

North Carolina  
Testing Program

**A Preliminary Report  
of  
Student Performance  
on the**

**North Carolina General Writing Assessment  
at Grades 4, 7, and 10**

***NCEXTEND2* Writing Alternate Assessment  
at Grades 4 and 7**

***NCEXTEND2 OCS* Writing Alternate Assessment  
at Grade 10**

**2007-08**

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**A Preliminary Report of Student Performance on the  
North Carolina General Writing Assessment at Grades 4, 7, and 10  
NCEXTEND2 Writing Alternate Assessment at Grades 4 and 7  
NCEXTEND2 OCS Writing Alternate Assessment at Grade 10**

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**North Carolina General Writing Assessment  
at Grades 4, 7, and 10**

***NCEXTEND2* Writing Alternate Assessment  
at Grades 4 and 7**

***NCEXTEND2 OCS* Writing Alternate Assessment  
at Grade 10**

**Preliminary Report 2007-08  
Executive Summary**

May 20, 2008

**General Writing Assessment Summary**

Of the students who were administered the general writing assessments during the 2007-08 school year, more fourth grade, seventh grade, and tenth students were deemed proficient in writing compared to the previous school year, as evidenced by the data contained in this Preliminary Report of Student Performance.<sup>1</sup>

Results for the North Carolina General Writing Assessment showed 59.8 percent of fourth grade students scored proficient in 2007-08, which is an increase of approximately 7 percentage points from last year. In 2006-07, 52.7 percent of students scored at Achievement Level III or above. Since 2002-03, the first year that the revised scoring model, scale, and writing standards were implemented, there has been a steady increase in proficiency. Just 38.6 percent of students scored proficient in 2002-03, 49.3 percent in 2004-05, and 50.0 percent scored at this level in the 2005-06 school year.

Seventh grade results on the North Carolina General Writing Assessment also improved from the previous year. With an increase of 7.5 percentage points, 58.3 percent of seventh grade students scored proficient this year (2007-08). In 2006-07, 50.8 percent of students scored at Achievement Level III or above. In comparison, a total of 46.2 percent of seventh graders scored proficient in 2005-06, down slightly from 2004-05 when the proficiency rate was 46.7 percent. In 2002-03, only 40.9 percent of the students scored proficient.

At the tenth grade level, the North Carolina General Writing Assessment results showed a significant increase of approximately 21 percentage points in the proficiency rate. This year 72.3 percent of tenth grade students scored proficient. In 2006-07, 51.4 percent of students scored at Achievement Level III or above. In 2005-06, 53.2 percent of the students scored proficient, an increase from 2004-05 when 47.8 percent scored at this level. In 2002-03, only 39.9 percent of the students scored proficient.

In order to be considered proficient on the North Carolina General Writing Assessment, students must earn a score of 12 or above on a scale that ranges from a minimum of 4 to a maximum of 20. Scores on the writing assessment are reported according to the following achievement levels: Level I, 4-7; Level II, 8-11; Level III, 12-16; Level IV, 17-20. More information on the general writing assessment program can be found at <http://www.ncpublicschools.org/accountability/testing/writing/>.

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<sup>1</sup> All preliminary data contained in this report provided by Pearson Educational Measurement.

**NCEXTEND2 Writing Alternate Assessment Summary**

The *NCEXTEND2* Writing Alternate Assessment is designed on a modified test format and measures student performance against modified grade level achievement standards. Students participating in *NCEXTEND2* are expected to receive instruction at grade level under the North Carolina *Standard Course of Study*. Students must meet eligibility requirements in order to participate in the *NCEXTEND2* Writing Alternate Assessment. More information on the alternate writing assessment program can be found at <http://www.ncpublicschools.org/accountability/testing/writing/>.

Among the students who were administered the *NCEXTEND2* Writing Alternate Assessments during the 2007-08 school year, performance dipped slightly in writing at fourth grade, seventh grade, and tenth grade when compared with last school year, as evidenced by the data contained in this Preliminary Report of Student Performance.

Results for fourth grade students on the *NCEXTEND2* showed 7.1 percent of those who participated in the alternate assessment scored proficient in 2007-08, which is down 1 percentage point from last year. In 2006-07, 8.1 percent of students scored at Achievement Level III or above. For the 2005-06 school year, the proficiency rate was 15.0 percent. The *NCEXTEND2* Writing Alternate Assessment at Grade 4 was a recent addition to the North Carolina Statewide Testing Program. It was implemented during the 2005-06 school year as an operational pilot administration.

During the 2007-08 school year, a total of 6.1 percent of seventh graders scored proficient on the alternate assessment. In 2006-07, 7.5 percent of students scored at Achievement Level III or above. For the 2005-06 school year, the proficiency rate was 4.7 percent. The *NCEXTEND2* Writing Alternate Assessment at Grade 7 was a recent addition to the North Carolina Statewide Testing Program. It, too, was implemented as an operational pilot administration during the 2005-06 school year.

In order to be considered proficient on the *NCEXTEND2* Writing Alternate Assessment at Grades 4 and 7, students must earn a score of 14 or above on a scale that ranges from a minimum of 4 to a maximum of 20. Scores on the modified grade-level writing assessment are reported according to the following achievement levels: Level I, 4-7; Level II, 8-13; Level III, 14-17; Level IV, 18-20.

**NCEXTEND2 OCS Writing Alternate Assessment Summary**

The *NCEXTEND2 OCS* Writing Alternate Assessment is designed on a modified test format and measures student performance against modified grade level achievement standards. Students participating in *NCEXTEND2 OCS* are expected to receive instruction under the North Carolina *Occupational Course of Study*. Students must meet eligibility requirements in order to participate in the *NCEXTEND2 OCS* Writing Alternate Assessment. More information on the alternate assessment program for writing can be found at <http://www.ncpublicschools.org/accountability/testing/writing/>.

For the tenth grade, the *NCEXTEND2 OCS* Writing Assessment results showed 22.3 percent of students were deemed proficient. This is a decrease from 2006-07 when 28.8 percent of students scored at Achievement Level III or above. The *NCEXTEND2 OCS* Writing Alternate Assessment at Grade 10 was recently added to the North Carolina Statewide Testing Program. It was implemented as an operational pilot administration during the 2006-07 school year.

In order to be considered proficient on the *NCEXTEND2 OCS* Writing Alternate Assessment, students must earn a score of 12 or above on a scale that ranges from a minimum of 4 to a maximum of 20. Scores on the modified grade-level writing assessment are reported according to the following achievement levels: Level I, 4-6; Level II, 7-11; Level III, 12-16; Level IV, 17-20.

**Final Report for the North Carolina Writing Assessments**

A final report for the 2007-08 school year will be published at a later date. The report will include the student exemplars (sample papers) and scoring annotations (explanations) used in the scoring process for each assessment.

## North Carolina General Writing Assessment at Grades 4, 7, and 10

### Preliminary Results 2007-08 Introduction

#### General Writing Assessment

North Carolina, believing that an emphasis on writing instruction was needed and that the measurement of writing would enhance instruction, began a statewide writing assessment program in 1983-84. While changes have occurred in the statewide writing assessment program over the years, the basic commitment to the instruction and assessment of writing has remained a major component of the North Carolina State Board of Education (SBE) and Department of Public Instruction (NCDPI).

More recent changes in the writing assessment program began in September of 2001 when a process was initiated by the NCDPI staff that would result in the revision of the statewide writing assessment program including the rubrics and scoring procedures for grades 4, 7, and 10. Writing committees for each grade level were established that included general education teachers, English as Second Language (ESL) teachers, Exceptional Children (EC) teachers, curriculum specialists, principals, and university faculty. The North Carolina Writing Assessment Scoring Model was developed by NCDPI Testing and Development 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 General 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 prompt; students in grade 10 received 100 minutes. The writing assessments, the rubrics, the scoring model, and achievement level ranges were revised to reflect (1) the changes in the English/language arts curriculum emphasis and focus, and (2) the need to enhance the data analysis and reporting of student performance on the writing assessments. Changes to the North Carolina Writing Assessment at Grades 4, 7, and 10 were implemented initially as an operational administration effective with the 2003-04 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 for General Assessment**

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

## ***NCEXTEND2* Writing Alternate Assessment at Grades 4 and 7**

### **Preliminary Results 2007-08 Introduction**

#### ***NCEXTEND2* Writing Alternate Assessment**

Beginning with the 2005-2006 school year, the writing assessment program expanded to include participation of students who may be unable to access the general writing assessment with or without accommodations. Due to federal regulations that prohibit the use of off-grade-level assessments, yet require that all students participate in state-wide assessment programs, the *NCEXTEND2* Writing Alternate Assessment was developed and implemented.

The federal regulations also provide states with criteria for determining which students with disabilities may be assessed based on modified achievement standards (§200.1(e)(2)). The federal regulations do not set a federal definition of who may take a test based on modified achievement standards. Instead, the federal regulations require that states have in their guidelines for IEP teams certain key criteria in order to ensure that students with disabilities are not inappropriately held to modified achievement standards. The criteria are as follows:

1. The student's disability has precluded the student from achieving grade-level proficiency, as demonstrated by objective evidence such as
  - State's Title I assessments; or
  - Other assessment data that can validly document academic achievement.
2. The student's progress in response to high-quality instruction, including special education and related services designed to meet the student's needs, is such that the student is not likely to achieve grade-level proficiency within a year. Progress must be measured by multiple indicators, over a period of time, and with valid assessments.
3. The student is receiving instruction in the grade-level curriculum for the subjects in which the student is being assessed.
4. Student eligibility for being assessed based on modified achievement standards is not limited to a particular disability category (§200.1(e)(3)).
5. A student may be assessed based on modified achievement standards in one or more subjects assessed as part of the state assessment system (§200.1(e)(4)).
6. A student's IEP team must review annually whether it is appropriate for the student to be assessed based on modified achievement standards (§200.1(e)(5)).

It is the expectation that ALL students who participate in *NCEXTEND2 EOG* tests are receiving instruction in the grade level *Standard Course of Study (SCOS)* for the subject(s) in which the students are being assessed. To determine student participation in the *NCEXTEND2 EOG* Writing Alternate Assessments at Grades 4 and 7, the following eligibility requirements are considered:

- The student must have a current IEP;
- The student **DOES NOT** have a current 504 plan;
- The student, if identified as limited English proficient (LEP), must also have a current IEP;
- The student **IS NOT** identified as having a significant cognitive disability;
- The student **IS NOT** receiving instruction in the *SCOS* through the Essences/Extensions;
- The student's progress in response to high-quality instruction is such that the student is not likely

to achieve grade level proficiency within the school year covered by the IEP;

- The student’s disability has precluded the student from achieving grade level proficiency, as demonstrated by objective evidence, (e.g., results from standardized state tests, IQ tests, achievement tests, aptitude tests, and psychological evaluations. It is the expectation that more than one objective measure would be used to assist in the evaluation of a student’s assessment placement.); and
- The nature of the student’s disability may require assessments that are different in design.

A student may be assessed based on modified achievement standards in one or more subjects for which assessments are administered. Students eligible to take assessments based on modified achievement standards may be in any of the 13 disability categories listed in the IDEA. The decision to assess a student based on modified achievement standards must be reviewed annually as part of the IEP process. The decision to place a student in an assessment based on modified achievement standards must not preclude a student from earning a regular high school diploma.

Parents of these students, as part of the IEP team and as participants in the IEP process, are to be informed that their child’s achievement will be measured (specific subjects) based on modified achievement standards.

A modified grade-level assessment can have a variety of elements. For an extended response assessment, modification may occur in the level of depth and breadth of the grade-level content; for the writing assessment, this would apply to the composing features. Composing features such as focus, organization, support and elaboration, and style are evaluated for a Content score and grammatical structures such as sentence formation, mechanics, and usage are evaluated for a Conventions score.

It is important to recognize that although the prompts, rubrics, and the composing features of the *NCEXTEND2* Writing Alternate Assessment do not differ from the General Writing Assessment, it is in the application of those rubrics and criteria that a modified assessment is designed. To that end, it is critical that the annotated anchor papers and training papers be reviewed to understand the way in which the rubrics and the features are being defined for this population of students.

**Table 2. Type of Writing Assessed by Grade Level for *NCEXTEND2* Alternate Assessment**

<b>Grade Level</b>	<b>Type of Writing</b>
4	Extended narrative response (personal or imaginative)
7	Extended argumentative response (problem/solution or evaluative)

## ***NCEXTEND2 OCS* Writing Alternate Assessment at Grade 10**

### **Preliminary Results 2007-08 Introduction**

#### ***NCEXTEND2 OCS* Writing Alternate Assessment**

*NCEXTEND2 OCS* is an alternate for the high school assessments required by the No Child Left Behind Act of 2001 (NCLB). The *NCEXTEND2 OCS* Writing Alternate Assessment is only available to eligible students with disabilities who are receiving instruction in the *Occupational Course of Study (OCS)* at grade 10.

To determine student participation in the *NCEXTEND2 OCS* Writing Alternate Assessment, the following eligibility requirements must be considered:

- Student must have a current IEP;
- Student does NOT have a current 504 plan;
- If student is identified as limited English proficient (LEP), he/she must also have a current IEP;
- The student must be assigned to grade 10 according to the student information management system (e.g., SIMS/NCWISE) and is following the *Occupational Course of Study (OCS)* Occupational English.

A student may be assessed based on modified achievement standards in one or more subjects for which assessments are administered. Students eligible to take assessments based on modified achievement standards may be in any of the 13 disability categories listed in the IDEA. The decision to assess a student based on modified achievement standards must be reviewed annually as part of the IEP process.

A modified assessment can have a variety of elements. For an extended response assessment such as writing, modifications occur in the level of depth and breadth of the composing features for each grade level. It is important to recognize that the prompts, rubrics, and the composing features of the *NCEXTEND2 OCS* Writing Alternate Assessment **are** slightly different from the Grade 10 General Writing Assessment. Style has been eliminated from the Content rubric and case has been removed from standard usage in the Conventions rubric.

While the general and *NCEXTEND2 OCS* Writing Assessments scoring rubrics have some similarities, it is in the application of those rubrics and criteria that a modified assessment is designed. To that end, it is critical that the annotated anchor papers and training papers be reviewed to understand the way in which the rubrics and the features are being defined for this population of students.

**Table 3. Type of Writing Assessed by Grade Level for *NCEXTEND2 OCS* Alternate Assessment**

<b>Grade Level</b>	<b>Type of Writing</b>
<i>OCS</i> 10	Extended expressive response (work skills, life skills, or personal skills)

## Scoring Procedure for the General Writing Assessment, *NCEXTEND2* Writing Alternate Assessment, and *NCEXTEND2 OCS* Writing Alternate Assessment

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

- Two scoring components:
  - Content component with a 1-4 score scale
  - Conventions component with a 0-2 score scale.
- All student responses are scored by two independent readers (R1 and R2).
- The Total Writing Score (TWS) for each student is computed by combining the Content and Conventions scores in the following manner:
  - $2(R1 \text{ Content} + R2 \text{ Content}) + (R1 \text{ Conventions} + R2 \text{ Conventions}) = \text{TWS}$
- The Total Writing Score may be a minimum of 4 and a maximum of 20
- A review procedure is incorporated into the scoring process for those students whose Total Writing Score falls one point below the cut line between Achievement Level II and III.
- Students receive the following information from the writing assessment: (a) Content score, (b) Conventions score, (c) Total Writing Score, (d) Achievement Level ranking, and (e) their imaged response are returned.

## Achievement Level Ranges for the General Writing Assessment, *NCEXTEND2* Writing Alternate Assessment, and *NCEXTEND2 OCS* Writing Alternate Assessment

After carefully examining all data associated with the “Body of Work” standard-setting method, the operational/pilot administration data, and the North Carolina Writing Assessment Scoring Model, the North Carolina Department of Public Instruction (NCDPI) Accountability Services, Exceptional Children’s Division, Curriculum and School Reform, and staff at NCSU-TOPS recommended the following Achievement Level Ranges for approval by the SBE. This recommendation was approved by the SBE in October 2003 for the General Assessment, October 2006 for the *NCEXTEND2*, and January 2008 for the *NCEXTEND2 OCS*.

**Table 3. SBE Adopted Achievement Level Ranges for the North Carolina Writing Assessments at Grades 4, 7, and 10**

	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>
General Grades 4, 7, & 10	4-7	8-11	12-16	17-20
<i>NCEXTEND2</i> Grades 4 & 7	4-7	8-13	14-17	18-20
<i>NCEXTEND2 OCS</i> Grade 10	4-6	7-11	12-16	17-20

## General Writing Assessment Achievement Level Descriptors

### Grade 4

#### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I have made an attempt to address the task and provide some sense of story. The narrative lacks a sense of logical progression, the topic/subject is not developed, and there is a lack of control of organizational structure and details. The students display an insufficient knowledge of vocabulary and skills in conventions necessary to be successful at the next grade level.

#### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II have unevenly developed narratives with some lapses in the logical progression and the connections between and among ideas. There are some inappropriate and/or sparse details and elaboration provided and readability may detract and/or interfere with the focus on the topic/subject of the narrative. The students display a lack of ability to appropriately use vocabulary and conventions and are minimally prepared to be successful at the next grade level.

#### **Achievement Level III:**

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III have effectively employed a strategy that connects the beginning, middle, and end of the narrative. The ideas presented are relevant and the elaboration is sufficient, resulting in a reasonable sense of completeness. The students display an appropriate use of vocabulary and conventions and are well prepared for the next grade level.

#### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV have effectively crafted a narrative that demonstrates a strong sense of story that progresses logically from one developed idea to another, resulting in a sense of overall completeness. The students display a skillful use of precise and purposeful vocabulary clearly beyond that required to be proficient at grade level work.

## General Writing Assessment Achievement Level Descriptors

### Grade 7

#### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I have made an attempt to address the task but there is a lack of support for the ideas presented and little or no organization or focus on the topic/subject. The students display a lack of minimal sentence fluency and use inappropriate vocabulary and skills in conventions necessary to be successful at the next grade level.

#### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate some organization and support for the ideas presented, but may lapse into a loss of focus on the topic/subject when the support or elaboration is sparse or incomplete. The students display limited vocabulary and sentence fluency and are minimally prepared to be successful at the next grade level.

#### **Achievement Level III:**

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III provide some specific, relevant details in support of the topic/subject and sufficiently elaborated details progress logically. The students employ the use of a variety of sentence structures and vocabulary appropriate to the purpose, audience, and context of the task and are well prepared for the next grade level.

#### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV provide well developed elaboration supporting the topic/subject and have skillfully crafted a logical, fluid, progression of ideas through the use of complex strategies of development. The students use language skillfully and effectively clearly beyond that required to be proficient at grade level work.

## General Writing Assessment Achievement Level Descriptors

### Grade 10

#### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I have made an attempt to address the task but there is weak, inconsistent, or little or no sense of progression from one idea to another, resulting in a loss of focus on the topic/subject. Little or no relevant details are present that support the topic/subject. The students display a lack of minimal knowledge of sentence structure, usage, spelling, and punctuation necessary to be successful at the next grade level.

#### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II exhibit some sense of control of the purpose, audience, and context of the response. An organizational structure establishing minimal relatedness between and among ideas and/or events impacts logical progression and a few general or unelaborated details are present. The students display patterns of errors in conventions and are minimally prepared to be successful at the next grade level.

#### **Achievement Level III:**

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III maintain consistent control of the purpose, audience, and context of the response. A sense of organization, a logical progression of ideas, and sufficiently developed support and elaboration are present. Students display a consistent control of conventions and style and are well prepared for the next grade level.

#### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate the use of higher order thinking skills in presenting a unified progression of ideas while examining the relationships between and among those ideas. In-depth support and elaboration is shown through the use of precise, appropriate language. Students display a skillful use of conventions and style clearly beyond that required to be proficient at grade level work.

## ***NCEXTEND2* Writing Assessment Achievement Level Descriptors**

### **Grade 4**

#### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I have made an attempt to address the task. The narrative lacks a sense of logical progression and may or may not be random or confusing. The topic/subject is not developed, and there may be a lack of organizational structure. Students may or may not provide details. The students demonstrate an insufficient knowledge of vocabulary and lack skills in conventions necessary to be successful at the next grade level.

#### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II provide unevenly developed narratives that may or may not maintain focus on the topic/subject. There are attempts to connect some ideas and thoughts; however there are some irrelevant, repetitious, and/or sparse details and elaboration. The students demonstrate a limited ability to appropriately use vocabulary, do not maintain a consistent use of conventions and are minimally prepared to be successful at the next grade level.

#### **Achievement Level III:**

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well-prepared for the next grade level.

Students performing at Achievement Level III provide evidence of a beginning, middle, and end of a narrative that result in a reasonable progression of ideas and events. The support and elaboration presented contain some relevant and specific details. The students display an attempt at a variety of appropriate vocabulary, demonstrate basic control of conventions, and are prepared for the next grade level.

#### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV have crafted a narrative that demonstrates a well-developed story that progresses logically from one idea to another, resulting in a sense of overall completeness. Details are specific and relevant leading to a clear progression of ideas and events. The students display a skillful use of purposeful vocabulary and maintain control of conventions beyond that required to be proficient at grade level work.

## ***NCEXTEND2* Writing Assessment Achievement Level Descriptors**

### **Grade 7**

#### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I have made an attempt to address the task but there is a lack of support for the ideas presented and little or no organization or focus on the topic/subject. Ideas and events are generally incomplete and lack connections. The students demonstrate little or no sentence fluency and the use of appropriate vocabulary and skills in conventions necessary to be successful at the next grade level.

#### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate some organization and support for the ideas presented, but may lose focus on the topic/subject. Support and elaboration may be irrelevant and/or repetitious. The control of conventions is often inconsistent. The students demonstrate limited vocabulary and sentence fluency and are minimally prepared to be successful at the next grade level.

#### **Achievement Level III:**

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well-prepared for the next grade level.

Students performing at Achievement Level III provide some specific, related details in support of the topic/subject and there is evidence that the ideas and events progress logically. There is evidence of purposeful elaboration that supports the topic/subject. Students demonstrate the appropriate use of vocabulary relevant to the purpose, audience, and context of the task and are well prepared for the next grade level.

#### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV provide clear elaboration in support of the topic/subject and demonstrate a clear, logical progression of ideas and/or events through the use of specific related details. The students demonstrate a skillful use of language and conventions clearly beyond that required to be proficient at grade level work.

## ***NCEXTEND2 OCS Writing Assessment Achievement Level Descriptors***

### **Grade 10**

#### **Achievement Level I:**

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I have made an attempt to address the task. The topic/subject is not developed and ideas may be presented in a random or confusing manner. Details, if provided, lack development and/or are unrelated to the topic/subject. The students demonstrate an insufficient knowledge of sentence formation and lack skills in conventions necessary to be successful at the next grade level.

#### **Achievement Level II:**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II may or may not maintain focus on the topic/subject. Ideas are presented in an attempt to establish a logical progression and the details provided are sparse. The students demonstrate a limited knowledge of sentence formation, do not maintain a consistent use of conventions, and are minimally prepared to be successful at the next grade level.

#### **Achievement Level III:**

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well-prepared for the next grade level.

Students performing at Achievement Level III establish a focus on the topic/subject and the ideas presented progress logically. Most of the details provided are sufficiently developed. The students demonstrate a general knowledge of sentence formation and conventions and are well-prepared for the next grade level.

#### **Achievement Level IV:**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV consistently focus on the topic/subject and use clear transitions that define a logical progression of ideas. Most of the details provided are developed and supported with appropriate examples. The students demonstrate a consistent knowledge of sentence formation and conventions clearly beyond that required to be proficient at grade level work.

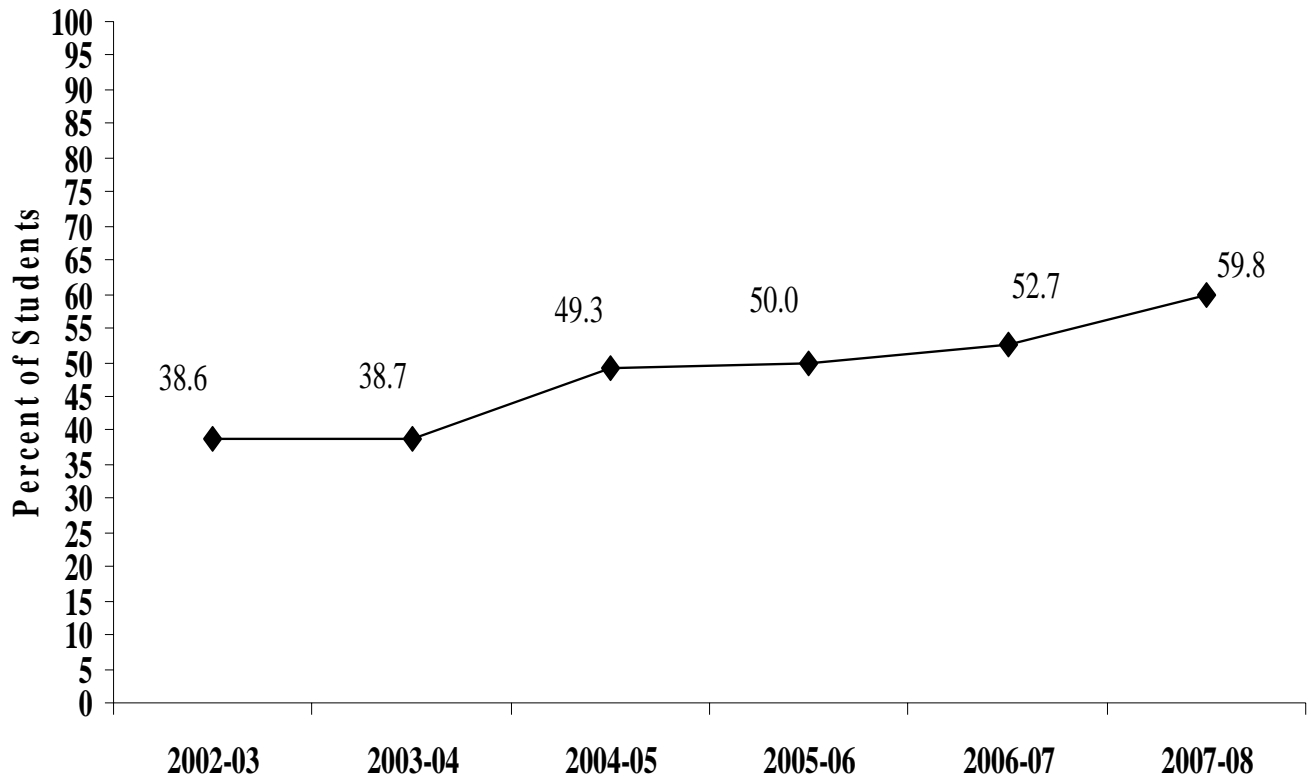
## Grade 4 Results

### Results of the General Writing Assessment at Grade 4

Students in the fourth grade who participated in the General Writing Assessment were asked to write an imaginative narrative response to the following prompt:

*Imagine one day you were playing outside and you found a shiny rock. When you picked up the rock, it opened and you found something inside. Write a story about what happened when you found something inside a shiny rock.*

The following graph presents results for the Grade 4 General Writing Assessments that have been administered since the new scoring model was piloted in March 2003. The line graph indicates that little change occurred in the percentage of students scoring at or above Achievement Level III between the pilot year and the following year (0.1 percentage point increase between 2002-03 and 2003-04). A 10.6 percentage points increase occurred between 2003-04 and 2004-05 followed by a 0.7 percentage point increase in 2005-06. For the 2006-07 school year, there was an improvement of 2.7 percentage points over the previous school year. In 2007-08, student proficiency increased again from the last school year by 7 percentage points.



Notes: The writing standard, scale, and scoring model changed effective with the 2002-03 school year. The results from 2002-03 are reported from a pilot test administration.  
Prepared by the NCDPI Division of Accountability Services/Test Development Section

North Carolina Testing Program  
 General Writing Assessment  
 Distribution of Total Writing Scores  
 March 2008  
 Grade 4

**STATE**

<u>TOTAL NUMBER OF STUDENTS</u>	107,784	<u>High Score</u>	20
<u>NUMBER OF NON-SCORABLE (NS) RESPONSES</u>	295	<u>Low Score</u>	4
<u>MEAN</u>	11.8	<u>2004 STATE PERCENTILES</u>	<u>TOTAL WRITING SCORE</u>
<u>STANDARD DEVIATION</u>	3.2	90	15
<u>VARIANCE</u>	10.0	75	12
		50 (MEDIAN)	10
		25	9
		10	8

FREQUENCY DISTRIBUTION

<u>TOTAL WRITING SCORE</u>	<u>FREQUENCY</u>	<u>CUMULATIVE FREQUENCY</u>	<u>PERCENT</u>	<u>CUMULATIVE PERCENT</u>
20	1541	107784	1.43	100.00
19	18	106243	0.02	98.57
18	3773	106225	3.50	98.55
17	99	102452	0.09	95.05
16	11430	102353	10.60	94.96
15	1591	90923	1.48	84.36
14	14705	89332	13.64	82.88
13	3582	74627	3.32	69.24
12	27699	71045	25.70	65.91
11	2609	43346	2.42	40.22
10	20888	40737	19.38	37.80
9	5382	19849	4.99	18.42
8	6220	14467	5.77	13.42
7	1447	8247	1.34	7.65
6	3108	6800	2.88	6.31
5	1177	3692	1.09	3.43
4	2220	2515	2.06	2.33
NS	295	295	0.27	0.27

Run date: 05092008-29990800-0000001

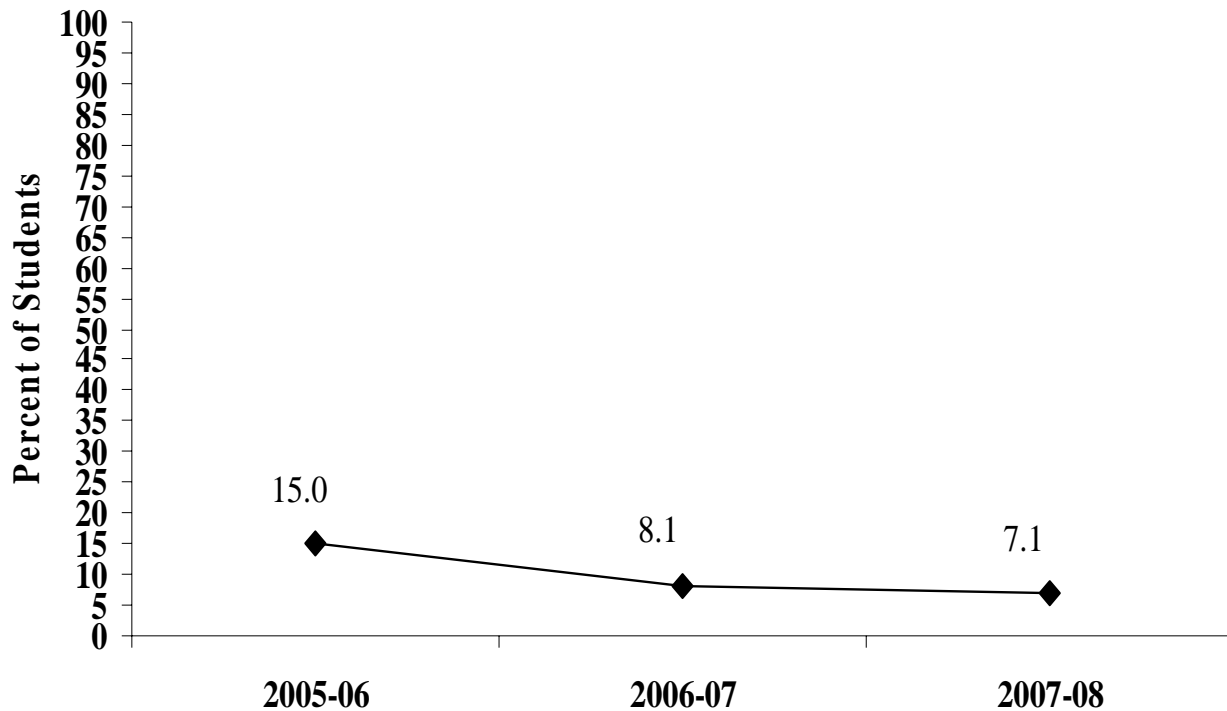
Note: Non-scorable is only used when the entire response is completely illegible, totally blank, written in a foreign language, off-topic, or an exact restatement of the prompt.

**Results of the *NCEXTEND2* Writing Alternate Assessment at Grade 4**

Students in the fourth grade who participated in the *NCEXTEND2* Writing Alternate Assessment received the same prompt as the Grade 4 General Writing Assessment. Students were asked to write an imaginative narrative response to the following prompt:

*Imagine one day you were playing outside and you found a shiny rock. When you picked up the rock, it opened and you found something inside. Write a story about what happened when you found something inside a shiny rock.*

The following graph presents results for the Grade 4 *NCEXTEND2* Writing Alternate Assessments which have been recorded since this new assessment was implemented during the 2005-06 school year as an operational pilot administration. The line graph indicates that the percentage of students scoring at or above Achievement Level III in 2006-07 was down 6.9 percentage points from the 2005-06 pilot year. In 2007-08, student proficiency showed a slight decrease of 1 percentage point from the previous school year.



Notes: The writing standard, scale, and scoring model changed effective with the 2002-03 school year. The results from 2005-06 are reported from a pilot test administration. Prepared by the NCDPI Division of Accountability Services/Test Development Section

North Carolina Testing Program  
*NCEXTEND2* Writing Assessment  
 Distribution of Total Writing Scores  
 March 2008  
 Grade 4

**STATE**

<u>TOTAL NUMBER OF STUDENTS</u>	2,509	<u>High Score</u>	20
<u>NUMBER OF NON-SCORABLE (NS) RESPONSES</u>	178	<u>Low Score</u>	4
<u>MEAN</u>	7.8	<u>2006 STATE PERCENTILES</u>	<u>TOTAL WRITING SCORE</u>
<u>STANDARD DEVIATION</u>	3.4	90	14
<u>VARIANCE</u>	11.8	75	11
		50 ( <u>MEDIAN</u> )	8
		25	4
		10	4

FREQUENCY DISTRIBUTION

<u>TOTAL WRITING SCORE</u>	<u>FREQUENCY</u>	<u>CUMULATIVE FREQUENCY</u>	<u>PERCENT</u>	<u>CUMULATIVE PERCENT</u>
20	3	2509	0.12	100.00
19	1	2506	0.04	99.88
18	7	2505	0.28	99.84
17	2	2498	0.08	99.56
16	71	2496	2.83	99.48
15	10	2425	0.40	96.65
14	85	2415	3.39	96.25
13	0	2330	0.00	92.87
12	218	2330	8.69	92.87
11	77	2112	3.07	84.18
10	299	2035	11.92	81.11
9	100	1736	3.99	69.19
8	337	1636	13.43	65.21
7	88	1299	3.51	51.77
6	267	1211	10.64	48.27
5	104	944	4.15	37.62
4	662	840	26.39	33.48
NS	178	178	7.09	7.09

Run date: 05052008-Z1059850-0000001

Note: Non-scorable is only used when the entire response is completely illegible, totally blank, written in a foreign language, off-topic, or an exact restatement of the prompt.

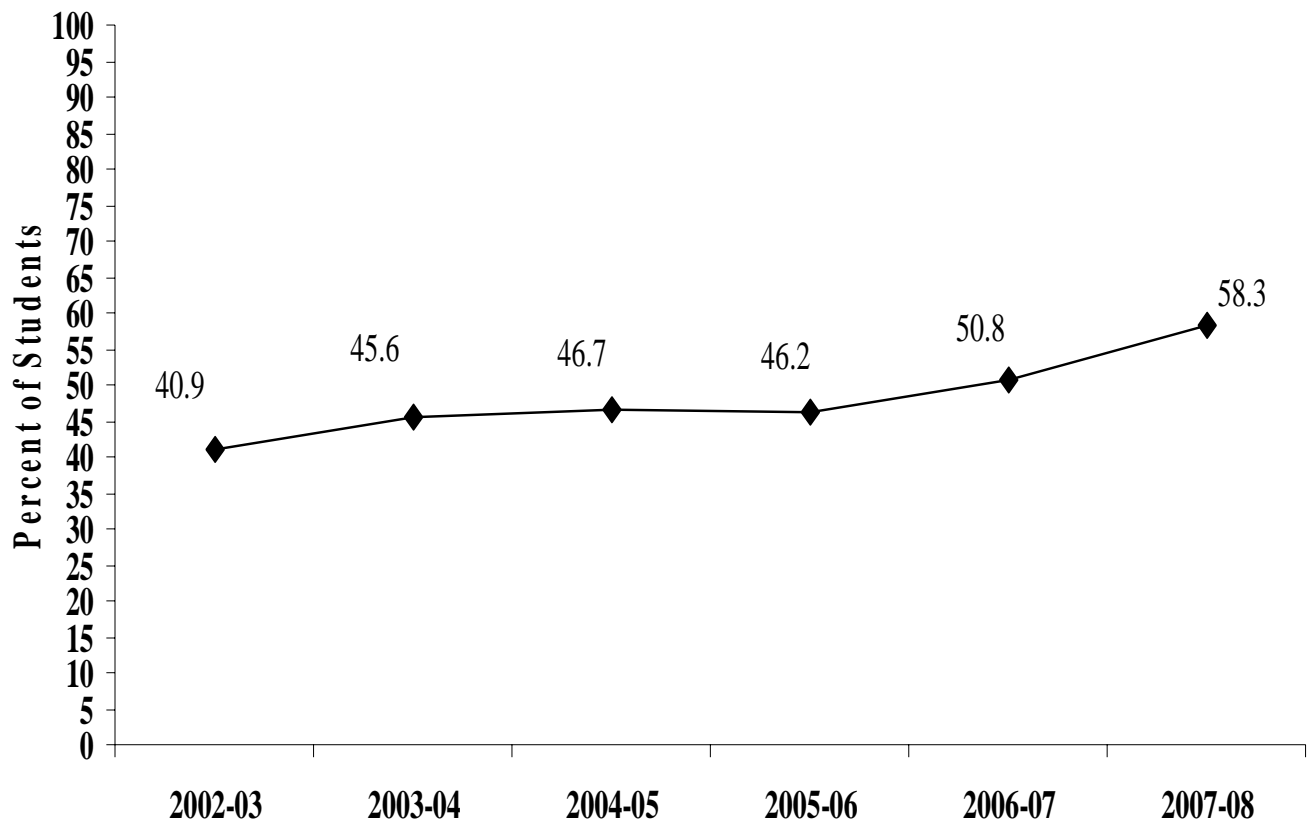
## Grade 7 Results

### Results of the General Writing Assessment at Grade 7

Students in the seventh grade who participated in the General Writing Assessment were asked to write an evaluative response to the following argumentative prompt:

*As part of Career Day, your principal will invite people to explain their jobs. Select a job you would like included and write a letter to your principal justifying your choice.*

The following graph presents results for the Grade 7 General Writing Assessments that have been administered since the new scoring model was piloted in March 2003. The line graph shows an increase of 4.7 percentage points between 2002-03 and 2003-04, and a 1.1 percentage point increase the following year. A small decrease of 0.5 percentage points occurred between 2004-05 and 2005-06. For the 2006-07 school year, there was an improvement of 4.6 percentage points over the last school year. In 2007-08, student proficiency increased again from the previous school year by 7.5 percentage points.



Notes: The writing standard, scale, and scoring model changed effective with the 2002-03 school year. The results from 2002-03 are reported from a pilot test administration.  
Prepared by the NCDPI Division of Accountability Services/Test Development Section

North Carolina Testing Program  
 General Writing Assessment  
 Distribution of Total Writing Scores  
 March 2008  
 Grade 7

**STATE**

<u>TOTAL NUMBER OF STUDENTS</u>	105,466	<u>High Score</u>	20
<u>NUMBER OF NON-SCORABLE (NS) RESPONSES</u>	211	<u>Low Score</u>	4
<u>MEAN</u>	11.4	<u>2004 STATE PERCENTILES</u>	<u>TOTAL WRITING SCORE</u>
<u>STANDARD DEVIATION</u>	2.6	90	14
<u>VARIANCE</u>	6.9	75	12
		50 (MEDIAN)	11
		25	10
		10	8

FREQUENCY DISTRIBUTION

<u>TOTAL WRITING SCORE</u>	<u>FREQUENCY</u>	<u>CUMULATIVE FREQUENCY</u>	<u>PERCENT</u>	<u>CUMULATIVE PERCENT</u>
20	242	105466	0.23	100.00
19	2	105224	0.00	99.77
18	1076	105222	1.02	99.77
17	34	104146	0.03	98.75
16	6990	104112	6.63	98.72
15	553	97122	0.52	92.09
14	13423	96569	12.73	91.56
13	3462	83146	3.28	78.84
12	35726	79684	33.87	75.55
11	3698	43958	3.51	41.68
10	22917	40260	21.73	38.17
9	4569	17343	4.33	16.44
8	5027	12774	4.77	12.11
7	2192	7747	2.08	7.35
6	2069	5555	1.96	5.27
5	1293	3486	1.23	3.31
4	1982	2193	1.88	2.08
NS	211	211	0.20	0.20

Run date: 05092008-29990800-0000002

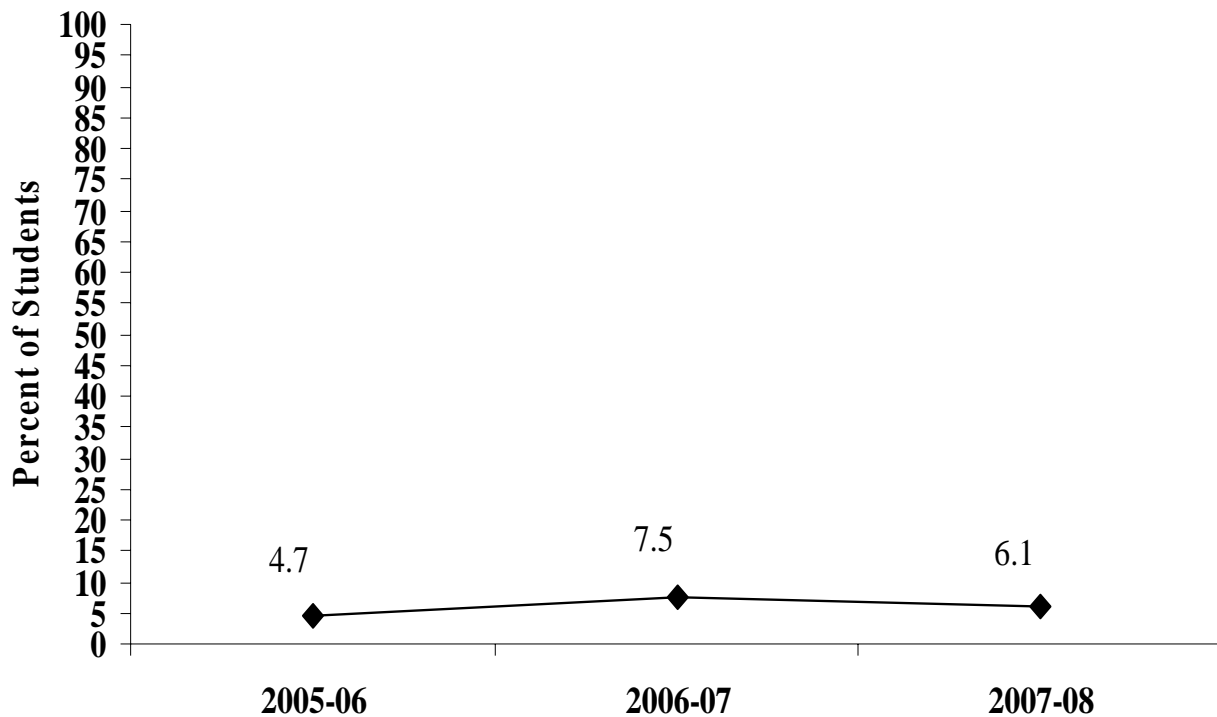
Note: Non-scorable is only used when the entire response is completely illegible, totally blank, written in a foreign language, off-topic, or an exact restatement of the prompt.

**Results of the *NCEXTEND2* Writing Alternate Assessment at Grade 7**

Students in the seventh grade who participated in the *NCEXTEND2* Writing Alternate Assessment received the same prompt as the Grade 7 General Writing Assessment. Students were asked to write an evaluative response to the following argumentative prompt:

*As part of Career Day, your principal will invite people to explain their jobs. Select a job you would like included and write a letter to your principal justifying your choice.*

The following graph presents results for the Grade 7 *NCEXTEND2* Writing Alternate Assessments which have been recorded since this new assessment was implemented during the 2005-06 school year as an operational pilot administration. The line graph indicates that the percentage of students scoring at or above Achievement Level III has increased by 2.8 percentage points since the 2005-06 pilot year. In 2007-08, student proficiency showed a slight decrease of 1.4 percentage points from the previous school year.



Notes: The writing standard, scale, and scoring model changed effective with the 2002-03 school year. The results from 2005-06 are reported from a pilot test administration.  
Prepared by the NCDPI Division of Accountability Services/Test Development Section

North Carolina Testing Program  
***NCEXTEND2*** Writing Assessment  
 Distribution of Total Writing Scores  
 March 2008  
 Grade 7

**STATE**

<u>TOTAL NUMBER OF STUDENTS</u>	2,530	<u>High Score</u>	20
<u>NUMBER OF NON-SCORABLE (NS) RESPONSES</u>	108	<u>Low Score</u>	4
<u>MEAN</u>	7.9	<u>2006 STATE PERCENTILES</u>	<u>TOTAL WRITING SCORE</u>
<u>STANDARD DEVIATION</u>	3.4	90	12
<u>VARIANCE</u>	11.8	75	8
		50 (MEDIAN)	6
		25	4
		10	4

FREQUENCY DISTRIBUTION

<u>TOTAL WRITING SCORE</u>	<u>FREQUENCY</u>	<u>CUMULATIVE FREQUENCY</u>	<u>PERCENT</u>	<u>CUMULATIVE PERCENT</u>
20	5	2530	0.20	100.00
19	0	2525	0.00	99.80
18	6	2525	0.24	99.80
17	1	2519	0.04	99.57
16	69	2518	2.73	99.53
15	1	2449	0.04	96.80
14	80	2448	3.16	96.76
13	0	2368	0.00	93.60
12	285	2368	11.26	93.60
11	113	2083	4.47	82.33
10	294	1970	11.62	77.87
9	111	1676	4.39	66.25
8	265	1565	10.47	61.86
7	149	1300	5.89	51.38
6	237	1151	9.37	45.49
5	151	914	5.97	36.13
4	655	763	25.89	30.16
NS	108	108	4.27	4.27

Run date: 05052008-Z1069850-0000002

Note: Non-scorable is only used when the entire response is completely illegible, totally blank, written in a foreign language, off-topic, or an exact restatement of the prompt.

## Grade 10 Results

### Results of the General Writing Assessment at Grade 10

Students in the tenth grade who participated in the General Writing Assessment were asked to write a cause and effect response to the following informational prompt:

*Write an article for your school newspaper about the effects of technology on everyday life. You may use the following information, your own experiences, observations, and/or readings.*

*We've arranged a civilization in which most crucial elements profoundly depend on science and technology. We have also arranged things so that almost no one understands science and technology. This is a prescription for disaster. We might get away with it for a while, but sooner or later this combustible mixture of ignorance and power is going to blow up in our faces.*

*Source: Carl Sagan*

*We are the children of a technological age. We have found streamlined ways of doing much of our routine work. Printing is no longer the only way of reproducing books. Reading them, however, has not changed.*

*Source: Lawrence Clark Powell*

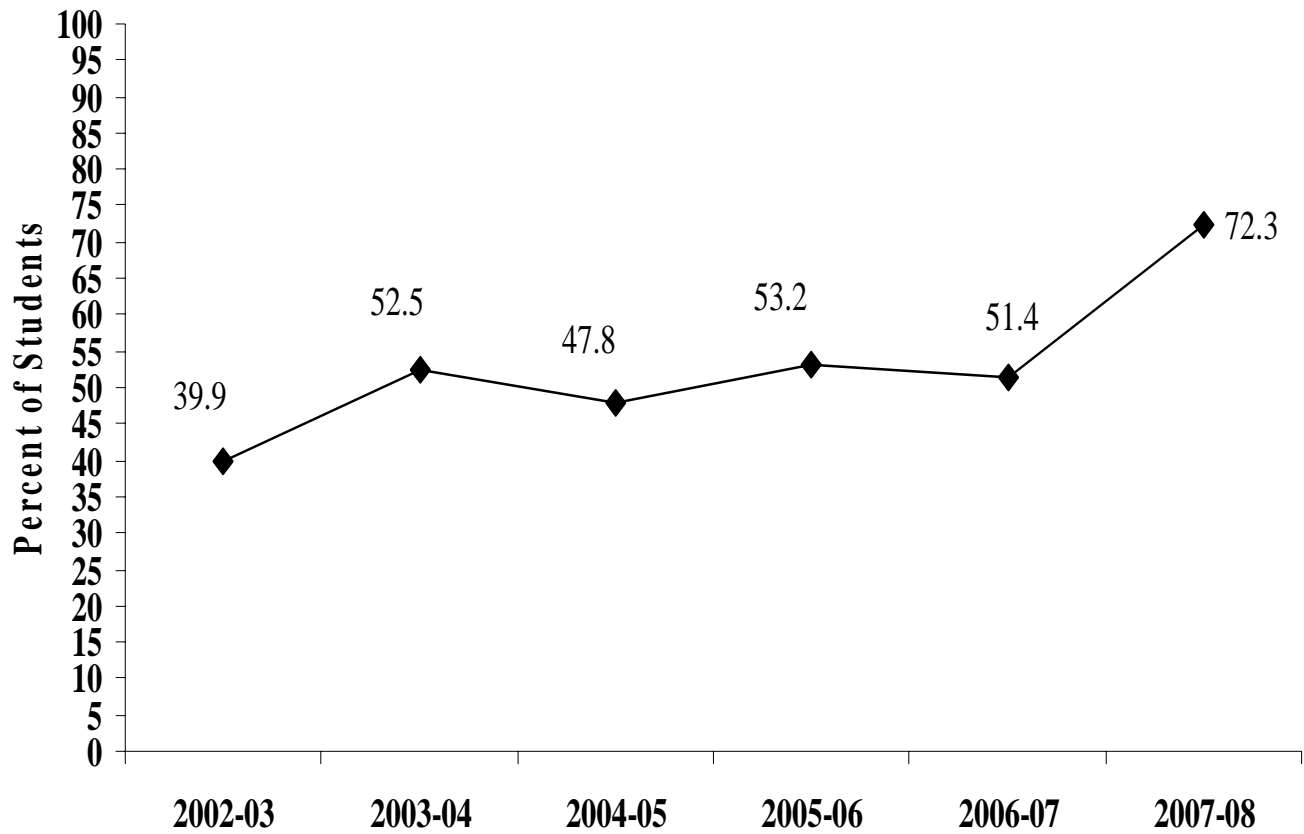
*Information and communications technology unlocks the value of time, allowing and enabling multi-tasking, multi-channels, multi-this and multi-that.*

*Source: Li Ka Shing*

*Many people see technology as the problem behind the so-called digital divide [the gap between those who have access to technology and those who do not.] Others see it as the solution. Technology is neither. It must operate in conjunction with business, economic, political, and social system[s].*

*Source: Carly Fiorina*

The following graph presents results for the Grade 10 General Writing Assessments administered since a new scoring model was piloted in March 2003. The line graph shows an increase of 12.6 percentage points for students scoring at Achievement Level III or above between 2002-03 and 2003-04 and a 4.7 percentage points decrease the following year. In 2005-06, the chart presents a 5.4 percentage points increase over the 2004-05 school year. For the 2006-07 school year, the proficiency rate decreased slightly by 1.8 percentage points. In 2007-08, student proficiency increased significantly over the previous school year by 20.9 percentage points.



Notes: The writing standard, scale, and scoring model changed effective with the 2002-03 school year. The results from 2002-03 are reported from a pilot test administration.  
Prepared by the NCDPI Division of Accountability Services/Test Development Section

North Carolina Testing Program  
 General Writing Assessment  
 Distribution of Total Writing Scores  
 March 2008  
 Grade 10

**STATE**

<u>TOTAL NUMBER OF STUDENTS</u>	98,216	<u>High Score</u>	20
<u>NUMBER OF NON-SCORABLE (NS) RESPONSES</u>	321	<u>Low Score</u>	4
<u>MEAN</u>	11.7	<u>2004 STATE PERCENTILES</u>	<u>TOTAL WRITING SCORE</u>
<u>STANDARD DEVIATION</u>	3.0	90	14
<u>VARIANCE</u>	8.7	75	13
		<u>50 (MEDIAN)</u>	12
		25	10
		10	8

FREQUENCY DISTRIBUTION

<u>TOTAL WRITING SCORE</u>	<u>FREQUENCY</u>	<u>CUMULATIVE FREQUENCY</u>	<u>PERCENT</u>	<u>CUMULATIVE PERCENT</u>
20	419	98216	0.43	100.00
19	2	97797	0.00	99.57
18	1357	97795	1.38	99.57
17	10	96438	0.01	98.19
16	9497	96428	9.67	98.18
15	183	86931	0.19	88.51
14	14265	86748	14.52	88.32
13	1122	72483	1.14	73.80
12	44105	71361	44.91	72.66
11	1388	27256	1.41	27.75
10	5770	25868	5.87	26.34
9	5816	20098	5.92	20.46
8	3235	14282	3.29	14.54
7	2127	11047	2.17	11.25
6	4252	8920	4.33	9.08
5	2306	4668	2.35	4.75
4	2041	2362	2.08	2.40
NS	321	321	0.33	0.33

Run date: 05092008-29990800-0000003

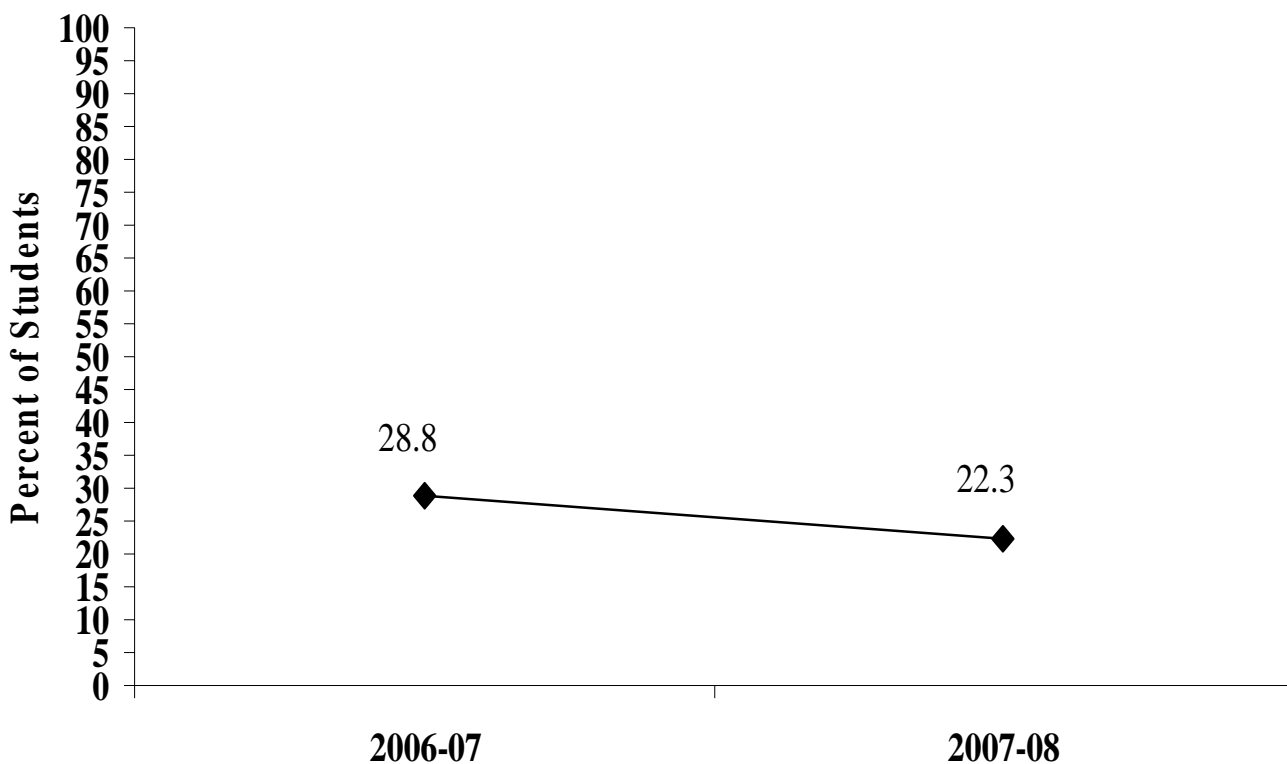
Note: Non-scorable is only used when the entire response is completely illegible, totally blank, written in a foreign language, off-topic, or an exact restatement of the prompt.

**Results of the *NCEXTEND2 OCS* Writing Alternate Assessment at Grade 10**

Students in the tenth grade who participated in the *NCEXTEND2 OCS* Writing Assessment were asked to write a life skills/work skills response to the following expressive prompt:

*You have been studying many different careers. Write a journal entry that describes the career you would like to have. Be sure to explain why you chose this career.*

The following graph presents results for the Grade 10 *NCEXTEND2 OCS* Writing Alternate Assessments which have been recorded since this new assessment was implemented during the 2006-07 school year as an operational pilot administration. The line graph indicates that the percentage of students scoring at or above Achievement Level III was 28.8 percent for the 2006-07 pilot year. In 2007-08, 22.3 percent of students were deemed proficient, a decrease of 6.5 percentage points from the previous school year.



Notes: The writing standard, scale, and scoring model changed effective with the 2002-03 school year. The results from 2006-07 are reported from a pilot test administration. Prepared by the NCDPI Division of Accountability Services/Test Development Section

North Carolina Testing Program  
*NCEXTEND2* OCS Writing Assessment  
 Distribution of Total Writing Scores  
 March 2008  
 Grade 10

**STATE**

<u>TOTAL NUMBER OF STUDENTS</u>	2,247	<u>High Score</u>	20
<u>NUMBER OF NON-SCORABLE (NS) RESPONSES</u>	42	<u>Low Score</u>	4
<u>MEAN</u>	8.3	<u>2007 STATE PERCENTILES</u>	<u>TOTAL WRITING SCORE</u>
<u>STANDARD DEVIATION</u>	3.5	90	14
<u>VARIANCE</u>	12.5	75	12
		50 (MEDIAN)	9
		25	5
		10	4

FREQUENCY DISTRIBUTION

<u>TOTAL WRITING SCORE</u>	<u>FREQUENCY</u>	<u>CUMULATIVE FREQUENCY</u>	<u>PERCENT</u>	<u>CUMULATIVE PERCENT</u>
20	10	2247	0.45	100.00
19	0	2237	0.00	99.55
18	4	2237	0.18	99.55
17	0	2233	0.00	99.38
16	71	2233	3.16	99.38
15	18	2162	0.80	96.22
14	92	2144	4.09	95.42
13	50	2052	2.23	91.32
12	255	2002	11.35	89.10
11	15	1747	0.67	77.75
10	367	1732	16.33	77.08
9	140	1365	6.23	60.75
8	246	1225	10.95	54.52
7	108	979	4.81	43.57
6	232	871	10.32	38.76
5	64	639	2.85	28.44
4	533	575	23.72	25.59
NS	42	42	1.87	1.87

Run date: 05092007-29990800-0000001

Note: Non-scorable is only used when the entire response is completely illegible, totally blank, written in a foreign language, off-topic, or an exact restatement of the prompt.

**Scoring the North Carolina Writing Assessments**

Since receiving recommendations from the Writing Assessment Task Force in 2001, the NCDPI has worked toward the goal of involving North Carolina educators in the scoring process for the Writing Assessments. The advancement of modern technology has enabled NCDPI to transition from a regional-based scoring model to a distributed scoring model (remote web-based secure access system) for the North Carolina General Writing Assessments at Grades 4, 7, and 10. Using a distributed scoring model, trained North Carolina educators, who qualified, were given the opportunity to score the North Carolina General Writing Assessments along with qualified professional scorers.

Many North Carolina educators were interested in the opportunity to score the general writing assessments; however the number of scoring positions was limited. Approximately 20 percent of the scorers who participated in the training and qualification process at each grade level were North Carolina educators (see table below).

Grade 4	87 NC Educators	444 Total Scorers	19.6%
Grade 7	77 NC Educators	397 Total Scorers	19.4%
Grade 10	87 NC Educators	440 Total Scorers	19.7%

Distributed Scoring utilizes the process of scanning the handwritten student responses into the vendor’s computerized database system, which distributes them securely to scorers using the web-based password-protected system. Computer technology enabled scorers to securely download the necessary computer applications and score student responses.

Traditionally, the NCDPI has contracted with a vendor to score the large-scale writing assessments in regional scoring centers. The vendor operated these regional scoring centers and supervised the scorers under strict quality control measures. All training sessions for scorers, however, were conducted by NCDPI Test Development and NCSU-TOPS staff who were present at these scoring centers. The *NCEXTEND2* Writing Assessments continued to be scored in this manner due to the small population size and modified nature of the assessments.

Pearson, the vendor for these projects, maintained a central headquarters to supervise the distributed scoring and regional scoring operations. In addition, NCDPI personnel monitored scorers and the scoring process through secure online web access. The NCDPI generated real-time scoring reports and daily data statistics.

**Reliability Standards for the North Carolina Writing Assessments**

All scorers, including North Carolina educators who applied to become scorers, had to meet the rigorous requirements set forth by the NCDPI as in previous years. Scorers first had to meet the eligibility criteria, sign Test Security and Confidentiality Agreements, pass the necessary training requirements, and qualify for a scoring position. After qualifying to score the assessments, scorers were required by NCDPI to maintain the industry standard inter-rater perfect agreement (reliability) of 70 percent. Scorers also had to maintain a 70 percent validity standard (agreement with “true scores” assigned to responses by the Writing Advisory Committees and NCDPI Test Development Staff). All scorers who did not meet or exceed the 70 percent standards (inter-rater and validity) were removed from the project and all scores assigned to student responses were invalidated. These student responses were subsequently rescored by two qualified scorers.

<b>Grade Level</b>	<b>Rubric Trait</b>	<b>IRR*</b>	<b>Validity</b>
<b>4 General</b>	<b>Content</b>	<b>71.3</b>	<b>80.9</b>
<b>4 General</b>	<b>Conventions</b>	<b>74.1</b>	<b>78.7</b>
<b>4 NCEXTEND2</b>	<b>Content</b>	<b>77.0</b>	<b>73.7</b>
<b>4 NCEXTEND2</b>	<b>Conventions</b>	<b>78.4</b>	<b>75.4</b>
<b>7 General</b>	<b>Content</b>	<b>75.1</b>	<b>85.2</b>
<b>7 General</b>	<b>Conventions</b>	<b>71.6</b>	<b>87.1</b>
<b>7 NCEXTEND2</b>	<b>Content</b>	<b>77.1</b>	<b>84.6</b>
<b>7 NCEXTEND2</b>	<b>Conventions</b>	<b>75.1</b>	<b>78.9</b>
<b>10 General</b>	<b>Content</b>	<b>71.9</b>	<b>78.1</b>
<b>10 General</b>	<b>Conventions</b>	<b>77.1</b>	<b>79.4</b>
<b>10 NCEXTEND2 OCS</b>	<b>Content</b>	<b>75.9</b>	<b>80.8</b>
<b>10 NCEXTEND2 OCS</b>	<b>Conventions</b>	<b>76.0</b>	<b>71.5</b>

\*IRR refers to inter-rater perfect agreement (reliability).

Note: The inter-rater perfect agreement (reliability) when combined with the adjacent agreement exceeded 99 percent.