

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 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																				
Proficiency Assessments for State Students (PASS)	Regular	CRT				√	√	√	√	√	√			√		√		√		[2]
Proficiency Assessments for State Students- Alternate (PASS-Alt)	Alternate	CRT				√	√	√	√	√	√			√		√		√		[2]
Writing																				
PASS	Regular	CRT				√	√	√	√	√	√			√		√		√		[2]
PASS-Alt	Alternate	CRT				√	√	√	√	√	√			√		√		√		[2]
Mathematics																				
PASS	Regular	CRT				√	√	√	√	√	√			√		√		√		[2]
PASS-Alt	Alternate	CRT				√	√	√	√	√	√			√		√		√		[2]
Science																				
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

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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

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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: http://www.k12.ss.us/PASS/docs/AccommodationsManual.pdf
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	Are the reported 2006–07 state assessment results for grades 4 and 8 directly comparable with the 2004–05 reported results?
	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	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 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

Delaware

Delaware Student Testing Program

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																				
Delaware Student Testing Program (DSTP) [2]	Regular	CRT/NRT			√	√	√	√	√	√	√	√	√			√	√	√		
Delaware Alternate Portfolio Assessment (DAPA)	Alternate	CRT			√	√	√	√	√	√	√	√	√					√		
Writing																				
Delaware Student Testing Program	Regular	CRT				√	√	√	√	√	√	√	√			√	√	√		
Mathematics																				
Delaware Student Testing Program [2]	Regular	CRT/NRT			√	√	√	√	√	√	√	√	√			√	√	√		
Delaware Alternate Portfolio Assessment	Alternate	CRT			√	√	√	√	√	√	√	√	√					√		
Science																				
Delaware Student Testing Program	Regular	CRT					√		√		√			√			√	√		
Delaware Alternate Portfolio Assessment	Alternate	CRT					√		√		√			√				√		
Social Studies																				
Delaware Student Testing Program	Regular	CRT					√		√		√			√			√	√		
Delaware Alternate Portfolio Assessment	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 An abbreviated SAT 10 is embedded in the Reading and Mathematics tests for the Delaware Student Testing Program.

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	82%	12%	6%	0%	0%
Grade 8 Test	82%	12%	6%	0%	0%

During the 2006–07 academic year:

a. When was the assessment administered?	In 2006-07, Reading assessments at all grades were administered in March 2007.
b. Did any of the assessments measure skills from the previous grade?	No.

Note: These are percentage of items. Different question types have different point values. Multiple Choice items are 1 point, Short Answer items are 2 points, and Extended Response items are 4 points each.

Performance Levels and AYP

Performance levels used during the 2006–07 year	Well Below Standard, Below Standard, Meets the Standard, Exceeds the Standard, Distinguished
Test used for AYP determination	Delaware Student Testing Program
Performance level used for AYP	Meets the Standard
Other tests used for AYP determination	Data from the Delaware Alternate Portfolio Assessment is used in the AYP performance calculations. The performance level used for AYP is Meets the Standard.
Test used for state accountability	Delaware Student Testing Program
Performance level used for state accountability	Meets the Standard
First implementation of performance standards for the 2006-07 assessments	Reading performance standards were set in 1999. The performance standards were revisited in the summer of 2005 and changes became effective beginning with testing in March 2006.
Additional information about performance levels used during the 2006–07 academic year	—

Performance Level Descriptors for Meeting Adequate Yearly Progress

<p>Grade 4 Meets the Standard: A. When using grade-appropriate text, a student who performs at this level: Uses words, phrases, sentences, and paragraphs to determine the meaning of many unfamiliar words. Adequately locates information in text to retell, restate, and support ideas and concepts. Adequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts. Adequately compares and synthesizes ideas within and among texts to formulate and express opinions. Adequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. Adequately uses summaries, graphic organizers, and outlines to organize text. Adequately interprets and explains the effect of figurative language and adequately differentiates between literal and non-literal meanings. Adequately recognizes the effect of point of view and the impact of author's decisions. Adequately identifies the most likely reason an author wrote a text. B. When using grade-appropriate literary text, a student who performs at this level: Adequately identifies story elements, genres, story features, and story structures. Adequately makes inferences about characters and their motivations with some relevant support from the story. Adequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. C. When using grade-appropriate informative and technical text, a student who performs at this level: Adequately identifies and describes author's use of textual features and text structures. Adequately makes inferences about content with some relevant support from the text. Adequately identifies and explains the purpose and effect of media messages. Adequately evaluates texts for bias, misinformation, and validity and adequately discriminates between fact and opinion. URL: http://www.doe.k12.de.us/aab/DE06_PLD_G4.pdf.</p>	<p>Grade 8 Meets the Standard: A. When using grade-appropriate text, a student who performs at this level: Uses words, phrases, sentences, and paragraphs to determine the meaning of many unfamiliar words. Adequately locates information in text to retell, restate, and support ideas and concepts. Adequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts. Adequately compares and synthesizes ideas within and among texts to formulate and express opinions. Adequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. Adequately uses summaries, graphic organizers, and outlines to organize text. Adequately interprets and explains the effect of figurative language and adequately differentiates between literal and non-literal meanings. Adequately recognizes the effect of point of view and the impact of author's decisions. Adequately identifies the most likely reason an author wrote a text. B. When using grade-appropriate literary text, a student who performs at this level: Adequately identifies story elements, genres, story features, and story structures. Adequately makes inferences about characters and their motivations with some relevant support from the story. Adequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. C. When using grade-appropriate informative and technical text, a student who performs at this level: Adequately identifies and describes author's use of textual features and text structures. Adequately makes inferences about content with some relevant support from the text. Adequately identifies and explains persuasive techniques and the purpose and effect of media messages. Adequately evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and adequately discriminates between fact and opinion. URL: http://www.doe.k12.de.us/aab/DE06_PLD_G8.pdf.</p>
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Accommodation Differences between NAEP and the Main State Test

<p>State accommodations not on NAEP</p>	<p>Reading, re-reading or providing signed assistance of test questions, multiple choice options and writing prompts. Re-presenting (rereading or resigning) directions for each subtest anytime during the test. For written responses, use of supportive software and/or software features in combination with word processing, such as word prediction, grammar/spell check, outlining and auditory feedback/text to speech. Reading or signing passages or texts for the Reading test (or using cued speech or oral interpreter).</p>
<p>NAEP accommodations not on state assessment</p>	<p>—</p>

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: The state added "on-grade" assessments at 4th, 6th, and 7th grades in Reading. The state changed cut scores for 8th grade Reading and these changes were implemented in March 2006. Performance standards were updated in Reading in 2006. Proficiency standards for 4th-grade Reading went from three levels to five levels in March 2006. The state changed from the Stanford Achievement Test 9 (SAT/9) to the SAT/10 in Reading in March 2006. The state updated to this newer version of the Stanford and did a realignment study to insure that it reflected the performance standards.

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

Grade 4: No, because the proficiency categories were changed from 3 levels to 5 levels and new cut scores were established in March 2006. Scale scores were not publicly reported in 2005.
 Grade 8: It is possible to make comparisons of scale scores, however cut scores for Meets the Standard were changed in March 2006, so proficiency levels are not comparable.

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

There have been no major legislative changes for grades 4 and 8.

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	82%	13%	5%	0%	0%
Grade 8 Test	82%	13%	5%	0%	0%

During the 2006–07 academic year:

a. When was the assessment administered?	In 2006-07, Mathematics assessments at all grades were administered in March 2007.
b. Did any of the assessments measure skills from the previous grade?	No.

Note: These are percentage of items. Different question types have different point values. Multiple Choice items are 1 point, Short Answer items are 2 points, and Extended Response items are 4 points each.

Performance Levels and AYP

Performance levels used during the 2006–07 year	Well Below Standard, Below Standard, Meets the Standard, Exceeds the Standard, Distinguished
Test used for AYP determination	Delaware Student Testing Program
Performance level used for AYP	Meets the Standard
Other tests used for AYP determination	Data from the Delaware Alternate Portfolio Assessment is used in the AYP performance calculations. The performance level used for AYP is Meets the Standard.
Test used for state accountability	Delaware Student Testing Program
Performance level used for state accountability	Meets the Standard
First implementation of performance standards for the 2006-07 assessments	Mathematics performance standards were set in 1999. The performance standards were revisited in the summer of 2005 and changes became effective beginning with testing in March 2006.
Additional information about performance levels used during the 2006–07 academic year	—

Performance Level Descriptors for Meeting Adequate Yearly Progress

<p>Grade 4 Meets the Standard: Students at this level demonstrate knowledge of grade-level content. Students can apply familiar mathematics knowledge to solve problems that may require more than one step. They use effective, sometimes informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies. URL: http://www.doe.k12.de.us/aab/DE06_PLD_G4.pdf</p>	<p>Grade 8 Meets the Standard: Students at this level demonstrate knowledge of grade-level content. Students can apply familiar mathematics knowledge to solve problems that may require more than one step. They use effective, often informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies. URL: http://www.doe.k12.de.us/aab/DE06_PLD_G8.pdf</p>
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Accommodation Differences between NAEP and the Main State Test

<p>State accommodations not on NAEP</p>	<p>Using a calculator on the two parts of the mathematics test for which calculators are not permitted, using an abacus, cubes, and other like manipulatives. Also, using three-dimensional representations of pictures in the test such as supplying real coins when a picture of coins is presented. Using arithmetic tables. (This includes whole numbers, addition, subtraction, multiplication, and division).</p>
<p>NAEP accommodations not on state assessment</p>	<p>Our bilingual Mathematics accommodation is two booklets — one booklet in English and one booklet in Spanish. The NAEP bilingual booklet is one page of English next to the same material in Spanish in one booklet.</p>

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: The state added "on-grade" assessments at 4th, 6th and 7th grades in Mathematics. The state changed cut scores for 8th grade Mathematics and these changes were implemented in March 2006. Performance standards were updated in Mathematics in 2006. Proficiency standards for 4th grade Mathematics went from three levels to five levels in March 2006. The state changed from the Stanford Achievement Test (SAT/9) to the SAT/10 in Mathematics in March 2006. The state updated to this newer version of the Stanford and did a realignment study to insure that it reflected the performance standards.

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

Grade 4: No, because the proficiency categories were changed from 3 levels to 5 levels. Scale scores were not publicly reported in 2005.

Grade 8: It is possible to make comparisons of scale scores, however cut scores for Meets the Standard were changed in March 2006, so proficiency levels are not comparable.

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

There have been no major legislative changes for grades 4 and 8.
