

California

| Reading | Equivalent NAEP grades tested by state in 2005 | Skills assessed | AYP standard | Performance standards development | Year standard adopted | Substantive changes to test since 2002-03 |
|------------------------------------|--|---|--------------|---|-----------------------|---|
| State standards | 4 and 8 | Language arts (combining reading and writing) | Proficient | Bookmark method (panelists examine test booklets) | 1998 | None |
| State performance standard for AYP | <p>Included in the five components of the Standardized Testing and Reporting (STAR) program were two exams: the California Standards Tests (CST) and the California Achievement Tests, Sixth Edition Survey (CAT/6). All of the CSTs were aligned to state content standards. Some of the CSTs were based on the content standards for a single grade level and were taken only by students enrolled in that grade. Some CSTs were based on selected content standards for more than one grade level for a single subject. Other CSTs were based on the content standards for specific courses that could be taken by students in several grades. The CST tests that were based on content standards for one specific grade level were CSTs in grades 2-11 in English/language arts and grades 2-7 in mathematics. California used five achievement levels for reporting purposes on the CST: far below basic, below basic, basic, proficient, and advanced. The CAT/6 Survey, a nationally norm-referenced test, was given in grades 3 and 7 only. The CAT/6 results were reported as the percent at or above the 25th, 50th, and 75th percentiles.</p> <p>Grade 4. Students in Grade 4 understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. More specifically, they master word recognition and are able to read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression. They expand their vocabulary and concept development and are also able to determine meanings of words and phrases. Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). They are able to identify structural patterns found in informational text to strengthen comprehension and are able to analyze grade-level-appropriate text. Students read and respond to a wide variety of significant works of children's literature and are able to distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). They are able to perform narrative analysis of grade-level-appropriate text.</p> <p>Grade 8. Students in Grade 8 use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. They are able to use word meanings within the appropriate context and verify those meanings by definition, restatement, example, comparison, or contrast. Students read and understand grade-level-appropriate material. They describe and connect the ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. They are able to compare and contrast the structural features and elements of consumer materials to gain meaning from documents and analyze text that uses proposition and support patterns. They are able to engage in expository and literary critique. They comprehend structural features of literature, evaluate and analyze structures, themes, literacy devices in grade-level-appropriate text, and compare and contrast motivations and reactions of literary characters in text.</p> | | | | | |

| Grade | 2005 NAEP scale equivalent | | | | | 2005 NAEP exclusion rates | | | |
|-------|---|----------------|-----------------------------|--|-----------------------|---------------------------------|----------------------------|---|--|
| | NAEP equivalent at the state standard for AYP | Standard error | Relative error ¹ | Correlation between NAEP and state results | | English language learners (ELL) | Students with disabilities | Students who are both ELL and with disabilities | |
| | | | | Unadjusted | Adjusted ² | | | | |
| 4 | 210 | 0.9 | 1.1 | 0.88 | 0.98 | 2.3 | 1.5 | 1.2 | |
| 8 | 262 | 0.8 | 1.1 | 0.82 | 0.85 | 1.2 | 1.3 | 0.8 | |

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP

Audiotape version of test, visual cues, administration by others, amplification equipment, noise buffer, tape recorder, speech/text device, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, and taking the test at the student's home. The following are allowed with implications for scoring and/or aggregation on the state assessment but not allowed on NAEP: reading questions aloud (reading, language, and spelling subtests of the STAR) and spell checker/assistance (writing portion of a test).

California

| Mathematics | Equivalent NAEP grades tested by state in 2005 | Skills assessed | AYP standard | Performance standards development | Year standard adopted | Substantive changes to test since 2002-03 |
|------------------------------------|--|-----------------|--------------|-----------------------------------|-----------------------|---|
| | 4 | Mathematics | Proficient | Committee generates standards | 1998 | None |
| State standards | <p>Included in the five components of the Standardized Testing and Reporting (STAR) program were two exams: the California Standards Tests (CST) and the California Achievement Tests, Sixth Edition Survey (CAT/6). All of the CSTs were aligned to state content standards. Some of the CSTs were based on the content standards for a single grade level and were taken only by students enrolled in that grade. Some CSTs were based on selected content standards for more than one grade level for a single subject. Other CSTs were based on the content standards for specific courses that could be taken by students in several grades. The CST tests that were based on content standards for one specific grade level were CSTs in grades 2-11 in English/language arts and grades 2-7 in mathematics. Beginning in grade 8, mathematics CSTs were based either on selected content standards from multiple grade levels for a single subject or on content standards for specific courses available at the secondary level. Students in grade eight or nine who did not complete Algebra I, Integrated Mathematics 1, or a higher mathematics course during the school year took the General Mathematics CST, which covered selected content standards from grades six and seven. Otherwise, students in grades 8 through 11 who completed specific courses had the option to take the following end-of-course CSTs: Algebra I, Geometry, Algebra II, Integrated Mathematics 1, Integrated Mathematics 2, and Integrated Mathematics 3. California used five achievement levels for reporting purposes on the CST: far below basic, below basic, basic, proficient, and advanced. The CAT/6 Survey, a nationally norm-referenced test, was given in grades 3 and 7 only. The CAT/6 results were reported as the percent at or above the 25th, 50th, and 75th percentiles.</p> | | | | | |
| State performance standard for AYP | <p>Grade 4. By the end of grade four, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand basic algebra and functions, such as the use and interpretation of variables, mathematical symbols, and properties to write, simplify, and manipulate expressions and equations. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions. They acquire mathematical reasoning skills and are able to use strategies, skills, and concepts to find solutions to problems.</p> | | | | | |

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| | | | | Unadjusted | Adjusted ² | | | | |
| 4 | 231 | 0.7 | 1.2 | 0.81 | 0.87 | 1.9 | 1.2 | 0.9 | |
| 8 | California did not test grade 8 in 2005 | | | | | 0.6 | 1.0 | 0.5 | |

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Audiotape version of test, visual cues, administration by others, amplification equipment, noise buffer, tape recorder, speech/text device, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, and taking the test at the student's home. The following are allowed with implications for scoring and/or aggregation on the state assessment but not allowed on NAEP: Calculator (if used on a math or science STAR or CAHSEE test) and manipulatives (if used on a math or science test). The following are allowed with implications for scoring if used on the writing portion of a test: spell checker/assistance.