

A Profile of State Assessment Programs

Since 2003, the National Center for Education Statistics (NCES) has been sponsoring research which focuses on comparing the National Assessment of Educational Progress (NAEP) and state proficiency standards. Documents which discuss the research on NAEP and state proficiency standards are available at <http://nces.ed.gov/nationsreportcard/studies/statemapping.asp>. As part of this research, NCES developed methodology to show where states' Adequate Yearly Progress (AYP) standards fit on the NAEP scale. This methodology offers an approximate, but credible, indication of the relative stringency of the states' AYP standards. While the mapped NAEP equivalent scores are useful in determining the relative rigor of state proficiency standards, the results of the studies should be interpreted with caution. Variations among states can be due to many factors, including differences in assessment frameworks, test specifications, the psychometric properties of the tests, the definition of AYP standards, and the standard-setting process.

In collaboration with the Education Information Management Advisory Consortium (EIMAC)—Task Force on Assessment, of the Council of Chief State School Officers, and in conjunction with the release of the 2007 results of the mapping study, NCES conducted a survey of state assessment programs to provide contextual information to document general state assessment program information. The NAEP State Coordinator in every state was asked to gather information from relevant sources about the state's unique testing program and to input this information into an online system for analysis and summary. Information regarding the grades and subjects tested during the 2006-07 year, state performance levels and performance level descriptors, the composition of main state assessments, and changes to the state assessments between 2004-05 and 2006-07 was compiled. After this information was verified and confirmed by the NAEP State Coordinator of each state, it was summarized in individual state profiles and tabulated in the eight-block format described below. The first block combines all subjects. The remaining blocks (2-8) are presented twice, first for Reading/Language Arts and then for Mathematics. The example that follows is for Reading/Language Arts only.

Block 1 summarizes information about each state’s testing program: the name of the program, the different assessments, the type and format of each assessment, the grades and subjects tested, and the purpose of each assessment. With regard to the assessment purpose, response options were: instructional, student accountability, school accountability, staff accountability, and other. Additional information provided by NAEP State Coordinators summarizing their states’ testing programs and the purposes of the assessments is included at the end of the block.

State

Proficiency Assessments for State Students

1

| Component | Test | | Grades Tested | | | | | | | | | | | | Test Purpose ¹ | | | | | |
|--|-----------|--------|---------------|---|---|---|---|---|---|---|---|---|----|----|---------------------------|---------------|------------------------|-----------------------|----------------------|-------|
| | Type | Format | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Instructional | Student Accountability | School Accountability | Staff Accountability | Other |
| Reading | | | | | | | | | | | | | | | | | | | | |
| Proficiency Assessments for State Students (PASS) | Regular | CRT | | | | √ | √ | √ | √ | √ | √ | | | √ | | √ | | √ | | [2] |
| Proficiency Assessments for State Students- Alternate (PASS-Alt) | Alternate | CRT | | | | √ | √ | √ | √ | √ | √ | | | √ | | √ | | √ | | [2] |
| Writing | | | | | | | | | | | | | | | | | | | | |
| PASS | Regular | CRT | | | | √ | √ | √ | √ | √ | √ | | | √ | | √ | | √ | | [2] |
| PASS-Alt | Alternate | CRT | | | | √ | √ | √ | √ | √ | √ | | | √ | | √ | | √ | | [2] |
| Mathematics | | | | | | | | | | | | | | | | | | | | |
| PASS | Regular | CRT | | | | √ | √ | √ | √ | √ | √ | | | √ | | √ | | √ | | [2] |
| PASS-Alt | Alternate | CRT | | | | √ | √ | √ | √ | √ | √ | | | √ | | √ | | √ | | [2] |
| Science | | | | | | | | | | | | | | | | | | | | |
| PASS | Regular | CRT | | | | | √ | | | | | | | √ | | √ | | | | [2] |
| PASS-Alt | Alternate | CRT | | | | | √ | | | | | | | √ | | √ | | | | [2] |

1 Example purposes: Instructional: student diagnosis, student placement, instructional planning, program evaluation, improvement of instruction for groups of students, etc.
 Student Accountability: student awards/recognition, honors diploma, student promotion/retention, required remediation, exit requirement, etc.
 School Accountability: monetary awards/penalties, school accreditation, school performance reporting, high school skills guarantee, school improvement plans, etc.
 Staff Accountability: staff awards/recognition, salary increases, staff dismissal, staff evaluation or certification, staff monetary penalties, etc.

2 LEAs have the option and discretion on whether or not to include state assessment results as input to their secondary level body of evidence systems, diploma endorsements, etc.

Block 2 summarizes information about the composition of the main state assessments in 2006-07 for grades 4 and 8 in Reading/Language Arts and Mathematics. The percentages displayed are based on the types of items, unless otherwise noted. Additional information about the timing of the assessments and whether assessments measured skills acquired only in prior grades is included in this section.

Block 3 summarizes information about the assessment(s) and performance levels used by the state in 2006-07 for state accountability in Reading/Language Arts and Mathematics in grades 4 and 8, as well as the assessment(s) and performance levels used to determine Adequate Yearly Progress (AYP).

State

Reading/Language Arts

2

Composition and Administration of the Main Reading/Language Arts Test in 2006-07

| | Multiple Choice | Short Constructed Response | Extended Constructed Response | Performance Tasks | Other |
|---|-----------------|----------------------------|-------------------------------|-------------------|-------|
| Grade 4 Test | 85% | 10% | 5% | 0% | 0% |
| Grade 8 Test | 85% | 10% | 5% | 0% | 0% |
| During the 2006-07 academic year: | | | | | |
| a. When was the assessment administered? | | Spring 2007 | | | |
| b. Did any of the assessments measure skills from the previous grade? | | No. | | | |

3

Performance Levels and AYP

| | |
|---|--|
| Performance levels used during the 2006-07 year | Below Basic, Basic, Proficient, Advanced |
| Test used for AYP determination | State CRTs (PASS and PASS-Alt) |
| Performance level used for AYP | Proficient |
| Other tests used for AYP determination | PASS-Alt results. The Proficient performance level is determined by alternate achievement standards. |
| Test used for state accountability | State CRTs (PASS and PASS-Alt) |
| Performance level used for state accountability | Proficient |
| First implementation of performance standards for the 2006-07 assessments | July 2003 |
| Additional information about performance levels used during the 2006-07 academic year | — |

Block 4 provides the performance level descriptors used for meeting AYP in 2006-07 for the main Reading and Mathematics assessments in grades 4 and 8. The descriptors correspond to the *proficient* performance level as it is defined by each state.

Block 5 summarizes differences in testing accommodations between the state’s assessment and NAEP during the 2006-07 testing year. The first section of this block lists accommodations allowed on the state assessment but not on NAEP, and the second section lists accommodations allowed on NAEP which were not allowed on the state assessment.

Block 6 presents changes to the main state assessment in Reading and Mathematics between the 2004-05 and 2006-07 school years. For many states, additional information about these changes is included in a note below the block.

State **Reading/Language Arts**

Performance Level Descriptors for Meeting Adequate Yearly Progress

4

Grade 4 Proficient: Students at the proficient level read a variety of grade-appropriate texts; make relevant connections within texts; cite appropriate evidence for inferences; and demonstrate the ability to extend connections beyond the obvious. Students read a variety of grade-appropriate text; show an accurate understanding of the text; explain the relevance of ideas and details to commonly understood concepts; explain the relevance of literary elements to a story’s plot; select sufficient examples to support claims about main idea; select sufficient examples to support claims about a story’s use of literary elements; explain a conclusion with a sufficient amount of information drawn from the text.

Grade 8 Proficient: Students at the proficient level read a variety of texts; demonstrate understanding of organization; make complex connections between the text and themselves, the text and the world, and between other sources; provide explanations regarding an author’s purpose; explains how story elements are utilized in text; predict outcomes; and cites appropriate evidence as it relates to consequences. Students read a variety of grade-appropriate text; demonstrate an accurate understanding of the text; explain author’s purpose; explain the relevance of ideas and details to the text’s organization; explain the relevance of ideas and details to commonly understood concepts; explain the relevance of literary elements to a story’s plot and theme; select sufficient examples to support claims about the relevance and importance of information; select sufficient examples to support claims about main idea and organization; select sufficient examples to support claims about a story’s use of literary elements and structure; explain a conclusion with a sufficient amount of information drawn from the text.

Accommodation Differences between NAEP and the Main State Test

5

| | |
|---|---|
| State accommodations not on NAEP | Student uses color overlays to reduce glare or enhance text. Student uses a computer monitor screen cover. Student uses tactile graphics. Student uses audio amplification devices including and/or in addition to hearing aids to increase clarity. Student uses speech-to-text conversion or voice recognition during the Reading, Mathematics, or Science subtests. Student uses a tape recorder to record test responses rather than writing on a paper during the Reading, Mathematics, or Science subtests. Student takes the tests at the time of day when he or she is most likely to demonstrate peak performance. A subtest must be completed in single testing session. URL: http://www.k12.ss.us/PASS/docs/AccommodationsManual.pdf |
| NAEP accommodations not on state assessment | — |

Changes to State Assessments between 2005 and 2007

6

| Added grades | Eliminated grades | Changed cut scores | Changed the time 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 | No significant changes |
|--------------|-------------------|--------------------|------------------------------------|--------------------------|------------------------------------|------------------------------------|-------------------------------|------------------------------|------------------------|--------------------------|------------------------|
| √ | | √ | √ | √ | √ | | √ | √ | √ | √ | |

Block 7 provides information about the comparability of the state assessments between 2004-05 and 2006-07. Specifically, it is the answer given to the survey question “Are the reported 2006-07 state assessment results for grades 4 and 8 Reading or Mathematics directly comparable with the 2004-05 reported results?”

Block 8 provides additional information about changes to the state assessment, inclusion policies, or administration of the state assessment between 2004-05 and 2006-07 that would have an impact on the ability to compare outcomes over time.

| State | Reading/Language Arts |
|-------|--|
| 7 | Are the reported 2006–07 state assessment results for grades 4 and 8 directly comparable with the 2004–05 reported results? |
| | No, because the 2004-05 test was a matrix sampling design and the 2006-07 test was a single core-form design administered to each student. |
| 8 | Differences in the administration of assessments or in the reporting of outcomes between 2004–05 and 2006–07 due to policy or legislative changes having an impact on the ability to compare outcomes over time |
| | The state assessments changed significantly between the 2004-05 and 2006-07 administrations. The 2004-05 assessment employed a matrix sampling scheme to assess students for school accountability decisions and produce school, district and state results. However, individual student results were not comparable to each other. In contrast, the PASS 2006-07 administration forms were each built to the same specifications, ensuring the comparability of individual student scores. The single core-form design was an intentional design to facilitate the technical work (psychometrics) necessary to generate results that can be compared from year to year. |

A panel of NAEP State Coordinators, under the guidance of NCES and in collaboration with the American Institutes for Research (AIR), developed the format and content of these profiles, which were then revised in collaboration with state assessment directors and NAEP State Coordinators from each state. Some answers may have been edited for consistency or for space limitations. All web addresses in these profiles were verified on July 1, 2008.

Source

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2007 Survey of State Assessment Program Characteristics.

Glossary

| | |
|--------|--|
| AYP | Adequate Yearly Progress |
| CRT | Criterion-Referenced Test |
| CTBS/5 | Comprehensive Test of Basic Skills – Fifth Edition |
| ECA | End-of-Course Assessments |
| ELA | English Language Arts |
| EOC | End-of-Course exams |
| EOG | End-of-Grade exams |
| IEP | Individualized Education Program |
| LEA | Local Education Agency |
| LEP | Limited English Proficiency |
| NAEP | National Assessment of Educational Progress |
| NCLB | No Child Left Behind |
| NRT | Norm-Referenced Test |
| PLD | Performance Level Descriptor |
| SAT/9 | Stanford Achievement Test – Ninth Edition |
| SAT/10 | Stanford Achievement Test – Tenth Edition |
| SEA | State Education Agency |

Tennessee

Tennessee Comprehensive Assessment Program (TCAP)

| Component | Test | | Grades Tested | | | | | | | | | | | | Test Purpose ¹ | | | | | |
|-----------------------------------|-----------|-----------|---------------|---|---|---|---|---|---|---|---|---|----|----|---------------------------|---------------|------------------------|-----------------------|----------------------|-------|
| | Type | Format | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Instructional | Student Accountability | School Accountability | Staff Accountability | Other |
| Writing | | | | | | | | | | | | | | | | | | | | |
| TCAP Writing Assessment | Regular | Other [2] | | | | | | √ | | | √ | | | √ | | √ | | √ | | |
| TCAP Alternate Writing Assessment | Alternate | Other [2] | | | | | | √ | | | √ | | | √ | | √ | | √ | | |
| Language Arts | | | | | | | | | | | | | | | | | | | | |
| TCAP Achievement Test | Regular | CRT | | | | √ | √ | √ | √ | √ | √ | | | | | √ | √ | √ | √ | |
| Gateway Language Arts Assessment | Regular | CRT | | | | | | | | | | √ | √ | √ | √ | √ | √ | √ | √ | |
| Mathematics | | | | | | | | | | | | | | | | | | | | |
| TCAP Achievement Test | Regular | CRT | | | | √ | √ | √ | √ | √ | √ | | | | | √ | | √ | √ | |
| Gateway Mathematics Assessment | Regular | CRT | | | | | | | | | | √ | √ | √ | √ | √ | √ | √ | √ | |
| Science | | | | | | | | | | | | | | | | | | | | |
| TCAP Achievement Test | Regular | CRT | | | | √ | √ | √ | √ | √ | √ | | | | | √ | | √ | | |
| Gateway Science Assessment | Regular | CRT | | | | | | | | | | √ | √ | √ | √ | √ | √ | √ | | |
| Social Studies | | | | | | | | | | | | | | | | | | | | |
| TCAP Achievement Test | Regular | CRT | | | | √ | √ | √ | √ | √ | √ | | | | | √ | | √ | | |

1 Example purposes: Instructional: student diagnosis, student placement, instructional planning, program evaluation, improvement of instruction for groups of students, etc.
 Student Accountability: student awards/recognition, honors diploma, student promotion/retention, required remediation, exit requirement, etc.
 School Accountability: monetary awards/penalties, school accreditation, school performance reporting, high school skills guarantee, school improvement plans, etc.
 Staff Accountability: staff awards/recognition, salary increases, staff dismissal, staff evaluation or certification, staff monetary penalties, etc.

2 Student Essay

Composition and Administration of the Main Reading/Language Arts Test in 2006–07

| | Multiple Choice | Short Constructed Response | Extended Constructed Response | Performance Tasks | Other |
|--------------|-----------------|----------------------------|-------------------------------|-------------------|-------|
| Grade 4 Test | 100% | 0% | 0% | 0% | 0% |
| Grade 8 Test | 100% | 0% | 0% | 0% | 0% |

During the 2006–07 academic year:

| | |
|---|---|
| a. When was the assessment administered? | In 2006-07, both the grade 4 and grade 8 Reading tests were administered in April 2007. |
| b. Did any of the assessments measure skills from the previous grade? | No. |

Performance Levels and AYP

| | |
|---|--|
| Performance levels used during the 2006–07 year | Below Proficient, Proficient, Advanced |
| Test used for AYP determination | TCAP Achievement Test |
| Performance level used for AYP | Proficient and above |
| Other tests used for AYP determination | The state also includes the TCAP Writing Assessment scores as part of meeting AYP and for state accountability. The performance level used is Competent and above. |
| Test used for state accountability | TCAP Achievement Test |
| Performance level used for state accountability | Proficient and above |
| First implementation of performance standards for the 2006-07 assessments | Reading performance standards were first used in the 2004-05 school year. |
| Additional information about performance levels used during the 2006–07 academic year | — |

Performance Level Descriptors for Meeting Adequate Yearly Progress

Grade 4 Proficient and above: Proficiency in 4th Grade Reading/Language Arts indicates sufficient evidence exhibited by, but not limited to, students' ability to: In Content, recognize plot features of fairy tales, folk tales, fables, and myths, identify characters, setting, and plot in a passage, determine problem of a story and recognize its solution, indicate sequence of events in print and in non-print texts, and identify different forms of text; In Grammar Conventions, choose correct formation of plurals, contractions, and possessives within context, recognize usage errors within context, identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks, and identify correct use of nouns, verbs, adjectives, pronouns, adverbs, and commas within context; In Meaning, evaluate text for elements of fact/opinion and reality/fantasy, make predictions about text, select question to clarify thinking, distinguish fact and opinion within text, and recognize cause and effect relationships within text; In Techniques & Skills, identify correctly or incorrectly spelled words in context, identify the most reliable sources of information for preparing a report, use table of contents, title page, and glossary to locate information, use headings, graphics, and captions to make meaning from text, interpret information using a chart, map, or timeline and use available text features to make meaning from text; In Vocabulary, determine meaning of unfamiliar words/multiple meaning words using context clues, dictionaries, and glossaries, recognize and use grade appropriate vocabulary within text, identify grade level compound words, contractions, and common abbreviations within context, use prefixes, suffixes, and root words as aids in determining meaning within context, and select appropriate synonyms, antonyms, and homonyms within text; In Writing/Organization, choose a topic sentence for a paragraph, rearrange sentences to form a sequential, coherent paragraph, rearrange events in a sequential or chronological order in a writing selection, select the best title for a text, select appropriate time-order or transitional words to enhance the flow of a writing sample, select details supporting a topic sentence, and choose the supporting sentence that best develops a topic sentence; In Writing Process identify correctly used capital letters with names, dates, addresses, and at the beginning of sentences within context, identify the purpose for writing, select the best way to correct incomplete sentences within context, complete a graphic organizer to group ideas for writing, choose the supporting sentence that best fits the context and flow of ideas in a paragraph, select the best way to combine sentences to provide syntactic variety within text, and identify audience for which a text is written.

Grade 8 Proficient and above: Proficiency in 8th Grade Reading/Language Arts indicates sufficient evidence exhibited by, but not limited to, students' ability to: In Content, determine author's purpose for writing and student's purpose for reading, identify on a graphic organizer the points at which various plot elements occur, identify implied theme from a selection or related selections, distinguish among different genres and their distinguishing characteristics, recognize author's point of view, and determine how a story changes if point of view is changed; In Grammar Conventions, understand underlining/italicizing with titles, specific words, numbers, letters, and figures, identify correct use of commas, nouns, pronouns, verbs, adjectives, adverbs, interjections, conjunctions, appositives, appositive phrases, infinitives, and infinitive phrases within context, select the most appropriate method to correct a run-on sentence, identify the correct placement of prepositions and prepositional phrases within context, and recognize usage errors occurring within context; In Meaning, formulate appropriate questions during the reading of the text, identify an appropriate title to reinforce the main idea of a passage or paragraph, determine cause-effect relationships in context, determine inferences from selected passages, recognize a reasonable prediction of future events in a passage, and recognize and identify word(s) within context that reveal particular time periods and cultures; In Techniques & Skills, locate information using available text features, select information using keywords and headings, identify examples within context of similes, metaphors, alliteration, onomatopoeia, personification, and hyperbole, identify individual written selections as technical, narrative, persuasive, and descriptive in mode, use text features to determine meaning, identify examples of sound devices within text, recognize and identify techniques of propaganda, identify levels of reliability among resources, and identify correctly and incorrectly spelled words; In Vocabulary, choose a logical word or phrase to complete an analogy, using scrambled words and homophones in addition to previously learned analogies, recognize commonly used foreign phrases, recognize and choose the correct meaning/usage of a multi-meaning word by replacing the word in context with an appropriate synonym or antonym, and use grade appropriate and/or content specific vocabulary; In Writing/Organization, select appropriate thesis statement for a writing sample, select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample, rearrange multi-paragraphed work in a logical and coherent order, select the most appropriate title for a passage, and select illustrations, explanations, anecdotes, descriptions, and facts in a paragraph; In Writing Process, choose the supporting sentence that best fits the context and flow of ideas in a paragraph, complete a graphic organizer with information from notes for a writing selection, identify the purpose for writing, identify the targeted audience for a selected passage, identify sentences irrelevant to a paragraph's theme or flow, and identify within context a variety of appropriate sentence-combining techniques.

Accommodation Differences between NAEP and the Main State Test

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|---|--|
| State accommodations not on NAEP | Reading aloud of Reading/Language Arts section on TCAP Achievement Test for eligible Special Education Students. |
| NAEP accommodations not on state assessment | — |

Changes to State Assessments between 2005 and 2007

| Added grades | Eliminated grades | Changed cut scores | Changed the time 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 | No significant changes |
|--------------|-------------------|--------------------|------------------------------------|--------------------------|------------------------------------|------------------------------------|-------------------------------|------------------------------|------------------------|--------------------------|------------------------|
| | | | | | | | | | | | √ |

Are the reported 2006–07 state assessment results for grades 4 and 8 directly comparable with the 2004–05 reported results?

Yes.

Differences in the administration of assessments or in the reporting of outcomes between 2004–05 and 2006–07 due to policy or legislative changes having an impact on the ability to compare outcomes over time

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Composition and Administration of the Main Mathematics Test in 2006–07

| | Multiple Choice | Short Constructed Response | Extended Constructed Response | Performance Tasks | Other |
|--------------|-----------------|----------------------------|-------------------------------|-------------------|-------|
| Grade 4 Test | 100% | 0% | 0% | 0% | 0% |
| Grade 8 Test | 100% | 0% | 0% | 0% | 0% |

During the 2006–07 academic year:

| | |
|---|---|
| a. When was the assessment administered? | In 2006-07, both the grade 4 and grade 8 Mathematics tests were administered in April 2007. |
| b. Did any of the assessments measure skills from the previous grade? | No. |

Performance Levels and AYP

| | |
|---|---|
| Performance levels used during the 2006–07 year | Below Proficient, Proficient, Advanced |
| Test used for AYP determination | TCAP Achievement Test |
| Performance level used for AYP | Proficient and above |
| Other tests used for AYP determination | — |
| Test used for state accountability | TCAP Achievement Test |
| Performance level used for state accountability | Proficient and above |
| First implementation of performance standards for the 2006-07 assessments | Mathematics performance standards were first used in the 2004-05 school year. |
| Additional information about performance levels used during the 2006–07 academic year | — |

Performance Level Descriptors for Meeting Adequate Yearly Progress

Grade 4 Proficient and Above: Proficiency in 4th Grade Mathematics indicates sufficient evidence exhibited by, but not limited to, students' ability to: In Number Sense and Theory, represent, compare, and order whole numbers to 9999, represent whole numbers up to 10,000 in expanded form, read and write numbers from hundred-thousands to hundredths, identify the place values of a given digit from hundred-thousands to hundredths, identify fractions, and use estimation to select a reasonable solution involving addition, subtraction, or multiplication; In Computation, solve one-step real-world problems involving addition and subtraction of whole numbers, add and subtract decimals and fractions with like denominators, and multiply single-digit whole numbers efficiently and accurately; In Algebraic Thinking, solve open sentences involving addition, subtraction, multiplication or division, extend numerical and geometric patterns, determine the function rule for data in a function table, and connect open sentences to real-world situations; In Real World Problem Solving, solve real-world problems involving addition and subtraction of measurements and elapsed time to the quarter-hour; In Data Analysis and Probability, interpret data displayed in bar graphs and pictographs, connect data in tables to pictographs, line graphs, or bar graphs, determine the most likely, least likely, or equally likely outcomes in simple experiments, and select all possible outcomes of a simple experiment; In Measurement, read temperature using Fahrenheit and Celsius scales, find the perimeter of rectangles, tell time on the minute, measure length to the nearest inch or nearest centimeter, and use estimation to determine if a length or volume measurement is reasonable; In Geometry, identify points, lines, and rays, recognize congruent geometric figures, identify lines of symmetry for two-dimensional geometric figures, and identify the result of a transformation that has been applied to a two-dimensional geometric shape.

Grade 8 Proficient and Above: Proficiency in 8th Grade Mathematics indicates sufficient evidence exhibited by, but not limited to, students' ability to: In Number and Operations, identify the opposite and the reciprocal of a rational number, compare rational numbers using appropriate symbols, compute efficiently and accurately with whole numbers, fractions, decimals, and percents, use ratios and proportions, determine square roots of perfect squares, and use estimation strategies to select reasonable solutions to real-world problems involving computing with rational numbers; In Algebraic Thinking, generalize a variety of patterns with symbolic rules, evaluate algebraic expressions given values for two or more variables, represent situations and solve real-world problems using symbolic algebra, generate equivalent forms for simple algebraic expressions, apply given formulas to solve real-world problems, and solve one- and two-step linear equations; In Graphs and Graphing, use ordered pairs to describe given points in a coordinate system, make conjectures and predictions based on data, connect symbolic expressions and graphs of lines, and interpret graphs which represent rate of change; In Real World Problem Solving, work flexibly with fractions, decimals, and percents to solve one- and two-step word problems, solve real-world problems involving rate/time/distance, apply spatial reasoning and visualizations to solve real-world problems, and calculate rates involving cost per unit; In Data Analysis and Probability, identify an appropriate sample to test a given hypothesis, determine mean of a given set, connect data sets and their graphical representations, connect the symbolic representation of a probability to an experiment, and interpret graphical representations of data; In Measurement, select units of appropriate size and type to measure angles, perimeter, area, surface area, and volume, convert from one unit to another within the same system, determine area of irregular and complex shapes, apply formulas to find area of triangles, trapezoids, and parallelograms, and find circumference and area of circles by applying formulas; In Geometry, classify types of two- and three-dimensional geometric figures using their defining properties, identify and apply relationships among angles and side lengths, recognize similar geometric figures, and determine measure of an angle in a triangle given the measures of the other two angles.

Accommodation Differences between NAEP and the Main State Test

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|---|--|
| State accommodations not on NAEP | Use of calculators by all students throughout entire Mathematics section on the TCAP Achievement Test. |
| NAEP accommodations not on state assessment | Spanish version of test. |

Changes to State Assessments between 2005 and 2007

| Added grades | Eliminated grades | Changed cut scores | Changed the time 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 | No significant changes |
|--------------|-------------------|--------------------|------------------------------------|--------------------------|------------------------------------|------------------------------------|-------------------------------|------------------------------|------------------------|--------------------------|------------------------|
| | | | | | | | | | | | √ |

Are the reported 2006–07 state assessment results for grades 4 and 8 directly comparable with the 2004–05 reported results?

Yes.

Differences in the administration of assessments or in the reporting of outcomes between 2004–05 and 2006–07 due to policy or legislative changes having an impact on the ability to compare outcomes over time

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