

# Utah

	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>Reading</b>	4 and 8	Reading/language arts: reading, writing, phonics, spelling	Level 3 - Sufficient	Bookmark method with committee of business community, state board, legislators, educators, and parents recommending performance standards	1999 (K-6) 2003 (7-12)	Standards validation in summer 2004
<b>State standards</b>	The state of Utah had formally approved/adopted challenging academic performance standards in reading/language arts. These assessments and performance standards were reviewed and approved through the federal peer review process. The state annually administered the Utah Core CRTs in grades 2-11. Utah used four performance levels in relation to NCLB: Level 1–minimal, Level 2–partial, Level 3–sufficient, and Level 4–substantial.					
<b>State performance standard for AYP</b>	<p><b>Grade 4.</b> A student scoring at this level is proficient on the measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates sufficient understanding and application of key curriculum concepts.</p> <p><b>Grade 8.</b> A student scoring at this level is proficient on the measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates sufficient understanding and application of key curriculum concepts.</p>					

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	Utah grade 4 data were not available					0.9	3.2	0.3
8	Utah grade 8 data were not available					1.5	2.7	0.6

- 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, additional examples, amplification equipment, tape recorder, speech/text device, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, minimizing distractions, taking the test at the student's home, and taking the test in a special education classroom. The following are considered modifications and are allowed with implications for scoring and/or aggregation: reading questions aloud (if used on the Reading/Language Core Assessments, Iowa Tests, or Basic Skills Competency Test in Reading) and spell checker/assistance.
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# Utah

	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	Numbers and operations, measurement, geometry, data analysis and probability	Level 3 - Sufficient	Bookmark method with committee of business community, state board, legislators, educators, and parents recommending performance standards	1999 (K-6) 2002 (7-12)	Standards validation in summer 2004
<b>State standards</b>	The state of Utah had formally approved/adopted challenging academic performance standards in reading/language arts. These assessments and performance standards were reviewed and approved through the federal peer review process. The state annually administered the Utah Core CRTs in grades 2-11. Utah used four performance levels in relation to NCLB: Level 1-minimal, Level 2-partial, Level 3-sufficient, and Level 4-substantial.					
<b>State performance standard for AYP</b>	<p><b>Grade 4.</b> A student scoring at this level is proficient on the measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates sufficient understanding and application of key curriculum concepts.</p> <p><b>Grade 8.</b> A student scoring at this level is proficient on the measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates sufficient understanding and application of key curriculum concepts.</p>					

Grade	2005 NAEP scale equivalent				2005 NAEP exclusion rates			
	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	Utah grade 4 data were not available					0.6	1.3	0.4
8	Utah grade 8 data were not available					0.3	1.7	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.

<p><b>State accommodations not allowed on NAEP</b></p>	<p>Audiotape version of test, visual cues, administration by others, additional examples, amplification equipment, tape recorder, speech/text device, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, minimizing distractions, taking the test at the student's home, and taking the test in a special education classroom. The following are considered modifications and are allowed with implications for scoring and/or aggregation: calculator (if used outside test specifications), manipulatives (if used on the Iowa tests), Spell checker/assistance.</p>
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