

Alabama

Reading	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
	4 and 8	Reading	Meets the standard	Committee review by educators and professional community	2003	None
State standards	Alabama administered the Stanford Achievement Test, Tenth Edition (Stanford 10) and the Alabama Reading and Mathematics Test (ARMT). Grades 3-8 were tested in reading and mathematics. Alabama had four performance standards: does not meet the standard (1), partially meets the standard (2), meets the standard (3), and exceeds the standard (4).					
State performance standard for AYP	<p>Grade 4. The State Board of Education adopted four levels of student achievement which define how well students are mastering the State's academic content standards at grade level. Level 3 is defined as Meets Academic Content Standards at grade level. Fourth-grade students performing at Level 3 demonstrate a fundamental understanding of what they read by applying various strategies when reading textual/informational, functional, and literary/recreational materials. To some degree these students use various skills and strategies, including demonstrating knowledge of sentence structure, making inferences, and distinguishing fiction from non-fiction. They recognize some literary elements and devices including characters, similes, and important details as they read literary/recreational text. As a part of understanding informational/textual and functional materials, Level 3 readers are beginning to locate information, identify important details, use sentence structure, and distinguish fact from fiction. Their vocabulary knowledge includes recognition of some antonyms, synonyms, and some use of structural analysis skills.</p> <p>Grade 8. The State Board of Education adopted four levels of student achievement which define how well students are mastering the State's academic content standards at grade level. Level 3 is defined as Meets Academic Content Standards at grade level. Eighth-grade students performing at Level 3 utilize strategies to make inferences to determine bias or theme and use specific context clues to determine some word meanings. They can distinguish among characteristics of some types of poetry such as ballads, epics, haiku, limericks, and lyric. They often identify literary elements and can describe their impact on setting, mood, characterization, or theme. These students also are able to identify the elements of plot.</p>					

Alabama

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	Alabama grade 4 data were not available for the analysis				0.1	1.7	#	
8	Alabama grade 8 data were not available for the analysis				0.2	1.5	#	

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	Administration by others, amplification equipment, noise buffer, multiple sessions, taking the test at a time beneficial to the student, carrel, special education classroom, communication device (not allowed on the Alabama Direct Assessment of Writing), and taking the test at the student's home (homebound students only).
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Alabama

Mathematics	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
	4 and 8	Numbers and operations, algebra, measurement, geometry, and data analysis and probability	Meets the standard	Committee review by educators and professional community	2003	None
State standards	Alabama administered the Stanford Achievement Test, Tenth Edition (Stanford 10) and the Alabama Reading and Mathematics Test (ARMT). Grades 3-8 were tested in reading and mathematics. Alabama had four performance standards: does not meet the standard (1), partially meets the standard (2), meets the standard (3), and exceeds the standard (4).					
State performance standard for AYP	<p>Grade 4. The State Board of Education adopted four levels of student achievement which define how well students are mastering the State's academic content standards at grade level. Level 3 is defined as Meets Academic Content Standards at grade level. Fourth-grade students performing at Level 3 demonstrate a fundamental knowledge of number sense by comparing and ordering decimals and writing money amounts in words and dollar-and-cent notation. These students often rename improper fractions and mixed numbers, add and subtract fractions with common denominators, round whole numbers and decimals, and recognize equivalent forms of common fractions and decimals. These students frequently solve word problems that involve addition, subtraction, multiplication, and division of whole numbers. Students performing at Level 3 write number sentences for word problems and complete addition and subtraction number sentences with a missing addend or subtrahend. These students identify geometric shapes based on their characteristics and find locations on a map or grid using ordered pairs. They usually calculate elapsed time and measure length, width, weight, and capacity using both metric and customary units as well as temperature in degrees Fahrenheit and Celsius. Fourth-grade students at Level 3 represent categorical data using tables and graphs; determine if outcomes of simple events are likely, unlikely, certain, equally likely, or impossible; and represent numerical data using tables and graphs.</p> <p>Grade 8. The State Board of Education adopted four levels of student achievement which define how well students are mastering the State's academic content standards at grade level. Level 3 is defined as Meets Academic Content Standards at grade level. Eighth-grade students performing at Level 3 demonstrate a fundamental ability to apply various strategies and operations to solve problems with real numbers, simplify expressions containing natural number exponents, and use order of operations to evaluate and simplify algebraic expressions. These students are able to graph linear relations by plotting points, solve problems involving linear functions, and solve multi-step linear equations. They solve problems using the Pythagorean Theorem and can compare some quadrilaterals, triangles, and solids using their properties and characteristics. Students at Level 3 determine the measures of special angle pairs; find the perimeter and area of regular and irregular plan figures; calculate the surface area and volume of rectangular prisms, cylinders, and pyramids; and determine the lengths of missing sides and measures of angles in similar figures. Students performing at Level 3 interpret data from populations and determine the theoretical probability of an event.</p>					

Alabama

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	Alabama grade 4 data were not available for the analysis					#	1.2	#
8	Alabama grade 8 data were not available for the analysis					#	1.0	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	Administration by others, amplification equipment, noise buffer, abacus, multiple sessions, taking the test at a time beneficial to the student, carrel, special education classroom, communication device (not allowed on ADAW), and taking the test at the student’s home (homebound students only).
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