

Mapping State Proficiency Standards Onto the NAEP Scales: Variation and Change in State Standards for Reading and Mathematics, 2005-2009

DISTRICT OF COLUMBIA

Reading

How do District of Columbia's reading standards for proficient performance at grades 4 and 8 in 2009 map onto the NAEP scale?

	NAEP scale equivalent	NAEP achievement level
Grade 4	205	below <i>Basic</i>
Grade 8	244	<i>Basic</i>

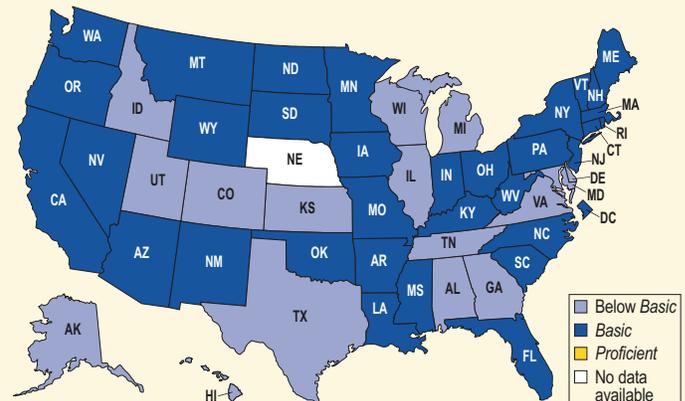
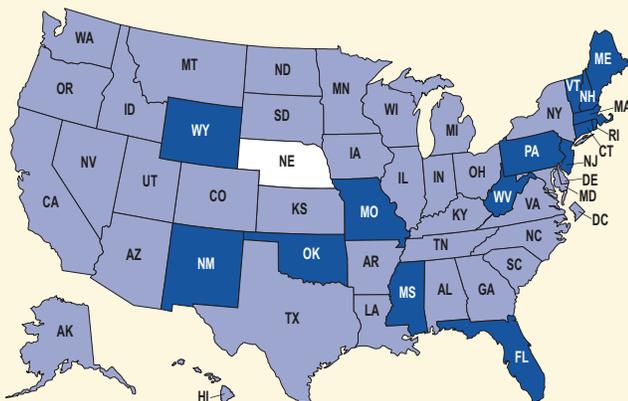
How do District of Columbia's reading standards for proficient performance at grades 4 and 8 in 2005 and 2007 map onto the NAEP scale?

	2005 NAEP scale equivalent	2005 NAEP achievement level	2007 NAEP scale equivalent	2007 NAEP achievement level
Grade 4	–	–	–	–
Grade 8	–	–	–	–

How do District of Columbia's reading standards for proficient performance at grades 4 and 8 in 2009 compare with those of other states when expressed in terms of NAEP achievement levels?

	States below <i>Basic</i>	States at <i>Basic</i>	States at <i>Proficient</i>
Grade 4	35	15	0

	States below <i>Basic</i>	States at <i>Basic</i>	States at <i>Proficient</i>
Grade 8	16	34	0



How do District of Columbia's NAEP scale equivalent scores of reading standards for proficient performance at grades 4 and 8 in 2009 compare with those estimated for 2005 and 2007?

Changes from 2007

	2009	2007	Change from 2007	Comparable to 2007
Grade 4	205	–	–	Yes
Grade 8	244	–	–	Yes

Changes from 2005

	2009	2005	Change from 2005	Comparable to 2005
Grade 4	205	–	–	No
Grade 8	244	–	–	No

The District of Columbia was not included in the 2007 analysis.

The District of Columbia was not included in the 2005 analysis.

– State assessment data not available.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005, 2007, and 2009 Reading Assessments. U.S. Department of Education, Office of Planning, Evaluation and Policy Development, EDFacts SY 2008–09, Washington, DC, 2010. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Surveys of State Assessment Program Characteristics. The National Longitudinal School-Level State Assessment Score Database (NLSASD) 2010.

Reading

Do NAEP and the District of Columbia reading assessments show the same changes in the proportion of students meeting the state proficiency standards from 2007 to 2009?

The District of Columbia was not included in the 2007 analysis.

Changes to District of Columbia's reading assessments between 2007 and 2009

	No significant changes	Changed cut scores	Changed the period of administration	Changed assessment items	Used entirely different assessment	Realigned to new content standards	Changed proficiency standards	Changed accommodation policy	Changed re-test policy	Changed test contractors	Other changes
Grade 4	Yes					Yes		Yes			
Grade 8	Yes							Yes			

Composition of District of Columbia's main reading test in 2008–09

	Multiple choice		Short constructed response		Extended constructed response		Performance tasks		Other	
	Number of items	Proportion of score	Number of items	Proportion of score	Number of items	Proportion of score	Number of items	Proportion of score	Number of items	Proportion of score
Grade 4	45	83%	3	17%	0	0%	0	0%	0	0%
Grade 8	45	83%	3	17%	0	0%	0	0%	0	0%

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005, 2007, and 2009 Reading Assessments. U.S. Department of Education, Office of Planning, Evaluation and Policy Development, EDFacts SY 2008–09, Washington, DC, 2010. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Surveys of State Assessment Program Characteristics. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2010.

Mathematics

How do District of Columbia's mathematics standards for proficient performance at grades 4 and 8 in 2009 map onto the NAEP scale?

	NAEP scale equivalent	NAEP achievement level
Grade 4	217	Basic
Grade 8	258	below Basic

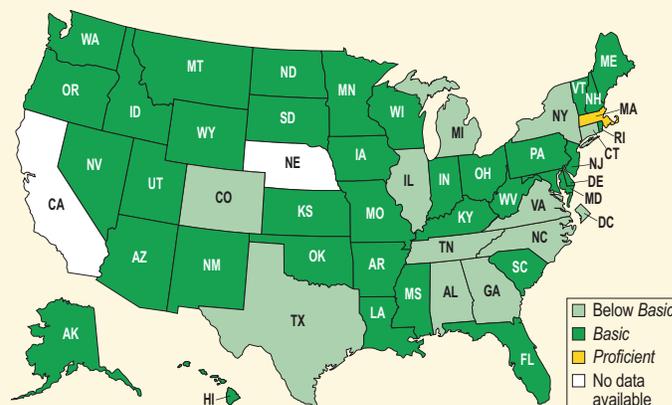
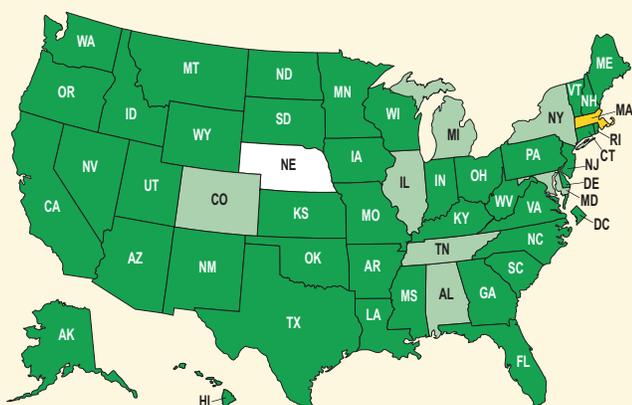
How do District of Columbia's mathematics standards for proficient performance at grades 4 and 8 in 2005 and 2007 map onto the NAEP scale?

	2005 NAEP scale equivalent	2005 NAEP achievement level	2007 NAEP scale equivalent	2007 NAEP achievement level
Grade 4	-	-	-	-
Grade 8	-	-	-	-

How do District of Columbia's mathematics standards for proficient performance at grades 4 and 8 in 2009 compare with those of other states when expressed in terms of NAEP achievement levels?

	States below Basic	States at Basic	States at Proficient
Grade 4	7	42	1

	States below Basic	States at Basic	States at Proficient
Grade 8	12	36	1



How do District of Columbia's NAEP scale equivalent scores of mathematics standards for proficient performance at grades 4 and 8 in 2009 compare with those estimated for 2005 and 2007?

Changes from 2007

	2009	2007	Change from 2007	Comparable to 2007
Grade 4	217	-	-	Yes
Grade 8	258	-	-	Yes

Changes from 2005

	2009	2005	Change from 2005	Comparable to 2005
Grade 4	217	-	-	No
Grade 8	258	-	-	No

The District of Columbia was not included in the 2007 analysis.

District of Columbia was not included in the 2005 analysis.

- State assessment data not available.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005, 2007, and 2009 Mathematics Assessments. U.S. Department of Education, Office of Planning, Evaluation and Policy Development, EDFacts SY 2008-09, Washington, DC, 2010. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Surveys of State Assessment Program Characteristics. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2010.

Mathematics

Do NAEP and the District of Columbia mathematics assessments show the same changes in the proportion of students meeting the state proficiency standards from 2007 to 2009?

The District of Columbia was not included in the 2007 analysis.

Changes to District of Columbia's mathematics assessments between 2007 and 2009

	No significant changes	Changed cut scores	Changed the period of administration	Changed assessment items	Used entirely different assessment	Realigned to new content standards	Changed proficiency standards	Changed accommodation policy	Changed re-test policy	Changed test contractors	Other changes
Grade 4	Yes										Yes
Grade 8											Yes

Composition of District of Columbia's main mathematics test in 2008-09

	Multiple choice		Short constructed response		Extended constructed response		Performance tasks		Other	
	Number of items	Proportion of score	Number of items	Proportion of score	Number of items	Proportion of score	Number of items	Proportion of score	Number of items	Proportion of score
Grade 4	51	85%	3	15%	0	0%	0	0%	0	0%
Grade 8	51	85%	3	15%	0	0%	0	0%	0	0%

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005, 2007, and 2009 Mathematics Assessments. U.S. Department of Education, Office of Planning, Evaluation and Policy Development, EDFacts SY 2008-09, Washington, DC, 2010. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Surveys of State Assessment Program Characteristics. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2010.

For additional information, refer to the report and documentation at <http://nces.ed.gov/nationsreportcard/studies/statemapping>.