

North Dakota

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
	4 and 8	Reading	Proficient	Educator committee	2004	New assessment
State standards	Through the North Dakota State Assessment (NDSA) Program, the state administered a newly developed criterion-referenced test in grades 3-8 and 11 in reading and mathematics. North Dakota used four achievement levels for reporting purposes: novice, partially proficient, proficient, and advanced.					
State performance standard for AYP	<p>Grade 4. Grade 4 students at the proficient level engage in the reading process by reading a variety of texts; comparing and contrasting characteristics of different types of fiction in reasonable ways; comparing and contrasting genres effectively; identifying the essential elements of a fiction or non-fiction text with no significant errors; using a variety of word recognition strategies and reference aids to determine the meaning of unfamiliar words; using reference resources to determine word meaning with minimal difficulty; using a variety of effective strategies to monitor and enhance comprehension; reading aloud with minimal difficulty with appropriate clarity, rate, and expression, with no significant errors; consistently making text choices that are appropriate to the reading purpose; and consistently reflecting on and responding to various texts. Students engage in the writing process by consistently selecting a message that is appropriate for their purpose and audience; using a variety of planning ideas to organize their thoughts before writing; using characteristics of a variety of genres in writing; utilizing organization and development effectively in conveying a message; using indentation, capitalization, and punctuation with no significant errors; making no significant errors in vocabulary choice; consistently reviewing the organization, elaboration, descriptions, clarity, and syntax of a written text; making substantive revisions to a written text based on audience feedback; using a variety of proofreading marks to enhance a written text; consistently using writing reference tools appropriate to the task; showing an understanding of aspects of purpose and audience; sharing a variety of published work with peers, teachers, and family members, and using a variety of assessment tools. Students understand and use principles of language by accurately using parts of speech, subject/predicates, and verb tenses with no significant errors; using conventions of capitalization and punctuation with no significant errors; using principles of spelling with no significant errors; and consistently using and understanding similes, metaphors, onomatopoeia, idioms, and alliteration.</p>					

**State performance
standard for AYP**

Grade 8. Grade 8 students at the proficient level engage in the reading process by comparing and contrasting characteristics of a variety of fiction and nonfiction with no significant errors; consistently using prior knowledge and experiences to enhance text comprehension; using a variety of strategies to construct meaning from texts, consistently reading for different purposes; identifying theme, protagonist, antagonist, and dialect in literary texts with no significant errors; identifying figurative language with no significant errors; making substantive connections between literature and historical periods, cultures, and society; showing substantive thought when explaining the uses and effects of sound devices in literature; using a variety of grade-appropriate vocabulary building skills and strategies to determine the meaning of unfamiliar words and to make sense of text; and consistently building vocabulary by applying knowledge of word roots, information from dictionaries, and terminology from the content areas. Students engage in the writing process by producing informative texts that reflect an accurate understanding of the genre with no significant errors; writing short stories or producing persuasive texts that reflect an accurate understanding of the genre, with no significant errors; consistently using prewriting strategies to develop ideas for writing topics; consistently matching language and format to the audience and purpose; consistently using prewriting products to generate and effectively use details and to correctly reference sources; incorporating grade-level-appropriate vocabulary with no significant errors; consistently using a recognizable organizational pattern; evaluating their own and others' writing using a variety of criteria; making effective use of feedback and multiple drafts to revise texts for particular purposes; editing for grammar, mechanics, usage, and spelling with no significant errors; incorporating visual aids into written work in effective ways; and using computer technology to present written work in effective ways. Students understand and use principles of language by using a grade-appropriate variety of sentence structures with no significant errors; using grade-appropriate conventions of grammar, mechanics, and usage with no significant errors; identifying social, cultural, and regional differences in language with no significant errors; identifying examples of professional uses of language with no significant errors; and using figurative language with no significant errors.

North Dakota

Reading

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	204	0.8	1.4	0.54	0.91	0.2	5.0	0.3	
8	255	0.9	1.6	0.48	0.61	0.3	6.8	0.1	

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, Reading questions aloud, visual cues, additional examples, amplification equipment, noise buffer, tape recorder, communication device, spell checker/assistance, speech/text device, taking the test over multiple days, minimizing distractions, and taking the test at the student's home.

North Dakota

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
State standards	Through the North Dakota State Assessment (NDSA) Program, the state administered a newly developed criterion-referenced test in grades 3-8 and 11 in reading and mathematics. North Dakota used four achievement levels for reporting purposes: novice, partially proficient, proficient, and advanced.					
State performance standard for AYP	<p>Grade 4. Students can perform the following with no significant errors: (1) understand and use basic and advanced concepts of number systems (identify place value; order and compare numbers; read and write numerals to 100,000; round whole numbers; represent numbers up to hundred thousands; write tenths and hundredths as decimals and fractions; compare equivalent decimals and fractions; use mathematical terms to communicate about computations involving fractions; explain the meaning of remainders; determine what information is relevant for solving a problem; use strategies to solve problems; add and subtract whole numbers between 0 and 100,000; multiply and divide multi-digit numbers; add/subtract fractions and mixed numbers; add and subtract decimals; use the distributive property; determine when a rounded solution is appropriate; and estimate computations); (2) understand and apply geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations (analyze and describe the significant attributes of two- and three-dimensional shapes; identify, describe, and model parallel, perpendicular, and intersecting lines; recognize the changes in position and orientation of two-dimensional figures after transformations; and use motion geometry to show that shapes are congruent or similar); (3) use data collection and analysis techniques, statistical methods, and probability to solve problems (determine a representative sample group to survey with minimal difficulty; collect, record, organize and display data in line graphs and circle graphs; read and interpret data and generate relevant questions from data displayed in graphs; use computers and spreadsheets to organize and display data; use number lines and coordinate graphs to represent data; conduct simple probability experiments; determine or calculate the mode, mean/average, and range for a data set; and make predictions and draw conclusions from simple probability experiments); (4) use concepts and tools of measurement to describe and quantify the world (state specific relationships between units within the same measuring systems; measure length; analyze relationships between perimeter and area; make change up to \$20; apply the concept of elapsed time; and select units for measuring perimeter, area, and volume); and (5) use algebraic concepts, functions, patterns, and relationships to solve problems (determine the missing elements of patterns; explain that variables represent unknowns; solve problems with variables; and use parentheses in solving equations).</p>					

**State performance
standard for AYP**

Grade 8. Students can perform the following with no significant errors: (1) understand and use basic and advanced concepts of number and number systems (identify subsets of the real number system; solve real-world problems involving ratio, proportion, and percent; identify perfect squares; represent numbers using scientific notation; apply operation properties to simplify computations; apply the order of operations; add/subtract/multiply/divide integers; select and use a computational technique to solve problems; and determine when an estimate is sufficient and an exact answer is needed); (2) understand and apply geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations (use nets to represent relationships between figures; classify quadrilaterals based on side length, angle measures, and sets of parallel sides; identify the angles formed when parallel lines are intersected by a transversal; apply the Pythagorean Theorem; represent shapes using coordinate geometry; draw the results of a combination of transformations in the coordinate plane; use scale, proportion, and congruency to solve problems involving similar figures; and use 2-D representations of 3-D objects to visualize and solve problems); (3) use data collection and analysis techniques, statistical methods, and probability to solve problems (formulate a question and select a random or representative sample; collect/organize/display data using scatter and stem-and-leaf plots; determine possible outcomes; distinguish between experimental and theoretical probability; calculate and compare the measures of central tendency and spread; identify an outlier and explain its effects on the measures of central tendency and spread; and make inferences based on analysis of data and graphs); (4) use concepts and tools of measurement to describe and quantify the world (select an appropriate degree of precision when using measurements; make comparisons of unit measurements between systems; and use formulas to determine the surface area and volume of right cones and spheres); and (5) use algebraic concepts, functions, patterns, and relationships to solve problems (extend numerical patterns; use variables, expressions, and equations to represent problem situations; apply the order of operations and the commutative, associative, and distributive properties; apply inverse operations and the properties of equality; write multi-step equations and inequalities; and solve problems involving rates).

North Dakota

Mathematics

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	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	224	0.8	1.6	0.53	0.78	0.3	2.2	#	
8	277	1.1	1.6	0.55	0.67	0.2	4.1	#	

Estimate rounds to zero.

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