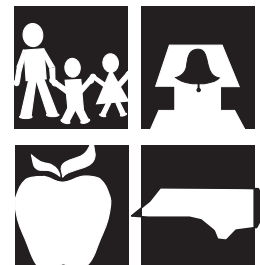


Report
of
Student Performance
in
Writing
Grades 4, 7, and 10

on
North Carolina Writing Assessment
North Carolina Alternate Assessment Academic Inventory
North Carolina Alternate Assessment Portfolio
2004-05



Published **December** 2005



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North Carolina Alternate Assessment Academic Inventory - Writing
North Carolina Alternate Assessment Portfolio - Writing

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2004-05
Report of Student Performance in Writing
Grades 4, 7, and 10

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Introduction

The North Carolina Department of Public Instruction (NCDPI) Testing Section, NCDPI English/language arts, and North Carolina State University-Technical Outreach for Public Schools (NCSU-TOPS) staff met in September of 2001 and began the process that would result in new writing assessments and scoring procedures for grades 4, 7, and 10. Writing committees for each grade level were established that included regular education teachers, ESL teachers, exceptional children teachers, curriculum supervisors, principals, and university faculty. The North Carolina Writing Assessment Scoring Model was developed by NCDPI Testing Section and NCSU-TOPS staff, refined by the writing assessment advisory committees, and approved by the State Board of Education (SBE) on January 9, 2003.

A pilot administration of the North Carolina Writing Assessment at grades 4, 7, and 10 was administered in March 2003 to all eligible students. The students in grades 4 and 7 received 75 minutes to respond to the pilot prompt; students in grade 10 received 100 minutes. The writing assessments, the scoring model, and achievement level ranges were revised to reflect (1) changes in the English/language arts curriculum emphasis and focus, and (2) the need to enhance the data analysis processes associated with the writing assessments.

Changes to the North Carolina Writing Assessment at grades 4, 7, and 10 were initiated effective with the 2002-03 school year to reflect the revisions to the English/language arts curriculum adopted by the SBE (1999), the recommendations of the Writing Assessment Task Force (2001), and the recommendations of the SBE Ad Hoc Writing Committee (2002).

Table 1. Type of Writing Assessed by Grade Level

Grade Level	Type of Writing
4	Extended narrative response (personal or imaginative)
7	Extended argumentative response (problem/solution or evaluative)
10	Extended informational response (definition, cause/effect, or problem/solution)

Appendix A displays a complete list of the types of writing by grade level and year.

Scoring Procedure

Student responses were scored using the North Carolina Writing Assessment Scoring Model which consists of the following:

- a content component with a 1-4 score scale, and
- a conventions component with a 0-2 score scale.

All student responses are scored by two independent readers.

Scoring Procedure (continued)

The total writing score for each student is computed by combining the content and conventions scores in the following manner:

Total Writing Assessment Score = sum of the (content component scores from the two independent readers multiplied by 2) + the sum of the (conventions component scores from the two independent readers multiplied by 1).

The Total Writing Score may be a minimum of 4 and a maximum of 20 for a given student.

Achievement Level Ranges

After carefully examining all data associated with the “Body of Work” and “Contrasting Groups” standard-setting methods, the March 2003 pilot administration data, and the North Carolina Writing Assessment Scoring Model, the North Carolina Department of Public Instruction (NCDPI) Accountability Services and Instructional Services – English/language arts staff recommended the following Achievement Level Ranges for approval by the SBE. This recommendation was approved by the SBE in October 2003.

Table 2. SBE Adopted Achievement Level Ranges for the Writing Assessments at Grades 4, 7, and 10

	Level I	Level II	Level III	Level IV
Grades 4, 7, and 10	4-7	8-11	12-16	17-20

Students received the following information from the writing assessments: (a) point totals for content, (b) point totals for conventions, (c) total writing scores, (d) Achievement Level, and (e) their imaged responses were returned. A review procedure was incorporated into the scoring process for those students whose Total Writing Score fell within one point of the cut line at Achievement Level III (Total Writing Score = 11). This procedure precluded an LEA appeal mechanism, as conducted under the previous focused holistic scoring system.

Alternate Assessments for North Carolina Writing Assessment at Grades 4, 7, and 10

To comply with the IDEA Amendments of 1997, the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services/North Carolina Testing Section and the NCDPI Exceptional Children Division worked collaboratively with other stakeholders to develop and implement the North Carolina Alternate Assessment Portfolio (NCAAP) and initiated the design and development of the North Carolina Computerized Adaptive Testing System (NCCATS) accommodation. However, it became evident in the fall of 2000 that the needs of certain students with disabilities were not being met by these efforts. In an effort to meet these needs, the North Carolina Alternate Assessment Academic Inventory (NCAAIAI) was developed and piloted in the spring of 2001. One purpose this alternate assessment

Alternate Assessments for North Carolina Writing Assessment at Grades 4, 7, and 10 (continued)

serves as an alternate assessment for the standard administration of the North Carolina Writing Assessment at Grades 4, 7, and 10.

With the passing of the No Child Left Behind Act (NCLB) of 2001, it became apparent that an appropriate assessment for qualifying LEP students was also needed. The NCAAAI, taken on-grade level, became a solution. Beginning with the 2002-03 school year, LEP students that met length of enrollment and language proficiency requirements as set forth in SBE policy HSP-C-005 were eligible to participate in the NCAAAI. As part of the writing assessment at grades 4, 7, and 10, the NCAAAI for writing was piloted during the 2002-03 school year.

The Writing Assessment Component of the NCAAAI

North Carolina Alternate Assessment Academic Inventory (NCAAAI). The North Carolina Alternate Assessment Academic Inventory (NCAAAI) is an alternate assessment designed for students with disabilities who have an IEP and has been adapted for students with limited English proficiency (LEP) who meet eligibility criteria. Participating students are unable to participate in state test administrations under standard conditions or with accommodations. Student performance on the tested objectives is addressed by the teachers at the beginning of the year (baseline), midyear, and at the end of the year. Participating students follow the North Carolina *Standard Course of Study*. Teachers use this academic checklist to document student performance on objectives in the specific content areas. All students participating in the NCAAAI in writing must be assessed on-grade level (at the assigned grade level) in grades 4, 7, and 10. Students can receive an Achievement Level of I, II, III, or IV. The assessor (the teacher) also indicates on the academic checklist if the student achieved growth on the content being assessed. The NCAAAI was piloted in the 2000-01 school year and administered operationally in the 2001-02 school year. The state writing assessment (including the writing assessment component of the NCAAAI) was piloted in the 2002-03 school year. The 2003-04 NCAAAI administration was a fully operational assessment. This report includes the NCAAAI results for writing for the 2003-04 school year.

NCAAP Component of Writing Assessment

North Carolina Alternate Assessment Portfolio (NCAAP). Within the North Carolina *Standard Course of Study for English/language arts*, there are five competency areas, each of which is paired with a statement of its critical “essence.” These essence statements provide the broadest possible view of the competency to promote inclusion of the students with the most significant cognitive disabilities. The fourth and fifth competency areas are used in the North Carolina Alternate Assessment Portfolio (NCAAP) to demonstrate performance in writing for fourth, seventh, and tenth grade students participating in this year-long, performance-based assessment. Writing is assessed as a component of the English/language arts requirement for the NCAAP. Since the state writing assessment was a pilot for the 2002-03 school year, the results from the writing component of the NCAAP are also reported as results from a pilot administration. The 2003-04 NCAAP administration was a fully operational assessment.

2004-05

North Carolina Writing Assessment

State-Level Summary Statistics

Grade 4

Grade 4

Results of the Writing Assessment at Grade 4

Students in the fourth grade were asked to write a personal narrative response to the following prompt:

Imagine you were walking outside and you saw a huge tree. When you go closer, you noticed that there was a small door in the side of the tree. You opened the door. Write a story about what happened the time you saw a huge tree and opened the door.

Contracted readers scored 101,726 public school responses for grade 4 after the 2004-05 writing assessment. The scores show that 49.4 percent of the fourth graders wrote well enough to score at or above Level III. This represents an increase of 10.7 percentage points from the 38.7 percent who achieved this level in 2003-04 test administration. Less than 5.0 percent of the fourth graders in the 2004-05 writing assessment received the highest scores (Level IV) and 9.8 percent received the lowest scores (Level I). In 2004-05, less than one percent (0.3) of the papers had problems which made them non-scorable. Non-scorable papers receive Achievement Level I ratings and are included in the state results as Level I scores.

The average weighted content score for fourth graders taking the assessment in 2004-05 was 8.6 on a scale of four to sixteen. The average conventions score was 2.4 on a scale of zero to four. The average Total Writing Score was 11.1 of a possible 20. The Total Score Range is 4-20.

Observations

One observation from the writing assessment is that students in grade 4 appear to have relatively stronger content scores and relatively weaker convention scores than students in grades 7 and 10. At grade 4, where students performed better in content, they achieved significant gains in total writing scores as well.

The following additional observations were noted during the scoring process:

- The prompt was accessible to all students.
- Only 0.3 percent of students received a non-scorable response.
- The opening of the door in the tree provided an effective prompt to an imaginative story. There were numerous focuses in the stories: getting into the tree, getting out of the tree, having an adventure related to being inside a tree, or using the tree to begin telling a story totally unrelated to trees (i.e., being a hero of a baseball game). The students seemed to understand and respond well to this prompt.
- Some common topics were squirrels, leprechauns, elf cookie factories, fairies, candy, club houses loaded with “the works,” and roller coasters. Common techniques for ending the story were remembering it was time to go home to eat dinner, waking up to find it had all been a dream, or turning

**Observations
(continued)**

around to find the tree had disappeared.

- There were numerous responses that spent a couple paragraphs on finding the door and getting in, a couple of paragraphs on what happened inside the tree, and a short ending of waking up from a dream or turning around to find the tree gone.
- A large number of students incorporated dialogue into their stories. There were varied levels of control of punctuation for dialogue demonstrated; however, the evidence indicates there is a widespread understanding of how to use dialogue among the students.

**Performance
of Subgroups
at Grade 4**

Gender

Approximately 56.7 percent of the female students scored at or above Level III compared to 42.3 percent for male students.

Ethnicity

About 65.0 percent of Asian students scored at or above Level III compared to 58.5 percent of the White students, 51.3 percent of Multi-Racial students, 35.0 percent of Hispanic students, 34.6 percent of Black students, and 30.3 percent of American Indian students.

There were 101,726 fourth grade public school student responses scored by two independent readers. The inter-rater reliability rates (agreement rates) of the readers are shown below in Table 3. The 70.0 percent criterion rate for perfect agreement based upon industry standards was exceeded and the resolutions required were few.

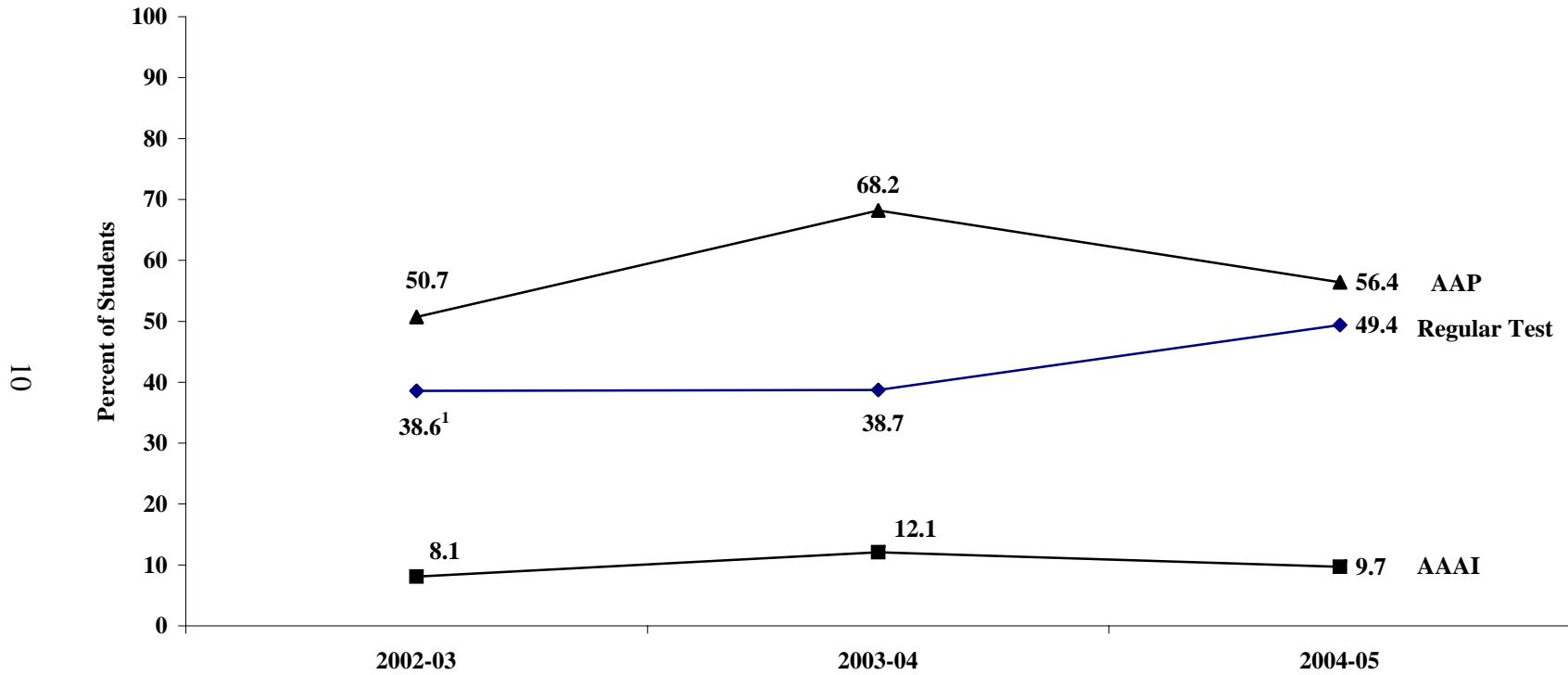
Total Public School Papers	Perfect Agreement <u>Percent</u>	Adjacent Agreement <u>Percent</u>	Resolution Required <u>Percent</u>
Content 101,726	72.7	26.4	0.8
Conventions 101,726	71.6	26.8	0.8

The following pages, and Appendix B, present data for the Grade 4 writing assessment, as well as the alternate assessments, administered since a new scoring model was piloted in March 2003. Figure 1 indicates that a substantial change occurred in the percentage of students scoring at or above Achievement Level III on the regular test between the pilot year and the current year (0.1% increase between 2002-03 and 2003-04, 10.7% increase between 2003-04 and 2004-05). Table 8, a table of Achievement Levels by subgroup, demonstrates that females outperformed males. Also, Asian, White, and Multi-Racial students performed at a higher level than the Hispanic, Black, and American Indian subgroups. Table 10,

**Performance
of Subgroups
at Grade 4
(continued)**

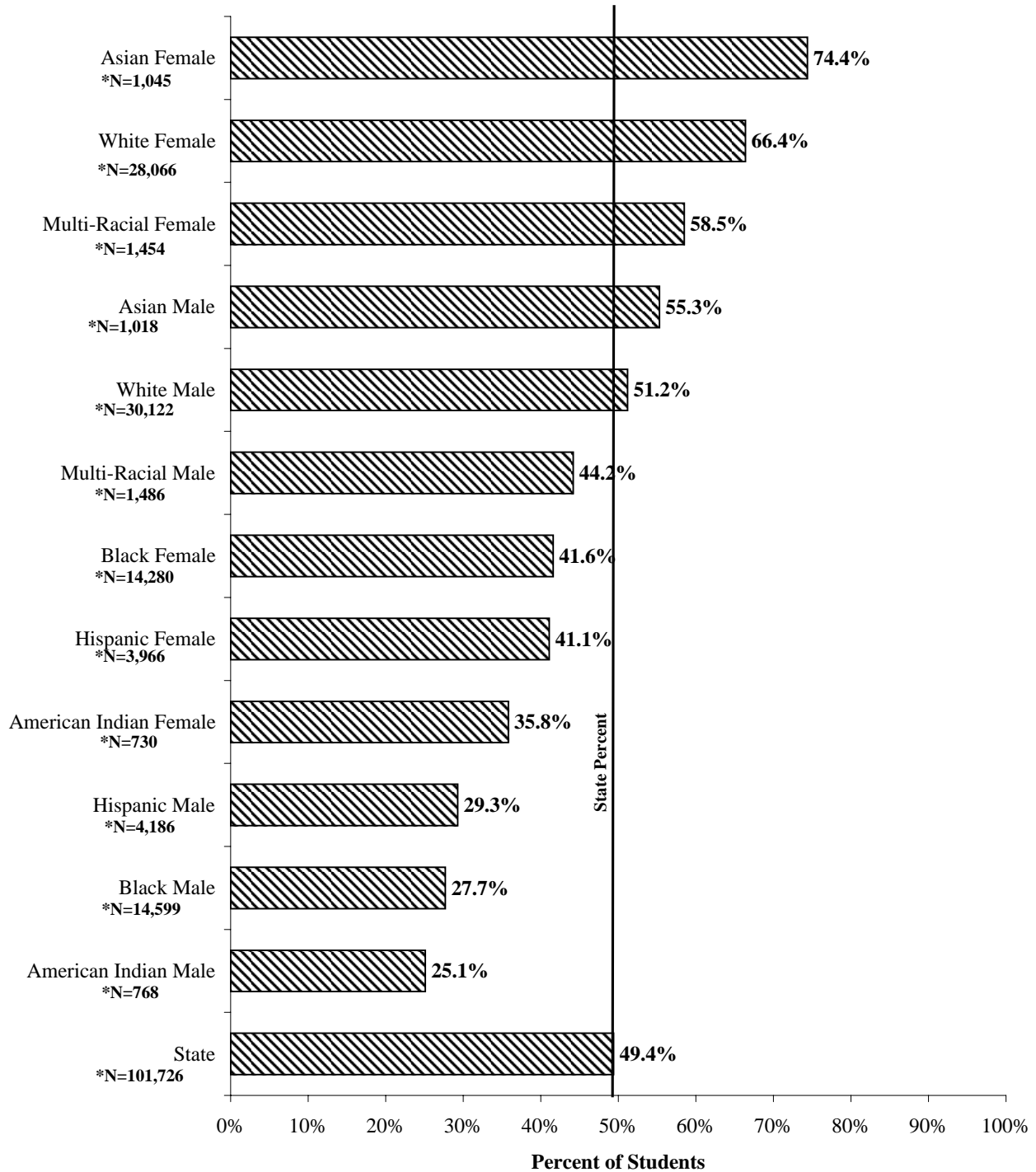
the frequency distribution, shows that a very small percentage of fourth graders reached Achievement Level IV (less than 3.0%), while about 47.7 percent of the students received a III, about 40.9 percent received a II, and 9.8 percent received the lowest Achievement Level.

**Figure 1. North Carolina Testing Program
Annual Writing Assessment, 2002-03 to 2004-05,
Percent of Students Scoring At or Above Level III
Grade 4**



Notes: ¹The writing standard, scale, and scoring model changed effective with the 2002-03 school year.
The data from 2002-03 are reported from the pilot test administration.
Data received from LEAs and charter schools after August 25, 2005 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Figure 2. North Carolina Testing Program
Annual Writing Assessment (Regular Test), 2004-05,
Percent of Students At or Above Level III,
Grade 4, By Gender and Ethnicity**



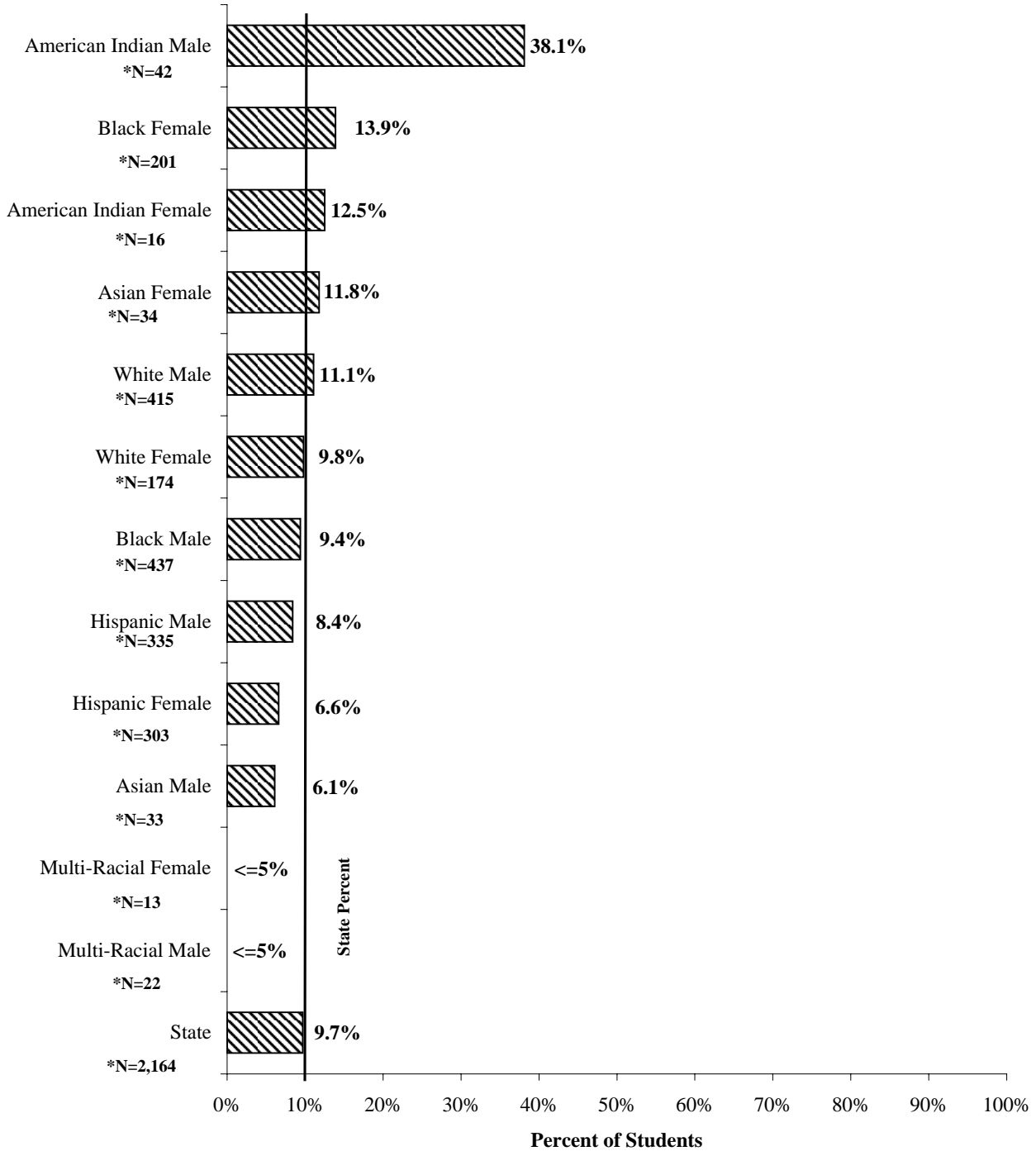
Notes: *N counts equal the number of students tested.

When summed, gender/ethnicity N counts may not match the state N counts because a gender/ethnicity category may not have been coded on some student answer sheets.

Data received from LEAs and charter schools after August 25, 2005 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Figure 3. North Carolina Testing Program
Annual Writing Assessment (AAAI), 2004-05,
Percent of Students At or Above Level III,
Grade 4, By Gender and Ethnicity**



Notes: *Number of students with assigned grade, assessed grade, and some indication of participation (growth score, level score, or participation indicator).

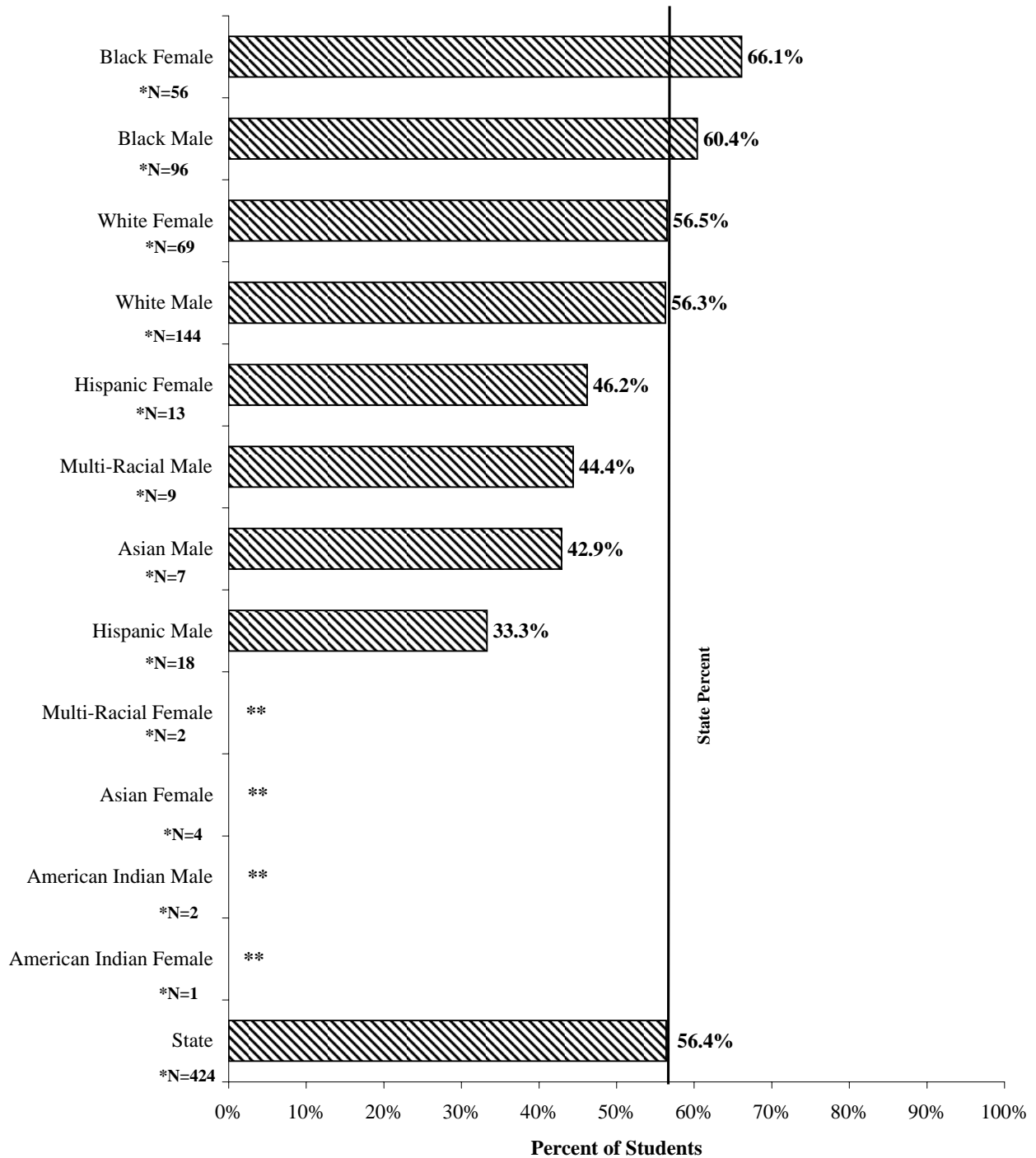
**Performance data are not reported when number tested is fewer than five. Performance data that are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent, are not displayed.

When summed, gender/ethnicity N counts may not match the state N counts because a gender/ethnicity category may not have been coded on some student answer sheets.

Data received from LEAs and charter schools after August 25, 2005 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Figure 4. North Carolina Testing Program
Annual Writing Assessment (AAP), 2004-05,
Percent of Students At or Above Level III,
Grade 4, By Gender and Ethnicity**



Notes: *N counts equal the number of students tested.

**Performance data are not reported when number tested is fewer than five. Performance data that are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent, are not displayed.

When summed, gender/ethnicity N counts may not match the state N counts because a gender/ethnicity category may not have been coded on some student answer sheets.

Data received from LEAs and charter schools after August 25, 2005 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 4. North Carolina Testing Program
Annual Writing Assessment, 2004-05
Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested,
Grade 4**

Category	Membership ¹	Number Tested ² (Regular Test)	Percent Tested ³ (Regular Test)	Mean Writing Score	Percent Proficient Writing	Number Alternate Assessments ⁴	Percent Alternate Assessments	Percent Proficient Alternate	Not Tested		Number Participating	Percent Participating
									Number Absent or Other	Percent Absent or Other		
All Students	104,928	101,726	96.9	11.1	49.4	2,588	2.5	17.3	614	0.6	104,314	99.4
Female	50,856	49,542	97.4	11.6	56.7	952	1.9	16.7	362	0.7	50,494	99.3
Male	54,072	52,180	96.5	10.6	42.3	1,636	3.0	17.7	256	0.5	53,816	99.5
American Indian	1,579	1,498	94.9	9.8	30.3	61	3.9	34.4	20	1.3	1,559	98.7
Asian	2,117	2,063	97.4	12.2	65.0	78	3.7	11.5	0	0.0	2,141	†
Black	29,993	28,879	96.3	10.1	34.6	790	2.6	20.8	324	1.1	29,669	98.9
Hispanic	8,680	8,152	93.9	10.1	35.0	669	7.7	9.0	0	0.0	8,821	†
Multi-Racial	3,074	2,940	95.6	11.2	51.3	46	1.5	10.9	88	2.9	2,986	97.1
White	59,485	58,188	97.8	11.7	58.5	802	1.3	22.8	495	0.8	58,990	99.2
Free and Reduced Lunch	50,157	47,427	94.6	10.1	34.7	1,722	3.4	16.1	1,008	2.0	49,149	98.0
Not Free and Reduced Lunch	54,771	54,299	99.1	11.9	62.1	866	1.6	19.6	0	0.0	55,165	†
Title I	55,235	52,534	95.1	10.5	41.8	1,643	3.0	16.4	1,058	1.9	54,177	98.1
Not Title I	49,005	41,669	85.0	11.6	56.3	843	1.7	17.1	6,493	13.2	42,512	86.8
Schoolwide Title I	52,940	49,821	94.1	10.6	42.4	1,618	3.1	16.4	1,501	2.8	51,439	97.2
Targeted Assistance	2,251	2,674	†	9.9	30.5	23	1.0	13.0	0	0.0	2,697	†
Migrant	660	867	†	10.1	33.0	80	12.1	17.5	0	0.0	947	†
Not Migrant	104,268	100,859	96.7	11.1	49.5	2,508	2.4	17.3	901	0.9	103,367	99.1
Limited English Proficient (LEP)	5,128	4,633	90.3	9.2	20.9	419	8.2	5.3	76	1.5	5,052	98.5
Not Limited English Proficient	99,800	97,093	97.3	11.2	50.7	2,169	2.2	19.6	538	0.5	99,262	99.5
Students with Disabilities	17,889	14,116	78.9	8.8	20.1	1,666	9.3	18.9	2,107	11.8	15,782	88.2
Students without Disabilities	87,039	87,610	†	11.4	54.1	922	1.1	14.4	0	0.0	88,532	†
Students with IEPs	15,242	11,946	78.4	8.6	17.9	1,651	10.8	19.0	1,645	10.8	13,597	89.2
Students without IEPs	89,686	89,780	†	11.4	53.5	937	1.0	14.3	0	0.0	90,717	†
Behaviorally-Emotionally Disabled	735	656	89.3	7.9	12.7	48	6.5	8.3	31	4.2	704	95.8
Hearing Impaired	190	142	74.7	8.8	19.0	35	18.4	20.0	13	6.8	177	93.2
Educable Mentally Disabled	1,790	1,015	56.7	6.4	<=5%	683	38.2	9.7	92	5.1	1,698	94.9
Specific Learning Disabled	6,618	5,855	88.5	8.5	15.4	267	4.0	18.7	496	7.5	6,122	92.5
Speech-Language Impaired	2,436	1,924	79.0	10.1	34.8	42	1.7	40.5	470	19.3	1,966	80.7
Visually Impaired	46	39	84.8	8.5	15.4	39	84.8	64.1	0	0.0	78	†
Other Health Impaired	2,491	1,975	79.3	8.5	16.5	127	5.1	9.4	389	15.6	2,102	84.4
Orthopedically Impaired	94	67	71.3	9.6	35.8	17	18.1	11.8	10	10.6	84	89.4
Traumatic Brain Injured	29	19	65.5	7.3	15.8	20	69.0	30.0	0	0.0	39	†
Autistic	487	231	47.4	8.7	29.4	238	48.9	35.3	18	3.7	469	96.3
Severely/Profoundly Mentally Disabled	39	4	10.3	*	*	5	12.8	80.0	30	76.9	9	23.1
Multihandicapped	107	9	8.4	5.1	<=5%	24	22.4	12.5	74	69.2	33	30.8
Deaf-Blind	6	3	50.0	*	*	3	50.0	*	0	0.0	6	100.0
Trainable Mentally Disabled	174	7	4.0	2.3	<=5%	103	59.2	33.0	64	36.8	110	63.2
Section 504	2,647	2,170	82.0	10.0	32.1	15	0.6	6.7	462	17.5	2,185	82.5

Notes: 1 "Membership" is the total number of students on the 2004-05 Masterbuild data file.

2 "Number Tested" is the number of students who took the writing assessment.

3 "Percent Tested" may exceed 100.0 percent due to coding differences between the Masterbuild file and student test documents for the N.C. Writing Assessment.

4 Data for the alternate assessments came from the AAAI and AAP test documents.

*Performance data are not reported when number tested is fewer than five. Performance data that are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent, are not displayed.

†These data represent coding on the 2004-05 test documents. The "Number Tested" and the "Number Participating" may be higher than "Membership" because "Membership" represents coding from the Masterbuild files and the "Number Tested" and "Number Participating" from the Winscan files.

Data received from LEAs and charter schools after August 25, 2005 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 5. North Carolina Testing Program
Annual Writing Assessment (Regular Test), 1992-93 to 2004-05,
Distribution of Achievement Levels Across Years,
Grade 4**

Grade 4	Number Tested	Achievement Levels			
		Level I	Level II	Level III	Level IV
1992-93	84,686	$\frac{16,727}{19.8}$	$\frac{47,597}{56.2}$	$\frac{17,929}{22.1}$	$\frac{2,433}{2.8}$
1993-94	84,982	$\frac{13,956}{16.4}$	$\frac{41,610}{49.0}$	$\frac{24,432}{28.7}$	$\frac{4,781}{5.6}$
1994-95	87,339	$\frac{3,773}{4.3}$	$\frac{36,793}{42.1}$	$\frac{39,865}{45.6}$	$\frac{6,367}{7.3}$
1995-96	88,441	$\frac{4,894}{5.5}$	$\frac{37,996}{43.0}$	$\frac{39,318}{44.5}$	$\frac{6,233}{7.0}$
1996-97	90,638	$\frac{3,627}{4.0}$	$\frac{42,945}{47.4}$	$\frac{40,994}{45.2}$	$\frac{3,072}{3.4}$
1997-98	94,386	$\frac{3,307}{3.5}$	$\frac{42,243}{44.8}$	$\frac{44,979}{47.7}$	$\frac{3,857}{4.1}$
1998-99	96,649	$\frac{1,933}{2.0}$	$\frac{41,388}{42.8}$	$\frac{48,020}{49.7}$	$\frac{5,308}{5.5}$
1999-00	99,038	$\frac{1,783}{1.8}$	$\frac{40,175}{40.6}$	$\frac{52,390}{52.9}$	$\frac{4,690}{4.7}$
2000-01	100,930	$\frac{2,309}{2.3}$	$\frac{29,200}{28.9}$	$\frac{64,555}{64.0}$	$\frac{4,860}{4.8}$
2001-02	101,554	$\frac{2,155}{2.1}$	$\frac{51,827}{51.0}$	$\frac{44,530}{43.8}$	$\frac{3,039}{3.0}$
2002-03 ¹	99,382	$\frac{11,210}{11.3}$	$\frac{49,846}{50.2}$	$\frac{35,507}{35.7}$	$\frac{2,819}{2.8}$
2003-04	102,121	$\frac{9,841}{9.6}$	$\frac{52,765}{51.7}$	$\frac{37,732}{36.9}$	$\frac{1,783}{1.7}$
2004-05	101,726	$\frac{9,920}{9.8}$	$\frac{41,599}{40.9}$	$\frac{48,500}{47.7}$	$\frac{*}{\leq 5\%}$

Notes: ¹The writing standard, scale, and scoring model changed effective with the 2002-03 school year.

*Performance data are not reported when number tested is fewer than five. Performance data that are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent, are not displayed.

Data received from LEAs and charter schools after August 25, 2005 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 6. North Carolina Testing Program
Annual Writing Assessment (AAAI), 2001-02 to 2004-05,
Distribution of Achievement Levels Across Years,
Grade 4**

Grade 4	Number Tested ¹	Achievement Levels			
		Level I	Level II	Level III	Level IV
2001-02	1,511	$\frac{828}{54.8}$	$\frac{555}{36.7}$	$\frac{120}{7.9}$	$\frac{8}{\leq 5\%}$
2002-03	2,623	$\frac{1,520}{57.9}$	$\frac{890}{33.9}$	$\frac{205}{7.8}$	$\frac{8}{\leq 5\%}$
2003-04	2,149	$\frac{1,135}{52.8}$	$\frac{754}{35.1}$	$\frac{242}{11.3}$	$\frac{18}{\leq 5\%}$
2004-05	2,164	$\frac{1,243}{57.4}$	$\frac{699}{32.3}$	$\frac{196}{49.1}$	$\frac{13}{\leq 5\%}$

**Table 7. North Carolina Testing Program
Annual Writing Assessment (AAP), 2002-03 to 2004-05,
Distribution of Achievement Levels Across Years,
Grade 4**

Grade 4	Number Tested	Achievement Levels			
		Level I	Level II	Level III	Level IV
2002-03	419	$\frac{78}{19.2}$	$\frac{122}{30.0}$	$\frac{98}{24.1}$	$\frac{108}{26.6}$
2003-04	473	$\frac{84}{17.8}$	$\frac{66}{14.0}$	$\frac{127}{27.0}$	$\frac{194}{41.2}$
2004-05	424	$\frac{135}{31.8}$	$\frac{50}{11.8}$	$\frac{81}{19.1}$	$\frac{158}{37.3}$

Notes: ¹Number of AAAI students with assigned grade, assessed grade, and some indication of participation (growth score, level score, or participation indicator).

*Performance data are not reported when number tested is fewer than five. Performance data that are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent, are not displayed.

Number in levels may not add to total because level was not reported for some students.

Data received from LEAs and charter schools after August 25, 2005 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 8. North Carolina Testing Program
Annual Writing Assessment, 2004-05,
Characteristics and Performance by Achievement Level,
Grade 4**

Category	Number Tested ¹ (Regular Test)	Percent ² (Regular Test)	Number At or Above Level III	Percent At or Above Level III	Number At Level I	Percent At Level I	Number At Level II	Percent At Level II	Number At Level III	Percent At Level III	Number At Level IV	Percent At Level IV
All Students	101,726	100.0	50,207	49.4	9,920	9.8	41,599	40.9	48,500	47.7	*	<=5%
Female	49,542	48.7	28,111	56.7	3,118	6.3	18,313	37.0	27,061	54.6	*	<=5%
Male	52,180	51.3	22,094	42.3	6,801	13.0	23,285	44.6	21,438	41.1	*	<=5%
American Indian	1,498	1.5	454	30.3	257	17.2	787	52.5	445	29.7	*	<=5%
Asian	2,063	2.0	1,341	65.0	117	5.7	605	29.3	1,251	60.6	*	<=5%
Black	28,879	28.4	9,987	34.6	4,306	14.9	14,586	50.5	9,850	34.1	*	<=5%
Hispanic	8,152	8.0	2,856	35.0	1,156	14.2	4,140	50.8	2,810	34.5	*	<=5%
Multi-Racial	2,940	2.9	1,507	51.3	251	8.5	1,182	40.2	1,463	49.8	*	<=5%
White	58,188	57.2	34,059	58.5	3,831	6.6	20,298	34.9	32,679	56.2	*	<=5%
Not Exceptional	68,032	66.9	31,773	46.7	5,601	8.2	30,658	45.1	31,171	45.8	*	<=5%
Free and Reduced Lunch	47,427	46.6	16,467	34.7	6,840	14.4	24,120	50.9	16,229	34.2	*	<=5%
Not Free and Reduced Lunch	54,299	53.4	33,740	62.1	3,080	5.7	17,479	32.2	32,271	59.4	*	<=5%
Title I	52,534	51.6	21,938	41.8	6,439	12.3	24,157	46.0	21,385	40.7	*	<=5%
Not Title I	41,669	41.0	23,479	56.3	2,993	7.2	15,197	36.5	22,514	54.0	*	<=5%
Schoolwide Title I Program	49,821	49.0	21,112	42.4	6,018	12.1	22,691	45.5	20,576	41.3	*	<=5%
Targeted Assistance	2,674	2.6	816	30.5	414	15.5	1,444	54.0	799	29.9	*	<=5%
Migrant	867	0.9	286	33.0	129	14.9	452	52.1	276	31.8	*	<=5%
Not Migrant	100,859	99.1	49,921	49.5	9,791	9.7	41,147	40.8	48,224	47.8	*	<=5%
Limited English Proficient (LEP)	4,633	4.6	966	20.9	902	19.5	2,765	59.7	959	20.7	*	<=5%
Not Limited English Proficient	97,093	95.4	49,241	50.7	9,018	9.3	38,834	40.0	47,541	49.0	*	<=5%
LEP less than 2 years	503	0.5	97	19.3	150	29.8	256	50.9	96	19.1	*	<=5%
LEP greater than 2 years	4,130	4.1	869	21.0	752	18.2	2,509	60.8	863	20.9	*	<=5%
All Students with Disabilities	14,116	13.9	2,840	20.1	3,812	27.0	7,464	52.9	2,801	19.8	*	<=5%
Students without Disabilities	87,610	86.1	47,367	54.1	6,108	7.0	34,135	39.0	45,699	52.2	*	<=5%
Behaviorally-Emotionally Disabled	656	0.6	83	12.7	250	38.1	323	49.2	83	12.7	*	<=5%
Hearing Impaired	142	0.1	27	19.0	35	24.6	80	56.3	27	19.0	*	<=5%
Educable Mentally Disabled	1,015	1.0	*	<=5%	552	54.4	430	42.4	33	3.3	*	<=5%
Specific Learning Disabled	5,855	5.8	903	15.4	1,635	27.9	3,317	56.7	896	15.3	*	<=5%
Learning Disabled-Reading	5,386	5.3	830	15.4	1,536	28.5	3,020	56.1	819	15.2	*	<=5%
Learning Disabled-Mathematics	4,080	4.0	693	17.0	1,121	27.5	2,266	55.5	688	16.9	*	<=5%
Learning Disabled-Written Expression	2,223	2.2	340	15.3	664	29.9	1,219	54.8	334	15.0	*	<=5%
Learning Disabled-Other	244	0.2	50	20.5	60	24.6	134	54.9	49	20.1	*	<=5%

Notes: ¹"Number Tested" is the number of students who took the writing test.

²"Percent" is calculated based on the number tested in the "All Students" category.

*Performance data are not reported when membership is fewer than five. Performance data that are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent, are not displayed.

The total for "All Students with Disabilities" includes Section 504. Some categories may not add up to the total due to missing coding.

Data received from LEAs and charter schools after August 25, 2005 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 8. North Carolina Testing Program
Annual Writing Assessment, 2004-05,
Characteristics and Performance by Achievement Level,
Grade 4 (continued)**

Category	Number Tested ¹ (Regular Test)	Percent ² (Regular Test)	Number At or Above Level III	Percent At or Above Level III	Number At Level I	Percent At Level I	Number At Level II	Percent At Level II	Number At Level III	Percent At Level III	Number At Level IV	Percent At Level IV
All Students with Disabilities (continued)												
Speech-Language Impaired	1,924	1.9	670	34.8	298	15.5	956	49.7	656	34.1	*	<=5%
Visually Impaired	39	0.0	6	15.4	10	25.6	23	59.0	6	15.4	*	<=5%
Other Health Impaired	1,975	1.9	325	16.5	584	29.6	1,066	54.0	324	16.4	*	<=5%
Orthopedically Impaired	67	0.1	24	35.8	14	20.9	29	43.3	24	35.8	*	<=5%
Traumatic Brain Injured	19	0.0	3	15.8	9	47.4	7	36.8	3	15.8	*	<=5%
Autistic	231	0.2	68	29.4	85	36.8	78	33.8	64	27.7	*	<=5%
Severely/Profoundly Mentally Disabled	4	0.0	*	*	*	*	*	*	*	*	*	*
Multihandicapped	9	0.0	*	<=5%	8	88.9	1	11.1	*	<=5%	*	<=5%
Deaf/Blind	3	0.0	*	*	*	*	*	*	*	*	*	*
Trainable Mentally Disabled	7	0.0	*	<=5%	7	100.0	*	<=5%	*	<=5%	*	<=5%
Section 504	2,170	2.1	697	32.1	321	14.8	1,152	53.1	684	31.5	*	<=5%
Academically/Intellectually Gifted	12,970	12.7	11,335	87.4	*	<=5%	1,535	11.8	10,447	80.5	888	6.8
AIG Reading	11,459	11.3	10,220	89.2	*	<=5%	1,148	10.0	9,345	81.6	875	7.6
AIG Mathematics	11,981	11.8	10,491	87.6	*	<=5%	1,388	11.6	9,667	80.7	824	6.9
Accommodations												
Braille Edition	2	0.0	*	*	*	*	*	*	*	*	*	*
Large Print Edition	59	0.1	11	18.6	21	35.6	27	45.8	11	18.6	*	<=5%
Assistive Technology Devices	70	0.1	16	22.9	18	25.7	36	51.4	16	22.9	*	<=5%
Braille Writer/Slate and Stylus (and Braille Paper)	7,570	7.4	997	13.2	2,393	31.6	4,180	55.2	992	13.1	*	<=5%
Cranmer Abacus	0	0.0	*	*	*	*	*	*	*	*	*	*
Dictation to Scribe	2,464	2.4	424	17.2	572	23.2	1,468	59.6	424	17.2	*	<=5%
Interpreter/Transliterator Signs/Cues Test	334	0.3	55	16.5	86	25.7	193	57.8	55	16.5	*	<=5%
Magnification Devices	23	0.0	4	17.4	6	26.1	13	56.5	4	17.4	*	<=5%
Student Marks Answers in Test Book	3,156	3.1	510	16.2	965	30.6	1,681	53.3	507	16.1	*	<=5%
Test Administrator Reads Test Aloud (in English)	17	0.0	2	11.8	8	47.1	7	41.2	2	11.8	*	<=5%
Keyboarding Devices	95	0.1	44	46.3	21	22.1	30	31.6	42	44.2	*	<=5%
Hospital/Home Testing	10	0.0	4	40.0	1	10.0	5	50.0	4	40.0	*	<=5%
Multiple Testing Sessions	3,798	3.7	650	17.1	1,117	29.4	2,031	53.5	648	17.1	*	<=5%
Scheduled Extended Time	12,865	12.6	2,292	17.8	3,506	27.3	7,067	54.9	2,273	17.7	19	0.1
Testing in a Separate Room	11,925	11.7	1,978	16.6	3,414	28.6	6,533	54.8	1,964	16.5	14	0.1
English/Native Language Dictionary/Electronic Translat	3	0.0	*	*	*	*	*	*	*	*	*	*
One Test Item Per Page Edition	27	0.0	8	29.6	3	11.1	16	59.3	8	29.6	*	<=5%
Accommodation Notification Form	8	0.0	1	12.5	1	12.5	6	75.0	*	<=5%	1	12.5

Notes: ¹"Number Tested" is the number of students who took the writing test.

²"Percent" is calculated based on the number tested in the "All Students" category.

*Performance data are not reported when membership is fewer than five. Performance data that are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent, are not displayed.

The total for "All Students with Disabilities" includes Section 504. Some categories may not add up to the total due to missing coding.

Data received from LEAs and charter schools after August 25, 2005 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 9. North Carolina Testing Program
Annual Writing Assessment, 2004-05
Average Score,
Grade 4**

Category	Number Tested ¹ (Regular Test)	Percent ² (Regular Test)	Average Total Writing Score	Average Weighted Content Score	Average Conventions Score	Number Non-scorable	Percent Non-scorable
All Students	101,726	100.0	11.1	8.6	2.4	295	0.3
Female	49,542	48.7	11.6	8.9	2.7	95	0.2
Male	52,180	51.3	10.6	8.4	2.2	199	0.4
American Indian	1,498	1.5	9.8	8.0	1.8	8	0.5
Asian	2,063	2.0	12.2	9.2	3.0	9	0.4
Black	28,879	28.4	10.1	8.0	2.0	87	0.3
Hispanic	8,152	8.0	10.1	8.1	2.0	85	1.0
Multi-Racial	2,940	2.9	11.2	8.7	2.5	4	0.1
White	58,188	57.2	11.7	9.0	2.7	101	0.2
Not Exceptional	68,032	66.9	11.0	8.5	2.4	117	0.2
Free and Reduced Lunch	47,427	46.6	10.1	8.1	2.0	207	0.4
Not Free and Reduced Lunch	54,299	53.4	11.9	9.1	2.8	88	0.2
Title I	52,534	51.6	10.5	8.3	2.2	172	0.3
Not Title I	41,669	41.0	11.6	8.9	2.7	75	0.2
Schoolwide Title I Program	49,821	49.0	10.6	8.3	2.2	161	0.3
Targeted Assistance	2,674	2.6	9.9	8.0	1.9	11	0.4
Migrant	867	0.9	10.1	8.2	1.9	4	0.5
Not Migrant	100,859	99.1	11.1	8.6	2.5	291	0.3
Limited English Proficient (LEP)	4,633	4.6	9.2	7.7	1.5	56	1.2
Not Limited English Proficient	97,093	95.4	11.2	8.7	2.5	239	0.2
LEP less than 2 years	503	0.5	8.4	7.0	1.4	42	8.3
LEP greater than 2 years	4,130	4.1	9.3	7.8	1.5	14	0.3
All Students with Disabilities	14,116	13.9	8.8	7.5	1.2	127	0.9
Students without Disabilities	87,610	86.1	11.4	8.8	2.6	168	0.2
Behaviorally-Emotionally Disabled	656	0.6	7.9	6.9	1.0	8	1.2
Hearing Impaired	142	0.1	8.8	7.4	1.4	0	0.0
Educable Mentally Disabled	1,015	1.0	6.4	6.0	0.4	41	4.0
Specific Learning Disabled	5,855	5.8	8.5	7.5	1.0	33	0.6
Learning Disabled-Reading	5,386	5.3	8.5	7.5	1.0	31	0.6
Learning Disabled-Mathematics	4,080	4.0	8.6	7.6	1.0	28	0.7
Learning Disabled-Written Expression	2,223	2.2	8.4	7.4	1.0	22	1.0
Learning Disabled-Other	244	0.2	8.9	7.5	1.4	1	0.4

Notes: ¹"Number Tested" is the number of students who took the writing test.

²"Percent" is calculated based on the number tested in the "All Students" category.

*Performance data are not reported when number tested is fewer than five. Performance data that are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent, are not displayed.

The total for "All Students with Disabilities" includes Section 504. Some categories may not add up to the total due to missing coding.

Data received from LEAs and charter schools after August 25, 2005 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 9. North Carolina Testing Program
Annual Writing Assessment, 2004-05
Average Score,
Grade 4 (continued)**

Category	Number Tested ¹ (Regular Test)	Percent ² (Regular Test)	Average Total Writing Score	Average Weighted Content Score	Average Conventions Score	Number Non-scorable	Percent Non-scorable
All Students with Disabilities (continued)							
Speech-Language Impaired	1,924	1.9	10.1	8.1	2.0	8	0.4
Visually Impaired	39	0.0	8.5	7.2	1.3	1	2.6
Other Health Impaired	1,975	1.9	8.5	7.4	1.1	13	0.7
Orthopedically Impaired	67	0.1	9.6	8.1	1.5	1	1.5
Traumatic Brain Injured	19	0.0	7.3	6.3	1.0	2	10.5
Autistic	231	0.2	8.7	7.2	1.5	7	3.0
Severely/Profoundly Mentally Disabled	4	0.0	*	*	*	*	*
Multihandicapped	9	0.0	5.1	4.9	0.2	0	0.0
Deaf/Blind	3	0.0	*	*	*	*	*
Trainable Mentally Disabled	7	0.0	2.3	2.3	0.0	3	42.9
Section 504	2,170	2.1	10.0	8.1	1.8	8	0.4
Academically/Intellectually Gifted	12,970	12.7	13.7	10.1	3.6	6	0.0
AIG Reading	11,459	11.3	13.8	10.2	3.6	5	0.0
AIG Mathematics	11,981	11.8	13.7	10.1	3.6	5	0.0
Accommodations							
Braille Edition	2	0.0	*	*	*	*	*
Large Print Edition	59	0.1	8.0	6.7	1.4	5	8.5
Assistive Technology Devices	70	0.1	8.8	7.4	1.4	1	1.4
Braille Writer/Slate and Stylus (and Braille Paper)	7,570	7.4	8.2	7.3	0.9	92	1.2
Cranmer Abacus	0	0.0	*	*	*	*	*
Dictation to Scribe	2,464	2.4	8.4	8.4	0.0	21	0.9
Interpreter/Transliterator Signs/Cues Test	334	0.3	8.5	7.2	1.3	15	4.5
Magnification Devices	23	0.0	8.2	7.1	1.0	2	8.7
Student Marks Answers in Test Book	3,156	3.1	8.4	7.3	1.1	36	1.1
Test Administrator Reads Test Aloud (in English)	17	0.0	7.4	6.4	1.0	0	0.0
Keyboarding Devices	95	0.1	10.2	8.0	2.2	4	4.2
Hospital/Home Testing	10	0.0	10.4	8.2	2.2	0	0.0
Multiple Testing Sessions	3,798	3.7	8.5	7.4	1.1	42	1.1
Scheduled Extended Time	12,865	12.6	8.6	7.5	1.2	140	1.1
Testing in a Separate Room	11,925	11.7	8.5	7.4	1.1	141	1.2
English/Native Language Dictionary/Electronic Translator	3	0.0	*	*	*	*	*
One Test Item Per Page Edition	27	0.0	9.7	8.1	1.6	0	0.0
Accommodation Notification Form	8	0.0	9.5	8.3	1.3	0	0.0

Notes: ¹"Number Tested" is the number of students who took the writing test.

²"Percent" is calculated based on the number tested in the "All Students" category.

*Performance data are not reported when number tested is fewer than five. Performance data that are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent, are not displayed.

The total for "All Students with Disabilities" includes Section 504. Some categories may not add up to the total due to missing coding

Data received from LEAs and charter schools after August 25, 2005 are not included in this table

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 10. North Carolina Testing Program
Annual Writing Assessment (Regular Test), 2004-05,
Distribution of Scale Scores,
Grade 4**

<u>TOTAL NUMBER OF STUDENTS</u>	104,928		
<u>NUMBER OF STUDENTS TESTED</u>	101,726	<u>HIGH SCORE</u>	20
		<u>LOW SCORE</u>	4
<u>NUMBER OF NON-SCORABLE PAPERS</u>	295		
<u>MEAN</u>	11.1		
		<u>PERCENTILES</u>	<u>SCALE SCORE</u>
<u>STANDARD DEVIATION</u>	3.1	90	15
		75	13
		50 (<u>MEDIAN</u>)	11
<u>VARIANCE</u>	9.5	25	9
		10	8

FREQUENCY DISTRIBUTION

ACH LEV	WRITING SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
IV	20	375	101726	0.37	100.00
	19	6	101351	0.01	99.63
	18	1215	101345	1.19	99.63
	17	111	100130	0.11	98.43
III	16	8455	100019	8.31	98.32
	15	1810	91564	1.78	90.01
	14	11544	89754	11.35	88.23
	13	5638	78210	5.54	76.88
	12	21053	72572	20.70	71.34
II	11	1593	51519	1.57	50.64
	10	24183	49926	23.77	49.08
	9	6939	25743	6.82	25.31
	8	8884	18804	8.73	18.48
I	7	1859	9920	1.83	9.75
	6	3243	8061	3.19	7.92
	5	818	4818	0.80	4.74
	4	3705	4000	3.64	3.93
	NS	295	295	0.29	0.29

Data received from LEAs and charter schools after August 25, 2005 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 11. North Carolina Testing Program
Annual Writing Assessment (AAAI), 2004-05,
Distribution of Total Scores,
Grade 4**

<u>TOTAL NUMBER OF STUDENTS</u>	2,164		
<u>NUMBER OF VALID STUDENTS*</u>	2,160	<u>HIGH SCORE</u>	8
		<u>LOW SCORE</u>	1
<u>MEAN</u>	2.5	<u>CUMULATIVE FREQUENCY</u>	<u>TOTAL SCORE</u>
<u>STANDARD DEVIATION</u>	1.4	90	4
		75	3
<u>VARIANCE</u>	1.9	50	2
		25	1
		10	1

FREQUENCY DISTRIBUTION

<u>ACH LEV</u>	<u>WRITING SCORE</u>	<u>FREQUENCY</u>	<u>CUMULATIVE FREQUENCY</u>	<u>PERCENT</u>	<u>CUMULATIVE PERCENT</u>
IV	8	1	1	0.0	0.0
	7	12	13	0.6	0.6
III	6	30	43	1.4	2.0
	5	168	211	7.8	9.7
II	4	284	495	13.1	22.9
	3	418	913	19.3	42.3
I	2	603	1516	27.9	70.2
	1	644	2160	29.7	100

Notes: *Number of students with assigned grade, assessed grade, and some indication of participation (growth score, level score, or participation indicator).

The scale used by the AAAI is different from the regular test.

Data received from LEAs and charter schools after August 25, 2005 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 12. North Carolina Testing Program
Annual Writing Assessment (AAP), 2004-05,
Distribution of Total Scores,
Grade 4**

<u>TOTAL NUMBER OF STUDENTS</u>	424		
<u>NUMBER OF VALID STUDENTS*</u>	404	<u>HIGH SCORE</u>	16
		<u>LOW SCORE</u>	4
<u>MEAN</u>	9.4	<u>CUMULATIVE FREQUENCY</u>	<u>TOTAL SCORE</u>
<u>STANDARD DEVIATION</u>	5.3	90	16
		75	16
<u>VARIANCE</u>	28.6	50	12
		25	4
		10	4

FREQUENCY DISTRIBUTION

<u>ACH LEV</u>	<u>WRITING SCORE</u>	<u>FREQUENCY</u>	<u>CUMULATIVE FREQUENCY</u>	<u>PERCENT</u>	<u>CUMULATIVE PERCENT</u>
IV	16	118	118	29.2	29.2
	15	0	118	0.0	29.2
	14	27	145	6.7	35.9
III	13	1	146	0.2	36.1
	12	65	211	16.1	52.2
	11	0	211	0.0	52.2
	10	9	220	2.2	54.5
II	9	0	220	0.0	54.5
	8	41	261	10.1	64.6
	7	0	261	0.0	64.6
	6	9	270	2.2	66.8
I	5	1	271	0.2	67.1
	4	110	381	27.2	94.3
Nonscorable		23	404	5.7	100.0

*Students with level scores reported but no total score reported are not included in this table.
The scale used by the AAP is different from the regular test.
Data received from LEAs and charter schools after August 25, 2005 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Test Development Section.

2004-05

North Carolina Writing Assessment

Grade 4

Copies of Grade 4

Sample Student Responses

The North Carolina Writing Assessment Scoring Model is comprised of a content component with a 1-4 score scale and a conventions component with a 0-2 score scale. To report a total writing scale score for each student, the score is computed by combining the content and conventions scores using the following model:

Total Writing Assessment Score = sum of the (content component scores from two independent readers multiplied by 2) + the sum of the (conventions component scores from two independent readers multiplied by 1).

The following pages provide copies of sample student responses from grade 4. The total content score, total conventions score, total writing score, achievement level, and annotated explanations of the scores are provided for each response.

Or One day I was walking in my back yard. While I was walking I bumpet in to a tree. On the tree I noticed a little blue door

I I opened the door and there was a house in the tree. there was cookies, cake and a nice cose bed. I ate a lot of food and when I was done eating I got in the cose bed and went to sleep. The next morning I ate some more cookies and cake boy was I full I was the size of a bus when I was done eating I got out of the tree but then I noticed that I was stuck in the tree so I stada stuck for a year and then I was so skine I got out. and lived happily ever after.

Grade 4 Sample Student Response #1

Rubric Content Score:	1	Rubric Convention Score:	0
Total Content Score:	4	Total Writing Score:	4
Total Conventions Score:	0	Achievement Level:	I

Content Annotation:

While this response establishes a subject (eating in the tree and getting stuck) the response remains incomplete because there is only a sparse series of events with very little elaboration (*I was done eating, I was stuck in the tree so I stade stuck for a year and thin I was so skine I got out and lived happely ever after*). There is an attempt to provide details (*little blue door...cookies, cake and a coze bed*), as well as some purposeful vocabulary, (*full as a bus*), but the story remains very general and incomplete.

Conventions Annotation:

While there are some correct sentences there are also many run-ons and in a small sample of writing the errors demonstrate a lack of control of sentence formation. (*The next morning I ate some more cookies and cake boy was I full I was the size of a bus whin I was done eating I got out of the tree but thin I noticed that I was stuck in the tree...*). In addition there are some basic misspellings (*whin, thin*). These types of error indicate a lack of control of conventions.

It was there in the park at 4:00 pm that I became a hero to one little beaver named Woodchuck. Here's my story.

Max A Million (my dog) was barking at the biggest tree in the park Grandfather Tree. I got to lookin around it and I saw a tiny little door no bigger than three feet. I opened it but nobody else in the park heard the creaking of the hinges as I did. As I entered the pitch black room from the sunlight I could see a booklet of matches. I lit one.

All of a sudden I heard I cry that said "Oh thank goodness your here." It said. I looked and I looked until finally I found the critter. It was a beaver that was hanging on chains. Reluctantly I found the keys and set him free. He seemed a little shy but he surprizingly told me his name "Woodchuck, I'm woodchuck" he said.

We were exploring the the tree. There were so mang hallways to choose from when suddenly we found the ratter of the tree, Sir Confluence (Woodchuck's Dad)

We both decided to trap him. The first trap didn't work but the second trap did. He apologized I bet a **MILLION** times but it

didn't work for me. Woodchuck suggested to throw him in the sewer but we ended up throwing him down the laundry chute.

As I reflected back on my day I was really proud of myself for helping my new friend woodchuck. It was hard to say goodbye, but I did. I'll never forget that day I stepped through that door and became a hero.

Grade 4 Sample Student Response #2

Rubric Content Score:	2	Rubric Convention Score:	1
Total Content Score:	8	Total Writing Score:	10
Total Conventions Score:	2	Achievement Level:	II

Content Annotation:

This response is somewhat vague due to the major lapses in the logical progression and elaboration of the events and details. Although the story remains focused on rescuing the woodchuck, not all events are well-connected or explained, indicating a weak organizational plan and very limited elaboration. “*We both decided to trap him. The first trap didn’t work but the second trap did. He apologized I bet a MILLION times but it didn’t work for me. Woodchuck sujested to through him the sewer but we ended up throughing him down the laundry shuit.*” There is an attempt to use precise language, “*As I reflected back on my day,*” but there is also improperly used vocabulary, “*Reludtantly I found the keys and set him free.*” The result is a minimally complete story.

Conventions Annotation:

This response demonstrates consistent control of sentence formation, correct verb tense and mostly correct punctuation of dialogue, there is even correct use of parentheses. Even though there are some spelling errors, this response demonstrates reasonable control of conventions.

I was walking home from school and I saw a giant tree. I noticed it had a door in the side of it. I was trying to decide if I should open the door or just keep walking. I thought for a minute. Then I opened the door.

As I was opening the door I could hear the sounds of swords clashing. Once I opened the door all the way I noticed I went back in time. Everybody that I saw at first had heavy suits of armor on. I counted about two hours later the fighting stop. I ask the leader why they were fighting he said "We were invaded by the Crims n. Knights!" I told him you should try to set a difference.

The Crims n Grand had a feast and invited the Crims n Knights. They talked over there problems. It lasted for hours. They both had hundreds of problems. They finished with they decided to eat all the food. When they were done they both looked 50 pounds heavier.

The next morning the honored me for helping them set a there problems. I was so surprised that I couldn't thank them enough. They had dancing, music, and games. When we had dinner we had a enormous amount of food.

I Sleep really good that night. I was really tired because I had a dream. The dream was about the fun time I had and it told me to go back home. It was really weird I couldn't figure out why I should go home. The next morning I figured out why I should go home if I didn't the past would be all messed up.

The next morning I ate breakfast and then set off to find a way home. I looked at all of the trees. I looked at all the trees the last tree I looked at had a door. I opened the door and went to the right time. That was really fun I hope I can go back soon.

Grade 4 Sample Student Response #3

Rubric Content Score:	2	Rubric Convention Score:	2
Total Content Score:	8	Total Writing Score:	12
Total Conventions Score:	4	Achievement Level:	III

Content Annotation:

This is a vague story. While there is a logical progression of ideas, there are major lapses in the elaboration and contains mostly general undeveloped details “*They talked over there problums. It lasted for hours. They both had hundreds of probums. They finished with they decided to eat all the food.*” There is minimal use of precise language or sentence variety.

Conventions Annotations:

There are several run-ons, (*It was really weird I couldn't figer out why I should go home.*) Some inconsistency in tense usage (*I counted about two hours later the fighting stop. I ask the leder why they were fighting...*) and mechanical errors in spelling (*whey, leder, setal, Wonice*) The variety of errors in sentence formation, usage, and mechanics demonstrates only minimal control of conventions.

It was amazing, inside was a magical land. I took one step and it was like I was in a whole other world. The first thing I saw was a little house. I was so curious I just had to go inside. It was, in my opinion the most beautiful house I've ever seen. There were jewels on the walls and caviar in the refrigerator. They must have been rich because in my town nobody can afford caviar.

I looked in the garden and do you know what I saw? WATERMELON! Big juicy ripe watermelon. So, like any normal kid I cut a piece and ate it. Boy was it good, there was still juice dripping down my lips. But, then I started to feel funny. I thought it was just a cold breeze but boy was I in for it. I started walking down the street when I waved to a little girl and do you know what she did? Nothing. She just kept on walking down the road. There was another person behind her so I jumped right in front of them. Then you would never guess. They went right through me.

I thought for a moment and then I realized something. The funny feeling after I ate the watermelon. It was magic. So I thought to go back and try that watermelon

again. Finally I reached the house. When I was going to take another bite out of the watermelon, I woke up. That's right it was all a dream. I was safe and sound in my own bed, and that's the way I like it.

Grade 4 Sample Student Response #4

Rubric Content Score:	3	Rubric Convention Score:	2
Total Content Score:	12	Total Writing Score:	16
Total Conventions Score:	4	Achievement Level:	III

Content Annotation:

This is a complete story with only minor lapses in the logical progression of ideas. Although somewhat limited in the elaboration, the details and events narrated (the girl that did not wave and person that walked through the author) remain focused on the result of eating the magic watermelon and provide a sense of completeness. There is some precise language used and a variety in sentence structure. (*I started walking down the street when I waved to a little girl and do you know what she did? Nothing. She just cept on walking down the road*).

Conventions Annotations:

There are a few minor mechanical errors (*Ther, i've, fealing*) but in general this piece demonstrates a reasonable control of conventions in sentence structure, usage, and mechanics.