

# Rhode Island

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
State standards	4 and 8	Literature	Achieved*	Contrasting groups study; standards-setting process by panels of local educators from NH, RI, VT	2004	New assessment in fall 2005
State performance standard for AYP	<p>In 2005, Rhode Island 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). In years prior to 2005, Rhode Island administered the New Standards Reference Examinations (NSRE) in grades 4 and 8 in English/language arts and mathematics. Rhode Island 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: Rhode Island 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> <p><b>Grade 4.</b> Students demonstrate general understanding of grade-level text by recognizing topic sentences explicitly stated in informational text, and can recall important details. They identify problems and how they are resolved in literary text. They can identify the correct sequence of events in a story's plot. Students develop an interpretation by making predictions about forthcoming information or events based on clues in the selection. These students can infer the author's unstated meaning based on information explicitly stated in the text, including an article's main idea. They often use clues to determine characters' motivations and to reach conclusions about the most prominent themes or messages in literary text. These students examine the content and structure of informational text to identify the author's purpose, to recognize cause and effect relationships, and to distinguish between facts and opinions. They can determine when text is informative and when there are attempts at persuasion.</p> <p><b>Grade 8.</b> Students performance demonstrates an ability to read and comprehend grade-appropriate text. Students are able to analyze and interpret literary and informational text. Students make and support relevant assertions by referencing text. Students use vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.</p>					

# Rhode Island

## Reading

2005 NAEP scale equivalent					2005 NAEP exclusion rates			
Grade	NAEP equivalent at the state standard for AYP	Standard error	Relative error <sup>1</sup>	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted <sup>2</sup>			
4		Rhode Island did not test grade 4 in 2005				1.1	2.2	0.2
8		Rhode Island did not test grade 8 in 2005				0.8	3.0	0.2

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.

<b>State accommodations not allowed on NAEP</b>	Audiotape version of test, visual cues, administration by others, amplification equipment, noise buffer, tape recorder, communication device, thesaurus, multiple sessions, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, minimizing distractions, taking the test in a special education classroom, and taking the test at the student's home (test administrator must be school personnel).
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# Rhode Island

	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
<b>Mathematics</b>	4 and 8	Number and operations; geometry and measurement; algebra and functions; data, statistics, and probability	Achieved*	Contrasting groups study; standards-setting process by panels of local educators from NH, RI, VT	2004	New assessment in fall 2005
<b>State standards</b>	<p>In 2005, Rhode Island 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). In years prior to 2005, Rhode Island administered the New Standards Reference Examinations (NSRE) in grades 4 and 8 in English/language arts and mathematics. Rhode Island 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: Rhode Island 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>					
<b>State performance standard for AYP</b>	<p><b>Grade 4.</b> 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><b>Grade 8.</b> 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>					

# Rhode Island

# Mathematics

2005 NAEP scale equivalent					2005 NAEP exclusion rates			
Grade	NAEP equivalent at the state standard for AYP	Standard error	Relative error <sup>1</sup>	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted <sup>2</sup>			
4	Rhode Island grade 4 data were not available					0.8	2.3	0.1
8	Rhode Island grade 8 data were not available					0.5	2.5	0.1

- 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.

<b>State accommodations not allowed on NAEP</b>	Audiotape version of test, Visual cues, administration by others, amplification equipment, noise buffer, tape recorder, communication device, spell checker/assistance, thesaurus, multiple sessions, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, minimizing distractions, taking the test in a special education classroom, and taking the test at the student’s home (test administrator must be school personnel). The following are considered modifications if used on Session 1 of the Mathematics Test and are allowed with implications for scoring and/or aggregation: calculator, manipulatives.
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