

A Profile of State Assessment Programs 2009

Since 2003, the National Center for Education Statistics (NCES) has supported research that compares the proficiency standards of the National Assessment of Educational Progress (NAEP) with those of individual states. State assessments are placed onto a common scale defined by NAEP, which allows states' proficiency standards to be compared not only to NAEP, but also to each other.¹ While the mapped NAEP equivalent scores of state standards are useful in determining the relative rigor of states' 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 Adequate Yearly Progress (AYP) standards, and the standard-setting process.

In 2007, in collaboration with the Education Information Management Advisory Consortium (EIMAC)—Task Force on Assessment of the Council of Chief State School Officers—NCES conducted a survey of state assessment programs to gain contextual information about the states' assessment programs in 2006–07 and to note changes in their assessments between the 2004–05 and 2006–07 school years that could affect the interpretation of the mapping results. The NAEP State Coordinator in every state was asked to provide information about the state's testing program through an online survey. After this information was verified and confirmed by the NAEP State Coordinator of each state, it was summarized in individual state profiles.² These profiles were designed in collaboration with a panel of NAEP State Coordinators.

In support of the 2009 Mapping Study, NAEP State Coordinators were asked by NCES to update the information collected on their state assessment program in 2007. Following similar verification steps, the information was summarized into profiles to provide a concise snapshot of all state assessment programs in the 2008–09 school year. Each profile presents information on the grades and subjects tested during the 2008–09 year, state performance levels and performance level descriptors, the composition of main state assessments, and changes to the state assessments between 2006–07 and 2008–09.

A sample profile is shown below. Information on the state assessment programs is presented in nine blocks. The first block combines all subjects. The remaining blocks (2–9) are presented twice, once for Reading/Language Arts and then for Mathematics. The example that follows is for Reading/Language Arts only. Some answers may have been edited for consistency or for space limitations; however, the substance of all answers is unchanged from what states provided to the NAEP State Coordinators. All web addresses in these profiles were verified on May 15, 2011. In any block, the symbol “—” indicates that a state's information was either not provided (for example, if there is no information on performance level descriptors of an alternate assessment for meeting AYP) or not applicable (for example, if the information relates to the proportion of the test score from short constructed response items, but the test does not use short constructed response items).

¹ Documents that discuss the research on NAEP and state proficiency standards are available at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/>.

² The 2007 State Profiles are available at: http://nces.ed.gov/nationsreportcard/studies/statemapping/profile_standards_2007.asp.

Block 1 summarizes information about each state’s testing program: the name of the program, the different tests, the type and format of each test, the grades and subjects tested, and the tests’ purpose. States were asked to enter up to four tests in Mathematics, English Language Arts, Reading, and Science. Response options for test type were: regular, alternate, modified, and portfolio assessments.³ Response options for test format were: criterion-referenced (CRT), norm-referenced (NRT), combination CRT/NRT, and other formats. Response options for test purpose were: instructional, student accountability, school accountability, staff accountability, and other. Additional information provided by NAEP State Coordinators summarizing their states’ tests and test purposes is included at the end of the block. An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block1.asp>.

Block 1		Example State																		
		State Assessment and Accountability Program (SAAP)																		
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
Language Arts																				
Comprehensive Assessments of State Students (CASS)		Regular	CRT		√	√	√	√	√	√	√	√	√				√		√	
CASS - Alternate (CASS-Alt)		Alternate	CRT	√			√	√	√	√	√	√	√				√		√	
Mathematics																				
CASS		Regular	CRT		√	√	√	√	√	√	√	√	√				√		√	
CASS-Alt		Alternate	CRT	√			√	√	√	√	√	√	√				√		√	
Science																				
CASS		Regular	CRT							√		√					√		√	
CASS-Alt		Alternate	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.

³ For reference, definitions of different types of assessments are available at the National Center on Educational Outcomes (NCEO) website, at: <http://www.cehd.umn.edu/NCEO/TopicAreas/AlternateAssessments/altAssessTopic.htm>.

Block 2 summarizes information about the composition of the main state assessments in 2008–09 for grades 4 and 8 in Reading/Language Arts and Mathematics. It shows the number of items for each type of question and each type’s respective weight in the final score. If the state indicated that an item type was not used, the type’s weight is indicated by “—.” An accessible table containing the information in this block can be found at:

<http://nces.ed.gov/nationsreportcard/studies/statemapping/block2.asp> .

Block 3 includes additional information about the timing of the assessments and whether assessments measured skills acquired only in prior grades. An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block3.asp>.

Block 4 summarizes information about the assessments and performance levels used by the state in 2008–09 for state accountability for grades 4 and 8 in Reading/Language Arts and Mathematics, as well as the assessments and performance levels used to determine AYP. The symbol “—” indicates that the information was not provided (e.g., if the state did not provide additional information about performance levels used during the 2008–09 academic year). An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block4.asp>.

Example State		Reading/Language Arts									
Block 2	Composition of the Main Reading/Language Arts 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	24	50%	0	—	3	50%	0	—	0	—	
Grade 8	24	50%	0	—	3	50%	0	—	0	—	
Block 3	Administration of the Main Reading/Language Arts Test in 2008–09										
	Were any of the 2008–09 assessments used for AYP reporting for grades 4 or 8 administered in the fall 2008?						No.				
Block 4	Performance Levels and AYP										
	Performance levels used during the 2008–09 year						Below Basic, Basic, Proficient, and Advanced				
	Test used for AYP determination						Comprehensive Assessments of State Students (CASS)				
	Performance level used for AYP						Proficient				
	Other tests used for AYP determination						CASS-Alt assessments are used in AYP determination.				
	Test used for state accountability						CASS				
	Performance level used for state accountability						Proficient				
	First implementation of performance standards for the 2008–09 assessments						2005–06 school year				
Additional information about performance levels used during the 2008–09 academic year						—					

Block 5 provides the performance level descriptors used for meeting AYP in 2008–09 assessments for grades 4 and 8 in Reading/Language Arts and Mathematics. The descriptors correspond to the proficient performance level as it is defined by each state. A web address is included if the state provided a link. An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block5.asp>.

Block 6 lists the performance level descriptors used for meeting AYP in 2008–09 alternate assessments for grades 4 and 8 in Reading/Language Arts and Mathematics. The descriptors correspond to the proficient performance level as it is defined by each state. A “—” indicates that the state did not provide performance level descriptors. A web address is included if the state provided a link. An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block6.asp>.

	Example State	Reading/Language Arts
Block 5	<p>Performance Level Descriptors for Meeting Adequate Yearly Progress</p> <p>Grade 4: Students performing at the Proficient level demonstrate a fundamental understanding of what they read by applying various strategies when reading textual/informational, functional, and literary/recreational materials. To some degree these students use various skills and strategies, including demonstrating a knowledge of sentence structure, making inferences, and distinguishing fiction from nonfiction. They recognize some literary elements and devices including characters, similes, and important details as they read literary/recreational text. As a part of understanding informational/textual and functional materials, students at this level are beginning to locate information, identify important details, use sentence structure, and distinguish fact from fiction. Their vocabulary knowledge includes recognition of some antonyms, synonyms, and some use of structural analysis skills.</p> <p>Performance level descriptors are available online at http://www.STDOE.st.gov/pdf/AchievementLevelsGrade4.pdf</p>	<p>Grade 8: Students performing at the Proficient level utilize strategies to make inferences to determine bias or theme and use specific context clues to determine some word meanings. They can distinguish among characteristics of some types of poetry such as ballads, epics, haikus, limericks, and lyrics. They often identify literary elements and can describe their impact on setting, mood, characterization, or theme. These students also are able to identify the elements of plot.</p>
Block 6	<p>Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress</p> <p>Grade 4: A fourth-grade student performing at the Proficient level on the Example State Extended Standards in Reading demonstrates fundamental knowledge that meets the extended standards in multiple phoneme words, reading simple sentences, synonyms, literary elements (main characters and details), and letter blends. This knowledge might be demonstrated at different complexity levels and with varying degrees of assistance.</p> <p>Performance level descriptors are available online at: http://www.STDOE.st.gov/pdf/AchievementLevels.pdf</p>	<p>Grade 8: —</p>

Block 7 presents changes to the main state assessment in Reading/Language Arts and Mathematics between the 2006–07 and 2008–09 school years. Each state self-reported whether the changes to its assessment were significant or not. For many states, additional information about the changes is included in a note below the block. An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block7.asp>.

Block 8 provides information about the comparability of the state assessments between 2006–07 and 2008–09. Specifically, it is the answer given to the survey question “Are the reported 2008–09 state assessment results for grades 4 and 8 Reading or Mathematics directly comparable with the 2006–07 reported results?” Each state self-reported whether its 2006–07 and 2008–09 assessments were comparable or not. An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block8.asp>.

Block 9 provides additional information about changes to the state assessment, inclusion policies, or administration of the state assessment between 2006–07 and 2008–09 that would have an impact on the ability to compare outcomes over time. An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block9.asp>.

Example State
Reading/Language Arts

Block 7

Changes to State Assessments Between 2006–07 and 2008–09

	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	√									•	
Grade 8	√									•	

Block 8

Are the reported 2008–09 state assessment results for grades 4 and 8 directly comparable with the 2006–07 reported results?

Yes, they can be compared. The testing contractors changed but the test and scales did not change.

Block 9

Are there differences in the administration of assessments or in the reporting of outcomes between 2006–07 and 2008–09 due to policy or legislative changes having an impact on the ability to compare outcomes over time?

None.

Source

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Survey of State Assessment Program Characteristics.

Glossary

AYP	Adequate Yearly Progress
CRT	Criterion-Referenced Test
ECA	End-of-Course Assessments
ELA	English Language Arts
ELP	English Language Proficiency
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/10	Stanford Achievement Test – Tenth Edition
SEA	State Education Agency

District of Columbia

District of Columbia Comprehensive Assessment System (DC CAS)

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																				
DC Comprehensive Assessment System - Reading	Regular	CRT				√	√	√	√	√	√		√					√		
DC CAS Alternate - Reading	Alternate	CRT				√	√	√	√	√	√		√					√		
Mathematics																				
DC CAS Mathematics	Regular	CRT				√	√	√	√	√	√		√					√		
DC CAS Alternate - Mathematics	Alternate	CRT				√	√	√	√	√	√		√					√		
Science																				
DC CAS - Science	Regular	CRT						√			√			√		√				
DC CAS – Biology [2]	Regular	CRT										√	√	√	√	√				
DC CAS Alternate – Science	Alternate	CRT						√			√					√				
DC CAS Alternate – Biology [2]	Alternate	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 This assessment is required for students who complete the high school Biology course regardless of the grade level. No grade level is linked to the Biology test.

Composition of the Main Reading/Language Arts 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	—
Grade 8	45	83%	3	17%	0	—	0	—	0	—

Administration of the Main Reading/Language Arts Test in 2008–09

Were any of the 2008–09 assessments used for AYP reporting for grades 4 or 8 administered in the fall of 2008?	No. The DC CAS is administered in the spring. The DC CAS Alternate is a portfolio assessment compiled throughout the school year and submitted in the spring.
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Performance Levels and AYP

Performance levels used during the 2008–09 year	Below Basic, Basic, Proficient, and Advanced
Test used for AYP determination	DC CAS and DC CAS Alternate
Performance level used for AYP	Proficient and Advanced
Other tests used for AYP determination	—
Test used for state accountability	DC CAS and DC CAS Alternate
Performance level used for state accountability	Proficient and Advanced
First implementation of performance standards for the 2008–09 assessments	2005
Additional information about performance levels used during the 2008–09 academic year	—

Performance Level Descriptors for Meeting Adequate Yearly Progress

Grade 4: Proficient students are able to use vocabulary skills, such as using word roots, affixes, and etymology to determine meanings of words. Students are able to read fourth grade informational and literary texts and can paraphrase information, use prior knowledge to aid interpretation, connect information to real life situations, make and support comparisons of ideas, explain how characters influence events, explain the effect of a poem's structure, interpret authors' statements, determine theme and compare moral lessons, make distinctions among genre types, and make inferences about authors' lives and purposes based on text, characters, and events. Advanced students are able to use vocabulary skills, such as using affixes to alter meanings of words, using context to determine meanings of root words, interpreting figurative language, and determining synonyms of multiple meaning words. Students are able to read fourth grade informational and literary texts and can draw conclusions about implied similarities, explain implied causes and their effects, explain narrative text elements, interpret morals and relate them to real life situations, interpret figurative language, interpret poetic lines, apply understanding of genre types to make distinctions among them, explain effects of sensory details, and recognize the similarities of sounds in words and rhythmic patterns in poems.

Performance level descriptors are available online at:

<http://osse.dc.gov/seo/cwp/view,A,1274,Q,561249,seoNav,%7C31193%7C.asp>

Grade 8: Proficient students are able to use vocabulary skills, such as using words, sentences, and paragraph context clues, as well as affixes, to determine meanings of words. Students are able to read eighth grade, complex informational and literary texts and can describe and elaborate on facts and evidence of an argument, evaluate information in a document, locate and determine purposes for inclusion of details, explain differences between two texts on the same topic, connect literature to art and history of its historical setting, analyze a character and how words create tone and mood, make predictions about characters, interpret descriptive phrases, and draw and support conclusions about characters. Advanced students are able to use vocabulary skills, such as determining meaning of words by using affixes, root words, context clues, a variety of synonyms and antonyms, etymology clues; and recognizing idioms. Students are able to read eighth grade, complex informational and literary texts and can support an argument with facts and evidence, evaluate the adequacy of details to achieve a purpose, make inferences, use text features (e.g., footnotes and sidebars) to support understanding of text, compare literary works to art and history of their settings as well as to other literary works, interpret character traits and motivations, and draw conclusions about style, mood, tone, and meaning based on figurative language and author's word choice.

Performance level descriptors are available online at:

<http://osse.dc.gov/seo/cwp/view,A,1274,Q,561249,seoNav,%7C31193%7C.asp>

Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress

Grade 4: Provided supports such as assistive technology, adaptations, and/or modifications, and a skill that may be reduced in complexity (cognitive demand) and/or difficulty (breadth of knowledge), the student demonstrates an observable understanding of English Language Arts content in the following:

Language Development

- Use affixes to change the meaning of a root word.
- Use context cues to complete a closed sentence.

Informational Text

- Identify purpose or main points.
- Distinguish between fact and opinion.
- Identify stated cause and effect relationships.
- Answer questions about graphic representations.
- Locate specific information from text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).

Literary Text

- Identify similarities between the author’s life and the text.
- Identify theme and plot of a story Identify character’s traits, relationships and feelings.
- Identify morals of fables.
- Identify patterns of sounds or rhythm patterns in poetry.

Grade 8: Provided supports such as assistive technology, adaptations, and/or modifications, and a skill that may be reduced in complexity (cognitive demand) and/or difficulty (breadth of knowledge), the student demonstrates an observable understanding of English Language Arts content in the following:

Language Development

- Define unknown words.
- Identify shades of meaning.

Informational Text

- Identify central ideas, problems, or situations from readings.
- Identify author’s purpose.
- Identify theme in literary text and author’s purpose in expository text.

Literary Text

- Identify different genres and purposes.
- Identify character’s traits, emotions or motivations.
- Identify setting, problem and resolution.
- Demonstrate understanding of sound, figurative language and graphics (capital letters, line, length, word position).
- Identify style, mood, tone, and meaning.

Changes to State 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	√					√		√			
Grade 8	√							√			

Are the reported 2008–09 state assessment results for grades 4 and 8 directly comparable with the 2006–07 reported results?

Yes.

Are there differences in the administration of assessments or in the reporting of outcomes between 2006–07 and 2008–09 due to policy or legislative changes having an impact on the ability to compare outcomes over time?

On January 15th, 2009 the DC Office of the State Superintendent of Education (OSSE) entered into a formal agreement with the United States Department of Education (USDE) to ensure the read-aloud accommodation for the statewide Reading assessment is applied to the appropriate population in the District of Columbia. Some details are as follows:

- 2006–07 Read Aloud accommodation was allowed in the state Reading test;
- 2008–09 assessments Aim: 50% reduction on the use of the Read Aloud accommodation, discourage LEAs from using the Alternate assessment in lieu of the Read Aloud accommodation except in those cases specified by the IEP.

Consistent with the reduction targets described above for the 2009 test administration, the OSSE will count the scores of students that fall within that 50% reduction target for both participation and proficiency calculations. Students that exceed the 50% reduction target will be counted as non-participants and their scores will not be included in calculations of academic performance.

Composition of the 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	—
Grade 8	51	85%	3	15%	0	—	0	—	0	—

Administration of the Main Mathematics Test in 2008–09

Were any of the 2008–09 assessments used for AYP reporting for grades 4 or 8 administered in the fall of 2008?	No. The DC CAS is administered in the spring. The DC CAS Alternate is a portfolio assessment compiled throughout the school year and submitted in the spring.
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Performance Levels and AYP

Performance levels used during the 2008–09 year	Below Basic, Basic, Proficient, and Advanced
Test used for AYP determination	DC CAS and DC CAS Alternate
Performance level used for AYP	Proficient and Advanced
Other tests used for AYP determination	—
Test used for state accountability	DC CAS and DC CAS Alternate
Performance level used for state accountability	Proficient and Advanced
First implementation of performance standards for the 2008–09 assessments	2005
Additional information about performance levels used during the 2008–09 academic year	—

Performance Level Descriptors for Meeting Adequate Yearly Progress

Grade 4: Proficient students perform computations with whole numbers and fractions, and decimals (involving money), perform operations on numbers in correct sequence, and create and use simple expressions to solve real world problems; identify and extend patterns, and solve simple one-step equations; use properties of lines, triangles, and rectangles to identify and determine angles in figures not drawn to scale; and use scale drawings and histograms to represent data and solve simple measurement problems. Advanced students perform computations with whole numbers, fractions, and decimals (involving money), and perform operations on numbers and parenthetical expressions in correct sequence, and create and use simple expressions to model real world problems; identify and extend patterns, and solve one-step equations; use ordered pairs of numbers to graph, locate and identify points and describe a location on a grid; compute elapsed time; carry out simple conversions within a system of measurement; compare and analyze features of two- and three-dimensional shapes; and list and count the number of possible combinations of objects from a given set.

Performance level descriptors are available online at:

<http://osse.dc.gov/seo/cwp/view,A,1274,Q,561249,seoNav,%7C31193%7C.asp>

Grade 8: Proficient students perform computations with decimals and rationals, perform operations on numbers in correct sequence, create and use simple expressions to solve real world problems; identify and extend patterns, and solve simple one-step equations; use properties of lines, triangles, and rectangles to identify and determine angles in figures not drawn to scale; and use scale drawings and histograms to represent data and solve simple measurement problems. Advanced students perform computations with decimals and rationals, perform operations on numbers and parenthetical expressions in correct sequence, create and use simple expressions to model real world problems; identify and extend patterns, and solve one-step equations; use properties of lines, triangles, rectangles, and other polygons to identify and determine angles in figures not drawn to scale; and use scale drawings and histograms to represent data and solve measurement problems.

Performance level descriptors are available online at:

<http://osse.dc.gov/seo/cwp/view,A,1274,Q,561249,seoNav,%7C31193%7C.asp>

Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress

Grade 4: Provided supports such as assistive technology, adaptations, and/or modifications, and a skill that may be reduced in complexity (cognitive demand) and/or difficulty (breadth of knowledge), the student demonstrates an observable understanding of mathematics content in the following:

Number Sense and Operations

- Demonstrate understanding of place value.
- Identify numbers to 10,000.
- Estimate addition and subtraction with decimals.
- Estimate quantities, measures and amounts of money.
- Solve addition and subtraction problems.
- Solve multiplication problems.
- Use conventional procedures to solve division problems.
- Apply operations to solve problems.
- Identify and compare fractions as parts of a whole collection.
- Demonstrate understanding of equivalent forms of decimals and fractions.

Patterns, Relations and Algebra

- Create geometric and numeric patterns.
- Use letters and other symbols as variables.
- Demonstrate mathematical relationships illustrated through various methods to include graphing.
- Identify problems involving proportional relationships.
- Interpret and analyze graphs.

Measurement

- Identify appropriate units and tools to solve problems involving: length, volume, weight, and angle size.
- Convert within system of measurement.
- Tell time with hours and days.
- Compute area and perimeter.

Grade 8: Provided supports such as assistive technology, adaptations, and/or modifications, and a skill that may be reduced in complexity (cognitive demand) and/or difficulty (breadth of knowledge), the student demonstrates an observable understanding of mathematics content in the following:

Number Sense and Operations

- Determine estimates to a certain stated accuracy.
- Identify ratios within a problem.
- Demonstrate an understanding of the arithmetic operations on rational numbers.
- Select a formula to solve a problem that involves the properties of arithmetic operations on rational numbers.

Patterns, Relations and Algebra

- Set up and/or solve linear equations.
- Use equations with variables to demonstrate proportional relationships (e.g., $2x=y$ means that for every y there are $2x$ s).
- Use a functional relationship to solve problems expressed in pictures, graphs, charts and/or equations.

Data Analysis, Statistics, and Probability

- Create and interpret tabular or graphical representations of given sets of data.
- Recognize practices of collecting or displaying data that may bias the analysis.

Changes to State 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	√										
Grade 8											[1]

¹ Assessment changed to include grade-level standards only.

Are the reported 2008–09 state assessment results for grades 4 and 8 directly comparable with the 2006–07 reported results?

Yes.

Are there differences in the administration of assessments or in the reporting of outcomes between 2006–07 and 2008–09 due to policy or legislative changes having an impact on the ability to compare outcomes over time?

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