

## 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 <sup>1</sup>					
	Type	Format	K	1	2	3	4	5	6	7	8	9	10	11	12	Instructional	Student Accountability	School Accountability	Staff Accountability	Other
<b>Reading</b>																				
Proficiency Assessments for State Students (PASS)	Regular	CRT				√	√	√	√	√	√			√		√		√		[2]
Proficiency Assessments for State Students- Alternate (PASS-Alt)	Alternate	CRT				√	√	√	√	√	√			√		√		√		[2]
<b>Writing</b>																				
PASS	Regular	CRT				√	√	√	√	√	√			√		√		√		[2]
PASS-Alt	Alternate	CRT				√	√	√	√	√	√			√		√		√		[2]
<b>Mathematics</b>																				
PASS	Regular	CRT				√	√	√	√	√	√			√		√		√		[2]
PASS-Alt	Alternate	CRT				√	√	√	√	√	√			√		√		√		[2]
<b>Science</b>																				
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: <a href="http://www.k12.ss.us/PASS/docs/AccommodationsManual.pdf">http://www.k12.ss.us/PASS/docs/AccommodationsManual.pdf</a>
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	<b>Are the reported 2006–07 state assessment results for grades 4 and 8 directly comparable with the 2004–05 reported results?</b>
	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	<b>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</b>
	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

# Washington

## Washington Assessment of Student Learning

Component	Test		Grades Tested												Test Purpose <sup>1</sup>					
	Type	Format	K	1	2	3	4	5	6	7	8	9	10	11	12	Instructional	Student Accountability	School Accountability	Staff Accountability	Other
<b>Reading [2]</b>																				
Washington Assessment of Student Learning (WASL)	Regular	CRT				√	√	√	√	√	√		√			√	√	√		[3,4]
Washington Alternative Assessment System (WAAS) Portfolio	Alternate	CRT				√	√	√	√	√	√		√			√	√	√		[3,4]
WASL - Modified (WASL-MO)	Alternate	CRT										√	√	√	√	√	√			[4,5]
Collection of Evidence	Alternate	CRT											√	√	√		√			[4]
<b>Writing [6]</b>																				
WASL	Regular	CRT					√			√			√			√	√	√		[3,4]
Washington Alternative Assessment System (WAAS) Portfolio	Alternate	CRT					√			√			√			√	√	√		[4]
WASL - Modified (WASL-BASIC)	Alternate	CRT					√			√			√			√	√			[4]
Collection of Evidence	Alternate	CRT											√	√	√		√			[4]
<b>Mathematics</b>																				
WASL	Regular	CRT				√	√	√	√	√	√		√			√	√	√		[3]
Washington Alternative Assessment System (WAAS) Portfolio	Regular	CRT				√	√	√	√	√	√		√			√	√	√		[3,4]
WASL - Modified (WASL-BASIC)	Alternate	CRT				√	√	√	√	√	√	√	√	√	√	√	√			[3,4,7]
Collection of Evidence [8]	Alternate	CRT											√	√	√		√			

(Continued)

# Washington

## Washington Assessment of Student Learning

Component	Test		Grades Tested												Test Purpose <sup>1</sup>					
	Type	Format	K	1	2	3	4	5	6	7	8	9	10	11	12	Instructional	Student Accountability	School Accountability	Staff Accountability	Other
<b>Science</b>																				
WASL	Regular	CRT						√			√		√			√		√		
Washington Alternative Assessment System (WAAS) Portfolio	Alternate	CRT						√			√		√			√	√	√		
WASL - Modified-Basic (WASL-BASIC)	Alternate	CRT						√			√		√			√	√			[4]
<b>Social Studies</b>																				
Social Studies Classroom Based Assessments	Other [9]	CRT	√	√	√	√	√	√	√	√	√	√	√	√	√	√				[3]

- 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.
- Developmentally Appropriate WASL (DAW)- Students in grades 11 and 12 only may use the DAW to meet the state's graduation requirement. The option is not available to students in other grades because it does not meet federal testing requirements. The Second Grade Oral Reading Assessment is a statewide assessment given in the fall of the second grade. It assesses students on accuracy, rate, fluency and comprehension (optional). In the implementation of the second grade Reading assessment, districts choose one of six Reading assessment instruments approved by the state. If a child does not meet standard in the fall of second grade, they are placed on an intervention plan and parents are informed of the student's progress through conferences.
- We do use the assessments for instructional purposes, but we do not use it for student diagnosis or student placement.
- The assessment is currently used for an honors diploma, but we do not use it for promotion or retention or required remediation, at this time.
- High School WASL with the passing score adjusted to Level 2
- Developmentally Appropriate WASL (DAW): students in Grades 11 and 12 only may use the DAW to meet the state's graduation requirement. The option is not available to students in other grades because it does not meet federal testing requirements.
- WASL-Modified (WASL-MO): students take the WASL at grade level but IEP teams can adjust passing from Proficient (Level 3) to Basic (Level 2). Any testing accommodations must be consistent with the student's IEP.
- Collection of Evidence (COE): students compile a set of classroom work samples with the help of a teacher. Collections for students in Career and Technical Education programs can include work from their program and other classes. This is only available to high school students, and can be used to meet the graduation requirement.
- Classroom Based: This assessment is not reported on a statewide basis nor used for AYP reporting purposes.

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	70%	23%	7%	0%	0%
Grade 8 Test	68%	26%	6%	0%	0%

During the 2006–07 academic year:

a. When was the assessment administered?	Grades 4 and 8 were assessed in Reading between April 16 and May 4, 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	Level 1 - Below Basic; Level 2 - Basic; Level 3 - Proficient; Level 4 - Advanced
Test used for AYP determination	WASL
Performance level used for AYP	Level 3 - Proficient
Other tests used for AYP determination	Alternate test used for AYP determination: WAAS Portfolio, but only 1% of students tested in any grade level who pass the alternate assessment are reported for AYP as meeting standard.
Test used for state accountability	WASL
Performance level used for state accountability	Level 3 - Proficient
First implementation of performance standards for the 2006-07 assessments	Grade 4 performance standards were initially set after the first administration of the assessment in 1997; they were later revised in 2004. Grade 8 performance standards were set in 2006, after the first administration of that test.
Additional information about performance levels used during the 2006–07 academic year	—

Performance Level Descriptors for Meeting Adequate Yearly Progress

<p>Grade 4: Level 3 - Proficient: 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.</p>	<p>Grade 8: Level 3 - Proficient: Students are able to comprehend, analyze, and evaluate both literary and informational text written on an eighth grade level. Students identify main ideas/themes and are able to supply supporting information. Students consistently sequentially summarize a selection by providing details; however they may struggle with producing a cohesive summary statement. Students are capable of making predictions and inferences while citing textual evidence. Students readily use context clues and other strategies to interpret vocabulary and can differentiate between multiple meanings. Students are able to transfer vocabulary meaning to other content areas. Students employ various text features to gain meaning. Students analyze literary elements and stylistic devices for a deeper level of understanding with the support of minimal scaffolding. Students accomplish comparing/contrasting and cause/effect within and between texts while synthesizing to a broader level. Students identify author's purpose with ease; however evaluating effectiveness for different audiences proves to be a challenge. Students accomplish evaluating reasoning and ideas/themes, but these students may use prior knowledge as opposed to providing text-based evidence to support their answers. Students are able to extend information beyond the text to solve problems and make generalizations.</p>
--	--

Accommodation Differences between NAEP and the Main State Test

State accommodations not on NAEP	Students were allowed to take the assessment over multiple days.
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
√											

Note: Added grades 3, 5, 6, and 8 in Reading

---

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

---

Grade 4: Yes, the statement is true.

Grade 8: No. Grade 8 was not assessed during the 2004-05 school year.

---

---

## 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 2005-06 legislature did not pass any initiatives that had any direct impact on the Washington Assessment of Student Learning.

---

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	60%	31%	9%	0%	0%
Grade 8 Test	64%	26%	10%	0%	0%

During the 2006–07 academic year:

a. When was the assessment administered?	Grades 4 and 8 were assessed in Mathematics between April 16 and May 4, 2007.
b. Did any of the assessments measure skills from the previous grade?	No. The readability for the Mathematics tests were aimed at a one grade lower level.

Performance Levels and AYP

Performance levels used during the 2006–07 year	Level 1 - Below Basic; Level 2 - Basic; Level 3 - Proficient; Level 4 - Advanced
Test used for AYP determination	WASL
Performance level used for AYP	Level 3 - Proficient
Other tests used for AYP determination	Alternate Test used for AYP determination: WAAS Portfolio, but only 1% of students tested in any grade level who pass the alternate assessment are reported for AYP as meeting standard.
Test used for state accountability	WASL
Performance level used for state accountability	Level 3 - Proficient
First implementation of performance standards for the 2006-07 assessments	Grade 4 performance standards were initially set after the first administration of the assessment in 1997; they were later revised in 2004. Grade 8 performance standards were set in 2006, after the first administration of that test.
Additional information about performance levels used during the 2006–07 academic year	—

**Performance Level Descriptors for Meeting Adequate Yearly Progress**

<p>Grade 4: Level 3 - Proficient: 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 tools 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 1 or 2 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.</p>	<p>Grade 8: Level 3 - Proficient: Students classify and describe 2-dimensional and 3-dimensional figures. Students demonstrate understanding of similarity with 2-dimensional figures. Students draw nets of cylinders, prisms, and pyramids. Students use Pythagorean Theorem to identify right triangles. Students plot or draw combinations of 2 transformations with or without a coordinate grid. Students determine the possible outcomes and/or probabilities for compound events. Students describe how different samples of population may effect the data collected. Students determine whether claims made about results are based on biased representations of data. Students identify clusters and outliers in a set of data and determine how they affect mean, median or mode. Students make predictions and/or conclusions based on data and/or graphs and tables. Students communicate mathematical ideas clearly and effectively. Students can extract, explain, or describe mathematical information from various sources. Students organize mathematical data in tables, charts, and graphs for a given purpose/audience. Students can use concepts &amp; procedures from two or more content strands.</p>
---	--

**Accommodation Differences between NAEP and the Main State Test**

State accommodations not on NAEP	Students were allowed to take the assessment over multiple days.
NAEP accommodations not on state assessment	Spanish translation of NAEP 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
√											

Note: Added 3, 5, 6, and 8 in Mathematics

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

---

Grade 4: Yes, the statement is true.

Grade 8: No. Grade 8 was not assessed during the 2004-05 school year.

---

## 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 2005-06 legislature did not pass any initiatives that had any direct impact on the Washington Assessment of Student Learning.

---