Washington

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
	4	Literary comprehension, literary analysis with thinking critically, informational comprehension, informational analysis with thinking critically	Meets the Standard	Stakeholder committee generates standards	2004	None
State standards	The Education Reform Law passed by the Washington State Legislature in 1993 required the state to create a set of common learning standards for grades K-10. The law also called for a testing system that measured student learning of those standards. Washington fourth-graders started taking the WASL in 1997. Students were then tested each spring in grades 3-8 and 10 in reading and math (as of 2006). Students also were tested in writing in grades 4, 7, and 10 and science in grades 5, 8, and 10 (as of 2006). The ITBS was last administered in 2005 to Grades 3 and 6; and the ITED was last administered to Grade 9 in 2005. The following four Washington State learning goals provided the foundation for development of the Essential Academic Learning Requirements (EALRs): (1) Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and setting; (2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness; (3) Think analytically, logically, and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems; and (4) Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities. Washington used four achievement levels for reporting purposes: below basic, basic, meets the standard, and exceeds the standard.					
State performance standard for AYP	**Grade 4.** Students are confident, proficient readers; students apply strategies like graphic organizers to help them understand more than one text at a time; students use a variety of meta-cognitive strategies to be aware of their thinking and make connections; students visually pinpoint or verbally explain where comprehension breaks down in reading a text; students are able to read and follow directions; students can use a variety of strategies such as highlighting to discern the necessary information from unimportant information to perform a task; students understand the common language of assessment and literacy; students appropriately read for comprehension, analysis, and evaluation; students read fluently, with accuracy, expression, and appropriate rate; students demonstrate understanding of themes, main ideas, and details by using documented evidence from text; students have multiple strategies for understanding unknown words; students can read a variety of materials including charts, graphs, and captions to deepen or confirm their knowledge; students are able to use text features such as headings to quickly find the answer to a question or a specific spot in the text; students can re-tell a story explaining characters and plot, emphasizing the most important parts without getting lost in the details; students can give opinions about the story and support those opinions with details; students can identify and understand important facts and organize them into meaning; students know and use the way a book is organized by using the table of contents, index, glossary, headings, captions, and additional text features; students can use information from their reading to explain what they have learned or what new thing they would do; students refer to text as a resource to help them find answers, analyze, make inferences, and use their own knowledge to construct their own meaning; students can summarize appropriately to a given text by using text-based examples to support an answer or opinion.					

Washington

Reading

	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
Grade	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	197	1.6	1.4	0.61	0.81	1.2	2.6	0.4
8	Washington did not test grade 8 in 2005					0.9	3.0	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.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, audio/video equipment, noise buffer, tape recorder, spell checker/assistance, speech/text device, thesaurus, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, minimizing distractions, and taking the test at the student's home.

Washington

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
	4	Number sense, measurement, geometric sense, probability and statistics, algebraic sense, solves problems and reasons logically, communicates understanding, makes connections	Meets the Standard	Stakeholder committee generates standards	2004	None
State standards	The Education Reform Law passed by the Washington State Legislature in 1993 required the state to create a set of common learning standards for grades K-10. The law also called for a testing system that measured student learning of those standards. Washington fourth-graders started taking the WASL in 1997. Students were then tested each spring in grades 3-8 and 10 in reading and math (as of 2006). Students also were tested in writing in grades 4, 7, and 10 and science in grades 5, 8, and 10 (as of 2006). The ITBS was last administered in 2005 to Grades 3 and 6; and the ITED was last administered to Grade 9 in 2005. The following four Washington State learning goals provided the foundation for development of the Essential Academic Learning Requirements (EALRs): (1) Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and setting; (2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness; (3) Think analytically, logically, and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems; and (4) Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities. Washington used four achievement levels for reporting purposes: below basic, basic, meets the standard, and exceeds the standard.					
State performance standard for AYP	**Grade 4.** Students consistently choose efficient and accurate methods of computation for given situations using whole numbers or decimals when using monetary units; students consistently select, use, and defend the use of appropriate tool for measuring in a given situation; students choose between standard and non-standard units and approximate vs. precise measurement; students measure objects with appropriate tools; students create a given type of graph with appropriate title and labels; students identify shapes and their attributes; students recognize and extend a pattern and use it to solve a problem; students identify a rule for a pattern from a group; students select and use an appropriate strategy to solve a one- or two-step problem and show work; students select an appropriate solution to a problem and explain the steps used in the solution; students recognize an unreasonable or inappropriate answer to a mathematical problem and explain their rationale; students move beyond memorization of mathematical formulas by applying effective strategies and reasoning to real-life situations; students collect and organize data.					

Washington

Mathematics

	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
Grade	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	236	1.1	1.2	0.76	0.85	1.0	1.7	0.2
8	Washington did not test grade 8 in 2005					0.4	1.8	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.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, audio/video equipment, noise buffer, manipulatives, tape recorder, spell checker/assistance, speech/text device, thesaurus, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, minimizing distractions, and taking the test at the student's home. If a student's disability affects math calculation but not reasoning, he or she may request to use a calculator or abacus.