

Tennessee

	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/language arts (content, grammar conventions, meaning, techniques and skills, vocabulary, writing/organization, writing process)	Proficient	Educator committee	2001	No information
State standards	Through the Tennessee Comprehensive Assessment Program (TCAP), the state administered exams in grades 3-8 in reading, mathematics, science and social studies. Tennessee used three achievement levels for reporting purposes: basic, proficient, and advanced.					
State performance standard for AYP	<p>Grade 4. Proficiency in 4th-grade reading/language arts indicates sufficient evidence exhibited by, but not limited to, students' ability to: in content, recognize plot features of fairy tales, folk tales, fables, and myths, identify characters, setting, and plot in a passage, determine problem of a story and recognize its solution, indicate sequence of events in print and in non-print texts, and identify different forms of text; in grammar conventions, choose correct formation of plurals, contractions, and possessives within context, recognize usage errors within context, identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks, and identify correct use of nouns, verbs, adjectives, pronouns, adverbs, and commas within context; in meaning, evaluate text for elements of fact/opinion and reality/fantasy, make predictions about text, select question to clarify thinking, distinguish fact and opinion within text, and recognize cause and effect relationships within text; in techniques & skills, identify correctly or incorrectly spelled words in context, identify the most reliable sources of information for preparing a report, use table of contents, title page, and glossary to locate information, use headings, graphics, and captions to make meaning from text, interpret information using a chart, map, or timeline and use available text features to make meaning from text; in vocabulary, determine meaning of unfamiliar words/multiple meaning words using context clues, dictionaries, and glossaries, recognize and use grade appropriate vocabulary within text, identify grade level compound words, contractions, and common abbreviations within context, use prefixes, suffixes, and root words as aids in determining meaning within context, and select appropriate synonyms, antonyms, and homonyms within text; in writing/organization, choose a topic sentence for a paragraph, rearrange sentences to form a sequential, coherent paragraph, rearrange events in a sequential or chronological order in a writing selection, select the best title for a text, select appropriate time-order or transitional words to enhance the flow of a writing sample, select details supporting a topic sentence, and choose the supporting sentence that best develops a topic sentence; in writing process, identify correctly used capital letters with names, dates, addresses, and at the beginning of sentences within context, identify the purpose for writing, select the best way to correct incomplete sentences within context, complete a graphic organizer to group ideas for writing, choose the supporting sentence that best fits the context and flow of ideas in a paragraph, select the best way to combine sentences to provide syntactic variety within text, and identify audience for which a text is written.</p>					

**State performance
standard for AYP**

Grade 8. Proficiency in 8th-grade reading/language arts indicates sufficient evidence exhibited by, but not limited to, students' ability to: in content, determine author's purpose for writing and student's purpose for reading, identify on a graphic organizer the points at which various plot elements occur, identify implied theme from a selection or related selections, distinguish among different genres and their distinguishing characteristics, recognize author's point of view, and determine how a story changes if point of view is changed; in grammar conventions, understand underlining/italicizing with titles, specific words, numbers, letters, and figures, identify correct use of commas, nouns, pronouns, verbs, adjectives, adverbs, interjections, conjunctions, appositives, appositive phrases, infinitives, and infinitive phrases within context, select the most appropriate method to correct a run-on sentence, identify the correct placement of prepositions and prepositional phrases within context, and recognize usage errors occurring within context; in meaning, formulate appropriate questions during the reading of the text, identify an appropriate title to reinforce the main idea of a passage or paragraph, determine cause-effect relationships in context, determine inferences from selected passages, recognize a reasonable prediction of future events in a passage, and recognize and identify word(s) within context that reveal particular time periods and cultures; in techniques & skills, locate information using available text features, select information using keywords and headings, identify examples within context of similes, metaphors, alliteration, onomatopoeia, personification, and hyperbole, identify individual written selections as technical, narrative, persuasive, and descriptive in mode, use text features to determine meaning, identify examples of sound devices within text, recognize and identify techniques of propaganda, identify levels of reliability among resources, and identify correctly and incorrectly spelled words; in vocabulary, choose a logical word or phrase to complete an analogy, using scrambled words and homophones in addition to previously learned analogies, recognize commonly used foreign phrases, recognize and choose the correct meaning/usage of a multi-meaning word by replacing the word in context with an appropriate synonym or antonym, and use grade appropriate and/or content specific vocabulary; in writing/organization, select appropriate thesis statement for a writing sample, select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample, rearrange multi-paragraphed work in a logical and coherent order, select the most appropriate title for a passage, and select illustrations, explanations, anecdotes, descriptions, and facts in a paragraph; in writing process, choose the supporting sentence that best fits the context and flow of ideas in a paragraph, complete a graphic organizer with information from notes for a writing selection, identify the purpose for writing, identify the targeted audience for a selected passage, identify sentences irrelevant to a paragraph's theme or flow, and identify within context a variety of appropriate sentence-combining techniques.

Tennessee

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	170	2.3	1.3	0.66	0.97	0.4	6.6	0.2	
8	222	1.5	1.4	0.63	0.82	0.3	6.5	0.4	

- 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	Amplification equipment, 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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Tennessee

	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	Number sense and theory (4 only), computation (4 only), numbers and operations (8 only), algebraic thinking, real world problem solving, data analysis and probability measurement, geometry.	Proficient	Educator committee	2001	No information
State standards	Through the Tennessee Comprehensive Assessment Program (TCAP), the state administered exams in grades 3-8 in reading, mathematics, science and social studies. Tennessee used three achievement levels for reporting purposes: basic, proficient, and advanced.					
State performance standard for AYP	<p>Grade 4. Proficiency in 4th-grade math indicates sufficient evidence exhibited by, but not limited to, students' ability to: in number sense and theory, represent, compare, and order whole numbers to 9999, represent whole numbers up to 10,000 in expanded form, read and write numbers from hundred-thousands to hundredths, identify the place values of a given digit from hundred-thousands to hundredths, identify fractions, and use estimation to select a reasonable solution involving addition, subtraction, or multiplication; in computation, solve one-step real-world problems involving addition and subtraction of whole numbers, add and subtract decimals and fractions with like denominators, and multiply single-digit whole numbers efficiently and accurately; in algebraic thinking, solve open sentences involving addition, subtraction, multiplication or division, extend numerical and geometric patterns, determine the function rule for data in a function table, and connect open sentences to real-world situations.</p> <p>Grade 8. Proficiency in 8th-grade math indicates sufficient evidence exhibited by, but not limited to, students' ability to: in numbers and operations, identify the opposite and the reciprocal of a rational number, compare rational numbers using appropriate symbols, compute efficiently and accurately with whole numbers, fractions, decimals, and percents, use ratios and proportions, determine square roots of perfect squares, and use estimation strategies to select reasonable solutions to real-world problems involving computing with rational numbers; in algebraic thinking, generalize a variety of patterns with symbolic rules, evaluate algebraic expressions given values for two or more variables, represent situations and solve real-world problems using symbolic algebra, generate equivalent forms for simple algebraic expressions, apply given formulas to solve real-world problems, and solve one- and two-step linear equations; in graphs and graphing, use ordered pairs to describe given points in a coordinate system, make conjectures and predictions based on data, connect symbolic expressions and graphs of lines, and interpret graphs which represent rate of change; in real-world problem solving, work flexibly with fractions, decimals, and percents to solve one- and two-step word problems, solve real-world problems involving rate/time/distance, apply spatial reasoning and visualizations to solve real-world problems, and calculate rates involving cost per unit; in data analysis and probability, identify an appropriate sample to test a given hypothesis, determine the mean of a given set, connect data sets and their graphical representations, connect the symbolic representation of a probability to an experiment, and interpret graphical representations of data.</p>					

Tennessee

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	200	1.6	1.2	0.77	0.95	0.5	2.5	0.1	
8	230	1.6	1.4	0.66	0.81	0.2	4.4	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.

State accommodations not allowed on NAEP	Amplification equipment, noise buffer, abacus, manipulatives, multiple sessions, taking the test at a time beneficial to the student, carrel, taking the test at the student's home, special education classroom, and calculator (not allowed on items that measure computation).
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