

Virginia

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
	8	Reading/literature and research	Proficient	Educator committee generates standards	1998	None
State standards	From 1998 though 2005, Virginia administered cumulative Standards of Learning (SOL) tests in grades 3 (English: Reading and Writing), 5 (English: Reading/Literature and Research), and 8 (English: Reading/Literature and Research). Prior to 2006, grade 5 results combined outcomes for grades 4 and 5 and grade 8 results combined outcomes for grades 6, 7 and 8. From 1998 through 2005, Virginia used three achievement levels for reporting purposes: fail/does not meet the standard, pass/proficient, and pass/advanced.					
State performance standard for AYP	Grade 8. The eighth-grade student will learn and apply interviewing techniques. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. The student will plan, draft, revise, and edit writing, with emphasis on exposition and persuasion. The student will apply reading and writing skills in all subjects, as well as respond critically to literature. The student will continue development of vocabulary, with attention to connotations and figurative language. The student will become a skillful interpreter of the persuasive strategies used in print and mass media. The student will continue to develop an appreciation for literature through study of a wide variety of selections. The student will describe themes or inferred main ideas, interpret cause-effect relationships, and draw conclusions from a variety of literary and informational selections.					

Virginia

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	Virginia did not test grade 4 in 2005					2.4	9.0	0.8
8	Virginia grade 8 data were not available					1.1	6.1	0.3

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	Audiotape version of test, amplification equipment, noise buffer, abacus, arithmetic tables, tape recorder, communication device, spell checker/assistance, multiple sessions, taking the test at a time beneficial to the student, carrel, minimizing distractions, and taking the test at the student’s home. Reading questions aloud is considered a non-standard accommodation if used on the English assessment.
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Virginia

	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	8	Number and number sense; computation and estimation; measurement and geometry; probability and statistics; and patterns, functions, and algebra	Proficient	Educator committee generates standards	1998	None
State standards	From 1998 through 2005, Virginia administered cumulative Standards of Learning (SOL) tests in grades 3 (grades K-3), 5 (grades 4-5), and 8 (grades 6-8) in mathematics. Prior to 2006, grade 5 results combined outcomes for grades 4 and 5 and grade 8 results combined outcomes for grades 6, 7 and 8. From 1998 through 2005, Virginia used three achievement levels for reporting purposes: fail/does not meet the standard, pass/proficient, and pass/advanced.					
State performance standard for AYP	<p>Grade 8. The eighth-grade standards contain both content that reviews or extends concepts and skills learned in previous grades and new content that prepares students for more abstract concepts in algebra and geometry. Students will gain proficiency in computation with rational numbers (positive and negative fractions, positive and negative decimals, whole numbers, and integers) and use proportions to solve a variety of problems. New concepts include solving two-step equations and inequalities, graphing linear equations, visualizing three-dimensional shapes represented in two-dimensional drawings, applying transformations to geometric shapes in the coordinate plane, and using matrices to organize and interpret data. Students will verify and apply the Pythagorean Theorem and represent relations and functions using tables, graphs, and rules.</p>					

Virginia

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	Virginia grade 4 data were not available				0.5	4.1	0.2	
8	Virginia grade 8 data were not available				0.7	4.1	0.3	

- 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	Audiotape version of test, amplification equipment, calculator, noise buffer, abacus, arithmetic tables, tape recorder, communication device, spell checker/assistance, multiple sessions, taking the test at a time beneficial to the student, carrel, minimizing distractions, and taking the test at the student's home.
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