

Oregon

| | 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 |
|---|--|--|--------------------|---|-----------------------|---|
| Reading | 8 | Vocabulary, read to perform a task, demonstrate general understanding, develop an interpretation, examine content and structure-information and literary texts | Meets the standard | Stakeholder standard setting for benchmarks on state test, using a book mark method | 1996 | None |
| State standards | Through the Oregon Statewide Assessment System (OSAS), the state administered Oregon's assessments in grades 3-8 and 10 in reading and mathematics. Oregon used four achievement levels for reporting purposes: does not yet meet the standard, nearly meets the standard, meets the standard, and exceeds the standard. Tests were administered via the Technology Enhanced Student Assessment (TESA) online system and were available from October-May during the school year. | | | | | |
| State performance standard for AYP | <p>Grade 8. Student scores at this level indicate solid academic performance based on the grade level knowledge and skills outlined in the state content standards for Reading/Literature. Students have an accurate comprehension of grade-level text, including unfamiliar vocabulary, and can synthesize information to form conclusions. They interpret text to determine themes and messages, make accurate predictions, and can identify an author's reasons for structural decisions and the use of common literary elements and devices. Students who meet the grade 8 reading standard demonstrate comprehension of grade-level text. They use contextual and structural clues to determine the meaning of unfamiliar vocabulary, and can accurately interpret the intended meaning of idioms, comparisons and figurative language. They use a variety of strategies to verify word meanings. Students synthesize information found in a variety of formats to reach conclusions supported by textual evidence as they read to perform a task. Students demonstrate general understanding of grade-level text by determining main ideas explicitly stated in informational text and the details supporting that statement. They identify the correct sequence of events in a story's plot and can recall important supporting details in literary selections. Students develop an interpretation by making predictions about future outcomes or events based on clues in the selection. They can determine the main idea and the author's explicit and implicit assumptions/beliefs about a subject. They identify actions and motives of characters that affect the plot and/or theme in literary works and use evidence in text to determine themes. Students examine the content and structure of informational text to identify the author's purpose. They can identify the evidence used to support arguments/assertions. They can contrast two pieces of text with a common subject. They examine the content and structure of literary text to recognize the author's use of literary elements and devices, including point of view and dialogue, and analyze their impact on a selection's effectiveness and tone or mood.</p> | | | | | |

Oregon

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 | Oregon did not test grade 4 in 2005 | | | | | 2.0 | 4.4 | 0.4 | |
| 8 | 254 | 1.3 | 1.6 | 0.52 | 0.59 | 1.4 | 2.3 | 0.7 | |

- 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 | Reading questions aloud, visual cues, administration by others, amplification equipment, calculator, audio/video equipment, noise buffer, tape recorder, communication device, spell checker/assistance, thesaurus, taking the test at a time beneficial to the student, carrel, minimizing distractions, taking the test at the student's home, and taking the test over multiple sessions (allowed on Knowledge and Skills Test only). |
|---|--|

Oregon

| 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 |
|------------------------------------|---|---|--------------------|---|-----------------------|---|
| | 8 | Calculations and estimations, statistics and probability, algebraic relationships, measurement, geometry, problem solving | Meets the standard | Stakeholder standard setting for benchmarks on state test | 1996 | None |
| State standards | Through the Oregon Statewide Assessment System (OSAS), the state administered Oregon's assessments in grades 3-8 and 10 in reading and mathematics. Oregon used four achievement levels for reporting purposes: does not yet meet the standard, nearly meets the standard, meets the standard, and exceeds the standard. Tests were administered via the Technology Enhanced Student Assessment (TESA) online system and were available from October-May during the school year. | | | | | |
| State performance standard for AYP | <p>Grade 8. Student scores at this level indicate a solid academic performance based on the grade level knowledge and skills outlined in the state content standards for mathematics. Students at this level consistently apply mathematical concepts, terms and properties to problem situations. Students readily solve problems involving rational numbers, proportions and percents, similar figures, and algebraic representations, they interpret probability and data. In general these students can interpret or provide a visual or symbolic representation to match a problem situation and purpose. Students who meet the grade 8 standard calculate with rational numbers and use proportions to solve problems. They calculate and analyze changes in area and volume in relation to changes in linear measures of figures. They determine appropriate scale and find distances involving scale factors. They apply theoretical probability to determine if an event or game is fair or unfair and pose and evaluate modifications to change the fairness. These students use charts and tables to determine the graphical representation of data to make predictions that best shows key characteristics (e.g., including line of best fit). They consistently translate between, interpret, and model algebraic relationships represented by words, symbols, tables, and graphs making predictions, inferences, and solving problems. Students who meet the geometry standard use similar figures and Pythagorean Theorem to measure distances indirectly in a variety of applications (e.g., flagpole and shadow, two points on the coordinate graph). Students consistently recognize transformations of figures.</p> | | | | | |

Oregon

Mathematics

| 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 | Oregon did not test grade 4 in 2005 | | | | | 0.9 | 2.8 | 0.6 | |
| 8 | 269 | 1.4 | 1.4 | 0.66 | 0.72 | 0.4 | 2.1 | 0.3 | |

- 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.
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State accommodations not allowed on NAEP

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