

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

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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

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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.			

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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

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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

Hawaii

Hawaii State Assessment

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																				
Hawaii State Reading Assessment	Regular	CRT/NRT				√	√	√	√	√	√		√					√		
Hawaii State Alternate Assessment for Reading	Alternate	CRT				√	√	√	√	√	√		√					√		
Hawaiian Aligned Portfolio Assessment [2]	Regular	CRT				√	√											√		
Writing [3]																				
Hawaii State Writing Assessment	Regular	CRT					√		√			√		√						[4]
Hawaii State Alternate Assessment for Writing	Alternate	CRT					√		√			√		√						[4]
Mathematics [5]																				
Hawaii State Mathematics Assessment	Regular	CRT/NRT				√	√	√	√	√	√		√					√		
Hawaii State Alternate Assessment for Mathematics	Alternate	CRT				√	√	√	√	√	√		√					√		
Hawaiian Aligned Portfolio Assessment [2]	Regular	CRT				√	√											√		

(Continued)

Hawaii

Hawaii State Assessment

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
Science [6]																				
Hawaii State Science Assessment	Regular	CRT						√		√				√						[7]
Hawaii State Alternate Assessment for Science	Alternate	CRT						√		√				√						[7]

- 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.
- Hawaii has approximately 180,000 students, grades K-12. The Hawaii state constitution recognizes English and Hawaiian as official languages. Hawaiian is the first language of instruction for slightly fewer than 2,000 students, with Hawaiian and English part of grades 5-12. Programs include Hawaiian immersion schools, Hawaiian immersion tracks at otherwise English-based schools, and Hawaiian language public charter schools. Originally, there were attempts to create grade 3 and 4 examinations in Reading via direct translation of the English-language assessments into Hawaiian. However, for a variety of reasons, this did not work out. What was worked out were portfolio assessments in Hawaiian for grades 3 and 4. Note about Type: It is hard to classify this assessment. Regular assessment is the closest approximation, because this assessment is compliant with AYP. It is an assessment on the Hawaii standards, but in the Hawaiian language. Note about Format: A portfolio is closer to the CRT. It definitely is not NRT.
- The Hawaii State Writing Assessment provides scores by writing traits. It is a required assessment in the state. But it is not part of Adequate Yearly Progress reporting.
- Required assessment, school performance indicator.
- Approximately 160 grade 3 and grade 4 students are receiving their instruction totally in the Hawaiian language. At grade 5, emphasis expands to include English and from grade 5 on, students in the Hawaiian language immersion programs take the Hawaii State Assessment. However for the grade 3 and grade 4 students, the assessment must be in Hawaiian, since English is not part of these students' instruction.
- Fall 2007 is the first year of the Hawaii State Science Assessment.
- School performance reporting

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	68%	16%	16%	0%	0%
Grade 8 Test	68%	16%	16%	0%	0%

During the 2006–07 academic year:

a. When was the assessment administered?	April 2007
b. Did any of the assessments measure skills from the previous grade?	No.

Note: A multiple choice item counts as 1 point. For Reading, there are 34 multiple-choice items, but their weight on the assessment is 68%. A short constructed-response item counts 2 points. There are 4 short constructed response items, which equal 8 points or 16% of the assessment. An extended constructed-response item counts 4 points. There are 2 extended constructed-response items, which equal 8 points or 16% of the assessment.

Performance Levels and AYP

Performance levels used during the 2006–07 year	Well Below Proficient, Approaches Proficiency, Meets Proficiency, Exceeds Proficiency
Test used for AYP determination	Hawaii State Reading Assessment
Performance level used for AYP	Meets Proficiency
Other tests used for AYP determination	—
Test used for state accountability	Hawaii State Reading Assessment
Performance level used for state accountability	Meets Proficiency
First implementation of performance standards for the 2006-07 assessments	Fall 2005, but first assessed in Spring 2007 for Reading
Additional information about performance levels used during the 2006–07 academic year	—

Performance Level Descriptors for Meeting Adequate Yearly Progress

<p>Grade 4 Meets Proficiency: Identifies the meaning of new grade-appropriate vocabulary words by using knowledge of homophones, homographs, and word study skills (e.g., root words, prefixes, suffixes). Identifies the correct print or online resources and text or graphic structures (e.g., indexes, bibliographies, glossaries) to find specific information and describes the purpose of these resources. Determines the location of specific information in the text on the basis of the organizational patterns (e.g., sequential, cause and effect) of texts. Classifies statements as fact or opinion and cause or effect and uses these to identify important information in the text. Explains the main conflict/resolution and theme of a story and why the author uses specific language. Describes the comparisons made by similes and metaphors. Compares the actions, motives, and appearance of characters with self and with others.</p>	<p>Grade 8 Meets Proficiency: Analyzes the meaning of new grade-appropriate vocabulary words by using word study skills, context clues, synonyms, and antonyms. Locates relevant information using online and print resources to answer questions about a theme or to test a hypothesis. Organizes the information in a text by applying knowledge of organizational patterns. Determines main ideas, important details, and logical inferences by using annotation methods. Draws logical conclusions about the reliability of information in a text on the basis of the author's credentials. Compares and contrasts themes and styles between authors. Draws inferences about history, culture, or gender from the information in the text. Describes literary devices/stylistic elements (e.g., satire, allusion, irony) in fictional texts and explains the author's ideas or message. Explains how personal experiences can influence the reading of or opinion about a text.</p>
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Accommodation Differences between NAEP and the Main State Test

State accommodations not on NAEP	Having all reading passages and related test questions read aloud to a special sub-class of students who cannot read at all and who accesses all printed matter via audio format; American Sign Language Interpreter; braille; special audio or visual equipment (allowed on NAEP but must be school supplied); using audio CD (see also #1 above); shorter multiple sessions within the day; student-initiated breaks.
NAEP accommodations not on state assessment	—

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 2007 assessments did carry over some items from prior years, but only if these items fully met the criteria of the 2007 assessments. The rubrics for constructed response items switched from generic to item-specific. Number of items and length of assessments decreased to focus on rotating grade-specific benchmarks. Prior grade 4 assessments may have contained grade 5 material, because assessments before 2007 focused on multi-grade standards rather than grade-specific benchmarks.

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

No, because the 2007 assessment was based on new standards, grade-specific benchmarks, a new test blueprint, and revised cut scores.

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 2007 assessment was based on new standards, grade-specific benchmarks, a new test blueprint, and new cut scores.

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	69%	15%	15%	0%	0%
Grade 8 Test	69%	15%	15%	0%	0%

During the 2006–07 academic year:

a. When was the assessment administered?	April 2007
b. Did any of the assessments measure skills from the previous grade?	No.

Note: A multiple choice item counts as 1 point. For Mathematics, there are 35 multiple-choice items, but their weight on the assessment is approximately 69%. A short constructed-response item counts 2 points. There are 4 short constructed response items, which equal 8 points or approximately 15% of the assessment. An extended constructed-response item counts 4 points. There are 2 extended constructed-response items, which equal 8 points or approximately 15% of the assessment. Detail may not sum to 100% because of rounding.

Performance Levels and AYP

Performance levels used during the 2006–07 year	Well Below Proficient, Approaches Proficiency, Meets Proficiency, Exceeds Proficiency
Test used for AYP determination	Hawaii State Mathematics Assessment
Performance level used for AYP	Meets Proficiency
Other tests used for AYP determination	—
Test used for state accountability	Hawaii State Mathematics Assessment
Performance level used for state accountability	Meets Proficiency
First implementation of performance standards for the 2006-07 assessments	Fall 2005, but first assessed in Spring 2007 for Mathematics
Additional information about performance levels used during the 2006–07 academic year	—

Performance Level Descriptors for Meeting Adequate Yearly Progress

<p>Grade 4 Meets Proficiency: Represents place value; lists factors, multiples, prime numbers, and composite numbers; identifies equivalent forms of fractions and decimals; describes situations involving addition and subtraction of fractions and decimals. Uses associative, commutative, and distributive properties; applies the properties of zero and 1 when solving problems; recalls multiplication facts and corresponding division facts up to 12. Uses appropriate strategies and/or tools for computing whole numbers; uses strategies to add and subtract fractions and decimals; determines the reasonableness of numerical solutions. Uses standard units for measuring; determines and uses the appropriate customary and metric units and tools to measure length, perimeter, and area; estimates and measures surface area and volume; employs known measurements to calculate desired measurements of squares and rectangles. Classifies angles, triangles, quadrilaterals, points, lines, line segments, and rays; predicts and confirms the results of shapes that are put together to form two- and three-dimensional shapes; performs transformations of figures to determine the congruency of two figures; locates the plane of symmetry in three-dimensional objects; predicts the three-dimensional object formed by a two-dimensional net; uses ordered pairs to plot points on a coordinate grid. Creates and extends growing numeric and geometric patterns; represents the relationship between quantities in a variety of forms; uses symbols to represent unknown quantities; represents the commutative, associative, and distributive properties symbolically; describes the rate of change based on data from tables or graphs. Poses questions; collects and organizes data using observations and experiments; labels parts of a graph; describes features in the shape of the graph or data set; proposes conclusions and predictions based on data. Predicts the probability of outcomes.</p>	<p>Grade 8 Meets Proficiency: Identifies situations represented by square roots or cube roots; compares and orders rational numbers and square roots; uses ratios and proportions to represent the relationship between two quantities; applies the order of operations when calculating with rational numbers; represents the inverse relationship between square numbers and square roots and between cubes and cube roots; adds, subtracts, multiplies, and divides numbers with whole number exponents; estimates a reasonable range for the solution to a problem. Selects and uses the appropriate units to measure the surface area and volume of solids; represents rates of change as a ratio of two different measures; uses ratios and proportions to solve measurement problems; applies formulas to determine surface area and volume of prisms, cylinders, and pyramids. Applies the Pythagorean theorem to solve problems involving right triangles; performs transformations of figures when given necessary parameters; describes the size, position, and orientation of shapes under transformations; uses coordinate geometry to represent transformations in the coordinate plane; uses two-dimensional representations of pyramids, prisms, and cylinders to solve problems involving these figures. Represents patterns in tables, graphs, words, and symbolic rules; uses linear relationships with two variables to solve problems; identifies functions as linear or nonlinear; solves linear equations and inequalities with two variables; uses tables and graphs to represent linear relationships; recognizes the slope of a line as describing constant rate of change. Collects data and selects the appropriate representation to compare more than one data set; judges the validity of data on the basis of the data collection method; recognizes situations appropriate for scatter plots; describes how different representations of the same data can be used to skew a person's interpretation of the data; recognizes possible relationships between two characteristics of a sample based on interpretations of scatter plots. Judges the validity of conjectures that are based on experiments or simulations.</p>
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Accommodation Differences between NAEP and the Main State Test

<p>State accommodations not on NAEP</p>	<p>American Sign Language Interpreter; braille; special audio or visual equipment (allowed on NAEP but must be school supplied); audio CD; shorter multiple sessions within the day; student-initiated breaks</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 2007 assessments did carry over some items from prior years, but only if these items fully met the criteria of the 2007 assessments. The rubrics for constructed response items switched from generic to item-specific. Number of items and length of assessments decreased to focus on rotating grade-specific benchmarks. Prior grade 4 assessments may have contained grade 5 material, because assessments before 2007 focused on multi-grade standards rather than grade-specific benchmarks.

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

No, because the 2007 assessment was based on new standards, grade-specific benchmarks, a new test blueprint, and revised cut scores.

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 2007 assessment was based on new standards, grade-specific benchmarks, a new test blueprint, and new cut scores.