

Montana

	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	Reading	Proficient	Expert panel of Montana teachers, a school administrator, and representatives of the Native American culture	2000	None
State standards	Through the Montana Comprehensive Assessment System (MontCAS), the state administered the Iowa Tests of Basic Skills (ITBS) in grades 4 and 8 and the Iowa Test of Education Development (ITED) in grade 11 in reading and mathematics. Montana used four achievements levels for reporting purposes: novice, nearing proficiency, proficient, and advanced.					
State performance standard for AYP	<p>Grade 4. Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems. Using grade level text, students are able to use appropriate reading vocabulary, understand personification, figurative language, and literary devices, distinguish fact from opinion, make inferences, identify author's purpose, analyze and organize information, interpret and respond to text, compare and contrast, reread to find information, understand main idea and support with details, use prior knowledge to make meaning of text, read a variety of materials, read maps and diagrams, use resource materials, justify predictions, describe reading successes and set reading goals.</p> <p>Grade 8. Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems. Using grade level text, students are able to use emerging content vocabulary, apply complex thinking skills - connect ideas, make predictions, explain causal relationships, use metaphorical thinking and emerging inference skills, emerging understanding of literary elements and emerging/basic figurative comprehension, use word structures to enhance meaning, recognize different genres, basic recognition of figurative language, set, monitor progress toward, and meet reading goals.</p>					

Montana

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	197	1.5	1.3	0.64	1.00	0.1	4.8	0.2	
8	Montana grade 8 data were not available ³					0.1	4.1	0.5	

- 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.
- 3 The proportion meeting the state proficiency standard calculated from the school-level data differed more than five percent from the state reported proportion meeting the state proficiency standard.

State accommodations not allowed on NAEP	Reading questions aloud, visual cues, administration by others, amplification equipment, noise buffer, communication device, bilingual dictionary, multiple sessions, taking the test at a time beneficial to the student, carrel, taking the test at the student's home, and taking the test in a special education classroom.
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Montana

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
State standards	Through the Montana Comprehensive Assessment System (MontCAS), the state administered the Iowa Tests of Basic Skills (ITBS) in grades 4 and 8 and the Iowa Test of Education Development (ITED) in grade 11 in reading and mathematics. Montana used four achievements levels for reporting purposes: novice, nearing proficiency, proficient, and advanced.					
State performance standard for AYP	<p>Grade 4. Students at this level demonstrate a solid understanding of challenging subject matter, select and use problem-solving strategies to solve multi-step problems involving the four operations and clearly communicate strategies, read, identify, and interpret place value of numbers to 1 million, solve addition and subtraction problems involving whole numbers and decimals with multiple regroupings, solve multiplication problems with multi-digit numbers with multiple regrouping, divide by one-digit divisor and interpret remainder, add and subtract simple fractions with common denominators, use and apply strategies and procedures to solve multi-step algebraic problems involving equations, number patterns, geometric patterns, and change and clearly describe the relationship, use properties and vocabulary to describe and identify two- and three-dimensional figures and the relationships among them, solve geometric problems involving points on coordinate grids, symmetry, transformations, visual and spatial reasoning and clearly communicate strategies, apply tools, procedures, and formulas of measurement to solve problems, collect, organize, display, read, and interpret data and use data in problem solving situations and judge the probability of a simple event as impossible, unlikely, likely, or certain and determine which outcomes are most or least likely.</p> <p>Grade 8. Students at this level demonstrate a solid understanding of challenging subject matter, calculate and compare unit costs, use proportions and percents to solve a problem, write an equation with two variables to describe a real-world situation, apply properties of the real numbers to manipulate formulas and simplify expressions, identify the equation of a nonlinear function from a table, identify the graph of a function that best represents a described real-world situation, solve a two-step linear equation, identify the coordinates of the image of a vertex of a polygon after a translation or reflection, determine whether points on a coordinate plane can be vertices of a parallelogram, identify the net of a cube, estimate equal units in different systems of measure, identify a scatterplot given a description of the variables being compared, use data in a table or scatter plot to make a prediction, and interpret a line graph.</p>					

Montana

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	Montana grade 4 data were not available ³					#	1.8	0.1
8	Montana grade 8 data were not available ³					0.1	1.9	0.3

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.
- 3 The proportion meeting the state proficiency standard calculated from the school-level data differed more than five percent from the state reported proportion meeting the state proficiency standard.

State accommodations not allowed on NAEP	Visual cues, administration by others, amplification equipment, calculator, noise buffer, manipulatives, slant boards, communication device, multiple sessions, taking the test at a time beneficial to the student, carrel, taking the test at the student's home, and taking the test in a special education classroom.
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