

# Wyoming

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	Language (combining reading and writing)	Proficient	Stakeholder committee generates standards	2003	None
State performance standard for AYP	<p>Through the Wyoming Comprehensive Assessment System (WyCAS), the state administered criterion-referenced tests in grades 4, 8, and 11 in reading and mathematics. Wyoming used four achievement levels for reporting purposes: novice, partially proficient, proficient, and advanced.</p> <p><b>Grade 4.</b> Students performing at the proficient level demonstrate understanding of a variety of grade-appropriate texts and explain features of different genres. Their comprehension extends beyond the literal level. They make relevant inferences beyond the obvious. They understand complex ideas and make connections among a variety of texts and between a text and themselves. Students understand and use different reading strategies for different types of texts and purposes. They develop and extend their vocabulary through reading and use of reference materials. These students cite specific and appropriate evidence for their inferences. Students write with an intended purpose and audience with evidence of voice and format. Their writing shows logical organization. Ideas are supported with sufficient, relevant details. Sentence structure is varied and correct. They demonstrate reasonable control of conventions.</p> <p><b>Grade 8.</b> Students performing at the proficient level read independently a variety of level-appropriate texts, demonstrating understanding of genre features and organization. Their comprehension extends beyond the literal as they identify author purpose, predict outcomes, identify themes, and summarize main ideas and supporting details. Students make connections between the text and themselves, among other texts, and between the text and issues in the world. Students use multiple sources to conduct research, analyzing and interpreting data. Their writing shows clear evidence of voice and format, demonstrating reasonable control of conventions. Writing and speaking show logical organization; ideas are supported with sufficient, relevant details or examples. Sentence structure is varied and correct; language is effective throughout. They use word processing skills, as appropriate, during the writing process.</p>					

# Wyoming

## Reading

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	228	0.7	1.7	0.47	0.79	0.4	1.4	0.2	
8	278	1.2	1.4	0.52	0.55	0.1	2.5	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

Visual cues, additional examples, amplification equipment, noise buffer, abacus, tape recorder, communication device, spell checker/assistance, multiple sessions, taking the test over multiple days, carrel, and minimizing distractions.

# Wyoming

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
State standards	Through the Wyoming Comprehensive Assessment System (WyCAS), the state administered criterion-referenced tests in grades 4, 8, and 11 in reading and mathematics. Wyoming used four achievement levels for reporting purposes: novice, partially proficient, proficient, and advanced.					
State performance standard for AYP	<p><b>Grade 4.</b> Students performing at the proficient level make relevant connections using number sense, place value, and estimation. Students demonstrate computational fluency with minor errors. Students use mathematical language to communicate sound reasoning in problem-solving situations. Students make relevant connections with geometric objects and attributes with or without using tools/technology. Students classify, describe, and compare geometric objects using mathematical language with minimal errors. Students communicate problem-solving methods with sound reasoning. Students make relevant connections among measurement concepts with minor errors. Students estimate and measure using a variety of tools in U.S. customary units. Students apply the concept of elapsed time. Students determine the area and perimeter of rectangles and squares. Students use mathematical language to communicate sound reasoning in problem-solving situations. Students make relevant connections among algebraic concepts. Students create growing and extended patterns using manipulatives, numbers, and graphic representations with minor errors. Students generalize pattern concepts. Students make relevant connections about data and probability. Students organize and represent information, compare, and interpret results in data and probability experiments with minor errors. Students predict reasonable outcomes in probability experiments. Students use mathematical language to communicate sound reasoning in problem-solving situations.</p> <p><b>Grade 8.</b> Students performing at the proficient level make relevant connections using numbers, number sense, and estimation. They demonstrate computational fluency with minor errors. Students use mathematical language to communicate sound reasoning in problem-solving situations. Students performing at a proficient level classify and describe geometric objects to explain concepts with minimal errors. Given similar and congruent objects, students make conjectures about relationships. Students use the appropriate strategies, tools, and units of measure in a problem-solving situation. Students recognize the relationships among basic geometric transformations. Students communicate problem-solving methods with sound reasoning. Students make relevant connections among measurement concepts with minor errors. Students estimate, measure, and calculate using a variety of tools and models. Students use mathematical language to communicate sound reasoning in a problem-solving situation. Students make relevant connections among algebraic concepts with minor errors. Students evaluate with minor errors algebraic expressions and formulas and use the coordinate system. Students use mathematical language to communicate sound reasoning in problem-solving situations. Students make relevant connections about data and probability. Students collect, organize and represent information, describe and analyze results in data and probability experiments with minor errors. Students predict, compare, and calculate probable outcomes using concepts from probability. Students use mathematical language to communicate sound reasoning in problem-solving situations.</p>					

# Wyoming

## Mathematics

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	251	0.7	1.8	0.46	0.65	0.3	1.2	0.1	
8	293	0.9	1.2	0.74	0.78	0.1	1.4	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, additional examples, amplification equipment, calculator, noise buffer, abacus, tape recorder, communication device, spell checker/assistance, multiple sessions, taking the test over multiple days, carrel, and minimizing distractions.