

Vermont

	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
Reading	4 and 8	Word identification skills and strategies; vocabulary strategies, breadth of vocabulary; initial understanding of literary text; initial understanding of informational text; analysis and interpretation of literary text; and analysis and interpretation of informational text.	Achieves*	Contrasting groups study; standards-setting process by panels of local educators from NH, RI, VT	2005	New assessment in 2005
State standards	<p>In 2005, Vermont implemented a new testing program, the New England Common Assessment Program (NECAP). As a result of the implementation, 2004-05 academic year assessment data for elementary and middle school grades were not available for this state. Beginning in 2005-06, grades 3-8 began to be tested in reading and mathematics, with four performance levels used for reporting purposes: substantially below proficient (Level 1), partially proficient (Level 2), proficient (Level 3), and proficient with distinction (Level 4). Prior to 2005, Vermont administered the New Standards Reference Examinations (NSRE) in grades 4 and 8 in reading and mathematics. The state used five achievement levels for reporting purposes: little evidence of achievement, below the standard, nearly achieved the standard, achieved the standard (meeting the standard), and achieved the standard with honors.</p> <p>* AYP Standard: Vermont uses an indexing system that combines weighted index points assigned to each student at each achievement level to determine each school's average index score. This weighted average index score is then compared to the AYP index goal for the current year to determine if the school has made AYP.</p>					
State performance standard for AYP	<p>Grade 4. Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.</p> <p>Grade 8. Describes and analyzes the sequence of steps in a list of directions; interprets and analyzes graphics and charts.</p>					

Vermont

Reading

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error ¹	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted ²			
4	Vermont grade 4 data were not available					#	4.8	0.1
8	Vermont grade 8 data were not available					#	4.2	0.2

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP

Visual cues, administration by others, amplification equipment, noise buffer, tape recorder, speech/text device, taking the test at a time beneficial to the student, carrel, minimizing distractions, taking the test at the student's home, and taking the test in a special education classroom. Reading questions aloud is allowed with implications for scoring.

Vermont

	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
Mathematics	4 and 8	Numbers and operations; geometry and measurement; algebra and functions; data, statistics, and probability	Achieves*	Contrasting groups study; standards-setting process by panels of local educators from NH, RI, VT	2005	New assessment in 2005
State standards	<p>In 2005, Vermont implemented a new testing program, the New England Common Assessment Program (NECAP). As a result of the implementation, 2004-05 academic year assessment data for elementary and middle school grades were not available for this state. Beginning in 2005-06, grades 3-8 began to be tested in reading and mathematics, with four performance levels used for reporting purposes: substantially below proficient (Level 1), partially proficient (Level 2), proficient (Level 3), and proficient with distinction (Level 4). Prior to 2005, Vermont administered the New Standards Reference Examinations (NSRE) in grades 4 and 8 in reading and mathematics. The state used five achievement levels for reporting purposes: little evidence of achievement, below the standard, nearly achieved the standard, achieved the standard (meeting the standard), and achieved the standard with honors.</p> <p>*AYP Standard: Vermont uses an indexing system that combines weighted index points assigned to each student at each achievement level to determine each school's average index score. This weighted average index score is then compared to the AYP index goal for the current year to determine if the school has made AYP.</p>					
State performance standard for AYP	<p>Grade 4. Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.</p> <p>Grade 8. Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.</p>					

Vermont

Mathematics

Grade	2005 NAEP scale equivalent				2005 NAEP exclusion rates			
	NAEP equivalent at the state standard for AYP	Standard error	Relative error ¹	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted ²			
4	Vermont grade 4 data were not available				0.1	3.1	0.1	
8	Vermont grade 8 data were not available				#	3.7	0.1	

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP

Visual cues, administration by others, amplification equipment, noise buffer, tape recorder, speech/text device, taking the test at a time beneficial to the student, carrel, minimizing distractions, taking the test at the student's home, and taking the test in a special education classroom. The following are allowed with implications for scoring and/or aggregation: calculator, abacus, manipulatives (if used on non-tool math items (session 2)), and spell checker/assistance.