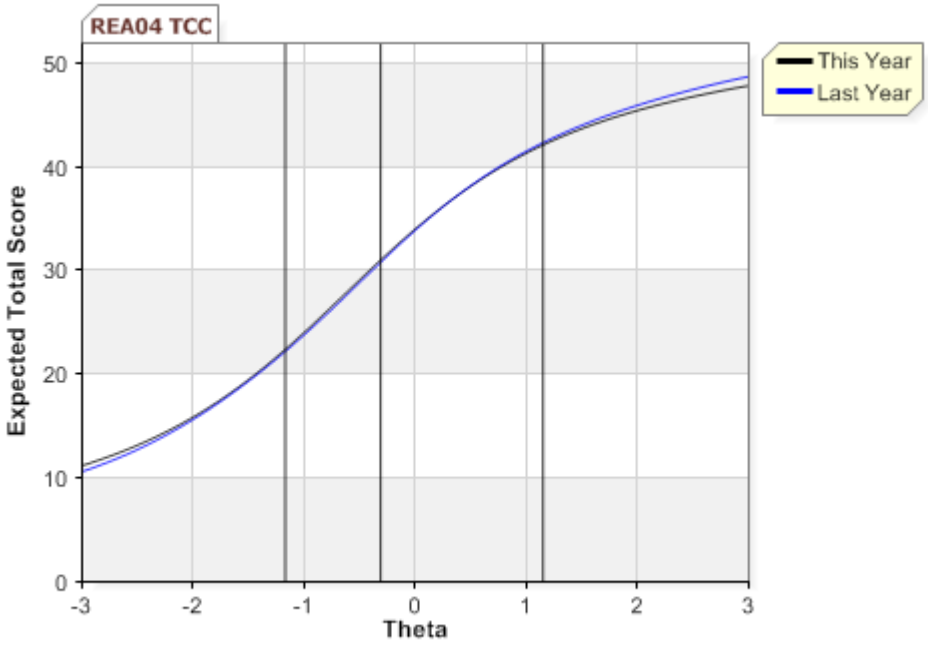
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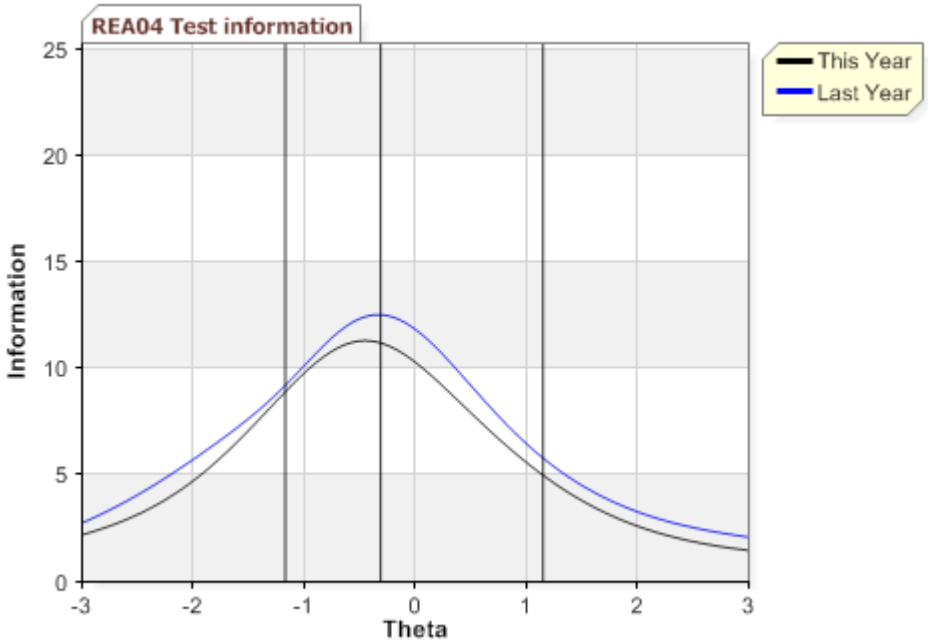
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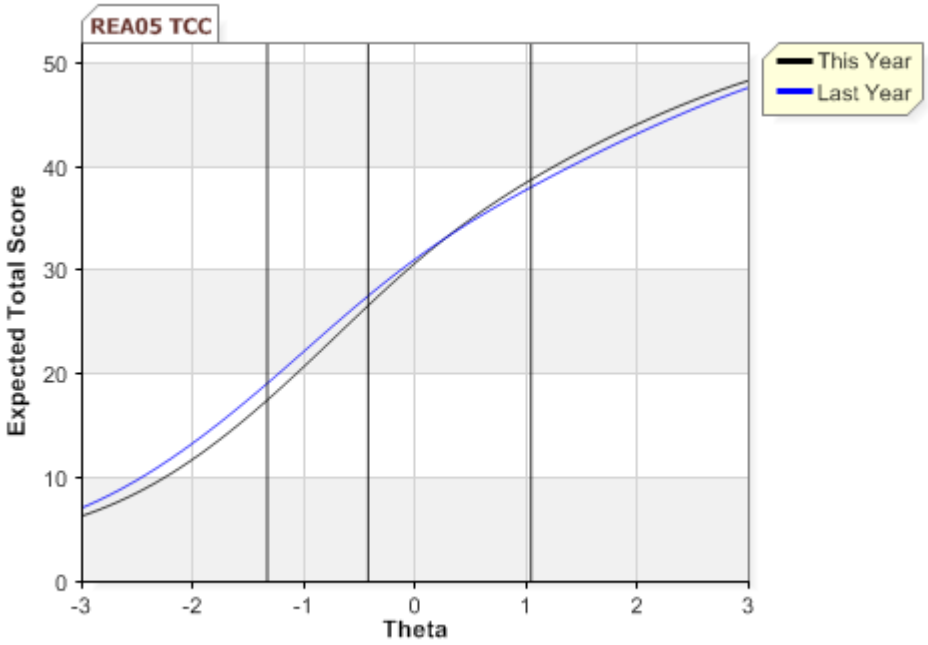
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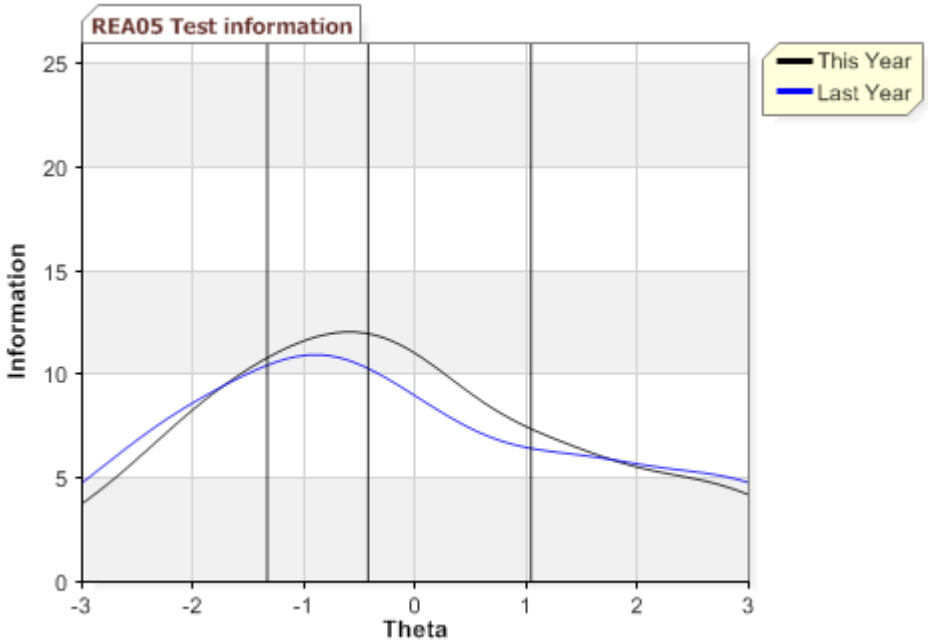
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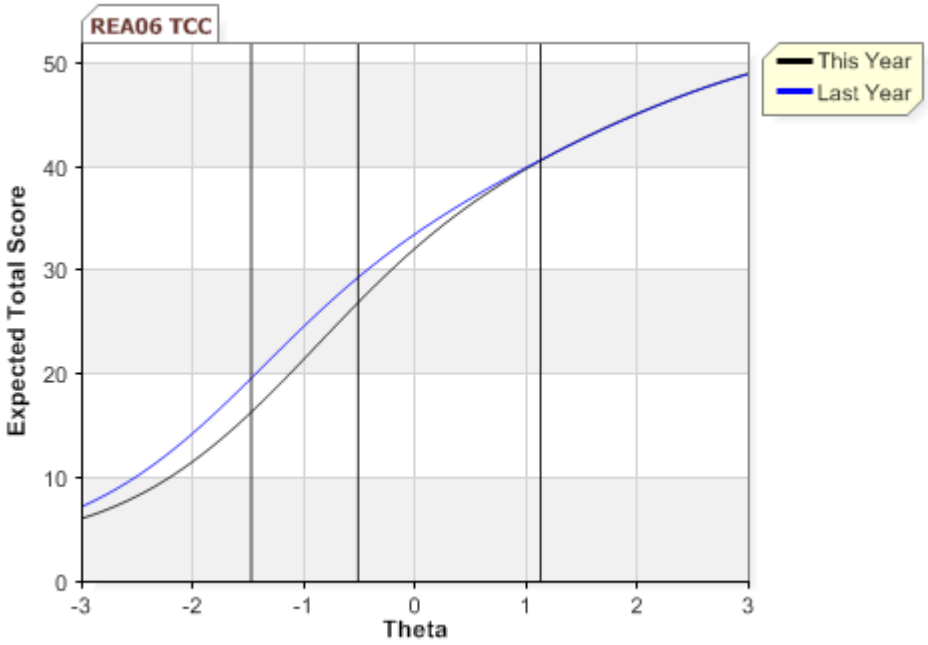
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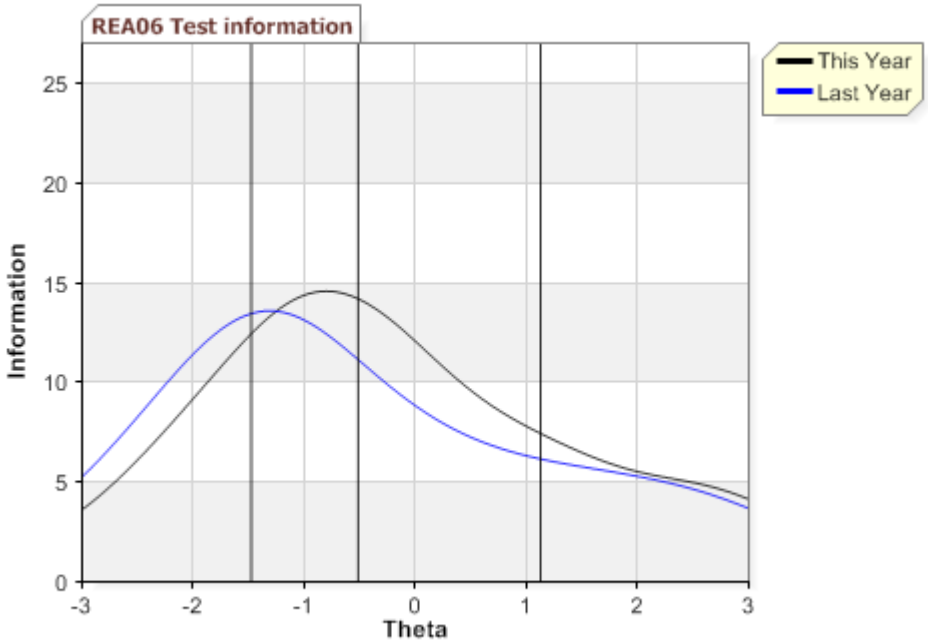
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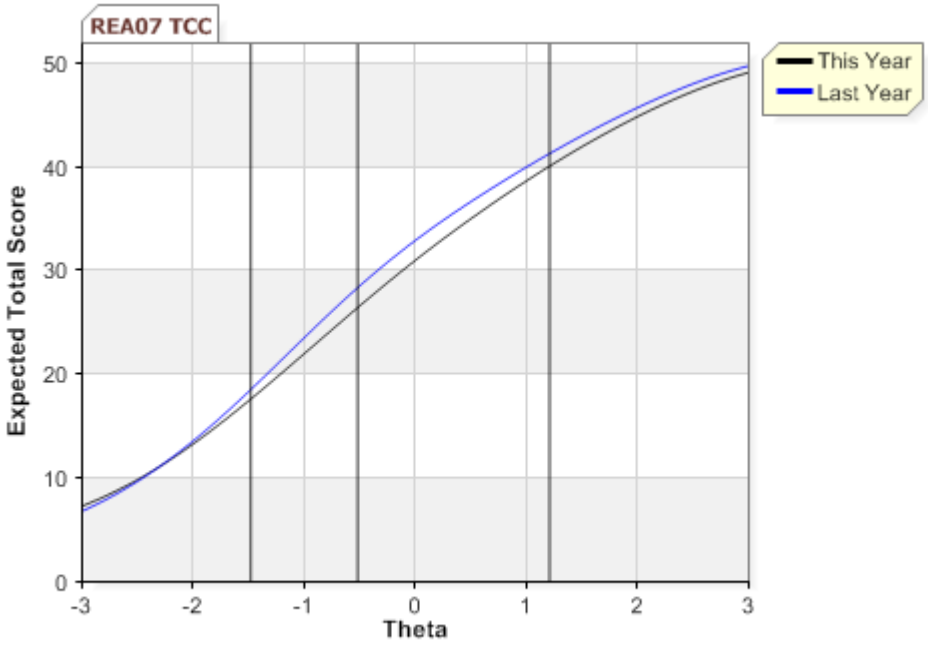
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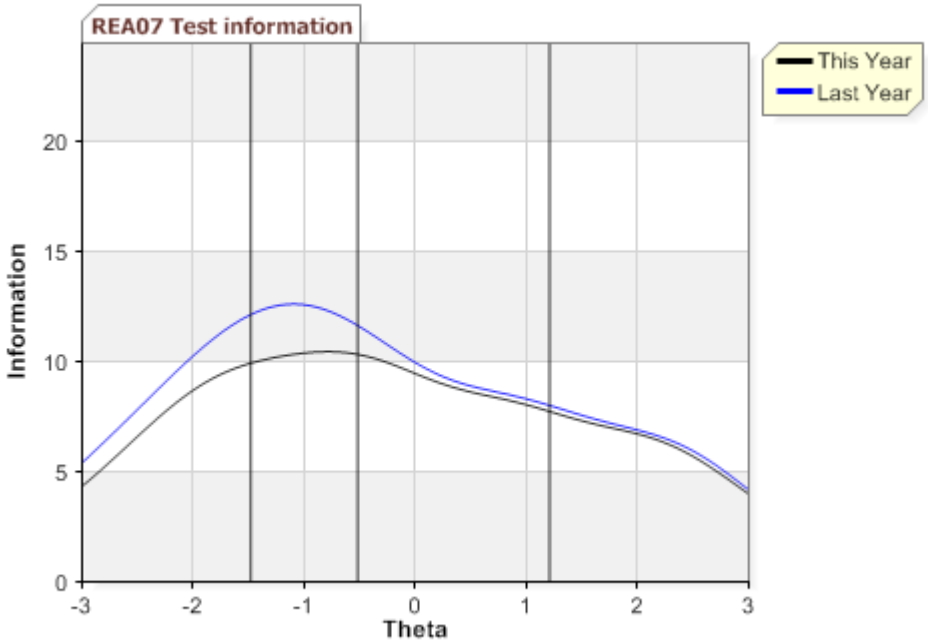
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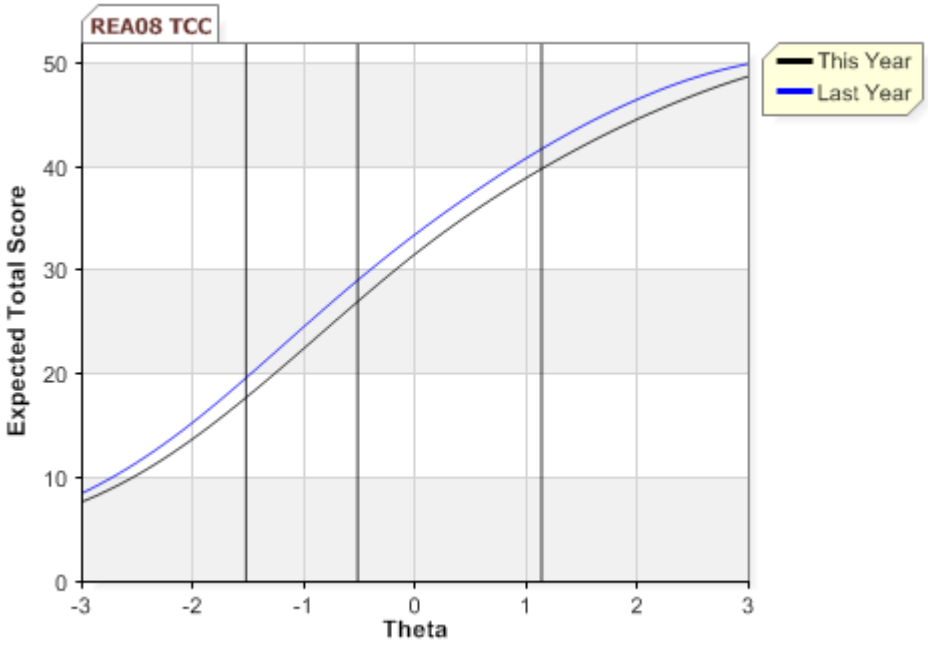
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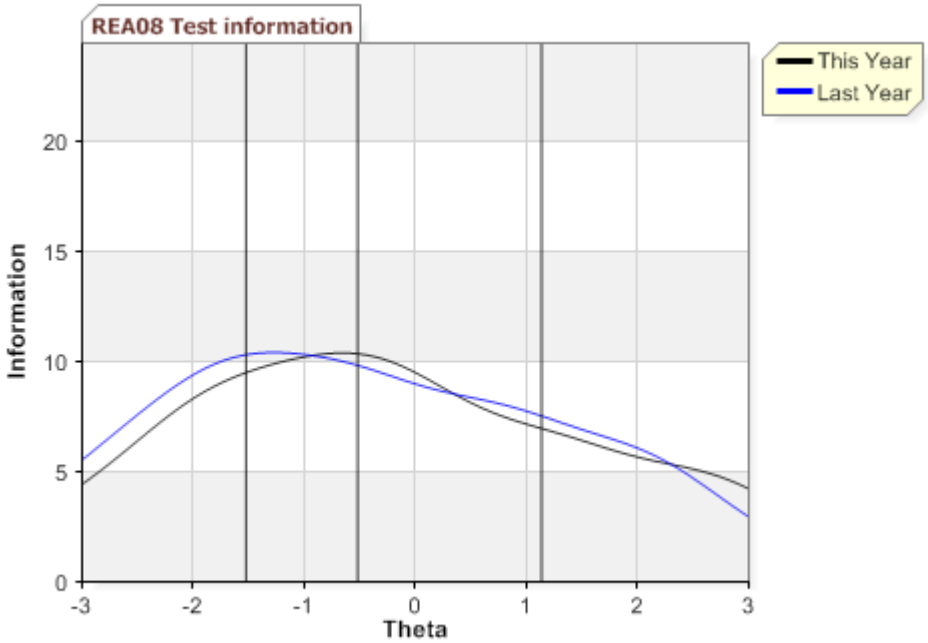
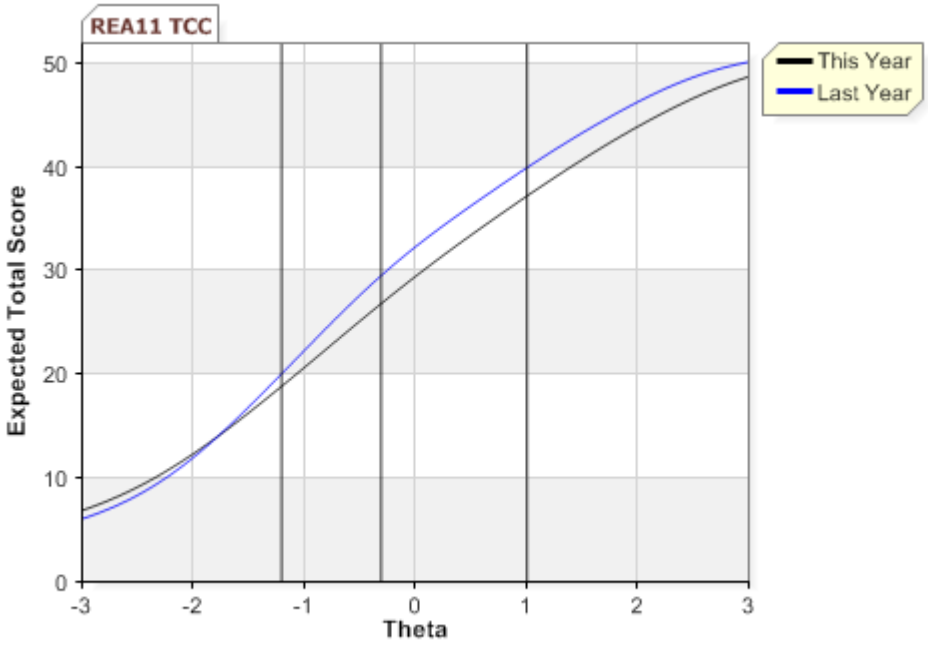
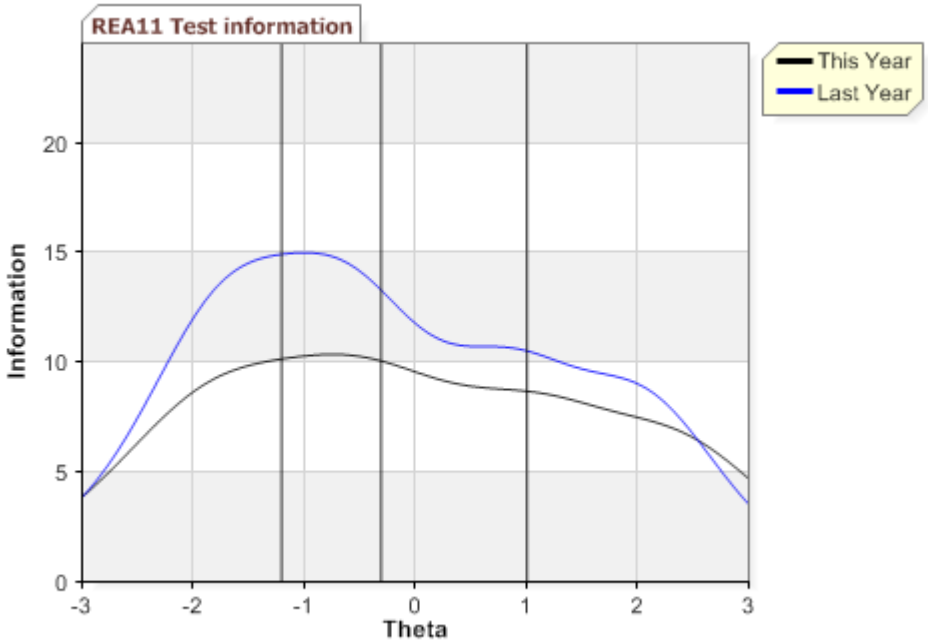
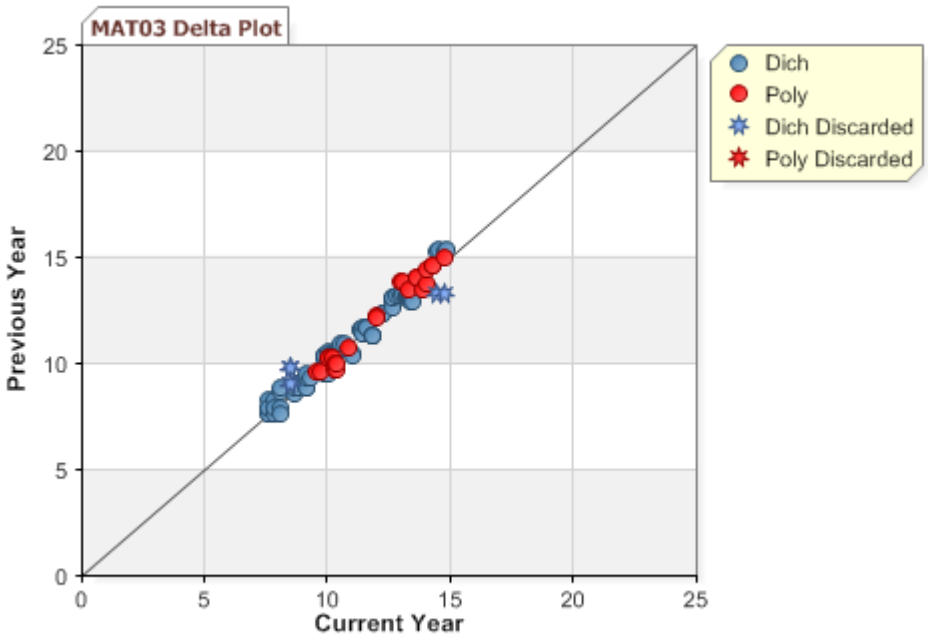
3
Theta


REA08 Test information
This Year
Last Year
Information
0
5
10
15
20
-3
-2
-1
0
1
2
3
Theta


REA11 TCC
This Year
Last Year
Expected Total Score
0
10
20
30
40
50
-3
-2
-1
0
1
2
3
Theta


REA11 Test information
This Year
Last Year
Information
0
5
10
15
20
-3
-2
-1
0
1
2
3
Theta

Appendix K—Delta Analyses and Rescore Analyses



MAT03

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
119681	0.88	0.91	8.30	7.64	False	0.99
119699	0.90	0.91	7.87	7.64	False	-0.53
119699	0.90	0.91	7.87	7.64	False	-0.53
119699	0.91	0.91	7.64	7.64	False	-0.81
119699	0.91	0.91	7.64	7.64	False	-0.81
119701	0.81	0.78	9.49	9.91	False	0.64
119701	0.81	0.77	9.49	10.04	False	1.11
119702	0.48	0.52	13.20	12.80	False	0.17
119702	0.48	0.50	13.20	13.00	False	-0.54
119704	0.49	0.53	13.10	12.70	False	0.17
119708	0.72	0.71	10.67	10.84	False	-0.26
119715	0.81	0.83	9.49	9.18	False	-0.25
119747	0.66	0.65	11.35	11.46	False	-0.52
119752	0.85	0.86	8.85	8.68	False	-0.72
119752	0.87	0.86	8.49	8.68	False	-0.18
119761	0.36	0.40	14.43	14.07	False	0.09
119770	0.74	0.76	10.43	10.17	False	-0.42
119775	0.64	0.66	11.57	11.35	False	-0.52
119775	0.64	0.66	11.57	11.35	False	-0.52
119806	0.76	0.76	10.24	10.24	False	-0.87
119806	0.76	0.77	10.24	10.04	False	-0.63
119806	0.76	0.76	10.24	10.24	False	-0.87
119806	0.76	0.77	10.24	10.04	False	-0.63
119808	0.82	0.82	9.34	9.34	False	-0.85
119808	0.82	0.83	9.34	9.18	False	-0.79
119842	0.75	0.69	10.30	11.02	False	1.65
119842	0.74	0.69	10.43	11.02	False	1.21
119853	0.81	0.80	9.56	9.70	False	-0.35

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
119853	0.81	0.81	9.56	9.56	False	-0.86
119873	0.47	0.49	13.30	13.10	False	-0.53
119877	0.85	0.89	8.85	8.09	False	1.34
119877	0.86	0.89	8.68	8.09	False	0.72
119880	0.73	0.77	10.55	10.04	False	0.48
119886	0.54	0.53	12.60	12.70	False	-0.57
119894	0.48	0.48	13.20	13.20	False	-0.94
119894	0.49	0.48	13.10	13.20	False	-0.58
119894	0.49	0.46	13.10	13.40	False	0.13
119894	0.48	0.46	13.20	13.40	False	-0.23
119896	0.47	0.36	13.30	14.43	True	3.06
119896	0.47	0.33	13.30	14.76	True	4.21
119901	0.51	0.53	12.90	12.70	False	-0.54
119901	0.49	0.53	13.10	12.70	False	0.17
119903	0.29	0.33	15.21	14.76	False	0.41
119903	0.29	0.36	15.21	14.43	False	1.56
119909	0.43	0.40	13.71	14.01	False	0.14
119911	0.75	0.75	10.30	10.30	False	-0.88
119920	0.59	0.60	12.14	11.99	False	-0.72
119920	0.58	0.60	12.19	11.99	False	-0.54
119924	0.85	0.83	8.85	9.18	False	0.32
119924	0.82	0.83	9.34	9.18	False	-0.79
119924	0.82	0.83	9.34	9.18	False	-0.79
119924	0.85	0.83	8.85	9.18	False	0.32
119926	0.57	0.57	12.29	12.29	False	-0.92
119926	0.57	0.57	12.29	12.29	False	-0.92
119930	0.49	0.48	13.10	13.20	False	-0.58
119930	0.48	0.48	13.20	13.20	False	-0.94
119930	0.48	0.47	13.20	13.30	False	-0.59
119930	0.49	0.47	13.10	13.30	False	-0.23
124490	0.42	0.49	13.81	13.10	False	1.27
124490	0.42	0.50	13.81	13.00	False	1.62
139575	0.63	0.64	11.67	11.57	False	-0.90
139575	0.63	0.65	11.67	11.46	False	-0.52
139606	0.51	0.46	12.90	13.40	False	0.84
139606	0.51	0.45	12.90	13.50	False	1.20
139651	0.35	0.37	14.54	14.33	False	-0.46
139651	0.35	0.38	14.54	14.27	False	-0.27
139661	0.88	0.90	8.30	7.87	False	0.15
139667	0.72	0.73	10.67	10.55	False	-0.88
139667	0.72	0.73	10.67	10.55	False	-0.88
144609	0.63	0.64	11.67	11.57	False	-0.90
144609	0.63	0.64	11.67	11.57	False	-0.90
145244	0.28	0.32	15.33	14.87	False	0.43
145244	0.28	0.35	15.33	14.54	False	1.60
145259	0.31	0.33	14.98	14.76	False	-0.41
145720	0.76	0.76	10.17	10.17	False	-0.87
198283	0.84	0.85	9.02	8.85	False	-0.75
198315	0.84	0.85	9.02	8.85	False	-0.75
198507	0.80	0.75	9.70	10.30	False	1.25

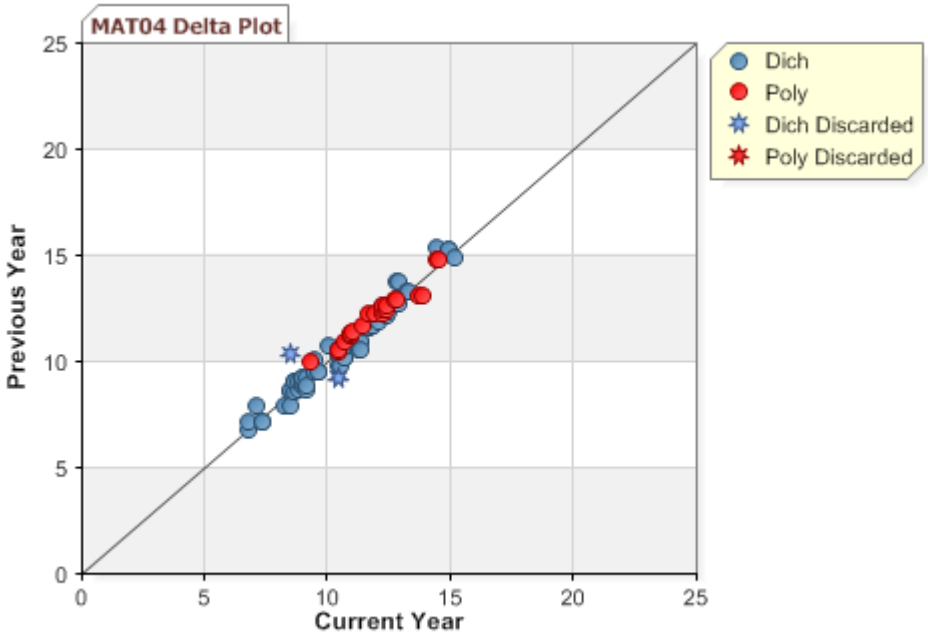
IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
198507	0.80	0.75	9.70	10.36	False	1.47
198507	0.78	0.75	9.91	10.36	False	0.74
198507	0.78	0.75	9.91	10.30	False	0.52
198521	0.46	0.47	13.45	13.30	False	-0.71
198521	0.46	0.41	13.45	13.91	False	0.67
201312	0.84	0.87	9.02	8.49	False	0.52
201312	0.84	0.87	9.02	8.49	False	0.52
201312	0.79	0.87	9.77	8.49	True	3.20
201312	0.79	0.87	9.77	8.49	True	3.20
201416	0.70	0.73	10.90	10.55	False	-0.05
201416	0.70	0.72	10.90	10.67	False	-0.47
201450	0.47	0.46	13.30	13.40	False	-0.59
201465	0.76	0.77	10.17	10.04	False	-0.85
201510	0.76	0.78	10.17	9.91	False	-0.38
201510	0.75	0.78	10.30	9.91	False	0.07
201806	0.67	0.61	11.24	11.88	False	1.37
201806	0.67	0.61	11.24	11.88	False	1.37
201806	0.67	0.61	11.24	11.88	False	1.37
201806	0.67	0.61	11.24	11.88	False	1.37
201811	0.76	0.76	10.17	10.17	False	-0.87
201811	0.76	0.75	10.17	10.30	False	-0.42
201811	0.75	0.76	10.30	10.17	False	-0.86
201811	0.75	0.75	10.30	10.30	False	-0.88
202089	0.40	0.44	14.01	13.60	False	0.22
202089	0.40	0.44	14.01	13.60	False	0.22
223883	0.75	0.76	10.30	10.17	False	-0.86
223883	0.75	0.75	10.30	10.30	False	-0.88
223883	0.75	0.76	10.30	10.17	False	-0.86
223883	0.75	0.75	10.30	10.30	False	-0.88
255679	0.85	0.85	8.85	8.85	False	-0.84
255686	0.75	0.78	10.30	9.91	False	0.07
255686	0.75	0.78	10.30	9.91	False	0.07
255900	0.40	0.41	14.01	13.91	False	-0.86
255929	0.90	0.90	7.87	7.87	False	-0.82
255929	0.90	0.89	7.87	8.09	False	-0.04
255929	0.91	0.90	7.64	7.87	False	0.02
255929	0.91	0.89	7.64	8.09	False	0.80
255932	0.42	0.45	13.81	13.50	False	-0.15
255932	0.42	0.44	13.81	13.60	False	-0.51

MAT03

IREF	Max	Old Mean	New Mean	Old StDev	New StDev	Effect Size	Discard
119853	2	1.63	1.61	0.64	0.65	-0.03	No
119806	2	1.50	1.49	0.67	0.64	-0.02	No
198507	2	1.56	1.56	0.67	0.69	0.00	No
198521	2	0.90	0.95	0.86	0.83	0.05	No
124490	2	0.73	0.85	0.83	0.79	0.15	No
139651	2	0.68	0.75	0.77	0.78	0.09	No

MAT03

IREF	Max	Old Mean	New Mean	Old StDev	New StDev	Effect Size	Discard
202089	2	0.81	0.79	0.93	0.92	-0.03	No
145259	2	0.58	0.57	0.78	0.78	-0.01	No
119761	2	0.69	0.76	0.78	0.77	0.09	No
119708	2	1.46	1.47	0.65	0.64	0.02	No
119909	2	0.89	0.87	0.78	0.79	-0.02	No
119920	2	1.09	1.09	0.91	0.90	-0.01	No



MAT04

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
120071	0.57	0.56	12.29	12.40	False	-0.55
120071	0.57	0.56	12.29	12.40	False	-0.55
120072	0.85	0.84	8.85	9.02	False	-0.59
120074	0.64	0.63	11.57	11.67	False	-0.59
120074	0.64	0.64	11.57	11.57	False	-0.95
120074	0.64	0.64	11.57	11.57	False	-0.95
120074	0.64	0.63	11.57	11.67	False	-0.59
120083	0.70	0.72	10.90	10.73	False	-0.34
120098	0.32	0.29	14.87	15.21	False	0.47
120102	0.84	0.84	9.02	9.02	False	-0.79
120102	0.84	0.85	9.02	8.85	False	-0.22
120108	0.71	0.72	10.79	10.67	False	-0.52
120108	0.71	0.72	10.79	10.67	False	-0.52
120126	0.84	0.86	9.02	8.68	False	0.38
120141	0.29	0.31	15.21	14.98	False	-0.48
120141	0.29	0.31	15.21	14.98	False	-0.48
120146	0.43	0.52	13.71	12.80	False	1.93
120146	0.43	0.51	13.71	12.90	False	1.59
120159	0.72	0.77	10.67	10.04	False	1.21
120173	0.56	0.58	12.40	12.19	False	-0.35
120174	0.47	0.47	13.30	13.30	False	-0.82
120174	0.47	0.48	13.30	13.20	False	-0.77
120183	0.90	0.93	7.87	7.10	False	1.94
120187	0.75	0.74	10.30	10.43	False	-0.63
120187	0.75	0.74	10.30	10.43	False	-0.63
120197	0.60	0.59	11.99	12.09	False	-0.57
120197	0.61	0.59	11.88	12.09	False	-0.23
120203	0.58	0.61	12.19	11.93	False	-0.16

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
120203	0.58	0.63	12.19	11.73	False	0.56
120214	0.85	0.83	8.85	9.18	False	-0.04
120214	0.86	0.83	8.68	9.18	False	0.54
120232	0.83	0.84	9.18	9.02	False	-0.25
120232	0.84	0.84	9.02	9.02	False	-0.79
120236	0.73	0.74	10.55	10.43	False	-0.49
120253	0.83	0.84	9.18	9.02	False	-0.25
120253	0.83	0.83	9.18	9.18	False	-0.80
120257	0.60	0.61	11.99	11.88	False	-0.66
120257	0.59	0.61	12.09	11.88	False	-0.32
120266	0.63	0.61	11.67	11.88	False	-0.23
120266	0.63	0.61	11.67	11.88	False	-0.23
120269	0.59	0.56	12.09	12.40	False	0.13
120280	0.70	0.66	10.90	11.35	False	0.52
120280	0.70	0.66	10.90	11.35	False	0.52
120290	0.66	0.69	11.35	11.07	False	-0.02
120291	0.81	0.81	9.49	9.49	False	-0.82
120299	0.73	0.74	10.55	10.43	False	-0.49
120299	0.74	0.74	10.43	10.43	False	-0.90
120301	0.52	0.53	12.85	12.75	False	-0.74
120301	0.52	0.52	12.85	12.80	False	-0.91
124526	0.72	0.71	10.67	10.79	False	-0.62
124592	0.83	0.74	9.18	10.43	True	3.09
124592	0.83	0.74	9.18	10.43	True	3.09
124700	0.58	0.58	12.19	12.24	False	-0.73
139465	0.71	0.69	10.79	11.02	False	-0.23
139482	0.63	0.66	11.67	11.40	False	-0.08
139521	0.79	0.73	9.77	10.55	False	1.54
139521	0.79	0.74	9.77	10.43	False	1.13
144645	0.33	0.35	14.76	14.54	False	-0.49
144645	0.33	0.36	14.76	14.49	False	-0.30
145079	0.73	0.67	10.55	11.24	False	1.32
145079	0.73	0.66	10.55	11.35	False	1.69
145268	0.77	0.81	10.04	9.49	False	1.02
145281	0.75	0.74	10.30	10.43	False	-0.63
145281	0.75	0.74	10.30	10.43	False	-0.63
145563	0.93	0.92	7.10	7.38	False	-0.34
145563	0.93	0.92	7.10	7.38	False	-0.34
145854	0.53	0.51	12.70	12.90	False	-0.18
145854	0.53	0.52	12.70	12.80	False	-0.52
198351	0.94	0.94	6.78	6.78	False	-0.61
198351	0.93	0.94	7.10	6.78	False	0.43
198385	0.54	0.55	12.60	12.50	False	-0.72
198385	0.54	0.57	12.60	12.29	False	-0.03
198385	0.57	0.55	12.29	12.50	False	-0.21
198385	0.57	0.57	12.29	12.29	False	-0.90
198396	0.61	0.62	11.88	11.78	False	-0.65
198431	0.50	0.43	13.05	13.71	False	1.39
198431	0.50	0.41	13.05	13.91	False	2.08
198442	0.78	0.82	9.98	9.34	False	1.31

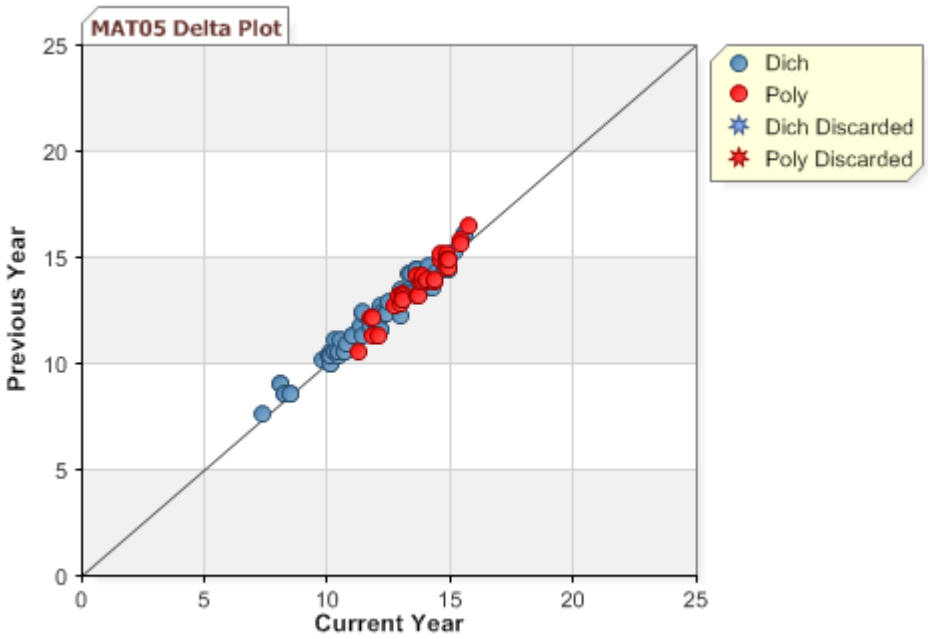
IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
202346	0.87	0.86	8.49	8.68	False	-0.56
202346	0.87	0.87	8.49	8.49	False	-0.75
202390	0.90	0.87	7.87	8.49	False	0.87
202390	0.90	0.88	7.87	8.30	False	0.21
227082	0.67	0.70	11.24	10.96	False	0.00
227082	0.67	0.70	11.24	10.96	False	0.00
227082	0.68	0.70	11.18	10.96	False	-0.19
227082	0.68	0.70	11.18	10.96	False	-0.19
227100	0.86	0.85	8.68	8.85	False	-0.58
227100	0.86	0.87	8.68	8.49	False	-0.13
227853	0.57	0.56	12.29	12.40	False	-0.55
227853	0.55	0.56	12.50	12.40	False	-0.71
232445	0.84	0.86	9.02	8.68	False	0.38
232445	0.84	0.86	9.02	8.68	False	0.38
232636	0.28	0.36	15.33	14.43	False	1.78
255664	0.75	0.87	10.30	8.49	True	5.26
255685	0.81	0.80	9.49	9.63	False	-0.62
255685	0.81	0.81	9.49	9.49	False	-0.82
255685	0.81	0.80	9.49	9.63	False	-0.62
255685	0.81	0.81	9.49	9.49	False	-0.82
255692	0.73	0.74	10.55	10.43	False	-0.49
255692	0.73	0.73	10.55	10.55	False	-0.90
255694	0.75	0.72	10.30	10.67	False	0.20
255694	0.75	0.72	10.30	10.67	False	0.20
255694	0.76	0.72	10.17	10.67	False	0.62
255694	0.76	0.72	10.17	10.67	False	0.62
270069	0.56	0.57	12.45	12.29	False	-0.53
270069	0.56	0.56	12.45	12.45	False	-0.89
270069	0.54	0.57	12.60	12.29	False	-0.03
270069	0.54	0.56	12.60	12.45	False	-0.55

MAT04

IREF	Max	Old Mean	New Mean	Old StDev	New StDev	Effect Size	Discard
120203	2	1.17	1.30	0.76	0.77	0.17	No
270069	2	1.13	1.12	0.93	0.94	-0.01	No
198431	2	0.97	0.84	0.76	0.80	-0.17	No
227082	2	1.40	1.43	0.56	0.54	0.05	No
144645	2	0.67	0.73	0.88	0.90	0.06	No
124700	2	1.16	1.17	0.53	0.52	0.03	No

MAT04

IREF	Max	Old Mean	New Mean	Old StDev	New StDev	Effect Size	Discard
198442	2	1.51	1.43	0.61	0.68	-0.12	No
139482	2	1.26	1.28	0.74	0.73	0.02	No
120299	2	1.49	1.48	0.70	0.71	-0.01	No
120290	2	1.44	1.43	0.77	0.77	-0.01	No
120083	2	1.44	1.43	0.69	0.69	-0.01	No



MAT05

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
120631	0.49	0.51	13.15	12.90	False	-0.56
120639	0.67	0.61	11.30	11.88	False	1.32
120639	0.67	0.59	11.30	12.09	False	2.12
120640	0.84	0.89	9.02	8.09	False	1.93
120640	0.84	0.89	9.02	8.09	False	1.93
120644	0.75	0.76	10.30	10.17	False	-1.14
120644	0.75	0.76	10.30	10.17	False	-1.14
120644	0.78	0.76	9.91	10.17	False	0.11
120644	0.78	0.76	9.91	10.17	False	0.11
120653	0.68	0.73	11.13	10.55	False	0.65
120653	0.68	0.75	11.13	10.30	False	1.60
120657	0.63	0.62	11.67	11.78	False	-0.56
120667	0.37	0.36	14.33	14.43	False	-0.64
120667	0.37	0.40	14.33	14.01	False	-0.28
120682	0.67	0.65	11.24	11.46	False	-0.11
120686	0.56	0.57	12.40	12.29	False	-1.17
120686	0.56	0.56	12.40	12.40	False	-0.99
120694	0.48	0.44	13.20	13.60	False	0.55
120694	0.48	0.43	13.20	13.71	False	0.94
120698	0.45	0.40	13.50	14.01	False	0.95
120698	0.45	0.37	13.50	14.33	False	2.17
120700	0.56	0.65	12.40	11.46	False	2.07
120700	0.57	0.65	12.29	11.46	False	1.67
120704	0.59	0.62	12.14	11.83	False	-0.37
120704	0.59	0.62	12.14	11.78	False	-0.16
120713	0.36	0.31	14.43	14.98	False	1.07
120713	0.36	0.33	14.43	14.76	False	0.21
120720	0.62	0.66	11.78	11.35	False	0.08

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
120731	0.50	0.49	12.97	13.10	False	-0.52
120731	0.50	0.49	12.97	13.08	False	-0.62
120733	0.91	0.92	7.64	7.38	False	-0.72
120762	0.60	0.59	11.99	12.09	False	-0.58
120762	0.60	0.60	11.99	11.99	False	-0.98
120762	0.61	0.60	11.88	11.99	False	-0.57
120762	0.61	0.59	11.88	12.09	False	-0.17
120764	0.73	0.72	10.55	10.67	False	-0.46
120767	0.42	0.42	13.86	13.86	False	-1.04
120769	0.51	0.50	12.90	13.00	False	-0.62
120769	0.51	0.50	12.90	13.00	False	-0.62
120793	0.36	0.32	14.46	14.90	False	0.64
120793	0.36	0.31	14.46	14.96	False	0.86
120803	0.73	0.74	10.55	10.43	False	-1.15
120803	0.73	0.74	10.55	10.43	False	-1.15
120805	0.67	0.69	11.24	11.02	False	-0.73
120805	0.67	0.69	11.24	11.02	False	-0.73
120808	0.42	0.43	13.81	13.71	False	-1.12
120810	0.35	0.39	14.54	14.12	False	0.15
120822	0.70	0.71	10.90	10.79	False	-1.16
120830	0.48	0.50	13.20	13.00	False	-0.76
120830	0.48	0.50	13.20	13.00	False	-0.76
120834	0.40	0.43	14.07	13.68	False	-0.01
120834	0.40	0.41	14.07	13.91	False	-0.91
120838	0.58	0.50	12.19	13.00	False	2.15
120850	0.63	0.60	11.67	11.99	False	0.25
120855	0.60	0.60	11.99	11.99	False	-0.98
124036	0.73	0.75	10.55	10.30	False	-0.67
124036	0.73	0.76	10.55	10.17	False	-0.17
124760	0.73	0.72	10.55	10.67	False	-0.46
124760	0.73	0.75	10.55	10.30	False	-0.67
144684	0.76	0.79	10.17	9.77	False	-0.08
198603	0.74	0.67	10.49	11.30	False	2.20
198645	0.57	0.59	12.29	12.09	False	-0.77
198645	0.57	0.56	12.29	12.40	False	-0.59
203258	0.87	0.87	8.49	8.49	False	-0.86
203258	0.87	0.88	8.49	8.30	False	-0.93
203258	0.87	0.88	8.49	8.30	False	-0.93
203258	0.87	0.87	8.49	8.49	False	-0.86
203301	0.43	0.40	13.71	14.01	False	0.16
203556	0.62	0.62	11.78	11.78	False	-0.97
203588	0.60	0.59	11.99	12.09	False	-0.58
203621	0.32	0.35	14.87	14.60	False	-0.41
203621	0.32	0.32	14.87	14.87	False	-1.07
203621	0.30	0.35	15.16	14.60	False	0.70
203621	0.30	0.32	15.16	14.87	False	-0.37
225021	0.22	0.26	16.09	15.57	False	0.56
225021	0.22	0.26	16.09	15.57	False	0.56
225316	0.53	0.58	12.70	12.19	False	0.41
225389	0.33	0.31	14.82	14.98	False	-0.42

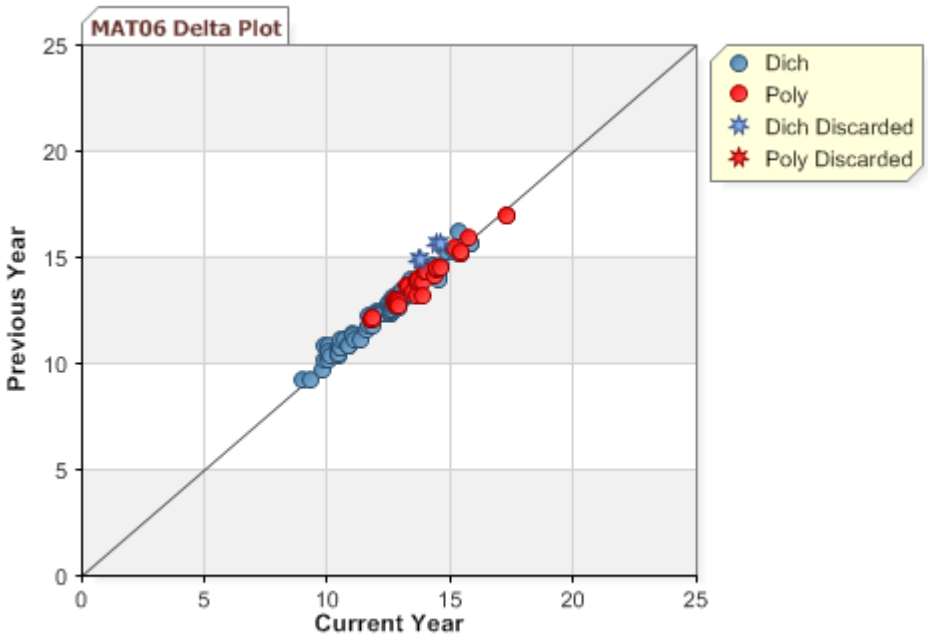
IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
225389	0.33	0.32	14.82	14.87	False	-0.85
225389	0.32	0.32	14.87	14.87	False	-1.07
225389	0.32	0.31	14.87	14.98	False	-0.63
226748	0.51	0.55	12.90	12.50	False	0.01
226810	0.29	0.29	15.21	15.21	False	-1.08
228544	0.20	0.25	16.44	15.76	False	1.20
230748	0.26	0.27	15.60	15.42	False	-0.75
230748	0.25	0.27	15.76	15.42	False	-0.13
255145	0.38	0.46	14.22	13.40	False	1.68
255145	0.38	0.47	14.22	13.30	False	2.07
255255	0.42	0.40	13.81	14.07	False	-0.04
255255	0.42	0.37	13.81	14.38	False	1.18
255255	0.41	0.40	13.91	14.07	False	-0.44
255255	0.41	0.37	13.91	14.38	False	0.78
255761	0.75	0.77	10.30	10.04	False	-0.63
255761	0.75	0.74	10.30	10.43	False	-0.44
255763	0.47	0.50	13.30	13.00	False	-0.36
255763	0.47	0.47	13.30	13.30	False	-1.02
255763	0.46	0.50	13.40	13.00	False	0.03
255763	0.46	0.47	13.40	13.30	False	-1.14
255766	0.53	0.50	12.75	13.00	False	-0.03
269314	0.42	0.42	13.78	13.78	False	-1.03
269369	0.36	0.44	14.43	13.60	False	1.72
269369	0.36	0.44	14.43	13.60	False	1.72
269369	0.36	0.44	14.43	13.60	False	1.72
269369	0.36	0.44	14.43	13.60	False	1.72
269393	0.64	0.60	11.57	11.99	False	0.67
269393	0.64	0.58	11.57	12.19	False	1.46
269393	0.64	0.60	11.57	11.99	False	0.67
269393	0.64	0.58	11.57	12.19	False	1.46
269405	0.53	0.53	12.70	12.75	False	-0.80
272113	0.47	0.50	13.30	13.05	False	-0.56
272113	0.48	0.50	13.20	13.05	False	-0.95

MAT05

IREF	Max	Old Mean	New Mean	Old StDev	New StDev	Effect Size	Discard
120834	4	1.59	1.69	1.36	1.36	0.07	No
120639	2	1.35	1.35	0.88	0.89	0.00	No
255255	2	0.81	0.80	0.82	0.78	-0.01	No
120793	4	1.51	1.52	1.43	1.43	0.01	No
120704	2	1.14	1.17	0.85	0.87	0.04	No
225389	2	0.67	0.72	0.85	0.82	0.06	No

MAT05

IREF	Max	Old Mean	New Mean	Old StDev	New StDev	Effect Size	Discard
120731	4	2.03	2.13	1.39	1.37	0.07	No
203621	2	0.71	0.72	0.85	0.84	0.01	No
120694	2	0.98	1.00	0.87	0.88	0.02	No
228544	2	0.40	0.50	0.72	0.74	0.14	No
255766	2	1.00	1.00	0.93	0.92	-0.01	No
120767	4	1.60	1.59	1.25	1.29	-0.01	No
198603	2	1.49	1.51	0.71	0.72	0.03	No
269405	2	1.10	1.14	0.93	0.92	0.04	No
269314	4	1.70	1.71	1.54	1.55	0.01	No
120631	2	1.10	1.08	0.92	0.95	-0.02	No
272113	2	0.94	0.95	0.79	0.79	0.01	No
230748	4	1.10	1.13	1.36	1.42	0.02	No



MAT06

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
119175	0.62	0.61	11.78	11.88	False	-0.05
119175	0.60	0.61	11.99	11.88	False	-1.01
119184	0.80	0.79	9.63	9.77	False	0.32
119186	0.83	0.84	9.18	9.02	False	-0.98
119186	0.83	0.82	9.18	9.34	False	0.43
119200	0.68	0.68	11.13	11.13	False	-0.46
119200	0.68	0.66	11.13	11.35	False	0.53
119203	0.52	0.52	12.85	12.80	False	-0.85
119203	0.54	0.52	12.65	12.80	False	0.07
119203	0.54	0.51	12.65	12.90	False	0.52
119203	0.52	0.51	12.85	12.90	False	-0.40
119219	0.64	0.64	11.57	11.57	False	-0.50
119229	0.59	0.61	12.14	11.88	False	-0.46
119232	0.75	0.74	10.30	10.43	False	0.18
119232	0.75	0.76	10.30	10.17	False	-0.94
119238	0.49	0.53	13.10	12.70	False	0.27
119238	0.49	0.51	13.10	12.90	False	-0.63
119258	0.52	0.55	12.80	12.50	False	-0.20
119258	0.52	0.55	12.80	12.50	False	-0.20
119262	0.54	0.52	12.60	12.80	False	0.30
119262	0.54	0.51	12.60	12.90	False	0.75
119277	0.71	0.70	10.79	10.90	False	0.10
119277	0.71	0.70	10.79	10.90	False	0.10
119281	0.60	0.62	11.99	11.78	False	-0.70
119281	0.60	0.62	11.99	11.83	False	-0.93
119313	0.46	0.49	13.40	13.10	False	-0.14
119316	0.58	0.63	12.19	11.67	False	0.71
119316	0.58	0.61	12.19	11.88	False	-0.23

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
119319	0.71	0.70	10.79	10.90	False	0.10
119328	0.29	0.32	15.21	14.87	False	0.22
119328	0.29	0.29	15.21	15.21	False	-0.86
119332	0.67	0.69	11.24	11.02	False	-0.71
119341	0.38	0.40	14.27	14.01	False	-0.24
119341	0.38	0.41	14.27	13.96	False	-0.01
119349	0.41	0.46	13.91	13.40	False	0.83
119351	0.66	0.69	11.35	11.02	False	-0.20
119356	0.21	0.28	16.23	15.33	False	2.79
119364	0.30	0.28	15.10	15.33	False	0.20
119364	0.30	0.27	15.10	15.45	False	0.73
119368	0.57	0.58	12.29	12.19	False	-1.03
119368	0.57	0.58	12.29	12.19	False	-1.03
119370	0.49	0.44	13.15	13.60	False	1.37
119370	0.49	0.42	13.15	13.86	False	2.51
119377	0.53	0.55	12.70	12.50	False	-0.66
119377	0.53	0.53	12.70	12.70	False	-0.61
119379	0.35	0.37	14.54	14.33	False	-0.42
119379	0.35	0.37	14.54	14.33	False	-0.42
119393	0.47	0.51	13.30	12.90	False	0.29
119393	0.48	0.51	13.20	12.90	False	-0.17
119393	0.47	0.47	13.30	13.30	False	-0.67
119393	0.48	0.47	13.20	13.30	False	-0.21
119396	0.55	0.53	12.50	12.70	False	0.31
119396	0.53	0.53	12.70	12.70	False	-0.61
119396	0.53	0.54	12.70	12.60	False	-1.06
119396	0.55	0.54	12.50	12.60	False	-0.14
122249	0.51	0.50	12.90	13.00	False	-0.18
122249	0.51	0.53	12.90	12.70	False	-0.64
123448	0.36	0.36	14.49	14.49	False	-0.79
123448	0.36	0.34	14.49	14.65	False	-0.06
123513	0.26	0.34	15.57	14.65	False	2.85
123513	0.26	0.36	15.57	14.43	True	3.82
125111	0.47	0.46	13.33	13.45	False	-0.11
139322	0.23	0.24	15.92	15.79	False	-0.66
139351	0.42	0.42	13.86	13.86	False	-0.73
198608	0.72	0.74	10.67	10.43	False	-0.68
198608	0.72	0.74	10.67	10.43	False	-0.68
198608	0.72	0.73	10.67	10.55	False	-0.95
198608	0.72	0.73	10.67	10.55	False	-0.95
198622	0.56	0.54	12.40	12.60	False	0.32
198709	0.72	0.73	10.67	10.55	False	-0.95
198715	0.35	0.34	14.54	14.65	False	-0.31
198727	0.30	0.28	15.16	15.39	False	0.20
198727	0.29	0.28	15.27	15.39	False	-0.34
203255	0.40	0.37	14.07	14.38	False	0.66
203460	0.41	0.35	13.91	14.54	False	2.09
203460	0.38	0.35	14.22	14.54	False	0.67
203483	0.76	0.78	10.17	9.91	False	-0.63
203483	0.76	0.77	10.17	10.04	False	-0.94

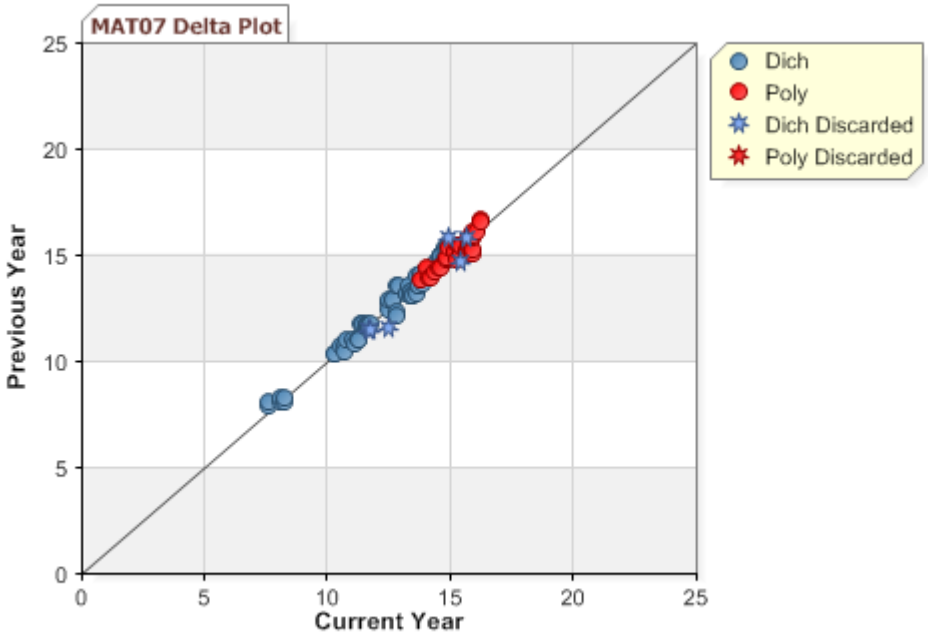
IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
203483	0.71	0.78	10.79	9.91	False	2.16
203483	0.71	0.77	10.79	10.04	False	1.57
203632	0.42	0.44	13.81	13.65	False	-0.77
203632	0.42	0.43	13.81	13.73	False	-1.06
203632	0.41	0.44	13.94	13.65	False	-0.18
203632	0.41	0.43	13.94	13.73	False	-0.52
225273	0.43	0.43	13.71	13.71	False	-0.71
225273	0.43	0.43	13.71	13.71	False	-0.71
225287	0.44	0.48	13.60	13.20	False	0.33
225287	0.44	0.47	13.60	13.35	False	-0.34
225313	0.57	0.60	12.29	11.99	False	-0.23
225313	0.57	0.58	12.29	12.19	False	-1.03
225313	0.56	0.60	12.40	11.99	False	0.24
225313	0.56	0.58	12.40	12.19	False	-0.68
225370	0.16	0.14	16.98	17.32	False	0.50
225370	0.17	0.14	16.90	17.32	False	0.87
225428	0.32	0.43	14.87	13.71	True	3.86
225428	0.32	0.42	14.87	13.81	True	3.41
228068	0.68	0.72	11.13	10.67	False	0.34
228068	0.68	0.73	11.13	10.55	False	0.88
228071	0.74	0.77	10.43	10.04	False	-0.08
228071	0.74	0.74	10.43	10.43	False	-0.39
228071	0.73	0.77	10.55	10.04	False	0.48
228071	0.73	0.74	10.55	10.43	False	-0.94
255369	0.45	0.44	13.50	13.60	False	-0.24
255371	0.57	0.57	12.29	12.29	False	-0.57
255371	0.57	0.54	12.29	12.60	False	0.79
255371	0.57	0.57	12.29	12.29	False	-0.57
255371	0.57	0.54	12.29	12.60	False	0.79
255384	0.52	0.53	12.80	12.75	False	-0.85
255384	0.52	0.52	12.80	12.85	False	-0.40
255384	0.50	0.53	13.00	12.75	False	-0.41
255384	0.50	0.52	13.00	12.85	False	-0.86
255575	0.28	0.29	15.39	15.21	False	-0.50
256902	0.37	0.36	14.38	14.43	False	-0.54
270370	0.62	0.63	11.78	11.67	False	-0.99
270584	0.26	0.24	15.57	15.83	False	0.23
270584	0.26	0.24	15.57	15.83	False	0.23

MAT06

IREF	Max	Old Mean	New Mean	Old StDev	New StDev	Effect Size	Discard
119370	2	1.00	0.97	0.95	0.97	-0.04	No
119341	2	0.82	0.89	0.73	0.78	0.10	No
119203	2	0.98	0.97	0.72	0.71	-0.01	No
123448	4	1.45	1.46	1.20	1.17	0.01	No
255384	2	0.98	0.99	0.77	0.78	0.02	No
225287	2	0.92	0.93	0.92	0.93	0.01	No

MAT06

IREF	Max	Old Mean	New Mean	Old StDev	New StDev	Effect Size	Discard
203632	4	1.76	1.78	1.17	1.17	0.02	No
119281	2	1.25	1.25	0.69	0.70	0.00	No
198727	2	0.63	0.61	0.80	0.80	-0.02	No
255575	2	0.65	0.69	0.78	0.81	0.05	No
139351	2	0.73	0.74	0.81	0.84	0.02	No
203255	2	0.79	0.84	0.80	0.81	0.07	No
139322	4	0.92	0.89	1.11	1.06	-0.03	No
119229	2	1.15	1.14	0.86	0.85	-0.01	No
225370	2	0.34	0.33	0.63	0.65	-0.02	No
256902	4	1.64	1.60	0.91	0.96	-0.04	No



MAT07

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
120328	0.64	0.63	11.57	11.67	False	-0.69
120329	0.65	0.62	11.46	11.78	False	0.34
120329	0.65	0.63	11.46	11.67	False	-0.17
120334	0.62	0.66	11.78	11.35	False	0.93
120355	0.41	0.39	13.88	14.14	False	-0.02

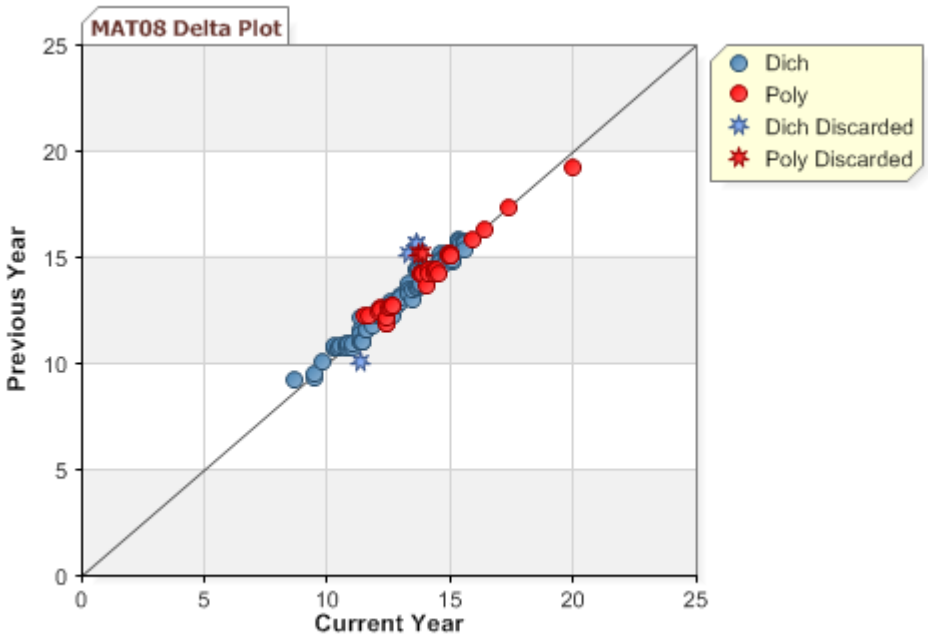
IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
120355	0.41	0.38	13.88	14.22	False	0.36
120366	0.45	0.47	13.50	13.30	False	-0.12
120380	0.48	0.44	13.20	13.60	False	0.70
120380	0.48	0.45	13.20	13.50	False	0.21
120385	0.40	0.40	14.01	14.01	False	-1.08
120385	0.39	0.42	14.12	13.81	False	0.42
120385	0.40	0.42	14.01	13.81	False	-0.08
120385	0.39	0.40	14.12	14.01	False	-0.57
120393	0.38	0.36	14.22	14.41	False	-0.39
120409	0.49	0.45	13.10	13.50	False	0.69
120411	0.89	0.91	8.09	7.64	False	0.96
120411	0.90	0.91	7.87	7.64	False	-0.11
120417	0.36	0.40	14.43	14.07	False	0.72
120434	0.59	0.52	12.09	12.80	False	2.21
120434	0.57	0.52	12.29	12.80	False	1.21
120435	0.63	0.63	11.67	11.67	False	-1.14
120444	0.62	0.65	11.78	11.46	False	0.40
120455	0.56	0.55	12.40	12.50	False	-0.74
120479	0.72	0.72	10.67	10.67	False	-1.17
120479	0.72	0.73	10.67	10.55	False	-0.59
120482	0.40	0.44	14.01	13.60	False	0.90
120487	0.63	0.64	11.67	11.57	False	-0.63
120487	0.63	0.64	11.67	11.57	False	-0.63
120492	0.36	0.35	14.43	14.54	False	-0.77
120492	0.36	0.35	14.43	14.60	False	-0.51
120501	0.74	0.72	10.43	10.67	False	0.00
120504	0.22	0.23	16.12	15.92	False	-0.05
120504	0.22	0.22	16.12	16.12	False	-1.02
120511	0.75	0.75	10.30	10.30	False	-1.17
120511	0.75	0.75	10.30	10.30	False	-1.17
120517	0.37	0.37	14.33	14.33	False	-1.07
120517	0.37	0.37	14.33	14.33	False	-1.07
120517	0.36	0.37	14.43	14.33	False	-0.55
120517	0.36	0.37	14.43	14.33	False	-0.55
120523	0.33	0.29	14.76	15.27	False	1.18
122346	0.64	0.64	11.57	11.57	False	-1.15
122346	0.64	0.63	11.57	11.67	False	-0.69
125286	0.71	0.68	10.79	11.13	False	0.47
125349	0.45	0.43	13.50	13.71	False	-0.28
125349	0.45	0.43	13.50	13.71	False	-0.28
139994	0.51	0.53	12.90	12.70	False	-0.14
139994	0.51	0.53	12.90	12.70	False	-0.14
140025	0.24	0.31	15.83	14.98	True	3.05
140025	0.24	0.25	15.83	15.70	True	-0.41
140026	0.32	0.34	14.87	14.65	False	0.02
140026	0.32	0.33	14.87	14.76	False	-0.51
145151	0.44	0.41	13.60	13.91	False	0.22
146128	0.25	0.24	15.76	15.89	False	-0.71
146128	0.25	0.24	15.76	15.83	False	-1.02
146220	0.33	0.31	14.76	14.98	False	-0.22

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
146263	0.28	0.32	15.33	14.87	False	1.19
146263	0.28	0.33	15.33	14.76	False	1.73
146266	0.53	0.55	12.70	12.50	False	-0.14
150893	0.25	0.24	15.76	15.83	False	-1.02
150893	0.25	0.25	15.76	15.76	False	-1.03
154762	0.42	0.42	13.86	13.81	False	-0.83
154775	0.64	0.55	11.57	12.50	True	3.29
199804	0.69	0.69	11.02	11.02	False	-1.16
199804	0.69	0.67	11.02	11.24	False	-0.11
199900	0.31	0.34	14.98	14.65	False	0.56
199900	0.31	0.34	14.98	14.65	False	0.56
199900	0.31	0.34	14.98	14.65	False	0.56
199900	0.31	0.34	14.98	14.65	False	0.56
199905	0.36	0.35	14.43	14.54	False	-0.77
199932	0.31	0.28	15.04	15.39	False	0.39
206092	0.45	0.52	13.50	12.80	False	2.31
206092	0.45	0.51	13.50	12.90	False	1.82
206107	0.28	0.31	15.33	14.98	False	0.64
206107	0.27	0.31	15.45	14.98	False	1.23
206112	0.34	0.36	14.65	14.43	False	-0.01
206112	0.34	0.36	14.65	14.43	False	-0.01
206144	0.62	0.64	11.78	11.57	False	-0.12
206144	0.62	0.62	11.78	11.78	False	-1.14
206198	0.19	0.21	16.55	16.23	False	0.56
206198	0.18	0.21	16.62	16.23	False	0.92
224764	0.88	0.89	8.30	8.09	False	-0.24
224764	0.88	0.88	8.30	8.30	False	-1.11
224764	0.89	0.88	8.09	8.30	False	-0.11
224764	0.89	0.89	8.09	8.09	False	-1.11
224796	0.49	0.46	13.10	13.40	False	0.21
224796	0.47	0.46	13.30	13.40	False	-0.77
224796	0.47	0.46	13.30	13.40	False	-0.77
224796	0.49	0.46	13.10	13.40	False	0.21
224856	0.31	0.25	15.04	15.70	False	1.87
224856	0.31	0.24	15.04	15.89	False	2.80
224856	0.29	0.25	15.27	15.70	False	0.74
224856	0.29	0.24	15.27	15.89	False	1.67
225135	0.26	0.25	15.57	15.76	False	-0.41
225135	0.26	0.24	15.57	15.83	False	-0.10
225135	0.28	0.25	15.33	15.76	False	0.76
225135	0.28	0.24	15.33	15.83	False	1.07
234445	0.48	0.48	13.20	13.20	False	-1.10
234445	0.48	0.48	13.20	13.20	False	-1.10
234455	0.28	0.31	15.33	14.98	False	0.64
234458	0.69	0.71	11.02	10.79	False	-0.05
234459	0.34	0.27	14.65	15.45	False	2.58
255899	0.27	0.28	15.45	15.33	False	-0.46
255899	0.27	0.27	15.45	15.45	False	-1.03
255899	0.28	0.28	15.39	15.33	False	-0.75
255899	0.28	0.27	15.39	15.45	False	-1.03

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
256095	0.32	0.32	14.87	14.87	False	-1.05
256095	0.33	0.32	14.76	14.87	False	-0.76
256118	0.29	0.29	15.18	15.18	False	-1.04
256118	0.29	0.29	15.18	15.21	False	-1.17
256141	0.51	0.55	12.90	12.50	False	0.84
256152	0.30	0.27	15.10	15.45	False	0.40
256152	0.30	0.28	15.10	15.33	False	-0.18
269013	0.68	0.67	11.13	11.24	False	-0.66
269013	0.69	0.67	11.02	11.24	False	-0.11
269083	0.24	0.23	15.89	15.96	False	-1.01
269118	0.37	0.37	14.33	14.33	False	-1.07

MAT07

IREF	Max	Old Mean	New Mean	Old StDev	New StDev	Effect Size	Discard
120492	2	0.75	0.79	0.89	0.88	0.04	No
146128	2	0.56	0.52	0.72	0.65	-0.06	No
120504	4	0.99	1.00	1.10	1.07	0.00	No
199932	2	0.62	0.62	0.77	0.78	-0.01	No
234455	2	0.55	0.57	0.57	0.57	0.03	No
120393	4	1.60	1.70	1.27	1.25	0.07	No
154762	2	0.90	0.96	0.93	0.95	0.06	No
120417	2	0.75	0.77	0.82	0.82	0.02	No
206198	4	0.63	0.60	0.88	0.87	-0.04	No
255899	2	0.53	0.52	0.70	0.70	-0.01	No
120355	4	1.71	1.68	1.13	1.15	-0.03	No
224856	2	0.46	0.47	0.81	0.80	0.01	No
256095	2	0.71	0.68	0.58	0.58	-0.06	No
269083	4	0.96	0.99	1.07	1.05	0.02	No
120523	2	0.61	0.54	0.87	0.82	-0.07	No
225135	2	0.62	0.55	0.87	0.85	-0.08	No
256118	4	1.21	1.25	0.93	0.95	0.05	No
150893	2	0.42	0.45	0.77	0.80	0.03	No



MAT08

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
120876	0.56	0.59	12.40	12.09	False	-0.29
120877	0.62	0.61	11.78	11.88	False	-0.29
120886	0.77	0.79	10.04	9.77	False	-0.23
120890	0.58	0.63	12.19	11.67	False	0.39
120890	0.58	0.65	12.19	11.51	False	0.88
120895	0.72	0.71	10.67	10.79	False	-0.33
120895	0.72	0.70	10.67	10.90	False	0.03
120895	0.70	0.70	10.90	10.90	False	-0.67
120895	0.70	0.71	10.90	10.79	False	-0.77
120912	0.66	0.66	11.35	11.35	False	-0.64
120915	0.83	0.86	9.18	8.68	False	0.56
120919	0.64	0.66	11.57	11.35	False	-0.51
120921	0.82	0.81	9.34	9.49	False	-0.32
120921	0.81	0.81	9.49	9.49	False	-0.78
120931	0.46	0.47	13.40	13.30	False	-0.81
120931	0.47	0.47	13.30	13.30	False	-0.50
120931	0.47	0.47	13.30	13.30	False	-0.50
120931	0.46	0.47	13.40	13.30	False	-0.81
120932	0.77	0.66	10.04	11.35	True	3.32
120936	0.55	0.58	12.50	12.19	False	-0.30
120936	0.54	0.58	12.60	12.19	False	0.00
120974	0.53	0.54	12.70	12.60	False	-0.86
120974	0.54	0.54	12.60	12.60	False	-0.55
120976	0.57	0.58	12.29	12.19	False	-0.89
120985	0.44	0.40	13.65	14.07	False	0.80
120998	0.44	0.42	13.60	13.81	False	0.15
120998	0.43	0.42	13.71	13.81	False	-0.15
121002	0.36	0.36	14.43	14.43	False	-0.42

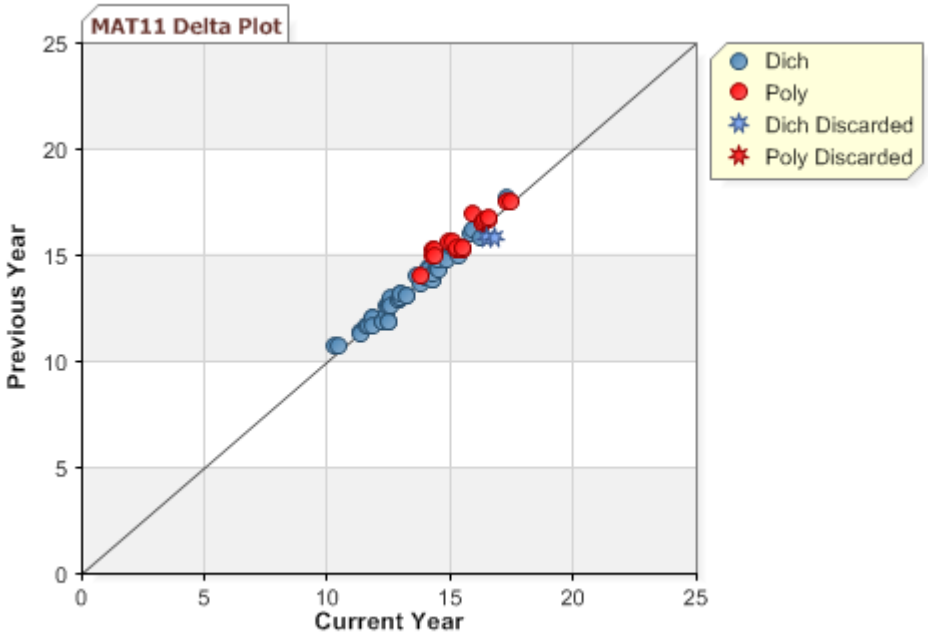
IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
121004	0.53	0.52	12.70	12.80	False	-0.23
121004	0.53	0.54	12.70	12.60	False	-0.86
121004	0.51	0.52	12.90	12.80	False	-0.84
121004	0.51	0.54	12.90	12.60	False	-0.34
121025	0.70	0.69	10.90	11.02	False	-0.32
121025	0.72	0.69	10.67	11.02	False	0.39
121027	0.58	0.59	12.19	12.09	False	-0.90
121027	0.58	0.59	12.19	12.09	False	-0.90
121048	0.25	0.28	15.70	15.33	False	-0.34
121048	0.25	0.26	15.70	15.57	False	-0.71
121071	0.21	0.20	16.30	16.44	False	0.16
121073	0.35	0.34	14.54	14.65	False	-0.07
121073	0.35	0.34	14.54	14.65	False	-0.07
121081	0.58	0.54	12.19	12.60	False	0.68
121081	0.58	0.53	12.19	12.70	False	0.99
121083	0.43	0.47	13.71	13.30	False	-0.08
121085	0.31	0.31	15.04	14.96	False	-0.64
121085	0.30	0.31	15.13	14.96	False	-0.90
121085	0.30	0.31	15.13	15.04	False	-0.63
121085	0.31	0.31	15.04	15.04	False	-0.37
121087	0.36	0.39	14.43	14.12	False	-0.41
121087	0.36	0.38	14.43	14.22	False	-0.73
121089	0.30	0.34	15.10	14.65	False	-0.05
121089	0.30	0.32	15.10	14.87	False	-0.73
121091	0.69	0.66	11.02	11.35	False	0.37
121091	0.69	0.65	11.02	11.46	False	0.71
121091	0.69	0.66	11.02	11.35	False	0.37
121091	0.69	0.65	11.02	11.46	False	0.71
121099	0.24	0.24	15.83	15.89	False	-0.12
122522	0.60	0.62	11.99	11.78	False	-0.56
122522	0.60	0.62	11.99	11.78	False	-0.56
122667	0.45	0.44	13.50	13.60	False	-0.17
122667	0.45	0.43	13.50	13.71	False	0.14
139760	0.26	0.28	15.57	15.33	False	-0.72
139760	0.26	0.28	15.57	15.33	False	-0.72
139771	0.71	0.75	10.79	10.30	False	0.38
139771	0.71	0.73	10.79	10.55	False	-0.39
139777	0.31	0.31	15.04	15.04	False	-0.37
139777	0.31	0.31	15.04	15.04	False	-0.37
139782	0.37	0.39	14.33	14.12	False	-0.73
139837	0.59	0.66	12.09	11.35	False	1.08
139837	0.59	0.64	12.09	11.57	False	0.41
139869	0.30	0.43	15.16	13.71	True	3.06
139869	0.30	0.42	15.16	13.86	True	2.58
139880	0.28	0.26	15.33	15.57	False	0.40
139885	0.55	0.55	12.55	12.50	False	-0.71
139885	0.55	0.54	12.55	12.60	False	-0.40
145640	0.26	0.26	15.57	15.57	False	-0.33
145640	0.26	0.27	15.57	15.45	False	-0.71
146287	0.34	0.33	14.65	14.76	False	-0.06

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
146287	0.34	0.35	14.65	14.54	False	-0.74
146358	0.40	0.39	14.01	14.12	False	-0.13
146455	0.50	0.45	13.00	13.50	False	1.04
199731	0.46	0.45	13.40	13.50	False	-0.18
199756	0.64	0.64	11.57	11.57	False	-0.63
199756	0.64	0.64	11.57	11.57	False	-0.63
199768	0.26	0.44	15.57	13.60	True	4.64
199768	0.26	0.44	15.57	13.60	True	4.64
206256	0.30	0.47	15.10	13.30	True	4.14
206323	0.49	0.50	13.10	13.00	False	-0.83
206323	0.48	0.50	13.20	13.00	False	-0.68
206323	0.51	0.50	12.90	13.00	False	-0.22
206324	0.61	0.56	11.88	12.45	False	1.15
206324	0.59	0.56	12.14	12.40	False	0.21
206324	0.59	0.56	12.14	12.45	False	0.36
206324	0.61	0.56	11.88	12.40	False	0.99
206331	0.53	0.54	12.67	12.62	False	-0.70
206331	0.53	0.54	12.67	12.62	False	-0.70
224873	0.34	0.34	14.65	14.65	False	-0.40
224873	0.34	0.35	14.65	14.54	False	-0.74
224873	0.34	0.34	14.65	14.65	False	-0.40
224873	0.34	0.35	14.65	14.54	False	-0.74
224878	0.36	0.43	14.43	13.71	False	0.87
224878	0.36	0.44	14.43	13.60	False	1.19
224878	0.36	0.43	14.43	13.71	False	0.87
224878	0.36	0.44	14.43	13.60	False	1.19
224936	0.37	0.35	14.33	14.54	False	0.24
224947	0.39	0.42	14.17	13.81	False	-0.25
224947	0.39	0.42	14.17	13.86	False	-0.41
224947	0.39	0.42	14.17	13.81	False	-0.25
224947	0.39	0.42	14.17	13.86	False	-0.41
225437	0.24	0.28	15.83	15.33	False	0.04
225437	0.25	0.28	15.70	15.33	False	-0.34
233602	0.57	0.59	12.29	12.09	False	-0.60
233602	0.57	0.57	12.29	12.29	False	-0.57
233602	0.55	0.59	12.50	12.09	False	0.02
233602	0.55	0.57	12.50	12.29	False	-0.62
233737	0.26	0.26	15.57	15.57	False	-0.33
242392	0.36	0.41	14.43	13.91	False	0.24
242392	0.36	0.41	14.43	13.91	False	0.24
242392	0.37	0.41	14.33	13.91	False	-0.09
242392	0.37	0.41	14.33	13.91	False	-0.09
242467	0.33	0.30	14.76	15.10	False	0.65
242467	0.33	0.34	14.76	14.65	False	-0.73
242467	0.32	0.30	14.87	15.10	False	0.32
242467	0.32	0.34	14.87	14.65	False	-0.74
256121	0.38	0.39	14.22	14.12	False	-0.76
256121	0.38	0.39	14.22	14.12	False	-0.76
256320	0.14	0.14	17.32	17.41	False	0.07
256329	0.37	0.39	14.35	14.12	False	-0.65

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
256329	0.37	0.37	14.35	14.38	False	-0.34
256329	0.38	0.39	14.20	14.12	False	-0.68
256329	0.38	0.37	14.20	14.38	False	0.14
256511	0.72	0.75	10.67	10.30	False	0.02
256511	0.72	0.74	10.67	10.43	False	-0.37
256511	0.72	0.75	10.67	10.30	False	0.02
256511	0.72	0.74	10.67	10.43	False	-0.37
269098	0.38	0.35	14.22	14.54	False	0.56
269172	0.06	0.04	19.22	20.00	False	2.36

MAT08

IREF	Max	Old Mean	New Mean	Old StDev	New StDev	Effect Size	Discard
206324	2	1.34	1.27	0.80	0.80	-0.09	No
139885	2	1.13	1.13	0.85	0.87	0.00	No
256329	4	1.52	1.48	1.37	1.38	-0.03	No
120985	2	0.91	0.85	0.95	0.92	-0.06	No
120936	2	1.13	1.09	0.90	0.93	-0.05	No
121071	4	0.76	0.79	0.91	0.92	0.03	No
269098	2	0.64	0.57	0.89	0.80	-0.09	No
256320	2	0.26	0.23	0.63	0.62	-0.04	No
121099	4	1.13	1.11	0.84	0.82	-0.02	No
139777	2	0.57	0.57	0.87	0.87	0.01	No
206331	4	2.16	2.06	1.12	1.13	-0.08	No
224947	2	0.77	0.80	0.85	0.84	0.04	No
120876	2	1.11	1.13	0.72	0.71	0.03	No
121002	4	1.37	1.39	1.43	1.41	0.01	No
269172	2	0.13	0.13	0.43	0.39	0.00	No
139869	2	0.58	0.58	0.86	0.88	0.00	No
121085	4	1.40	1.33	1.49	1.49	-0.05	No
120890	2	1.15	1.33	0.82	0.77	0.22	No



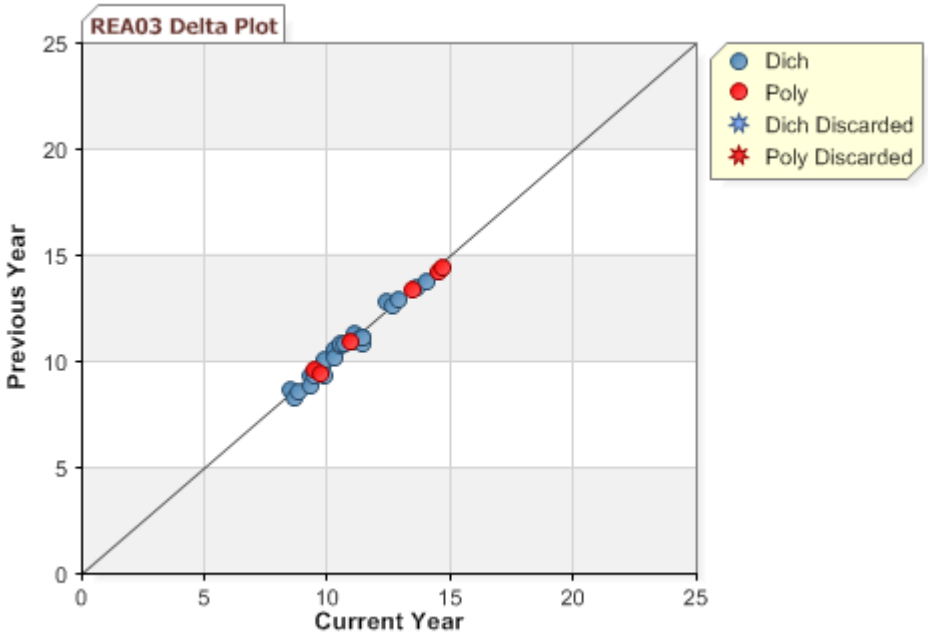
MAT11

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
119430	0.31	0.28	14.98	15.33	False	0.75
119437	0.61	0.55	11.88	12.50	False	1.51
119437	0.61	0.55	11.88	12.50	False	1.51
119437	0.61	0.57	11.88	12.29	False	0.65
119437	0.61	0.57	11.88	12.29	False	0.65
119442	0.32	0.32	14.87	14.87	False	-0.74
119450	0.40	0.40	14.01	14.01	False	-0.84
119452	0.63	0.61	11.67	11.88	False	-0.23
119460	0.19	0.21	16.47	16.30	False	-0.72
119460	0.19	0.21	16.51	16.30	False	-0.57
119464	0.42	0.37	13.81	14.33	False	1.34
119464	0.42	0.37	13.81	14.33	False	1.34
119472	0.29	0.38	15.21	14.27	False	2.65
119472	0.31	0.37	14.98	14.38	False	1.26
119472	0.31	0.38	14.98	14.27	False	1.71
119472	0.29	0.37	15.21	14.38	False	2.21
119476	0.36	0.36	14.43	14.43	False	-0.79
119484	0.50	0.54	13.00	12.60	False	0.64
119484	0.52	0.54	12.80	12.60	False	-0.19
119488	0.67	0.66	11.24	11.35	False	-0.71
119488	0.66	0.66	11.35	11.35	False	-0.87
119494	0.24	0.19	15.83	16.51	False	2.28
119494	0.24	0.17	15.83	16.82	True	3.58
119502	0.26	0.31	15.57	14.98	False	1.13
119502	0.26	0.30	15.57	15.10	False	0.65
119516	0.49	0.48	13.10	13.20	False	-0.53
119516	0.49	0.48	13.10	13.20	False	-0.53
119520	0.54	0.56	12.60	12.40	False	-0.16

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
119542	0.39	0.37	14.12	14.33	False	0.06
119546	0.40	0.42	13.99	13.78	False	-0.31
119553	0.37	0.35	14.33	14.54	False	0.10
119553	0.36	0.35	14.43	14.54	False	-0.34
119562	0.28	0.27	15.33	15.45	False	-0.18
119573	0.72	0.74	10.67	10.43	False	0.24
119573	0.72	0.75	10.67	10.30	False	0.77
119589	0.13	0.14	17.51	17.28	False	-0.63
119603	0.21	0.23	16.23	15.96	False	-0.30
119605	0.54	0.54	12.60	12.60	False	-1.01
119605	0.54	0.55	12.60	12.50	False	-0.59
119620	0.17	0.24	16.90	15.89	False	2.74
119621	0.29	0.27	15.24	15.48	False	0.32
119621	0.29	0.29	15.24	15.24	False	-0.70
119621	0.28	0.27	15.33	15.48	False	-0.05
119621	0.28	0.29	15.33	15.24	False	-0.97
119630	0.60	0.61	11.99	11.88	False	-0.50
119630	0.60	0.61	11.99	11.88	False	-0.50
125740	0.12	0.14	17.70	17.32	False	-0.02
130081	0.63	0.63	11.67	11.67	False	-0.90
130081	0.63	0.64	11.67	11.57	False	-0.45
139984	0.28	0.30	15.33	15.10	False	-0.35
140196	0.58	0.56	12.19	12.40	False	-0.20
141256	0.51	0.51	12.90	12.90	False	-0.97
141256	0.51	0.51	12.90	12.90	False	-0.97
259790	0.23	0.24	15.96	15.83	False	-0.86
259814	0.28	0.29	15.33	15.21	False	-0.84
259828	0.50	0.50	13.00	13.00	False	-0.96
259828	0.50	0.50	13.00	13.00	False	-0.96
259828	0.48	0.50	13.20	13.00	False	-0.24
259828	0.48	0.50	13.20	13.00	False	-0.24
259873	0.37	0.39	14.33	14.12	False	-0.33
259914	0.41	0.40	13.91	14.01	False	-0.42
259914	0.40	0.40	14.01	14.01	False	-0.84
259914	0.40	0.40	14.01	14.01	False	-0.84
259914	0.41	0.40	13.91	14.01	False	-0.42
259921	0.18	0.19	16.74	16.59	False	-0.86
259927	0.36	0.39	14.43	14.12	False	0.11
259947	0.40	0.44	14.01	13.60	False	0.55
259958	0.18	0.20	16.62	16.40	False	-0.56
259989	0.35	0.35	14.54	14.54	False	-0.78
259989	0.35	0.35	14.54	14.54	False	-0.78
259989	0.33	0.35	14.76	14.54	False	-0.35
259989	0.33	0.35	14.76	14.54	False	-0.35
260001	0.18	0.19	16.66	16.59	False	-0.85
260675	0.13	0.13	17.51	17.51	False	-0.42
270801	0.24	0.21	15.83	16.23	False	1.07
270853	0.39	0.39	14.12	14.12	False	-0.83
270856	0.33	0.32	14.76	14.87	False	-0.28
270868	0.44	0.42	13.60	13.81	False	-0.03

MAT11

IREF	Max	Old Mean	New Mean	Old StDev	New StDev	Effect Size	Discard
259921	2	0.37	0.37	0.70	0.70	0.01	No
119546	4	1.65	1.60	1.60	1.63	-0.03	No
260675	2	0.29	0.29	0.63	0.64	0.00	No
259958	4	0.86	0.82	1.29	1.28	-0.03	No
119502	2	0.63	0.63	0.72	0.72	0.01	No
119621	4	1.19	1.19	1.19	1.24	0.00	No
260001	2	0.40	0.40	0.65	0.67	-0.01	No
119620	2	0.41	0.55	0.78	0.77	0.17	No
119589	4	0.55	0.54	0.86	0.83	-0.01	No
119472	2	0.67	0.70	0.72	0.74	0.04	No
119460	4	0.84	0.85	0.92	0.91	0.02	No



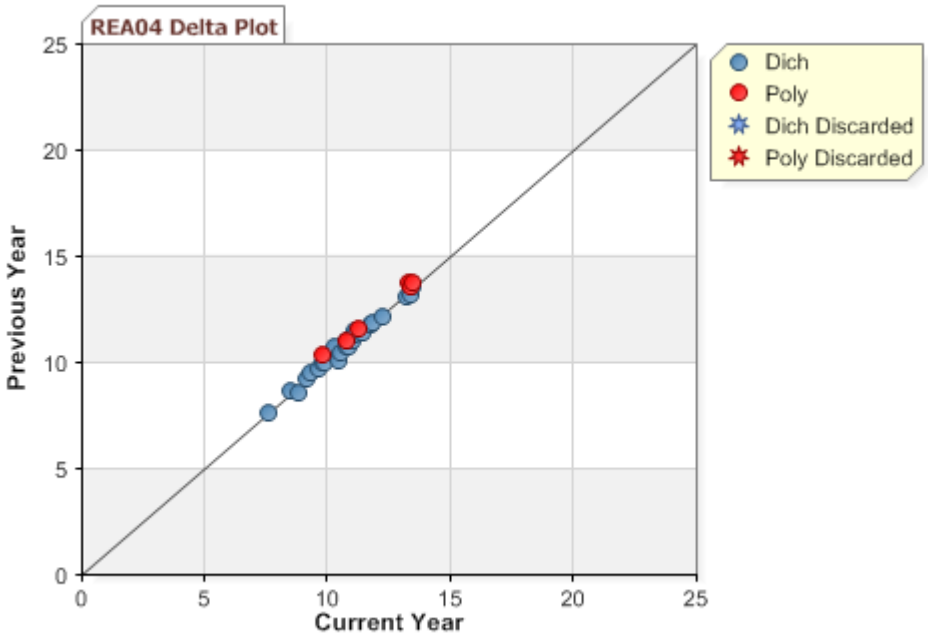
REA03

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
117787	0.68	0.68	11.13	11.13	False	-0.72
117789	0.72	0.73	10.67	10.55	False	0.10
117790	0.74	0.75	10.43	10.30	False	0.12
117793	0.71	0.72	10.79	10.67	False	0.09
117794	0.68	0.66	11.13	11.35	False	-0.57
117796	0.46	0.44	13.40	13.60	False	-0.86
117797	0.54	0.53	12.60	12.70	False	-1.34
117798	0.77	0.78	10.04	9.91	False	0.15
117801	0.70	0.70	10.90	10.96	False	-1.14
117802	0.80	0.81	9.60	9.45	False	0.21
117808	0.75	0.75	10.30	10.30	False	-0.78
147819	0.82	0.78	9.34	9.91	False	2.05
147835	0.67	0.68	11.24	11.13	False	0.07
147847	0.70	0.69	10.90	11.02	False	-1.31
147849	0.43	0.40	13.71	14.01	False	-0.13
147851	0.86	0.87	8.68	8.49	False	0.42
147856	0.71	0.65	10.79	11.46	False	2.65
147865	0.68	0.65	11.13	11.46	False	0.20
147865	0.68	0.65	11.13	11.46	False	0.20
147870	0.74	0.75	10.43	10.30	False	0.12
147870	0.76	0.75	10.17	10.30	False	-1.17
147875	0.82	0.79	9.41	9.74	False	0.29
147889	0.36	0.33	14.41	14.73	False	-0.05
148178	0.79	0.79	9.77	9.77	False	-0.81
148219	0.85	0.82	8.85	9.34	False	1.45
148224	0.88	0.86	8.30	8.68	False	0.74
202178	0.78	0.78	9.91	9.91	False	-0.80
202179	0.87	0.85	8.49	8.85	False	0.59

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
202180	0.73	0.75	10.55	10.30	False	0.99
202183	0.82	0.82	9.34	9.34	False	-0.84
230973	0.47	0.46	13.35	13.45	False	-1.29
270034	0.52	0.56	12.80	12.40	False	2.25
270042	0.51	0.51	12.90	12.90	False	-0.60
270043	0.82	0.81	9.34	9.49	False	-0.95
270062	0.71	0.73	10.79	10.55	False	0.94
270066	0.38	0.35	14.22	14.51	False	-0.27

REA03

IREF	Max	Old Mean	New Mean	Old StDev	New StDev	Effect Size	Discard
270066	4	1.52	1.49	0.87	0.84	-0.04	No
117802	4	3.28	3.29	0.75	0.78	0.01	No
117801	4	2.70	2.71	1.06	1.01	0.01	No
230973	4	1.84	1.94	1.12	1.02	0.08	No
147875	4	3.31	3.32	0.85	0.85	0.01	No
147889	4	1.54	1.57	0.96	0.94	0.04	No



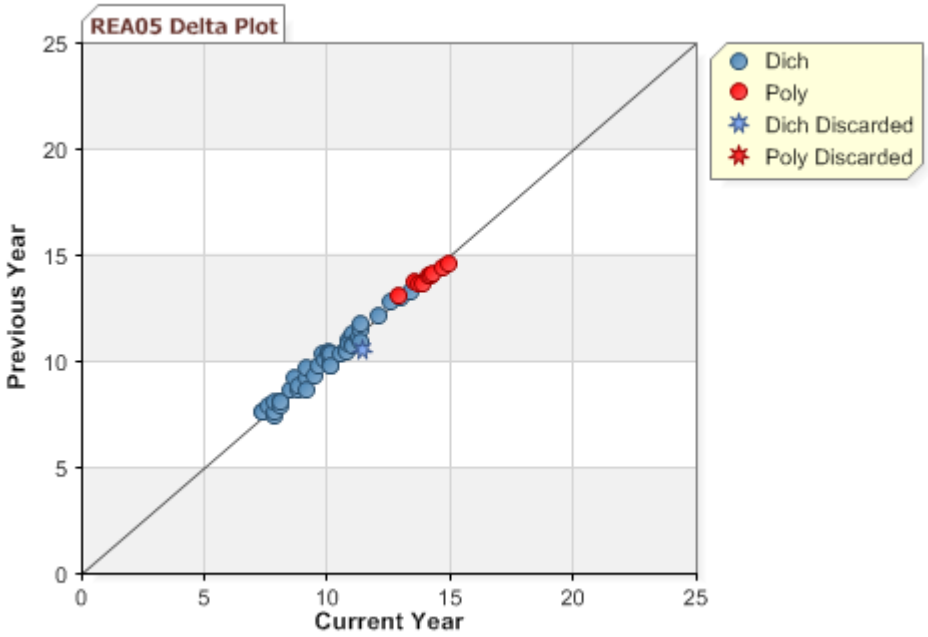
REA04

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
117924	0.69	0.69	11.02	11.02	False	-0.97
117925	0.86	0.87	8.68	8.49	False	-0.05
117926	0.73	0.75	10.55	10.30	False	0.24
117927	0.66	0.65	11.35	11.46	False	-0.04
117931	0.43	0.47	13.73	13.30	False	1.35
148096	0.91	0.91	7.64	7.64	False	-1.38
148097	0.72	0.75	10.67	10.30	False	1.20
148099	0.83	0.83	9.18	9.18	False	-1.19
148109	0.62	0.62	11.78	11.78	False	-0.88
148116	0.64	0.67	11.57	11.27	False	0.53
148398	0.77	0.74	10.04	10.43	False	2.04
148403	0.69	0.71	11.02	10.79	False	0.04
148411	0.81	0.82	9.49	9.34	False	-0.43
203668	0.45	0.45	13.50	13.50	False	-0.67
203670	0.49	0.48	13.10	13.20	False	0.11
203673	0.67	0.68	11.24	11.13	False	-0.96
203675	0.72	0.70	10.67	10.90	False	0.90
203678	0.48	0.46	13.20	13.40	False	0.94
203684	0.44	0.46	13.58	13.43	False	-0.91
205951	0.75	0.79	10.33	9.81	False	2.54
232576	0.87	0.85	8.49	8.85	False	1.67
232579	0.70	0.71	10.90	10.79	False	-0.88
232585	0.74	0.73	10.43	10.55	False	-0.04
270467	0.80	0.80	9.63	9.63	False	-1.14
270468	0.78	0.79	9.91	9.77	False	-0.58
270473	0.61	0.61	11.88	11.88	False	-0.86
270477	0.59	0.57	12.09	12.29	False	0.84

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
270479	0.72	0.71	10.67	10.79	False	-0.05
270485	0.71	0.70	10.79	10.90	False	-0.05
270502	0.78	0.78	9.91	9.91	False	-1.10
270506	0.66	0.66	11.35	11.35	False	-0.93
270511	0.70	0.71	10.96	10.79	False	-0.41
270516	0.43	0.46	13.76	13.45	False	0.32
270923	0.65	0.68	11.46	11.13	False	0.80

REA04

IREF	Max	Old Mean	New Mean	Old StDev	New StDev	Effect Size	Discard
117931	4	1.74	1.77	0.85	0.98	0.03	No
205951	4	3.09	3.27	1.09	0.97	0.17	No
203684	4	1.76	1.75	0.99	0.93	-0.01	No
148116	4	2.44	2.71	1.19	1.19	0.23	No
270511	4	2.90	2.89	1.08	1.08	-0.01	No
270516	4	1.62	1.59	0.80	0.85	-0.04	No



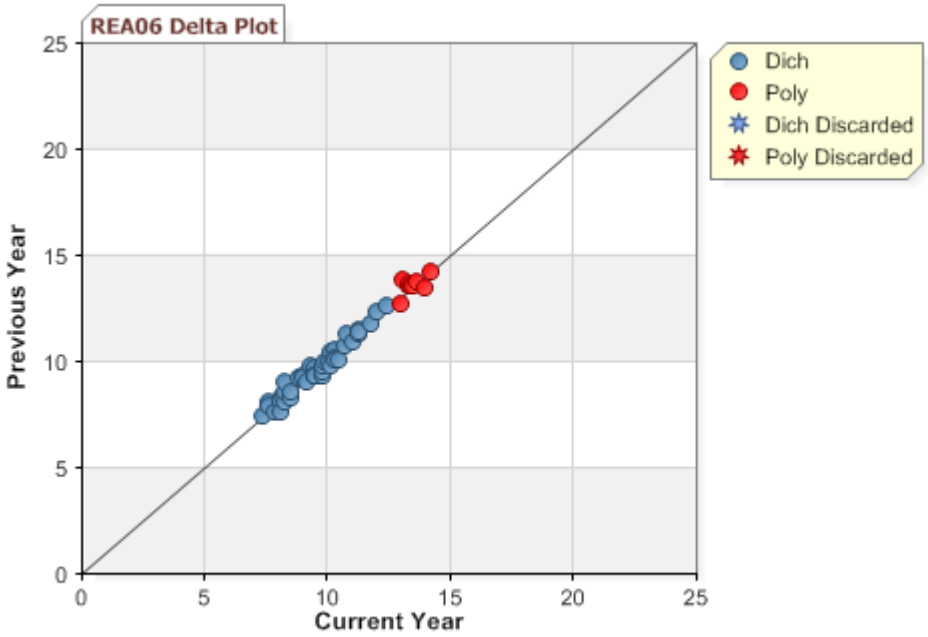
REA05

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
118142	0.75	0.79	10.30	9.77	False	1.93
118144	0.89	0.89	8.09	8.09	False	-1.25
118145	0.77	0.78	10.04	9.91	False	-0.39
118148	0.86	0.87	8.68	8.49	False	-0.31
118151	0.91	0.92	7.64	7.38	False	-0.06
118152	0.91	0.92	7.64	7.38	False	-0.06
118154	0.83	0.86	9.18	8.68	False	1.62
118155	0.79	0.80	9.77	9.63	False	-0.39
118156	0.43	0.44	13.71	13.58	False	0.16
118158	0.40	0.38	13.99	14.20	False	-0.99
118159	0.90	0.91	7.87	7.64	False	-0.14
118160	0.91	0.90	7.64	7.87	False	0.19
118163	0.73	0.71	10.55	10.79	False	-0.27
118165	0.73	0.65	10.55	11.46	True	3.62
118167	0.44	0.43	13.65	13.73	False	-1.02
118170	0.89	0.89	8.09	8.09	False	-1.25
118172	0.59	0.59	12.09	12.09	False	-0.83
118175	0.89	0.90	8.09	7.87	False	-0.20
118176	0.71	0.69	10.79	11.02	False	-0.35
118178	0.40	0.39	14.01	14.09	False	-0.97
118199	0.52	0.54	12.80	12.60	False	0.44
118205	0.69	0.70	11.02	10.90	False	-0.34
147820	0.82	0.81	9.34	9.49	False	-0.59
147825	0.75	0.77	10.30	10.04	False	0.37
147825	0.74	0.77	10.43	10.04	False	1.11
147986	0.83	0.83	9.18	9.18	False	-1.30
147991	0.75	0.73	10.30	10.55	False	-0.18
147992	0.80	0.83	9.63	9.18	False	1.38

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
147997	0.71	0.70	10.79	10.90	False	-1.01
147999	0.79	0.76	9.77	10.17	False	0.79
147999	0.79	0.76	9.77	10.17	False	0.79
148008	0.62	0.66	11.78	11.35	False	1.59
148137	0.35	0.31	14.54	14.98	False	0.27
148158	0.37	0.34	14.35	14.70	False	-0.23
148595	0.78	0.76	9.91	10.17	False	-0.02
148614	0.74	0.71	10.43	10.79	False	0.46
148616	0.86	0.83	8.68	9.18	False	1.57
148617	0.70	0.66	10.90	11.35	False	0.89
148618	0.86	0.85	8.68	8.85	False	-0.33
148639	0.68	0.67	11.13	11.24	False	-1.10
148667	0.72	0.69	10.67	11.02	False	0.35
148675	0.90	0.89	7.87	8.09	False	0.06
148680	0.40	0.37	14.07	14.33	False	-0.69
148698	0.44	0.41	13.60	13.88	False	-0.51
149086	0.85	0.85	8.85	8.85	False	-1.35
149116	0.89	0.89	8.09	8.09	False	-1.25
149127	0.75	0.76	10.30	10.17	False	-0.38
201746	0.92	0.90	7.38	7.87	False	1.72
201752	0.50	0.50	13.00	13.00	False	-0.69
201757	0.65	0.66	11.46	11.35	False	-0.31
201760	0.47	0.46	13.30	13.40	False	-1.22
201769	0.49	0.51	13.08	12.90	False	0.34
269423	0.67	0.69	11.24	11.02	False	0.33

REA05

IREF	Max	Old Mean	New Mean	Old StDev	New StDev	Effect Size	Discard
118167	4	1.67	1.71	0.76	0.75	0.05	No
148680	4	1.54	1.56	0.89	0.92	0.02	No
148698	4	1.84	1.81	0.91	0.89	-0.04	No
201769	4	1.84	2.06	1.06	1.14	0.21	No
148158	4	1.50	1.38	0.89	0.98	-0.14	No
148137	4	1.39	1.35	0.86	0.88	-0.04	No
118178	4	1.69	1.63	0.94	0.97	-0.07	No
118156	4	1.80	1.81	1.12	1.13	0.02	No
118158	4	1.59	1.53	1.03	0.95	-0.06	No



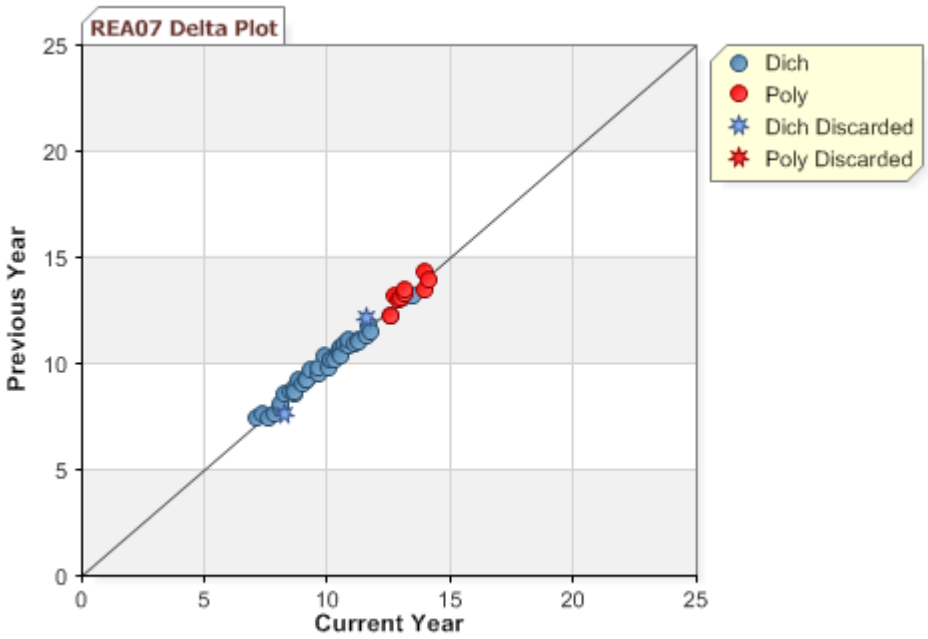
REA06

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
118282	0.79	0.79	9.77	9.77	False	-1.11
118284	0.70	0.69	10.90	11.02	False	-0.34
118285	0.84	0.83	9.02	9.18	False	-0.25
118287	0.81	0.79	9.49	9.77	False	0.52
118289	0.38	0.39	14.20	14.17	False	-0.84
118327	0.72	0.72	10.67	10.67	False	-1.02
118328	0.82	0.81	9.34	9.49	False	-0.28
118330	0.91	0.90	7.64	7.87	False	0.06
118333	0.66	0.67	11.35	11.24	False	-0.91
118335	0.89	0.88	8.09	8.30	False	-0.07
118338	0.79	0.76	9.77	10.17	False	1.21
118339	0.87	0.87	8.49	8.49	False	-1.23
118341	0.82	0.81	9.34	9.49	False	-0.28
118343	0.44	0.47	13.60	13.33	False	-0.15
118344	0.43	0.44	13.68	13.60	False	-1.18
118384	0.74	0.76	10.43	10.17	False	0.00
118387	0.67	0.71	11.24	10.79	False	1.09
118393	0.54	0.56	12.60	12.40	False	-0.50
129078	0.80	0.81	9.63	9.49	False	-0.55
129081	0.77	0.74	10.04	10.43	False	1.13
129082	0.82	0.81	9.34	9.49	False	-0.28
129083	0.88	0.89	8.30	8.09	False	-0.07
129084	0.45	0.46	13.50	13.43	False	-1.20
148388	0.91	0.89	7.64	8.09	False	1.33
148393	0.65	0.67	11.46	11.24	False	-0.29
148399	0.88	0.87	8.30	8.49	False	-0.12
148401	0.76	0.75	10.17	10.30	False	-0.33
148401	0.77	0.75	10.04	10.30	False	0.41

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
148410	0.82	0.84	9.34	9.02	False	0.47
148416	0.57	0.60	12.29	11.99	False	0.14
148425	0.87	0.88	8.49	8.30	False	-0.16
148428	0.82	0.79	9.34	9.77	False	1.37
148440	0.46	0.41	13.45	13.94	False	2.03
148455	0.45	0.45	13.53	13.50	False	-0.90
148549	0.82	0.81	9.34	9.49	False	-0.28
148563	0.90	0.91	7.87	7.64	False	0.15
148566	0.62	0.62	11.78	11.78	False	-0.92
148573	0.78	0.78	9.91	9.91	False	-1.09
148579	0.42	0.50	13.83	13.05	False	2.75
148673	0.89	0.89	8.09	8.09	False	-1.24
148684	0.84	0.88	9.02	8.30	False	2.85
148692	0.83	0.84	9.18	9.02	False	-0.41
148695	0.79	0.82	9.77	9.34	False	1.12
148699	0.73	0.75	10.55	10.30	False	-0.05
148703	0.89	0.91	8.09	7.64	False	1.40
148709	0.83	0.85	9.18	8.85	False	0.56
148711	0.92	0.92	7.38	7.38	False	-1.18
148714	0.44	0.47	13.58	13.28	False	-0.01
148718	0.54	0.50	12.65	13.00	False	1.19
148951	0.78	0.77	9.91	10.04	False	-0.32
148984	0.89	0.89	8.09	8.09	False	-1.24
256674	0.67	0.67	11.24	11.24	False	-0.97

REA06

IREF	Max	Old Mean	New Mean	Old StDev	New StDev	Effect Size	Discard
129084	4	1.80	1.83	0.94	0.98	0.04	No
118343	4	1.79	1.92	0.94	1.01	0.14	No
118344	4	1.76	1.73	0.82	0.91	-0.04	No
118289	4	1.49	1.60	0.95	1.00	0.12	No
148455	4	1.78	1.71	0.81	0.88	-0.09	No
148440	4	1.94	1.85	0.87	0.91	-0.10	No
148579	4	1.70	1.83	0.85	0.90	0.15	No
148714	4	1.76	1.67	0.90	0.85	-0.10	No
148718	4	2.08	2.08	0.86	0.88	0.00	No



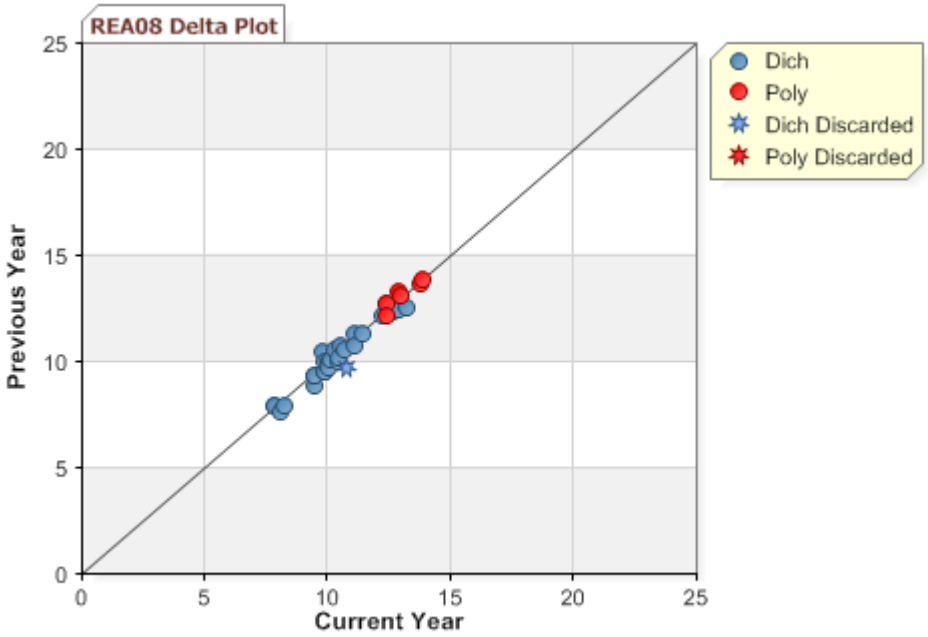
REA07

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
118526	0.75	0.78	10.30	9.91	False	1.31
118528	0.74	0.73	10.43	10.55	False	-0.63
118532	0.46	0.41	13.40	13.96	False	2.32
118572	0.84	0.84	9.02	9.02	False	-1.34
118573	0.79	0.77	9.77	10.04	False	0.38
129210	0.67	0.64	11.24	11.57	False	0.75
129211	0.89	0.89	8.09	8.09	False	-1.34
129212	0.83	0.83	9.18	9.18	False	-1.34
129213	0.71	0.70	10.79	10.90	False	-0.67
129214	0.81	0.80	9.49	9.63	False	-0.47
129215	0.70	0.68	10.90	11.13	False	0.08
129216	0.49	0.49	13.10	13.10	False	-1.32
129217	0.72	0.73	10.67	10.55	False	-0.52
129218	0.41	0.39	13.91	14.09	False	-0.25
129219	0.49	0.50	13.10	12.97	False	-0.47
147154	0.92	0.93	7.38	7.10	False	0.57
147157	0.87	0.88	8.49	8.30	False	-0.03
147161	0.86	0.86	8.68	8.68	False	-1.34
147162	0.72	0.73	10.67	10.55	False	-0.52
147164	0.86	0.87	8.68	8.49	False	-0.09
147171	0.83	0.85	9.18	8.85	False	0.89
147172	0.80	0.82	9.63	9.34	False	0.66
147174	0.65	0.62	11.46	11.78	False	0.70
147179	0.48	0.49	13.23	13.13	False	-0.64
147181	0.37	0.41	14.33	13.94	False	1.34
147526	0.90	0.89	7.87	8.09	False	0.05
147539	0.92	0.91	7.38	7.64	False	0.30
147546	0.59	0.64	12.09	11.57	False	2.22

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
147549	0.91	0.88	7.64	8.30	True	3.05
147555	0.58	0.55	12.24	12.55	False	0.60
147641	0.79	0.80	9.77	9.63	False	-0.38
147643	0.68	0.70	11.13	10.90	False	0.21
147646	0.68	0.67	11.13	11.24	False	-0.71
147646	0.69	0.67	11.02	11.24	False	0.06
147647	0.75	0.73	10.30	10.55	False	0.21
147649	0.50	0.51	13.00	12.90	False	-0.64
147666	0.87	0.86	8.49	8.68	False	-0.20
147668	0.73	0.74	10.55	10.43	False	-0.51
147677	0.70	0.72	10.90	10.67	False	0.25
147681	0.48	0.45	13.20	13.50	False	0.58
147686	0.58	0.54	12.19	12.60	False	1.28
147690	0.76	0.75	10.17	10.30	False	-0.59
201466	0.76	0.76	10.17	10.17	False	-1.34
201468	0.83	0.83	9.18	9.18	False	-1.34
201470	0.91	0.92	7.64	7.38	False	0.40
201472	0.83	0.83	9.18	9.18	False	-1.34
201476	0.85	0.86	8.85	8.68	False	-0.15
201479	0.76	0.76	10.17	10.17	False	-1.34
201482	0.62	0.63	11.78	11.67	False	-0.61
201487	0.91	0.90	7.64	7.87	False	0.16
201490	0.49	0.52	13.15	12.77	False	1.23
201492	0.46	0.49	13.43	13.15	False	0.55

REA07

IREF	Max	Old Mean	New Mean	Old StDev	New StDev	Effect Size	Discard
118532	4	2.02	1.88	0.92	0.97	-0.15	No
201492	4	1.81	1.78	0.99	1.04	-0.02	No
201490	4	1.98	2.06	0.89	0.92	0.10	No
147555	4	2.27	2.17	0.85	0.97	-0.12	No
129219	4	1.97	1.99	1.06	1.15	0.02	No
129218	4	1.63	1.45	1.04	1.15	-0.17	No
147649	4	2.11	2.05	0.98	0.98	-0.06	No
147179	4	1.82	1.81	1.11	1.17	-0.01	No
147181	4	1.44	1.49	1.03	1.12	0.04	No



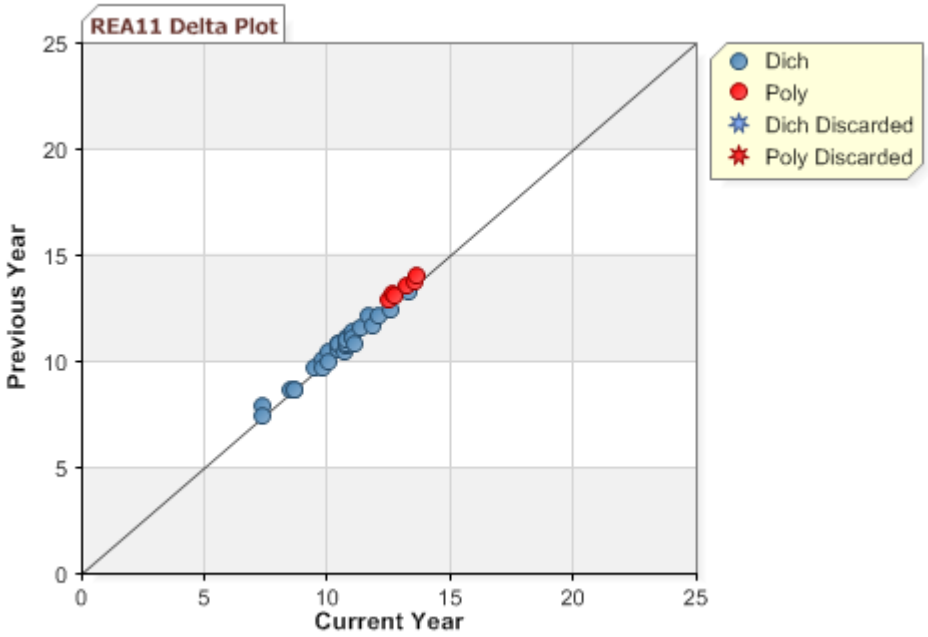
REA08

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
118704	0.77	0.76	10.04	10.17	False	-0.89
118706	0.81	0.78	9.49	9.91	False	-0.27
118707	0.59	0.57	12.09	12.29	False	-0.88
118708	0.55	0.55	12.50	12.50	False	-0.67
118711	0.59	0.56	12.12	12.40	False	-0.52
118742	0.67	0.68	11.24	11.13	False	0.07
147318	0.73	0.72	10.55	10.67	False	-0.92
147319	0.53	0.56	12.70	12.40	False	0.75
147322	0.67	0.65	11.24	11.46	False	-0.96
147324	0.78	0.78	9.91	9.91	False	-0.24
147332	0.76	0.74	10.17	10.43	False	-0.98
147333	0.82	0.81	9.34	9.49	False	-0.86
147334	0.81	0.78	9.49	9.91	False	-0.27
147340	0.55	0.48	12.50	13.20	False	1.57
147346	0.48	0.51	13.25	12.92	False	0.77
147351	0.42	0.42	13.81	13.86	False	-1.13
147492	0.78	0.77	9.91	10.04	False	-0.88
147496	0.90	0.88	7.87	8.30	False	-0.52
147498	0.57	0.53	12.29	12.70	False	0.11
147505	0.74	0.79	10.43	9.77	False	2.80
147509	0.44	0.42	13.65	13.83	False	-0.75
147516	0.72	0.68	10.67	11.13	False	0.10
147521	0.90	0.90	7.87	7.87	False	0.10
147523	0.56	0.51	12.40	12.90	False	0.60
147531	0.78	0.74	9.91	10.43	False	0.24
147537	0.82	0.81	9.34	9.49	False	-0.86
147540	0.85	0.81	8.85	9.49	False	0.63
147545	0.80	0.77	9.63	10.04	False	-0.30

IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
147547	0.91	0.89	7.64	8.09	False	-0.42
147557	0.53	0.56	12.67	12.40	False	0.63
147562	0.49	0.50	13.10	13.03	False	-0.41
147600	0.73	0.75	10.55	10.30	False	0.83
147611	0.80	0.71	9.63	10.79	True	3.25
147616	0.72	0.73	10.67	10.55	False	0.21
147621	0.90	0.90	7.87	7.87	False	0.10

REA08

IREF	Max	Old Mean	New Mean	Old StDev	New StDev	Effect Size	Discard
147509	4	1.81	1.79	1.15	1.03	-0.03	No
147351	4	1.55	1.60	1.04	1.11	0.05	No
147346	4	1.86	2.03	1.10	1.07	0.16	No
118711	4	2.45	2.26	0.88	0.93	-0.21	No
147557	4	2.25	2.36	1.16	1.08	0.10	No
147562	4	2.00	1.93	1.14	1.10	-0.06	No



REA11

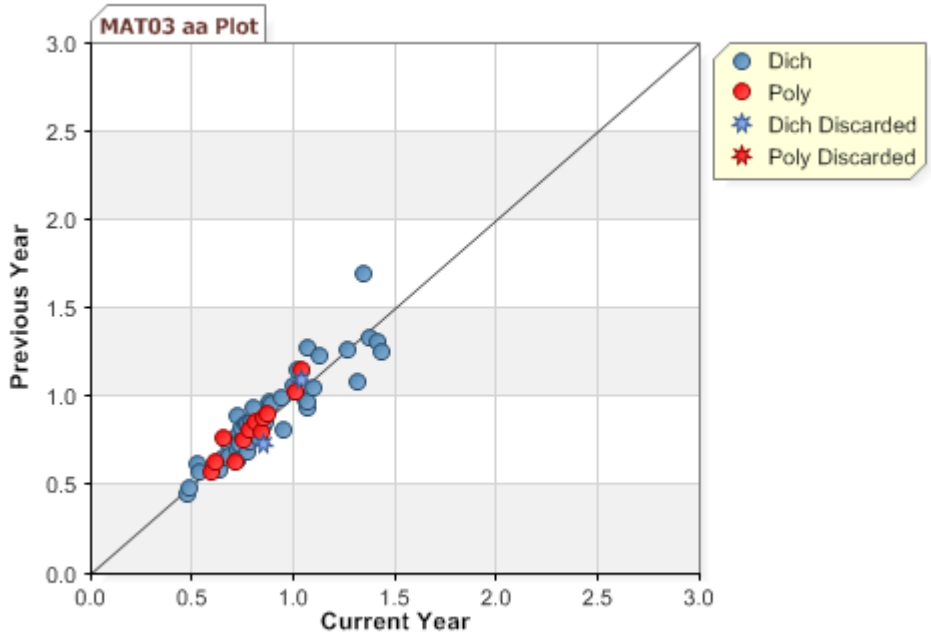
IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
118874	0.86	0.87	8.68	8.49	False	-0.78
118876	0.73	0.74	10.55	10.43	False	-1.46
118878	0.67	0.69	11.24	11.02	False	-0.85
118880	0.72	0.71	10.67	10.79	False	0.56
118883	0.43	0.44	13.76	13.58	False	-1.43
147381	0.59	0.63	12.09	11.67	False	0.64
147382	0.71	0.68	10.79	11.13	False	2.46
147383	0.68	0.71	11.13	10.79	False	0.17
147385	0.71	0.71	10.79	10.79	False	-0.41
147388	0.40	0.44	14.01	13.63	False	0.06
147423	0.86	0.86	8.68	8.68	False	-0.73
147433	0.80	0.81	9.63	9.49	False	-1.25
147435	0.68	0.69	11.13	11.02	False	-1.29
147435	0.66	0.69	11.35	11.02	False	0.05
147439	0.86	0.86	8.68	8.68	False	-0.73
147450	0.47	0.47	13.30	13.30	False	-0.01
147450	0.46	0.47	13.40	13.30	False	-0.84
147456	0.68	0.69	11.13	11.02	False	-1.29
147463	0.77	0.79	10.04	9.77	False	-0.27
147473	0.69	0.71	11.02	10.79	False	-0.76
147473	0.72	0.71	10.67	10.79	False	0.56
147484	0.50	0.52	13.05	12.77	False	-0.69
147488	0.48	0.54	13.18	12.65	False	1.39
147735	0.92	0.92	7.38	7.38	False	-0.94
147736	0.90	0.92	7.87	7.38	False	1.94
147747	0.71	0.74	10.79	10.43	False	0.36
147747	0.71	0.74	10.79	10.43	False	0.36
147749	0.59	0.59	12.09	12.09	False	-0.20

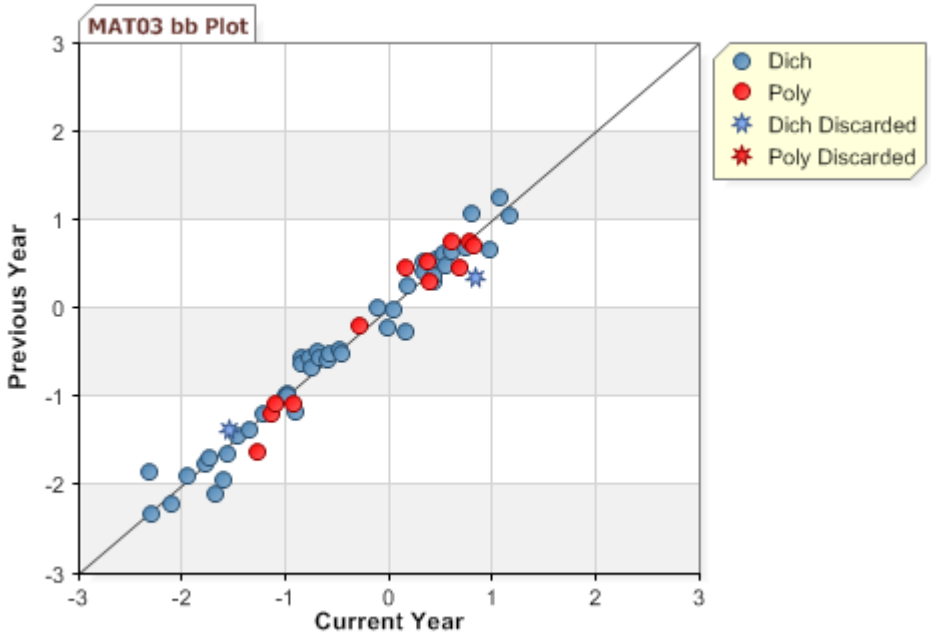
IREF	OldP	NewP	OldDelta	NewDelta	Discard	Std
147753	0.74	0.77	10.43	10.04	False	0.60
147764	0.64	0.66	11.57	11.35	False	-0.96
147766	0.80	0.79	9.63	9.77	False	0.59
147767	0.78	0.77	9.91	10.04	False	0.57
147774	0.51	0.55	12.90	12.52	False	0.18
147775	0.45	0.48	13.55	13.25	False	-0.55
147900	0.56	0.54	12.40	12.60	False	1.54
147908	0.63	0.61	11.67	11.88	False	1.49
147926	0.71	0.74	10.79	10.43	False	0.36
147929	0.74	0.72	10.43	10.67	False	1.56

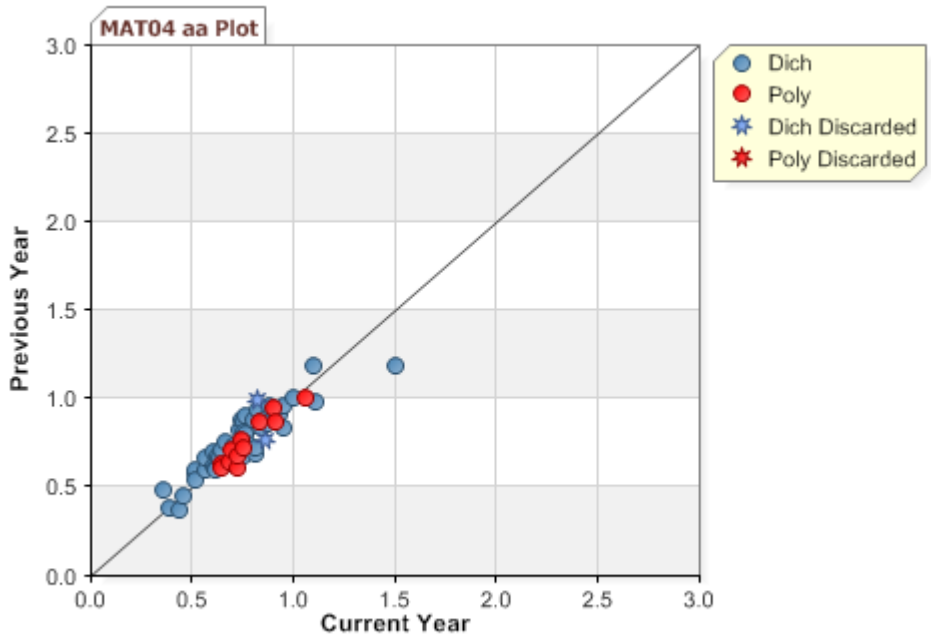
REA11

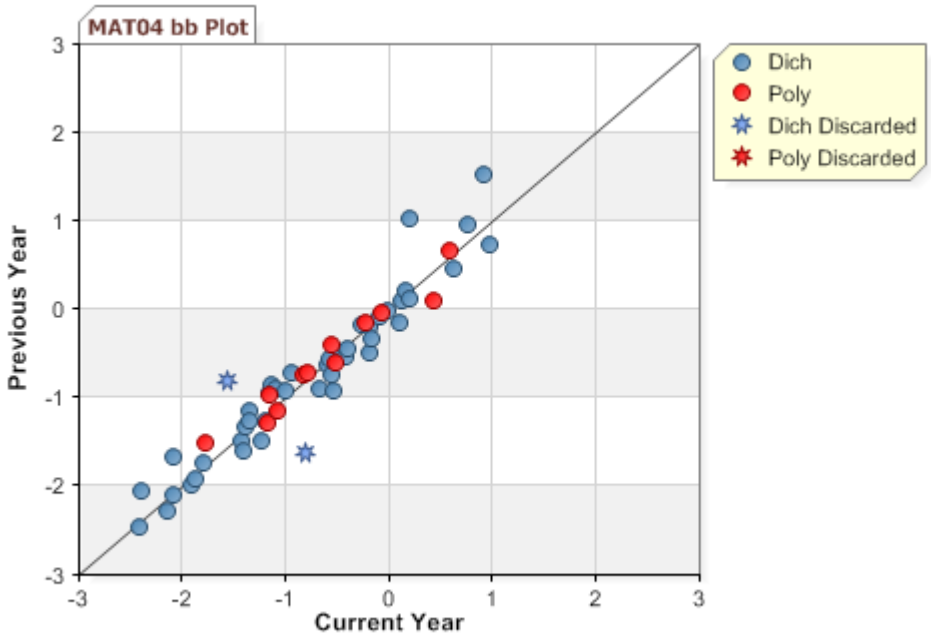
IREF	Max	Old Mean	New Mean	Old StDev	New StDev	Effect Size	Discard
147774	4	2.20	2.14	1.09	1.02	-0.05	No
147775	4	1.75	1.86	1.02	1.08	0.11	No
147388	4	1.68	1.63	0.98	0.95	-0.06	No
147484	4	1.94	1.97	1.02	1.08	0.03	No
147488	4	1.86	1.99	0.95	1.02	0.13	No
118883	4	1.83	1.71	0.94	0.96	-0.13	No

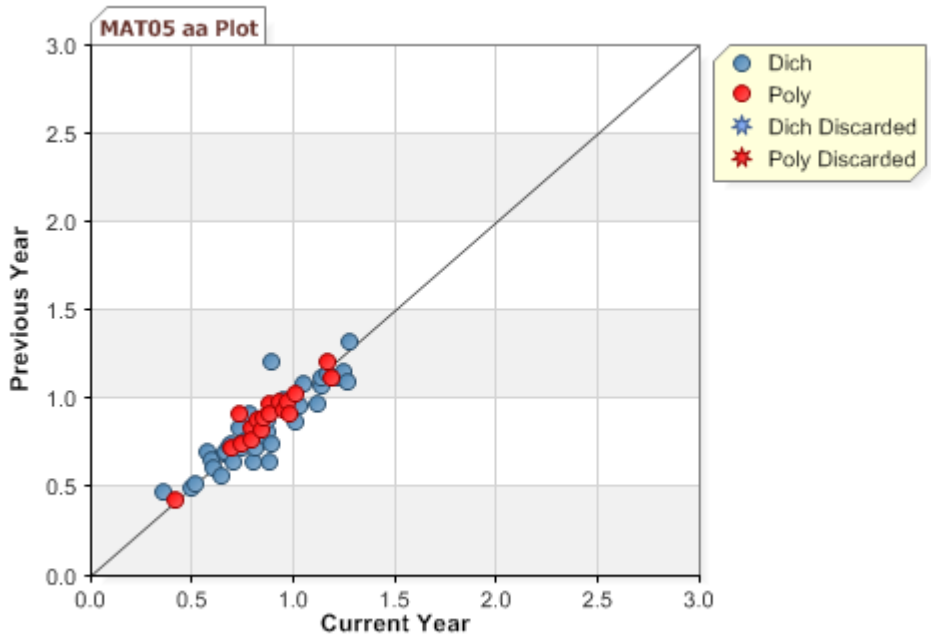
Appendix L—a-Plots and b-Plots


MAT03 aa Plot
Previous Year
Current Year
0.0
0.5
1.0
1.5
2.0
2.5
3.0
Dich
Poly
Dich Discarded
Poly Discarded


MAT03 bb Plot
Previous Year
Current Year
-3
-2
-1
0
1
2
3
Dich
Poly
Dich Discarded
Poly Discarded


MAT04 aa Plot
Previous Year
Current Year
0.0
0.5
1.0
1.5
2.0
2.5
3.0
Dich
Poly
Dich Discarded
Poly Discarded


MAT04 bb Plot
Previous Year
Current Year
-3
-2
-1
0
1
2
3
Dich
Poly
Dich Discarded
Poly Discarded


MAT05 aa Plot
Previous Year
Current Year
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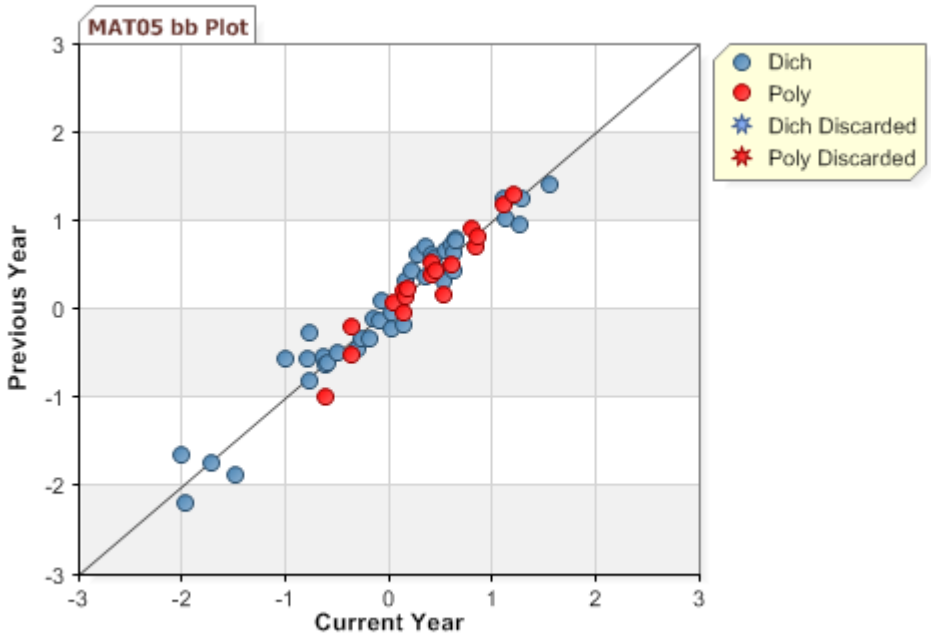
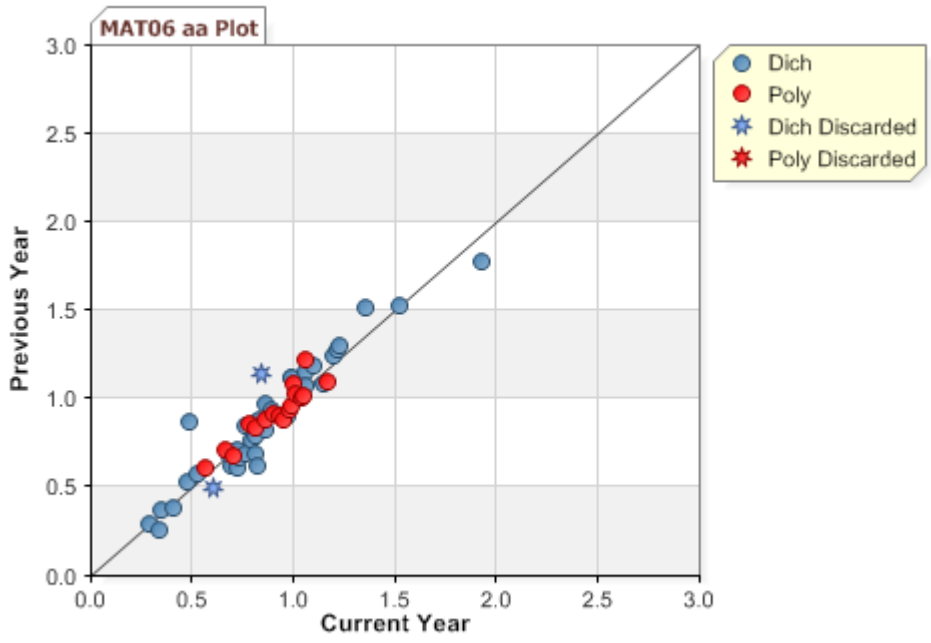
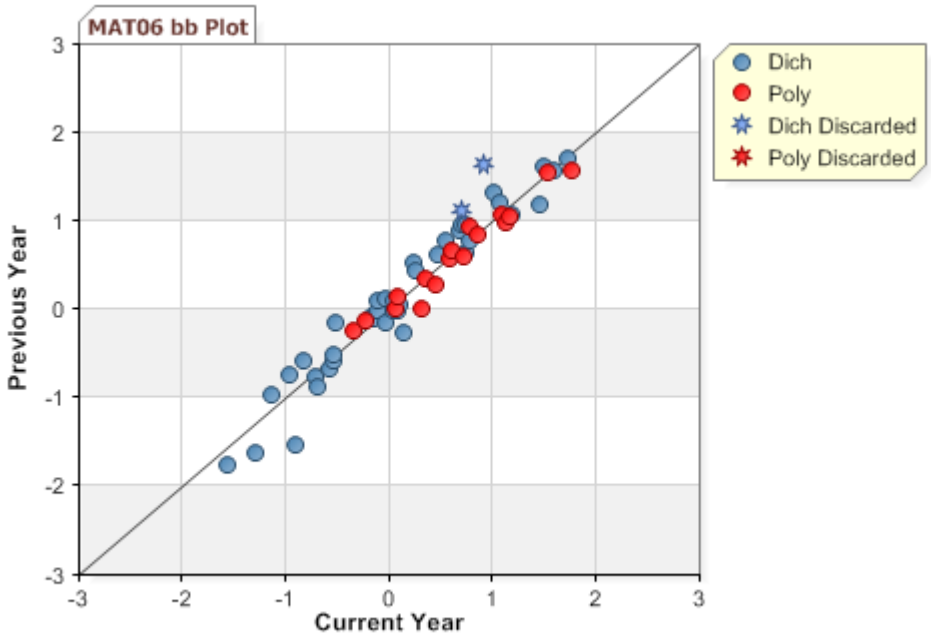
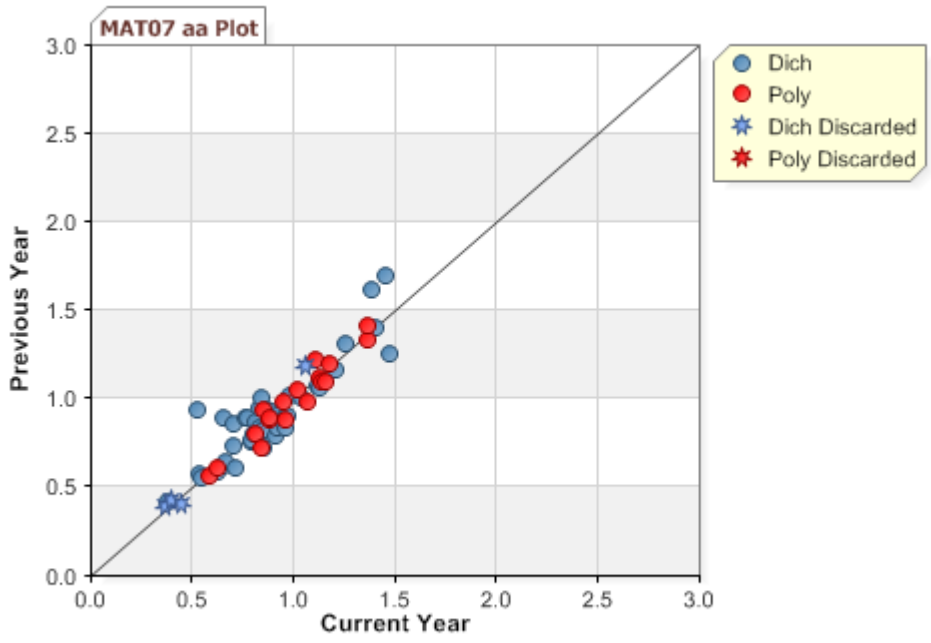
0.5
1.0
1.5
2.0
2.5
3.0
Dich
Poly
Dich Discarded
Poly Discarded


MAT05 bb Plot
Previous Year
Current Year
-3
-2
-1
0
1
2
3
Dich
Poly
Dich Discarded
Poly Discarded


MAT06 aa Plot
Previous Year
Current Year
0.0
0.5
1.0
1.5
2.0
2.5
3.0
Dich
Poly
Dich Discarded
Poly Discarded


MAT06 bb Plot
Previous Year
Current Year
-3
-2
-1
0
1
2
3
Dich
Poly
Dich Discarded
Poly Discarded


MAT07 aa Plot
Previous Year
Current Year
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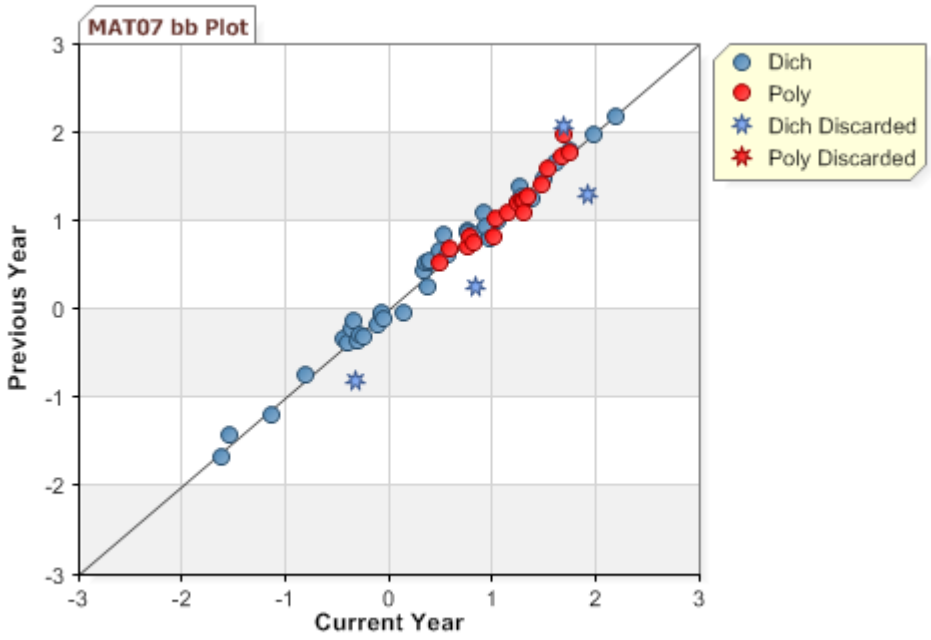
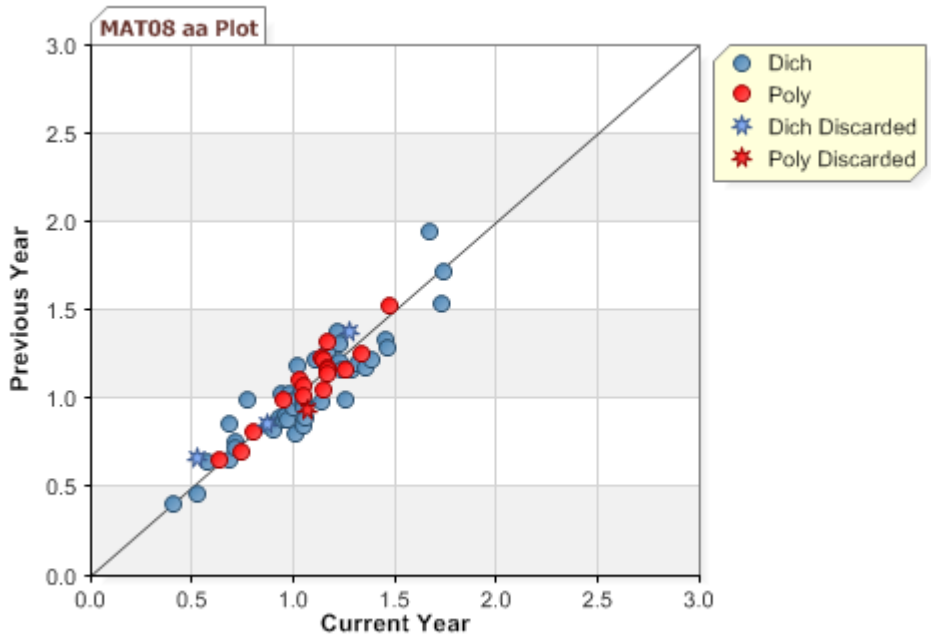
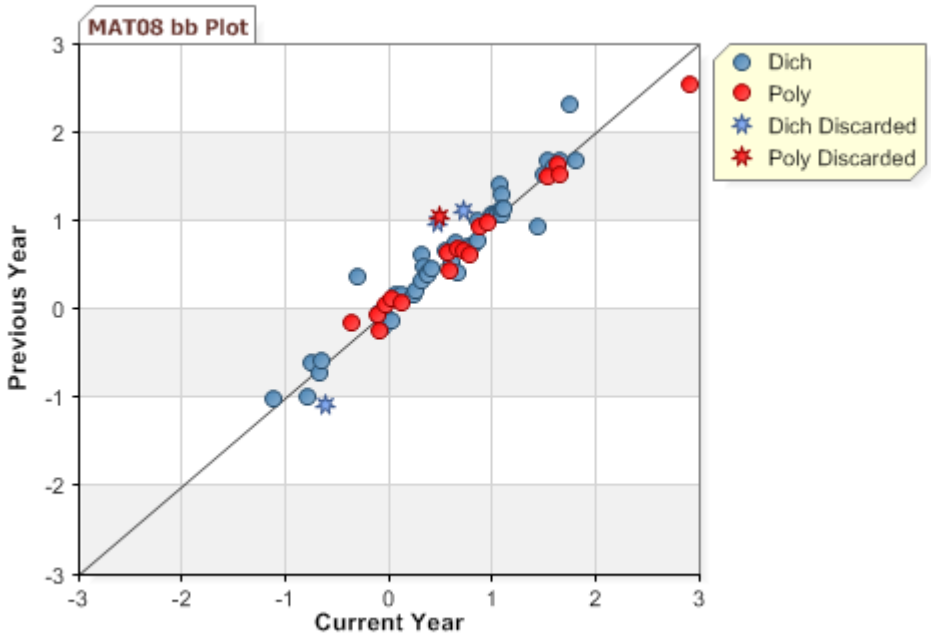
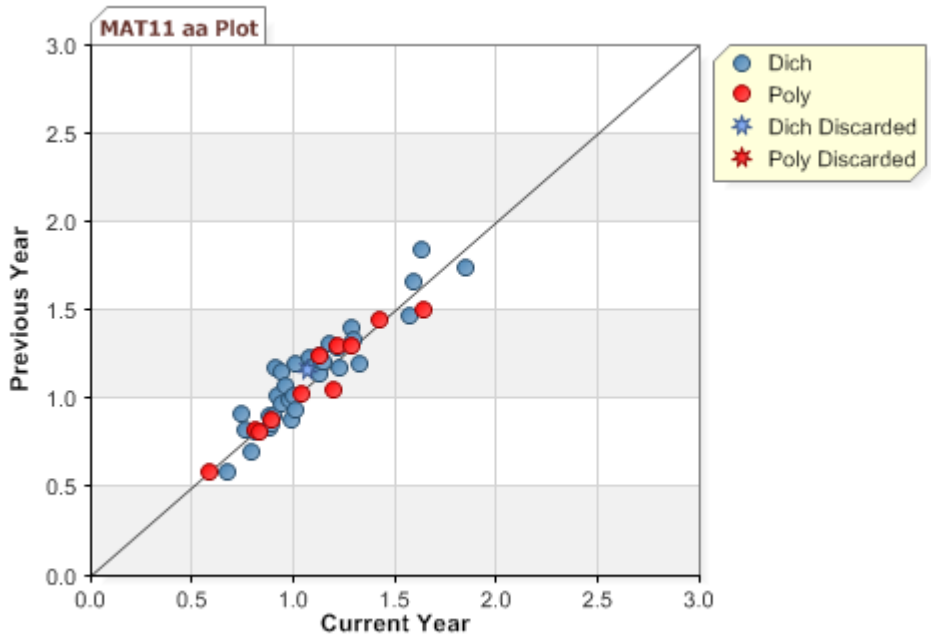
0.5
1.0
1.5
2.0
2.5
3.0
Dich
Poly
Dich Discarded
Poly Discarded


MAT07 bb Plot
Previous Year
Current Year
-3
-2
-1
0
1
2
3
Dich
Poly
Dich Discarded
Poly Discarded


MAT08 aa Plot
Previous Year
Current Year
0.0
0.5
1.0
1.5
2.0
2.5
3.0
Dich
Poly
Dich Discarded
Poly Discarded


MAT08 bb Plot
Previous Year
Current Year
-3
-2
-1
0
1
2
3
Dich
Poly
Dich Discarded
Poly Discarded


MAT11 aa Plot
Previous Year
Current Year
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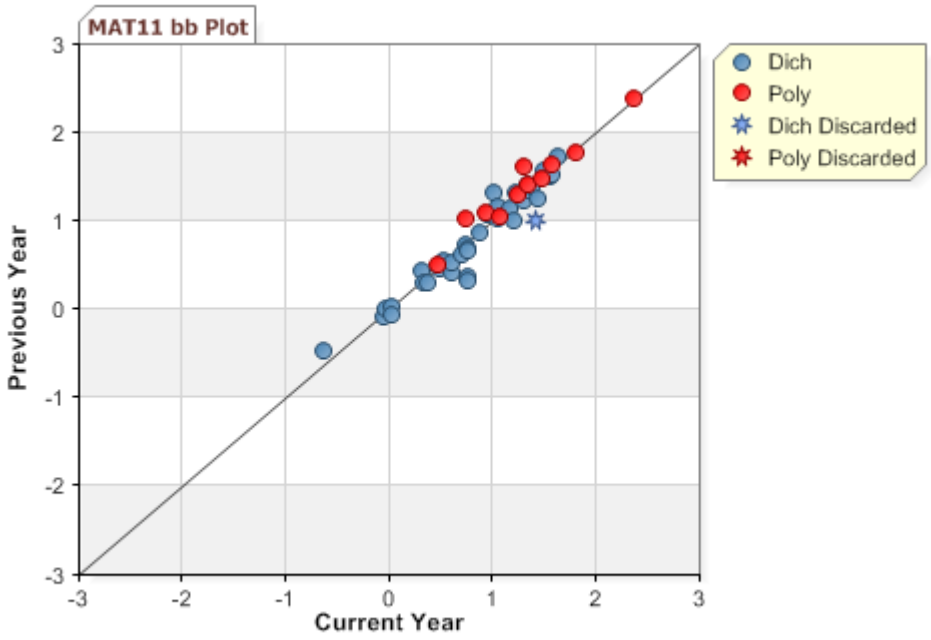
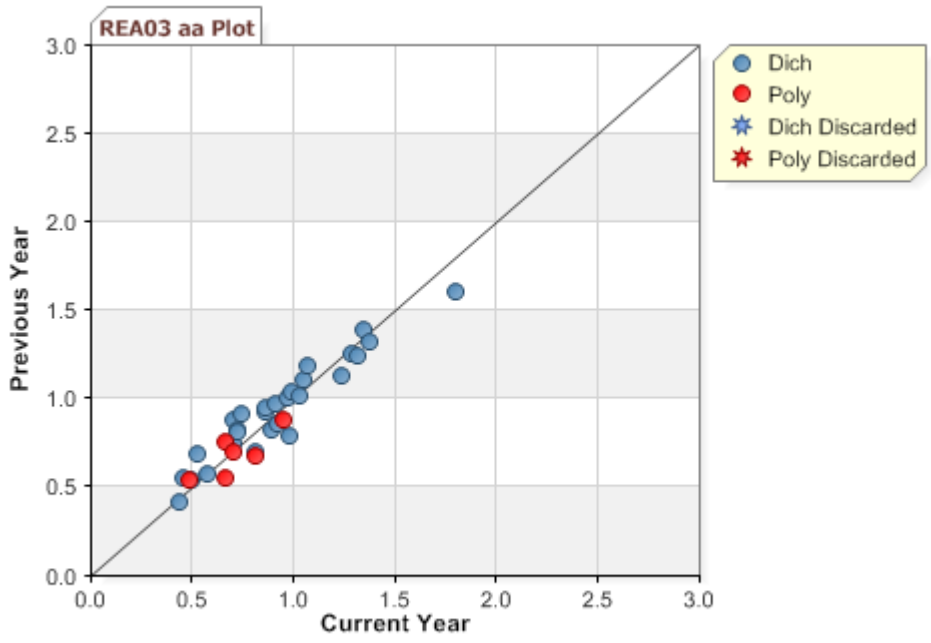
0.5
1.0
1.5
2.0
2.5
3.0
Dich
Poly
Dich Discarded
Poly Discarded


MAT11 bb Plot
Previous Year
Current Year
-3
-2
-1
0
1
2
3
Dich
Poly
Dich Discarded
Poly Discarded


REA03 aa Plot
Previous Year
Current Year
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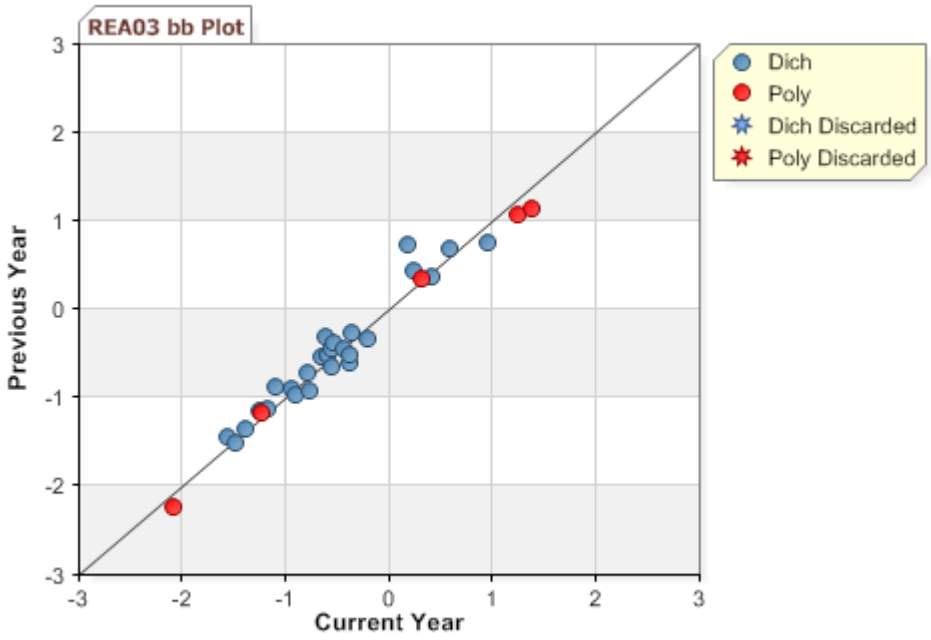
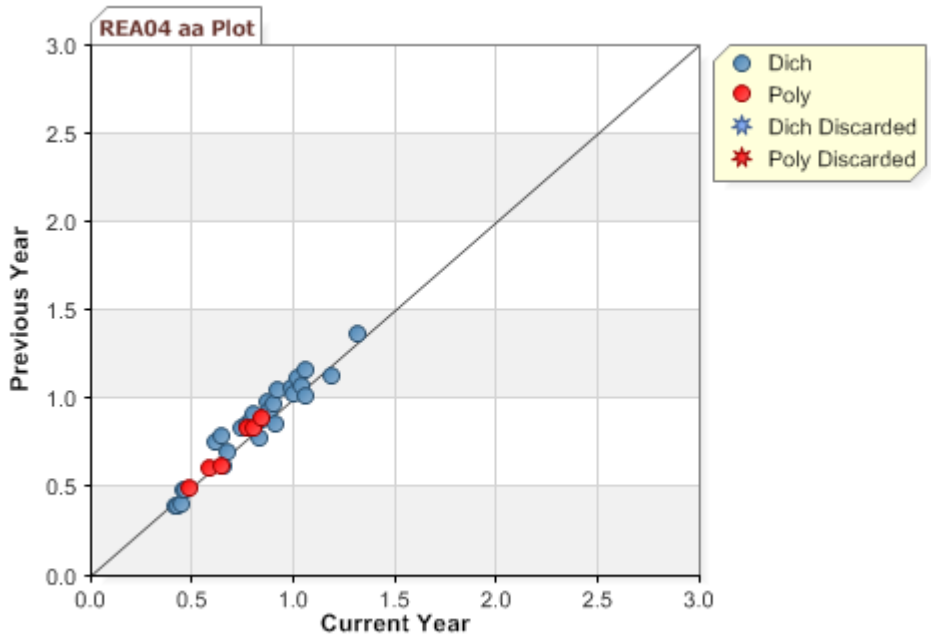
0.5
1.0
1.5
2.0
2.5
3.0
Dich
Poly
Dich Discarded
Poly Discarded


REA03 bb Plot
Previous Year
Current Year
-3
-2
-1
0
1
2
3
Dich
Poly
Dich Discarded
Poly Discarded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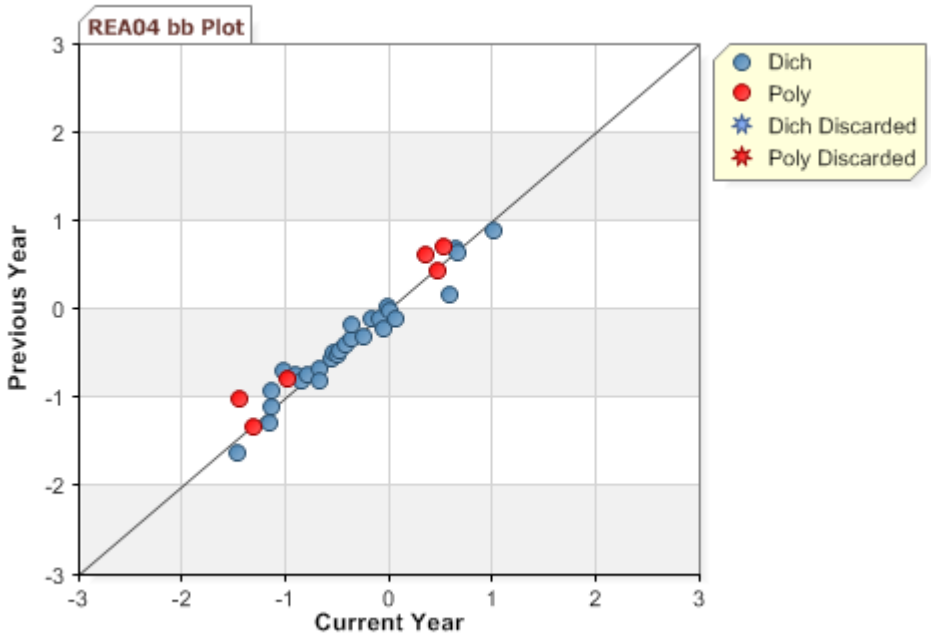
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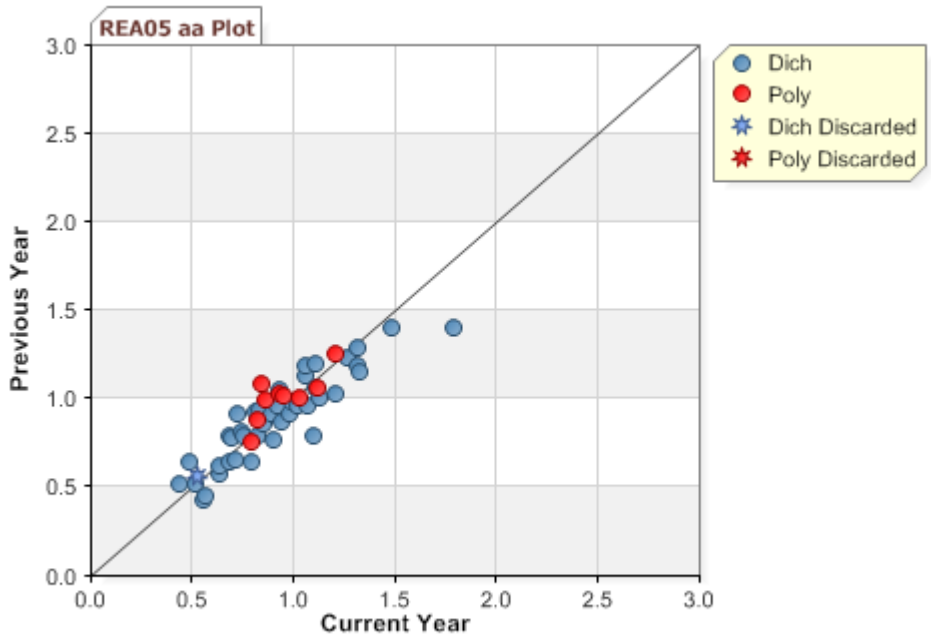
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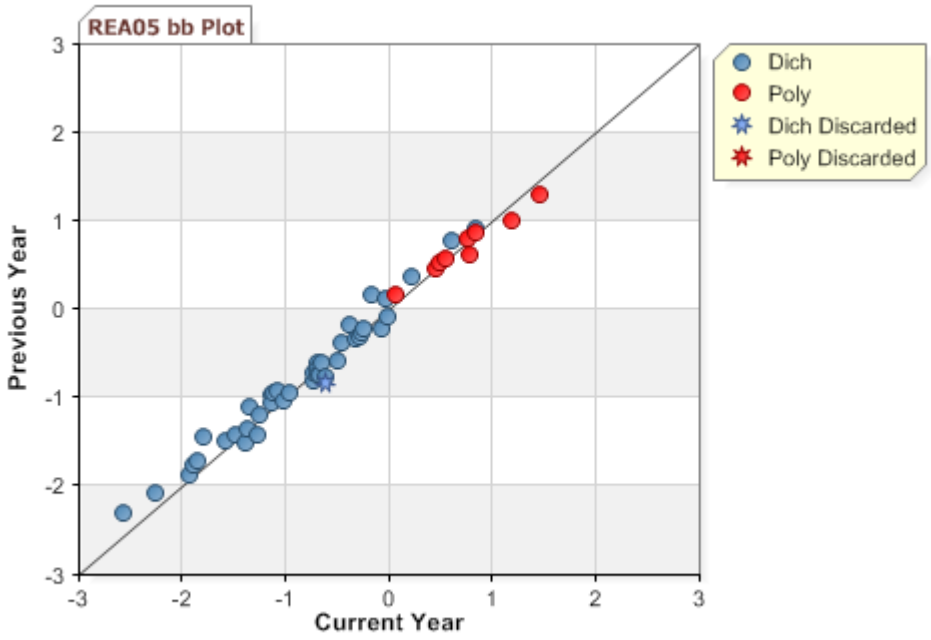
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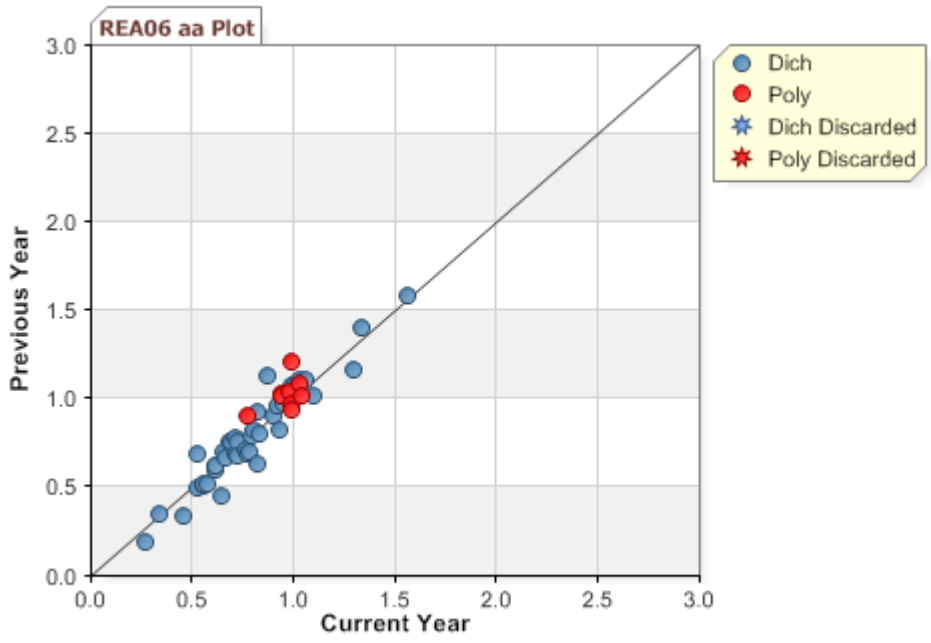
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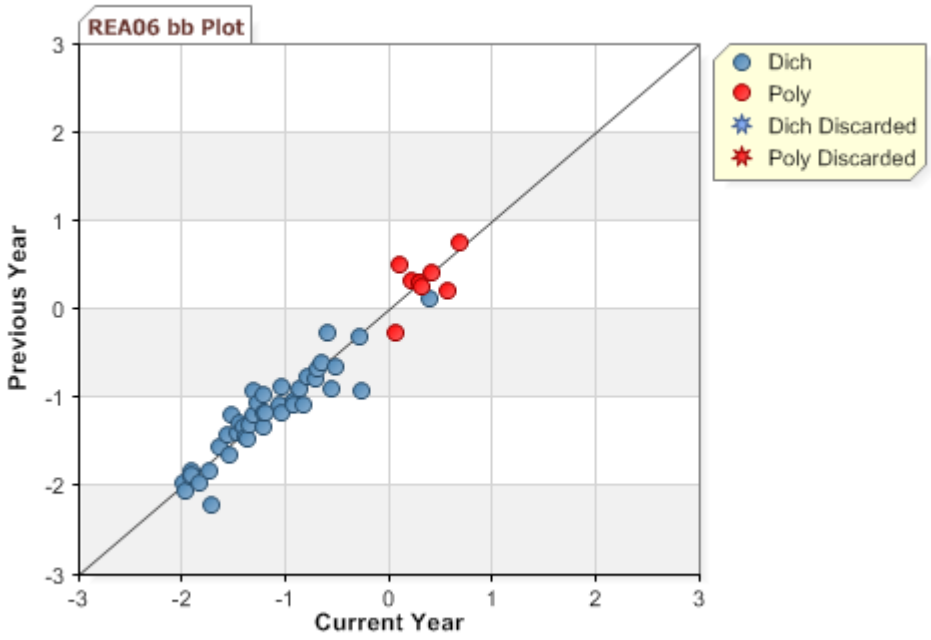
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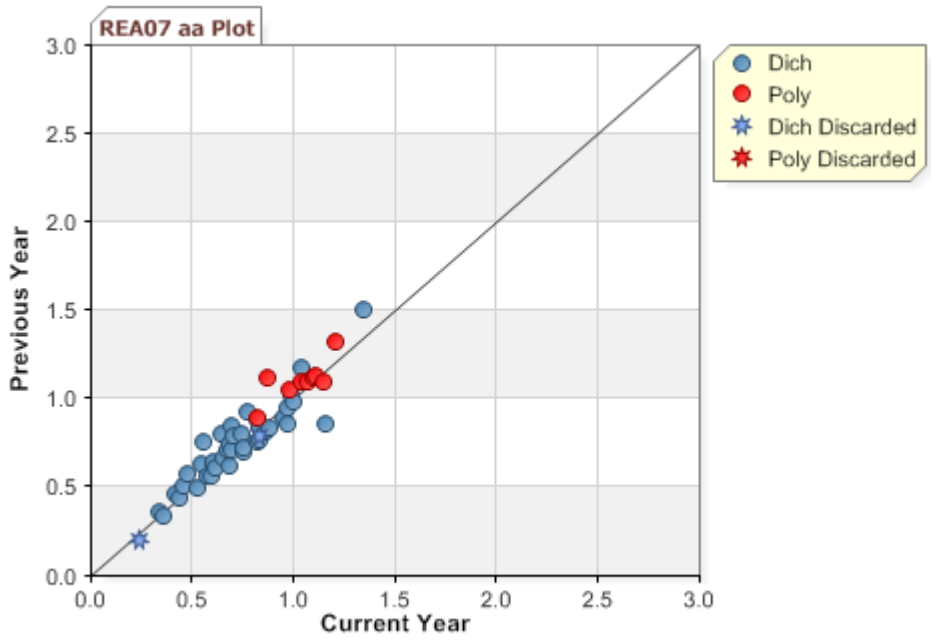
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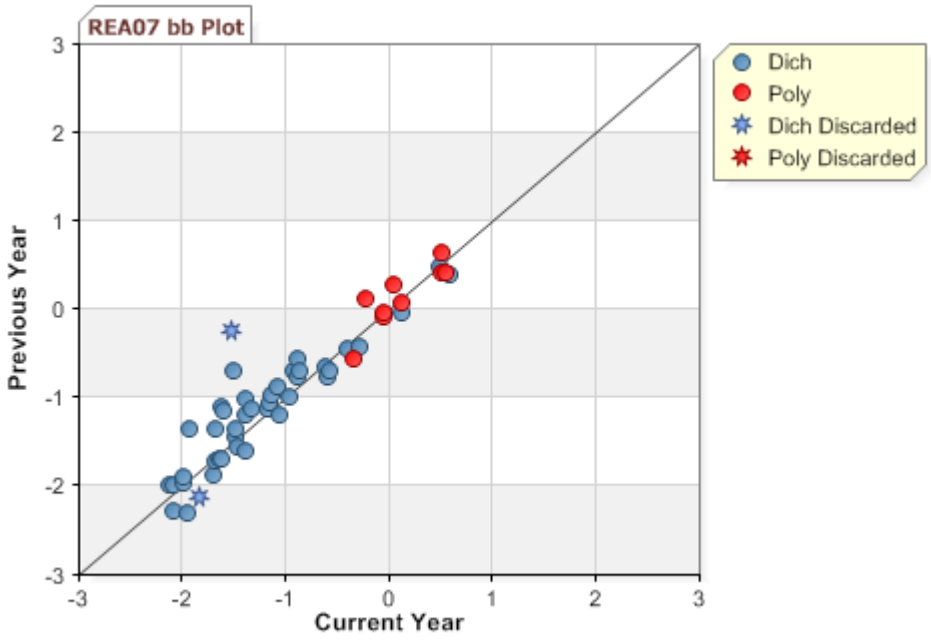
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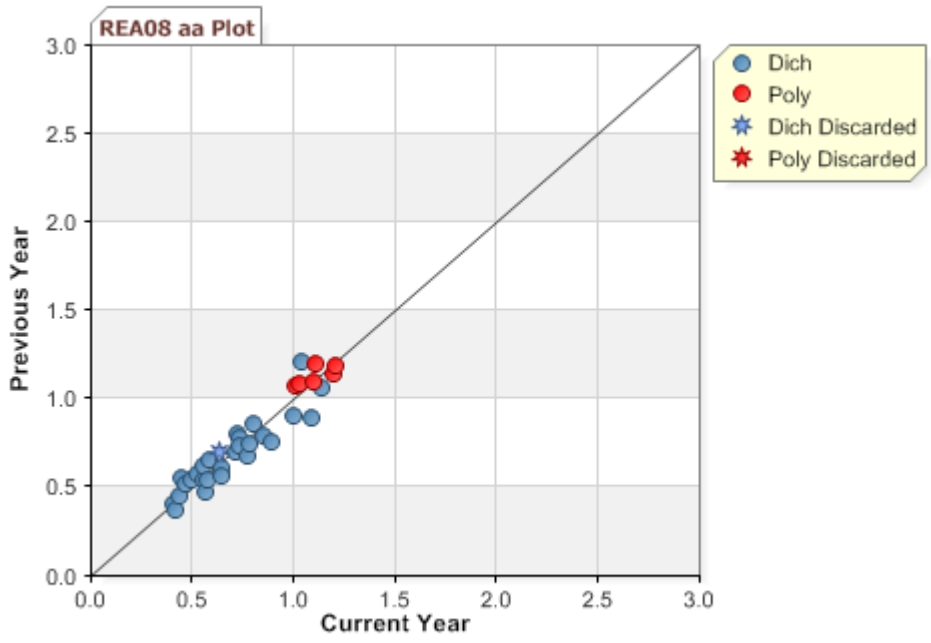
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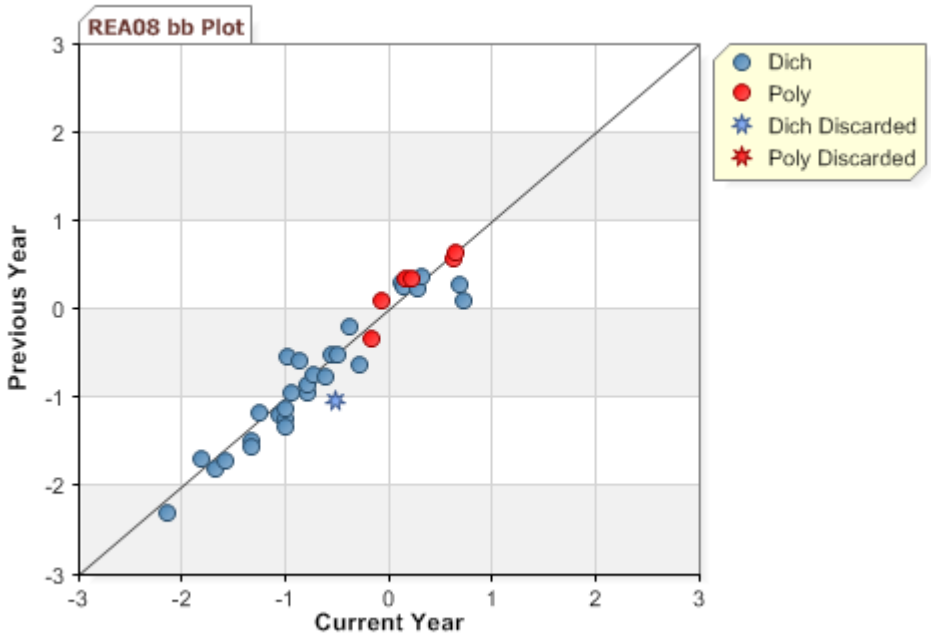
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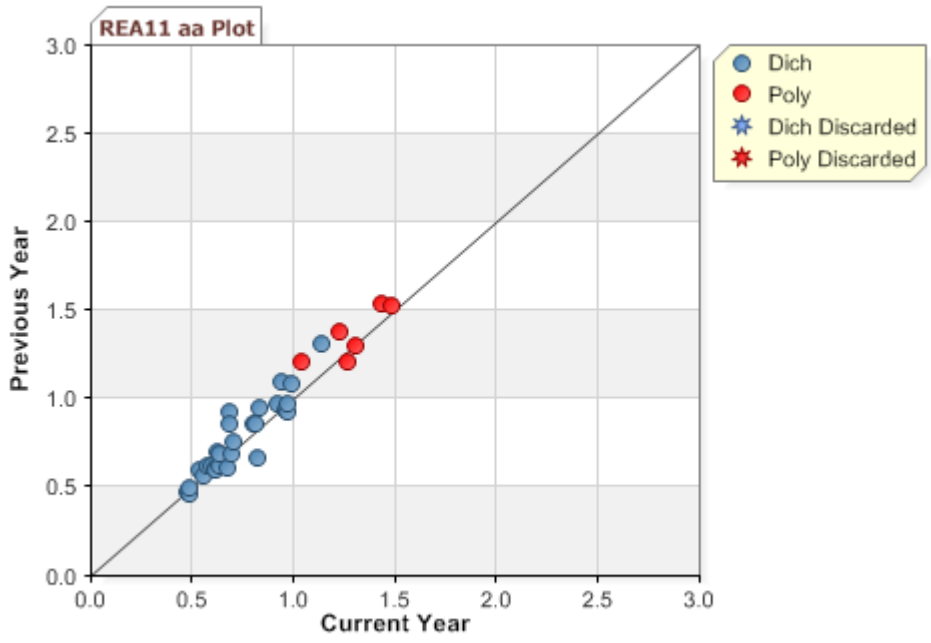
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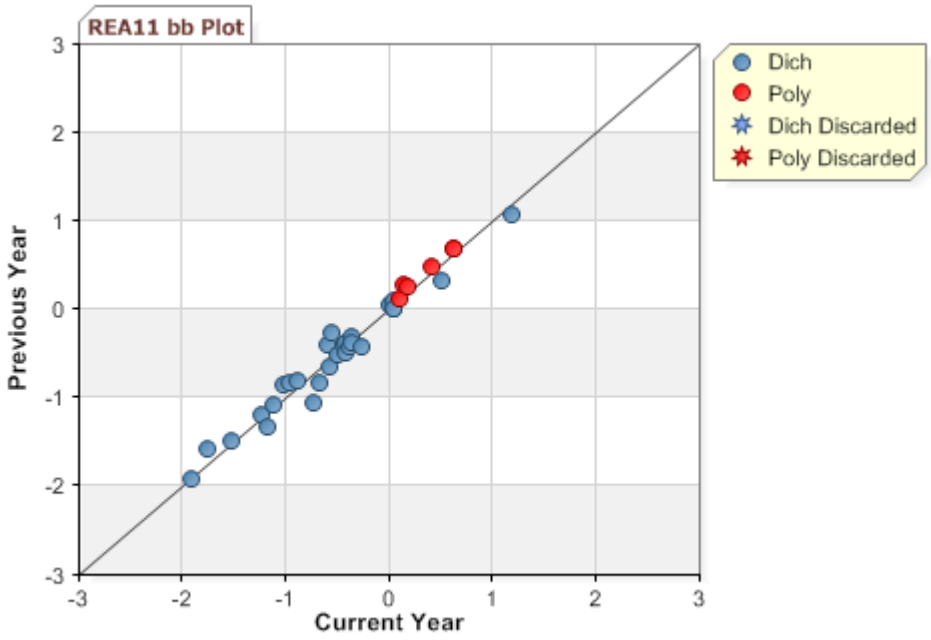
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Appendix M—2010-11 NECAP STANDARD SETTING REPORT

New England Common Assessment Program

Standard Setting Report

DECEMBER 8–9, 2010

PORTSMOUTH, NH

100 Education Way, Dover, NH 03820 (800) 431-8901

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Chapter 1. OVERVIEW OF STANDARD SETTING

The purpose of this report is to summarize the activities of the standard setting meeting for the New England Common Assessment Program (NECAP) writing assessment (grades 5 and 8). The NECAP standard setting meeting was held December 8–9, 2010. In all, 29 panelists participated in the process. Standard setting was necessary because a new set of writing prompts was developed for use starting in fall 2010. Because the content standards, achievement level descriptions, and test design remained the same, it was anticipated that the cuts established on the 2010 test with the new prompts should yield very similar results to those obtained in past administrations of the test. Therefore, the standard setting meeting was conceptualized as a standards transfer process, i.e., to find the cuts on the tests containing the new prompts that are equivalent to the currently existing cuts on the earlier versions of the assessment. To address this goal: 1) exemplar student samples from a previous operational administration for each of the achievement levels were introduced into the process and 2) panelists were provided with the percent of students who scored at or above the proficiency level on all previous operational administrations of the assessment.

A modified version of the body of work method was used for setting standards for NECAP writing. The body of work standard setting method was developed specifically for use with assessments that are designed to allow for a range of student responses, such as performance-based assessments (Kingston, Kahl, Sweeney, & Bay, 2001). The modified version of the method, which has been in use for a number of years, substantially reduces the logistical burden of the procedure and has been found to yield reasonable and defensible cutpoints. In the body of work method, panelists are presented with samples of actual student work (bodies of work) and make their judgments based on those samples. Specifically, panelists examine each student body of work and determine which achievement level best matches the particular knowledge, skills, and abilities the student exhibits through his or her performance on the work sample.

This report is organized into three major sections, describing tasks completed prior to, during, and after the standard setting meeting.

Chapter 2. TASKS COMPLETED PRIOR TO STANDARD SETTING

2.1 Creation of Achievement Level Descriptions

The Achievement Level Descriptions (ALDs) describe the set of knowledge, skills, and abilities that students in each achievement level are expected to display. The NECAP writing ALDs, in operational use since 2006, were presented to the panelists. The ALDs are provided in Appendix A.

2.2 Selection of Student Bodies of Work

In selecting student bodies of work to use for the standard setting, the goal was to choose a total of approximately 50 work samples, spread as evenly as possible across the range of obtainable total raw scores. A list of bodies of work was generated with approximately five times the target number of bodies of work at each score point. Each body of work was reviewed by Measured Progress scoring and program management staff to ensure that they were suitable for use during the standard setting process. The surplus was identified so that a replacement body of work was available should scoring or program management staff deem a work sample to be inappropriate.

In addition to the set of 50 bodies of work used for setting standards, a set of 12 exemplar bodies of work was selected for each grade level. The purpose of the exemplar bodies of work, which were selected from the 2007–08 administration of the NECAP writing assessment, was to provide panelists with concrete examples of the knowledge, skills, and abilities demonstrated by students who scored in each achievement level based on the old prompts. Because the content standards and achievement level descriptions were unchanged, panelists could then use this information to help them identify equivalent performance on the 2010 test with the new prompts. The exemplars were chosen such that:

- each of the four achievement levels was represented;
- there were exemplars that fell just above and below each of the three cuts; and
- the majority of the exemplars (nine of the twelve) represented the Partially Proficient and Proficient achievement levels.

Finally, a set of 5 training bodies of work was selected, also from the 2007-08 administration. The training bodies of work were used for a practice round completed by the panelists prior to starting Round 1 of the standard setting (see below).

2.3 Preparation of Materials for Panelists

The following materials were assembled for presentation to the panelists at the standard setting meeting:

- Meeting agenda

- Nondisclosure agreement
- Achievement Level Descriptions (ALDs)
- Student bodies of work (training, exemplar, and standard setting)
- Rating forms
- Evaluation forms

Copies of the ALDs, meeting agenda, nondisclosure form, rating forms, and evaluation forms are included in Appendices A through E.

2.4 Preparation of Presentation Materials

The PowerPoint presentation used in the opening session was prepared prior to the meeting. The presentation was designed to give panelists an overview of the assessment and how it is scored, as well as a preview of what to expect throughout the standard setting process. A copy of the presentation is included in Appendix F.

2.5 Preparation of Instructions for Facilitators Document

A script was created for the group facilitators to refer to while working through each step of the standard setting process. This document is included in Appendix G. The facilitators also attended a training session, led by a Measured Progress psychometrician, approximately one week before the standard setting meeting. The purpose of the training was to prepare the facilitators for the panel activities and to ensure consistency in the implementation of procedures.

2.6 Preparation of Systems and Materials for Analysis During the Meeting

The computational programming used to carry out all analyses during the standard setting meeting was completed and thoroughly tested in advance.

2.7 Selection of Panelists

As was emphasized in Cizek and Bunch (2007), regardless of the method used, the selection of panelists is an important factor in determining standard setting outcomes and maximizing the validity of the standard setting process. The guidance provided by *Standards for Educational and Psychological Testing* (AERA, APA & NCME, 1999) states “a sufficiently large and representative group of judges should be involved to provide reasonable assurance that results would not vary greatly if the process were repeated.” Consistent with the above guidance, as well as practical considerations regarding the maximum size of a group that can be successfully managed by group facilitators, the goal was to recruit standard setting panels of approximately 16 members representing different stakeholder groups to set standards for each grade. Targets

for the size and composition of the panels were also consistent with federal guidelines as described in *Standards and Assessment Peer Review Guidance: Information and Examples for Meeting Requirements of the No Child Left Behind Act of 2001* (U.S. Department of Education, 2009).

Panelists were selected by the member departments and Measured Progress prior to the standard setting meeting. The goal was for each panel to consist of approximately 16 participants and to include general education teachers, literacy specialists, and teachers with expertise with English language learners, special education students, and gifted and talented students. In addition, to the extent possible, panels were assembled so as to reflect a balance of gender, race/ethnicity, and geographic location. The final number of panelists who participated was 15 for grade 5 and 14 for grade 8. A list of the panelists and their affiliations is included in Appendix H.

Chapter 3. TASKS COMPLETED DURING STANDARD SETTING

3.1 Overview of Body of Work Method

The body of work standard setting method was developed specifically for use with assessments that are designed to allow for a range of student responses, such as assessments that consist largely of open-ended items. For a number of years, a modified version of the method has been in use that substantially reduces the logistical burden of the procedure and has been found to yield reasonable and defensible cutpoints. Panelists were asked to evaluate each work sample from a holistic perspective before classifying it into a single achievement level.

3.2 Orientation

With regard to panelist training, *Standards for Educational and Psychological Testing* states the following:

> Care must be taken to assure that judges understand what they are to do. The process must be such that well-qualified judges can apply their knowledge and experience to reach meaningful and relevant judgments that accurately reflect their understanding and intentions. (AERA, APA, & NCME, 1999, p. 54)

The training of the panelists began with a general orientation at the start of the standard setting meeting. The purpose of the orientation was to ensure that all panelists received the same information about the need for and goals of standard setting and about their part in the process. First, staff from the member departments provided some pertinent context about the NECAP program and an introduction to the issues of standard setting. Next, a Measured Progress psychometrician presented a brief overview of the body of work procedure and the activities that would occur during the standard setting meeting. Once the general orientation was complete, each panel convened in a breakout room, where the panelists received more detailed training and completed the standard setting activities.

3.3 Review of Assessment Materials

The first step after the opening session was for the panelists to take the NECAP writing test. The purpose of this step was to make sure the panelists were thoroughly familiar with the test items and to gain an understanding of the experience of the students who take the test.

3.4 Review of Achievement Level Descriptions

The next step in the process was to discuss the Achievement Level Descriptions (ALDs). This important step was designed to ensure that panelists thoroughly understood the knowledge, skills, and abilities needed for students to be classified into achievement levels (Substantially Below Proficient, Partially

Proficient, Proficient, and Proficient with Distinction). In addition, at this time, panelists reviewed the 12 exemplar bodies of work and used those to help identify the knowledge, skills, and abilities demonstrated by students in each achievement level. Panelists first reviewed the ALDs and exemplar papers on their own and then participated in group discussion of the ALDs, clarifying the description for each achievement level. The discussions focused on the knowledge, skills, and abilities that differentiated adjacent achievement levels. Bulleted lists of characteristics for each level were generated based on the group discussion and were posted in the room for panelists to refer to during the rounds of ratings.

3.5 Training Round

Before beginning the rating rounds, the panelists completed a training round using the set of five training bodies of work. The training set was chosen to include straightforward papers that would fit well into one of the achievement levels and papers that, based on the ALDs, would likely lead to discrepant placement by the panelists. The facilitators walked the panelists through the five BOWs, engaged the panelists in a discussion about how to categorize into achievement levels, and checked for understanding before proceeding.

3.6 Training Evaluation

Prior to beginning the Round 1 ratings, the panelists anonymously completed a training evaluation form. The purpose of the evaluation was to ensure that panelists were comfortable with the process and ready to move on to the rating task. Any issues or problems that came up in the training evaluations were addressed before the facilitator proceeded to Round 1. Results of the evaluation are included in Appendix I.

3.7 Round 1 Judgments

In the first round, panelists worked individually with the ALDs, the student bodies of work, and the rating form. The work samples consisted of 50 bodies of work, covering the full range of possible total scores. For each body of work, the panelists considered the skills and abilities demonstrated in the work sample and decided which achievement level was the best match. The panelists worked their way through the bodies of work, decided on a rating for each one, and recorded their ratings on the rating form. While the bodies of work were presented in order of total score, panelists were not required to rate them strictly in increasing order. Instead, panelists were encouraged to take a holistic look at the knowledge, skills, and abilities demonstrated in the body of work, rather than making a judgment based primarily on the total raw score.

3.8 Tabulation of Round 1 Results

After all panelists had completed their individual ratings, the Measured Progress data analysis team calculated the average cutpoints for the group based on the Round 1 ratings. Cutpoints were calculated using

SAS statistical software. Logistic regression was used to determine each panelist's individual cutpoints, and then the cutpoints were averaged across the group. In addition, impact data were calculated, which reflected the percentage of students who would fall into each achievement level based on the group average Round 1 ratings. The Round 1 results are outlined in Table 3-1.

Table 3-1. 2010 NECAP Standard Setting: Round 1

Grade	*Achievement level*	*Average theta cut*	*Standard error*	*Raw score*		*Percent of students*
				Min	*Max*	
5	Proficient with Distinction	1.75	0.10	27	34	5.13
	Proficient	-0.89	0.08	16	26	75.89
	Partially Proficient	-2.50	0.12	8	15	17.47
	Substantially Below Proficient	NA	NA	0	7	1.51
8	Proficient with Distinction	1.08	0.10	27	34	16.27
	Proficient	-0.60	0.07	18	26	61.68
	Partially Proficient	-1.68	0.08	12	17	16.79
	Substantially Below Proficient	NA	NA	0	11	5.26

3.9 Round 2 Judgments

The purpose of Round 2 was for panelists to discuss their Round 1 judgments as a group and determine whether any revisions were necessary. A psychometrician shared the average cutpoint locations with the panelists to help inform their group discussion and Round 2 ratings. It is important to note that the impact data and raw score ranges are presented in Table 3-1, they were not shared with the panelists. Prior to the group discussion, the facilitator asked for a show of hands to determine the number of panelists who had placed each body of work into each achievement level; the facilitator then recorded the results on chart paper. Starting with the first body of work they disagreed on, the panelists began discussing the categorization of the bodies of work according to their initial ratings in the context of the classifications made by other members of the group. Panelists were encouraged to share their own points of view as well as listen to the comments of their colleagues. Facilitators made sure the panelists knew that the purpose of the discussion was not to reach consensus; at every point throughout the standard setting process, panelists were asked to provide their own best judgment. Once the discussions were complete, the panelists completed the Round 2 rating form.

3.10 Tabulation of Round 2 Results

When Round 2 ratings were complete, the Measured Progress data analysis team calculated the average cutpoints for the room and associated impact data. The results of the panelists' Round 2 ratings are outlined in Table 3-2.

Table 3-2. 2010 NECAP Standard Setting: Round 2

Grade	*Achievement level*	*Average theta cut*	*Standard error*	*Raw score*		*Percent of students*
				Min	*Max*	
5	Proficient with Distinction	1.83	0.06	27	34	5.13
	Proficient	-0.87	0.05	16	26	75.89
	Partially Proficient	-2.41	0.07	9	15	16.83
	Substantially Below Proficient	NA	NA	0	8	2.15
8	Proficient with Distinction	1.06	0.04	27	34	16.27
	Proficient	-0.56	0.04	19	26	56.48
	Partially Proficient	-1.81	0.02	11	18	23.17
	Substantially Below Proficient	NA	NA	0	10	4.07

3.11 Round 3 Judgments

The purpose of Round 3 was for panelists to discuss their Round 2 ratings as a whole group and, if necessary, revise their judgments. Prior to the group discussion, the facilitator once again asked for a show of hands to determine the number of panelists who had placed each body of work into each achievement level; the facilitator recorded the results on chart paper. The group average cutpoints based on the Round 2 results were presented. In addition, in this round, the group was presented with the impact data. The psychometrician presented the group average cuts and impact data to the group and explained how to use the information as they completed their Round 3 discussions. Panelists were encouraged to discuss whether the percentage of students classified in each performance level seemed reasonable, given their perceptions of the students and the knowledge, skills, and abilities demonstrated in the bodies of work. Panelists were also encouraged to refer to the exemplars and the relationship between the knowledge, skills, and abilities demonstrated in the exemplars and the BOWs that bordered the cutpoints. As in Round 2, for each body of work for which there was disagreement, the panelists discussed their ratings, and considered the impact data as additional context for the discussion. After the discussions were complete, panelists were given a final opportunity to revise their ratings. Once again, the facilitator reminded the panelists that they should use their individual best judgment and that it was not necessary for them to reach consensus.

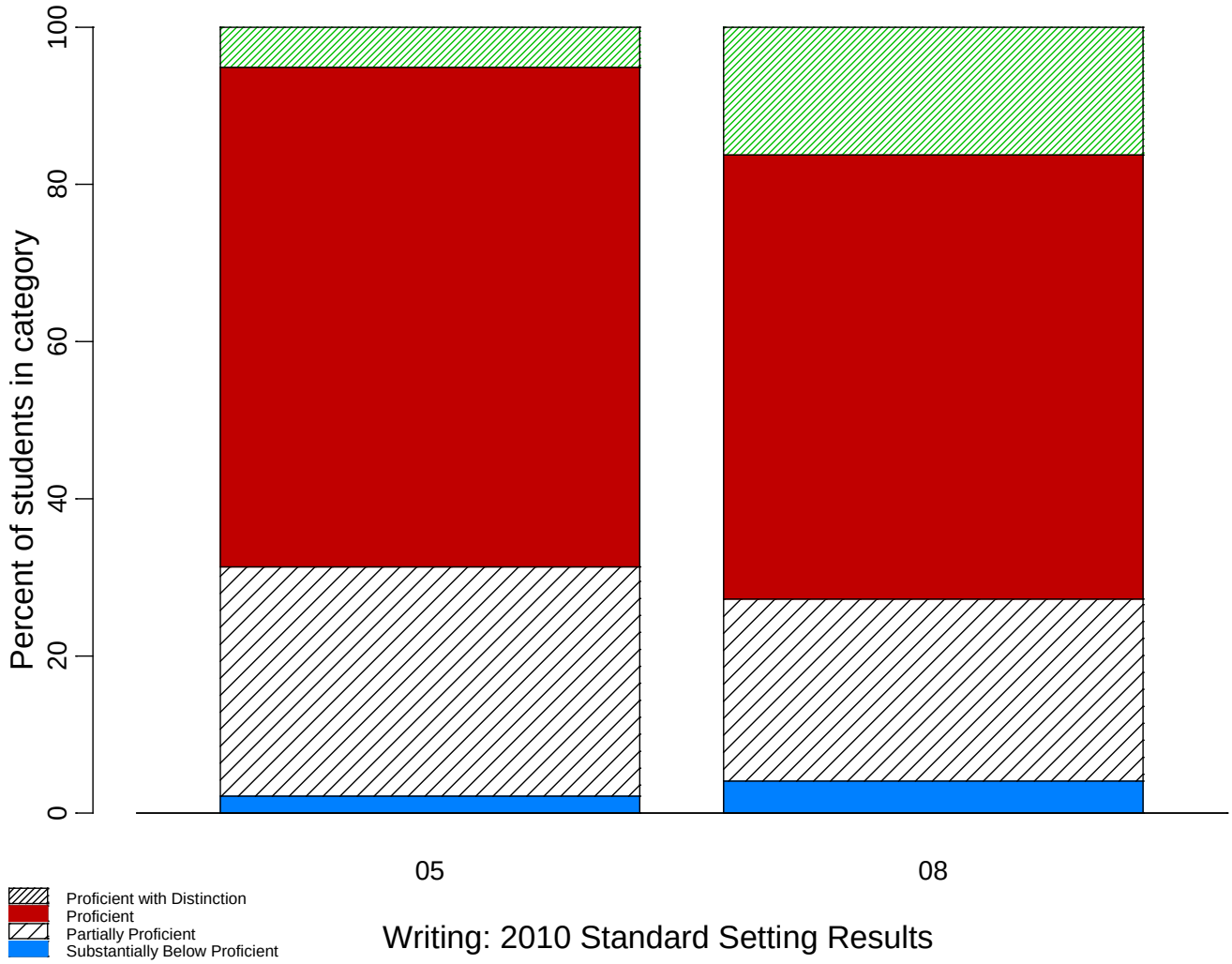
3.12 Tabulation of Round 3 Results

When Round 3 ratings were complete, the Measured Progress data analysis team once again calculated the average cutpoints for the room and associated impact data. The results of the panelists' Round 3 ratings are outlined in Table 3-3 and Figure 3-1.

Table 3-3. 2010 NECAP Standard Setting: Round 3

Grade	*Achievement level*	*Average theta cut*	*Standard error*	*Raw score*		*Percent of students*
				Min	*Max*	
5	Proficient with Distinction	1.91	0.04	27	34	5.13
	Proficient	-0.47	0.05	18	26	63.53
	Partially Proficient	-2.41	0.08	9	17	29.19
	Substantially Below Proficient	NA	NA	0	8	2.15
8	Proficient with Distinction	1.07	0.04	27	34	16.27
	Proficient	-0.39	0.04	19	26	56.48
	Partially Proficient	-1.80	0.02	11	18	23.17
	Substantially Below Proficient	NA	NA	0	10	4.07

Figure 3-1. Round 3 Results: Percent of Students in each Achievement Level by Grade



3.13 Evaluation

The measurement literature sometimes considers the evaluation process to be another product of the standard setting process (e.g., Reckase, 2001). To provide evidence of the participants' views of the standard setting process, panelists were asked to complete questionnaires prior to beginning Round 1 and again at the end of the standard setting process. The results of the evaluations are presented in Appendix I.

Chapter 4. TASKS COMPLETED AFTER STANDARD SETTING

Upon conclusion of the standard setting meeting, several important tasks were completed. These tasks centered on reviewing the standard setting process and addressing anomalies that may have occurred in the process or in the outcomes, presenting the results to the member departments, and making any final revisions or adjustments.

4.1 Analysis and Review of Panelists' Feedback

Upon completion of the evaluation forms, panelists' responses were reviewed. In general, this review did not reveal any anomalies in the standard setting process or indicate any reason that a particular panelist's data should not be included when the final cutpoints were calculated.

4.2 Final Cutpoints

At the conclusion of the standard setting meeting, the Round 3 cutpoints were presented to the member departments of education. In addition to these cutpoints, the member departments of education also considered other relevant information when determining the final cutpoints. For additional information on the standard setting process and the final cutpoints used for the reporting of grade 5 & 8 writing results, contact your state department of education.

4.3 Preparation of this Standard Setting Report

Following final compilation of standard setting results, Measured Progress prepared this report, which documents the procedures and results of the 2010 standard setting meeting in order to establish performance standards for the NECAP writing assessments.

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APPENDICES

Appendix A—Writing Achievement Level Descriptions

NECAP Writing Achievement Level Descriptions

Proficient with Distinction	Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.
Proficient	Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.
Partially Proficient	Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.
Substantially Below Proficient	Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

Appendix B—AGENDA

New England Common Assessment Program

Standard Setting: Grades 5 & 8 Writing

Sheraton Harborside – Portsmouth, NH

AGENDA

Wednesday, December 8, 2010

Breakfast will be available in the Langdon Room from 7:30 – 8:30

8:00 – 8:30	Registration
8:30 – Noon	Welcome and Introductions Overview of the Standard Setting Process Committee Work Session – *Writing Committee Work will be in the Whipple & Roberts Rooms*
	10:15 Morning Beverage Break – Ballroom Lobby
Noon – 1:00	*Lunch – Langdon Room*
1:00 – End	Committee Work Session
	2:30 Afternoon Snack Break – Ballroom Lobby

Thursday, December 9, 2010

Breakfast will be available in the Langdon Room from 7:30 – 8:30

8:30 – Noon	Committee Work Session
	10:15 Morning Beverage Break-Ballroom Lobby
Noon – 1:00	*Lunch – Langdon Room*
1:00 – Conclusion	Committee Work Session
	2:00 Afternoon Snack Break – Ballroom Lobby

Appendix C—NONDISCLOSURE FORM

New England Common Assessment Program

NONDISCLOSURE AGREEMENT

The New England Common Assessment Program is a partnership among the Maine, New Hampshire, Rhode Island, and Vermont Departments of Education to develop and administer a shared statewide assessment system. The design of the program requires that the test questions remain secure. To maintain the security of the tests, only authorized persons are permitted to view the test questions and reading passages. With the exception of questions and reading passages released by the Maine, New Hampshire, Rhode Island, and Vermont Departments of Education with official reports and on their state websites, all test questions, draft or final, and reading passages are to be regarded as secure instruments.

I understand that it is my professional responsibility to maintain the security of the tests. I will not reproduce, discuss, or in any way release, share, or distribute the test questions or reading passages to unauthorized personnel.

The undersigned is an employee, contractor, consultant, or committee member for the New England Common Assessment Program, or person otherwise authorized to view secure New England Common Assessment Program materials and hereby agrees to be bound to the terms of this agreement restricting the disclosure of said materials.

_____
Name (please print)

_____
School

_____
Position

_____
State

_____
Signature

_____
Date

Appendix D—Rating Forms

ID_____

NECAP Writing Grade 5
Rating Form

BOW #	Round 1	Round 2	Round 3
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			

BOW #	Round 1	Round 2	Round 3
26			
27			
28			
29			
30			
31			
32			
33			
34			
35			
36			
37			
38			
39			
40			
41			
42			
43			
44			
45			
46			
47			
48			
49			
50			

Enter your ratings as follows:

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

ID_____

NECAP Writing Grade 8
Rating Form

BOW #	Round 1	Round 2	Round 3
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			

BOW #	Round 1	Round 2	Round 3
26			
27			
28			
29			
30			
31			
32			
33			
34			
35			
36			
37			
38			
39			
40			
41			
42			
43			
44			
45			
46			
47			
48			
49			
50			

Enter your ratings as follows:

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

Appendix E—EVALUATION FORMS

Content Area: _____
Grade: _____

Standards Transfer Training Evaluation

The purpose of this evaluation form is to obtain your feedback about the training you have received. Please complete the information below. **Do not put your name on the form.** We want your feedback to be anonymous.

Please mark the appropriate box for each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I understand the goals of the standards transfer meeting.	☐	☐	☐	☐	☐
I understand the procedures we are using to transfer standards.	☐	☐	☐	☐	☐
I understand how to use the standard transferring materials.	☐	☐	☐	☐	☐
I understand the differences between the achievement levels.	☐	☐	☐	☐	☐
I understand how to make the cut score judgment.	☐	☐	☐	☐	☐
I know what tasks to expect for the remainder of the meeting.	☐	☐	☐	☐	☐
I am confident in my understanding of the standards transferring task.	☐	☐	☐	☐	☐

Please indicate any areas in which you would like more information before you continue.

Please indicate any questions you may have about the remainder of the standards transfer meeting.

Content Area: _____
Grade: _____

Standards Transfer Final Evaluation

Please complete the information below. Your feedback will provide a basis for evaluating the training, methods, and materials. **Do not put your name on the form.** We want your feedback to be anonymous.

Gender: Male ☐ Female ☐

Race/ethnicity: White ☐ Black ☐ Hispanic ☐ Asian ☐ Pacific Islander ☐ American Indian ☐

Years of experience in education: 0-5 ☐ 5-10 ☐ 10-15 ☐ More than 15 ☐

Area of Expertise (Check all that apply):

- Students with Disabilities ☐
- Students with Limited English Proficiency ☐
- Economically Disadvantaged Students ☐
- Gifted and Talented Students ☐
- General Education ☐

Please mark the appropriate box for each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I understood the goals of the standards transfer meeting.	☐	☐	☐	☐	☐
I understood the procedures we used to transfer standards.	☐	☐	☐	☐	☐
The facilitator helped me understand the process.	☐	☐	☐	☐	☐
The materials contained the information needed to transfer standards.	☐	☐	☐	☐	☐
I understood how to use the materials provided.	☐	☐	☐	☐	☐
The achievement level definitions were clear.	☐	☐	☐	☐	☐
I understood how to make the cut score judgments.	☐	☐	☐	☐	☐
I understood how to use the feedback provided after each round.	☐	☐	☐	☐	☐
I understood how to use the impact data.	☐	☐	☐	☐	☐
I understood how the cut scores were calculated.	☐	☐	☐	☐	☐
The facilitator was able to get answers to my questions.	☐	☐	☐	☐	☐
Sufficient time was allotted for training on the standards transfer tasks.	☐	☐	☐	☐	☐
Sufficient time was allotted to complete the standards transfer tasks.	☐	☐	☐	☐	☐
The facilitator helped the standards transfer process run smoothly.	☐	☐	☐	☐	☐

Content Area: _____
Grade: _____
Please rate the usefulness of each of the following:

	Not at all useful				Extremely useful
The opening session.	☐	☐	☐	☐	☐
The small group activities.	☐	☐	☐	☐	☐
Becoming familiar with the assessment.	☐	☐	☐	☐	☐
Articulating the differences between the achievement levels.	☐	☐	☐	☐	☐
Discussions with other participants.	☐	☐	☐	☐	☐

Please rate the influence of the following when transferring standards.

	Not at all influential				Extremely influential
The achievement level definitions.	☐	☐	☐	☐	☐
My expectations of students.	☐	☐	☐	☐	☐
The difficulty of the test materials.	☐	☐	☐	☐	☐
The student responses.	☐	☐	☐	☐	☐
My experience in the field.	☐	☐	☐	☐	☐
Discussions with other participants.	☐	☐	☐	☐	☐
Cut scores of other participants.	☐	☐	☐	☐	☐
Impact data.	☐	☐	☐	☐	☐

Content Area: _____
Grade: _____

Do you believe the final recommended cut score for each of the achievement levels is too low, about right, or too high?

	Too Low	About Right	Too High
Proficient With Distinction/Proficient	☐	☐	☐
Proficient/Partially Proficient	☐	☐	☐
Partially Proficient/Substantially Below Proficient	☐	☐	☐

Please provide any additional comments about this standard transferring process or suggestions as to how the training and process could be improved.

Appendix F—Opening Session PowerPoint

New England Common Assessment Program (NECAP)

Transferring Achievement Standards

Writing Grades 5 and 8

Measured Progress

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Welcome and Meeting Overview

Measured Progress

Overview of the Standards Transfer Process

Measured Progress

Content Standards

vs.

Achievement Standards

- Content standards = “What”
- Describe the knowledge and skills students are expected to demonstrate by grade level

- Achievement standards = “How well”
- Describe attributes of student performance on the assessment with respect to the achievement level definitions

Measured Progress

What is your job?

- To recommend cut scores for each of the achievement levels that will be used to report results:

  Substantially Below Proficient

  Partially Proficient

  Proficient

  Proficient with Distinction

Measured Progress

We are trying to determine:

- What knowledge, skills and abilities (KSAs) need to be demonstrated to be classified in each achievement level?
- How much is enough?
- What test performance corresponds to each achievement level?

Substantially Below Proficient

Partially Proficient

Proficient

Proficient with Distinction

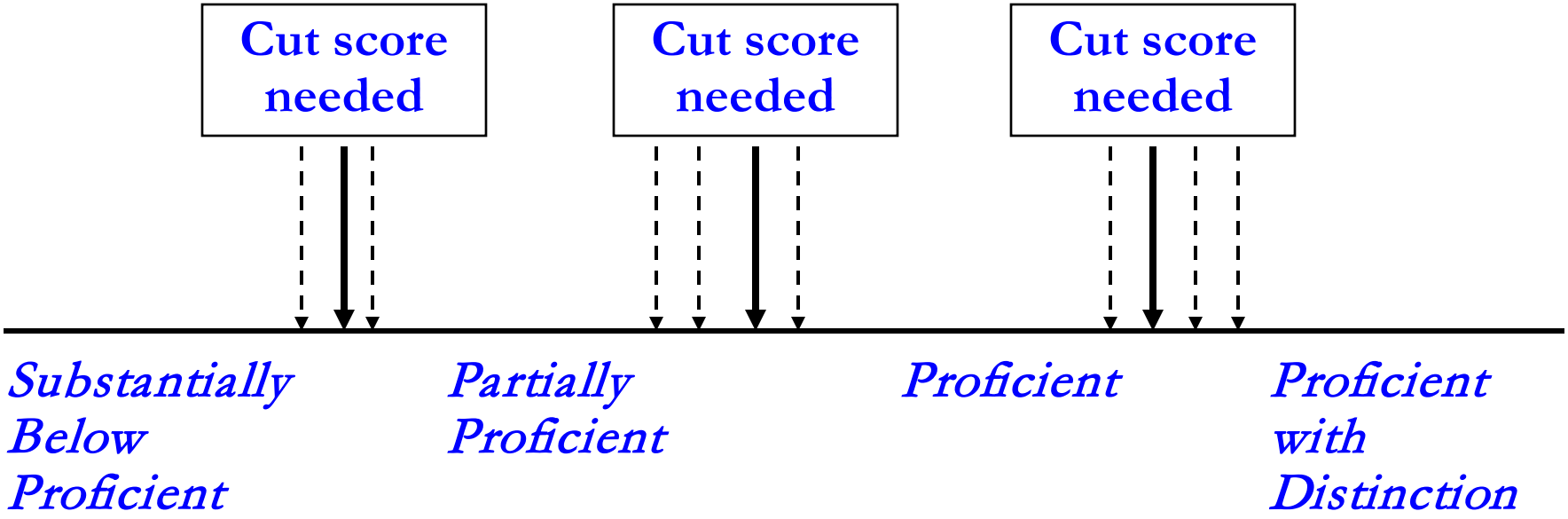
Measured Progress

Achievement Continuum

Substantially Below Proficient	Partially Proficient	Proficient	Proficient with Distinction

Measured Progress

Based on achievement level definitions, you will recommend cut scores…



Achievement Continuum

Measured Progress

Two Phases of the Standards Transfer

- Data Collection
- Policy-making/Decision-making

Measured Progress

Final Recommendations

- Your recommendations will be reviewed and presented to the policy-makers (e.g., technical advisory committee, state boards of education, state commissioners, etc.)
- The policy-makers will be responsible for final adoption of the cut scores.
- The recommendations may be accepted or modified by policy-makers

Measured Progress

Overview of the Standards Transfer Method

Measured Progress

Today's Training

- We will cover: implementation of the body of work procedure
- Note: this session is intended to be an overview
- Your facilitator will give you more details and guide you through the process step by step

Measured Progress

Cut Score Recommendations

Substantially Below Proficient

← Cut Score

Partially Proficient

← Cut Score

Proficient

← Cut Score

Proficient with Distinction

Measured Progress

Factors that Influence Selection of Standard Setting/Transfer Method

- Prior usage/history
- Recommendation/requirement by policy-making authority
- Type of assessment

Body of Work method chosen

Measured Progress

What is the Body of Work Method and How Does it Work?

- The BOW method uses approximately 50 complete sets of student work, including their answers to the writing prompt and a display of their responses to the multiple-choice items
- Bodies of work cover the range of possible scores and are presented in order from lowest to highest total score
- Panelists will classify each BOW into the achievement level in which they feel it belongs:

  Substantially Below Proficient

  Partially Proficient

  Proficient

  Proficient with Distinction

Measured Progress

Important Concepts and Resources

- Achievement Level Definitions
- Test items
- Knowledge, skills and abilities (KSAs) needed to answer each question
- Cut scores

Measured Progress

Steps for Body of Work Method

Measured Progress

Before You Do Your Ratings:

- **Take the test** to familiarize yourself with the test items and the test-taking experience
- Review and discuss the **achievement level definitions** and **exemplar papers**
- Develop **lists of characteristics** (KSAs) that define performance in each achievement level

Measured Progress

Exemplar Papers

- Bodies of work selected from the most recent administration of the same prompt type
- Set of approximately 12 exemplars, chosen to represent the four achievement levels
- You will use these exemplars to help “flesh out” your definitions of the four achievement levels

Measured Progress

You must reach consensus as a group about the knowledge, skills and abilities that define student performance at each achievement level.

Measured Progress

Practice Round / Check for Understanding

- You will have an opportunity to familiarize yourself with the rating process using 5 practice BOWs
- Your facilitator will check with you for understanding and answer any questions you may have during and after the practice round
- You will then complete a training evaluation form

Measured Progress

Actual Ratings: Three Rounds

- Round 1 (without discussion)

  Work through the BOWs and make your initial judgments as to how each should be categorized

- Round 2 (with group discussion)

  Discuss the Round 1 ratings – focus on the KSAs

  Examine your ratings in relation to the rest of the group

  Review and revise ratings as appropriate

- Round 3 (with group discussion)

  Discuss the Round 2 ratings – focus on the KSAs

  Examine your ratings in relation to the rest of the group and impact data

  Review and revise ratings as appropriate

Measured Progress

A Few Reminders:

- It is **not** necessary for panelists to reach consensus as to how to rate each BOW.
- You should be open-minded when listening to your colleagues' rationales for their ratings.
- You may or may not change your mind as a result of the discussions.
- We want each panelist to use his or her own **best judgment** in each round of rating.

Measured Progress

Questions about the Body of Work Method?

Measured Progress

After the ratings…

- The final step in the process will be for you to complete an evaluation of the standards transfer process.
- Your honest feedback is important!

Measured Progress

What’s next?

- Take the test
- Discuss the Achievement Level Definitions
- Practice Round
- Round 1
- Round 2
- Round 3
- Evaluation

Measured Progress

And that’s it…

Please be sure to ask your facilitator any questions you may have about the Body of Work procedure.

Measured Progress

Before you break into groups…

Measured Progress

Top 10 Misconceptions about Standard Setting:

10. Standard setting is a great opportunity to review and revise the test.
9. Standard setting is the same thing as scoring.
8. This is a good time to discuss the test administration policy.
7. This is a good time to revise the content standards.
6. This is a good time to revise the Achievement Level Definitions.

Measured Progress

Top 10 Misconceptions about Standard Setting:

5. This is a good time to discuss effective teaching strategies.
4. Only scholars and researchers are qualified to do this work.
3. Only educators are qualified to do this work.
2. The process is rigged.
1. Disagreement is bad.

Measured Progress

Role of the Facilitator

- Lead and keep the group on track
- Ensure that all panelists clearly understand the procedures
- Ensure that the rating forms are completed
- Ensure that the evaluation forms are completed.

Measured Progress

Ground Rules

- Process is focused solely on recommending achievement standards (cut scores).
- The achievement levels and their definitions are not open for debate.
- Panelists' recommendations are crucial, but final cut score decisions will be made by policy-makers of the NECAP states.
- Each panelist is expected to participate in the entire process or his/her judgments will be discounted.
- Please: no cell phone use except during breaks.
- Please be sure to return promptly after breaks and in the morning.

Measured Progress

Good Luck!

Measured Progress

Appendix G—FACILITATOR SCRIPT

GENERAL INSTRUCTIONS FOR

NEW ENGLAND COMMON ASSESSMENT PROGRAM (NECAP)

STANDARD TRANSER GROUP FACILITATORS

WRITING GRADES 5 AND 8

DECEMBER 8-9, 2010

Preliminaries

Introductions:

- Welcome group; introduce yourself (name, affiliation, a little background information).
- Have each participant introduce him/herself.
- Ask each participant to sign a nondisclosure form. Do not proceed until a signed nondisclosure form has been collected from each participant.

Take the Test

Overview: In order to establish an understanding of the test items and for panelists to gain an understanding of the experience of the students who take the test, each participant will take the test for their grade level and content area. Panelists may wish to discuss or take issue with the items in the test. Tell them we will gladly take their feedback to the NECAP state representatives. However, this is the actual assessment that students took and it is the set of items on which we must set standards.

Activities:

- Introduce the assessment and convey/do each of the following:
    - Tell panelists that they are about to take the actual NECAP assessment.

  - The purpose of the exercise is to help them establish a good understanding of the test items and to gain an understanding of the experience of the students who take the assessment. Let panelists know they do not need to completely answer the constructed-response questions; they can just jot down a few notes.
- Give each panelist a test booklet.
- Tell panelists to try to take on the perspective of a student as they complete the test.
- When the majority of the panelists have finished, pass out the answer key/scoring guides.

Discuss Achievement Level Definitions (ALDs)

Overview: In order to establish an understanding of the expected performance of students on the test, panelists must have a clear understanding of:

- the definition of the four achievement levels, and
- what the key characteristics are that distinguish students in adjacent achievement level categories.

The purpose of this activity is for the panelists to come to consensus about what characterizes students in each achievement level category, starting with the Proficient achievement level. This activity is critical since the ratings panelists will be making will be based on these understandings.

Activities:

- Introduce the task. In this activity they will:
  - individually review the Achievement Level Definitions;
  - individually review the exemplar papers;
  - discuss the definitions and exemplars as a group, starting with the Proficient level; and
  - develop lists of the knowledge, skills and abilities (KSAs) that characterize each achievement level.
- The goal here is for the panelists to come to a common understanding of what it means to be in each achievement level. It is not unusual for panelists to disagree with the definitions they will see; almost certainly there will be some panelists who will want to change them. However, the task at hand is for panelists to have a common understanding of what knowledge, skills, and abilities (KSAs) are described by each of the Achievement Level Definitions.
- Pass out the Achievement Level Definitions and exemplar papers
- Orient panelists to the exemplar papers. These papers have been sampled from the 2007 operational administration of the Writing test. The 2007 administration was selected because it was the last time the item prompt genre in the 2010 test was administered. Walk them through the first exemplar, pointing out that it

consists of the full set of student responses to the writing items, including a display of the multiple-choice items which shows the text of the item, either an indicator showing that the student got the item correct (+) or the distractor they chose, and the percent of students who got the item correct. Point out that the exemplar papers are presented in order, from lowest scoring to highest scoring.

- Have panelists review the ALDs and exemplars individually. Panelists can make notes if they like.
- After individually reviewing the definitions and exemplars, have panelists discuss each definition as a group, starting with Proficient. Referring to the exemplars categorized as Proficient, the panelists will discuss the KSAs a student must demonstrate in order to be classified in the Proficient category. Or, put another way, have panelists identify the most important KSAs that distinguish a Partially Proficient student from a student in the Proficient category.
- After completing Proficient, the panelists will repeat this process for the Partially Proficient and Proficient with Distinction categories, using the exemplars corresponding to each achievement level.
- Have the panelists identify the most important KSAs describing students at each achievement level and record those as bulleted lists on chart paper. These should be posted on the walls for panelists to refer to as they complete the three rounds of rating.
- The purpose of this step is to have a collegial discussion in which to bring up/clarify any issues or questions that any individual may have and to reach consensus on an understanding of the ALDs.

Practice Round

Overview of Practice Round: The primary purpose of the practice round is for panelists to become familiar with the rating task with five practice BOWs, sampled from the 2007 administration. Panelists will review the BOWs with the facilitator and discuss them as a group. The facilitator will walk the panelists through the practice ratings, engage the panelists in a readiness discussion and check for understanding. If any of the panelists indicate an incomplete understanding of the practice rating task, then the facilitator will continue to work with the panelists to clarify any misconceptions before proceeding to Round 1.

Activities:

- Make sure the panelists have the following materials:
    - Set of practice BOWs.
    - Scoring guides.
    - Achievement Level Definitions.
    - Practice rating form.

- Give the panelists a few minutes to briefly review the set of BOWs. As they are reviewing the BOWs, they should be thinking about the knowledge, skills, and abilities demonstrated in each BOW and how they relate to the ALDs.
- After the panelists have had a few minutes to review the BOWs, begin discussing them as a group:
    - For the first BOW walk through it as a group and, referring to the scoring guides, discuss the KSAs represented by each item. Discuss the ALDs and determine which achievement level best fits the KSAs represented in this BOW. This BOW has been selected to be clearly in Substantially Below Proficient.
    - For the second BOW, again, walk through it as a group and discuss the KSAs represented by each item. This BOW is one that could be considered to be either in Substantially Below Proficient or Partially Proficient. Lead them through a discussion of their rationale. Remind panelists that for a BOW to fall into Partially Proficient they are looking for the BOW to be **just over the line** between Substantially Below Proficient and Partially Proficient – they are not looking for a solid Partially Proficient performance.
    - For the third BOW, have the panelists rate it on their own and then lead them through a discussion of their rationale. Ask for a show of hands indicating which panelists placed the BOW in each of the achievement levels. Have the panelists discuss the rationale behind their placements. Repeat this same process two more times for the remaining BOWs. Note that the fifth BOW will be chosen to represent the upper end of the score scale.
    - Make sure panelists understand that they do not need to agree about the placement of the practice BOWs; the purpose here is to understand the process of rating the BOWs based on their consensus definitions of the ALDs and the KSAs represented by the items.
- Panelists may want to take notes as they work if there are particular points they would like to discuss with their colleagues.
- Go over the practice rating form with panelists:
    - Have panelists write their ID number on the rating form. The ID number is on their name tags.
    - Lead panelists through a step-by-step demonstration of how to fill in the rating form.
    - Collect the rating forms and check to make sure they have been completed accurately.
    - NOTE: you do not need to return the practice rating forms to the data analysis work room.

Readiness Discussion

After the panelists have completed the practice rating form, lead a readiness discussion by posing the questions below.

The purpose of this discussion is to determine how well each panelist understands the rating task, to correct any misunderstandings, and if necessary, to identify panelists whose ratings should be excluded from the standard transfer if their understanding doesn't improve.

The "correct" answers for each of the questions are listed directly under each question. Please guide the discussion to ensure each panelist understands the rating task. **Make sure any questions or concerns are resolved prior to moving on.**

- What type of information should I be considering when making my classification?
    - The ALDs.
    - The holistic set of knowledge, skills and abilities represented in each BOW.
    - My understanding of who these students are.

- Why is it important to refer to the scoring guides and the ALDs?
    - The scoring guides specify the knowledge, skills and abilities demonstrated by the student who obtained each score on a given item. It is these KSAs that need to correspond to the KSAs outlined in each achievement level.

- If a student profile reflects KSAs that "just barely" correspond to Partially Proficient, what achievement level should be assigned to the BOW?
    - Partially Proficient: A BOW does not need to represent solid Partially Proficient performance to be classified in that level, it just needs to make it into the category.

Training Evaluation

Have panelists fill out the training evaluation form before proceeding to Round 1. Before you start the Round 1 activities, scan the completed evaluations to see if there are any problems or concerns that need to be addressed before proceeding. Return the completed evaluations to the data analysis work room at the next convenient opportunity.

Round 1 Ratings

Overview of Round 1: The primary purpose of Round 1 is to ask the panelists to make their initial determination as to which achievement level category each BOW should be classified into. In this round, panelists will be working individually, without discussion with their colleagues.

Activities:

- Make sure panelists have the following materials:
  - Rating form
  - Set of BOWs
  - Achievement Level Definitions
- Orient panelists to the set of BOWs. Point out that the BOWs are presented in order, from lowest scoring to highest. Make sure panelists understand that, even though the BOWs are presented from lowest- to highest-scoring, their own ratings do not need to be in strictly increasing order.
- Starting with the first BOW, the panelists will review each BOW in turn. As they are reviewing the BOWs, the panelists should keep in mind the Achievement Level Definitions. They should consider the knowledge, skills, and abilities demonstrated by each and how they relate to the definitions of the achievement levels. The purpose of this step is for panelists to make their initial determinations as to how the BOWs should be categorized into the four achievement levels. The panelists are free to make notes on the BOWs, sort them into piles, use sticky notes, or use whatever system helps them to keep track of their categorizations.
- Panelists may want to take notes as they work if there are particular points they would like to discuss with their colleagues in Round 2.
  - Have panelists write their ID and round number on the rating form. The ID number is on their name tags.
  - Briefly remind them how to fill in the rating form.
  - Answer questions the panelists may have about the work in Round 1.
  - Once everyone understands what they are to do in Round 1, tell them to begin.
- As panelists complete the task, ask them to carefully inspect their rating forms to ensure they are filled out properly.
  - The ID and round number must be filled in.
  - Each BOW must be assigned to one and only one achievement level.
  - Reiterate that although the BOWs are presented in order from lowest- to highest-scoring, the panelists' category assignments do not need to be in strictly increasing order.
- Facilitators should bring all the completed rating forms together to the data analysis work room for tabulation. Prior to submitting them, however, using a show of hands, indicate on a piece of chart paper how many panelists assigned

each BOW to each achievement level category. This chart will be used for the Round 2 discussions.

Tabulation of Round 1 Results

Tabulation of Round 1 results will be completed as quickly as possible after receipt of the rating forms. While the tabulation occurs, the group may take a break.

Round 2 Ratings

Overview of Round 2: In Round 2, the panelists will have an opportunity to discuss their Round 1 placements and to revise their ratings on the basis of that discussion. Prior to beginning the Round 2 discussions, the psychometrician will share the group's average cut points based on the Round 1 ratings.

Focusing on any BOWs for which there was disagreement as to how they should be categorized, the panelists will discuss why they categorized each BOW as they did, making sure that all different points of view are included in the discussion.

Once panelists have reviewed and discussed the Round 1 categorizations, the panelists will make their Round 2 ratings.

Activities:

- Make sure panelists have the following materials:
    a. Rating form
    b. Set of BOWs
    c. Achievement Level Definitions
- Have panelists write their ID number and Round 2 on the rating form.
- Provide an overview of Round 2. Paraphrase the following:
    a. As in Round 1, the primary purpose is to categorize each BOW into the achievement level category where you believe it belongs.
    b. Each panelist needs to base his/her judgments on his/her experience with the content area, understanding of students, the definition of each achievement level category, discussions with other panelists, and the knowledge, skills, and abilities required to answer each item.
- Show the panelists how the BOWs would be categorized based on the room average Round 1 cut point placements.
- Remind panelists that they will be discussing each BOW with their colleagues, but that they will be categorizing the BOWs individually. It is not necessary for the panelists to reach consensus about how to categorize each BOW.
- Give panelists an opportunity to ask questions about the task for Round 2.
- Beginning with the first BOW for which there is disagreement as to how it should be categorized, the panelists should begin discussing the categorization of the BOWs according to the Round 1 ratings.
    a. Panelists only need to discuss those BOWs for which there was disagreement as to how they should be categorized.
    b. Panelists should be encouraged to listen to their colleagues as well as express their own points of view.
    c. If the panelists hear a logic/rationale/argument that they did not consider and that they feel is compelling, then they may adjust their ratings to incorporate that information.

d. On the basis of the discussions and the feedback presented, panelists should make their Round 2 ratings.
e. The group does not have to achieve consensus. If panelists honestly disagree, that is fine. We are trying to get the best judgment of each panelist. Panelists should not feel compelled or coerced into making a rating with which they disagree.

Encourage the panelists to use the discussion and feedback to assess how stringent or lenient a judge they are. If a panelist is categorizing BOWs consistently higher or lower than the group, he or she may have a different understanding of the Achievement Level Definitions than the rest of the group. **It is acceptable for panelists to disagree, but that disagreement should be based on a common understanding of the Achievement Level Definitions.**

- When the group has completed their Round 2 ratings, collect the rating forms. When you collect the rating forms, carefully inspect them to ensure they are filled out properly.
  a. The ID and round number must be filled in.
  b. Each BOW must have one (and only one) rating.
- Facilitators should bring all the completed rating forms together to the data analysis work room for tabulation. Prior to submitting them, however, using a show of hands, indicate on a piece of chart paper how many panelists assigned each BOW to each achievement level category. This chart will be used for the Round 3 discussions.

Tabulation of Round 2 Results

Tabulation of Round 2 results will be completed as quickly as possible after receipt of the rating forms. While the tabulation occurs, the group may take a break.

Round 3 Ratings

Overview of Round 3: In Round 3, the panelists will have a final opportunity to discuss their Round 2 placements and to revise their ratings on the basis of that discussion. Prior to beginning the Round 3 discussions, the psychometrician will share the Round 2 results with the group, including the group's average cut points and associated impact data (i.e., the approximate percentage of students who would be classified into each achievement level category based on the room average cut points from Round 2). In addition, the psychometrician will present the percentages of students classified as Proficient or above for previous administrations of the Writing test. This information will provide the panelists with some context within which to evaluate their cuts and the associated impact data.

Once panelists have reviewed and discussed the Round 2 categorizations, they will make their final ratings.

Activities:

- Make sure panelists have the following materials:
    - Rating form
    - Set of BOWs
    - Achievement Level Definitions
- Have panelists write their ID number and Round 3 on the rating form.
- Provide an overview of Round 3. Paraphrase the following:
    - As in Round 2, the primary purpose is to categorize each BOW into the achievement level category where you believe it belongs.
    - Each panelist needs to base his/her judgments on his/her experience with the content area, understanding of students, the definition of each achievement level category, discussions with other panelists, and the knowledge, skills, and abilities required to answer each item.
- Review the feedback information with the panelists.
    - Show the panelists how the BOWs would be categorized based on the room average Round 2 cut point placements.
    - Go over the impact data, explaining that if the Round 2 ratings were to be used to set the final cut points, these are the approximate percentages of students who would be classified into each achievement level category.
    - Panelists will use the impact data as a reasonableness check. Specifically, panelists will discuss whether the percentages of students in each achievement level make sense and, if not, which cut or cuts may need to be adjusted.
    - In addition to the Round 2 impact data, panelists will also have the percentages of students that were classified as Proficient or above based on previous administrations of the Writing test. The panelists will use that information to evaluate the impact data based on their Round 2 cuts. Specifically, panelists should discuss whether the impact data seem

reasonable, given previous performance on the Writing test and the expected amount of growth.

- Remind panelists that they will be discussing each BOW with their colleagues, but that they will be categorizing the BOWs individually. It is not necessary for the panelists to reach consensus about how to categorize each BOW.
- Give panelists an opportunity to ask questions about the feedback information or about the task for Round 3.
- Beginning with the first BOW for which there is disagreement as to how it should be categorized, the panelists should begin discussing the categorization of the BOWs according to the Round 2 ratings.
    - Panelists should discuss the BOWs for which there was disagreement as to how they should be categorized, focusing in particular on the BOWs around the cuts.
    - Panelists should be encouraged to listen to their colleagues as well as express their own points of view.
    - If the panelists hear a logic/rationale/argument that they did not consider and that they feel is compelling, then they may adjust their ratings to incorporate that information.
    - On the basis of the discussions and the feedback presented, panelists should make their final ratings.
    - The group does not have to achieve consensus. If panelists honestly disagree, that is fine. We are trying to get the best judgment of each panelist. Panelists should not feel compelled or coerced into making a rating with which they disagree.

  Encourage the panelists to use the discussion and feedback to assess how stringent or lenient a judge they are. If a panelist is categorizing BOWs consistently higher or lower than the group, he or she may have a different understanding of the Achievement Level Definitions than the rest of the group. **It is acceptable for panelists to disagree, but that disagreement should be based on a common understanding of the Achievement Level Definitions.**

- When the group has completed their final ratings, collect the rating forms. When you collect the rating forms, carefully inspect them to ensure they are filled out properly.
    - The ID and round number must be filled in.
    - Each BOW for Round 3 must have one (and only one) rating.
    - Return the completed rating forms to the data analysis work room.

Complete Final Evaluation Form

After the rounds of ratings are completed, have the panelists fill out the final evaluation form. Emphasize that their honest feedback is important.

Appendix H—PANELIST AFFILIATIONS

State	First Name	Last Name	Grade	Association/Affiliation	Position
VT	Janice	Garrow	5	Rutland Int. School	Gr. 6 Teacher
VT	Elaine	Collins	5	Browington Central School	Grs. 6-8 Humanities Teacher
VT	Carol	Owen	5	Orange East S.U.	Literacy Teacher Leader
VT	Kathryn	Grace	5	Founders School	Literacy Teacher Leader
VT	Geoff	Lawrence	8	Proctor Jr./Sr. High	MS English Teacher
VT	Maggie	Eaton	8	U-32 Middle/ High	Teacher/ Curriculum Leader
VT	Kimberly	Means	8	Stern Center	Special Educator
NH	Michelle	Trafton	5	Milton Elementary	Gr. 5 Teacher
NH	Cynthia	Douglass	5	Oyster River Middle	Reading Specialist
NH	Jill	Duffield	5	New Durham School	Literacy Teacher
NH	Kathleen	Woodbury	5	Gilsum School	Reading Teacher, Special Education Care Manager, Assessment Coordinator
NH	Bonnie	Robinson	8	Newport Middle High	Reading Specialist
NH	Alison	Bryant	8	Belmont High School	English Teacher
RI	Alison	Santerre	5	Kingston Hill Academy	Gr. 5 Teacher
RI	Patricia	Vecchione	5	Winsor Hill School	Literacy Coach/ Reading Specialist
RI	Kathleen	Desrosiers	5	Warwick S.D.	Coordinator/ ELA/ K-12
RI	Kevin	Montoya	5	Segue Institute for Learning	Gr. 6 ELA
RI	Melissa	Lourenco	8	Segue Institute for Learning	Literacy Coach/ Title 1
RI	Elizabeth	Ferguson	8	Curtis Corner Middle & South Kingstown	Teacher/ Curriculum Coordinator
RI	Janice	Place	8	Pilgrim High & Aldrich Jr. High Schools	English Dept. Chairperson/ Teacher
RI	Brenda	Aspelund	8	Aldrich Jr. High School	ELA Teacher
RI	Sally	Caruso	8	Kickemuit Middle	Gr. 8 ELA Teacher
ME	Gloria	Westhrin	5	Glenburn School	Gr. 4 Teacher
ME	Jo Ellen	Merry	5	Houlton Southside	Gr. 5 Teacher
ME	Jan	Obery	5	Gilbert Elementary School	Literacy Specialist
ME	Patricia	Friesland	8	Camden Rockport Middle	Teacher
ME	Kathy	Kauffman	8	Oak Hill Middle School	Gr. 8 ELA
ME	Beth	Ahlholm	8	Medomak Middle	7-8 LA/SS Teacher
ME	Wendy	Dunbar	8	Mt. Jefferson Jr. High	Literacy Specialist/ ELA Teacher

Appendix I—EVALUATION RESULTS

2010 NECAP Writing Standard Setting Report: Grade 5 Training Evaluation

	N	Mean	% SD	% D	% U	% A	% SA
I understand the goals of the standard setting meeting.	15	4.53	0	0	7	33	60
I understand the procedures we are using to set standards.	15	4.2	0	0	7	67	27
I understand how to use the standard setting materials.	15	4.27	0	0	0	73	27
I understand the differences between the achievement levels.	15	4.53	0	0	0	47	53
I understand how to make the cut score judgment.	15	3.87	0	0	33	47	20
I know what tasks to expect for the remainder of the meeting.	15	4.2	0	7	0	60	33
I am confident in my understanding of the standard setting task.	14	4.21	0	0	7	64	29

Please indicate any areas in which you would like more information before you continue.
Review the use of multiple choice responses in the decision making process. Do the multiple choice responses in the decision making process. Do the multiple choice items provide/prevent a pass-through to the next level?
The second day's procedures will be helpful in a more thorough understanding of the cut score.
I'm all set
Not 100% sure about the 3 rounds tomorrow - will be scoring the same 50 samples 3 times or given 50 different samples each time?
What happens if two scorers have a huge discrepancy in their scores? Example someone gives score of substantially below and another gives a score of proficient?
I need more direct and explicit instructions BEFORE the tasks begin. I feel as though we are asked to start and then new points are given which often skew the work that was already completed
I am very knowledgeable of the standards so my background knowledge was more helpful than the facilitator. The facilitator was not always clear about the task at hand which often led to confusions in the group. Her answers changed from minute to minute. Each task took much longer than necessary because of this.
Discussing scaling of grades and determining cut scores. I am a bit confused as to how our work tomorrow will assist the NECAP process and long term implications.

Please indicate any questions you may have about the remainder of the standard setting meeting.

No question. Great experience. Well picked team.

No questions

This is not a question but a comment - once it was clear that we were looking at each student's body of work holistically the standards transfer task became clearer. Thank you, Luz!

No questions at this time

Once the "metric folks" have computed the cut scores base on our work; does that get discussed further by policy makers in the second phase of standards transfer?

I believe if someone had discussed the standard vocabulary in terms of school data teams at the outset of the training, some of the confusion could have been avoided. The language of the facilitator (re: language of psychometric standards) did not seem to match the language of "teacher standards info".

What is it that we are truly providing Measured Progress with?

My question is actually a comment about the process. This particular protocol of looking at a body of work, including the multiple-choice items, muddies the water a bit. If we are determining proficiency for a writing piece, and the characteristics of why it is proficient, it would be helpful to have a proficient piece of writing to look at (rather than a proficient BOW). Also, not understanding how the multiple-choice answers affect the scores makes the determination more difficult.

2010 NECAP Writing Standard Setting Report: Grade 5 Final Evaluation

Panelist Demographics	N = 15
Gender:	
Male	1
Female	14
Race/Ethnicity:	
White	14
Black	0
Hispanic	1
Asian	0
Pacific Islander	0
American Indian	0
Years of Educational Experience:	
0-5	1
5-10	0
10-15	3
More than 15	11
Profesional Experience (check all that apply):	
Students with Disabilities	8
Students with Limited English Proficiency	0
Economically Disadvantaged Students	7
Gifted and Talented Students	3
General Education	15

	N	Mean	% SD	% D	% U	% A	% SA
I understood the goals of the standard setting meeting.	15	4.47	0	0	0	53	47
I understood the procedures we used to set standards.	15	4.27	0	0	7	60	33
The facilitator helped me understand the process.	15	4	0	0	13	73	13
The materials contained the information needed to set standards.	15	4.33	0	0	7	53	40
I understood how to use the materials provided.	15	4.13	0	0	7	73	20
The achievement level descriptions were clear.	15	4.27	0	0	7	60	33
I understood how to make the cut score judgments.	15	4.27	0	0	0	73	27
I understood how to use the feedback provided after each round.	15	4.33	0	0	7	53	40
I understood how to use the impact data.	15	4.2	0	0	7	67	27

	N	Mean	% SD	% D	% U	% A	% SA
I understood how the cut scores were calculated.	14	4.07	0	0	14	64	21
The facilitator was able to get answers to my questions.	15	4.2	0	0	7	67	27
Sufficient time was allotted for training on the standard setting tasks.	15	4.27	0	0	0	73	27
Sufficient time was allotted to complete the standard setting tasks.	15	4.33	0	0	0	67	33
The facilitator helped the standard setting process run smoothly.	15	3.87	0	7	20	53	20

Usefulness of	N	Mean	%Low				%High
The opening session.	15	3.93	0	7	20	47	27
The small group activities.	14	4.21	0	0	14	50	36
Becoming familiar with the assessment.	15	4.27	0	0	13	47	40
Articulating the differences between the achievement levels.	15	4.4	0	0	7	47	47
Discussions with other participants.	15	4.6	0	0	7	27	67

Influence of	N	Mean	%Low				%High
The performance level descriptors.	15	4.2	0	0	20	40	40
My expectations of students.	15	4.13	0	0	20	47	33
The difficulty of the test materials.	15	4.07	0	7	13	47	33
The student responses.	15	4.6	0	0	7	27	67
My experience in the field.	15	4.67	0	0	0	33	67
Discussions with other participants.	15	4.6	0	0	7	27	67
Cut scores of other participants.	15	4.13	0	0	20	47	33
Impact data.	15	4.27	0	0	7	60	33

Please provide any additional comments about the standard setting process or suggestions as to how the training and process could be improved.

#11 should have had modification of testing administration. New to school? Unable to have an accommodations meeting? This student had a message. A word processor would have been a big bonus.

It was not made clear that we should have been using the exemplar book from the earlier test when scoring until the 3rd round. This changed a lot of opinions on the student samples. I also believe that our scoring would have been different had the pieces not been ranked. I found that this strongly influenced my scoring of pieces.

While it was helpful to have a facilitator who understands the "number crunching" it was often hard to discern what was being asked of us. Furthermore, clear group "rules" should be set at the forefront.

Let the panel use the exemplar book to refer to as benchmark papers when scoring 1st and 2nd round.

I believe facilitators need to set the tone as to how meetings will function. I know how difficult it is sometimes to guide professionals but setting norms and guidelines prior to group discussions is crucial. Much of what people said was lost because there were times that many took the spotlight.

bit of confusion on how #'s impacted ea. other. Wish we compared with exemplars earlier. Great experience though. Thx =-)

The idea of comparing the exemplars to the 2010 writing, I believe, should have happened earlier in the process. I also will repeat my earlier comment. It would be easier to not include multiple choice questions in the holistic scoring, as it is unclear to me how much to count them for.

I believe facilitators should continually remind folks, if needed, to follow discussion protocol. Perhaps "rules" about one speaker at a time, raising hands, no side conversations, should be articulated @ the outset. Most people intuitively know and follow these rules. However, it takes just one participant (w/ ADHD??) to ruin the experience for everyone.

#34, #11 seemed out of place in the rank ordering despite lots of discussion.

Establish some procedural conventions at sharing/discussion time would help with giving everyone an equal voice. Thank you for an extremely rewarding experience.

2010 NECAP Writing Standard Setting Report: Grade 8 Training Evaluation

	N	Mean	% SD	% D	% U	% A	% SA
I understand the goals of the standard setting meeting.	14	4.79	0	0	0	21	79
I understand the procedures we are using to set standards.	14	4.64	0	0	0	36	64
I understand how to use the standard setting materials.	14	4.71	0	0	0	29	71
I understand the differences between the achievement levels.	14	4.64	0	0	0	36	64
I understand how to make the cut score judgment.	14	4.14	0	7	7	50	36
I know what tasks to expect for the remainder of the meeting.	14	4.43	0	0	7	43	50
I am confident in my understanding of the standard setting task.	14	4.43	0	0	21	14	64

Please indicate any areas in which you would like more information before you continue.
I feel confident that I understand the purpose and process
If two pieces are adjacent and there are just a few (1 or 2) elements that are proficient, should it still be scored as proficient?
N/A
All Set
I would like to clarify making the cut score judgment....one more time. I just tried to study the achievement levels to "fully" understand the differences.
More training on what (other than a blank) constitutes a zero.
As we go along, everything I need to know has been revealed in a timely manner. I'm fine.

Please indicate any questions you may have about the remainder of the standard setting meeting.
I don't have any at this time
Very Good facilitation
N/A
Can we keep materials (from 2007 prompts/tests) for our own training purposes?
None
I'm confident that any questions I have will be answered in session 2.

2010 NECAP Writing Standard Setting Report: Grade 8 Final Evaluation

Panelist Demographics	N = 14
Gender:	
Male	1
Female	13
Race/Ethnicity:	
White	14
Black	0
Hispanic	0
Asian	0
Pacific Islander	0
American Indian	0
Years of Educational Experience:	
0-5	1
5-10	2
10-15	2
More than 15	9
Profesional Experience (check all that apply):	
Students with Disabilities	2
Students with Limited English Proficiency	1
Economically Disadvantaged Students	2
Gifted and Talented Students	2
General Education	13

	N	Mean	% SD	% D	% U	% A	% SA
I understood the goals of the standard setting meeting.	14	4.64	0	0	0	36	64
I understood the procedures we used to set standards.	14	4.57	0	0	0	43	57
The facilitator helped me understand the process.	14	4.57	0	0	0	43	57
The materials contained the information needed to set standards.	14	4.29	0	0	7	57	36
I understood how to use the materials provided.	14	4.5	0	0	0	50	50
The achievement level descriptions were clear.	14	4.5	0	0	0	50	50
I understood how to make the cut score judgments.	14	4.57	0	0	0	43	57
I understood how to use the feedback provided after each round.	14	4.64	0	0	0	36	64
I understood how to use the impact data.	14	4.5	0	0	7	36	57

	N	Mean	% SD	% D	% U	% A	% SA
I understood how the cut scores were calculated.	14	4.64	0	0	0	36	64
The facilitator was able to get answers to my questions.	14	4.71	0	0	0	29	71
Sufficient time was allotted for training on the standard setting tasks.	14	4.64	0	0	0	36	64
Sufficient time was allotted to complete the standard setting tasks.	14	4.71	0	0	0	29	71
The facilitator helped the standard setting process run smoothly.	14	4.64	0	0	0	36	64

Usefulness of	N	Mean	%Low				%High
The opening session.	14	4.07	0	0	14	64	21
The small group activities.	13	4.38	0	0	8	46	46
Becoming familiar with the assessment.	14	4.43	0	7	0	36	57
Articulating the differences between the achievement levels.	14	4.36	0	0	14	36	50
Discussions with other participants.	14	4.86	0	0	0	14	86

Influence of	N	Mean	%Low				%High
The achievement level descriptions.	13	4.54	0	0	0	46	54
My expectations of students.	13	3.77	0	8	31	38	23
The difficulty of the test materials.	13	3.46	8	8	23	54	8
The student responses.	13	4.54	0	0	0	46	54
My experience in the field.	13	4.38	0	0	8	46	46
Discussions with other participants.	13	4.46	0	0	15	23	62
Cut scores of other participants.	13	3.62	0	15	31	31	23
Impact data.	13	3.69	0	8	23	62	8

Please provide any additional comments about the standard setting process or suggestions as to how the training and process could be improved.

One member of our group is a 12th grade teacher, and while she taught 8th grade 4 years ago, she has lost touch with the expectations. She is a nice person, but her selection for this co. was not advised. I commend all other members of the group. A new standard setting seems to be needed since many of us did not agree with the scoring of the exemplars. I would love to work on that committee.

The exemplars for "lowest" proficient and "highest" proficient were seemingly too low - which caused confusion and some discord.

I wish individual scores appeared on each exemplar response; it would have helped me when weighing the various pieces in the binder and better link them to exemplar b.o.w.

The scores of the exemplars would have helped.

I feel that we transferred the standards from the exemplars to the test material, appropriately - though I am quite concerned about the influence of the impact data -

Students know the test and a lot of emphasis has been put on writing in schools.

I think that the achievement level definitions should have guided our discussion more. We could have defined and fleshed out each level more effectively by posting each level on the wall (w/ its definition from the rubric) and going from there - mapping or creating a web around it. I am grateful that I've had the opportunity to work on this committee. I would be interested to be involved again - the accommodations were great, also. Thanks!

Appendix N—Performance Level Score Distributions

Table N-1. 2010–11 NECAP: Performance Level Distributions by Grade – Mathematics

Grade	Performance Level	Percent in Level		
		2010-11	2009-10	2008-09
3	4	21.48	19.29	19.42
	3	45.51	47.66	47.27
	2	20.09	18.98	19.18
	1	12.92	14.06	14.13
4	4	20.62	18.02	22.25
	3	45.29	48.82	46.90
	2	20.72	19.12	17.74
	1	13.37	14.03	13.12
5	4	18.93	20.31	19.60
	3	46.74	46.59	48.24
	2	16.95	15.86	14.92
	1	17.38	17.25	17.24
6	4	23.77	22.55	20.08
	3	41.99	42.75	43.44
	2	17.15	17.62	17.80
	1	17.08	17.08	18.68
7	4	18.89	20.24	18.91
	3	41.44	40.61	41.44
	2	19.66	19.17	18.40
	1	20.01	19.98	21.25
8	4	18.33	18.64	16.93
	3	42.15	42.39	43.39
	2	20.33	19.56	20.18
	1	19.19	19.42	19.50
11	4	2.67	2.23	1.54
	3	32.30	29.70	29.45
	2	28.30	28.14	29.04
	1	36.73	39.93	39.98

Table N-2. 2010–11 NECAP: Performance Level Distributions by Grade – Reading

Grade	Performance Level	Percent in Level		
		2010-11	2009-10	2008-09
3	4	14.45	16.82	20.91
	3	59.19	58.31	52.96
	2	16.83	15.76	15.26
	1	9.53	9.10	10.87
4	4	21.03	17.85	21.50
	3	50.05	52.42	50.20
	2	19.16	18.40	18.05
	1	9.76	11.33	10.25
5	4	19.67	17.82	15.86
	3	54.22	56.50	55.82
	2	18.45	17.81	19.86
	1	7.66	7.87	8.47
6	4	16.62	15.19	13.68
	3	57.27	55.82	57.32
	2	18.31	20.60	19.74
	1	7.80	8.38	9.26

Grade	Performance Level	Percent in Level		
		2010-11	*2009-10*	*2008-09*
7	4	13.80	13.50	16.90
	3	54.43	58.54	57.91
	2	22.16	19.99	17.71
	1	9.61	7.96	7.48
8	4	21.99	19.72	14.58
	3	53.34	52.40	53.75
	2	19.31	20.78	22.37
	1	5.36	7.10	9.31
11	4	26.50	22.97	18.94
	3	47.43	49.80	52.37
	2	17.04	17.50	18.56
	1	9.04	9.72	10.13

Table N-3. 2010–11 NECAP: Performance Level Distributions by Grade – Writing

Grade	Performance Level	Percent in Level		
		2010-11	*2009-10*	*2008-09*
5	4	12.49		
	3	39.62		
	2	39.81		
	1	8.08		
8	4	10.91		
	3	48.94		
	2	31.83		
	1	8.32		
11	4	1.06	6.95	3.62
	3	46.96	44.82	37.19
	2	45.58	41.23	49.15
	1	6.40	6.99	10.05

Appendix O—Raw to Scaled Score Look-up Tables

Table O-1. 2010–11 NECAP: Raw to Scaled Score Correspondence – Mathematics Grade 3

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
0	300	10.00	1	300	10.00	1
1	300	10.00	1	300	10.00	1
2	300	10.00	1	300	10.00	1
3	300	10.00	1	300	10.00	1
4	300	10.00	1	300	10.00	1
5	300	10.00	1	300	10.00	1
6	300	9.60	1	300	10.00	1
7	303	7.60	1	303	8.80	1
8	307	6.30	1	308	6.90	1
9	310	5.50	1	311	5.90	1
10	312	4.90	1	314	5.10	1
11	314	4.50	1	316	4.60	1
12	316	4.20	1	318	4.20	1
13	318	3.90	1	320	3.90	1
14	319	3.70	1	321	3.70	1
15	320	3.60	1	322	3.50	1
16	322	3.40	1	323	3.30	1
17	323	3.30	1	324	3.20	1
18	324	3.20	1	325	3.10	1
19	325	3.10	1	326	3.00	1
20	326	3.00	1	327	2.90	1
21	327	2.90	1	328	2.80	1
22	328	2.90	1	329	2.70	1
23	328	2.80	1	330	2.70	1
24	329	2.80	1	331	2.60	1
25	330	2.70	1	331	2.60	1
26	331	2.70	1	332	2.50	2
27	331	2.60	1	333	2.50	2
28	332	2.60	2	334	2.50	2
29	333	2.60	2	334	2.50	2
30	334	2.60	2	335	2.40	2
31	335	2.50	2	336	2.40	2
32	335	2.50	2	336	2.40	2
33	336	2.50	2	337	2.40	2
34	337	2.50	2	338	2.40	2
35	337	2.50	2	338	2.40	2
36	338	2.50	2	339	2.40	2
37	339	2.50	2	339	2.40	2
38	339	2.50	2	341	2.40	3
39	340	2.50	3	341	2.40	3
40	341	2.50	3	342	2.40	3
41	342	2.50	3	343	2.40	3
42	342	2.50	3	343	2.50	3
43	343	2.60	3	344	2.50	3
44	344	2.60	3	345	2.50	3
45	345	2.60	3	346	2.50	3
46	345	2.60	3	346	2.60	3
47	346	2.70	3	347	2.60	3
48	347	2.70	3	348	2.60	3

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
49	348	2.80	3	349	2.70	3
50	349	2.80	3	350	2.70	3
51	350	2.90	3	351	2.70	3
52	351	2.90	3	351	2.80	3
53	352	3.00	3	352	2.90	3
54	352	3.10	3	353	3.00	4
55	354	3.20	4	355	3.10	4
56	355	3.30	4	356	3.20	4
57	357	3.50	4	357	3.30	4
58	358	3.70	4	358	3.50	4
59	360	3.90	4	360	3.80	4
60	362	4.20	4	362	4.10	4
61	364	4.70	4	364	4.60	4
62	367	5.40	4	367	5.40	4
63	371	6.70	4	371	6.70	4
64	377	9.80	4	377	9.70	4
65	380	10.00	4	380	10.00	4

Table O-2. 2010–11 NECAP: Raw to Scaled Score Correspondence – Mathematics Grade 4

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
0	400	10.00	1	400	10.00	1
1	400	10.00	1	400	10.00	1
2	400	10.00	1	400	10.00	1
3	400	10.00	1	400	10.00	1
4	400	10.00	1	400	10.00	1
5	400	10.00	1	400	10.00	1
6	400	8.80	1	400	9.40	1
7	401	7.50	1	400	8.40	1
8	405	6.30	1	402	7.30	1
9	408	5.60	1	406	6.40	1
10	410	5.10	1	408	5.80	1
11	412	4.70	1	411	5.30	1
12	414	4.40	1	413	4.90	1
13	415	4.10	1	415	4.60	1
14	416	4.00	1	416	4.30	1
15	418	3.80	1	418	4.10	1
16	419	3.70	1	419	4.00	1
17	420	3.60	1	420	3.80	1
18	421	3.50	1	422	3.70	1
19	422	3.40	1	423	3.60	1
20	423	3.30	1	424	3.50	1
21	424	3.30	1	425	3.40	1
22	425	3.20	1	426	3.30	1
23	426	3.20	1	427	3.30	1
24	427	3.10	1	428	3.20	1
25	428	3.10	1	429	3.20	1
26	429	3.00	1	430	3.10	1

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
27	430	3.00	1	430	3.10	1
28	430	3.00	1	432	3.10	2
29	430	3.00	1	433	3.10	2
30	432	3.00	2	434	3.00	2
31	433	2.90	2	435	3.00	2
32	434	2.90	2	436	3.00	2
33	434	2.90	2	436	3.00	2
34	435	2.90	2	437	3.00	2
35	436	2.90	2	438	3.00	2
36	437	2.90	2	439	3.00	2
37	438	2.90	2	439	3.00	2
38	439	2.90	2	441	3.00	3
39	439	2.90	2	442	2.90	3
40	440	2.90	3	443	2.90	3
41	441	3.00	3	443	2.90	3
42	442	3.00	3	444	2.90	3
43	443	3.00	3	445	2.90	3
44	444	3.00	3	446	2.90	3
45	445	3.00	3	447	2.90	3
46	446	3.10	3	448	2.90	3
47	447	3.10	3	449	3.00	3
48	448	3.10	3	450	3.00	3
49	449	3.20	3	451	3.00	3
50	450	3.20	3	452	3.00	3
51	451	3.20	3	453	3.00	3
52	452	3.30	3	454	3.10	3
53	453	3.30	3	455	3.10	4
54	454	3.40	3	456	3.20	4
55	456	3.50	4	457	3.20	4
56	457	3.60	4	459	3.30	4
57	458	3.70	4	460	3.50	4
58	460	3.90	4	462	3.70	4
59	462	4.20	4	463	3.90	4
60	464	4.60	4	465	4.30	4
61	467	5.20	4	468	4.80	4
62	470	6.20	4	471	5.70	4
63	475	8.10	4	476	7.30	4
64	480	10.00	4	480	10.00	4
65	480	10.00	4	480	10.00	4

Table O-3. 2010–11 NECAP: Raw to Scaled Score Correspondence – Mathematics Grade 5

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
0	500	10.00	1	500	10.00	1
1	500	10.00	1	500	10.00	1
2	500	10.00	1	500	10.00	1
3	500	10.00	1	500	10.00	1
4	500	10.00	1	500	10.00	1

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
5	500	10.00	1	500	10.00	1
6	502	10.00	1	500	10.00	1
7	509	8.30	1	506	9.10	1
8	513	6.60	1	511	7.20	1
9	517	5.60	1	514	6.10	1
10	519	5.00	1	517	5.40	1
11	521	4.50	1	519	4.90	1
12	523	4.20	1	521	4.50	1
13	524	3.90	1	523	4.20	1
14	526	3.70	1	524	4.00	1
15	527	3.50	1	526	3.80	1
16	528	3.40	1	527	3.60	1
17	529	3.30	1	528	3.50	1
18	530	3.20	1	529	3.40	1
19	531	3.10	1	530	3.30	1
20	532	3.00	1	531	3.20	1
21	532	3.00	1	532	3.10	1
22	534	2.90	2	532	3.10	1
23	535	2.90	2	534	3.00	2
24	536	2.80	2	535	2.90	2
25	536	2.80	2	535	2.90	2
26	537	2.80	2	536	2.80	2
27	538	2.70	2	537	2.80	2
28	539	2.70	2	538	2.80	2
29	539	2.70	2	538	2.70	2
30	540	2.60	3	539	2.70	2
31	541	2.60	3	539	2.70	2
32	541	2.60	3	541	2.60	3
33	542	2.60	3	541	2.60	3
34	543	2.50	3	542	2.60	3
35	544	2.50	3	543	2.60	3
36	544	2.50	3	543	2.60	3
37	545	2.50	3	544	2.50	3
38	546	2.50	3	545	2.50	3
39	546	2.50	3	545	2.50	3
40	547	2.50	3	546	2.50	3
41	548	2.50	3	547	2.50	3
42	548	2.50	3	547	2.50	3
43	549	2.50	3	548	2.50	3
44	550	2.50	3	549	2.50	3
45	550	2.50	3	549	2.50	3
46	551	2.50	3	550	2.50	3
47	552	2.60	3	551	2.50	3
48	553	2.60	3	552	2.50	3
49	553	2.70	3	552	2.60	3
50	554	2.70	4	553	2.60	3
51	555	2.80	4	553	2.60	3
52	556	2.80	4	555	2.70	4
53	557	2.90	4	556	2.80	4
54	558	3.00	4	556	2.80	4

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
55	559	3.10	4	557	2.90	4
56	560	3.20	4	558	3.00	4
57	561	3.40	4	560	3.20	4
58	562	3.50	4	561	3.30	4
59	564	3.70	4	562	3.50	4
60	565	3.90	4	564	3.80	4
61	567	4.30	4	565	4.10	4
62	570	4.70	4	567	4.50	4
63	573	5.50	4	570	5.20	4
64	577	7.00	4	574	6.30	4
65	580	10.00	4	580	9.00	4
66	580	10.00	4	580	10.00	4

Table O-4. 2010–11 NECAP: Raw to Scaled Score Correspondence – Mathematics Grade 6

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
0	600	10.00	1	600	10.00	1
1	600	10.00	1	600	10.00	1
2	600	10.00	1	600	10.00	1
3	600	10.00	1	600	10.00	1
4	600	10.00	1	600	10.00	1
5	600	10.00	1	600	10.00	1
6	600	10.00	1	606	10.00	1
7	608	9.90	1	613	7.60	1
8	614	7.60	1	616	6.00	1
9	618	6.40	1	619	5.20	1
10	620	5.50	1	621	4.60	1
11	623	4.90	1	623	4.20	1
12	625	4.50	1	625	3.90	1
13	626	4.10	1	626	3.70	1
14	628	3.90	1	627	3.50	1
15	629	3.60	1	628	3.40	1
16	630	3.50	1	630	3.30	1
17	631	3.30	1	631	3.20	1
18	632	3.20	1	632	3.10	1
19	633	3.10	2	632	3.00	1
20	634	3.00	2	633	3.00	2
21	635	2.90	2	634	2.90	2
22	636	2.90	2	635	2.80	2
23	637	2.80	2	636	2.80	2
24	638	2.80	2	637	2.80	2
25	638	2.70	2	637	2.70	2
26	639	2.70	2	638	2.70	2
27	639	2.70	2	639	2.70	2
28	641	2.70	3	639	2.60	2
29	641	2.60	3	640	2.60	3
30	642	2.60	3	641	2.60	3
31	643	2.60	3	642	2.60	3

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
32	643	2.60	3	642	2.60	3
33	644	2.60	3	643	2.50	3
34	645	2.60	3	644	2.50	3
35	645	2.50	3	644	2.50	3
36	646	2.50	3	645	2.50	3
37	647	2.50	3	646	2.50	3
38	647	2.50	3	646	2.50	3
39	648	2.50	3	647	2.50	3
40	649	2.50	3	648	2.50	3
41	649	2.50	3	648	2.50	3
42	650	2.50	3	649	2.50	3
43	651	2.50	3	650	2.50	3
44	652	2.50	3	650	2.50	3
45	652	2.60	3	651	2.50	3
46	652	2.60	3	652	2.60	3
47	654	2.60	4	652	2.60	3
48	655	2.60	4	653	2.60	4
49	655	2.70	4	654	2.70	4
50	656	2.70	4	655	2.70	4
51	657	2.80	4	656	2.80	4
52	658	2.90	4	657	2.80	4
53	659	2.90	4	658	2.90	4
54	660	3.10	4	658	3.00	4
55	661	3.20	4	659	3.10	4
56	662	3.30	4	661	3.30	4
57	664	3.50	4	662	3.40	4
58	665	3.70	4	663	3.60	4
59	667	4.00	4	665	3.90	4
60	668	4.30	4	666	4.20	4
61	671	4.70	4	668	4.70	4
62	673	5.30	4	671	5.30	4
63	677	6.20	4	674	6.30	4
64	680	7.70	4	679	7.90	4
65	680	9.10	4	680	10.00	4
66	680	9.10	4	680	10.00	4

Table O-5. 2010–11 NECAP: Raw to Scaled Score Correspondence – Mathematics Grade 7

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
0	700	10.00	1	700	10.00	1
1	700	10.00	1	700	10.00	1
2	700	10.00	1	700	10.00	1
3	700	10.00	1	700	10.00	1
4	700	10.00	1	700	10.00	1
5	700	10.00	1	702	10.00	1
6	711	9.10	1	711	9.20	1
7	716	6.70	1	716	7.00	1
8	719	5.50	1	719	5.80	1

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
9	722	4.80	1	722	5.00	1
10	724	4.40	1	724	4.40	1
11	726	4.10	1	726	4.10	1
12	727	3.80	1	727	3.80	1
13	729	3.60	1	729	3.50	1
14	730	3.40	1	730	3.40	1
15	731	3.30	1	731	3.20	1
16	732	3.20	1	732	3.10	1
17	733	3.10	1	733	3.00	1
18	734	3.00	2	734	2.90	2
19	735	2.90	2	735	2.80	2
20	736	2.80	2	736	2.80	2
21	737	2.80	2	737	2.70	2
22	738	2.70	2	737	2.60	2
23	739	2.60	2	738	2.60	2
24	739	2.60	2	739	2.60	2
25	739	2.50	2	739	2.50	2
26	741	2.50	3	740	2.50	3
27	741	2.50	3	741	2.50	3
28	742	2.40	3	742	2.40	3
29	743	2.40	3	742	2.40	3
30	743	2.40	3	743	2.40	3
31	744	2.30	3	744	2.40	3
32	745	2.30	3	744	2.40	3
33	745	2.30	3	745	2.30	3
34	746	2.30	3	746	2.30	3
35	746	2.30	3	746	2.30	3
36	747	2.30	3	747	2.30	3
37	748	2.30	3	747	2.30	3
38	748	2.30	3	748	2.30	3
39	749	2.30	3	749	2.30	3
40	750	2.30	3	749	2.30	3
41	750	2.30	3	750	2.30	3
42	751	2.30	3	751	2.40	3
43	751	2.30	3	751	2.40	3
44	752	2.30	4	751	2.40	3
45	753	2.40	4	753	2.40	4
46	753	2.40	4	753	2.40	4
47	754	2.40	4	754	2.50	4
48	755	2.50	4	755	2.50	4
49	756	2.50	4	756	2.60	4
50	756	2.60	4	756	2.60	4
51	757	2.60	4	757	2.70	4
52	758	2.70	4	758	2.70	4
53	759	2.80	4	759	2.80	4
54	760	2.90	4	760	2.90	4
55	761	3.00	4	761	3.00	4
56	762	3.10	4	762	3.10	4
57	763	3.30	4	764	3.30	4
58	764	3.50	4	765	3.50	4

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
59	765	3.70	4	767	3.80	4
60	767	3.90	4	769	4.20	4
61	769	4.30	4	771	4.90	4
62	771	4.70	4	775	6.10	4
63	773	5.40	4	780	9.30	4
64	777	6.50	4	780	9.40	4
65	780	8.60	4			
66	780	8.60	4			

Table O-6. 2010–11 NECAP: Raw to Scaled Score Correspondence – Mathematics Grade 8

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
0	800	10.00	1	800	10.00	1
1	800	10.00	1	800	10.00	1
2	800	10.00	1	800	10.00	1
3	800	10.00	1	800	10.00	1
4	800	10.00	1	800	10.00	1
5	800	10.00	1	800	10.00	1
6	813	9.00	1	808	10.00	1
7	818	6.40	1	817	7.70	1
8	821	5.20	1	821	5.50	1
9	824	4.40	1	824	4.50	1
10	825	3.90	1	826	3.80	1
11	827	3.60	1	827	3.50	1
12	828	3.30	1	829	3.20	1
13	830	3.10	1	830	3.00	1
14	831	3.00	1	831	2.80	1
15	832	2.80	1	832	2.70	1
16	833	2.70	1	833	2.60	1
17	833	2.60	1	833	2.50	1
18	834	2.50	2	834	2.50	2
19	835	2.50	2	835	2.40	2
20	836	2.40	2	836	2.30	2
21	836	2.40	2	837	2.30	2
22	837	2.30	2	837	2.30	2
23	838	2.30	2	838	2.20	2
24	838	2.20	2	839	2.20	2
25	839	2.20	2	839	2.20	2
26	839	2.20	2	839	2.10	2
27	840	2.20	3	840	2.10	3
28	841	2.10	3	841	2.10	3
29	841	2.10	3	842	2.10	3
30	842	2.10	3	842	2.10	3
31	842	2.10	3	843	2.10	3
32	843	2.10	3	843	2.00	3
33	844	2.10	3	844	2.00	3
34	844	2.10	3	845	2.00	3
35	845	2.10	3	845	2.00	3

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
36	845	2.10	3	846	2.00	3
37	846	2.10	3	846	2.00	3
38	846	2.10	3	847	2.00	3
39	847	2.10	3	847	2.00	3
40	847	2.10	3	848	2.10	3
41	848	2.10	3	849	2.10	3
42	849	2.10	3	849	2.10	3
43	849	2.10	3	850	2.10	3
44	850	2.20	3	850	2.10	3
45	850	2.20	3	851	2.10	3
46	851	2.20	3	852	2.20	4
47	852	2.20	4	852	2.20	4
48	852	2.30	4	853	2.20	4
49	853	2.30	4	854	2.30	4
50	854	2.30	4	855	2.30	4
51	855	2.40	4	855	2.40	4
52	855	2.40	4	856	2.40	4
53	856	2.50	4	857	2.50	4
54	857	2.50	4	858	2.60	4
55	858	2.60	4	859	2.70	4
56	859	2.70	4	860	2.80	4
57	860	2.80	4	861	3.00	4
58	861	3.00	4	862	3.10	4
59	863	3.20	4	864	3.30	4
60	864	3.40	4	865	3.60	4
61	866	3.80	4	867	3.90	4
62	868	4.20	4	869	4.40	4
63	871	4.90	4	872	5.40	4
64	874	6.00	4	878	7.70	4
65	880	8.30	4	880	9.50	4
66	880	8.50	4			

Table O-7. 2010–11 NECAP: Raw to Scaled Score Correspondence – Mathematics Grade 11

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
0	1100	10.00	1	1100	10.00	1
1	1100	10.00	1	1100	10.00	1
2	1100	10.00	1	1100	10.00	1
3	1100	10.00	1	1100	10.00	1
4	1100	10.00	1	1100	10.00	1
5	1112	10.00	1	1100	10.00	1
6	1118	5.80	1	1112	9.20	1
7	1121	4.40	1	1118	6.20	1
8	1123	3.80	1	1121	4.80	1
9	1125	3.30	1	1124	4.00	1
10	1126	3.00	1	1125	3.50	1
11	1128	2.80	1	1127	3.10	1
12	1129	2.60	1	1128	2.90	1

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
13	1130	2.50	1	1129	2.70	1
14	1130	2.40	1	1130	2.50	1
15	1131	2.30	1	1131	2.40	1
16	1132	2.20	1	1132	2.30	1
17	1133	2.10	1	1133	2.20	1
18	1133	2.10	1	1133	2.10	1
19	1134	2.00	2	1134	2.10	2
20	1135	2.00	2	1135	2.00	2
21	1135	1.90	2	1135	2.00	2
22	1136	1.90	2	1136	1.90	2
23	1136	1.80	2	1136	1.90	2
24	1137	1.80	2	1137	1.90	2
25	1137	1.80	2	1137	1.80	2
26	1138	1.80	2	1138	1.80	2
27	1138	1.70	2	1138	1.80	2
28	1139	1.70	2	1139	1.70	2
29	1139	1.70	2	1139	1.70	2
30	1139	1.70	2	1139	1.70	2
31	1140	1.70	3	1140	1.70	3
32	1141	1.70	3	1141	1.70	3
33	1141	1.70	3	1141	1.70	3
34	1142	1.60	3	1142	1.70	3
35	1142	1.60	3	1142	1.60	3
36	1143	1.60	3	1142	1.60	3
37	1143	1.70	3	1143	1.60	3
38	1144	1.70	3	1143	1.60	3
39	1144	1.70	3	1144	1.60	3
40	1145	1.70	3	1144	1.60	3
41	1145	1.70	3	1145	1.60	3
42	1146	1.70	3	1145	1.60	3
43	1146	1.70	3	1146	1.70	3
44	1147	1.70	3	1146	1.70	3
45	1147	1.80	3	1147	1.70	3
46	1148	1.80	3	1147	1.70	3
47	1148	1.80	3	1148	1.70	3
48	1149	1.80	3	1148	1.70	3
49	1149	1.90	3	1149	1.80	3
50	1150	1.90	3	1149	1.80	3
51	1151	2.00	3	1150	1.90	3
52	1151	2.00	3	1150	1.90	3
53	1151	2.10	3	1151	2.00	3
54	1153	2.20	4	1151	2.10	3
55	1154	2.30	4	1153	2.20	4
56	1154	2.40	4	1153	2.30	4
57	1155	2.50	4	1154	2.50	4
58	1156	2.70	4	1155	2.70	4
59	1158	2.90	4	1157	2.90	4
60	1159	3.10	4	1158	3.30	4
61	1161	3.50	4	1160	3.80	4
62	1163	4.30	4	1163	4.60	4

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
63	1167	6.10	4	1168	6.60	4
64	1180	7.30	4	1180	7.60	4

Table O-8. 2010–11 NECAP: Raw to Scaled Score Correspondence – Reading Grade 3

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
0	300	10.00	1	300	10.00	1
1	300	10.00	1	300	10.00	1
2	300	10.00	1	300	10.00	1
3	300	10.00	1	300	10.00	1
4	300	10.00	1	300	10.00	1
5	300	10.00	1	300	10.00	1
6	303	9.20	1	302	9.60	1
7	307	7.80	1	307	7.90	1
8	311	6.90	1	311	6.80	1
9	314	6.20	1	314	6.00	1
10	316	5.70	1	317	5.40	1
11	318	5.30	1	319	4.90	1
12	320	4.90	1	321	4.40	1
13	321	4.50	1	323	4.10	1
14	323	4.30	1	324	3.80	1
15	324	4.00	1	325	3.60	1
16	326	3.80	1	327	3.50	1
17	327	3.70	1	328	3.30	1
18	328	3.50	1	329	3.20	1
19	329	3.40	1	330	3.10	1
20	330	3.30	1	331	3.10	2
21	331	3.20	2	332	3.00	2
22	332	3.20	2	333	3.00	2
23	333	3.10	2	334	2.90	2
24	334	3.10	2	335	2.90	2
25	335	3.10	2	336	2.90	2
26	336	3.10	2	337	2.90	2
27	337	3.00	2	338	2.90	2
28	338	3.00	2	339	2.90	2
29	338	3.00	2	340	2.90	3
30	339	3.10	2	341	2.90	3
31	340	3.10	3	342	3.00	3
32	341	3.10	3	343	3.00	3
33	342	3.20	3	345	3.10	3
34	343	3.20	3	346	3.20	3
35	344	3.30	3	347	3.30	3
36	346	3.30	3	348	3.50	3
37	347	3.40	3	350	3.70	3
38	348	3.50	3	351	3.90	3
39	349	3.60	3	353	4.10	3
40	350	3.70	3	355	4.40	3
41	352	3.90	3	356	4.60	3

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
42	353	4.10	3	359	4.90	4
43	355	4.30	3	362	5.20	4
44	356	4.60	3	364	5.40	4
45	359	4.90	4	367	5.70	4
46	361	5.30	4	370	6.00	4
47	364	5.80	4	373	6.30	4
48	368	6.60	4	377	6.70	4
49	372	7.80	4	380	7.60	4
50	378	9.90	4	380	9.30	4
51	380	10.00	4	380	10.00	4
52	380	10.00	4	380	10.00	4

Table O-9. 2010–11 NECAP: Raw to Scaled Score Correspondence – Reading Grade 4

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
0	400	10.00	1	400	10.00	1
1	400	10.00	1	400	10.00	1
2	400	10.00	1	400	10.00	1
3	400	10.00	1	400	10.00	1
4	400	10.00	1	400	10.00	1
5	400	10.00	1	400	10.00	1
6	400	10.00	1	400	10.00	1
7	400	10.00	1	400	10.00	1
8	400	10.00	1	400	10.00	1
9	405	8.30	1	401	9.40	1
10	409	7.10	1	406	8.30	1
11	412	6.30	1	410	7.40	1
12	414	5.70	1	413	6.80	1
13	417	5.30	1	416	6.20	1
14	419	4.90	1	418	5.70	1
15	421	4.70	1	420	5.30	1
16	422	4.50	1	422	4.90	1
17	424	4.30	1	423	4.60	1
18	425	4.10	1	425	4.40	1
19	427	4.00	1	426	4.20	1
20	428	3.80	1	428	4.00	1
21	429	3.70	1	429	3.80	1
22	430	3.60	1	430	3.70	1
23	432	3.50	2	431	3.60	2
24	433	3.40	2	432	3.50	2
25	434	3.30	2	434	3.40	2
26	435	3.20	2	435	3.30	2
27	436	3.20	2	436	3.30	2
28	437	3.10	2	437	3.20	2
29	438	3.10	2	438	3.20	2
30	439	3.10	2	439	3.20	2
31	440	3.10	3	439	3.20	2
32	441	3.10	3	441	3.30	3

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
33	442	3.10	3	442	3.30	3
34	443	3.20	3	443	3.40	3
35	445	3.20	3	444	3.40	3
36	446	3.30	3	446	3.50	3
37	447	3.40	3	447	3.70	3
38	448	3.50	3	448	3.80	3
39	450	3.70	3	450	4.00	3
40	451	3.90	3	452	4.20	3
41	453	4.10	3	453	4.50	3
42	455	4.40	3	455	4.80	3
43	457	4.70	4	458	5.20	4
44	459	5.10	4	460	5.70	4
45	462	5.50	4	463	6.30	4
46	465	6.00	4	467	7.10	4
47	468	6.50	4	471	8.00	4
48	472	7.00	4	476	9.00	4
49	477	7.60	4	480	9.80	4
50	480	8.50	4	480	10.00	4
51	480	9.50	4	480	10.00	4
52	480	9.50	4	480	10.00	4

Table O-10. 2010–11 NECAP: Raw to Scaled Score Correspondence – Reading Grade 5

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
0	500	10.00	1	500	10.00	1
1	500	10.00	1	500	10.00	1
2	500	10.00	1	500	10.00	1
3	500	10.00	1	500	10.00	1
4	500	8.80	1	500	9.80	1
5	504	6.90	1	506	7.30	1
6	508	5.80	1	510	6.10	1
7	511	5.20	1	513	5.30	1
8	513	4.80	1	515	4.80	1
9	515	4.50	1	517	4.50	1
10	517	4.20	1	519	4.20	1
11	519	4.10	1	521	4.00	1
12	520	3.90	1	523	3.90	1
13	522	3.80	1	524	3.70	1
14	523	3.80	1	525	3.60	1
15	525	3.70	1	527	3.60	1
16	526	3.60	1	528	3.50	1
17	527	3.60	1	529	3.40	1
18	528	3.50	1	530	3.40	2
19	529	3.50	1	532	3.30	2
20	531	3.40	2	533	3.30	2
21	532	3.40	2	534	3.30	2
22	533	3.40	2	535	3.30	2
23	534	3.40	2	536	3.20	2

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
24	536	3.40	2	537	3.20	2
25	537	3.40	2	538	3.20	2
26	538	3.40	2	539	3.20	2
27	539	3.50	2	540	3.20	3
28	540	3.50	3	541	3.30	3
29	542	3.60	3	543	3.30	3
30	543	3.60	3	544	3.30	3
31	545	3.70	3	545	3.40	3
32	546	3.80	3	546	3.40	3
33	547	3.90	3	548	3.50	3
34	549	4.00	3	549	3.60	3
35	551	4.10	3	550	3.70	3
36	552	4.20	3	552	3.80	3
37	554	4.30	3	553	3.90	3
38	555	4.40	3	555	4.00	3
39	558	4.40	4	557	4.10	4
40	560	4.50	4	559	4.20	4
41	562	4.50	4	560	4.40	4
42	564	4.60	4	562	4.50	4
43	567	4.70	4	564	4.60	4
44	569	4.70	4	567	4.70	4
45	571	4.80	4	569	4.80	4
46	574	4.90	4	571	4.90	4
47	576	5.00	4	574	5.10	4
48	579	5.20	4	577	5.30	4
49	580	5.60	4	580	5.70	4
50	580	6.60	4	580	6.70	4
51	580	7.50	4	580	8.30	4
52	580	7.50	4	580	8.30	4

Table O-11. 2010–11 NECAP: Raw to Scaled Score Correspondence – Reading Grade 6

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
0	600	10.00	1	600	10.00	1
1	600	10.00	1	600	10.00	1
2	600	10.00	1	600	10.00	1
3	600	10.00	1	600	10.00	1
4	600	9.60	1	600	10.00	1
5	604	7.20	1	607	7.80	1
6	608	5.90	1	611	6.20	1
7	611	5.20	1	614	5.30	1
8	613	4.70	1	616	4.80	1
9	615	4.30	1	619	4.40	1
10	617	4.00	1	620	4.10	1
11	618	3.80	1	622	3.90	1
12	620	3.70	1	623	3.70	1
13	621	3.50	1	625	3.60	1
14	622	3.40	1	626	3.50	1

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
15	624	3.30	1	627	3.40	1
16	625	3.30	1	628	3.30	1
17	626	3.20	1	630	3.20	2
18	627	3.20	1	631	3.10	2
19	628	3.10	1	632	3.10	2
20	629	3.10	2	633	3.10	2
21	630	3.10	2	634	3.00	2
22	631	3.10	2	635	3.00	2
23	633	3.10	2	636	3.00	2
24	634	3.10	2	637	3.00	2
25	635	3.20	2	638	3.00	2
26	636	3.20	2	639	3.00	2
27	637	3.30	2	640	3.00	3
28	638	3.30	2	641	3.10	3
29	639	3.40	2	642	3.10	3
30	641	3.50	3	643	3.20	3
31	642	3.60	3	644	3.20	3
32	644	3.70	3	646	3.30	3
33	645	3.80	3	647	3.40	3
34	647	3.90	3	648	3.40	3
35	648	4.00	3	650	3.50	3
36	650	4.10	3	651	3.60	3
37	652	4.30	3	652	3.80	3
38	653	4.40	3	654	3.90	3
39	655	4.50	3	656	4.00	3
40	657	4.60	3	658	4.10	3
41	659	4.60	4	659	4.20	4
42	662	4.70	4	661	4.40	4
43	664	4.80	4	664	4.50	4
44	666	4.90	4	666	4.70	4
45	668	5.00	4	668	4.80	4
46	671	5.10	4	671	5.00	4
47	674	5.20	4	674	5.10	4
48	677	5.50	4	677	5.30	4
49	680	5.90	4	680	5.60	4
50	680	6.90	4	680	6.30	4
51	680	9.50	4	680	8.30	4
52	680	9.50	4	680	8.90	4

Table O-12. 2010–11 NECAP: Raw to Scaled Score Correspondence – Reading Grade 7

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
0	700	10.00	1	700	10.00	1
1	700	10.00	1	700	10.00	1
2	700	10.00	1	700	10.00	1
3	700	9.70	1	700	10.00	1
4	702	7.70	1	700	10.00	1
5	706	6.20	1	703	8.10	1

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
6	709	5.40	1	707	6.60	1
7	712	4.90	1	711	5.70	1
8	714	4.50	1	713	5.10	1
9	716	4.30	1	715	4.70	1
10	718	4.10	1	717	4.40	1
11	719	3.90	1	719	4.20	1
12	721	3.80	1	721	4.10	1
13	722	3.60	1	722	3.90	1
14	723	3.60	1	724	3.80	1
15	725	3.50	1	725	3.80	1
16	726	3.40	1	727	3.70	1
17	727	3.40	1	728	3.70	1
18	728	3.30	1	729	3.60	2
19	729	3.30	2	731	3.60	2
20	731	3.30	2	732	3.60	2
21	732	3.20	2	733	3.60	2
22	733	3.20	2	734	3.60	2
23	734	3.20	2	736	3.60	2
24	735	3.20	2	737	3.60	2
25	736	3.30	2	738	3.60	2
26	737	3.30	2	739	3.60	2
27	738	3.30	2	741	3.60	3
28	739	3.40	2	742	3.60	3
29	741	3.40	3	743	3.60	3
30	742	3.50	3	745	3.70	3
31	743	3.50	3	746	3.70	3
32	745	3.60	3	747	3.80	3
33	746	3.60	3	749	3.80	3
34	747	3.70	3	750	3.90	3
35	749	3.80	3	752	3.90	3
36	751	3.80	3	753	3.90	3
37	752	3.90	3	755	4.00	3
38	754	3.90	3	756	4.00	3
39	756	3.90	3	758	4.10	3
40	757	4.00	3	759	4.10	3
41	759	4.00	3	761	4.20	4
42	761	4.10	4	763	4.20	4
43	763	4.20	4	765	4.30	4
44	765	4.20	4	767	4.40	4
45	767	4.30	4	769	4.40	4
46	769	4.40	4	771	4.50	4
47	772	4.50	4	774	4.70	4
48	774	4.70	4	777	5.00	4
49	777	5.00	4	780	5.60	4
50	780	5.80	4	780	6.80	4
51	780	7.90	4	780	10.00	4
52	780	10.00	4	780	10.00	4

Table O-13. 2010–11 NECAP: Raw to Scaled Score Correspondence – Reading Grade 8

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
0	800	10.00	1	800	10.00	1
1	800	10.00	1	800	10.00	1
2	800	10.00	1	800	10.00	1
3	800	10.00	1	800	10.00	1
4	800	8.80	1	800	9.50	1
5	800	7.60	1	802	7.90	1
6	804	6.30	1	806	6.60	1
7	808	5.60	1	809	5.90	1
8	810	5.10	1	812	5.30	1
9	812	4.70	1	814	4.90	1
10	814	4.50	1	817	4.60	1
11	816	4.30	1	818	4.40	1
12	818	4.10	1	820	4.20	1
13	819	4.00	1	822	4.10	1
14	821	3.90	1	823	4.00	1
15	822	3.80	1	825	3.90	1
16	824	3.70	1	826	3.80	1
17	825	3.70	1	827	3.80	1
18	826	3.60	1	829	3.70	2
19	827	3.60	1	830	3.70	2
20	829	3.60	2	831	3.70	2
21	830	3.60	2	833	3.60	2
22	831	3.60	2	834	3.60	2
23	832	3.60	2	835	3.60	2
24	834	3.60	2	836	3.60	2
25	835	3.60	2	837	3.60	2
26	836	3.60	2	839	3.60	2
27	837	3.60	2	839	3.60	2
28	839	3.60	2	841	3.60	3
29	839	3.70	2	842	3.60	3
30	841	3.70	3	844	3.60	3
31	842	3.70	3	845	3.70	3
32	844	3.80	3	846	3.70	3
33	845	3.80	3	848	3.80	3
34	847	3.80	3	849	3.90	3
35	848	3.90	3	851	4.00	3
36	850	3.90	3	852	4.10	3
37	851	4.00	3	854	4.10	3
38	853	4.00	3	856	4.20	3
39	854	4.00	3	857	4.30	3
40	856	4.10	3	859	4.40	4
41	858	4.10	3	861	4.40	4
42	859	4.20	4	863	4.50	4
43	861	4.30	4	865	4.60	4
44	863	4.40	4	867	4.70	4
45	865	4.50	4	870	4.90	4
46	868	4.60	4	872	5.00	4
47	870	4.70	4	875	5.10	4
48	873	5.00	4	878	5.30	4

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
49	876	5.50	4	880	5.70	4
50	880	6.60	4	880	6.60	4
51	880	10.00	4	880	9.10	4
52	880	10.00	4	880	9.10	4

Table O-14. 2010–11 NECAP: Raw to Scaled Score Correspondence – Reading Grade 11

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
0	1100	10.00	1	1100	10.00	1
1	1100	10.00	1	1100	10.00	1
2	1100	10.00	1	1100	10.00	1
3	1100	10.00	1	1100	10.00	1
4	1101	10.00	1	1100	10.00	1
5	1107	7.20	1	1103	8.40	1
6	1110	5.60	1	1108	6.50	1
7	1113	4.70	1	1111	5.40	1
8	1115	4.10	1	1114	4.80	1
9	1117	3.70	1	1116	4.40	1
10	1119	3.50	1	1118	4.10	1
11	1120	3.30	1	1120	3.90	1
12	1122	3.10	1	1121	3.70	1
13	1123	3.00	1	1123	3.60	1
14	1124	3.00	1	1124	3.50	1
15	1125	2.90	1	1125	3.50	1
16	1126	2.90	1	1127	3.50	1
17	1127	2.80	1	1128	3.40	1
18	1128	2.80	1	1129	3.40	1
19	1129	2.80	1	1130	3.40	2
20	1129	2.80	1	1132	3.40	2
21	1131	2.80	2	1133	3.40	2
22	1132	2.80	2	1134	3.40	2
23	1133	2.80	2	1135	3.40	2
24	1134	2.80	2	1136	3.40	2
25	1135	2.80	2	1138	3.40	2
26	1136	2.80	2	1139	3.40	2
27	1137	2.90	2	1140	3.40	3
28	1138	2.90	2	1141	3.40	3
29	1139	2.90	2	1143	3.50	3
30	1140	3.00	3	1144	3.50	3
31	1142	3.10	3	1145	3.60	3
32	1143	3.10	3	1147	3.60	3
33	1144	3.20	3	1148	3.60	3
34	1146	3.20	3	1149	3.60	3
35	1147	3.30	3	1151	3.60	3
36	1148	3.30	3	1152	3.70	3
37	1150	3.30	3	1153	3.70	3
38	1151	3.30	3	1155	3.70	4
39	1153	3.30	3	1157	3.70	4

Raw Score	2010			2011		
	Scaled Score	Standard Error	Performance Level	Scaled Score	Standard Error	Performance Level
40	1153	3.30	3	1158	3.80	4
41	1156	3.40	4	1160	3.80	4
42	1157	3.40	4	1162	3.90	4
43	1159	3.50	4	1163	3.90	4
44	1161	3.50	4	1165	4.00	4
45	1162	3.50	4	1167	4.00	4
46	1164	3.60	4	1169	4.10	4
47	1166	3.70	4	1171	4.30	4
48	1169	3.90	4	1174	4.60	4
49	1171	4.30	4	1177	5.20	4
50	1175	5.40	4	1180	6.40	4
51	1180	9.20	4	1180	9.30	4
52	1180	10.00	4	1180	9.30	4

Table O-15. 2010–11 NECAP: Raw to Scaled Score Correspondence – Writing Grade 5

Raw Score	2011		
	Scaled Score	Standard Error	Performance Level
0	500	10.00	1
1	500	10.00	1
2	500	9.80	1
3	505	7.00	1
4	509	5.80	1
5	512	5.20	1
6	514	4.80	1
7	516	4.60	1
8	518	4.50	1
9	520	4.40	1
10	522	4.30	1
11	524	4.30	1
12	525	4.30	1
13	527	4.30	2
14	529	4.30	2
15	531	4.40	2
16	533	4.40	2
17	535	4.50	2
18	537	4.60	2
19	539	4.80	2
20	542	4.90	3
21	545	5.00	3
22	547	5.10	3
23	550	5.20	3
24	553	5.20	3
25	556	5.30	4
26	559	5.40	4
27	562	5.50	4
28	566	5.60	4
29	569	5.80	4
30	574	6.30	4

Raw Score	2011		
	Scaled Score	Standard Error	Performance Level
31	579	7.50	4
32	580	7.80	4
33	580	7.80	4
34	580	7.80	4

Table O-16. 2010–11 NECAP: Raw to Scaled Score Correspondence – Writing Grade 8

Raw Score	2011		
	Scaled Score	Standard Error	Performance Level
0	800	10.00	1
1	800	10.00	1
2	800	10.00	1
3	800	10.00	1
4	807	7.30	1
5	810	5.60	1
6	813	4.90	1
7	815	4.50	1
8	817	4.30	1
9	819	4.20	1
10	821	4.10	1
11	822	4.10	1
12	824	4.10	1
13	826	4.00	1
14	827	4.00	2
15	829	3.90	2
16	831	3.90	2
17	832	4.00	2
18	834	4.00	2
19	836	4.10	2
20	838	4.10	2
21	840	4.00	3
22	842	4.00	3
23	844	3.90	3
24	846	4.00	3
25	849	4.10	3
26	851	4.20	3
27	853	4.30	3
28	856	4.30	4
29	859	4.50	4
30	863	5.10	4
31	868	6.30	4
32	875	7.90	4
33	880	8.10	4
34	880	8.10	4

Appendix P—Scaled Score Distributions

Figure P-1. 2010–11 NECAP: Cumulative Score Distribution—Mathematics Grade 3

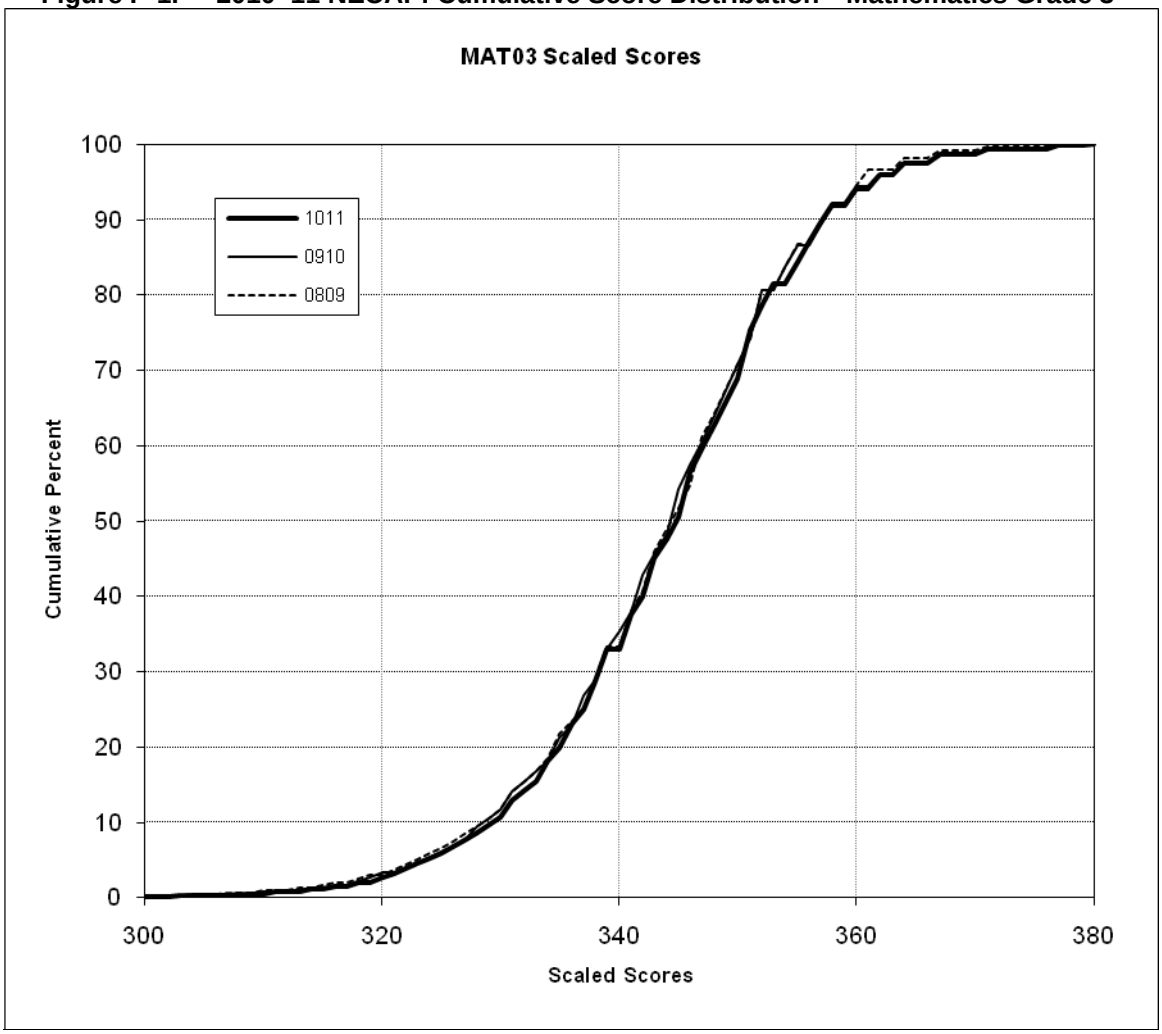


Figure P-2. 2010–11 NECAP: Cumulative Score Distribution—Mathematics Grade 4

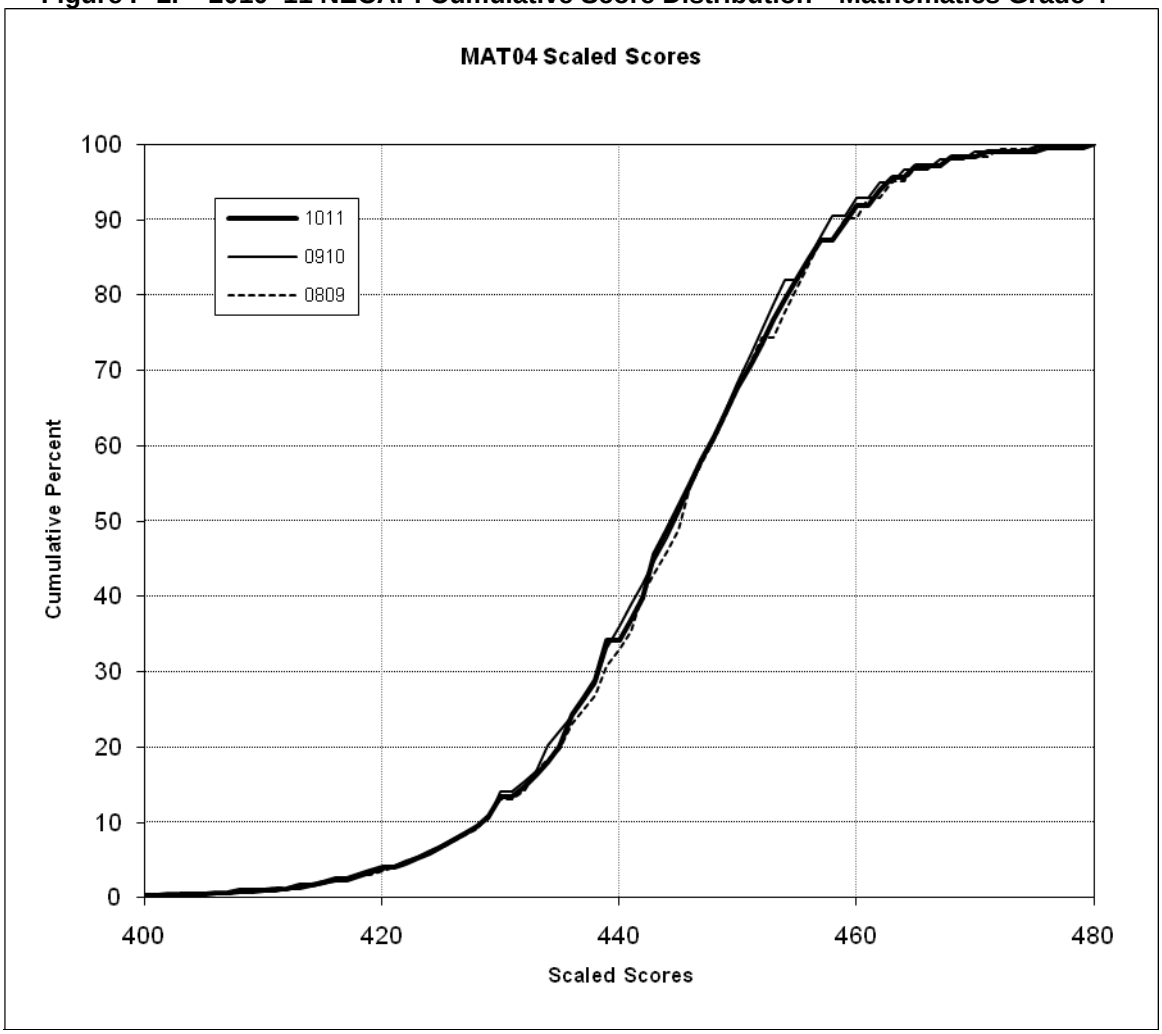


Figure P-3. 2010–11 NECAP: Cumulative Score Distribution—Mathematics Grade 5

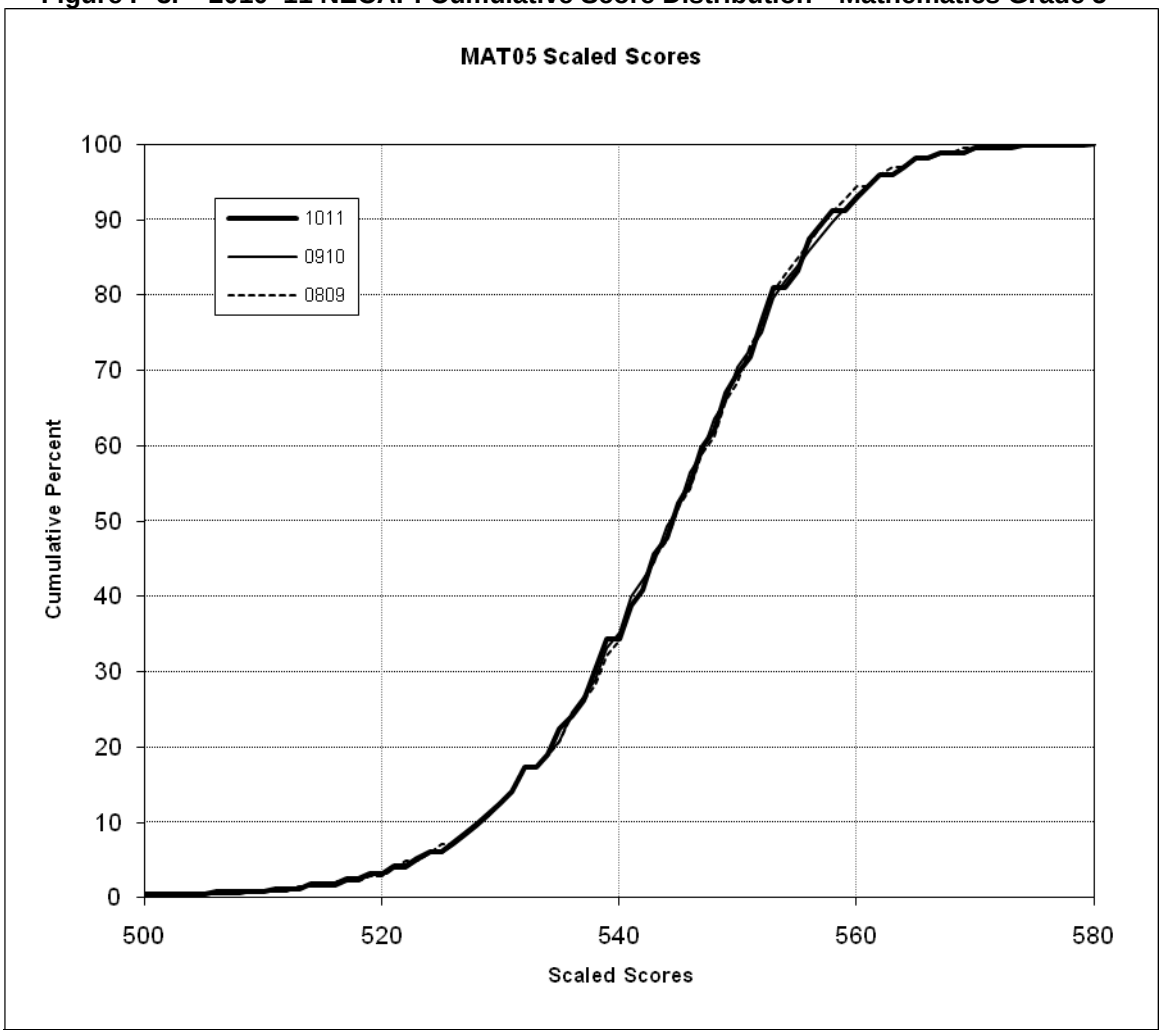


Figure P-4. 2010–11 NECAP: Cumulative Score Distribution—Mathematics Grade 6

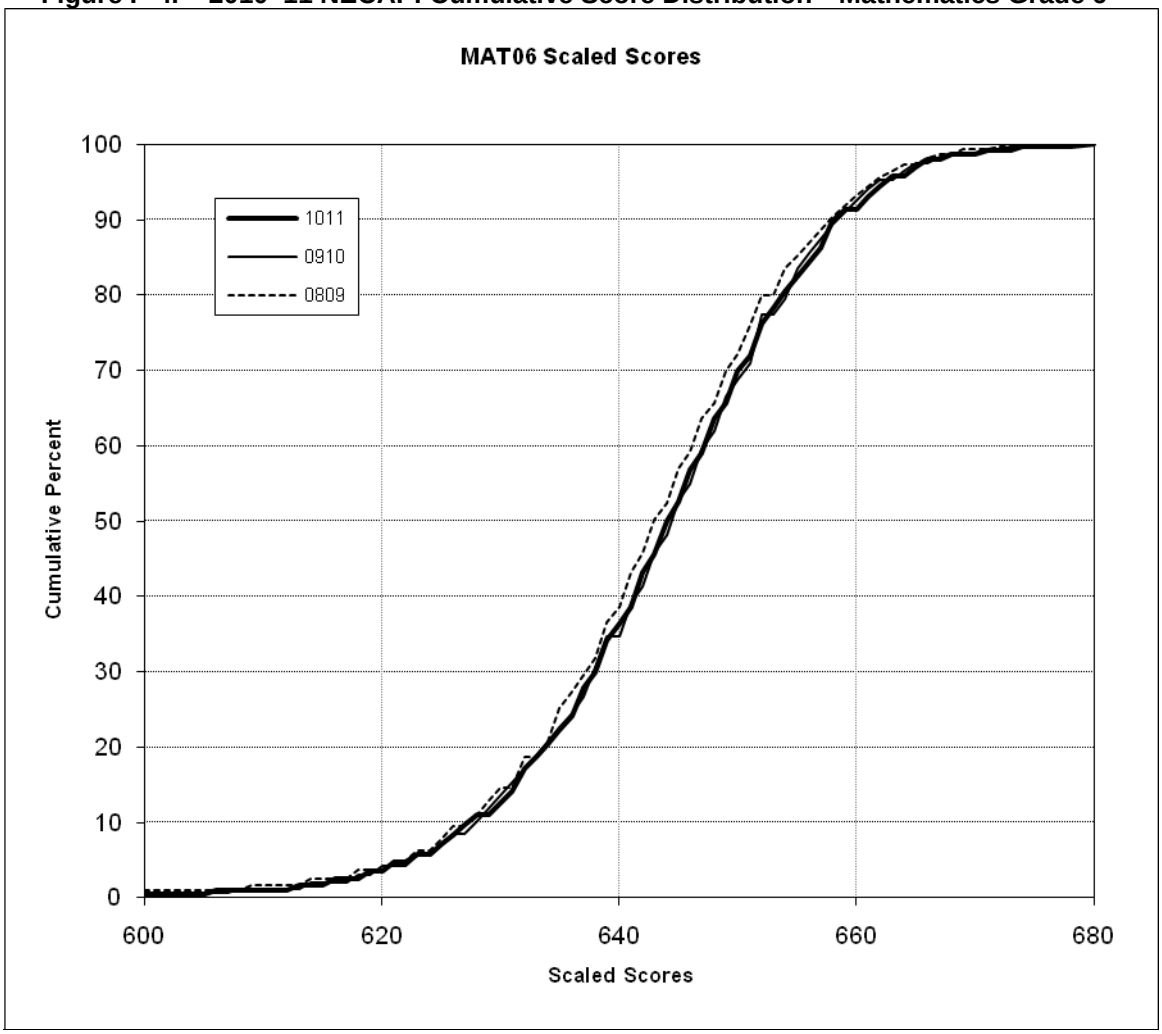


Figure P-5. 2010–11 NECAP: Cumulative Score Distribution—Mathematics Grade 7

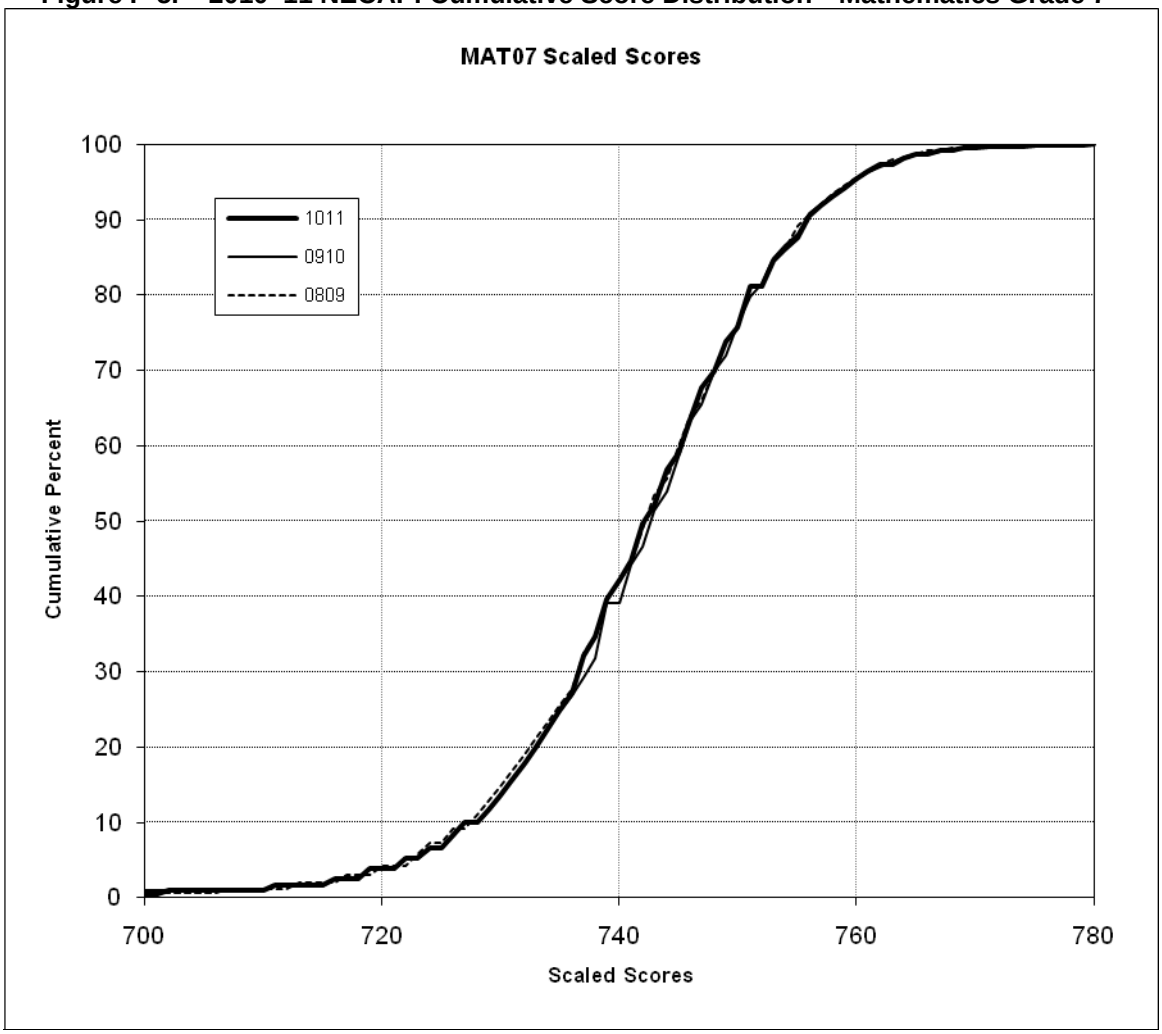


Figure P-6. 2010–11 NECAP: Cumulative Score Distribution—Mathematics Grade 8

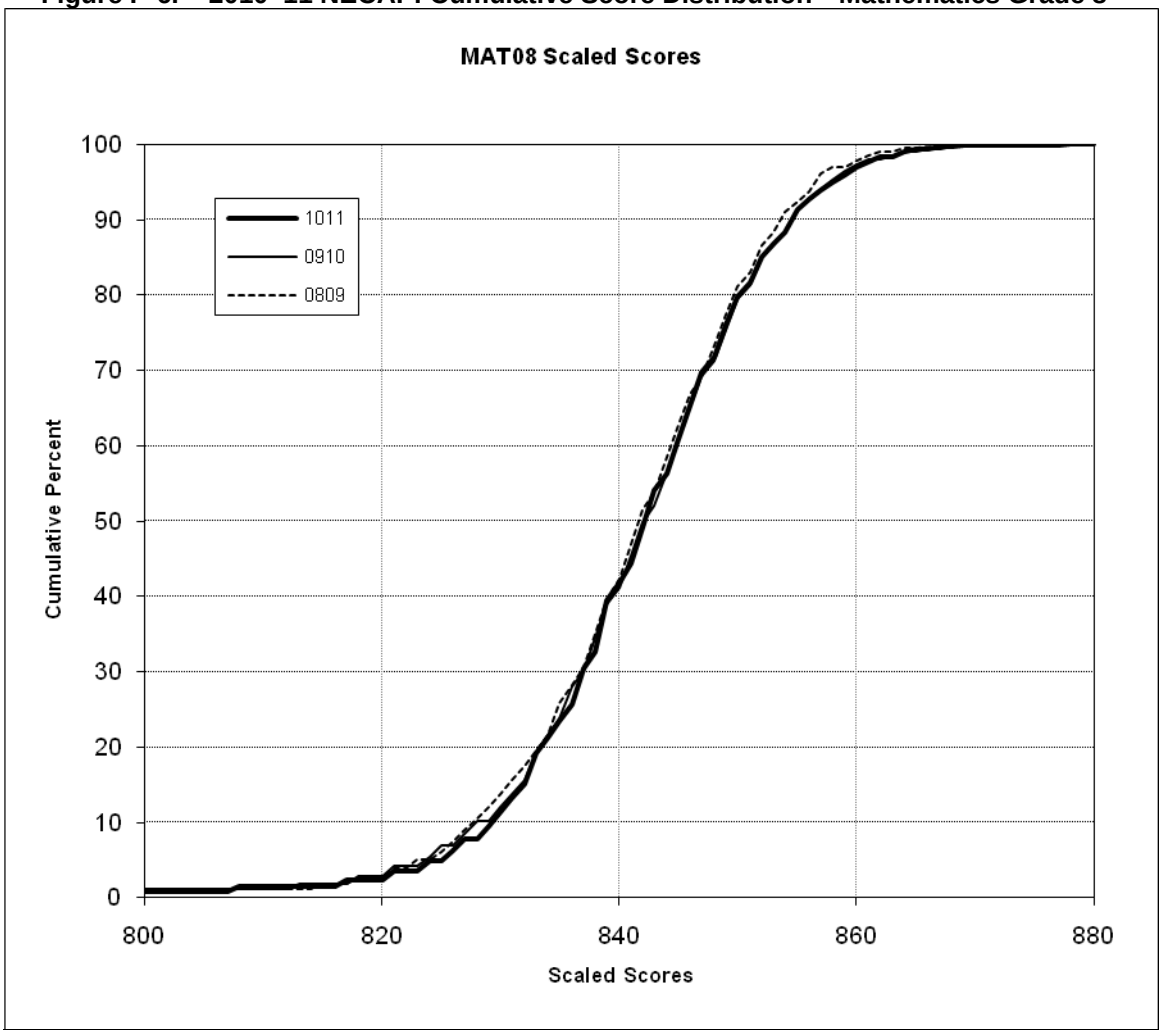


Figure P-7. 2010–11 NECAP: Cumulative Score Distribution—Mathematics Grade 11

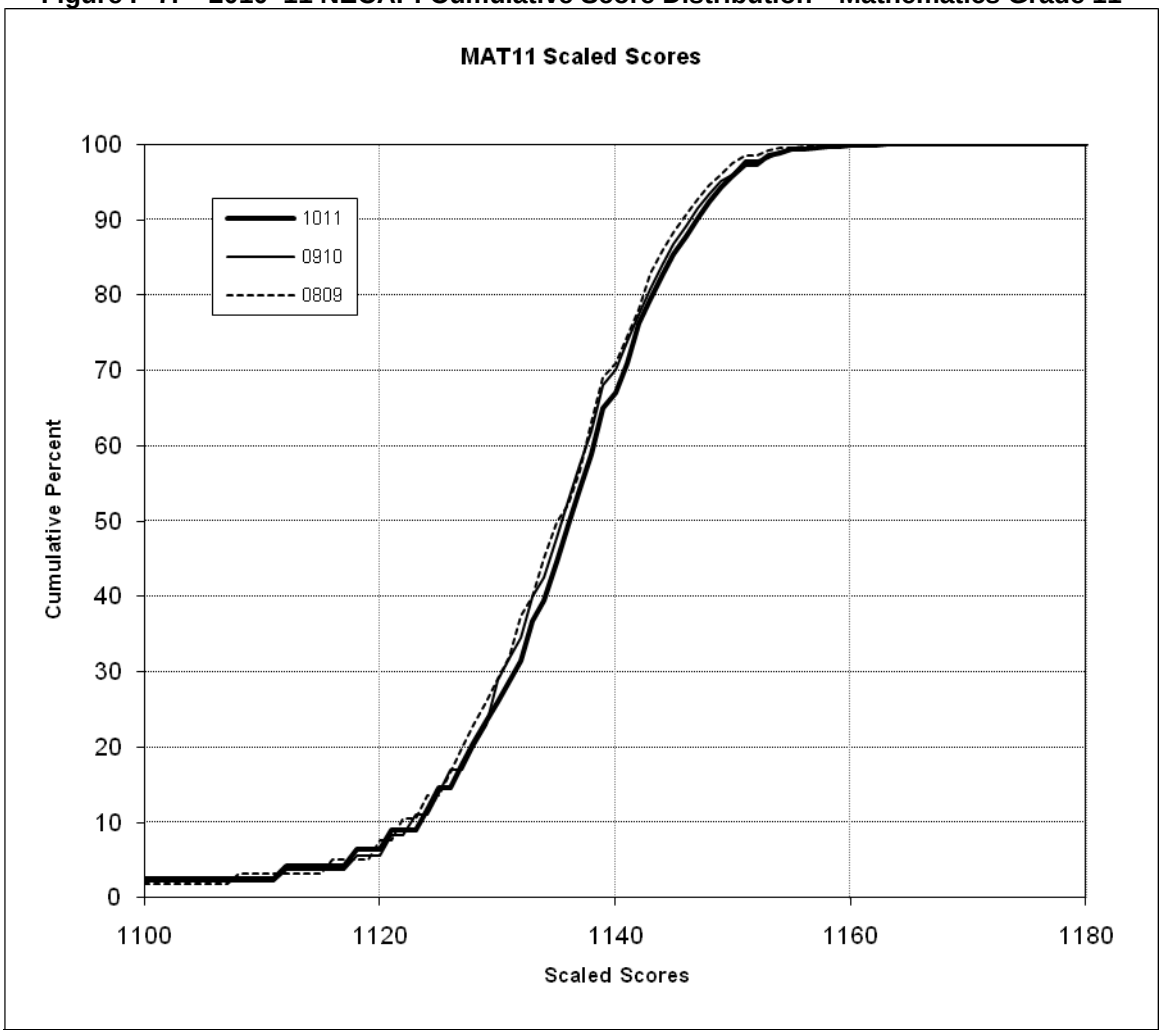


Figure P-8. 2010–11 NECAP: Cumulative Score Distribution—Reading Grade 3

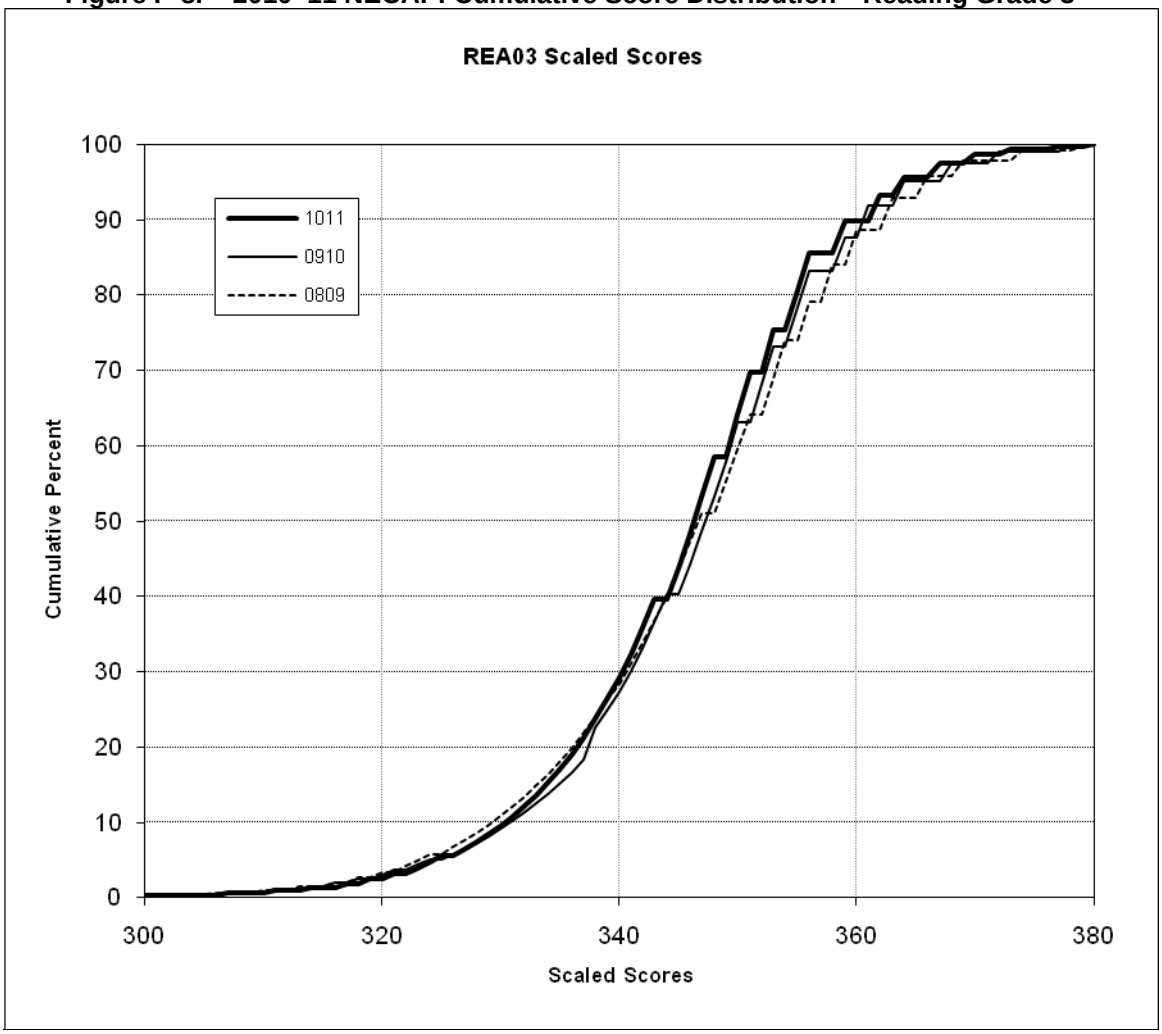


Figure P-9. 2010–11 NECAP: Cumulative Score Distribution—Reading Grade 4

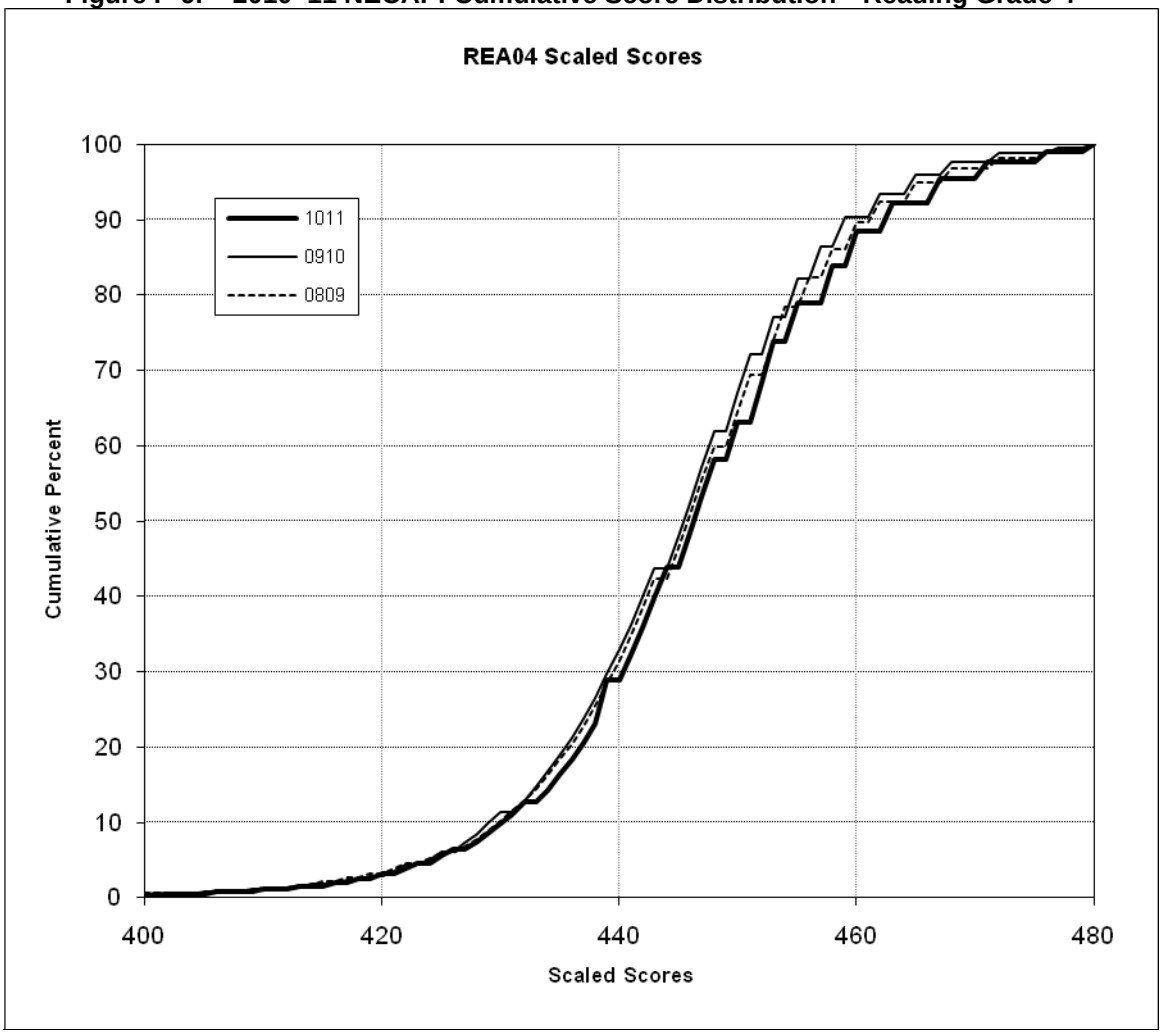


Figure P-10. 2010–11 NECAP: Cumulative Score Distribution—Reading Grade 5

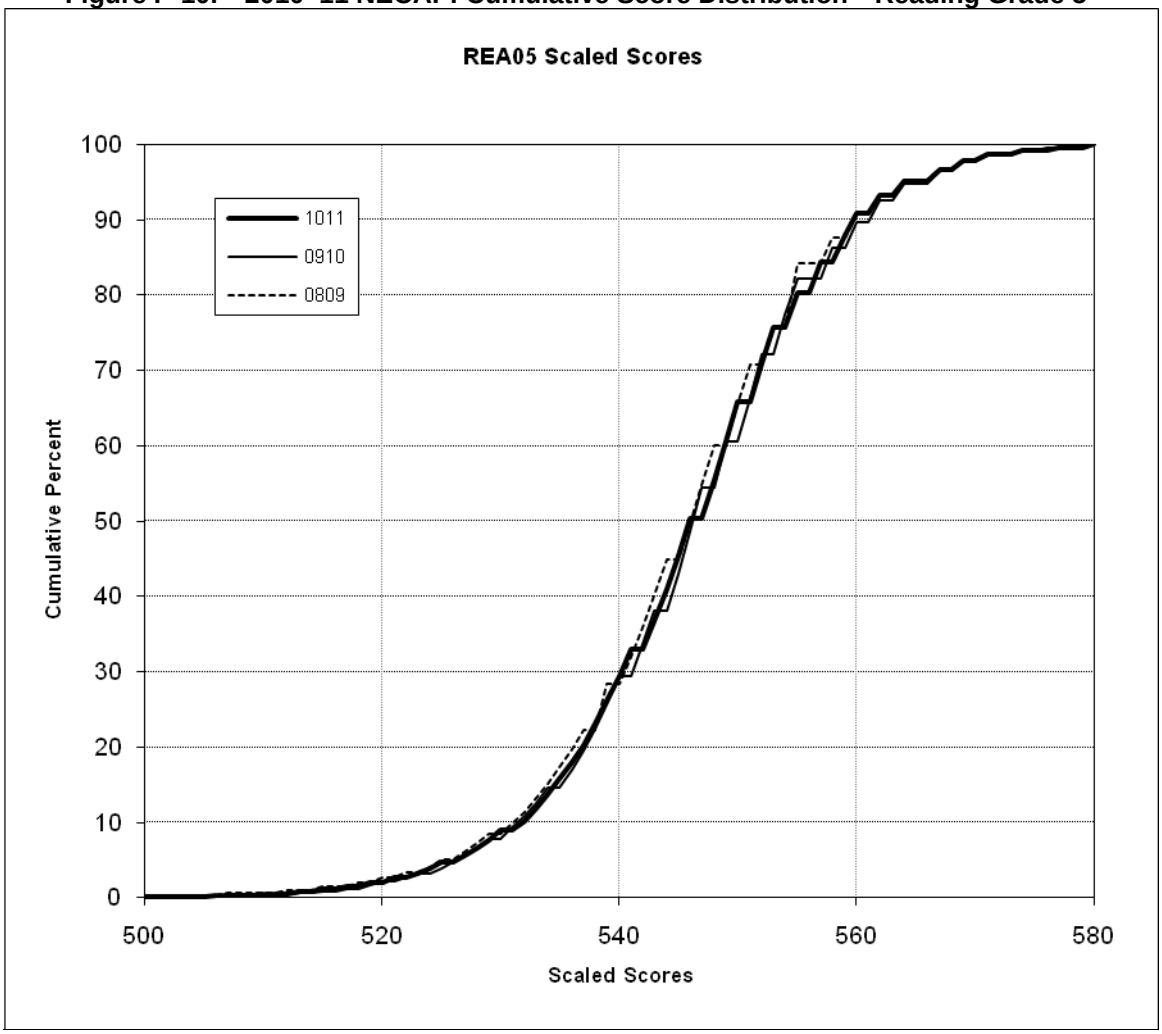


Figure P-11. 2010–11 NECAP: Cumulative Score Distribution—Reading Grade 6

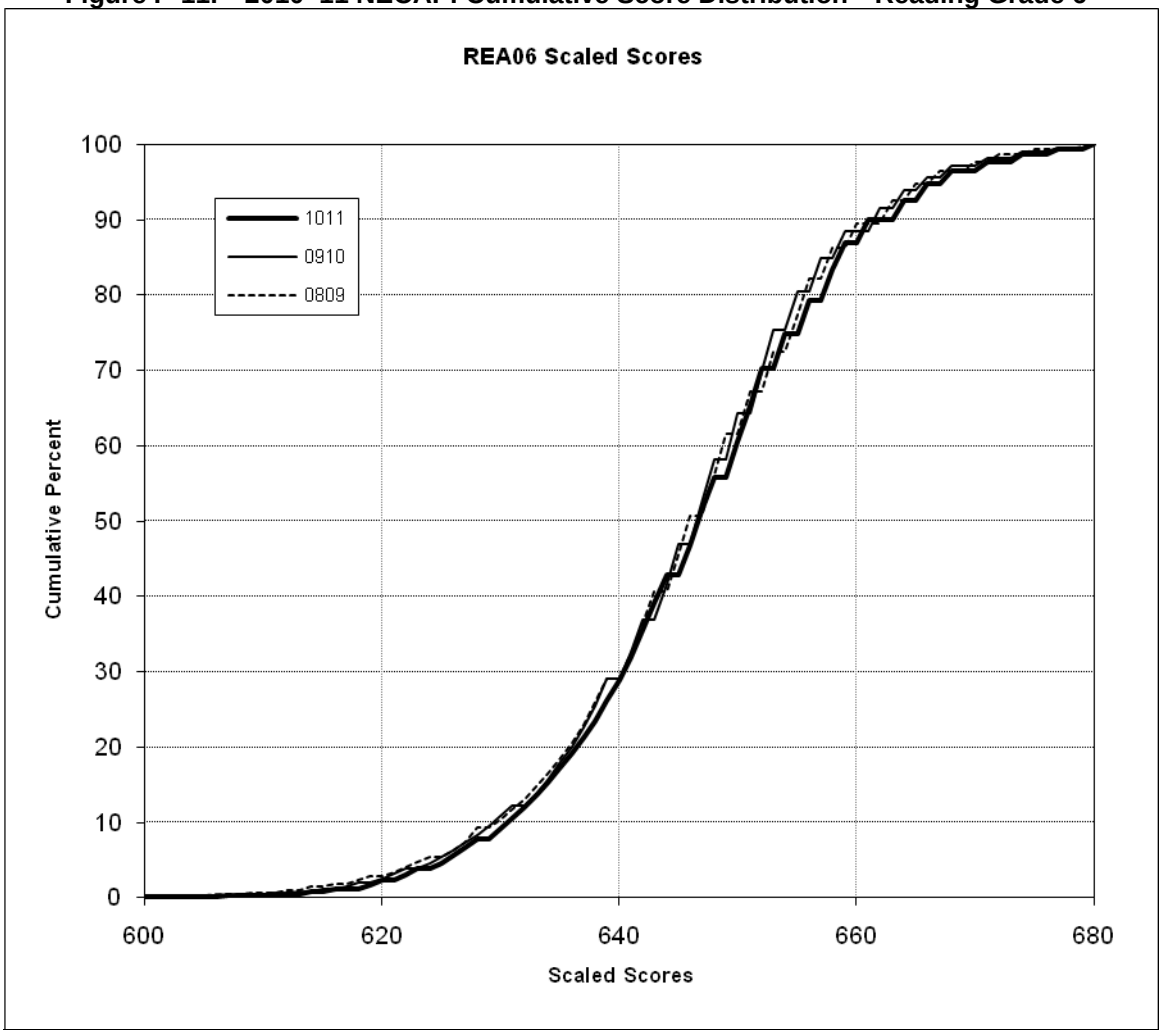


Figure P-12. 2010–11 NECAP: Cumulative Score Distribution—Reading Grade 7

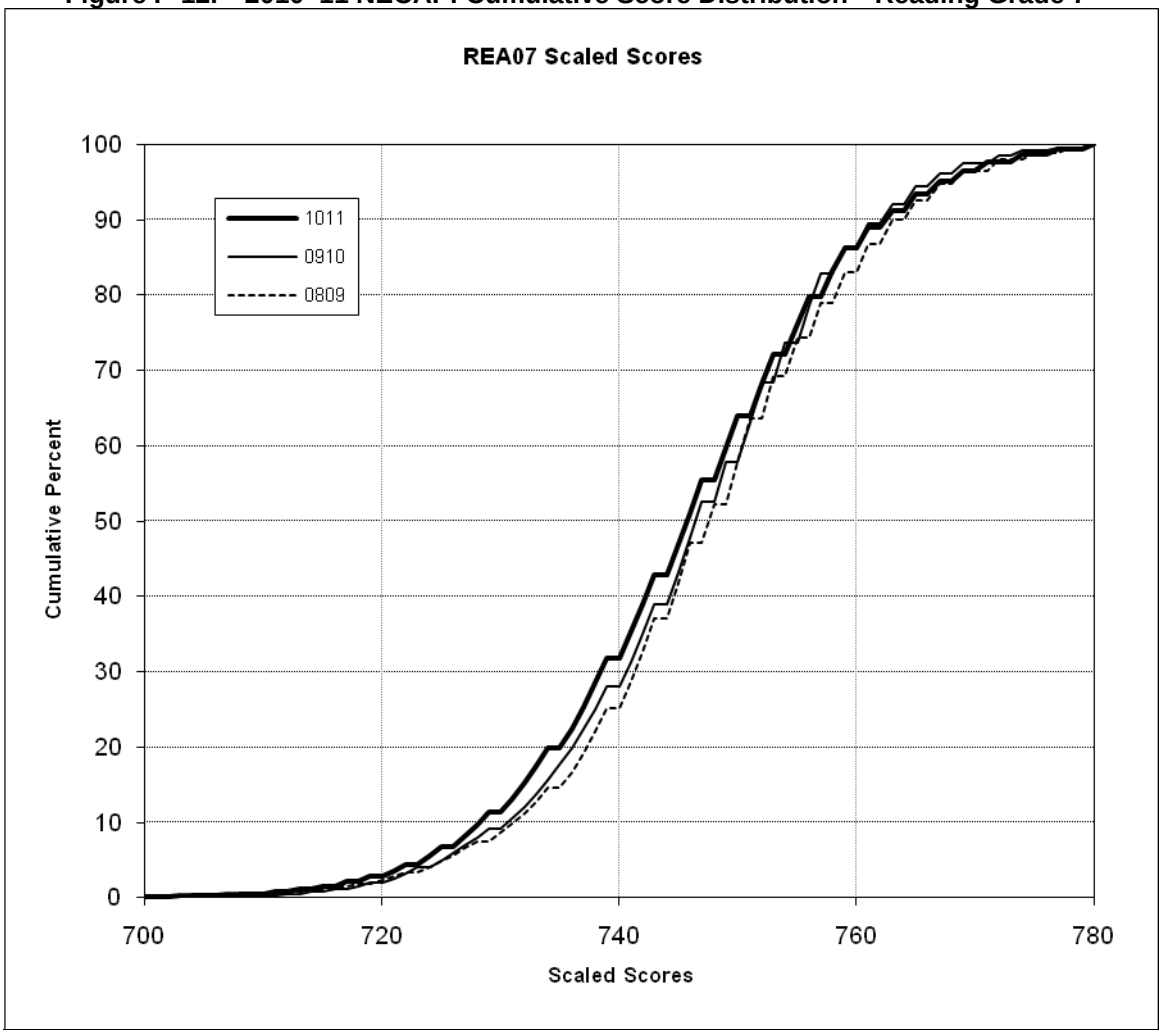


Figure P-13. 2010–11 NECAP: Cumulative Score Distribution—Reading Grade 8

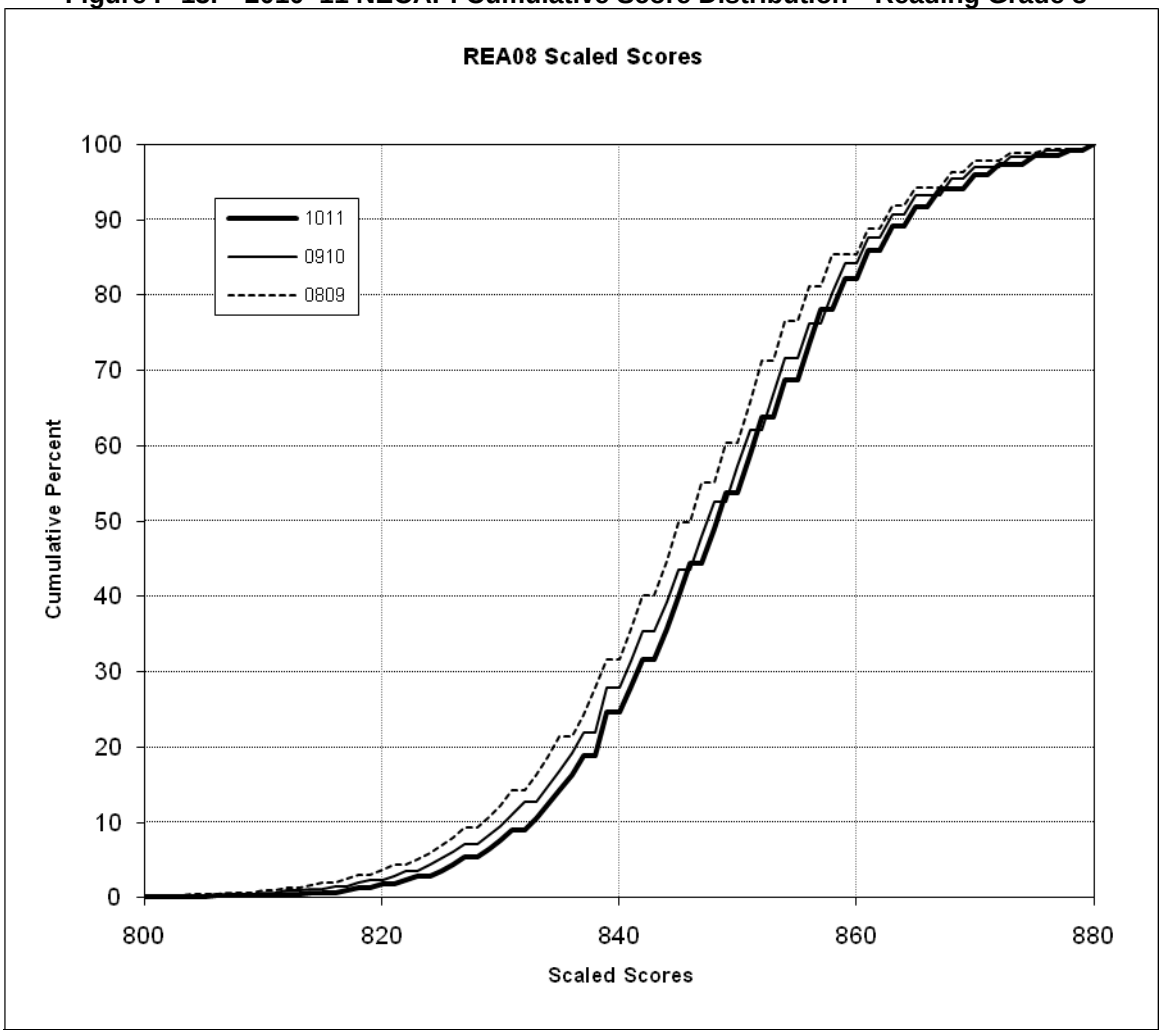


Figure P-14. 2010–11 NECAP: Cumulative Score Distribution—Reading Grade 11

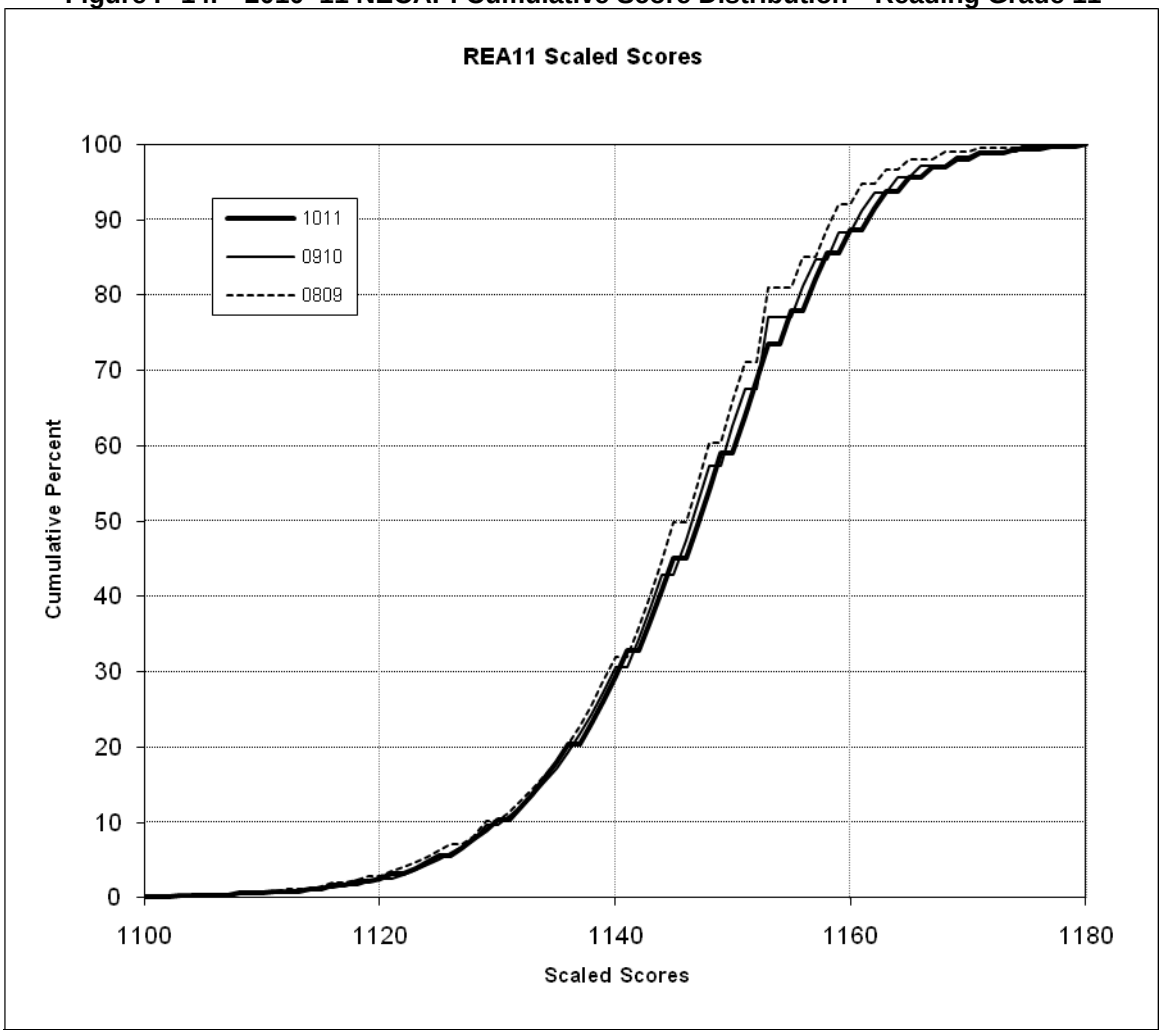


Figure P-15. 2010–11 NECAP: Cumulative Score Distribution—Writing Grade 5

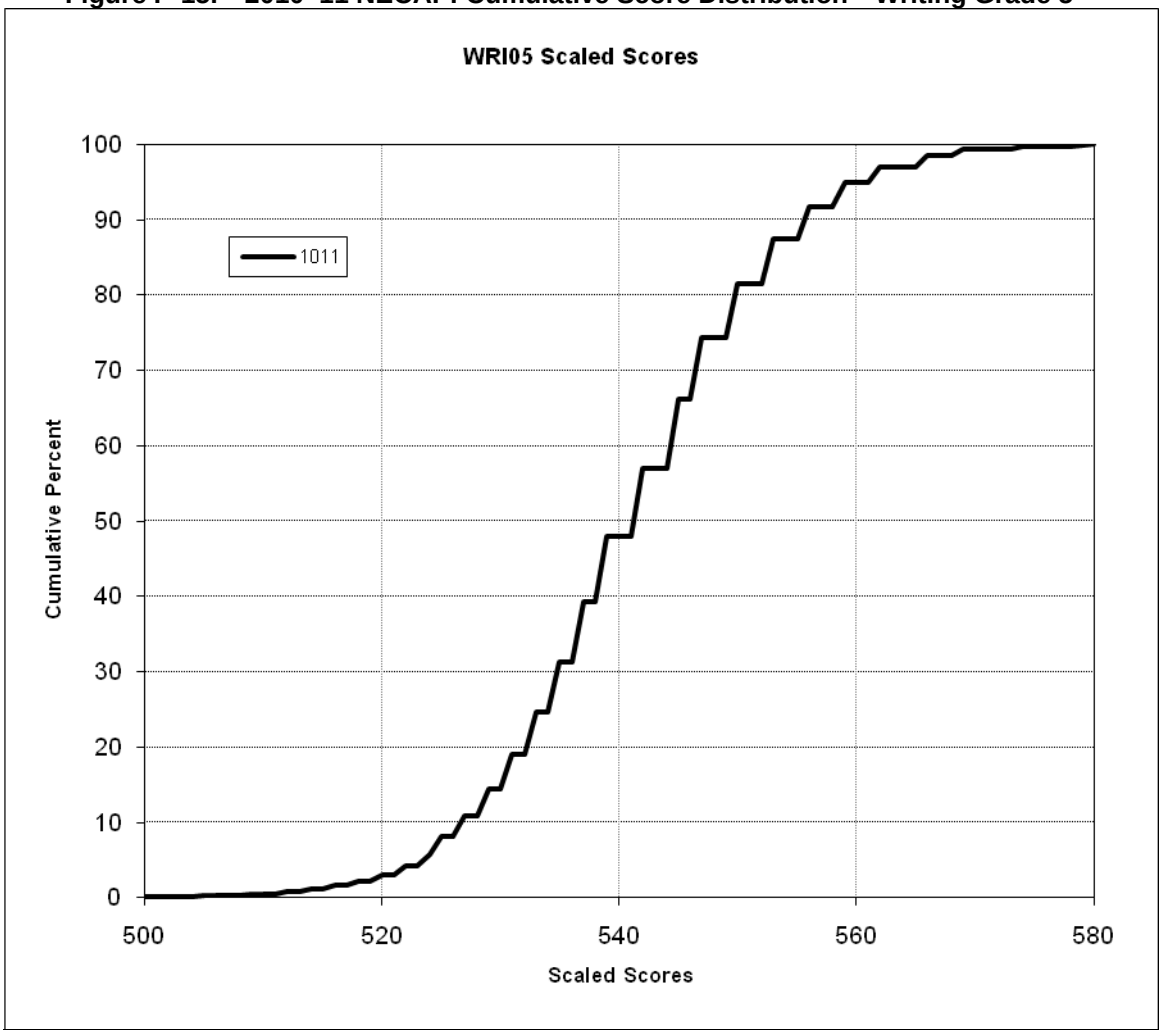


Figure P-16. 2010–11 NECAP: Cumulative Score Distribution—Writing Grade 8

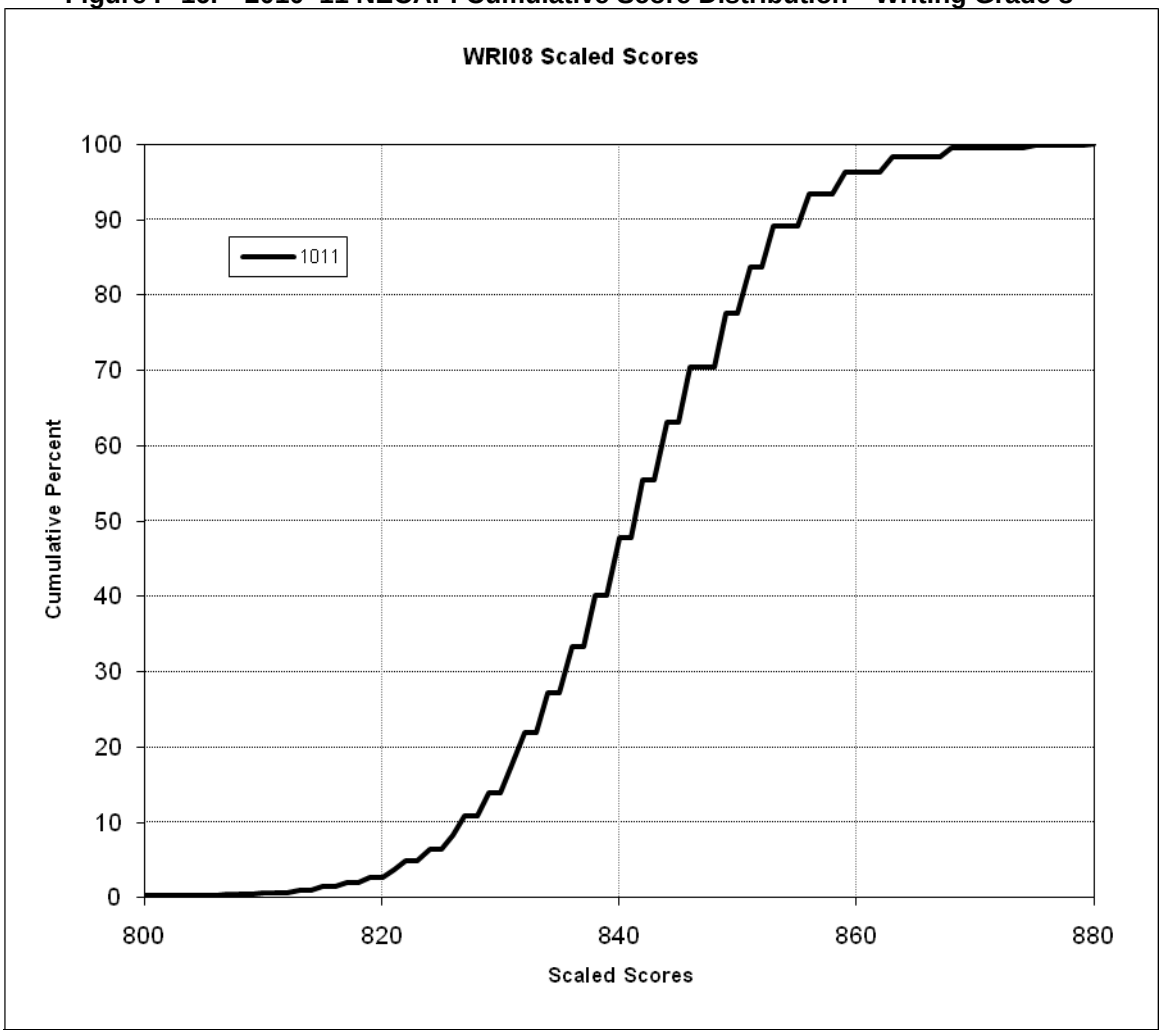


Figure P-17. 2010–11 NECAP: Cumulative Score Distribution—Writing Grade 11

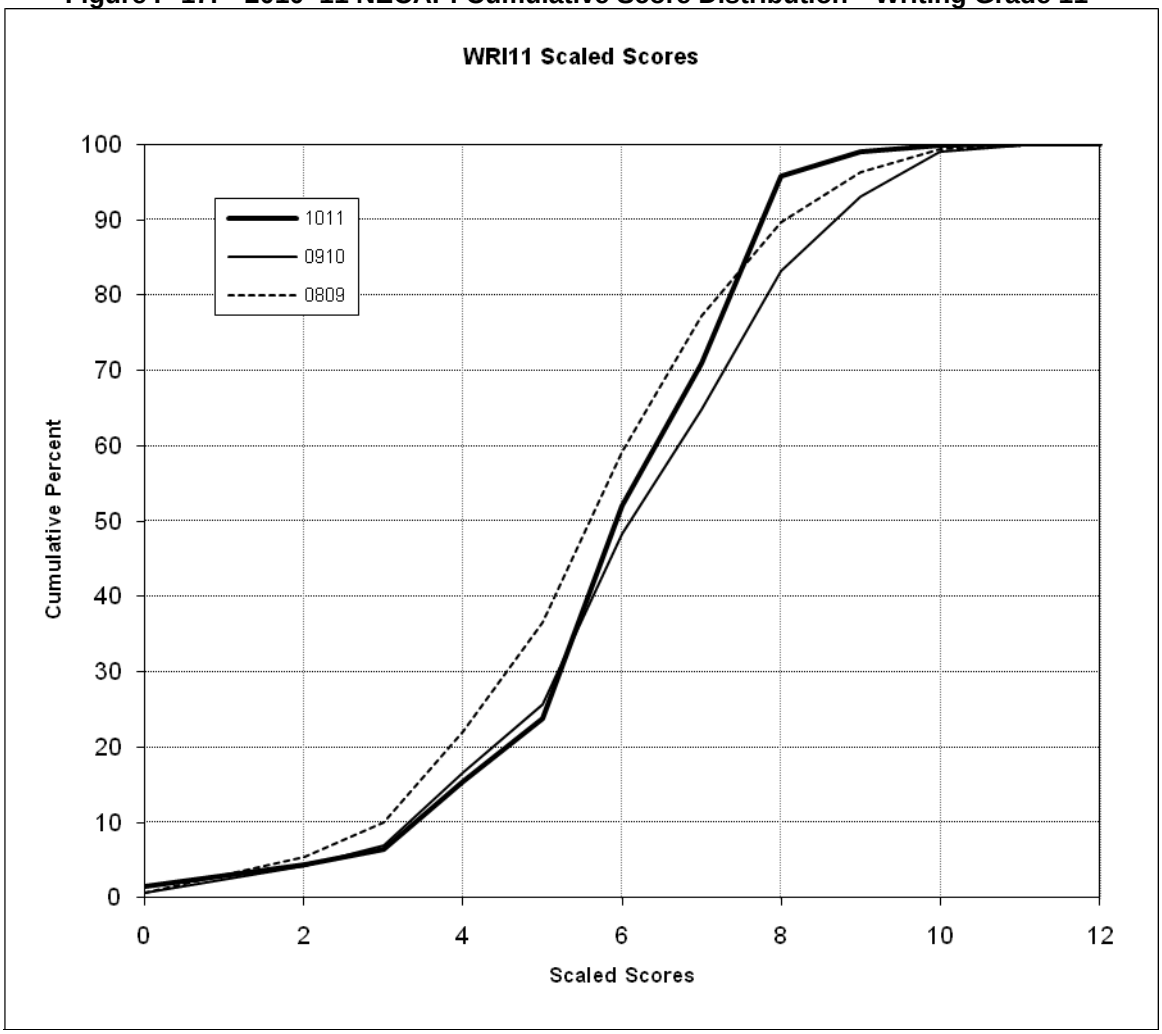


Table P-1. 2010–11 NECAP: Scaled Score Distribution—Mathematics Grade 3

Scaled score	*Percentage*	*Cumulative percentage*
300	0.2	0.2
303	0.1	0.3
308	0.2	0.5
311	0.3	0.8
314	0.3	1.2
316	0.4	1.5
318	0.5	2.0
320	0.6	2.6
321	0.6	3.2
322	0.6	3.8
323	0.7	4.5
324	0.7	5.2
325	0.7	5.9
326	0.9	6.8
327	0.9	7.7
328	0.9	8.6
329	1.0	9.6
330	1.1	10.7
331	2.2	12.9
332	1.3	14.2
333	1.3	15.5
334	2.7	18.2
335	1.6	19.8
336	3.4	23.2
337	1.8	25.0
338	3.8	28.8
339	4.2	33.0
341	4.6	37.6
342	2.4	40.0
343	5.2	45.1
344	2.6	47.7
345	2.8	50.4
346	6.1	56.5
347	3.1	59.6
348	3.2	62.7
349	3.2	65.9
350	3.0	68.9
351	6.5	75.3
352	3.2	78.5
353	3.0	81.6
355	2.8	84.4
356	2.8	87.2
357	2.6	89.7
358	2.4	92.1
360	2.1	94.3
362	1.8	96.0
364	1.5	97.5
367	1.1	98.6
371	0.8	99.4
377	0.4	99.9
380	0.2	100.0

Table P-2. 2010–11 NECAP—Scaled Score Distribution—Mathematics Grade 4

Scaled score	*Percentage*	*Cumulative percentage*
400	0.2	0.2
402	0.2	0.4
406	0.2	0.6
408	0.3	0.9
411	0.3	1.2
413	0.4	1.6
415	0.5	2.1
416	0.5	2.5
418	0.5	3.0
419	0.5	3.5
420	0.6	4.0
422	0.6	4.6
423	0.6	5.3
424	0.7	5.9
425	0.8	6.7
426	0.9	7.6
427	1.0	8.5
428	1.1	9.6
429	1.2	10.8
430	2.6	13.4
432	1.5	14.8
433	1.5	16.4
434	1.7	18.1
435	2.0	20.0
436	4.2	24.3
437	2.3	26.6
438	2.3	28.9
439	5.2	34.1
441	2.9	36.9
442	2.8	39.7
443	5.9	45.6
444	3.2	48.8
445	3.1	51.9
446	3.0	54.9
447	3.2	58.1
448	3.1	61.2
449	3.2	64.5
450	3.2	67.6
451	3.0	70.6
452	2.9	73.5
453	3.1	76.6
454	2.7	79.4
455	2.9	82.3
456	2.6	84.9
457	2.5	87.4
459	2.4	89.7
460	2.2	91.9
462	2.1	94.0
463	1.7	95.7
465	1.4	97.1
468	1.2	98.3
471	0.8	99.1
476	0.5	99.6
480	0.4	100.0

Table P-3. 2010–11 NECAP: Scaled Score Distribution—Mathematics Grade 5

Scaled score	*Percentage*	*Cumulative percentage*
500	0.5	0.5
506	0.3	0.8
511	0.4	1.2
514	0.6	1.8
517	0.7	2.4
519	0.8	3.2
521	0.9	4.1
523	1.0	5.2
524	1.0	6.2
526	1.2	7.3
527	1.2	8.6
528	1.3	9.8
529	1.4	11.2
530	1.4	12.6
531	1.5	14.1
532	3.2	17.4
534	1.7	19.1
535	3.3	22.4
536	1.8	24.2
537	2.0	26.1
538	4.1	30.2
539	4.1	34.3
541	4.4	38.7
542	2.2	40.9
543	4.6	45.5
544	2.3	47.8
545	4.6	52.4
546	2.5	54.9
547	4.8	59.7
548	2.5	62.1
549	4.9	67.0
550	2.5	69.5
551	2.4	71.9
552	4.8	76.6
553	4.5	81.1
555	2.1	83.2
556	4.2	87.4
557	1.9	89.3
558	1.8	91.2
560	1.7	92.9
561	1.6	94.4
562	1.4	95.9
564	1.2	97.1
565	1.1	98.1
567	0.8	98.9
570	0.6	99.5
574	0.3	99.8
580	0.2	100.0

Table P-4. 2010–11 NECAP: Scaled Score Distribution—Mathematics Grade 6

Scaled score	*Percentage*	*Cumulative percentage*
600	0.5	0.5
606	0.5	1.0
613	0.7	1.7
616	0.8	2.6
619	1.0	3.5
621	1.1	4.6
623	1.2	5.8
625	1.3	7.1
626	1.3	8.3
627	1.3	9.7
628	1.4	11.1
630	1.5	12.6
631	1.5	14.1
632	3.0	17.1
633	1.5	18.6
634	1.7	20.3
635	1.9	22.2
636	1.9	24.1
637	3.9	27.9
638	1.9	29.8
639	4.4	34.2
640	2.2	36.4
641	2.3	38.6
642	4.5	43.2
643	2.4	45.6
644	4.5	50.1
645	2.4	52.5
646	4.4	56.9
647	2.2	59.1
648	4.5	63.6
649	2.1	65.7
650	4.3	69.9
651	2.1	72.0
652	4.2	76.2
653	2.1	78.3
654	2.1	80.4
655	2.0	82.4
656	1.9	84.4
657	1.9	86.3
658	3.5	89.8
659	1.6	91.4
661	1.7	93.0
662	1.5	94.5
663	1.3	95.8
665	1.2	97.0
666	1.0	97.9
668	0.7	98.7
671	0.6	99.2
674	0.4	99.6
679	0.2	99.9
680	0.2	100.0

Table P-5. 2010–11 NECAP: Scaled Score Distribution—Mathematics Grade 7

Scaled score	*Percentage*	*Cumulative percentage*
700	0.5	0.5
702	0.5	1.0
711	0.7	1.7
716	0.9	2.6
719	1.2	3.8
722	1.4	5.2
724	1.5	6.6
726	1.7	8.3
727	1.7	10.0
729	1.7	11.7
730	1.8	13.6
731	2.1	15.7
732	2.1	17.8
733	2.2	20.0
734	2.4	22.4
735	2.4	24.8
736	2.4	27.2
737	5.0	32.2
738	2.5	34.7
739	5.0	39.7
740	2.5	42.2
741	2.6	44.7
742	5.0	49.7
743	2.4	52.1
744	4.7	56.8
745	2.2	59.0
746	4.4	63.4
747	4.3	67.7
748	2.1	69.8
749	3.9	73.8
750	2.0	75.8
751	5.4	81.1
753	3.4	84.5
754	1.6	86.1
755	1.6	87.7
756	2.8	90.5
757	1.4	91.9
758	1.2	93.1
759	1.2	94.3
760	1.1	95.4
761	1.0	96.4
762	1.0	97.4
764	0.7	98.1
765	0.6	98.7
767	0.5	99.2
769	0.3	99.5
771	0.2	99.7
775	0.2	99.9
780	0.1	100.0

Table P-6. 2010–11 NECAP: Scaled Score Distribution—Mathematics Grade 8

Scaled score	*Percentage*	*Cumulative percentage*
800	0.8	0.8
808	0.6	1.4
817	1.0	2.4
821	1.1	3.5
824	1.3	4.9
826	1.5	6.3
827	1.5	7.9
829	1.7	9.5
830	1.9	11.4
831	1.8	13.2
832	1.9	15.1
833	4.1	19.2
834	2.1	21.3
835	2.2	23.5
836	2.2	25.7
837	4.7	30.4
838	2.2	32.6
839	7.0	39.5
840	2.4	41.9
841	2.5	44.3
842	4.8	49.2
843	4.9	54.1
844	2.3	56.3
845	4.6	60.9
846	4.5	65.4
847	4.4	69.8
848	2.1	71.9
849	4.1	76.0
850	3.8	79.8
851	1.8	81.7
852	3.5	85.1
853	1.6	86.7
854	1.6	88.3
855	3.0	91.3
856	1.4	92.7
857	1.2	93.9
858	1.1	95.0
859	1.1	96.0
860	0.9	96.9
861	0.8	97.7
862	0.7	98.4
864	0.5	98.9
865	0.4	99.3
867	0.3	99.7
869	0.2	99.9
872	0.1	99.9
878	0.1	100.0
880	0.0	100.0

Table P-7. 2010–11 NECAP: Scaled Score Distribution—Mathematics Grade 11

Scaled score	*Percentage*	*Cumulative percentage*
1100	2.5	2.5
1112	1.8	4.3
1118	2.2	6.5
1121	2.6	9.0
1124	2.7	11.7
1125	2.9	14.7
1127	3.0	17.7
1128	2.9	20.6
1129	2.8	23.4
1130	2.6	26.0
1131	2.8	28.8
1132	2.7	31.5
1133	5.3	36.7
1134	2.7	39.4
1135	5.2	44.6
1136	4.9	49.5
1137	4.7	54.2
1138	4.6	58.8
1139	6.2	65.0
1140	2.1	67.1
1141	3.9	71.0
1142	5.3	76.3
1143	3.3	79.5
1144	3.0	82.5
1145	2.8	85.3
1146	2.5	87.8
1147	2.4	90.2
1148	2.2	92.4
1149	1.8	94.3
1150	1.6	95.8
1151	1.5	97.3
1153	1.1	98.5
1154	0.4	98.9
1155	0.4	99.3
1157	0.3	99.6
1158	0.2	99.8
1160	0.1	99.9
1163	0.1	100.0
1168	0.0	100.0
1180	0.0	100.0

Table P-8. 2010–11 NECAP: Scaled Score Distribution—Reading Grade 3

Scaled score	*Percentage*	*Cumulative percentage*
300	0.2	0.2
302	0.2	0.4
307	0.3	0.6
311	0.3	1.0
314	0.4	1.4
317	0.5	1.9
319	0.6	2.5
321	0.7	3.1
323	0.7	3.8
324	0.8	4.6
325	0.9	5.5
327	0.9	6.5
328	1.0	7.4
329	1.0	8.4
330	1.1	9.5
331	1.2	10.7
332	1.4	12.1
333	1.4	13.6
334	1.7	15.3
335	1.8	17.0
336	2.1	19.1
337	2.2	21.3
338	2.5	23.8
339	2.6	26.4
340	2.9	29.3
341	3.0	32.3
342	3.6	35.9
343	3.8	39.7
345	4.0	43.7
346	4.5	48.2
347	5.1	53.3
348	5.3	58.6
350	5.6	64.1
351	5.6	69.7
353	5.6	75.3
355	5.3	80.6
356	4.9	85.6
359	4.3	89.9
362	3.4	93.2
364	2.5	95.7
367	1.8	97.5
370	1.2	98.7
373	0.7	99.4
377	0.3	99.7
380	0.3	100.0

Table P-9. 2010–11 NECAP: Scaled Score Distribution—Reading Grade 4

Scaled score	*Percentage*	*Cumulative percentage*
400	0.3	0.3
401	0.2	0.5
406	0.3	0.8
410	0.3	1.1
413	0.4	1.5
416	0.5	2.0
418	0.5	2.5
420	0.6	3.1
422	0.7	3.8
423	0.8	4.6
425	0.9	5.5
426	0.9	6.4
428	1.0	7.4
429	1.2	8.6
430	1.2	9.8
431	1.3	11.1
432	1.6	12.7
434	1.6	14.3
435	2.0	16.3
436	2.1	18.3
437	2.2	20.5
438	2.5	23.0
439	5.9	28.9
441	3.4	32.3
442	3.6	35.9
443	3.9	39.8
444	4.1	43.9
446	4.6	48.5
447	4.7	53.2
448	5.0	58.1
450	5.0	63.1
452	5.3	68.4
453	5.4	73.8
455	5.2	79.0
458	4.9	83.9
460	4.5	88.4
463	3.7	92.2
467	3.2	95.4
471	2.3	97.6
476	1.4	99.0
480	1.0	100.0

Table P-10. 2010–11 NECAP: Scaled Score Distribution—Reading Grade 5

Scaled score	*Percentage*	*Cumulative percentage*
500	0.2	0.2
506	0.2	0.3
510	0.2	0.5
513	0.3	0.8
515	0.4	1.2
517	0.4	1.6
519	0.5	2.0
521	0.6	2.6
523	0.6	3.2
524	0.7	3.9
525	0.8	4.7
527	0.9	5.6
528	1.0	6.6
529	1.1	7.7
530	1.3	8.9
532	1.3	10.3
533	1.6	11.9
534	1.9	13.7
535	2.1	15.9
536	2.1	17.9
537	2.3	20.3
538	2.9	23.2
539	2.9	26.1
540	3.3	29.4
541	3.6	33.0
543	3.8	36.8
544	4.2	41.0
545	4.5	45.4
546	4.9	50.3
548	5.1	55.4
549	5.2	60.6
550	5.3	65.9
552	5.1	71.0
553	4.8	75.7
555	4.6	80.3
557	4.1	84.5
559	3.5	87.9
560	3.0	90.9
562	2.4	93.3
564	1.9	95.2
567	1.5	96.7
569	1.1	97.8
571	0.8	98.6
574	0.5	99.1
577	0.4	99.5
580	0.5	100.0

Table P-11. 2010–11 NECAP: Scaled Score Distribution—Reading Grade 6

Scaled score	*Percentage*	*Cumulative percentage*
600	0.1	0.1
607	0.1	0.3
611	0.2	0.5
614	0.3	0.8
616	0.4	1.2
619	0.5	1.7
620	0.6	2.3
622	0.7	3.0
623	0.8	3.8
625	0.8	4.6
626	0.9	5.5
627	1.1	6.6
628	1.2	7.8
630	1.3	9.1
631	1.4	10.5
632	1.6	12.0
633	1.6	13.6
634	1.6	15.3
635	1.8	17.1
636	2.1	19.2
637	2.1	21.3
638	2.2	23.5
639	2.6	26.1
640	2.8	28.9
641	3.1	32.0
642	3.5	35.5
643	3.6	39.1
644	3.8	42.9
646	4.0	46.9
647	4.5	51.3
648	4.5	55.8
650	4.7	60.5
651	4.9	65.4
652	4.9	70.3
654	4.5	74.8
656	4.6	79.3
658	4.1	83.4
659	3.6	87.0
661	3.0	90.0
664	2.7	92.6
666	2.1	94.7
668	1.8	96.5
671	1.2	97.7
674	1.0	98.6
677	0.7	99.3
680	0.7	100.0

Table P-12. 2010–11 NECAP: Scaled Score Distribution—Reading Grade 7

Scaled score	*Percentage*	*Cumulative percentage*
700	0.2	0.2
703	0.1	0.3
707	0.2	0.5
711	0.3	0.8
713	0.4	1.1
715	0.4	1.6
717	0.6	2.1
719	0.7	2.8
721	0.7	3.5
722	0.9	4.4
724	1.1	5.5
725	1.3	6.8
727	1.3	8.1
728	1.5	9.6
729	1.7	11.3
731	1.8	13.1
732	2.1	15.2
733	2.2	17.4
734	2.4	19.8
736	2.7	22.5
737	2.8	25.3
738	3.2	28.5
739	3.3	31.8
741	3.6	35.3
742	3.6	39.0
743	3.9	42.9
745	4.1	47.0
746	4.1	51.1
747	4.4	55.5
749	4.3	59.8
750	4.3	64.0
752	4.1	68.2
753	4.1	72.2
755	4.0	76.2
756	3.6	79.9
758	3.3	83.1
759	3.1	86.2
761	2.7	88.9
763	2.3	91.2
765	2.1	93.3
767	1.8	95.1
769	1.4	96.5
771	1.2	97.7
774	1.0	98.6
777	0.7	99.3
780	0.7	100.0

Table P-13. 2010–11 NECAP: Scaled Score Distribution—Reading Grade 8

Scaled score	*Percentage*	*Cumulative percentage*
800	0.1	0.1
802	0.1	0.2
806	0.1	0.3
809	0.1	0.4
812	0.1	0.5
814	0.2	0.7
817	0.3	1.1
818	0.3	1.4
820	0.4	1.8
822	0.5	2.3
823	0.6	2.9
825	0.7	3.6
826	0.8	4.4
827	0.9	5.4
829	1.0	6.4
830	1.2	7.6
831	1.3	9.0
833	1.5	10.5
834	1.8	12.3
835	1.9	14.2
836	2.2	16.4
837	2.4	18.8
839	5.9	24.7
841	3.4	28.0
842	3.7	31.7
844	4.0	35.7
845	4.3	39.9
846	4.4	44.3
848	4.7	49.0
849	4.8	53.8
851	5.0	58.8
852	5.0	63.8
854	5.0	68.8
856	4.7	73.5
857	4.5	78.0
859	4.1	82.1
861	3.8	85.9
863	3.2	89.1
865	2.7	91.8
867	2.3	94.0
870	1.9	95.9
872	1.4	97.3
875	1.2	98.5
878	0.7	99.2
880	0.8	100.0

Table P-14. 2010–11 NECAP: Scaled Score Distribution—Reading Grade 11

Scaled score	*Percentage*	*Cumulative percentage*
1100	0.2	0.2
1103	0.1	0.4
1108	0.2	0.6
1111	0.3	0.8
1114	0.4	1.2
1116	0.4	1.6
1118	0.5	2.1
1120	0.5	2.6
1121	0.6	3.2
1123	0.7	3.9
1124	0.8	4.7
1125	0.9	5.6
1127	1.0	6.6
1128	1.2	7.7
1129	1.3	9.0
1130	1.4	10.4
1132	1.7	12.1
1133	1.7	13.8
1134	2.0	15.8
1135	2.2	18.0
1136	2.5	20.5
1138	2.6	23.1
1139	3.0	26.1
1140	3.3	29.3
1141	3.5	32.9
1143	3.9	36.7
1144	4.1	40.8
1145	4.3	45.1
1147	4.4	49.5
1148	4.6	54.1
1149	4.9	59.1
1151	4.9	63.9
1152	4.8	68.8
1153	4.8	73.5
1155	4.4	77.9
1157	4.2	82.1
1158	3.5	85.6
1160	3.1	88.7
1162	2.7	91.5
1163	2.3	93.7
1165	1.8	95.5
1167	1.4	96.9
1169	1.1	98.1
1171	0.8	98.9
1174	0.5	99.4
1177	0.3	99.7
1180	0.3	100.0

Table P-15. 2010–11 NECAP: Scaled Score Distribution—Writing Grade 5

Scaled score	*Percentage*	*Cumulative percentage*
500	0.2	0.2
505	0.1	0.3
509	0.2	0.5
512	0.3	0.7
514	0.4	1.1
516	0.5	1.6
518	0.6	2.2
520	0.8	3.0
522	1.2	4.2
524	1.7	5.8
525	2.2	8.1
527	2.8	10.8
529	3.5	14.4
531	4.6	19.0
533	5.6	24.6
535	6.7	31.4
537	7.9	39.3
539	8.6	47.9
542	9.1	57.0
545	9.2	66.2
547	8.2	74.3
550	7.2	81.5
553	6.0	87.5
556	4.3	91.8
559	3.1	94.9
562	2.2	97.1
566	1.4	98.5
569	0.8	99.3
574	0.5	99.7
579	0.2	99.9
580	0.1	100.0

Table P-16. 2010–11 NECAP: Scaled Score Distribution—Writing Grade 8

Scaled score	*Percentage*	*Cumulative percentage*
800	0.3	0.3
807	0.2	0.5
810	0.2	0.7
813	0.4	1.0
815	0.5	1.5
817	0.6	2.0
819	0.7	2.8
821	0.9	3.7
822	1.3	4.9
824	1.5	6.4
826	1.9	8.3
827	2.5	10.8
829	3.1	13.8
831	3.8	17.6
832	4.3	22.0
834	5.2	27.2
836	6.1	33.3
838	6.9	40.1
840	7.6	47.7
842	7.8	55.5
844	7.7	63.2
846	7.3	70.4
849	7.1	77.5
851	6.2	83.7
853	5.4	89.1
856	4.2	93.3
859	3.1	96.4
863	2.0	98.4
868	1.1	99.5
875	0.4	99.9
880	0.1	100.0

Table P-17. 2010–11 NECAP: Scaled Score Distribution—Writing Grade 11

Scaled score	*Percentage*	*Cumulative percentage*
0	1.5	1.5
2	2.8	4.3
3	2.1	6.4
4	9.1	15.5
5	8.3	23.8
6	28.2	52.0
7	18.9	70.9
8	24.8	95.7
9	3.2	98.9
10	0.9	99.9
11	0.1	100.0
12	0.0	100.0

Appendix Q—CLASSICAL RELIABILITIES

Table Q-1. 2010–11 NECAP: Subgroup Reliabilities – Mathematics

Grade	Description	Number of Students	Raw Score			Alpha	Standard Error
			Maximum	Mean	Standard Deviation		
3	All Students	43893	65	42.14	13.02	0.93	3.43
	Male	22551	65	42.47	13.01	0.93	3.42
	Female	21335	65	41.79	13.02	0.93	3.43
	Gender Not Reported	7	65				
	Hispanic or Latino	3245	65	34.59	13.31	0.93	3.51
	American Indian or Alaskan Native	284	65	38.38	13.16	0.93	3.53
	Asian	1014	65	43.74	13.25	0.94	3.36
	Black or African American	1573	65	32.74	13.42	0.93	3.52
	Native Hawaiian or Pacific Islander	38	65	41.29	13.44	0.94	3.40
	White (Non-Hispanic)	36911	65	43.26	12.55	0.93	3.41
	Two or More Races (non-Hispanic)	556	65	38.15	13.53	0.93	3.48
	No Primary Race/Ethnicity Reported	272	65	40.92	13.83	0.94	3.42
	Currently Receiving LEP services	1843	65	31.03	13.59	0.93	3.55
	Former LEP Student - Monitoring Year 1	165	65	43.01	12.14	0.92	3.39
	Former LEP Student - Monitoring Year 2	25	65	44.00	13.16	0.94	3.29
	LEP: All Other Students	41860	65	42.63	12.78	0.93	3.42
	Students with an IEP	5775	65	31.61	14.08	0.94	3.56
	IEP: All Other Students	38118	65	43.74	12.08	0.92	3.40
	Economically Disadvantaged Students	17148	65	36.76	13.14	0.93	3.52
	SES: All Other Students	26745	65	45.59	11.71	0.92	3.35
	Migrant Students	17	65	34.29	16.50	0.96	3.48
	Migrant: All Other Students	43876	65	42.14	13.02	0.93	3.43
	Students Receiving Title 1 Services	9731	65	35.41	13.12	0.93	3.53
	Title 1: All Other Students	34162	65	44.06	12.33	0.92	3.39
	Plan 504	265	65	40.26	12.44	0.92	3.51
	Plan 504: All Other Students	43628	65	42.15	13.02	0.93	3.43
4	All Students	44350	65	41.67	12.08	0.92	3.39
	Male	22829	65	41.69	12.37	0.92	3.39
	Female	21518	65	41.65	11.75	0.92	3.38
	Gender Not Reported	3	65				
	Hispanic or Latino	3178	65	35.56	12.54	0.92	3.48
	American Indian or Alaskan Native	287	65	37.76	13.55	0.93	3.48
	Asian	1069	65	44.21	12.58	0.93	3.30
	Black or African American	1610	65	33.93	13.04	0.93	3.49
	Native Hawaiian or Pacific Islander	37	65	40.81	11.93	0.91	3.50
	White (Non-Hispanic)	37395	65	42.51	11.66	0.92	3.37
	Two or More Races (non-Hispanic)	531	65	39.65	12.66	0.93	3.44
	No Primary Race/Ethnicity Reported	243	65	41.62	12.77	0.93	3.36
	Currently Receiving LEP services	1648	65	30.95	12.92	0.93	3.53
	Former LEP Student - Monitoring Year 1	370	65	41.95	10.88	0.90	3.36
	Former LEP Student - Monitoring Year 2	60	65	44.83	12.14	0.93	3.28
	LEP: All Other Students	42272	65	42.08	11.86	0.92	3.38
	Students with an IEP	6158	65	30.54	12.63	0.92	3.55
	IEP: All Other Students	38192	65	43.46	10.97	0.91	3.35
	Economically Disadvantaged Students	17258	65	37.10	12.18	0.92	3.49
	SES: All Other Students	27092	65	44.58	11.07	0.91	3.31
	Migrant Students	16	65	31.31	13.11	0.93	3.50
	Migrant: All Other Students	44334	65	41.67	12.07	0.92	3.39
	Students Receiving Title 1 Services	9240	65	35.94	11.95	0.91	3.50

	Title 1: All Other Students	35110	65	43.18	11.65	0.92	3.35
	Plan 504	338	65	39.21	10.95	0.90	3.48
	Plan 504: All Other Students	44012	65	41.69	12.08	0.92	3.39
5	All Students	44207	66	37.54	14.05	0.92	3.97
	Male	22989	66	37.72	14.11	0.92	3.95
	Female	21214	66	37.35	13.99	0.92	3.98
	Gender Not Reported	4	66				
	Hispanic or Latino	2961	66	29.70	13.62	0.91	3.99
	American Indian or Alaskan Native	266	66	32.89	15.16	0.93	4.01
	Asian	952	66	41.25	14.81	0.93	3.94
	Black or African American	1563	66	26.90	13.42	0.91	3.96
	Native Hawaiian or Pacific Islander	37	66	33.35	14.50	0.93	3.91
	White (Non-Hispanic)	37705	66	38.62	13.66	0.92	3.95
	Two or More Races (non-Hispanic)	510	66	32.66	14.32	0.92	4.00
	No Primary Race/Ethnicity Reported	213	66	35.65	15.58	0.93	4.01
	Currently Receiving LEP services	1399	66	23.44	13.14	0.91	3.88
	Former LEP Student - Monitoring Year 1	254	66	36.49	12.69	0.90	3.99
	Former LEP Student - Monitoring Year 2	121	66	40.96	13.12	0.91	3.98
	LEP: All Other Students	42433	66	38.01	13.85	0.92	3.96
	Students with an IEP	6677	66	25.23	12.53	0.90	3.94
	IEP: All Other Students	37530	66	39.73	13.15	0.91	3.94
	Economically Disadvantaged Students	16824	66	31.67	13.46	0.91	3.99
	SES: All Other Students	27383	66	41.15	13.16	0.91	3.91
	Migrant Students	16	66	25.44	10.07	0.83	4.12
	Migrant: All Other Students	44191	66	37.55	14.05	0.92	3.97
	Students Receiving Title 1 Services	8295	66	30.24	13.16	0.91	4.00
	Title 1: All Other Students	35912	66	39.23	13.71	0.92	3.94
	Plan 504	402	66	36.00	12.93	0.90	4.00
	Plan 504: All Other Students	43805	66	37.56	14.06	0.92	3.97
6	All Students	44477	66	35.16	14.52	0.93	3.94
	Male	23010	66	35.28	14.62	0.93	3.92
	Female	21465	66	35.04	14.42	0.93	3.95
	Gender Not Reported	2	66				
	Hispanic or Latino	2787	66	26.39	13.59	0.92	3.81
	American Indian or Alaskan Native	297	66	29.85	13.65	0.92	3.85
	Asian	943	66	39.41	15.35	0.93	3.93
	Black or African American	1554	66	25.38	13.89	0.93	3.78
	Native Hawaiian or Pacific Islander	33	66	35.85	16.04	0.94	3.85
	White (Non-Hispanic)	38181	66	36.19	14.20	0.92	3.94
	Two or More Races (non-Hispanic)	483	66	31.91	14.27	0.92	3.93
	No Primary Race/Ethnicity Reported	199	66	33.13	15.73	0.94	3.84
	Currently Receiving LEP services	1166	66	20.80	13.00	0.92	3.59
	Former LEP Student - Monitoring Year 1	206	66	31.62	13.90	0.92	3.91
	Former LEP Student - Monitoring Year 2	101	66	37.50	13.85	0.92	3.91
	LEP: All Other Students	43004	66	35.57	14.37	0.92	3.94
	Students with an IEP	6829	66	21.22	12.11	0.91	3.60
	IEP: All Other Students	37648	66	37.69	13.45	0.91	3.94
	Economically Disadvantaged Students	16564	66	28.81	13.55	0.92	3.85
	SES: All Other Students	27913	66	38.93	13.75	0.92	3.94
	Migrant Students	16	66	22.19	13.60	0.93	3.48
	Migrant: All Other Students	44461	66	35.17	14.52	0.93	3.94
	Students Receiving Title 1 Services	6643	66	26.92	13.08	0.92	3.80
	Title 1: All Other Students	37834	66	36.61	14.28	0.92	3.94

	Plan 504	499	66	33.36	13.84	0.92	3.95
	Plan 504: All Other Students	43978	66	35.19	14.53	0.93	3.94
7	All Students	46536	64	30.56	13.79	0.92	3.90
	Male	23776	64	30.65	14.02	0.92	3.88
	Female	22756	64	30.47	13.54	0.92	3.90
	Gender Not Reported	4	64				
	Hispanic or Latino	3190	64	21.93	12.19	0.91	3.59
	American Indian or Alaskan Native	350	64	26.73	13.81	0.92	3.81
	Asian	957	64	33.63	15.26	0.93	3.97
	Black or African American	1644	64	21.23	12.06	0.91	3.53
	Native Hawaiian or Pacific Islander	29	64	34.00	14.28	0.92	4.05
	White (Non-Hispanic)	39694	64	31.64	13.53	0.92	3.92
	Two or More Races (non-Hispanic)	457	64	26.45	13.27	0.92	3.77
	No Primary Race/Ethnicity Reported	215	64	30.63	14.03	0.92	3.92
	Currently Receiving LEP services	1139	64	16.43	10.38	0.90	3.27
	Former LEP Student - Monitoring Year 1	110	64	28.31	13.63	0.92	3.83
	Former LEP Student - Monitoring Year 2	102	64	32.04	13.95	0.92	3.96
	LEP: All Other Students	45185	64	30.92	13.67	0.92	3.90
	Students with an IEP	7184	64	17.66	10.05	0.89	3.33
	IEP: All Other Students	39352	64	32.91	13.05	0.91	3.94
	Economically Disadvantaged Students	17138	64	24.38	12.18	0.91	3.69
	SES: All Other Students	29398	64	34.16	13.39	0.91	3.95
	Migrant Students	15	64	20.07	9.65	0.87	3.50
	Migrant: All Other Students	46521	64	30.56	13.79	0.92	3.90
	Students Receiving Title 1 Services	5120	64	22.23	11.55	0.90	3.59
	Title 1: All Other Students	41416	64	31.59	13.69	0.92	3.92
	Plan 504	530	64	29.05	12.62	0.91	3.87
	Plan 504: All Other Students	46006	64	30.58	13.80	0.92	3.90
8	All Students	46567	65	31.29	13.88	0.93	3.72
	Male	24076	65	31.42	14.07	0.93	3.70
	Female	22486	65	31.17	13.67	0.93	3.74
	Gender Not Reported	5	65				
	Hispanic or Latino	2989	65	22.96	12.03	0.91	3.54
	American Indian or Alaskan Native	310	65	27.17	13.71	0.93	3.65
	Asian	961	65	35.53	14.98	0.94	3.79
	Black or African American	1637	65	22.14	12.14	0.92	3.52
	Native Hawaiian or Pacific Islander	37	65	29.03	11.83	0.91	3.63
	White (Non-Hispanic)	39959	65	32.28	13.68	0.93	3.73
	Two or More Races (non-Hispanic)	483	65	28.71	13.65	0.93	3.70
	No Primary Race/Ethnicity Reported	191	65	27.38	13.94	0.93	3.64
	Currently Receiving LEP services	1044	65	17.69	10.65	0.90	3.32
	Former LEP Student - Monitoring Year 1	89	65	28.57	13.39	0.92	3.70
	Former LEP Student - Monitoring Year 2	103	65	30.31	13.09	0.92	3.76
	LEP: All Other Students	45331	65	31.62	13.79	0.93	3.73
	Students with an IEP	7307	65	18.05	10.47	0.90	3.33
	IEP: All Other Students	39260	65	33.76	13.01	0.92	3.75
	Economically Disadvantaged Students	16294	65	25.11	12.34	0.91	3.60
	SES: All Other Students	30273	65	34.62	13.52	0.92	3.75
	Migrant Students	13	65	20.15	8.82	0.84	3.54
	Migrant: All Other Students	46554	65	31.30	13.88	0.93	3.72
	Students Receiving Title 1 Services	4417	65	22.61	11.58	0.91	3.53
	Title 1: All Other Students	42150	65	32.20	13.79	0.93	3.73
	Plan 504	570	65	30.02	12.59	0.91	3.71

	Plan 504: All Other Students	45997	65	31.31	13.89	0.93	3.72
11	All Students	32526	64	25.72	13.91	0.93	3.78
	Male	16473	64	26.17	14.42	0.93	3.80
	Female	16044	64	25.26	13.36	0.92	3.76
	Gender Not Reported	9	64				
	Hispanic or Latino	2364	64	17.96	11.03	0.90	3.44
	American Indian or Alaskan Native	135	64	21.67	13.02	0.92	3.63
	Asian	765	64	30.20	15.38	0.94	3.90
	Black or African American	1242	64	17.25	10.86	0.90	3.40
	Native Hawaiian or Pacific Islander	41	64	20.00	11.45	0.90	3.63
	White (Non-Hispanic)	27512	64	26.74	13.87	0.92	3.81
	Two or More Races (non-Hispanic)	271	64	22.69	12.40	0.91	3.66
	No Primary Race/Ethnicity Reported	196	64	19.80	12.20	0.92	3.51
	Currently Receiving LEP services	616	64	12.49	9.16	0.90	2.94
	Former LEP Student - Monitoring Year 1	74	64	18.64	8.79	0.84	3.49
	Former LEP Student - Monitoring Year 2	69	64	20.28	10.47	0.88	3.62
	LEP: All Other Students	31767	64	26.00	13.87	0.93	3.79
	Students with an IEP	4602	64	12.85	8.34	0.87	3.00
	IEP: All Other Students	27924	64	27.84	13.50	0.92	3.83
	Economically Disadvantaged Students	8348	64	19.19	11.48	0.91	3.51
	SES: All Other Students	24178	64	27.97	13.97	0.92	3.84
	Migrant Students	4	64				
	Migrant: All Other Students	32522	64	25.72	13.91	0.93	3.78
	Students Receiving Title 1 Services	2758	64	18.27	11.24	0.90	3.47
	Title 1: All Other Students	29768	64	26.41	13.94	0.93	3.80
	Plan 504	250	64	27.82	13.73	0.92	3.78
	Plan 504: All Other Students	32276	64	25.70	13.91	0.93	3.78

Table Q-2. 2010–11 NECAP: Subgroup Reliabilities – Reading

Grade	*Description*	*Number of Students*	*Raw Score*			*Alpha*	*Standard Error*
			Maximum	*Mean*	*Standard Deviation*		
3	All Students	43736	52	32.93	8.82	0.89	2.96
	Male	22457	52	31.86	9.02	0.89	2.95
	Female	21272	52	34.07	8.46	0.88	2.94
	Gender Not Reported	7	52				
	Hispanic or Latino	3180	52	28.51	9.34	0.89	3.10
	American Indian or Alaskan Native	282	52	30.90	9.15	0.89	3.10
	Asian	985	52	34.31	8.79	0.89	2.97
	Black or African American	1544	52	28.13	9.67	0.90	3.07
	Native Hawaiian or Pacific Islander	38	52	32.95	8.09	0.86	3.00
	White (Non-Hispanic)	36883	52	33.53	8.55	0.88	2.93
	Two or More Races (non-Hispanic)	555	52	31.06	9.30	0.89	3.05
	No Primary Race/Ethnicity Reported	269	52	32.10	8.90	0.89	2.95
	Currently Receiving LEP services	1699	52	25.38	9.60	0.89	3.17
	Former LEP Student - Monitoring Year 1	165	52	33.91	7.66	0.85	3.00
	Former LEP Student - Monitoring Year 2	25	52	36.20	8.00	0.87	2.92
	LEP: All Other Students	41847	52	33.24	8.65	0.88	2.94
	Students with an IEP	5756	52	23.64	9.82	0.90	3.14
	IEP: All Other Students	37980	52	34.34	7.74	0.86	2.91
	Economically Disadvantaged Students	17049	52	29.48	9.31	0.89	3.05
	SES: All Other Students	26687	52	35.14	7.72	0.86	2.86

	Migrant Students	17	52	26.65	10.64	0.91	3.14
	Migrant: All Other Students	43719	52	32.94	8.82	0.89	2.96
	Students Receiving Title 1 Services	10309	52	28.70	9.01	0.88	3.08
	Title 1: All Other Students	33427	52	34.24	8.34	0.88	2.90
	Plan 504	265	52	32.77	8.23	0.87	2.98
	Plan 504: All Other Students	43471	52	32.94	8.83	0.89	2.96
4	All Students	44206	52	35.18	8.64	0.88	3.04
	Male	22760	52	34.13	8.85	0.88	3.05
	Female	21443	52	36.30	8.26	0.87	3.01
	Gender Not Reported	3	52				
	Hispanic or Latino	3119	52	31.24	9.23	0.87	3.28
	American Indian or Alaskan Native	285	52	32.34	9.42	0.89	3.13
	Asian	1048	52	36.47	8.69	0.88	3.02
	Black or African American	1567	52	30.69	9.66	0.88	3.29
	Native Hawaiian or Pacific Islander	36	52	35.53	7.93	0.84	3.19
	White (Non-Hispanic)	37377	52	35.71	8.38	0.87	3.00
	Two or More Races (non-Hispanic)	532	52	33.95	8.91	0.88	3.13
	No Primary Race/Ethnicity Reported	242	52	34.31	8.73	0.88	3.08
	Currently Receiving LEP services	1512	52	27.04	9.35	0.87	3.41
	Former LEP Student - Monitoring Year 1	369	52	35.58	7.37	0.83	3.07
	Former LEP Student - Monitoring Year 2	60	52	38.03	7.22	0.83	2.94
	LEP: All Other Students	42265	52	35.47	8.48	0.87	3.02
	Students with an IEP	6154	52	25.52	9.46	0.87	3.35
	IEP: All Other Students	38052	52	36.75	7.39	0.84	2.96
	Economically Disadvantaged Students	17164	52	32.02	9.07	0.88	3.19
	SES: All Other Students	27042	52	37.19	7.71	0.86	2.92
	Migrant Students	16	52	28.31	9.55	0.89	3.22
	Migrant: All Other Students	44190	52	35.19	8.64	0.88	3.04
	Students Receiving Title 1 Services	9633	52	31.25	8.65	0.86	3.25
	Title 1: All Other Students	34573	52	36.28	8.31	0.87	2.97
	Plan 504	339	52	33.93	7.57	0.83	3.14
	Plan 504: All Other Students	43867	52	35.19	8.64	0.88	3.04
5	All Students	44031	52	31.23	8.56	0.89	2.90
	Male	22889	52	30.01	8.57	0.89	2.85
	Female	21138	52	32.55	8.35	0.88	2.92
	Gender Not Reported	4	52				
	Hispanic or Latino	2897	52	27.77	9.12	0.88	3.10
	American Indian or Alaskan Native	265	52	28.63	9.20	0.89	2.99
	Asian	915	52	33.17	8.54	0.88	2.91
	Black or African American	1514	52	26.61	9.53	0.90	3.07
	Native Hawaiian or Pacific Islander	36	52	30.08	8.72	0.90	2.81
	White (Non-Hispanic)	37686	52	31.68	8.31	0.88	2.87
	Two or More Races (non-Hispanic)	510	52	29.46	9.71	0.90	3.00
	No Primary Race/Ethnicity Reported	208	52	30.60	10.37	0.92	3.02
	Currently Receiving LEP services	1240	52	23.06	9.01	0.88	3.18
	Former LEP Student - Monitoring Year 1	254	52	31.06	7.36	0.84	2.99
	Former LEP Student - Monitoring Year 2	121	52	33.68	7.60	0.86	2.85
	LEP: All Other Students	42416	52	31.46	8.44	0.88	2.89
	Students with an IEP	6672	52	21.93	8.68	0.88	3.03
	IEP: All Other Students	37359	52	32.89	7.40	0.85	2.85
	Economically Disadvantaged Students	16716	52	28.05	8.84	0.89	2.99
	SES: All Other Students	27315	52	33.17	7.77	0.87	2.83
	Migrant Students	16	52	24.88	8.99	0.88	3.07

	Migrant: All Other Students	44015	52	31.23	8.56	0.89	2.90
	Students Receiving Title 1 Services	8514	52	27.76	8.60	0.87	3.05
	Title 1: All Other Students	35517	52	32.06	8.34	0.88	2.86
	Plan 504	403	52	30.28	7.46	0.86	2.83
	Plan 504: All Other Students	43628	52	31.24	8.57	0.89	2.90
6	All Students	44329	52	31.72	9.24	0.91	2.85
	Male	22935	52	30.43	9.19	0.91	2.81
	Female	21392	52	33.11	9.10	0.90	2.85
	Gender Not Reported	2	52				
	Hispanic or Latino	2720	52	26.88	9.54	0.90	3.02
	American Indian or Alaskan Native	294	52	28.42	9.36	0.90	2.93
	Asian	915	52	33.63	9.33	0.91	2.85
	Black or African American	1515	52	26.58	9.87	0.91	2.99
	Native Hawaiian or Pacific Islander	32	52	31.03	9.44	0.91	2.78
	White (Non-Hispanic)	38175	52	32.27	9.01	0.90	2.83
	Two or More Races (non-Hispanic)	482	52	30.28	9.89	0.92	2.85
	No Primary Race/Ethnicity Reported	196	52	30.81	9.92	0.92	2.87
	Currently Receiving LEP services	1015	52	21.86	9.49	0.89	3.08
	Former LEP Student - Monitoring Year 1	206	52	29.59	8.35	0.87	3.03
	Former LEP Student - Monitoring Year 2	101	52	34.31	7.59	0.86	2.87
	LEP: All Other Students	43007	52	31.96	9.12	0.90	2.84
	Students with an IEP	6816	52	21.44	8.93	0.89	2.98
	IEP: All Other Students	37513	52	33.59	7.99	0.88	2.79
	Economically Disadvantaged Students	16457	52	27.73	9.43	0.90	2.94
	SES: All Other Students	27872	52	34.08	8.28	0.89	2.76
	Migrant Students	16	52	21.69	9.65	0.91	2.97
	Migrant: All Other Students	44313	52	31.73	9.24	0.91	2.85
	Students Receiving Title 1 Services	6860	52	26.72	9.01	0.89	2.99
	Title 1: All Other Students	37469	52	32.64	8.99	0.90	2.82
	Plan 504	500	52	31.03	8.31	0.89	2.81
	Plan 504: All Other Students	43829	52	31.73	9.25	0.91	2.85
7	All Students	46409	52	30.47	9.16	0.89	3.10
	Male	23709	52	28.76	8.97	0.89	3.04
	Female	22696	52	32.26	9.00	0.88	3.09
	Gender Not Reported	4	52				
	Hispanic or Latino	3123	52	25.02	9.08	0.88	3.19
	American Indian or Alaskan Native	349	52	27.45	9.51	0.89	3.11
	Asian	934	52	31.91	9.71	0.89	3.17
	Black or African American	1604	52	25.30	9.36	0.88	3.18
	Native Hawaiian or Pacific Islander	29	52	32.62	8.13	0.84	3.29
	White (Non-Hispanic)	39706	52	31.12	8.92	0.88	3.08
	Two or More Races (non-Hispanic)	456	52	28.23	8.84	0.88	3.08
	No Primary Race/Ethnicity Reported	208	52	30.99	9.75	0.90	3.08
	Currently Receiving LEP services	1003	52	19.75	8.32	0.85	3.20
	Former LEP Student - Monitoring Year 1	107	52	29.99	7.94	0.85	3.08
	Former LEP Student - Monitoring Year 2	102	52	31.87	8.05	0.85	3.16
	LEP: All Other Students	45197	52	30.71	9.04	0.88	3.09
	Students with an IEP	7201	52	20.51	7.91	0.85	3.08
	IEP: All Other Students	39208	52	32.30	8.13	0.86	3.04
	Economically Disadvantaged Students	17064	52	26.40	8.88	0.88	3.14
	SES: All Other Students	29345	52	32.84	8.46	0.87	3.03
	Migrant Students	15	52	22.27	10.24	0.91	3.14
	Migrant: All Other Students	46394	52	30.48	9.16	0.89	3.10

	Students Receiving Title 1 Services	5117	52	25.30	8.68	0.87	3.17
	Title 1: All Other Students	41292	52	31.11	9.01	0.88	3.08
	Plan 504	531	52	29.18	7.84	0.85	3.03
	Plan 504: All Other Students	45878	52	30.49	9.17	0.89	3.10
8	All Students	46456	52	32.75	8.39	0.88	2.92
	Male	24026	52	31.50	8.44	0.88	2.87
	Female	22425	52	34.09	8.12	0.87	2.91
	Gender Not Reported	5	52				
	Hispanic or Latino	2941	52	28.29	8.82	0.88	3.06
	American Indian or Alaskan Native	309	52	30.77	8.51	0.87	3.01
	Asian	930	52	35.15	8.32	0.88	2.89
	Black or African American	1596	52	28.56	8.95	0.88	3.09
	Native Hawaiian or Pacific Islander	37	52	31.70	9.22	0.90	2.90
	White (Non-Hispanic)	39971	52	33.23	8.17	0.87	2.90
	Two or More Races (non-Hispanic)	481	52	31.89	8.34	0.87	2.96
	No Primary Race/Ethnicity Reported	191	52	30.65	9.11	0.89	2.97
	Currently Receiving LEP services	897	52	23.37	8.23	0.85	3.15
	Former LEP Student - Monitoring Year 1	89	52	32.09	8.48	0.87	3.00
	Former LEP Student - Monitoring Year 2	103	52	33.91	7.47	0.84	2.99
	LEP: All Other Students	45367	52	32.93	8.29	0.88	2.91
	Students with an IEP	7314	52	23.83	8.19	0.86	3.05
	IEP: All Other Students	39142	52	34.42	7.30	0.85	2.86
	Economically Disadvantaged Students	16236	52	29.24	8.40	0.87	3.01
	SES: All Other Students	30220	52	34.64	7.75	0.86	2.85
	Migrant Students	14	52	25.93	10.45	0.92	2.88
	Migrant: All Other Students	46442	52	32.75	8.39	0.88	2.92
	Students Receiving Title 1 Services	4499	52	28.07	8.31	0.86	3.06
	Title 1: All Other Students	41957	52	33.25	8.24	0.88	2.90
	Plan 504	569	52	32.21	7.29	0.84	2.87
	Plan 504: All Other Students	45887	52	32.76	8.40	0.88	2.92
11	All Students	32527	52	31.48	8.80	0.88	3.02
	Male	16479	52	29.86	8.92	0.89	3.00
	Female	16039	52	33.16	8.35	0.87	2.99
	Gender Not Reported	9	52				
	Hispanic or Latino	2327	52	27.67	8.74	0.87	3.17
	American Indian or Alaskan Native	135	52	28.83	9.19	0.89	3.05
	Asian	750	52	32.63	9.06	0.89	3.05
	Black or African American	1235	52	27.20	8.82	0.87	3.20
	Native Hawaiian or Pacific Islander	40	52	27.03	8.54	0.88	3.02
	White (Non-Hispanic)	27576	52	32.01	8.66	0.88	3.00
	Two or More Races (non-Hispanic)	271	52	31.25	8.18	0.86	3.11
	No Primary Race/Ethnicity Reported	193	52	27.80	9.23	0.89	3.09
	Currently Receiving LEP services	558	52	20.52	7.74	0.82	3.31
	Former LEP Student - Monitoring Year 1	74	52	27.59	6.26	0.75	3.14
	Former LEP Student - Monitoring Year 2	69	52	28.68	7.02	0.79	3.23
	LEP: All Other Students	31826	52	31.69	8.70	0.88	3.02
	Students with an IEP	4633	52	21.90	8.24	0.86	3.08
	IEP: All Other Students	27894	52	33.07	7.83	0.86	2.96
	Economically Disadvantaged Students	8346	52	27.59	8.81	0.87	3.13
	SES: All Other Students	24181	52	32.83	8.39	0.87	2.98
	Migrant Students	4	52				
	Migrant: All Other Students	32523	52	31.48	8.80	0.88	3.02
	Students Receiving Title 1 Services	2759	52	27.92	8.58	0.86	3.16

	Title 1: All Other Students	29768	52	31.81	8.75	0.88	3.01
	Plan 504	250	52	33.12	7.43	0.84	2.96
	Plan 504: All Other Students	32277	52	31.47	8.81	0.88	3.03

Table Q-3. 2010–11 NECAP: Subgroup Reliabilities – Writing

Grade	*Description*	*Number of Students*	*Raw Score*			*Alpha*	*Standard Error*
			Maximum	*Mean*	*Standard Deviation*		
5	All Students	43956	34	19.37	4.72	0.73	2.48
	Male	22835	34	18.23	4.67	0.73	2.44
	Female	21117	34	20.62	4.45	0.70	2.44
	Gender Not Reported	4	34				
	Hispanic or Latino	2896	34	18.33	4.89	0.75	2.47
	American Indian or Alaskan Native	265	34	18.23	5.01	0.72	2.67
	Asian	915	34	20.77	4.74	0.73	2.48
	Black or African American	1512	34	17.46	5.20	0.76	2.56
	Native Hawaiian or Pacific Islander	36	34	19.22	4.82	0.76	2.35
	White (Non-Hispanic)	37617	34	19.52	4.64	0.72	2.47
	Two or More Races (non-Hispanic)	508	34	18.57	5.19	0.76	2.55
	No Primary Race/Ethnicity Reported	207	34	18.90	5.61	0.77	2.66
	Currently Receiving LEP services	1238	34	15.80	5.13	0.74	2.60
	Former LEP Student - Monitoring Year 1	254	34	20.09	3.72	0.58	2.41
	Former LEP Student - Monitoring Year 2	120	34	21.20	3.93	0.65	2.33
	LEP: All Other Students	42344	34	19.47	4.68	0.72	2.47
	Students with an IEP	6651	34	14.49	4.63	0.72	2.45
	IEP: All Other Students	37305	34	20.24	4.18	0.67	2.39
	Economically Disadvantaged Students	16680	34	17.74	4.74	0.73	2.48
	SES: All Other Students	27276	34	20.37	4.42	0.70	2.43
	Migrant Students	16	34	13.81	4.83	0.69	2.70
	Migrant: All Other Students	43940	34	19.38	4.72	0.72	2.48
	Students Receiving Title 1 Services	8500	34	17.93	4.64	0.72	2.47
	Title 1: All Other Students	35456	34	19.72	4.68	0.72	2.47
	Plan 504	402	34	18.31	4.06	0.65	2.41
	Plan 504: All Other Students	43554	34	19.38	4.73	0.73	2.48
8	All Students	46274	34	21.28	5.32	0.78	2.52
	Male	23908	34	19.77	5.37	0.77	2.57
	Female	22361	34	22.90	4.76	0.76	2.35
	Gender Not Reported	5	34				
	Hispanic or Latino	2919	34	19.29	5.52	0.76	2.71
	American Indian or Alaskan Native	309	34	19.79	5.50	0.77	2.65
	Asian	929	34	23.31	5.06	0.78	2.35
	Black or African American	1589	34	19.16	5.46	0.76	2.67
	Native Hawaiian or Pacific Islander	37	34	20.62	4.98	0.72	2.65
	White (Non-Hispanic)	39825	34	21.49	5.24	0.77	2.50
	Two or More Races (non-Hispanic)	477	34	20.77	4.94	0.74	2.53
	No Primary Race/Ethnicity Reported	189	34	20.16	6.01	0.81	2.65
	Currently Receiving LEP services	893	34	16.55	5.68	0.74	2.88
	Former LEP Student - Monitoring Year 1	90	34	21.86	5.05	0.77	2.42
	Former LEP Student - Monitoring Year 2	103	34	22.46	4.16	0.70	2.29
	LEP: All Other Students	45188	34	21.37	5.27	0.77	2.51
	Students with an IEP	7249	34	15.57	5.23	0.71	2.80
	IEP: All Other Students	39025	34	22.34	4.61	0.74	2.37

	Economically Disadvantaged Students	16124	34	19.17	5.33	0.75	2.64
	SES: All Other Students	30150	34	22.41	4.96	0.76	2.41
	Migrant Students	14	34	16.57	5.24	0.75	2.64
	Migrant: All Other Students	46260	34	21.28	5.32	0.78	2.52
	Students Receiving Title 1 Services	4474	34	19.00	5.28	0.74	2.69
	Title 1: All Other Students	41800	34	21.53	5.26	0.77	2.50
	Plan 504	566	34	20.14	4.91	0.74	2.51
	Plan 504: All Other Students	45708	34	21.30	5.32	0.78	2.52
11	All Students	32409	12	6.30	1.79		
	Male	16391	12	5.98	1.89		
	Female	16009	12	6.62	1.61		
	Gender Not Reported	9	12				
	Hispanic or Latino	2306	12	5.76	1.99		
	American Indian or Alaskan Native	136	12	5.99	1.94		
	Asian	748	12	6.60	1.87		
	Black or African American	1224	12	5.55	2.04		
	Native Hawaiian or Pacific Islander	40	12	5.28	1.87		
	White (Non-Hispanic)	27496	12	6.37	1.73		
	Two or More Races (non-Hispanic)	271	12	6.18	1.74		
	No Primary Race/Ethnicity Reported	188	12	5.52	2.07		
	Currently Receiving LEP services	546	12	4.10	2.33		
	Former LEP Student - Monitoring Year 1	74	12	6.08	1.59		
	Former LEP Student - Monitoring Year 2	70	12	5.97	1.63		
	LEP: All Other Students	31719	12	6.33	1.75		
	Students with an IEP	4581	12	4.60	1.95		
	IEP: All Other Students	27828	12	6.57	1.60		
	Economically Disadvantaged Students	8300	12	5.67	1.91		
	SES: All Other Students	24109	12	6.51	1.69		
	Migrant Students	4	12				
	Migrant: All Other Students	32405	12	6.30	1.79		
	Students Receiving Title 1 Services	2729	12	5.78	1.99		
	Title 1: All Other Students	29680	12	6.34	1.76		
	Plan 504	250	12	6.70	1.40		
	Plan 504: All Other Students	32159	12	6.29	1.79		

Table Q-4. 2010–11 NECAP: Reliabilities by Reporting Category – Mathematics

Grade	*Reporting Category*	*Number of Items*	*Raw Score*			*Alpha*	*Standard Error*
			Maximum	*Mean*	*Standard Deviation*		
3	DP	9	10	6.14	2.59	0.75	1.29
	FA	8	10	6.65	2.27	0.63	1.39
	GM	8	10	5.41	2.47	0.63	1.50
	NO	30	35	23.94	7.15	0.89	2.42
4	DP	8	10	6.26	2.18	0.59	1.40
	FA	9	10	5.62	2.32	0.66	1.35
	GM	11	13	9.23	2.34	0.61	1.46
	NO	27	32	20.56	6.71	0.88	2.34
5	DP	6	10	5.00	2.59	0.59	1.66
	FA	9	13	7.49	3.40	0.69	1.90
	GM	9	13	7.91	2.91	0.61	1.81
	NO	24	30	17.14	6.65	0.86	2.49

Grade	Reporting Category	Number of Items	Raw Score			Alpha	Standard Error
			Maximum	Mean	Standard Deviation		
6	DP	6	10	5.64	2.68	0.63	1.62
	FA	9	13	7.94	3.27	0.66	1.89
	GM	12	17	7.64	3.70	0.74	1.88
	NO	21	26	13.94	6.33	0.85	2.41
7	DP	6	10	4.50	2.31	0.63	1.41
	FA	15	20	9.69	4.80	0.82	2.05
	GM	11	15	7.76	3.28	0.63	1.99
	NO	14	19	8.61	4.80	0.78	2.26
8	DP	6	10	3.67	2.37	0.60	1.50
	FA	21	26	14.44	5.85	0.85	2.24
	GM	12	17	7.15	3.86	0.76	1.90
	NO	8	12	6.03	3.22	0.71	1.72
11	DP	6	10	3.67	2.54	0.57	1.67
	FA	20	26	12.37	6.24	0.86	2.33
	GM	15	19	6.54	3.80	0.76	1.87
	NO	5	9	3.14	2.69	0.65	1.60

Table Q-5. 2010–11 NECAP: Reliabilities by Reporting Category – Reading

Grade	Reporting Category	Number of Items	Raw Score			Alpha	Standard Error
			Maximum	Mean	Standard Deviation		
3	LA	8	14	7.06	2.43	0.60	1.54
	LI	12	18	10.88	3.79	0.82	1.63
	TI	10	16	8.41	3.04	0.71	1.64
	TL	10	16	9.53	3.14	0.76	1.53
	WV	14	20	14.99	3.64	0.72	1.91
4	LA	8	14	7.98	2.54	0.65	1.49
	LI	14	20	13.04	3.99	0.75	2.00
	TI	10	16	8.95	3.09	0.70	1.70
	TL	12	18	12.07	3.47	0.72	1.82
	WV	12	18	14.17	3.23	0.72	1.71
5	LA	12	21	12.32	3.52	0.74	1.79
	LI	13	22	12.60	3.85	0.75	1.91
	TI	12	21	11.84	3.86	0.76	1.87
	TL	13	22	13.07	3.59	0.74	1.82
	WV	9	9	6.31	2.12	0.67	1.22
6	LA	10	22	11.51	3.95	0.77	1.88
	LI	14	20	12.20	4.06	0.81	1.78
	TI	12	21	11.30	4.26	0.80	1.91
	TL	12	21	12.42	3.82	0.79	1.74
	WV	10	10	8.01	2.07	0.71	1.11
7	LA	11	23	11.78	4.37	0.78	2.07
	LI	13	19	11.50	3.73	0.75	1.87
	TI	12	21	12.21	4.16	0.79	1.91
	TL	12	21	11.07	3.97	0.74	2.04
	WV	10	10	7.19	2.04	0.62	1.25
8	LA	12	24	14.67	4.06	0.76	1.97
	LI	12	18	10.85	3.12	0.70	1.71
	TI	12	21	13.27	3.39	0.70	1.85

Grade	Reporting Category	Number of Items	Raw Score			Alpha	Standard Error
			Maximum	Mean	Standard Deviation		
	TL	12	21	12.24	3.86	0.77	1.83
	WV	10	10	7.23	2.26	0.69	1.26
11	LA	11	26	14.06	4.82	0.81	2.10
	LI	13	16	10.04	3.11	0.71	1.67
	TI	12	21	11.43	4.10	0.76	2.01
	TL	12	21	12.67	3.78	0.76	1.85
	WV	10	10	7.39	1.95	0.61	1.22

Table Q-6. 2010–11 NECAP: Reliabilities by Reporting Category – Writing

Grade	Reporting Category	Number of Items	Raw Score			Alpha	Standard Error
			Maximum	Mean	Standard Deviation		
5	ER	1	12	5.49	1.88		
	MC	10	10	8.15	1.93	0.67	1.11
	SR	3	12	5.74	2.06	0.70	1.12
8	ER	1	12	6.57	1.81		
	MC	10	10	7.15	2.25	0.69	1.25
	SR	3	12	7.57	2.34	0.75	1.16
11	RE	1	12	6.30	1.79		

Appendix R—INTERRATER AGREEMENT

Table R-1. 2010–11 NECAP: Item-Level Interrater Agreement Statistics by Grade – Mathematics

Grade	*Item*	*Number of Score Categories*	*Number of Responses Scored Twice*	*Percent Exact*	*Percent Adjacent*	*Correlation*	*Percent of Third Scores*
3	119688	3	857	95.22	4.67	0.96	0.12
	119731	2	865	98.73	1.27	0.96	0.00
	119838	3	874	95.88	4.12	0.97	0.00
	119889	3	875	96.34	3.31	0.97	0.34
	119918	3	867	96.89	3.00	0.98	0.12
	122872	2	862	99.42	0.58	0.93	0.00
	124459	2	882	98.53	1.47	0.96	0.00
	139583	2	864	98.73	1.27	0.97	0.00
	139590	2	854	98.48	1.52	0.97	0.00
	139603	3	871	94.14	5.51	0.93	0.34
	139645	2	864	99.31	0.69	0.98	0.00
	139653	3	865	93.06	6.82	0.95	0.12
	139655	3	873	96.56	3.44	0.97	0.00
	139669	2	877	97.49	2.51	0.94	0.00
	139673	3	883	97.06	2.83	0.96	0.11
	139689	2	864	92.71	7.29	0.85	0.00
	144612	3	855	97.31	1.99	0.97	0.70
	144617	2	874	99.20	0.80	0.97	0.00
	144623	3	860	92.67	7.09	0.94	0.23
	145249	2	871	98.62	1.38	0.97	0.00
4	120075	3	899	89.32	10.57	0.89	0.11
	120119	2	884	98.87	1.13	0.94	0.00
	120127	3	909	90.32	9.57	0.84	0.11
	120221	2	885	99.66	0.34	0.99	0.00
	120222	3	886	97.07	2.93	0.94	0.00
	120240	2	874	99.20	0.80	0.98	0.00
	120262	2	885	97.74	2.26	0.95	0.00
	120286	3	907	95.48	4.41	0.95	0.11
	124661	3	909	85.48	14.19	0.89	0.33
	124723	3	911	93.08	6.81	0.94	0.11
	139447	2	882	98.75	1.25	0.97	0.00
	139452	3	887	93.35	6.20	0.94	0.45
	139479	2	878	99.09	0.91	0.98	0.00
	139517	2	871	97.93	2.07	0.96	0.00
	139523	2	880	98.30	1.70	0.96	0.00
	139527	3	898	98.11	1.89	0.98	0.00
	139529	3	894	84.23	14.21	0.81	1.57
	145085	2	888	99.10	0.90	0.97	0.00
	145545	2	880	98.07	1.93	0.93	0.00
	145559	3	897	97.88	2.01	0.98	0.11
5	120725	3	886	89.95	9.82	0.90	0.23
	120726	3	862	88.63	9.98	0.91	1.39
	124804	2	890	96.07	3.93	0.91	0.00
	124858	5	903	90.81	8.08	0.97	1.11
	139129	2	894	96.42	3.58	0.93	0.00
	139136	2	899	97.22	2.78	0.94	0.00
	139141	3	903	91.25	8.64	0.92	0.11
	139203	3	882	85.49	14.17	0.83	0.34

Grade	Item	Number of Score Categories	Number of Responses Scored Twice	Percent Exact	Percent Adjacent	Correlation	Percent of Third Scores
	139283	5	907	88.09	10.25	0.96	1.65
	139384	5	923	78.11	19.83	0.93	2.17
	145571	3	900	84.11	14.56	0.88	1.33
	145576	5	957	79.94	16.93	0.92	3.24
	145879	2	885	95.14	4.86	0.88	0.00
	145887	2	887	97.63	2.37	0.95	0.00
	145888	3	897	86.06	12.82	0.89	1.11
	145922	2	889	98.09	1.91	0.96	0.00
6	119195	3	881	82.18	16.91	0.80	0.91
	119230	3	885	91.86	7.34	0.93	0.79
	119306	2	899	97.00	3.00	0.92	0.00
	123489	5	1026	78.75	19.40	0.93	1.95
	139310	2	888	97.07	2.93	0.94	0.00
	139312	2	893	98.43	1.57	0.97	0.00
	139320	5	913	87.40	11.83	0.94	0.77
	139356	5	999	87.79	11.31	0.97	0.90
	139377	3	887	91.09	8.34	0.93	0.56
	139387	5	914	88.62	10.18	0.96	1.20
	144707	3	887	93.46	5.64	0.92	0.90
	145133	2	879	98.29	1.71	0.97	0.00
	145347	2	895	98.55	1.45	0.97	0.00
	145995	2	888	97.30	2.70	0.95	0.00
	146011	3	892	93.27	6.28	0.94	0.45
	197550	3	883	94.11	5.44	0.94	0.45
7	120387	2	939	98.94	1.06	0.98	0.00
	120406	2	919	98.37	1.63	0.97	0.00
	120427	3	897	90.97	8.70	0.93	0.33
	120468	2	929	98.92	1.08	0.98	0.00
	120470	3	912	95.61	4.39	0.96	0.00
	125382	3	952	85.50	14.29	0.90	0.21
	125397	2	948	98.42	1.58	0.96	0.00
	139980	3	923	91.77	7.91	0.91	0.33
	139987	5	1087	80.22	15.55	0.93	4.32
	140223	5	926	86.72	11.77	0.95	1.51
	140241	3	936	94.98	5.02	0.94	0.00
	140251	5	954	74.21	20.86	0.88	4.72
	140280	2	936	98.50	1.50	0.97	0.00
	140292	5	955	84.92	14.14	0.93	0.94
	144756	3	918	95.42	4.58	0.93	0.00
	146230	2	921	97.72	2.28	0.95	0.00
8	120889	2	925	95.03	4.97	0.88	0.00
	120933	2	932	96.67	3.33	0.92	0.00
	120942	5	1001	76.42	21.88	0.90	1.70
	120958	3	910	95.16	4.29	0.95	0.55
	121039	2	905	97.68	2.32	0.94	0.00
	125563	3	929	89.02	10.87	0.91	0.11
	139795	5	977	78.20	20.16	0.92	1.64
	139813	3	912	86.40	13.16	0.87	0.44
	139827	5	933	90.57	8.25	0.95	1.18
	139863	2	922	98.48	1.52	0.96	0.00

Grade	Item	Number of Score Categories	Number of Responses Scored Twice	Percent Exact	Percent Adjacent	Correlation	Percent of Third Scores
	144778	5	1035	76.81	22.22	0.90	0.87
	145660	3	915	88.74	11.04	0.91	0.22
	145661	3	1115	75.52	23.41	0.74	1.17
	146422	2	911	99.01	0.99	0.98	0.00
	146483	3	1736	90.09	9.74	0.90	0.52
11	119457	2	628	99.84	0.16	1.00	0.00
	119481	3	596	95.64	4.19	0.93	0.17
	119492	2	644	99.69	0.31	0.99	0.00
	119543	3	576	96.88	2.78	0.98	0.35
	119606	2	606	98.18	1.82	0.96	0.00
	119616	2	625	76.64	23.36	0.53	0.00
	125772	2	584	99.32	0.68	0.98	0.00
	130121	2	590	98.64	1.36	0.96	0.00
	140031	2	619	94.51	5.49	0.89	0.00
	140035	3	626	93.61	3.99	0.92	2.40
	140135	2	586	97.61	2.39	0.92	0.00
	140203	2	617	99.03	0.97	0.98	0.00
	141291	5	583	90.05	8.58	0.96	1.37
	141307	5	609	83.74	14.45	0.91	1.81
	141322	5	611	88.22	9.33	0.94	2.45
	141365	5	613	87.60	11.75	0.97	0.65
	145227	3	604	91.23	8.61	0.87	0.17
	145465	2	621	99.03	0.97	0.98	0.00
	145484	2	544	98.90	1.10	0.95	0.00
	145492	2	653	99.23	0.77	0.98	0.00
	145498	3	582	97.08	2.75	0.98	0.17
	146944	3	532	90.41	9.21	0.92	0.38

Table R-2. 2010–11 NECAP: Item-Level Interrater Agreement Statistics by Grade – Reading

Grade	Item	Number of Score Categories	Number of Responses Scored Twice	Percent Exact	Percent Adjacent	Correlation	Percent of Third Scores
3	117650	5	883	91.39	6.57	0.95	1.93
	117669	5	872	69.15	30.05	0.81	0.80
	117766	5	892	64.01	33.52	0.70	2.35
	147742	5	885	67.80	30.28	0.79	2.03
	147744	5	884	98.19	1.70	0.99	0.11
	148057	5	881	65.49	30.42	0.70	3.97
4	117946	5	922	65.84	32.00	0.81	2.17
	117970	5	904	61.73	36.06	0.73	2.10
	118005	5	910	98.24	1.65	0.99	0.11
	147914	5	931	55.85	42.00	0.71	2.15
	147915	5	911	97.91	2.09	0.99	0.00
	147988	5	919	70.84	26.22	0.85	2.94
5	118048	5	890	61.80	35.62	0.78	2.58
	118049	5	899	62.51	35.60	0.71	1.78
	118076	5	928	61.53	36.10	0.73	2.26
	118080	5	925	64.54	32.86	0.75	2.16
	148369	5	922	67.03	31.45	0.76	1.52

Grade	Item	Number of Score Categories	Number of Responses Scored Twice	Percent Exact	Percent Adjacent	Correlation	Percent of Third Scores
	148767	5	919	68.44	30.36	0.77	1.20
6	118274	5	902	65.74	31.71	0.74	2.66
	118275	5	888	69.48	29.17	0.81	1.24
	118353	5	923	61.76	35.75	0.77	2.28
	126904	5	900	65.00	33.00	0.77	2.00
	126905	5	901	59.71	37.51	0.78	2.77
	148891	5	923	63.27	34.78	0.69	1.73
7	118542	5	951	60.15	37.54	0.78	2.21
	118557	5	939	61.45	36.10	0.70	2.13
	118558	5	946	63.74	35.10	0.82	0.95
	129228	5	923	61.32	36.73	0.79	1.73
	129229	5	939	60.49	36.74	0.77	2.45
	147224	5	933	63.34	34.62	0.80	2.04
8	118607	5	941	61.96	36.24	0.76	1.81
	118608	5	926	67.82	30.35	0.77	1.62
	118670	5	932	63.73	34.55	0.75	1.72
	118671	5	949	64.38	34.04	0.73	1.48
	147242	5	947	64.41	34.64	0.74	0.95
	147481	5	936	60.15	35.58	0.75	3.85
11	118766	5	661	64.60	33.13	0.74	2.12
	118767	5	650	72.62	25.85	0.77	1.54
	147564	5	658	61.25	35.87	0.72	2.58
	147726	5	655	63.82	35.11	0.78	1.07
	147732	5	624	62.82	34.78	0.75	2.40
	147885	5	674	67.51	29.97	0.76	2.37

Table R-3. 2010–11 NECAP: Item-Level Interrater Agreement Statistics by Grade – Writing

Grade	Item	Number of Score Categories	Number of Responses Scored Twice	Percent Exact	Percent Adjacent	Correlation	Percent of Third Scores
5	150134	5	942	67.62	30.79	0.73	1.59
	150165	7	43423	56.70	38.97	0.70	4.10
	150198	5	941	62.70	35.07	0.74	2.23
	150237	5	947	69.38	29.57	0.77	1.06
8	150433	5	995	68.24	30.65	0.79	1.11
	150789	5	951	62.25	35.33	0.72	2.21
	150803	5	924	68.18	30.41	0.77	1.41
	150854	7	45173	64.84	33.67	0.77	1.36
11	121154	7	31548	64.12	34.32	0.76	1.50

Appendix S—Decision Accuracy and Consistency Results

Table S-1. 2010–11 NECAP: Summary of Decision Accuracy (and Consistency) Results by Subject and Grade—Overall and Conditional on Performance Level

Subject	*Grade*	*Overall*	*Kappa*	*Conditional on Level*			
				Novice	*Nearing Proficiency*	*Proficient*	*Advanced*
Mathematics	3	0.82 (0.75)	0.64	0.83 (0.76)	0.73 (0.64)	0.82 (0.77)	0.89 (0.80)
	4	0.80 (0.73)	0.61	0.83 (0.75)	0.69 (0.59)	0.81 (0.76)	0.88 (0.78)
	5	0.80 (0.73)	0.61	0.83 (0.76)	0.62 (0.51)	0.83 (0.78)	0.88 (0.77)
	6	0.81 (0.74)	0.63	0.83 (0.77)	0.64 (0.53)	0.83 (0.77)	0.90 (0.81)
	7	0.79 (0.72)	0.60	0.81 (0.75)	0.60 (0.49)	0.83 (0.77)	0.89 (0.79)
	8	0.81 (0.73)	0.63	0.83 (0.77)	0.66 (0.55)	0.84 (0.78)	0.89 (0.80)
	11	0.84 (0.77)	0.67	0.88 (0.85)	0.73 (0.63)	0.88 (0.82)	0.82 (0.62)
Reading	3	0.80 (0.72)	0.57	0.77 (0.65)	0.70 (0.61)	0.82 (0.78)	0.86 (0.73)
	4	0.77 (0.69)	0.54	0.77 (0.65)	0.69 (0.59)	0.78 (0.72)	0.87 (0.74)
	5	0.80 (0.72)	0.57	0.77 (0.63)	0.72 (0.62)	0.81 (0.76)	0.87 (0.75)
	6	0.82 (0.75)	0.61	0.78 (0.66)	0.75 (0.67)	0.84 (0.80)	0.87 (0.76)
	7	0.80 (0.72)	0.56	0.78 (0.66)	0.70 (0.61)	0.83 (0.79)	0.85 (0.71)
	8	0.80 (0.72)	0.56	0.75 (0.58)	0.73 (0.64)	0.80 (0.75)	0.87 (0.75)
	11	0.77 (0.69)	0.54	0.77 (0.64)	0.66 (0.56)	0.77 (0.70)	0.87 (0.77)
Writing	5	0.67 (0.56)	0.35	0.67 (0.45)	0.69 (0.62)	0.61 (0.52)	0.79 (0.55)
	8	0.71 (0.60)	0.41	0.70 (0.53)	0.67 (0.59)	0.72 (0.64)	0.81 (0.57)

Table S-2. 2010–11 NECAP: Summary of Decision Accuracy (and Consistency) Results by Subject and Grade—Conditional on Cutpoint

Subject	*Grade*	*Novice/Nearing Proficiency*			*Nearing Proficiency/Proficient*			*Proficient/Advanced*		
		Accuracy (consistency)	*False positive*	*False negative*	*Accuracy (consistency)*	*False positive*	*False negative*	*Accuracy (consistency)*	*False positive*	*False negative*
Mathematics	3	0.96 (0.94)	0.02	0.02	0.93 (0.90)	0.04	0.03	0.93 (0.91)	0.05	0.02
	4	0.95 (0.93)	0.02	0.02	0.92 (0.89)	0.04	0.04	0.93 (0.90)	0.05	0.02
	5	0.94 (0.92)	0.03	0.03	0.92 (0.89)	0.04	0.03	0.93 (0.91)	0.05	0.02
	6	0.95 (0.93)	0.03	0.03	0.93 (0.90)	0.04	0.03	0.93 (0.91)	0.04	0.02
	7	0.93 (0.90)	0.04	0.03	0.92 (0.88)	0.05	0.04	0.94 (0.92)	0.04	0.02
	8	0.94 (0.92)	0.03	0.03	0.92 (0.89)	0.04	0.03	0.94 (0.92)	0.04	0.02
	11	0.92 (0.89)	0.05	0.03	0.93 (0.91)	0.04	0.03	0.98 (0.98)	0.01	0
Reading	3	0.96 (0.95)	0.01	0.02	0.91 (0.88)	0.05	0.04	0.92 (0.89)	0.05	0.02
	4	0.96 (0.94)	0.02	0.02	0.90 (0.87)	0.05	0.04	0.91 (0.87)	0.06	0.03
	5	0.97 (0.96)	0.01	0.02	0.91 (0.88)	0.05	0.04	0.92 (0.88)	0.06	0.03

	6	0.97 (0.96)	0.01	0.02	0.92 (0.89)	0.04	0.04	0.93 (0.90)	0.05	0.02
	7	0.96 (0.94)	0.02	0.02	0.91 (0.87)	0.05	0.04	0.93 (0.91)	0.05	0.02
	8	0.98 (0.97)	0.01	0.01	0.91 (0.88)	0.04	0.04	0.91 (0.87)	0.06	0.03
	11	0.96 (0.94)	0.02	0.02	0.91 (0.87)	0.05	0.04	0.90 (0.87)	0.06	0.03
Writing	5	0.95 (0.92)	0.02	0.04	0.82 (0.76)	0.1	0.07	0.89 (0.85)	0.08	0.02
	8	0.95 (0.92)	0.02	0.03	0.85 (0.80)	0.09	0.06	0.91 (0.87)	0.07	0.02

Appendix T—SAMPLE REPORTS

School Name	Code	Grade
Demonstration School 1	DEM-DEA-DEMO1	5
District Name	**Report Type**	
Demonstration District A	Student Report - School Copy	

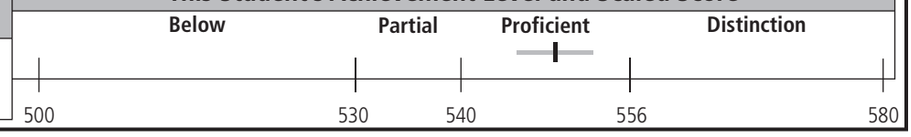
01R063Z

Student	Grade	School	District	State
Kristoff Allick	5	Demonstration School 1	Demonstration District A	NH

Fall 2010 - Beginning of Grade 5 NECAP Test Results

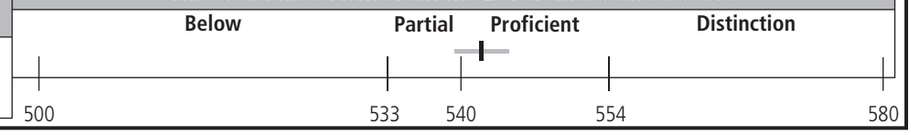
Content Area	Achievement Level	Scaled Score
Reading	Proficient	549

This Student's Achievement Level and Scaled Score



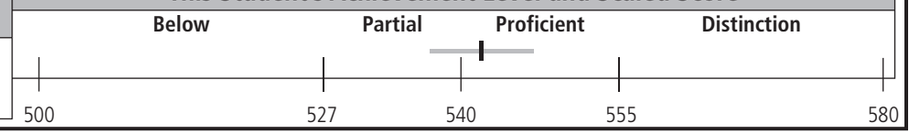
Content Area	Achievement Level	Scaled Score
Mathematics	Proficient	542

This Student's Achievement Level and Scaled Score



Content Area	Achievement Level	Scaled Score
Writing	Proficient	542

This Student's Achievement Level and Scaled Score



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		14%	12%	21%		13%	14%	23%		9%	10%	14%
Proficient	✓	61%	59%	57%	✓	56%	52%	50%	✓	44%	36%	42%
Partially Proficient		14%	14%	16%		16%	14%	15%		42%	43%	38%
Substantially Below Proficient		11%	15%	6%		16%	21%	12%		4%	10%	6%

This Student's Performance in Content Area Subcategories

Reading		Possible Points	Student	Average Points Earned			
				School	District	State	Students at Proficient Level
Word ID/ Vocabulary		9	**7**	6.0	6.0	6.6	4.2-6.7
Type of Text*	Literary	22	**16**	12.7	12.4	13.3	9.9-13.5
	Informational	21	**11**	11.5	11.2	12.2	8.0-11.7
Level of Comprehension*	Initial Understanding	22	**15**	12.3	11.9	12.9	8.8-12.6
	Analysis and Interpretation	21	**12**	11.9	11.6	12.6	9.1-12.7

Mathematics	Possible Points	Student	Average Points Earned			
			School	District	State	Students at Proficient Level
Numbers and Operations	30	**19**	16.4	16.6	18.3	12.0-17.0
Geometry and Measurement	13	**6**	8.1	8.2	8.5	5.5-9.2
Functions and Algebra	13	**6**	7.5	7.2	8.0	4.7-8.5
Data, Statistics, and Probability	10	**3**	4.9	4.8	5.4	2.4-5.8

Writing	Possible Points	Student	Average Points Earned			
			School	District	State	Students at Proficient Level
Multiple Choice	10	**8**	8.2	7.9	8.3	7.6-9.8
Short Responses	12	**5**	5.7	5.5	5.9	4.6-6.9
Extended Response	12	**7**	5.6	5.3	5.6	5.5-5.6

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

Writing has a general purpose with attempted focus.

Writing has some organization.

Writing includes supporting details with sufficient elaboration.

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.

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Fall 2010 - Beginning of Grade 04 NECAP Tests

Grade 04 Students in 2010-2011

Item Analysis Report — Reading

School: Demonstration School 1
District: Demonstration District A
State: Vermont
Code: DEMOA-DEMO1

		Released Items												Total Test Results							
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	Subcategory Points Earned							
	Content Strand	WV	WV	WV	IA	II	II	WV	II	WV	II	WV	IA	Word ID/Vocabulary	Literary	Informational	Initial Understanding	Analysis & Interpretation	Total Points Earned	Scaled Score	Achievement Level
	GE Code	3-2	3-3	3-2	3-8	3-7	3-7	3-1	3-7	3-3	3-7	3-3	3-8								
	Depth of Knowledge Code	1	1	2	2	1	1	1	1	1	1	2	2								
	Item Type	MC	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR								
	Correct MC Response	C	C	A	B	B	C		D	C	B	D									
Name/Student ID	Total Possible Points	1	1	1	1	1	1	4	1	1	1	1	4	18	18	16	20	14	52		
Austin, Samantha K	D044005	+	+	+	+	+	+	4	+	+	+	+	2	18	18	14	20	12	50	480	4
Baez, Matthew	D044038	A	D	B	D	A	+	4	C	A	A	B	1	8	7	4	7	4	19	426	1
Caldwell, Tedrique M	D044047													0	0	0	0	0	0		E
Cardoza, Devyn K	D044037	+	+	+	+	+	+	4	+	+	+	+	2	18	13	12	15	10	43	458	4
Loptien, Elizabeth G	D044007	+	+	+	+	D	+	4	+	+	+	+	1	16	12	10	15	7	38	448	3
Luna, Angel	D044018	+	+	+	+	+	+	1	+	+	+	+	2	13	13	11	14	10	37	447	3
Mankey, Sara	D044048	+	+	B	+	C	D	3	A	+	A	B	0	9	6	2	5	3	17	423	1
Martel, Jacob V	D044045	+	+	+	+	+	+	4	+	+	+	+	3	17	16	12	17	11	45	463	4
Mason, Colton	D044050													0	0	0	0	0	0		N
Mastrion, Giana	D044025	+	+	+	+	+	+	4	+	+	+	+	3	17	15	12	16	11	44	460	4
Mcanistan, Joshua	D044023													0	0	0	0	0	0		S
Paris, Jacqulyn	D044031	+	+	+	+	A	+	3	A	+	+	+	3	15	9	10	11	8	34	443	3
Patrick, Andrew M	D044014	+	+	+	+	+	+	4	+	+	+	+	1	16	15	11	17	9	42	455	3
Pelosi, Jenna R	D044029	+	+	+	+	A	+	4	+	+	+	C	1	15	15	11	18	8	41	453	3
Perez, Anthony	D044009													0	0	0	0	0	0		W
Rigdon, Celsi	D044051													0	0	0	0	0	0		A
Rivera, Ruben	D044004													0	0	0	0	0	0		L
Sawyer, Brianna M	D044002	+	+	+	+	D	B	2	+	+	D	+	1	11	5	4	6	3	20	428	1
Schafer, Scott	D044012	+	+	+	+	+	+	4	+	+	+	+	4	18	15	15	18	12	48	476	4
Smithson, Alexys C	D044006	+	+	+	+	+	+	4	+	+	+	+	2	18	13	12	17	8	43	458	4
Veilleux, Vanessa V	D044022	+	+	+	+	A	+	4	+	+	+	+	4	16	16	13	16	13	45	463	4
Villalpando, Jessejames R	D044021	+	B	+	A	+	D	2	A	D	D	C	0	6	4	1	3	2	11	410	1

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12									
Percent Correct/Average Score: Group	94	88	88	88	56	81	3.4	75	88	75	75	1.9	14.4	12.0	9.6	13.4	8.2				
Percent Correct/Average Score: School	94	88	88	88	56	81	3.4	75	88	75	75	1.9	14.4	12.0	9.6	13.4	8.2				
Percent Correct/Average Score: District	88	79	88	88	60	79	3.2	67	86	67	79	1.8	13.7	12.3	9.3	13.5	8.0				
Percent Correct/Average Score: State	88	79	89	83	64	71	3.3	63	76	77	73	1.9	13.9	12.0	8.9	13.0	7.9				

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Fall 2010 - Beginning of Grade 03 NECAP Tests

Grade 03 Students in 2010-2011

Item Analysis Report — Mathematics

School: Demonstration School 1
District: Demonstration District A
State: Vermont
Code: DEMOA-DEMO1

		Released Items																Total Test Results							
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Subcategory Points Earned					Total Points Earned	Scaled Score	Achievement Level
	Content Strand	NO	NO	NO	NO	NO	NO	FA	FA	FA	DP	NO	NO	GM	NO	GM	DP	Numbers & Operations	Geometry & Measurement	Functions & Algebra	Data, Statistics, & Probability				
	GE Code	2-1	2-2	2-2	2-2	2-3	2-5	2-1	2-1	2-4	2-2	2-2	2-5	2-1	2-3	2-7	2-4								
	Depth of Knowledge Code	2	2	2	2	1	1	2	2	2	2	2	2	2	2	2	2								
	Item Type	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	SA	SA	SA	SA	SA	SA								
	Correct MC Response	C	D	A	B	A	B	B	B	C	D														
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		
Bicalho, Melissa	D034015	+	+	+	+	+	+	+	+	A	+	1	1	1	1	1	1	28	8	7	9		52	351	3
Blair, Joseph J	D034053	+	+	+		+	+		+	B	B	1	0	1	1	1	1	27	4	6	6		43	344	3
Blaskovich, Kiley N	D034004																	0	0	0	0		0		A
Brooks, Dylan	D034045	+	+	+	+	+	+	+	+	+	+	1	1	1	0	2	1	33	8	9	9		59	360	4
Brown, Shannon F	D034035	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0		0	300	1
Buus, Charles	D034006	+	C	+	C	C	+	+	+	+	+	1	0	1	2	0	0	19	3	7	3		32	336	2
Caldwell, Diamond	D034046	B		B	+	B	+	+	A	B	B	0	0	0	0	0	0	9	0	3	0		12	318	1
Colvin, Timothy J	D034008	+	+	+	C	+	+	+	+	A	C	1	0	0	1	0	0	22	3	6	3		34	338	2
Connors, Mckayla	D034040	+	C	+	C	+	+	+	+	+	+	1	1	1	2	1	2	28	6	10	9		53	352	3
Lovec, Makayla	D034039	+	C	C	C	C	+	+	+	A	C	0	0	0	0	0	0	16	3	3	6		28	334	2
Lyon, Steven W	D034037	+	C	+	+	+	+	+	+	A	+	1	0	0	0	2	1	29	7	8	9		53	352	3
Madore, Brittany I	D034026	A	+	+	A	+	+	+	+	B	+	1	1	1	0	1	0	22	8	6	4		40	342	3
Mccrobie, Casey L	D034036	+	+	C	+	C	+	+	+	A	+	1	0	1	2	2	2	28	7	7	10		52	351	3
Mckinney, Timothy	D034020	+	C	+	+	C	+	+	+	B	+	1	0	0	0	1	0	25	4	6	8		43	344	3
Mehigan, Jessica	D034043																	0	0	0	0		0		W
Michaud, Cody M	D034052	+	B	+	C	+	+	+	A	A	B	0	0	1	1	1	0	19	4	4	3		30	335	2
Mills, Tayla	D034001	+	+	+	C	+	+	+	+	A	+	1	0	1	1	2	2	22	8	8	10		48	348	3
Mitchell, Kaelin M	D034002	+	+	C	+	D	A	+	+	D	+	0	0	0	1	0	0	20	2	5	7		34	338	2
Moore, Tevin	D034028	D	+	+	+	D	+	+	+	B	+	1	0		0	0	0	25	5	6	6		42	343	3
Pantojadiaz, Ravennebeat	D034049	+	C	D	+	D	A	A	A	B	C	1	0	0	0	1	0	14	4	1	4		23	330	1
Powers, Alexandra C	D034057	+	+	+	+	+	+	+	+	+	+	1	1	1	1	2	2	31	9	8	10		58	358	4
Shea, Timothy	D034059																	0	0	0	0		0		N
Siegel, Malesha	D034016	+	C	B	+	D	+	+	+	D	C	0	0	0	0	0	1	19	3	8	5		35	338	2
Simpson, Jordan	D034044	+	+	+	C	+	+	+	+	A	+	1	1	0	2	1	1	32	5	8	9		54	353	4
Srey, Sophany C	D034033	+	+	+	+	+	+	+	+	+	+	0	0	1	0	1	2	28	6	9	10		53	352	3
Statham, Trevor	D034025	A	C	D	C	D	+	D	C	A	B	1	0	0	0	1	0	12	3	2	1		18	325	1

C O N F I D E N T I A L

Fall 2010 - Beginning of Grade 03 NECAP Tests

Grade 03 Students in 2010-2011

Item Analysis Report — Mathematics

School: Demonstration School 1
District: Demonstration District A
State: Vermont
Code: DEMOA-DEMO1

	Released Items																Total Test Results							
Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Subcategory Points Earned					Total Points Earned	Scaled Score	Achievement Level
Content Strand	NO	NO	NO	NO	NO	NO	FA	FA	FA	DP	NO	NO	GM	NO	GM	DP	Numbers & Operations	Geometry & Measurement	Functions & Algebra	Data, Statistics, & Probability				
GE Code	2-1	2-2	2-2	2-2	2-3	2-5	2-1	2-1	2-4	2-2	2-2	2-5	2-1	2-3	2-7	2-4								
Depth of Knowledge Code	2	2	2	2	1	1	2	2	2	2	2	2	2	2	2	2								
Item Type	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	SA	SA	SA	SA	SA	SA								
Correct MC Response	C	D	A	B	A	B	B	B	C	D														
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		

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16					
Percent Correct/Average Score: Group	78	52	65	52	52	87	83	78	22	61	0.7	0.3	0.5	0.7	0.9	0.7	22.1	4.8	6.0	6.1	
Percent Correct/Average Score: School	78	52	65	52	52	87	83	78	22	61	0.7	0.3	0.5	0.7	0.9	0.7	22.1	4.8	6.0	6.1	
Percent Correct/Average Score: District	78	59	73	49	65	84	80	80	33	57	0.7	0.4	0.6	0.8	1.0	0.8	23.6	5.4	6.4	6.3	
Percent Correct/Average Score: State	69	75	73	59	57	89	87	79	39	41	0.7	0.3	0.7	0.8	0.9	0.8	23.9	5.4	6.6	6.2	

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Fall 2010 - Beginning of Grade 08 NECAP Tests

Grade 08 Students in 2010-2011

Item Analysis Report — Writing

School: Demonstration School 1
District: Demonstration District A
State: Vermont
Code: DEMOA-DEMO1

		Released Items														Total Test Results					
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Subcategory Points Earned			Total Points Earned	Scaled Score	Achievement Level
	Content Strand	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	NW	LR	PW	RW	Multiple Choice	Short Responses	Extended Response			
	GE Code	7-9	7-9	7-9	7-9	7-9	7-1	7-9	7-9	7-9	7-9	7-5	7-2	7-8	M						
	Depth of Knowledge Code	1	1	1	1	1	2	1	1	1	1	2	2	2	3						
	Item Type	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	CR	CR	CR	ER						
	Correct MC Response	D	B	A	C	B	D	A	C	B	C										
Name/Student ID	Total Possible Points	1	1	1	1	1	1	1	1	1	1	4	4	4	12	10	12	12	34		
Barnes, Sawyer	D084018	+	+	C	+	+	B	B	A	+	A	2	1	1	2	5	4	2	11	822	1
Bergeron, Micheal	D084022	+	D	C	D	+	C	B	A	C	D	3	2	2	6	2	7	6	15	829	2
Bernal, Perla	D084019	+	+	C	+	+	B	D	+	+	B	4	3	3	7	6	10	7	23	844	3
Blushi, Thomas	D084047	+	+	+	+	+	+	+	+	+	+	3	2	2	8	10	7	8	25	849	3
Boekankamp, Danielle C	D084051	+	+	+	+	+	+	+	+	+	+	4	3	3	8	10	10	8	28	856	4
Brayton, Christop J	D084060	+	+	+	D	+	+	D	+	C	+	2	2	3	7	7	7	7	21	840	3
Brewer, Katie R	D084038	+	+	+	+	+	+	+	+	C	D	4	3	3	8	8	10	8	26	851	3
Byrd, Jacob M	D084058	+	+	+	+	A	A	+	B	+	+	4	3	3	6	7	10	6	23	844	3
Calderon, Bryan	D084061	+	+	+	+	A	A	+	D	D	D	3	3	3	7	5	9	7	21	840	3
Cambria, Reagan M	D084011	+	+	B	A	+	+	+	+	D	+	4	2	3	7	7	9	7	23	844	3
Carbonell, Jasmine L	D084066															0	0	0	0		N
Chamberland, Matthew	D084063	+	+	+	+	+	+	+	+	+	+	3	2	2	6	10	7	6	23	844	3
Edwards, Trey	D084015	+	+	+	+	+	+	+	+	+	+	2	3	4	6	10	9	6	25	849	3
Eggleston, Rachel N	D084046	+	+	+	+	+	B	+	+	C	B	4	2	3	7	7	9	7	23	844	3
Fennell, Jeffrey	D084002	+	+	+	+	+	B	+	D	A	+	4	3	3	6	7	10	6	23	844	3
Fisher, Arianna J	D084043	+	+	+	+	+	A	+	+	+	+	3	3	3	9	9	9	9	27	853	3
Fong, Eddy N	D084024	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	800	1
Frances, Brittany	D084020	+	+	+	A	+	+	B	A	A	B	2	1	2	6	5	5	6	16	831	2
Godair, Bryan	D084026	+	+	+	+	+	+	B	+	+	B	4	3	2	6	8	9	6	23	844	3
Godes, Amanda M	D084021	+	+	+	A	C	C	+	B	D	A	2	2	1	6	4	5	6	15	829	2
Hanson, Kadeen	D084032	+	+	+	+	A	B	D	+	A	D	3	3	2	7	5	8	7	20	838	2
Harper, Jordan J	D084010	+	+	C	+	+	C	D	D	C	+	2	2	2	2	5	6	2	13	826	1
Hoskins, Tamara L	D084025	A	C	+	A	+	C	+	A	C	A	3	2	2	0	3	7	0	10	821	1
Huish, Alfred P	D084029	+	+	B	+	+	C	D	+	A	A	3	3	3	6	5	9	6	20	838	2
Mekkelson, Olivia R	D084039	+	+	+	+	+	+	+	+	+	A	4	4	4	8	9	12	8	29	859	4
Milekic, Luka	D084014															0	0	0	0		S
Porter, Travis	D084034	+	+	+	+	+	+	+	+	+	+	4	3	3	10	10	10	10	30	863	4
Smith, Christopher	D084017	+	+	C	A	A	+	C	D	+	B	2	1	1	5	4	4	5	13	826	1
Spencer, Joshua	D084012	+	+	D	B	+	C	+	+	C	B	3	4	3	7	5	10	7	22	842	3
Thomas, James A	D084006															0	0	0	0		S

CONFIDENTIAL

Fall 2010 - Beginning of Grade 08 NECAP Tests

Grade 08 Students in 2010-2011

Item Analysis Report — Writing

School: Demonstration School 1
District: Demonstration District A
State: Vermont
Code: DEMOA-DEMO1

		Released Items														Total Test Results					
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Subcategory Points Earned			Total Points Earned	Scaled Score	Achievement Level
	Content Strand	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	NW	LR	PW	RW	Multiple Choice	Short Responses	Extended Response			
	GE Code	7-9	7-9	7-9	7-9	7-9	7-1	7-9	7-9	7-9	7-9	7-5	7-2	7-8	M						
	Depth of Knowledge Code	1	1	1	1	1	2	1	1	1	1	2	2	2	3						
	Item Type	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	CR	CR	CR	ER						
	Correct MC Response	D	B	A	C	B	D	A	C	B	C										
Name/Student ID	Total Possible Points	1	1	1	1	1	1	1	1	1	1	4	4	4	12	**10**	**12**	**12**	**34**		
Tuckerdillon, Kaedon	D084059	+	+	+	+	+	+	+	+	C	A	2	2	2	6	**8**	**6**	**6**	**20**	**838**	**2**
Turavani, Giana	D084030	A	D	B	A	+	C	+	D	D	A	4	2	2	6	**2**	**8**	**6**	**16**	**831**	**2**

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14			
Percent Correct/Average Score: Group	90	86	66	66	79	45	62	59	41	38	3.0	2.4	2.4	6.0	6.3	7.8	6.0
Percent Correct/Average Score: School	90	86	66	66	79	45	62	59	41	38	3.0	2.4	2.4	6.0	6.3	7.8	6.0
Percent Correct/Average Score: District	86	88	70	65	79	51	72	65	47	46	3.0	2.4	2.4	6.4	6.7	7.9	6.4
Percent Correct/Average Score: State	89	84	80	79	69	62	74	64	49	55	3.0	2.4	2.4	6.7	7.0	7.8	6.7

About The New England Common Assessment Program

This report highlights results from the Fall 2010 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and 11 and writing tests are administered to students in grades 5, 8, and 11. The NECAP grade 11 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 school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide two extended responses of 1-3 pages.

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

In addition to this report of grade 11 results, schools and districts will also receive Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2010
Beginning of Grade 11
NECAP Tests

Grade 11 Students in 2010-2011

School Results

School: Demonstration School 1

District: Demonstration District A

Code: DA-DEMO1

Fall 2010 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2010-2011
Grade Level Summary Report

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

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	43			85			11,164			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	**41**	**42**	**41**	**78**	**79**	**77**	**10,628**	**10,672**	**10,594**	**95**	**98**	**95**	**92**	**93**	**91**	**95**	**96**	**95**
With an approved accommodation	10	10	8	12	18	9	1,745	2,408	1,172	24	24	20	15	23	12	16	23	11
Current LEP Students	2	3	2	5	5	4	271	311	261	5	7	5	6	6	5	3	3	2
With an approved accommodation	0	0	0	0	0	0	36	50	28	0	0	0	0	0	0	13	16	11
IEP Students	4	4	4	5	5	5	1,627	1,625	1,612	10	10	10	6	6	6	15	15	15
With an approved accommodation	3	3	3	3	3	3	820	841	747	75	75	75	60	60	60	50	52	46
Students not tested in NECAP	**2**	**1**	**2**	**7**	**6**	**8**	**536**	**492**	**570**	**5**	**2**	**5**	**8**	**7**	**9**	**5**	**4**	**5**
State Approved	2	1	2	5	3	5	195	156	189	100	100	100	71	50	63	36	32	33
Alternate Assessment	0	0	0	1	1	1	108	108	108	0	0	0	20	33	20	55	69	57
First Year LEP	1	0	1	1	0	1	40	0	41	50	0	50	20	0	20	21	0	22
Withdrew After October 1	1	1	1	1	1	1	34	35	30	50	100	50	20	33	20	17	22	16
Enrolled After October 1	0	0	0	1	0	1	1	0	1	0	0	0	20	0	20	1	0	1
Special Consideration	0	0	0	1	1	1	12	13	9	0	0	0	20	33	20	6	8	5
Other	0	0	0	2	3	3	341	336	381	0	0	0	29	50	38	64	68	67

NECAP RESULTS

	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	43	2	0	41	9	22	23	56	6	15	3	7	1146	78	23	59	12	6	1147	10,628	28	48	16	8	1147
MATH	43	1	0	42	0	0	9	21	16	38	17	40	1134	79	1	30	32	37	1136	10,672	3	30	29	38	1135
WRITING	43	2	0	41	0	0	24	59	14	34	3	7	6.3	77	0	57	38	5	6.4	10,594	1	50	44	5	6.4

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient
Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.
Note: Some numbers may have been left blank because fewer than ten (10) students were tested.

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

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

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

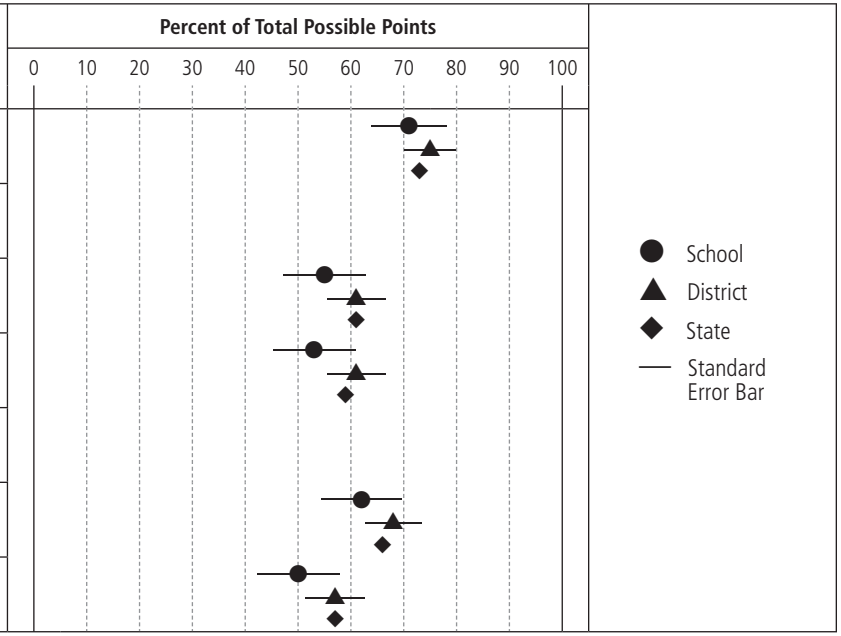
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09	71	1	18	52	0	0	20	38	17	33	15	29	1136
2009-10	69	3	2	64	14	22	35	55	10	16	5	8	1146
2010-11	**43**	**2**	**0**	**41**	**9**	**22**	**23**	**56**	**6**	**15**	**3**	**7**	**1146**
Cumulative Total	183	6	20	157	23	15	78	50	33	21	23	15	1143
DISTRICT													
2008-09	130	6	0	124	16	13	66	53	31	25	11	9	1143
2009-10	128	6	3	119	33	28	60	50	17	14	9	8	1148
2010-11	**85**	**5**	**2**	**78**	**18**	**23**	**46**	**59**	**9**	**12**	**5**	**6**	**1147**
Cumulative Total	343	17	5	321	67	21	172	54	57	18	25	8	1146
STATE													
2008-09	11,203	179	340	10,684	1,909	18	5,498	51	2,125	20	1,152	11	1145
2009-10	11,189	223	224	10,742	2,466	23	5,416	50	1,875	17	985	9	1146
2010-11	**11,164**	**195**	**341**	**10,628**	**2,964**	**28**	**5,126**	**48**	**1,688**	**16**	**850**	**8**	**1147**
Cumulative Total	33,556	597	905	32,054	7,339	23	16,040	50	5,688	18	2,987	9	1146

Subtopic	Total Possible Points
Word ID/Vocabulary	20
Type of Text	
Literary	42
Informational	42
Level of Comprehension	
Initial Understanding	31
Analysis & Interpretation	53



Fall 2010 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2010-2011
Disaggregated Reading Results

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

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**43**	**2**	**0**	**41**	**9**	**22**	**23**	**56**	**6**	**15**	**3**	**7**	**1146**	**78**	**23**	**59**	**12**	**6**	**1147**	**10,628**	**28**	**48**	**16**	**8**	**1147**
Gender																									
Male	22	2	0	20	2	10	12	60	5	25	1	5	1143	33	12	67	15	6	1144	5,364	22	50	18	10	1145
Female	19	0	0	19	7	37	9	47	1	5	2	11	1150	42	33	50	10	7	1150	5,255	34	46	14	6	1149
Not Reported	2	0	0	2										3						9					
Race/Ethnicity																									
Hispanic or Latino	7	1	0	6										14	0	64	14	21	1139	1,803	11	48	24	17	1141
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						63	16	41	30	13	1142
Asian	1	0	0	1										2						288	26	52	18	4	1148
Black or African American	2	0	0	2										5						862	11	46	27	15	1141
Native Hawaiian or Pacific Islander	1	0	0	1										1						30	3	53	23	20	1140
White	25	0	0	25	7	28	14	56	3	12	1	4	1149	47	32	57	9	2	1151	7,343	34	49	12	5	1150
Two or more races	2	0	0	2										4						166	28	47	20	5	1147
No Race/Ethnicity Reported	4	1	0	3										4						73	5	19	38	37	1134
LEP Status																									
Current LEP student	3	1	0	2										5						271	1	18	32	48	1131
Former LEP student - monitoring year 1	1	0	0	1										1						26	0	54	38	8	1140
Former LEP student - monitoring year 2	0	0	0	0										1						32	3	53	38	6	1141
All Other Students	39	1	0	38	9	24	22	58	6	16	1	3	1147	71	24	62	13	1	1149	10,299	29	49	15	7	1148
IEP																									
Students with an IEP	5	1	0	4										5						1,627	4	32	33	31	1135
All Other Students	38	1	0	37	9	24	21	57	5	14	2	5	1147	73	25	60	11	4	1148	9,001	32	51	13	4	1149
SES																									
Economically Disadvantaged Students	15	1	0	14	2	14	5	36	4	29	3	21	1139	28	11	50	21	18	1141	3,762	13	49	24	14	1142
All Other Students	28	1	0	27	7	26	18	67	2	7	0	0	1150	50	30	64	6	0	1151	6,866	36	48	11	5	1150
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	43	2	0	41	9	22	23	56	6	15	3	7	1146	78	23	59	12	6	1147	10,628	28	48	16	8	1147
Title I																									
Students Receiving Title I Services	12	1	0	11	1	9	5	45	2	18	3	27	1137	19	5	53	16	26	1138	2,652	13	48	25	15	1142
All Other Students	31	1	0	30	8	27	18	60	4	13	0	0	1150	59	29	61	10	0	1150	7,976	33	48	13	6	1149
504 Plan																									
Students with a 504 Plan	2	0	0	2										2						250	30	55	12	3	1149
All Other Students	41	2	0	39	9	23	22	56	5	13	3	8	1146	76	24	59	11	7	1148	10,378	28	48	16	8	1147

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

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

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

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

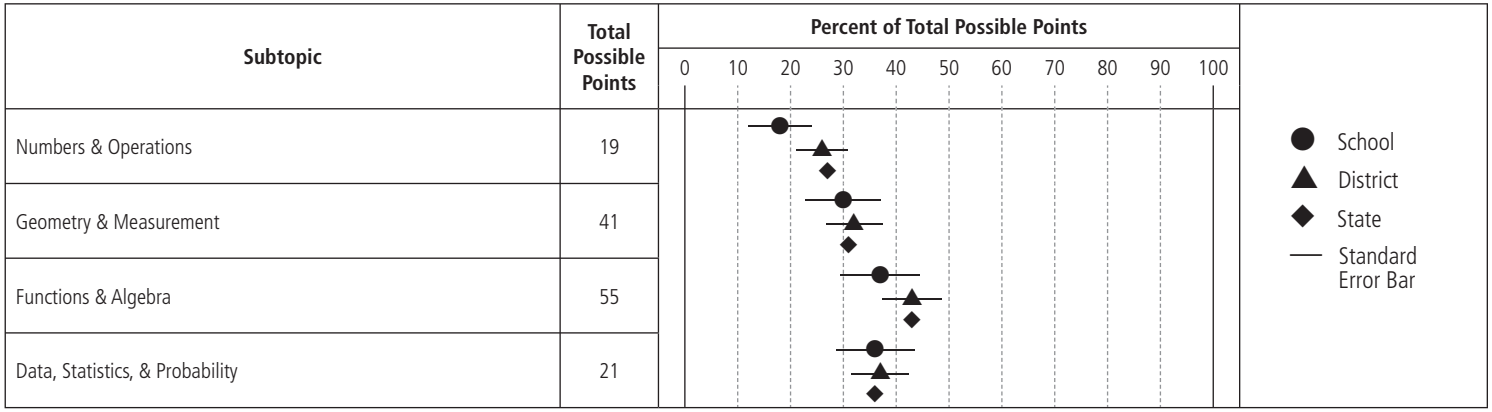
Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical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

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

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

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

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09	71	2	18	51	0	0	2	4	10	20	39	76	1128
2009-10	69	3	2	64	3	5	14	22	19	30	28	44	1135
2010-11	**43**	**1**	**0**	**42**	**0**	**0**	**9**	**21**	**16**	**38**	**17**	**40**	**1134**
Cumulative Total	183	6	20	157	3	2	25	16	45	29	84	54	1132
DISTRICT													
2008-09	130	7	0	123	1	1	27	22	34	28	61	50	1132
2009-10	128	5	3	120	4	3	29	24	36	30	51	43	1135
2010-11	**85**	**3**	**3**	**79**	**1**	**1**	**24**	**30**	**25**	**32**	**29**	**37**	**1136**
Cumulative Total	343	15	6	322	6	2	80	25	95	30	141	44	1134
STATE													
2008-09	11,203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134
2009-10	11,189	195	278	10,716	181	2	2,748	26	2,958	28	4,829	45	1134
2010-11	**11,164**	**156**	**336**	**10,672**	**272**	**3**	**3,224**	**30**	**3,094**	**29**	**4,082**	**38**	**1135**
Cumulative Total	33,556	512	957	32,087	608	2	8,711	27	9,059	28	13,709	43	1134



Fall 2010 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2010-2011
Disaggregated Mathematics Results

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

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**43**	**1**	**0**	**42**	**0**	**0**	**9**	**21**	**16**	**38**	**17**	**40**	**1134**	**79**	**1**	**30**	**32**	**37**	**1136**	**10,672**	**3**	**30**	**29**	**38**	**1135**
Gender																									
Male	22	1	0	21	0	0	3	14	8	38	10	48	1131	33	0	24	39	36	1134	5,386	3	31	28	38	1135
Female	19	0	0	19	0	0	6	32	7	37	6	32	1137	43	2	37	26	35	1137	5,277	2	29	30	39	1135
Not Reported	2	0	0	2										3						9					
Race/Ethnicity																									
Hispanic or Latino	7	0	0	7										14	0	21	14	64	1130	1,837	<1	13	25	62	1129
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						64	2	14	28	56	1132
Asian	1	0	0	1										2						293	4	33	31	32	1137
Black or African American	2	0	0	2										5						865	<1	12	24	63	1129
Native Hawaiian or Pacific Islander	1	0	0	1										1						29	0	21	24	55	1129
White	25	0	0	25	0	0	7	28	11	44	7	28	1136	47	2	38	38	21	1138	7,342	3	37	31	29	1137
Two or more races	2	0	0	2										4						166	1	23	31	45	1135
No Race/Ethnicity Reported	4	1	0	3										5						76	0	8	13	79	1124
LEP Status																									
Current LEP student	3	0	0	3										5						311	0	3	9	89	1122
Former LEP student - monitoring year 1	1	0	0	1										1						26	0	8	15	77	1130
Former LEP student - monitoring year 2	0	0	0	0										1						33	0	12	24	64	1130
All Other Students	39	1	0	38	0	0	9	24	16	42	13	34	1134	72	1	32	35	32	1136	10,302	3	31	30	37	1135
IEP																									
Students with an IEP	5	1	0	4										5						1,625	0	6	13	81	1124
All Other Students	38	0	0	38	0	0	9	24	15	39	14	37	1136	74	1	32	32	34	1137	9,047	3	35	32	31	1137
SES																									
Economically Disadvantaged Students	15	0	0	15	0	0	2	13	4	27	9	60	1130	28	0	18	29	54	1132	3,794	1	16	27	56	1131
All Other Students	28	1	0	27	0	0	7	26	12	44	8	30	1136	51	2	37	33	27	1137	6,878	4	38	30	28	1137
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	43	1	0	42	0	0	9	21	16	38	17	40	1134	79	1	30	32	37	1136	10,672	3	30	29	38	1135
Title I																									
Students Receiving Title I Services	12	0	0	12	0	0	1	8	2	17	9	75	1126	19	0	16	16	68	1129	2,680	1	15	25	60	1130
All Other Students	31	1	0	30	0	0	8	27	14	47	8	27	1137	60	2	35	37	27	1138	7,992	3	35	30	31	1137
504 Plan																									
Students with a 504 Plan	2	0	0	2										2						250	4	32	37	27	1137
All Other Students	41	1	0	40	0	0	9	23	16	40	15	38	1134	77	1	31	32	35	1136	10,422	3	30	29	39	1135

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

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

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

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

Proficient with Distinction (Level 4)
Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

Proficient (Level 3)
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient (Level 2)
Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)
Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

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

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

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

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

Average Score Comparison by Type of Writing§

Type of Writing	Tested	School Number Tested	School Mean Score	District Number Tested	District Mean Score	State Number Tested	State Mean Score
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11 (C)	41	6.3	77	6.4	10,594	6.4
	2009-10	9		17	6.5	1,339	6.5
Response to Literary Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2010-11	7		11	6.2	1,327	6.2
	2009-10	11	5.8	22	6.1	1,323	6.2
Response to Informational Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2010-11	6		7		1,313	6.3
	2009-10	4		9		1,321	6.2
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11	7		16	6.4	1,321	6.6
	2009-10	9		17	6.5	1,339	6.5
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2010-11	4		12	6.2	1,328	6.6
	2009-10	7		13	6.8	1,337	6.8
Persuasive Essay Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something, or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.	2010-11	6		11	6.5	1,340	6.6
	2009-10	6		11	8	1,326	6.6

(C) This type of writing was administered to all students.
The ● shows this year's score and the black bar (▬) shows the range where most students in this sample scored.
The ▲ shows last year's score and the gray bar (▬) shows the range where most students in this sample scored.
§ The range of 0 to 12 on the graphic display represents the possible score range for the writing prompt. The range of 0 to 12 is a result of adding the two scores assigned to the student's response from the 6-point scoring rubric. The score of 7 represents the score required to be proficient.
Note: Some numbers may have been left blank because fewer than ten (10) students were tested.

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

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

Score Distribution

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

Scoring Rubric

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

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

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

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

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

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**43**	**2**	**0**	**41**	**0**	**0**	**24**	**59**	**14**	**34**	**3**	**7**	**6.3**	**77**	**0**	**57**	**38**	**5**	**6.4**	**10,594**	**1**	**50**	**44**	**5**	**6.4**
Gender																									
Male	22	2	0	20	0	0	9	45	8	40	3	15	5.7	32	0	50	41	9	6.1	5,339	1	43	49	6	6.2
Female	19	0	0	19	0	0	14	74	5	26	0	0	6.9	42	0	62	36	2	6.7	5,246	1	56	39	3	6.7
Not Reported	2	0	0	2										3						9					
Race/Ethnicity																									
Hispanic or Latino	7	1	0	6										13	0	38	46	15	5.5	1,784	<1	37	52	11	5.8
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						64	2	42	45	11	6.0
Asian	1	0	0	1										2						288	2	54	41	3	6.6
Black or African American	2	0	0	2										5						852	1	34	56	10	5.7
Native Hawaiian or Pacific Islander	1	0	0	1										1						30	0	17	70	13	5.2
White	25	0	0	25	0	0	15	60	8	32	2	8	6.4	47	0	66	30	4	6.7	7,342	1	55	41	3	6.7
Two or more races	2	0	0	2										4						166	1	41	55	3	6.3
No Race/Ethnicity Reported	4	1	0	3										4						68	0	18	47	35	4.4
LEP Status																									
Current LEP student	3	1	0	2										4						261	0	11	50	39	3.7
Former LEP student - monitoring year 1	1	0	0	1										1						26	0	27	65	8	5.7
Former LEP student - monitoring year 2	0	0	0	0										1						33	0	24	70	6	5.7
All Other Students	39	1	0	38	0	0	24	63	12	32	2	5	6.5	71	0	59	37	4	6.6	10,274	1	51	44	4	6.5
IEP																									
Students with an IEP	5	1	0	4										5						1,612	<1	18	64	18	4.9
All Other Students	38	1	0	37	0	0	23	62	13	35	1	3	6.5	72	0	60	38	3	6.6	8,982	1	55	41	3	6.7
SES																									
Economically Disadvantaged Students	15	1	0	14	0	0	6	43	5	36	3	21	5.2	27	0	41	48	11	5.8	3,740	<1	37	54	8	5.9
All Other Students	28	1	0	27	0	0	18	67	9	33	0	0	6.8	50	0	66	32	2	6.8	6,854	1	57	39	3	6.7
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	43	2	0	41	0	0	24	59	14	34	3	7	6.3	77	0	57	38	5	6.4	10,594	1	50	44	5	6.4
Title I																									
Students Receiving Title I Services	12	1	0	11	0	0	5	45	4	36	2	18	5.2	18	0	39	44	17	5.2	2,623	<1	37	52	10	5.8
All Other Students	31	1	0	30	0	0	19	63	10	33	1	3	6.7	59	0	63	36	2	6.8	7,971	1	54	42	3	6.6
504 Plan																									
Students with a 504 Plan	2	0	0	2										2						250	2	51	46	2	6.7
All Other Students	41	2	0	39	0	0	23	59	13	33	3	8	6.3	75	0	57	37	5	6.4	10,344	1	50	44	5	6.4

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

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

Fall 2010 NECAP Tests
School Summary
2010-2011 Students

School: Demonstration School 1
District: Demonstration District A
State: Maine
Code: DEMA-DEM1

Reading	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
					Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
Demonstration School 1	**213**	**8**	**6**	**199**	**26**	**13**	**123**	**62**	**33**	**17**	**17**	**9**	
Beginning of Grade 3	28	3	1	24	3	13	15	63	2	8	4	17	343
Beginning of Grade 4	31	0	1	30	4	13	17	57	5	17	4	13	446
Beginning of Grade 5	36	1	1	34	4	12	22	65	6	18	2	6	546
Beginning of Grade 6	41	2	1	38	4	11	24	63	9	24	1	3	647
Beginning of Grade 7	36	1	1	34	6	18	20	59	7	21	1	3	748
Beginning of Grade 8	41	1	1	39	5	13	25	64	4	10	5	13	846

Mathematics	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
					Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
Demonstration School 1	**213**	**5**	**6**	**202**	**38**	**19**	**90**	**45**	**41**	**20**	**33**	**16**	
Beginning of Grade 3	28	2	1	25	6	24	9	36	1	4	9	36	341
Beginning of Grade 4	31	0	1	30	3	10	13	43	10	33	4	13	441
Beginning of Grade 5	36	1	1	34	5	15	17	50	10	29	2	6	545
Beginning of Grade 6	41	1	1	39	6	15	21	54	5	13	7	18	643
Beginning of Grade 7	36	1	1	34	9	26	13	38	8	24	4	12	745
Beginning of Grade 8	41	0	1	40	9	23	17	43	7	18	7	18	842

Writing	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
					Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
Demonstration School 1	**77**	**1**	**2**	**74**	**4**	**5**	**34**	**46**	**31**	**42**	**5**	**7**	
Beginning of Grade 5	36	1	1	34	0	0	19	56	15	44	0	0	541
Beginning of Grade 8	41	0	1	40	4	10	15	38	16	40	5	13	838

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

About The New England Common Assessment Program

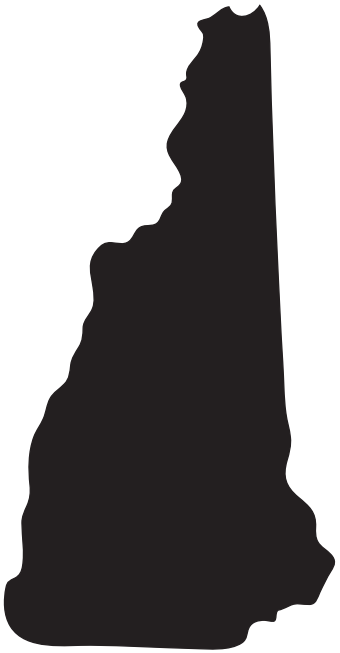
This report highlights results from the Fall 2010 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

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

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

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

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



Fall 2010
Beginning of Grade 8
NECAP Tests

Grade 8 Students in 2010-2011

District Results

District: Demonstration District A

Code: DEM-DEA

Fall 2010 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2010-2011
Grade Level Summary Report

District: Demonstration District A
State: New Hampshire
Code: DEM-DEA

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1				102			15,492						100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested				**95**	**95**	**94**	**15,173**	**15,208**	**15,125**				**93**	**93**	**92**	**98**	**98**	**98**
With an approved accommodation				16	15	16	2,578	2,559	2,443				17	16	17	17	17	16
Current LEP Students				0	1	0	227	271	225				0	1	0	1	2	1
With an approved accommodation				0	0	0	108	148	120					0		48	55	53
IEP Students				17	16	16	2,424	2,421	2,409				18	17	17	16	16	16
With an approved accommodation				13	13	13	1,830	1,826	1,759				76	81	81	75	75	73
Students not tested in NECAP				**7**	**7**	**8**	**319**	**284**	**367**				**7**	**7**	**8**	**2**	**2**	**2**
State Approved				5	5	6	205	186	209				71	71	75	64	65	57
Alternate Assessment				1	1	1	157	157	157				20	20	17	77	84	75
First Year LEP				1	0	1	23	0	23				20	0	17	11	0	11
Withdrew After October 1				1	1	1	11	13	13				20	20	17	5	7	6
Enrolled After October 1				1	1	1	2	2	1				20	20	17	1	1	<1
Special Consideration				1	2	2	12	14	15				20	40	33	6	8	7
Other				2	2	2	114	98	158				29	29	25	36	35	43

NECAP RESULTS

	District													State												
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	102	5	2	95	21	22	54	57	14	15	6	6	849	15,173	23	55	17	4	850						
MATH	102	5	2	95	23	24	35	37	21	22	16	17	843	15,208	21	45	19	16	843						
WRITING	102	6	2	94	10	11	50	53	29	31	5	5	842	15,125	12	52	29	7	842						

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient
Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.
Note: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2010 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2010-2011
Reading Results

District: Demonstration District A
State: New Hampshire
Code: DEM-DEA

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

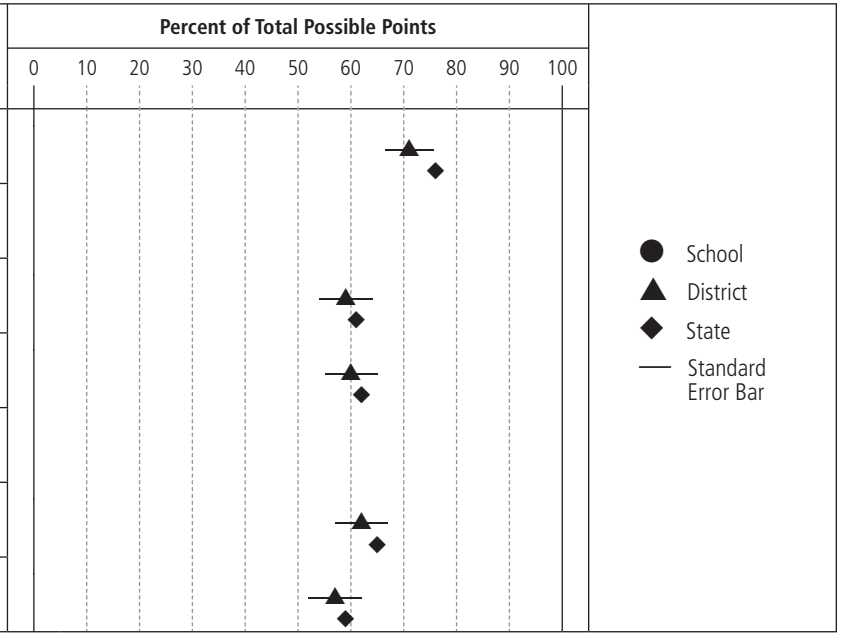
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09													
2009-10													
2010-11													
Cumulative Total													
DISTRICT													
2008-09	93	0	0	93	9	10	54	58	26	28	4	4	846
2009-10	94	5	3	86	15	17	33	38	28	33	10	12	844
2010-11	**102**	**5**	**2**	**95**	**21**	**22**	**54**	**57**	**14**	**15**	**6**	**6**	**849**
Cumulative Total	289	10	5	274	45	16	141	51	68	25	20	7	846
STATE													
2008-09	15,950	220	90	15,640	2,176	14	8,839	57	3,451	22	1,174	8	846
2009-10	15,671	218	84	15,369	3,326	22	8,305	54	2,874	19	864	6	849
2010-11	**15,492**	**205**	**114**	**15,173**	**3,540**	**23**	**8,365**	**55**	**2,620**	**17**	**648**	**4**	**850**
Cumulative Total	47,113	643	288	46,182	9,042	20	25,509	55	8,945	19	2,686	6	848

Subtopic	Total Possible Points
Word ID/Vocabulary	25
Type of Text	
Literary	56
Informational	49
Level of Comprehension	
Initial Understanding	42
Analysis & Interpretation	63



Fall 2010 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2010-2011
Disaggregated Reading Results

District: Demonstration District A
State: New Hampshire
Code: DEM-DEA

REPORTING CATEGORIES	District													State											
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**102**	**5**	**2**	**95**	**21**	**22**	**54**	**57**	**14**	**15**	**6**	**6**	**849**	**15,173**	**23**	**55**	**17**	**4**	**850**						
Gender																									
Male	54	1	0	53	11	21	30	57	8	15	4	8	848	7,795	17	57	20	5	848						
Female	48	4	2	42	10	24	24	57	6	14	2	5	850	7,378	30	53	15	3	852						
Not Reported	0	0	0	0										0											
Race/Ethnicity																									
Hispanic or Latino	3	1	0	2										513	11	51	29	10	843						
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	1	0										62	18	55	23	5	847						
Asian	4	0	0	4										347	37	50	10	3	854						
Black or African American	2	0	0	2										323	10	51	27	13	843						
Native Hawaiian or Pacific Islander	1	0	0	1										14	7	57	29	7	847						
White	90	4	1	85	18	21	48	56	14	16	5	6	848	13,781	24	56	17	4	850						
Two or more races	0	0	0	0										0											
No Race/Ethnicity Reported	1	0	0	1										133	18	55	21	6	848						
LEP Status																									
Current LEP student	1	1	0	0										227	1	30	43	26	835						
Former LEP student - monitoring year 1	1	0	0	1										29	14	72	14	0	849						
Former LEP student - monitoring year 2	1	0	0	1										29	24	59	17	0	850						
All Other Students	99	4	2	93	21	23	53	57	13	14	6	6	849	14,888	24	55	17	4	850						
IEP																									
Students with an IEP	20	2	1	17	0	0	9	53	5	29	3	18	837	2,424	3	37	41	19	838						
All Other Students	82	3	1	78	21	27	45	58	9	12	3	4	851	12,749	27	59	13	2	852						
SES																									
Economically Disadvantaged Students	23	0	0	23	3	13	12	52	4	17	4	17	843	3,571	12	51	28	9	844						
All Other Students	79	5	2	72	18	25	42	58	10	14	2	3	851	11,602	27	56	14	3	851						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	102	5	2	95	21	22	54	57	14	15	6	6	849	15,173	23	55	17	4	850						
Title I																									
Students Receiving Title I Services	2	0	0	2										437	8	55	31	6	843						
All Other Students	100	5	2	93	21	23	52	56	14	15	6	6	849	14,736	24	55	17	4	850						

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

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

Fall 2010 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2010-2011
Mathematics Results

District: Demonstration District A
State: New Hampshire
Code: DEM-DEA

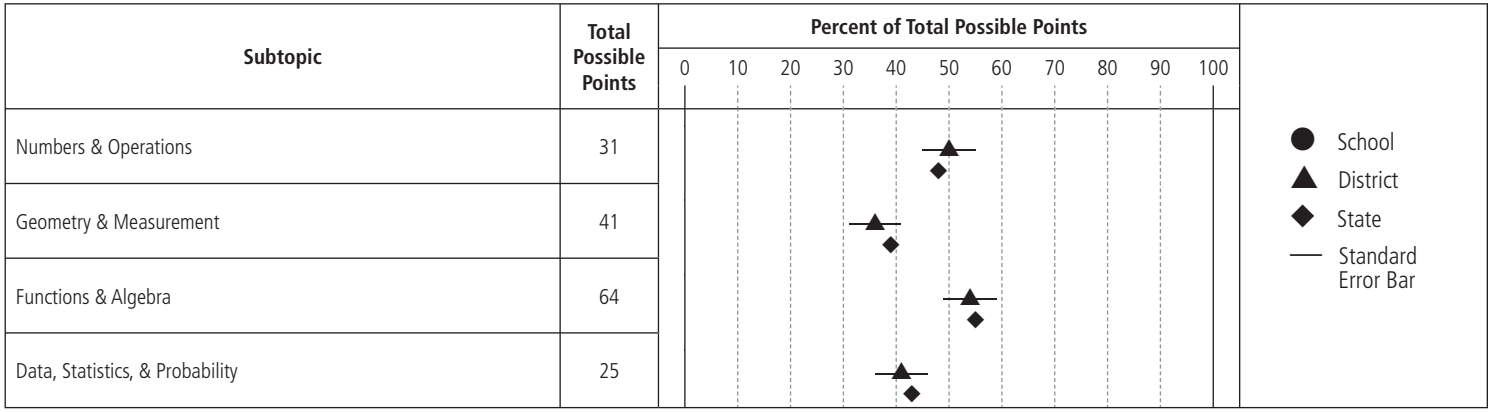
Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical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

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

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

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

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09													
2009-10													
2010-11													
Cumulative Total													
DISTRICT													
2008-09	93	0	0	93	15	16	51	55	10	11	17	18	843
2009-10	94	5	2	87	19	22	23	26	23	26	22	25	840
2010-11	**102**	**5**	**2**	**95**	**23**	**24**	**35**	**37**	**21**	**22**	**16**	**17**	**843**
Cumulative Total	289	10	4	275	57	21	109	40	54	20	55	20	842
STATE													
2008-09	15,950	201	94	15,655	2,803	18	7,299	47	3,050	19	2,503	16	843
2009-10	15,671	195	87	15,389	3,224	21	6,885	45	2,760	18	2,520	16	843
2010-11	**15,492**	**186**	**98**	**15,208**	**3,119**	**21**	**6,783**	**45**	**2,901**	**19**	**2,405**	**16**	**843**
Cumulative Total	47,113	582	279	46,252	9,146	20	20,967	45	8,711	19	7,428	16	843



Fall 2010 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2010-2011
Disaggregated Mathematics Results

District: Demonstration District A
State: New Hampshire
Code: DEM-DEA

REPORTING CATEGORIES	District													State											
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**102**	**5**	**2**	**95**	**23**	**24**	**35**	**37**	**21**	**22**	**16**	**17**	**843**	**15,208**	**21**	**45**	**19**	**16**	**843**						
Gender																									
Male	54	1	0	53	16	30	23	43	7	13	7	13	845	7,811	21	45	18	16	843						
Female	48	4	2	42	7	17	12	29	14	33	9	21	841	7,397	20	45	20	16	843						
Not Reported	0	0	0	0										0											
Race/Ethnicity																									
Hispanic or Latino	3	1	0	2										524	6	31	30	33	837						
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	1	0										62	15	39	19	27	840						
Asian	4	0	0	4										366	37	37	13	13	847						
Black or African American	2	0	0	2										333	7	27	25	41	836						
Native Hawaiian or Pacific Islander	1	0	0	1										14	0	50	29	21	840						
White	90	4	1	85	18	21	33	39	19	22	15	18	842	13,777	21	46	19	15	844						
Two or more races	0	0	0	0										0											
No Race/Ethnicity Reported	1	0	0	1										132	14	45	20	22	841						
LEP Status																									
Current LEP student	1	0	0	1										271	1	11	22	66	830						
Former LEP student - monitoring year 1	1	0	0	1										29	14	38	24	24	841						
Former LEP student - monitoring year 2	1	0	0	1										29	7	48	34	10	842						
All Other Students	99	5	2	92	23	25	35	38	20	22	14	15	843	14,879	21	45	19	15	843						
IEP																									
Students with an IEP	20	3	1	16	1	6	4	25	4	25	7	44	835	2,421	3	21	25	51	833						
All Other Students	82	2	1	79	22	28	31	39	17	22	9	11	845	12,787	24	49	18	9	845						
SES																									
Economically Disadvantaged Students	23	1	0	22	0	0	9	41	8	36	5	23	839	3,566	8	36	25	30	838						
All Other Students	79	4	2	73	23	32	26	36	13	18	11	15	845	11,642	24	47	17	11	845						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	102	5	2	95	23	24	35	37	21	22	16	17	843	15,208	21	45	19	16	843						
Title I																									
Students Receiving Title I Services	2	0	0	2										300	4	29	34	33	837						
All Other Students	100	5	2	93	23	25	34	37	21	23	15	16	843	14,908	21	45	19	15	843						

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

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

Fall 2010 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2010-2011
Writing Results

District: Demonstration District A
State: New Hampshire
Code: DEM-DEA

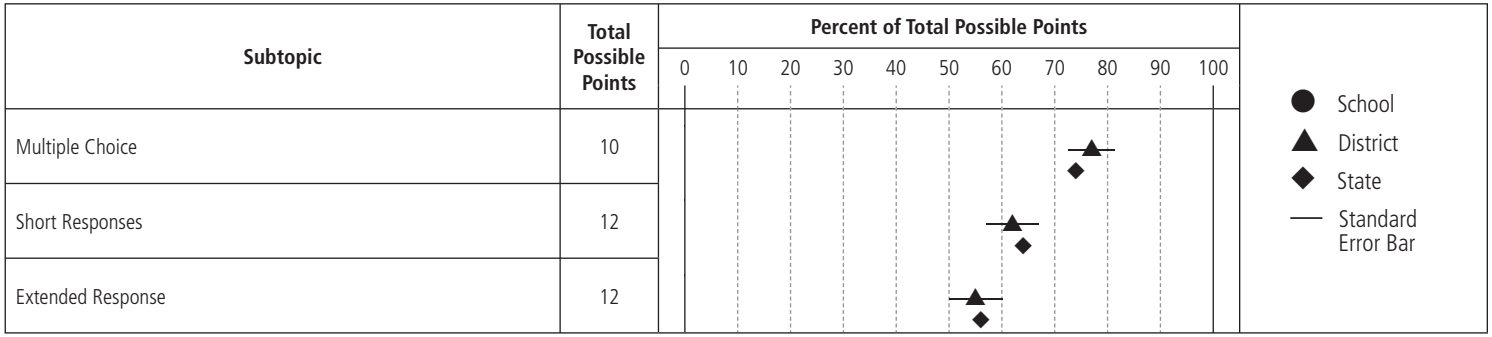
Proficient with Distinction (Level 4)
Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

Proficient (Level 3)
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient (Level 2)
Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)
Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09													
2009-10													
2010-11													
Cumulative Total													
DISTRICT													
2008-09	93	0	0	93	9	10	37	40	37	40	10	11	842
2009-10													
2010-11	**102**	**6**	**2**	**94**	**10**	**11**	**50**	**53**	**29**	**31**	**5**	**5**	**842**
Cumulative Total	195	6	2	187	19	10	87	47	66	35	15	8	842
STATE													
2008-09	15,950	225	145	15,580	1,367	9	6,566	42	5,393	35	2,254	14	841
2009-10													
2010-11	**15,492**	**209**	**158**	**15,125**	**1,829**	**12**	**7,875**	**52**	**4,394**	**29**	**1,027**	**7**	**842**
Cumulative Total	31,442	434	303	30,705	3,196	10	14,441	47	9,787	32	3,281	11	841



No historical data is available for 2009-10 because a pilot test was administered to field-test new writing items for future writing tests.

Fall 2010 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2010-2011
Disaggregated Writing Results

District: Demonstration District A
State: New Hampshire
Code: DEM-DEA

REPORTING CATEGORIES	District													State											
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**102**	**6**	**2**	**94**	**10**	**11**	**50**	**53**	**29**	**31**	**5**	**5**	**842**	**15,125**	**12**	**52**	**29**	**7**	**842**						
Gender																									
Male	54	1	0	53	3	6	28	53	19	36	3	6	840	7,765	6	46	37	10	839						
Female	48	5	2	41	7	17	22	54	10	24	2	5	844	7,360	18	58	20	3	846						
Not Reported	0	0	0	0										0											
Race/Ethnicity																									
Hispanic or Latino	3	2	0	1										508	6	45	38	12	838						
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	1	0										62	13	44	31	13	841						
Asian	4	0	0	4										347	24	56	17	3	847						
Black or African American	2	0	0	2										324	5	41	39	15	838						
Native Hawaiian or Pacific Islander	1	0	0	1										14	0	64	21	14	838						
White	90	4	1	85	10	12	43	51	27	32	5	6	842	13,738	12	53	29	6	843						
Two or more races	0	0	0	0										0											
No Race/Ethnicity Reported	1	0	0	1										132	9	55	27	9	842						
LEP Status																									
Current LEP student	1	1	0	0										225	<1	26	44	30	832						
Former LEP student - monitoring year 1	1	0	0	1										29	3	72	24	0	843						
Former LEP student - monitoring year 2	1	0	0	1										29	14	62	24	0	845						
All Other Students	99	5	2	92	10	11	50	54	27	29	5	5	842	14,842	12	52	29	6	843						
IEP																									
Students with an IEP	20	3	1	16	0	0	5	31	9	56	2	13	834	2,409	1	22	50	27	832						
All Other Students	82	3	1	78	10	13	45	58	20	26	3	4	844	12,716	14	58	25	3	844						
SES																									
Economically Disadvantaged Students	23	1	0	22	1	5	9	41	9	41	3	14	838	3,547	5	41	39	14	838						
All Other Students	79	5	2	72	9	13	41	57	20	28	2	3	843	11,578	14	55	26	5	844						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	102	6	2	94	10	11	50	53	29	31	5	5	842	15,125	12	52	29	7	842						
Title I																									
Students Receiving Title I Services	2	0	0	2										436	3	42	44	10	838						
All Other Students	100	6	2	92	10	11	49	53	28	30	5	5	842	14,689	12	52	29	7	843						

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

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

Fall 2010 NECAP Tests
District Summary
2009-2010 Students

District: Demonstration District A
State: New Hampshire
Code: DEM-DEA

Reading	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
					Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
Demonstration District A				**596**	**117**	**20**	**326**	**55**	**95**	**16**	**58**	**10**	
Beginning of Grade 3				91	14	15	57	63	12	13	8	9	346
Beginning of Grade 4				83	24	29	46	55	7	8	6	7	450
Beginning of Grade 5				86	10	12	51	59	12	14	13	15	544
Beginning of Grade 6				68	16	24	38	56	9	13	5	7	648
Beginning of Grade 7				92	15	16	48	52	21	23	8	9	747
Beginning of Grade 8				95	21	22	54	57	14	15	6	6	849
Beginning of Grade 11				81	17	21	32	40	20	25	12	15	1143

Mathematics	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
					Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
Demonstration District A				**603**	**132**	**22**	**246**	**41**	**99**	**16**	**126**	**21**	
Beginning of Grade 3				93	22	24	48	52	17	18	6	6	346
Beginning of Grade 4				84	31	37	35	42	6	7	12	14	447
Beginning of Grade 5				87	12	14	45	52	12	14	18	21	544
Beginning of Grade 6				70	19	27	28	40	6	9	17	24	644
Beginning of Grade 7				93	21	23	35	38	20	22	17	18	743
Beginning of Grade 8				95	23	24	35	37	21	22	16	17	843
Beginning of Grade 11				81	4	5	20	25	17	21	40	49	1134

Writing	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
					Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
Demonstration District A				**260**	**21**	**8**	**113**	**43**	**104**	**40**	**22**	**8**	
Beginning of Grade 5				86	9	10	31	36	37	43	9	10	540
Beginning of Grade 8				94	10	11	50	53	29	31	5	5	842
Beginning of Grade 11				80	2	3	32	40	38	48	8	10	6.1

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

Achievement Level Summary

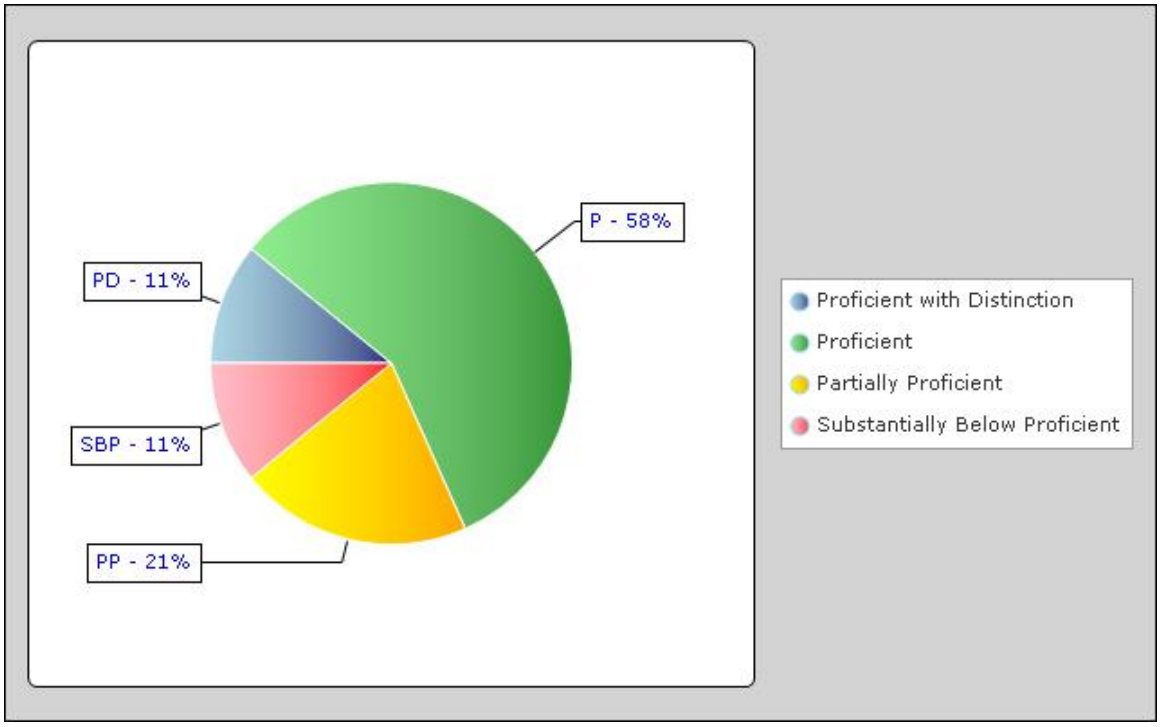
District: Demonstration District A

School: Demonstration School 1

Grade: 06

Date: 6/14/2011 10:49:03 AM

Reading



Achievement Level	Count	Percentage %*
Proficient with Distinction	2	11
Proficient	11	58
Partially Proficient	4	21
Substantially Below Proficient	2	11

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

Achievement Level Summary

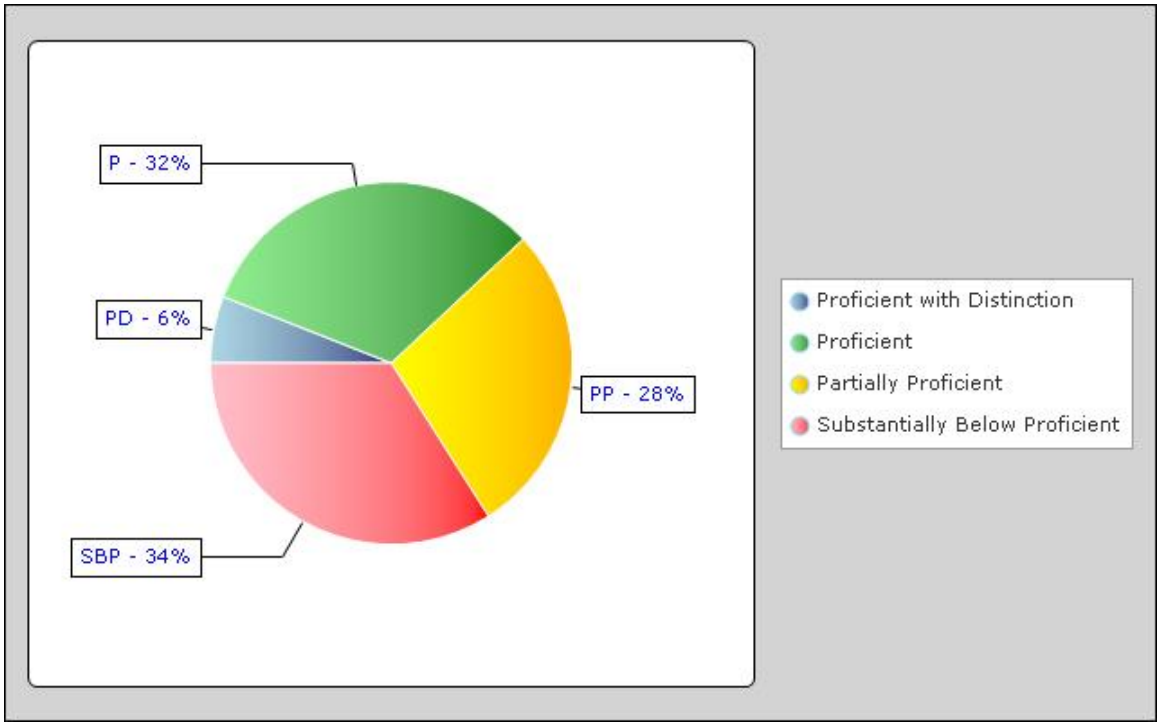
District: Demonstration District A

School: Demonstration School 1

Grade: 11

Date: 6/14/2011 10:49:54 AM

Mathematics



Achievement Level	Count	Percentage %*
Proficient with Distinction	3	6
Proficient	16	32
Partially Proficient	14	28
Substantially Below Proficient	17	34

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

Achievement Level Summary

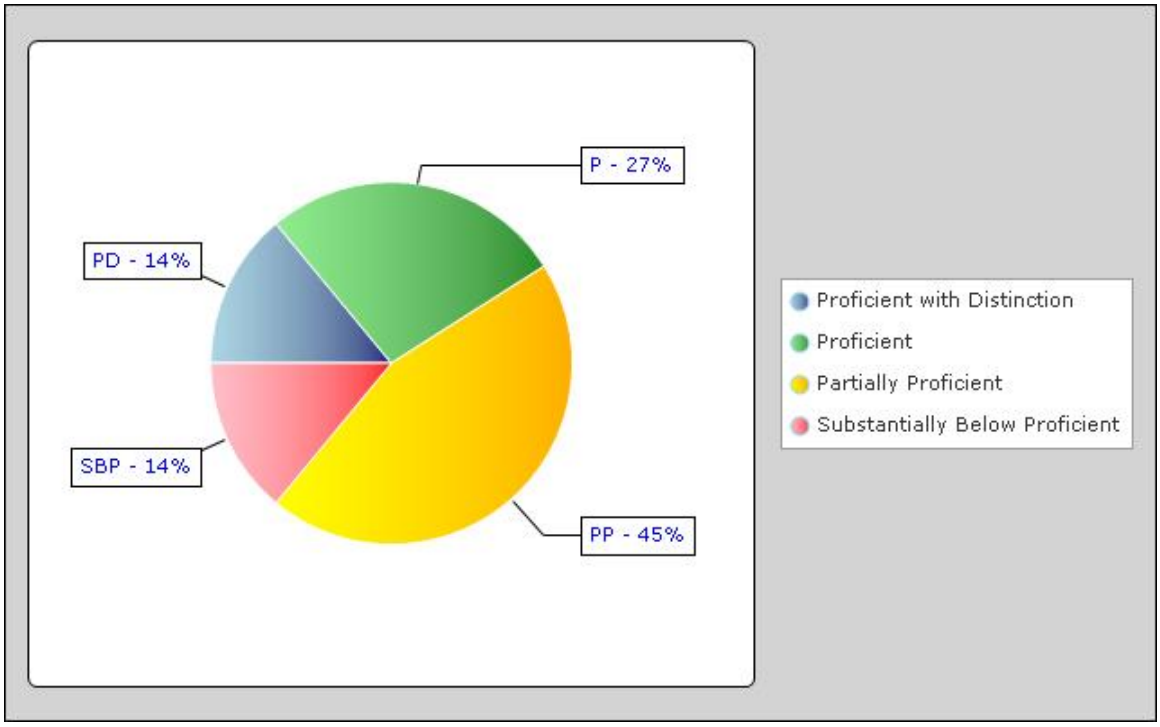
District: Demonstration District A

School: Demonstration School 1

Grade: 05

Date: 6/14/2011 10:49:35 AM

Writing



Achievement Level	Count	Percentage %*
Proficient with Distinction	3	14
Proficient	6	27
Partially Proficient	10	45
Substantially Below Proficient	3	14

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

Reading Released Items Summary Data

District: Demonstration District A
School: Demonstration School 1
Grade: 11
Date: 6/14/2011 10:50:40 AM

Multiple Choice

Released Item	Content Strand	GE Code	Correct (#)	A (#)	B (#)	C (#)	D (#)	IR (#)	Correct Response
1	WV	10-2	35	6	1	8	35	0	D
2	WV	10-3	36	3	0	36	11	0	C
3	WV	10-2	46	1	46	3	0	0	B
4	LA	10-5	37	5	6	37	1	1	C
5	LA	10-5	36	8	2	36	3	1	C
6	LA	10-5	37	0	37	3	10	0	B
8	WV	10-3	39	7	39	2	2	0	B
9	II	10-7	31	12	31	0	7	0	B
10	II	10-7	26	13	26	7	4	0	B
11	II	10-7	27	12	5	6	27	0	D
13	II	10-7	34	1	6	34	8	1	C
14	II	10-7	28	28	3	5	12	2	A
15	WV	10-2	27	15	2	27	5	1	C
16	IA	10-8	22	1	22	17	9	1	B

Open Response

Released Item	Content Strand	GE Code	Point Value	Average Score
7	LI	10-4	4	2.0
12	IA	10-8	4	1.9
17	IA	10-8	4	1.7

Reading Released Items Summary Data

District: Demonstration District A
School: Demonstration School 1
Grade: 11
Date: 6/14/2011 10:50:57 AM

Multiple Choice

Released Item	Content Strand	GE Code	Correct (%)	A (%)	B (%)	C (%)	D (%)	IR (%)	Correct Response
1	WV	10-2	70	12	2	16	70	0	D
2	WV	10-3	72	6	0	72	22	0	C
3	WV	10-2	92	2	92	6	0	0	B
4	LA	10-5	74	10	12	74	2	2	C
5	LA	10-5	72	16	4	72	6	2	C
6	LA	10-5	74	0	74	6	20	0	B
8	WV	10-3	78	14	78	4	4	0	B
9	II	10-7	62	24	62	0	14	0	B
10	II	10-7	52	26	52	14	8	0	B
11	II	10-7	54	24	10	12	54	0	D
13	II	10-7	68	2	12	68	16	2	C
14	II	10-7	56	56	6	10	24	4	A
15	WV	10-2	54	30	4	54	10	2	C
16	IA	10-8	44	2	44	34	18	2	B

Open Response

Released Item	Content Strand	GE Code	Point Value	Average Score
7	LI	10-4	4	2.0
12	IA	10-8	4	1.9
17	IA	10-8	4	1.7

Mathematics Released Items Summary Data

District: Demonstration District A
School: Demonstration School 1
Grade: 08
Date: 6/14/2011 10:52:17 AM

Multiple Choice

Released Item	Content Strand	GE Code	Correct (#)	A (#)	B (#)	C (#)	D (#)	IR (#)	Correct Response
1	GM	7-1	17	4	7	17	2	0	C
2	GM	7-2	14	14	6	3	6	1	A
3	GM	7-5	15	15	8	3	4	0	A
4	GM	7-6	12	9	4	5	12	0	D
5	FA	7-1	21	3	21	6	0	0	B
6	FA	7-2	22	5	2	22	1	0	C
7	FA	7-3	12	6	8	12	3	1	C
8	FA	7-4	15	15	8	4	3	0	A
9	FA	7-4	15	6	5	4	15	0	D
10	DP	7-1	9	10	8	3	9	0	D

Open Response

Released Item	Content Strand	GE Code	Point Value	Average Score
11	GM	7-4	1	0.2
12	FA	7-2	1	0.7
13	FA	7-1	2	0.6
14	DP	7-3	2	0.7
15	NO	7-4	4	1.7

Mathematics Released Items Summary Data

District: Demonstration District A
School: Demonstration School 1
Grade: 08
Date: 6/14/2011 10:51:24 AM

Multiple Choice

Released Item	Content Strand	GE Code	Correct (%)	A (%)	B (%)	C (%)	D (%)	IR (%)	Correct Response
1	GM	7-1	57	13	23	57	7	0	C
2	GM	7-2	47	47	20	10	20	3	A
3	GM	7-5	50	50	27	10	13	0	A
4	GM	7-6	40	30	13	17	40	0	D
5	FA	7-1	70	10	70	20	0	0	B
6	FA	7-2	73	17	7	73	3	0	C
7	FA	7-3	40	20	27	40	10	3	C
8	FA	7-4	50	50	27	13	10	0	A
9	FA	7-4	50	20	17	13	50	0	D
10	DP	7-1	30	33	27	10	30	0	D

Open Response

Released Item	Content Strand	GE Code	Point Value	Average Score
11	GM	7-4	1	0.2
12	FA	7-2	1	0.7
13	FA	7-1	2	0.6
14	DP	7-3	2	0.7
15	NO	7-4	4	1.7

Writing Released Items Summary Data

District: Demonstration District A
School: Demonstration School 1
Grade: 08
Date: 6/14/2011 10:56:24 AM

Multiple Choice

Released Item	Content Strand	GE Code	Correct (#)	A (#)	B (#)	C (#)	D (#)	IR (#)	Correct Response
1	SC	7-9	26	2	0	0	26	1	D
2	SC	7-9	25	0	25	1	2	1	B
3	SC	7-9	19	19	3	5	1	1	A
4	SC	7-9	19	6	1	19	2	1	C
5	SC	7-9	23	4	23	1	0	1	B
6	SC	7-1	13	3	5	7	13	1	D
7	SC	7-9	18	18	4	1	5	1	A
8	SC	7-9	17	4	2	17	5	1	C
9	SC	7-9	12	4	12	8	4	1	B
10	SC	7-9	11	7	6	11	4	1	C

Open Response

Released Item	Content Strand	GE Code	Point Value	Average Score
11	NW	7-5	4	3.0
12	LR	7-2	4	2.4
13	PW	7-8	4	2.4
14	RW	M	12	6.0

Writing Released Items Summary Data

District: Demonstration District A
School: Demonstration School 1
Grade: 08
Date: 6/14/2011 10:56:41 AM

Multiple Choice

Released Item	Content Strand	GE Code	Correct (%)	A (%)	B (%)	C (%)	D (%)	IR (%)	Correct Response
1	SC	7-9	90	7	0	0	90	3	D
2	SC	7-9	86	0	86	3	7	3	B
3	SC	7-9	66	66	10	17	3	3	A
4	SC	7-9	66	21	3	66	7	3	C
5	SC	7-9	79	14	79	3	0	3	B
6	SC	7-1	45	10	17	24	45	3	D
7	SC	7-9	62	62	14	3	17	3	A
8	SC	7-9	59	14	7	59	17	3	C
9	SC	7-9	41	14	41	28	14	3	B
10	SC	7-9	38	24	21	38	14	3	C

Open Response

Released Item	Content Strand	GE Code	Point Value	Average Score
11	NW	7-5	4	3.0
12	LR	7-2	4	2.4
13	PW	7-8	4	2.4
14	RW	M	12	6.0

CONFIDENTIAL

Student Name
Sawyer Barnes

Longitudinal Data Report

Year	Enrolled Grade	School Name	Administration	Test Name	Content Area	Score	Achievement Level
1011	08	Demonstration School 1	NECAP Fall 2010	Grade 08 Mathematics	mat	832	Substantially Below Proficient
1011	08	Demonstration School 1	NECAP Fall 2010	Grade 08 Reading	rea	800	Substantially Below Proficient
1011	08	Demonstration School 1	NECAP Fall 2010	Grade 08 Writing	wri	822	Substantially Below Proficient

Note: This report returns as many years of NECAP data as are available for this student beginning with 08-09.

Appendix U—Decision Rules

Data Analysis and Static Reporting Decision Rules
NECAP
Fall 10-11 Administration

This document specifies rules for data analysis and static reporting requirements. The final student level data set used for analysis and reporting is described in the "Data Processing Specifications." This document is considered a draft until the NECAP State Departments of Education (DOE) signs off. If there are rules that need to be added or modified after said sign-off, DOE sign off will be obtained for each rule. Details of these additions and modifications will be in the Addendum section.

I. General Information

NECAP is administered in the fall and spring. This document incorporates fall and spring rules so that changes are carried to future administrations. In the fall, students are reported based on the current year fall school /district (referred to as testing school/district) and prior year spring school/district (referred to as teaching school/district). In the spring, students are reported based on the spring school/district (referred to as testing school/district). In the spring, students are not reported based on the teaching school. Rules pertaining to the teaching school/district can be ignored for spring administrations. For more information regarding discode, schcode, sprdiscode, sprschcode, senddiscode, and sprsenddiscode, please refer to the data processing specifications and demographic data specification.

This document is the official rules for the current reporting administration.

A. Fall Tests Administered:

Grade	Subject	Test Type	Test items used for Scaling
03	Reading	Operational	Common
03	Math	Operational	Common
04	Reading	Operational	Common
04	Math	Operational	Common
05	Reading	Operational	Common
05	Math	Operational	Common
05	Writing	Operational	Common
06	Reading	Operational	Common
06	Math	Operational	Common
07	Reading	Operational	Common
07	Math	Operational	Common
08	Reading	Operational	Common
08	Math	Operational	Common
08	Writing	Operational	Common
11	Reading	Operational	Common
11	Math	Operational	Common
11	Writing	Operational	Common

B. Spring Tests Administered

Grade	Subject	Test items used for Scaling	Item Reporting Categories (Subtopic and Subcategory Source)
04	Science	Common	Cat3
08	Science	Common	Cat3
11	Science	Common	Cat3

C. Reports Produced:

1. Student Report

   a. Testing School District

I. Parent Copy

II. School Copy

2. Interactive Reporting (Only the data analysis requirements are outlined in this document)
   a. Item Analysis
   b. Achievement Level Summary
   c. Item Information
   d. Student Longitudinal
3. Grade Level School/District/State Results
   a. Testing School District
   b. Teaching School District – District and School Levels only (Fall Only)
4. School/District/State Summary (School Level is produced in the Fall Only)
   a. Testing School District
   b. Teaching School District – District and School Levels only (Fall Only)
5. Writing Prompt CDs

D. Files Produced*:*

1. Preliminary State Results
2. State Student Released Item Data
3. State Student Raw Data
4. State Student Scored Data
5. District Student Data
6. School Student Data
7. Common Item Information
8. Grade Level Results Report Disaggregated and Historical Data
9. State Standard Deviations and Average Scaled Scores
10. Grade Level Results Report Participation Category Data
11. Grade Level Results Report Subtopic Data
12. Summary Results Data
13. Released Item Percent Responses Data
14. Invalidated Students Original Score
15. Student Questionnaire Summary
16. TCTA Questionnaire Raw Data
17. TCTA Questionnaire Frequency Distribution
18. Scaled Score Lookup
19. Grade 11Writing Score Distribution Results
20. Grade 11Writing Historical Subtopic Results
21. Subtopic Average Points Earned (For Program Management)
22. Item Stats for Inquiry Task Items (For Program Management)

23. Memo Shipping files (For Program Management)

24. CD print file.

E. School Type*:*

Testing School Type: SchType **Teaching School Type: sprSchType (Fall Only)**	**Source: ICORE SubTypeID**	**Description**	**States**
PUB	1,12,13	Public School	ME, NH, RI, VT
CHA	11	Charter School	NH, RI
PSP	19	Public Special Purpose	ME
PSE	15	Public Special Education	ME
INS	7	Institution	VT
OTH	9	Other	VT
OOD	4	Out-of-District Private Providers	NH
OUT	8	Out Placement	RI
PSN	23	Private Special Purpose	ME
BIG	6	Private with >60% Publicly Funded	ME
PRI	3	Private School	RI, VT

School Type Impact on Data Analysis and Reporting				
Level	**Testing**		**Teaching (Fall Only)**	
	Impact on Analysis	**Impact on Reporting**	**Impact on Analysis**	**Impact on Reporting**
Student	n/a	Report students based on testing discode and schcode. District data will be blank for students tested at BIG, PSN, PRI, OOD, OUT, INS, or OTH schools. Always print tested year state data.	n/a	n/a
School	Do not exclude any students based on school type using testing school code for aggregations	Generate a report for each school with at least one student enrolled using the tested school aggregate denominator. District data will be blank for BIG, PSN, PRI, OOD, OUT, INS, or OTH schools. Always print tested year	Exclude students who do not have a teaching school code.	Generate a report for each school with at least one student enrolled using the teaching school aggregate denominator. District data will be blank for BIG, PSN, PRI, OOD, OUT, INS, or OTH schools. Always print tested year state

		state data.		data.
District	For OUT, OOD, BIG, and PSN schools, aggregate using the sending district. If OUT, OOD, BIG, or PSN student does not have a sending district, do not include in aggregations. Do not include students tested at PRI, INS, or OTH schools	Generate a report for each district with at least one student enrolled using the tested district aggregate denominator. Always report tested year state data.	For OUT, OOD, BIG, and PSN teaching schools, aggregate using the spring sending district. If OUT, OOD, BIG, or PSN teaching school student does not have a teaching sending district, do not include in aggregations. Do not include students taught at PRI, INS, or OTH schools	Generate a report for each district with at least one student enrolled using the teaching district aggregate denominator. Always report tested year state data.
State	Do not include students tested at PRI schools for NH and RI. Include all students for VT and ME.	Always report testing year state data.	n/a	n/a

F. Student Status

StuStatus	**Description**
1	Homeschooled
2	Privately Funded
3	Exchange Student
4	Excluded State
0	Publicly Funded

StuStatus impact on Data Analysis and Reporting		
Level	**Impact on Analysis**	**Impact on Reporting**
Student	n/a	School and District data will be blank for students with a StuStatus value of 1,2 or 3. Always print tested year state data. For StuStatus values of 1, 2, and 3 print the description from the table above for the school and district names.
School	Exclude all students with a StuStatus value of 1, 2 or 3.	Students with a StuStatus value of 1, 2 or 3 are excluded from Interactive Reporting.
District	Exclude all students with a StuStatus value of 1, 2 or 3.	n/a
State	Exclude all students with a StuStatus	n/a.

value of 1, 2, 3 or 4.

G. Requirements To Report Aggregate Data(Minimum N)

Calculation Description	**Rule**
Number and Percent at each achievement level, mean score by disaggregated category and aggregate level	If the number of tested students included in the denominator is less than 10, then do not report.
Content Area Subcategories Average Points Earned based on common items only by aggregate level	If the number of tested students included in the denominator is less than 10, then do not report.
Aggregate data on Item Analysis report	No required minimum number of students
Number and Percent of students in a participation category by aggregate level	No required minimum number of students
Content Area Subtopic Percent of Total Possible Points and Standard Error Bar and Grade 11 Writing Distribution of Score Points Across Prompts	If any item was not administered to at least one tested student included in the denominator or the number of tested students included in the denominator is less than 10, then do not report
Content Area Cumulative Total Enrollment, Not tested, Tested, Number and Percent at each achievement level, mean score	Suppress all cumulative total data if at least one reported year has fewer than 10 tested students. Fall: The reported years are 0809 and1011 for grades 05 and08 writing. The reported years are 0809, 0910, and 1011 for all other grades and subjects. Spring: The reported years are 0809 , 0910, and 1011.

H. Special Forms*:*

1. Form 00 is created for students whose matrix scores will be ignored for analysis. Such students include Braille or administration issues resolved by program management.

I. Other Information

1. NH, RI, and VT participate in NECAP testing for Grades 03-08 and 11. ME only participates in NECAP testing for Grades 03-08.
2. Grade 12 students are allowed to participate in the NECAP Grade 11 test under the following circumstances: RI students trying to improve prior NECAP score, and NH, RI, and VT students taking the NECAP Grade 11 test for the first time.
   a. RI students trying to improve are identified as StuGrade=12 and Grade=11. They only receive a student report. They are not listed on a roster or included in any aggregations. Do not print tested school and district aggregate data on the student report.
   b. For students taking NECAP for the first time the StuGrade in the student demographics file will be 11 and the remaining decision rules apply.
3. Plan504 data not available for NH and VT; therefore 504 Plan section will be suppressed for NH and VT.
4. To calculate Title1 data for writing using Title1rea variable.
5. Title 1 data are not available for VT; therefore Title 1 section will be suppressed for VT.
6. Title 1 Science data are not available for NH; therefore, Title 1 section will be suppressed for NH on Science specific reports. Title 1 Reading and Math data are available for NH and should not be suppressed.

7. Testing level is defined by the variables discode and schcode. Teaching level is defined by the variables sprdiscode and sprschcode. Every student will have testing district and school codes. In the fall, some students will have a teaching school code and some students will have a teaching district code. In the spring, no students will have a teaching school/district.

8. A non-public district code is a district code associated with a school that is type BIG, PSN, PRI, OOD, OUT, INS, or OTH. Non-public testing sending district codes will be ignored. . For example: For RI, senddiscode of 88 is ignored. For NH, senddiscode of 000 is ignored.

9. Only students with a testing school type of OUT, OOD, BIG, or PSN are allowed to have a testing sending district code. Testing sending district codes will be blanked for students at any other testing school types.

10. Only students with a teaching school type of OUT, OOD, BIG, or PSN are allowed to have a spring sending district code. Spring sending district codes will be blanked for students at any other teaching school types.

11. If students have a teaching district code and no teaching school, then ignore teaching district codes that are associated with schools that are BIG, PSN, PRI, OOD, OUT, INS, or OTH.

II. Student Participation / Exclusions

A. Test Attempt Rules by content area

1. Grade 11 writing was attempted if the common writing prompt is not scored blank 'B'. For all other grades and content areas test attempt can be determined as follows. A content area was attempted if any multiple choice item or non-field test open response item has been answered. (Use original item responses – see special circumstances section II.F)

2. A multiple choice item has been answered by a student if the response is A, B, C, D, or * (*=multiple responses)

3. An open response item has been answered if it is not scored blank 'B'

B. Session Attempt Rules by content area

1. A session was attempted if any multiple choice item or non-field test open response item has been answered in the session. (Use original item responses – see special circumstances section II.F)

2. Because of the test design for grade 11 writing, only determine if session 1 was attempted. Session 2 is ignored.

C. Not Tested Reasons by content area

1. Not Tested State Approved Alternate Assessment

   a. If a student links to the demographic file has content area not tested status of "Not Tested State Approved Alternate Assessment" is identified as "Not Tested State Approved Alternate Assessment" for the content area.

   b. If a student is identified as receiving an alternate assessment achievement level, then the student's record will be updated as outlined in the NECAP1011StudentDemographicFileDescription.doc.

2. Not Tested State Approved First Year LEP (reading and writing only)

   a. If a student links to the demographic file has content area not tested status of "Not Tested State Approved First Year LEP" or does not link to the demographic file has content area "First Year LEP blank or partially blank reason" marked, then the student is identified as "Not Tested State Approved First Year LEP".

3. Not Tested State Approved Special Consideration

   a. If a student links to the demographic data file has content area "Not Tested State Approved Special Consideration" indicated or does not link to the

demographic data file and has content area "Special Consideration blank or partially blank reason" marked, then the student is identified as "Not Tested State Approved Special Consideration".

4. Not Tested State Approved Withdrew After

    a. If a student links to the demographic data file has content area not tested status of "Not Tested Withdrew After" and at least one content area session was not attempted or does not link to the demographic file has content area "Withdrew After blank or partially blank reason" marked and at least one content area session was not attempted, then the student is identified as "Not Tested State Approved Withdrew After". For grade 11 writing, only use session 1 attempt status.

5. Not Tested State Approved Enrolled After

    a. If a student links to the demographic data file has content area not tested status of "Not Tested Enrolled After" and at least one content area session was not attempted or does not link to the demographic file has content area "Enrolled After blank or partially blank reason" marked and at least one content area session was not attempted, then the student is identified as "Not Tested State Approved Enrolled After". For grade 11 writing, only use session 1 attempt status.

6. Not Tested Other

    a. If content area test was not attempted, the student is identified as "Not Tested Other".

D. Not Tested Reasons Hierarchy by content area: if more than one reason for not testing at a content area is identified then select the first category indicated in the order of the list below.

1. Not Tested State Approved Alternate Assessment
2. Not Tested State Approved First Year LEP (reading and writing only)
3. Not Tested State Approved Special Consideration
4. Not Tested State Approved Enrolled After
5. Not Tested State Approved Withdrew After
6. Not Tested Other

E. Special Circumstances by content area

1. Item invalidation flags are provided to the DOE during data processing test clean up. The item invalidation flag variables are initially set using the rules below. The final values used for reporting are provided back to Measured Progress by the DOE and used in reporting..

    a. If reaaccomM2 is marked, then mark reaInvSes1, reaInvSes2, and reaInvSes3.
    b. If reaaccomM3 is marked, then mark reaInvSes1, reaInvSes2 and reaInvSes3.
    c. If mataccomM1 is marked then mark matInvSes1NC.
    d. If mataccomM3 is marked, then mark matInvSes1, matInvSes2, and matInvSes3.
    e. If wriaccomM3 is marked, then mark wriInvSes1 and wriInvSes2.
    f. If sciaccomM1 is marked, then mark sciInvSes3.
    g. If sciaccomM3 is marked, then mark sciInvSes1, sciInvSes2, and sciInvSes3.

2. A student is identified as content area tested if the student does not have any content area not tested reasons identified. Tested students are categorized in one of the four tested participation statuses: "Tested Damaged SRB", "Tested with Non-Standard Accommodations", "Tested Incomplete", and "Tested".

    a. Students with a common item response of 'X' are identified as "Tested Damaged SRB".

b. Students identified as content area tested, are not identified as "Tested Damaged SRB", and have at least one of the content area invalidation session flags marked will be identified as "Tested with Non-Standard Accommodations". Grade 11 writing use only session 1 invalidation flag.

c. Students identified as content area tested, are not identified as "Tested Damaged SRB", and not identified as "Tested with Non-Standard Accommodations" and did not attempt all sessions in the test are considered to be "Tested Incomplete."

d. All other tested students are identified as "Tested".

3. For students identified as "Tested Damaged SRB", the content area subcategories with at least one damaged item will not be reported. The school and district averages will be suppressed for the impacted subcategories on the student report. These students are excluded from all raw score aggregations (item, subcategory, and total raw score). They are included in participation, achievement level, and scaled score aggregations.

4. For students identified as "Tested with Non-Standard Accommodations" the content area sessions item responses which are marked for invalidation will be treated as a non-response

5. Students identified as tested in a content area will receive released item scores, scaled score, scale score bounds, achievement level, raw total score, subcategory scores, and writing annotations (where applicable).

6. Students identified as not tested in a content area will not receive a scaled score, scaled score bounds, achievement level, writing annotations (where applicable). They will receive released item scores, raw total score, and subcategory scores.

7. Item scores for students with an invalidation flag marked and have a not tested status will be blanked out based on the invalidation flag. For example, if the student is identified as "Not Tested: State Approved Alternate Assessment" and has ReaInvSes1 marked, then all reading session 1 item responses will be reported as a blank.

F. Student Participation Status Hierarchy by content area

1. Not Tested: State Approved Alternate Assessment
2. Not Tested: State Approved First Year LEP (reading and writing only)
3. Not Tested: State Approved Special Consideration
4. Not Tested: State Approved Enrolled After
5. Not Tested: State Approved Withdrew After
6. Not Tested: Other
7. Tested Damaged SRB
8. Tested with Non-Standard Accommodations
9. Tested Incomplete
10. Tested

G. Student Participation Summary

Participation Status	**Description**	**Raw Score (*)**	**Scaled Score (&)**	**Ach. Level**	**Student Report Ach. Level Text**	**Roster Ach. Level Text**
Z	Tested Damaged SRB(**)	✓	✓	✓	Substantially Below Proficient, Partially Proficient, Proficient, or Proficient with Distinction	1,2,3, or 4
A	Tested	✓	✓	✓	Substantially Below Proficient, Partially	1,2,3, or 4

					Proficient, Proficient, or Proficient with Distinction	
B	Tested Incomplete(%)	✓	✓	✓	Substantially Below Proficient, Partially Proficient, Proficient, or Proficient with Distinction	1,2,3, or 4
C	Tested with Non-Standard Accommodations (%%)	✓	✓	✓	Substantially Below Proficient, Partially Proficient, Proficient, or Proficient with Distinction	1,2,3, or 4
D	Not Tested State Approved Alternate Assessment	✓			Alternate Assessment	A
E	Not Tested State Approved First Year LEP (Reading and Writing only)	✓			First Year LEP	L
F	Not Tested State Approved Enrolled After	✓			Fall: Enrolled After October 1 Spring: Enrolled After May 11	E
G	Not Tested State Approved Withdrew After	✓			Fall: Withdrew After October 1 Spring: Withdrew After May 11	W
H	Not Tested State Approved Special Consideration	✓			Special Consideration	S
I	Not Tested Other	✓			Not Tested	N

If a student has a participation status of Alternate Assessment for all subjects assessed at the grade level, a Parent Letter is not produced.

(*) Raw scores are not printed on student report for students with a not tested status.

(**) Raw scores for Tested damaged SRB students will be reported based on the set of non-damaged items. Subcategory scores will not be reported if it includes a damaged item.

(%) Tested incomplete students will be identified on the student report with a footnote.

(%%) Tested with Non-standard accommodations students will be identified on student report with a footnote. The invalidated items will be stored as a '-'for item analysis.

(&) Grade 11 writing students do not receive a scaled score. The writing achievement level is determined by the total common writing prompt score.

III. Calculations

A. Rounding

1. All percents are rounded to the nearest whole number
2. All mean scaled scores are rounded to the nearest whole number
3. All mean raw scores are rounded to the nearest tenth.
4. Content Area Subcategories: Average Points Earned (student report): round to the nearest tenth.
5. Round non-multiple choice average item scores to the nearest tenth.

B. Students included in calculations based on participation status

1. For number and percent of students enrolled, tested, and not tested categories include all students not excluded by other decision rules.

2. For number and percent at each achievement level, average scaled score, subtopic percent of total possible points and standard error, subtopic distribution across writing prompts, subcategories average points earned, percent/correct average score for each released item include all tested students not excluded by other decision rules.

3. Students identified as Tested Damaged SRB are excluded from all raw score aggregations (item, subcategory, and total raw score). They are included in participation, achievement level, and scaled score aggregations.

C. Raw scores

1. For all analyses, non-response for an item by a tested student is treated as a score of 0. Items identified as damaged (response of 'X') will be excluded for student identified as "Tested Damaged SRB".

2. Content Area Total Points: Sum the points earned by the student for the common items.

D. Item Scores

1. For all analysis, non-response for an item by a tested student is treated as a score of 0.

2. For multiple choice released item data store a '+' for correct response, or A,B,C,D,* or blank

3. For open response released items, store the student score. If the score is not numeric ('B'), then store it as blank.

4. For students identified as content area tested with non-standard accommodations, then store the released item score as '-' for invalidated items.

5. For all grade 11 writing prompt scores, the final score of record is the sum of scorer 1 and scorer 2. If both scorers give the student a B, then the final score is B. If both scorers give the student a F, then the final score is 0.

E. Scaling

1. Scale Form creation

Scaling is accomplished by defining the unique set of test forms for the grade/subject. This is accomplished as follows:

a. Translate each form and position into the unique item number assigned to the form/position.

b. Order the items by

I. Type – multiple-choice, short-answer, constructed- response, extended-response, writing prompt.

II. Form – common, then by ascending form number.

III. Position

c. If an item number is on a form, then set the value for that item number to '1', otherwise set to '.'. Set the Exception field to '0' to indicate this is an original test form.

d. If an item number contains an 'X' (item is not included in scaling) then set the item number to '.'. Set the Exception field to '1' to indicate this is not an original test form.

e. Compress all of the item numbers together into one field in the order defined in step II to create the test for the student.

f. Select the distinct set of tests from the student data and order them by the exception field and the descending test field.

g. Check to see if the test has already been assigned a scale form by looking in the tblScaleForm table. If the test exists then assign the existing scale form. Otherwise assign the next available scale form number. All scale form numbering starts at 01 and increments by 1 up to 99.

2. Scaled Score assignment

   a. Psychometrics provides data analysis with a lookup table for each scale form. The lookup table contains the raw score and the resulting scaled score.

F. SubTopic Item Scores

1. Identify the Subtopic

   a. Fall:

      I. The variable ContentFramework from the IABS export contains the data needed to calculate Content Strand, GLE code, subtopics, and subcategories.

         i The Content Strand is stored as Standard. Except for Writing, Standard and RepCat are calculated using the third portion of ContentFramework and Reporting Category GLE Codes.doc provided by PM. For Grade 11 writing, Standard and RepCat are calculated using Writing Grade 11 by Form and Genre.doc provided by PM. For Grades 05 and 08 writing use Writing Content Strand Info.xls provided by PM.

         ii The GLE Code is stored as TargetCode and is calculated by content area. For all content area remove leading zeros.

            – Reading: Concatenate the second and third portions of ContentFramework separated by a dash.

            – Math: Concatenate the second and fourth portions of ContentFramework separated by a dash.

            – Writing: For Grades 05 and 08 concatenate the second and third portions of ContentFramework separated by a dash.

            – Writing: For Grade 11 Writing PM provided a list of the appropriate target codes.

      II. The variable Process Framework contains Depth of Knowledge code.

      III. The variable type in IABS is the source for the Item Type, except the writing prompt item type is reported as "ER".

      IV. PM provided Data Analysis with 2010NECAP_IABS_ReleasedItemsMAT.xls, 2010NECAP_IABS_ReleasedItemsREA.xls, and 2010NECAP_IABS_ReleasedItemsWRI which contain the released item orders for Math, Reading, and Writing respectively.

   b. Spring: NECAP science item information is stored in IABS, except for inquiry items.

      I. Program management provided Data Analysis with "UPDATED Copy of NECAP0910SInquiryIREF.xls" which contains the item order, domain, assessment target, DOK, item type, and maximum possible points for the inquiry items. Inquiry items are administered in session 3.

         i Item numbers are created for inquiry items using the convention [2 Digit Grade][2 Digit Test Year][Inquiry Item Order] where 14 and 18 are the 2 digit grades for 4 and 8 respectively.

      II. Program management provided Data Analysis with "IABS Export Codes for NECAP SCI Reporting.doc" which contains the crosswalk between IABS item information and reporting.

      III. Program management provided Data Analysis with "2010 IABS_Released ItemsSCI for Tara.xls" which contains released item order. Inquiry items are listed at the end in the order they are in the test booklet.

2. Student Content Area Subcategories (student report): Subtopic item scores at the student level is the sum of the points earned by the student for the common items in the subtopic. For grade 11 writing, the subtopic score is the final score of record for the common writing prompt.

3. Content Area Subtopic (grade level results report): Subtopic scores are based on all unique common and matrix items.

   a. Percent of Total Possible Points:

      I. For each unique common and matrix item calculate the average student score as follows: (sum student item score/number of tested students administered the item).

      II. 100 * (Sum the average score for items in the subtopic)/(Total Possible Points for the subtopic) rounded to the nearest whole number.

   b. Standard Error Bar: Before multiplying by 100 and rounding the Percent of Total Possible points (ppe) calculate standard error for school, district and state: 100* (square root (((ppe)*(1-ppe)/number of tested students)) rounded to the nearest tenth. For the lower bound and upper bound round the Percent of Total Possible Points +/- Rounded Standard Error to the nearest hundredth.

   c. For grade11writing calculate the mean and standard deviation of each writing prompt score. These averages and standard deviations will be linked historically to the 0910 averages and standard deviations by writing type.

G. Grade 11 Writing prompt Score Distribution

1. Calculate number and percent of students at each score point by school, district, and state according to schtype and stustatus inclusion rules.

H. Cumulative Total

1. Include the yearly results where the number tested is greater than or equal to 10

2. Cumulative total N (Enrolled, Not Tested Approved, Not Tested Other, Tested, at each achievement level) is the sum of the yearly results for each category where the number tested is greater than or equal to 10.

3. Cumulative percent for each achievement level is 100*(Number of students at the achievement level cumulative total / number of students tested cumulative total) rounded to the nearest whole number.

4. Cumulative mean scaled score is a weighted average. For years where the number tested is greater than or equal to 10, (sum of (yearly number tested * yearly mean scaled score)) / (sum of yearly number tested) rounded to the nearest whole number.

5. For NECAP 1011 Fall grades 05 and 08 writing cumulative total will be calculated using 0809 and 1011 data.

I. Participation

1. For participation calculate the number and percent of students in each of the following categories by school, district, and state according to schtype and stustatus decision rules.

2. Note that a student is tested with approved accommodations if one is tested, has a non-M accommodation marked, and does not have the M2 or M3 accommodation marked for that subject.

   a. For Students Enrolled, Students Tested, and Students Not Tested the denominator will be the number of students enrolled

   b. For Students Tested with approved Accommodations, Current LEP Students Tested (LEP=1), and IEP Students Tested the denominator will be the number of students tested.

c. For Current LEP Students Tested with approved accommodations (LEP=1 the denominator will be the number of current LEP students tested.

d. For IEP Students Tested with approved accommodations the denominator will be the number of IEP students tested.

e. For Students Not Tested State Approved and Not Tested Other the denominator will be the number of students not tested.

f. For Students Not Tested Alternate Assessment, First Year LEP, Withdrew After October 1, Enrolled After October 1, and Special Considerations the denominator will be the number of students not tested state approved.

J. Average Points Earned Students at Proficient Level (Range)

1. Select all students across the states with Y40 scaled score, where Y=grade. Average the content area subcategories across the students. Add and subtract one standard error of measurement to get the range and round to the nearest tenth.

2. Grade 11 writing Average Points Earned Students at Proficient Level will be reported as '7'.

3. For grades 05 and 08 writing prompt select all students across the states with the Y40 scaled score. Average the prompt scores across the students. Add and subtract one standard error to get the range and round to the nearest tenth.

K. Writing Annotations

Students with a writing prompt score of 2-12 receive at least one, but up to five statements based on decision rules for annotations as outlined in Final Statements & Decision Rules for NECAP Writing Annotations.doc. Students with the common writing prompt score of F or 0 will also receive annotations of FF and 00 respectively.

IV. Report Specific Rules

A. *Student Report*

1. Student header Information

a. If "FNAME" or "LNAME" is not missing then print "FNAME MI LNAME". Otherwise, print "No Name Provided".

b. Print the student's single digit tested grade

c. For school and district name do the following.

I. For students with a stustatus value of 0 or 4, print the abbreviated tested school and district ICORE name based on school type decision rules.

II. Otherwise, for the school and district names print the "Description" in the StuStatus table presented earlier in this document.

d. Print "ME", "NH","RI", or "VT" for state.

2. Test Results by content area

a. Always display the cut scores in the graphic display.

a. For students identified as "Not Tested", print the not tested reason in the achievement level, leave scaled score and graphic display blank.

b. For students identified as tested for the content area then do the following

I. Print the complete achievement level name the student earned

II. Print the scaled score the student earned

III. Print a vertical black bar for the student scaled score with gray horizontal bounds in the graphic display

IV. For students identified as “Tested with a non-standard accommodation” for a content area, print ‘**’ after the content area earned achievement level and after student points earned for each subcategory.

V. For students identified as “Tested Incomplete” for a content area, place a section symbol after content area earned scaled score.

VI. Grade 11 writing graphic display will not have standard error bars. Also, if a student’s total points earned is 0 for writing, do not print the graphic display.

3. This Student’s Achievement Compared to Other Students by content area

   a. For tested students, print a check mark in the appropriate achievement level in the content area student column. For not tested students leave student column blank

   b. For percent of students with achievement level by school, district, and state print aggregate data based on student status, StuGrade, school type and minimum N rules.

4. This Student’s Performance in Content Area Subcategories by content area

   a. Always print total possible points and students at proficient average points earned range.

   b. For students identified as not tested then leave student scores blank

   c. For students identified as tested do the following

      I. Print school, district, and state aggregate data for subcategories based on student status, StuGrade, school type and minimum N rules.

      II. For students identified as “Tested Damaged SRB” do not report student, school, and district aggregate data for subcategories that have at least one damaged item. Print Points Possible and state aggregate data.

      III. Otherwise, always print student subcategory scores

      IV. If the student is identified as tested with a non-standard accommodation for the content area then place ‘**” after the student points earned for each subcategory.

5. Writing Annotations

   a. For students with writing prompt score of 2-12 print at least one, but up to five annotation statements. Grade 11 students with the common writing prompt score of F or 0 will also receive annotations of FF and 00 respectively.

6. Footer information

   a. Footnotes

      I. If the student received a participation status of “Tested with a non-standard accommodation” for any content area then print “**Student received no credit for parts of the test that were administered under non-standard conditions.”

      II. If the student received a participations status of “Tested Incomplete” for any content area then print “§This score should be viewed with caution because the student did not complete all parts of the test.”

      III. If both footnotes should appear, the print I. above II.

   b. For NH the SAU, district, and school codes should appear at the bottom right of the page separated by ‘-‘.

   c. For ME, RI, and VT district and school codes should appear at the bottom right of the page separated by ‘-‘.

B. Grade Level School/District/State Results

1. Reports are run by testing state, testing district, testing school using the aggregate school and district codes described in the school type table.

2. Fall Only: Reports are also run by teaching district, and teaching school using the aggregate school and district codes described in the school type table.
3. Exclude students based on stugrade=12, student status, school type and participation status decision rules for aggregations.
4. The reports will be collated as follows:
    a. Page 1 is the Title page.
    b. Page 2 is the Participation Results
    c. Page 3 is the Reading Historical and Subtopic Results
    d. Page 4 is the Reading Disaggregated Results
    e. Page 5 is the Math Historical and Subtopic Results
    f. Page 6 is the Math Disaggregated Results
    g. Page 7 is the Writing Historical and Subtopic Results (for Grades 05 and 08 only)
    h. Page 8 is the Writing Disaggregated Results (for Grades 05 and 08 only)
    i. Page 7 is the Writing Historical Results (for Grade 11only)
    j. Page 8 is the Writing Subtopic Results Page (for Grade 11only)
    k. Page 9 is the Writing Score Distribution Results (for Grade 11 only)
    l. Page 10 is the Writing Disaggregated Results (for Grade 11 only)
5. Report Header Information
    a. "Fall YYYY Beginning of Grade XX NECAP Tests" where XX is the single digit grade level and YYYY is the year, will print as the title.
    b. Teaching level reports will have the following subtitle: "Grade XX-1 Students in (YYYY-1)-(YYYY)".
    c. Testing level reports will have the following subtitle: "Grade XX Students in (YYYY)-(YYYY+1)".
    d. Use abbreviated school and district name from ICORE based on school type decision rules.
    e. Print "Maine", "New Hampshire", "Rhode Island", or "Vermont" to reference the state. The state graphic is printed on the first page.
    f. For NH print SAU, district, and school codes separated by '-' for Code on first page for school level. Print SAU and district codes separated by '-'for the district level. Print the full state name for the state level.
    g. For ME, RI, and VT print district and school codes separated by '-' for Code on first page for the school level. Print the district code for the district level. Print the full state name for the state level.
6. For achievement level and participation category data if the number of students in an achievement level or participation category does not equal 0, and the percent of students is 0 then format the percent as <1.
7. Report Section: Participation in NECAP
    a. For testing level reports always print number and percent based on school type decision rules.
    b. For the teaching level reports leave the section blank.
8. Report Section: NECAP Results by content area

a. For the testing level report always print based on minimum N-size and school type decision rules.

b. For the teaching level report leave Enrolled, NT Approved, and NT Other blank. Print Tested, number and percent at each achievement level, mean scaled score based on minimum N-size and school type decision rules.

9. Report Section: Historical NECAP Results by content area

a. For tested level report always print current year, prior years, and cumulative total results based on minimum N-size and school type decision rules.

b. For teaching level report leave Enrolled, NT Approved, and NT Other blank. Print Tested, number and percent at each achievement level, mean scores based on minimum N-size and school type decision rules.

c. Bold current year data.

10. Report Section: Subtopic Results by content area

a. For testing and teaching level reports always print based on minimum N-size and school type decision rules

11. Report Section: Historical Score Comparison(Grade 11 Writing Only)

a. For testing and teaching level reports always print based on minimum N-size and school type decision rules

b. The subtopic associated with the current year common prompt will appear first. The other subtopics will appear in the following GE sort order.

I. Response to Literary Text

II. Response to Informational Text

III. Reflective Essay

IV. Report

V. Persuasive Essay

VI. Proceedure

12. Report Section: Common Prompt Score Distribution(Grade 11 Writing Only)

b. For testing and teaching level reports always print based on minimum N-size and school type decision rules

13. Report Section: Disaggregated Results by content area

a. For testing level report always print based on minimum N-size and school type decision rules.

b. For teaching level report leave Enrolled, NT Approved, and NT Other blank. Print Tested, number and percent at each achievement level, mean scores based on minimum N-size and school type decision rules.

C. School/District/State Summary(School Level is run in the Fall Only)

1. Report Header Information

a. Use abbreviated school and district name from ICORE based on school type decision rules.

b. Print “Maine”, “New Hampshire”, “Rhode Island”, or “Vermont” to reference the state.

c. For NH print SAU, district, and school codes separated by ‘-‘ for Code on first page for school level. Print SAU and district codes separated by ‘-‘for the district level. Print the full state name for the state level.

d. For ME, RI, and VT print district and school codes separated by '-' for Code on first page for the school level. Print the district code for the district level. Print the full state name for the state level.

2. Reports are run by testing state, testing district, testing school (Fall Only) using the aggregate school and district codes described in the school type table

3. Fall Only: Reports are also run by teaching district, and teaching school using the aggregate school and district codes described in the school type table.

4. Exclude students based on StuGrade=12, student status, school type and participation status decision rules for aggregations.

5. For achievement level and participation category data if the number of students in an achievement level or participation category does not equal 0, and the percent of students is 0 then format the percent as <1.

6. For testing level report print entire aggregate group across grades tested and list grades tested results based on minimum N-size and school type decision rules. Mean scores across the grades is not calculated.

7. For the teaching level report leave Enrolled, NT Approved, and NT Other blank. Print Tested, number and percent at each achievement level, mean scaled score based on minimum N-size and school type decision rules. Mean scores across the grades is not calculated.

8. Printed Grade Column

   a. For the all grades row, display the school, district, or state name.

   b. For grades 3-8 and 11 rows print Beginning of Grade X.

D. Writing Prompt CD

1. The bookletnumber associated with the writing prompt score will be stored in tblStuDemo.

V. Data Requirements Interactive Reporting

A. Student Level

1. Refer to Sections II and III. D for decision rules on how student test data will be stored.

2. Students will be loaded into the Interactive System based off of the Interactive flag in tblStuDemo. Students with Interactive flag set to 0 will not be loaded into the system. Students with Interactive set to 1 will be loaded.

   a. Students with StuStatus value of 1, 2 or 3 or RI StuGrade=12 will have the Interactive flag set to 0.

   b. All others will have Interactive=1.

3. The Included flag will determine which students are included in school level aggregations. Students with Included=0 are excluded from all aggregations. Students with Included=2 will be included in Performance Level aggregations and excluded from raw score aggregations (item, subcategory, and total raw score). Students with Included=1 will be included in all school level aggregations.

   a. Students with a Not Tested Participation Status, StuStatus=1, 2, or 3, or RI StuGrade=12 will have their Included flag set to 0.

   b. Students who do fall into the above group and have Participation Status of Tested Damaged SRB will have their Included flag set to 2.

   c. All other students will have their Included flag set to 1.

4. Longitudinal Data

   a. Only students with a valid StudentID and Interactive flag=1 will be loaded.

b. The complete achievement level name or not tested reason will be stored .

B. Aggregate Level

1. Data Analysis will compute Item Averages for the whole group only at the testing and teaching (Fall only) School and District Levels.

2. Data Analysis will compute Item Averages for all of the filter combinations that exist at the State Level.

3. Data Analysis will create a lookup table with all of the possible filter combinations. It will contain the variable Filter with length 5. Each position represents one of the filter variables. It will contain all the possible combinations of the values plus nulls for when variables are not selected. The first position will be Gender, second Ethnic, third IEP, fourth LEP, and fifth EconDis.

4. Data Analysis will compute Item Averages, Achievement Level Summary, and Item Summary data for the filter combinations for a sample of schools for quality assurance reveiw.

   a. For this sample, percents will be rounded to the nearest whole number and open response average scores will be rounded to the nearest tenth.

   b. For the Item Summary data, item responses other than A, B, C, and D will be counted in the IR column.

VI. Data File Rules

In the file names GR refers to the two digit grade (03-08, 11), YYYY refers to the year, DDDDD refers to the district code, and SS refers to two letter state code. Refer to the tables at the end of this section for filenames and layouts. Teaching level data files will be produced in the Fall Only.

A. Preliminary State Results

1. A PDF file will be created for each state containing preliminary state results for each grade and subject and will list historical state data for comparison.

2. The file name will be SSPreliminaryResultsDATE.pdf

B. State Student Released Item Data

1. A CSV file will be created for each state for grades 3-8 and one for grade 11.

2. Accommodation Flags

   a. If the student has at least 1 standard accommodation marked (excluding M) for a given subject then set [sub]STDaccom flag to ‘1’. Otherwise set it to ‘0’.

   b. For each group of accommodations (S, T, P, R, and O) if a student has any accommodation in that group marked set [sub]Accom[group]=’1’. Otherwise set it to ‘0’.

   c. If a student has the M2 accommodation marked, then set [sub]AccomM2=’1’. Otherwise set it to ‘0’.

   d. If a student has the M3 accommodation marked, then set [sub]AccomM3=’1’. Otherwise set it to ‘0’.

3. Exclusion Rules

   a. NH: If the student has a testing school type of ‘PRI’ or StuStatus is 1,2 ,3,or 4 then exclude the student

   b. RI: If testing school type is PRI and teaching school type is PRI or blank, then exclude the student.

   c. VT: Do not exclude any students

   d. ME: If the student has a StuStatus is 1,2 ,3,or 4 then exclude the student

C. State Student Raw Data

1. A CSV file will be created for each state by grade span. The grade spans are 3-4, 5-8, and 11.
2. If the student has at least 1 standard accommodation marked (excluding M) for a given subject then set [sub]STDaccom flag to '1'. Otherwise set it to '0'.
3. Exclusion Rules
   a. NH: If the student has a testing school type of 'PRI' or StuStatus is 1,2, 3,or 4 then exclude the student
   b. RI: If testing school type is PRI and teaching school type is PRI or blank, then exclude the student.
   c. VT: Do not exclude any students
   d. ME: If the student has a StuStatus is 1,2 ,3,or 4 then exclude the student.

D. State Student Scored Data

1. A CSV file will be created for each state including all grades.
2. Exclusion Rules
   a. NH: If the student has a testing school type of 'PRI' or StuStatus is 1,2 3,or 4 then exclude the student
   b. RI: If testing school type is PRI and teaching school type is PRI or blank, then exclude the student.
   c. VT: Do not exclude any students
   d. ME: If the student has a StuStatus is 1,2 ,3,or 4 then exclude the student.

E. District Student Data

1. Testing and teaching CSV files will be created for each state and grade and district.
2. Students with the Discode or SendDiscode will be in the district grade specific CSV file for the testing year.
3. Fall Only: Students with a sprDiscode or sprSendDiscode will be in the district grade specific CSV file for the teaching year.
4. For ME, NH, and RI only public school districts will receive district data files. (Districts with at least one school with schoolsubtypeID=1, 11, 19, or 15 in ICORE)
5. Accommodation Flags
   a. If the student has at least 1 standard accommodation marked (excluding M) for a given subject then set [sub]STDaccom flag to '1'. Otherwise set it to '0'.
   b. For each group of accommodations (S, T, P, R, and O) if a student has any accommodation in that group marked set [sub]Accom[group]='1'. Otherwise set it to '0'.
   c. If a student has the M2 accommodation marked, then set [sub]AccomM2='1'. Otherwise set it to '0'.
   d. If a student has the M3 accommodation marked, then set [sub]AccomM3='1'. Otherwise set it to '0'.
6. Exclusion Rules
   a. NH & RI: If the student has a StuStatus value of 1,2, or 3 then exclude the student
   b. VT: If the student has a StuStatus value of 1, then exclude the student.
   c. ME: If the student has a StuStatus is 1, 2, or 3 then exclude the student.

F. School Student Data

1. Testing and teaching CSV files will be created for each state and grade and school.
2. Students with the SchCode will be in the school grade specific CSV file for the testing year.
3. Fall Only: Students with the sprSchcode will be in the school grade specific CSV file for the teaching year.
4. Accommodation Flags
    a. If the student has at least 1 standard accommodation marked (excluding M) for a given subject then set [sub]STDaccom flag to '1'. Otherwise set it to '0'.
    b. For each group of accommodations (S, T, P, R, and O) if a student has any accommodation in that group marked set [sub]Accom[group]='1'. Otherwise set it to '0'.
    c. If a student has the M2 accommodation marked, then set [sub]AccomM2='1'. Otherwise set it to '0'.
    d. If a student has the M3 accommodation marked, then set [sub]AccomM3='1'. Otherwise set it to '0'.
5. Exclusion Rules
    a. NH & RI: If the student has a StuStatus value of 1,2 or 3, then exclude the student
    b. VT: If the student has a StuStatus value of 1, then exclude the student.
    c. ME: If the student has a StuStatus is 1, 2, or 3 then exclude the student.

G. Common Item Information

1. An excel file will be created containing item information for common items: grade, subject, released item number, item analysis heading data, raw data item name, item type, key, and point value.

H. State Standard Deviations and Averages Scaled Scores

1. A csv file will be created for each state containing the standard deviations and average scale scores for disaggregated subgroups by subject.
2. Exclude students based on state aggregation StuGrade, StuStatus, and SchType decision rules.
3. Data will be suppressed based on minimum N-size and report type decision rules.
4. Average scaled score will be rounded to the nearest whole number. Standard deviations will be rounded to the nearest tenth.

I. Grade Level Results Report Disaggregated and Historical Data

1. Teaching and testing CSV files will be created for each state containing the grade level results disaggregated and historical data.
2. Data will be suppressed based on minimum N-size and report type decision rules.
3. Private schools are excluded from NH & RI files.

J. Grade Level Results Report Participation Category Data

1. Testing CSV file will be created for each state containing the grade level results participation data.
2. Private schools are excluded from NH & RI files.

K. Grade Level Results Report Subtopic Data

1. Teaching and testing CSV files will be created for each state containing the grade level results subtopic.
2. Data will be suppressed based on minimum N-size and report type decision rules.
3. Private schools are excluded from NH & RI files.

L. Summary Results Data

1. Teaching and testing CSV files will be created for each state containing the school, district and state summary data.
2. Data will be suppressed based on minimum N-size and report type decision rules.
3. Private schools are excluded from NH & RI files.

M. Released Item Percent Responses Data

1. The CSV files will only contain state level aggregation for released items.
2. CSV files will be created for each state and grade containing the released item analysis report state data.

N. Invalidated Students Original Score

1. A CSV file will be created for each state including all grades.
2. Original raw scores for students whose responses were invalidated for reporting will be provided.
3. Exclusion Rules
    a. NH: If the student has a testing school type of 'PRI' or StuStatus is 1,2, 3, or 4 then exclude the student
    b. RI: If testing school type is PRI and teaching school type is PRI or blank, then exclude the student.
    c. VT: Do not exclude any students
    d. ME: If the student has a StuStatus is 1,2 ,3,or 4 then exclude the student.

O. Student Questionnaire Summary

1. One CSV file will be created for each state containing percent of students at each response, percent of students at each achievement level, and average scaled score, by student questionnaire response.
2. Only include students who are included in state level aggregations.
3. Data will be suppressed based on minimum N-size and report type decision rules.

P. TCTA Questionnaire Raw Data

1. One CSV file will be created for each state containing raw TC Questionnaire data.
2. One CSV file will be created for each state containing raw TA Questionnaire data.

Q. TCTA Questionnaire Frequency Distribution

1. One CSV file will be created for each state containing the distribution of responses of TC Questionnaire raw data.
2. One CSV file will be created for each state containing the distribution of responses of TA Questionnaire raw data.

R. Scaled Score Lookup

1. One CSV file and one excel file will be created containing the scaled score lookup data.

S. Grade 11Writing Score Distribution Results

1. Testing CSV file will be created for each state containing the grade level results participation data.
2. Private schools are excluded from NH & RI files.

T. Grade 11Writing Historical Subtopic Results

1. Testing CSV file will be created for each state containing the grade level results participation data.
2. Private schools are excluded from NH & RI files.

U. Subtopic Average Points Earned (For Program Management)

1. One excel file will be created containing four worksheets. The first worksheet contains the total possible points for each subtopic as reported on the item analysis report and the range for students who are just proficient. The remaining three worksheets contain state average subtopic scores as reported on the item analysis report.
2. Program management uses this file to create a document which is provided to the schools.

V. Item Stats for Inquiry Task Items (For Program Management)

1. Since Inquiry Task Items are not stored in IABS, one CSV file will be created containing item stats for Inquiry Task items.
2. All three states are included in the calculations.

W. Memo Shipping Files (For Program Management)

1. Provide PM in excel list of schools and districts that tested regardless of grade.

X. CD Print File

Y. Fall Table Data File Deliverables

Data File	**Layout**	**File Name**
Preliminary State Results	N/A	Included in Equating Report
State Student Released Item Data	NECAP1011FallStudentReleasedItemLayout.xls(one worksheet for grade 11 and one worksheet for 03-08)	NECAP1011FallStateStudentReleasedItem[GS].csv GS=0308 or 11
State Student Raw Data	NECAP1011FallStateStudentRawLayout.xls (one worksheet for each of the 4 unique test designs)	NECAP1011FallStateStudentRaw[GS].csv Gs=0304, 0508, or11
State Student Scored Data	NECAP1011FallStateStudentScoredLayout.xls	NECAP1011FallStateStudentScored.csv
District Student Data	NECAP1011FallStudentReleasedItemLayout.xls(one worksheet for grade 11 and one worksheet for 03-08)	NECAP1011FallTestingDistrictSlice[GR]_[District Code].csv NECAP1011FallTeachingDistrictSlice[GR]_[District Code].csv
School Student Data	NECAP1011FallStudentReleasedItemLayout.xls(one worksheet for grade 11 and one worksheet for 03-08)	NECAP1011FallTestingSchoolSlice[GR]_[District Code][School Code].csv NECAP1011FallTeachingSchoolSlice[GR]_[District Code][School Code]..csv
Common Item Information	NECAP1011FallCommonItemInformationLayout.xls	NECAP1011FallCommonItemInformation.xls
Grade Level Results Report Disaggregated and Historical Data	NECAP1011FallResultsReport DisaggregatedandHistoricaLayout.xls	NECAP1011FallResultsReportTestingDisaggregatedandHistoricalcsv NECAP1011FallResultsReportTeachingDisaggregatedandHistorical.csv
State Standard Deviations and Average Scaled Scores	NECAP1011FallStateStandardDeviationsLayout.xls	NECAP1011FallStateStandardDeviations.csv
Grade Level	NECAP1011FallResultsReportParticipationLayout.xls	NECAP1011FallResultsReportTestingParticipation.csv

Results Report Participation Category Data		
Grade Level Results Report Subtopic Data	NECAP1011FallResultsReport SubtopicLayout.xls	NECAP1011FallResultsReportTestingSubtopic.csv NECAP1011FallResultsReportTeachingSubtopic.csv
Summary Results Data	NECAP1011FallSummaryResultsLayout.xls	NECAP1011FallSummaryResultsTesting.csv NECAP1011FallSummaryResultsTeaching.csv
Released Item Percent Responses Data	NECAP1011FallReleasedItemPercentResponsesLayout.xls	NECAP1011FallReleasedItemPercentResponses.csv
Invalidated Students Original Score	NECAP1011FallStateInvalidatedStudent OriginalScoredLayout.xls	NECAP1011FallStateInvalidatedStudent OriginalScored.csv
Student Questionnaire Summary	NECAP1011FallStudentQuestionnaireSummaryLayout.xls	NECAP1011FallStudentQuestionnaireSummary.csv
TCTA Questionnaire Raw Data	NECAP1011FallTCQuestionnaireRawLayout.xls NECAP1011FallTAQuestionnaireRawLayout.xls	NECAP1011FallTCQuestionnaireRaw.csv NECAP1011FallTAQuestionnaireRaw.csv
TCTA Questionnaire Frequency Distribution	NECAP1011FallTCTAQuestionnaireFreqLayout.xls	NECAP1011FallTCTAQuestionnaireFreq.csv
Scaled Score Lookup	NECAP1011FallScaleScoreLookupLayout.xls	NECAP1011FallScaleScoreLookup.xls NECAP1011FallScaleScoreLookup.csv
Grade 11Writing Score Distribution Results	NECAP1011FallResultsReportGrade11WriScoreDistributionLayout.xls	NECAP1011FallResultsReportGrade11WriScoreDistributionTesting.xls NECAP1011FallResultsReportGrade11WriScoreDistributionTeaching.xls
Grade 11Writing Historical Subtopic Results	NECAP1011FallResultsReportGrade11WriHisoricalSubtopicLayout.xls	NECAP1011FallResultsReportGrade11WriHisoricalSubtopicTesting.xls NECAP1011FallResultsReportGrade11WriHisoricalSubtopicTeaching.xls
Subtopic Average Points Earned (For Project Management)	N/A	NECAP1011FallSubtopicAvgPointsEarned.xls
Memo Shipping Files (For Program Management)	N/A	TBD
CD Print File	N/A	TBD

A. Spring Table Data File Deliverables

Data File	Layout	File Name
Preliminary State Results	N/A	Included in Equating Report
State Student Released Item Data	NECAP1011SpringStudentReleasedItemLayout.xls	NECAP1011SpringStateStudentReleasedItem[GR].csv
State Student Raw Data	NECAP1011SpringStateStudentRawLayout.xls	NECAP1011SpringStateStudentRaw[GR].csv
State Student Scored Data	NECAP1011SpringStateStudentScoredLayout.xls	NECAP1011SpringStateStudentScored[GR].csv
District Student Data	NECAP1011SpringStudentReleasedItemLayout.xls	NECAP1011SpringDistrictSlice[GR]_[District Code].csv
School Student Data	NECAP1011SpingStudentReleasedItemLayout.xls	NECAP1011SpringSchoolSlice[GR]_[District Code][School Code].csv
Common Item Information	NECAP1011SpringCommonItemInformationLayout.xls	NECAP1011SpringCommonItemInformation.csv
State Standard Deviations and Average Scaled Scores	NECAP1011SpingStateStandardDeviationsLayout.xls	NECAP1011SpringStateStandardDeviations[GR].csv
Grade Level Results Report Disaggregated and Historical Data	NECAP1011SpringResultsReport DisaggregatedandHistoricaLayout.xls	NECAP1011SpringResultsReport DisaggregatedandHistorical[GR].csv
Grade Level Results Report Participation Category Data	NECAP1011SpringResultsReport ParticipationLayout.xls	NECAP1011SpringResultsReport Participation[GR].csv
Grade Level Results Report Subtopic Data	NECAP1011SpringResultsReport SubtopicLayout.xls	NECAP1011SpringResultsReport Subtopic[GR].csv
Summary Results Data	NECAP1011SpringSummaryResultsLayout.xls	NECAP1011SpringSummaryResults.csv
Released Item Percent Responses Data	NECAP1011SpringReleasedItemPercentResponsesLayout.xls	NECAP1011SpringReleasedItemPercentResponses.csv
Invalidated Students Original Score	NECAP1011SpringStateInvalidatedStudent OriginalScoredLayout.xls	NECAP1011SpringStateInvalidatedStudent OriginalScored.csv
Student Questionnaire Summary	NECAP1011SpringStudentQuestionnaireSummaryLayout.xls	NECAP1011SpringStudentQuestionnaireSummary.csv
TCTA Questionnaire Raw Data	NECAP1011SpringTCQuestionnaireRawLayout.xls NECAP1011SpringTAQuestionnaireRawLayout.xls	NECAP1011SpringTCQuestionnaireRaw.csv NECAP1011SpringTAQuestionnaireRaw.csv
TCTA Questionnaire Frequency	NECAP1011SpringTCTAQuestionnaireFreqLayout.xls	NECAP1011SpringTCTAQuestionnaireFreq.csv

Distribution		
Scaled Score Lookup	NECAP1011SpringScaleScoreLookupLayout.xls	NECAP1011SpringScaleScoreLookup.xls NECAP1011SpringScaleScoreLookup.csv
Subtopic Average Points Earned (For Project Management)	N/A	NECAP1011SpringSubtopicAvgPointsEarned.xls
Item Stats for Inquiry Task Items (For Program Management)	N/A	NECAP1011SpringInquiryItemStats.csv
Memo Shipping Files (For Program Management)	N/A	TBD

VII. Addenda

A. The following rule should replace the annotations rule in section III.K on page 13 and in section IV.A.5 on page 14.

1. Students with a writing prompt score of 2-12 receive at least one, but up to five statements based on decision rules for annotations as outlined in Final Statements & Decision Rules for NECAP Writing Annotations.doc. Students with the common writing prompt score of F or O will also receive annotations of FF and OO respectively.

B. The following rule should replace the annotations rule in section III.D.5 on page 10.

1. For all writing prompt scores, the final score of record is the sum of scorer 1 and scorer 2. If both scorers give the student a B, then the final score is B. If both scorers give the student an O or F, then the final score is 0.