

## 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 <sup>1</sup>					
	Type	Format	K	1	2	3	4	5	6	7	8	9	10	11	12	Instructional	Student Accountability	School Accountability	Staff Accountability	Other
<b>Reading</b>																				
Proficiency Assessments for State Students (PASS)	Regular	CRT				√	√	√	√	√	√			√		√		√		[2]
Proficiency Assessments for State Students- Alternate (PASS-Alt)	Alternate	CRT				√	√	√	√	√	√			√		√		√		[2]
<b>Writing</b>																				
PASS	Regular	CRT				√	√	√	√	√	√			√		√		√		[2]
PASS-Alt	Alternate	CRT				√	√	√	√	√	√			√		√		√		[2]
<b>Mathematics</b>																				
PASS	Regular	CRT				√	√	√	√	√	√			√		√		√		[2]
PASS-Alt	Alternate	CRT				√	√	√	√	√	√			√		√		√		[2]
<b>Science</b>																				
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**

**4**

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**

**5**

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

# Idaho

## Idaho Comprehensive Assessment System

Component	Test		Grades Tested												Test Purpose <sup>1</sup>					
	Type	Format	K	1	2	3	4	5	6	7	8	9	10	11	12	Instructional	Student Accountability	School Accountability	Staff Accountability	Other
<b>Reading [2]</b>																				
Idaho Standards Achievement Tests (ISAT) - Reading	Regular	CRT				√	√	√	√	√	√	√	√			√	√	√		
Idaho Reading Indicator	Regular	CRT	√	√	√	√										√		√		
<b>Writing [2]</b>																				
Idaho Direct Writing Assessment	Regular	CRT						√		√		√				√				
<b>Language Arts [2]</b>																				
ISAT - Language Arts	Regular	CRT				√	√	√	√	√	√	√	√			√	√	√		
<b>Mathematics [2]</b>																				
ISAT - Mathematics	Regular	CRT				√	√	√	√	√	√	√	√			√	√	√		
Idaho Direct Mathematics Test	Regular	CRT					√		√		√					√				
<b>Science [2]</b>																				
ISAT - Science	Regular	CRT						√		√			√			√		√		

- 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.
- There is an Idaho Alternate Assessment available for the very few special education students whose disability warrants excusing them from ISAT. It has the same labels for achievement levels as the ISAT, Below Basic, Basic, Proficient and Advanced. Proficient is used for both AYP and state accountability. The Idaho Alternate Assessment is the same as the ISAT in terms of grades tested, format (CRT), and purpose. It is available for the same subjects as the ISAT.

## 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	100%	0%	0%	0%	0%
Grade 8 Test	100%	0%	0%	0%	0%

During the 2006–07 academic year:

a. When was the assessment administered?	In 2006-07, ISAT Reading tests were administered by computer in a window from April 10 to May 11, 2007.
b. Did any of the assessments measure skills from the previous grade?	No.

## Performance Levels and AYP

Performance levels used during the 2006–07 year	Below Basic, Basic, Proficient, Advanced
Test used for AYP determination	ISAT
Performance level used for AYP	Proficient (grade-level expectation)
Other tests used for AYP determination	Idaho English Language Assessment for NCLB Title III LEP students
Test used for state accountability	ISAT
Performance level used for state accountability	Proficient (grade-level expectation)
First implementation of performance standards for the 2006-07 assessments	Performance standards for the 2007 assessments were first implemented in 2007. They were adopted by the Idaho State Board of Education on May 30, 2007.
Additional information about performance levels used during the 2006–07 academic year	Idaho State Board of Education Proficiency Level Descriptors: URL: <a href="http://www.boardofed.idaho.gov/saa/achievement.asp">http://www.boardofed.idaho.gov/saa/achievement.asp</a>

**Performance Level Descriptors for Meeting Adequate Yearly Progress**

<p>Grade 4 Proficient (grade-level expectation): Fourth-grade students typically performing at the Proficient level demonstrate a satisfactory understanding of reading skills expected of all students in the areas of reading process and comprehension and interpretation at this grade level. Students routinely utilize a variety of reading strategies to interpret and understand grade-level text, including, but not limited to, identifying common root words, prefixes and suffixes, distinguishing between fact and opinion, and identifying characteristics of literary genres.</p>	<p>Grade 8 Proficient (grade-level expectation): Eighth-grade students typically performing at the Proficient level demonstrate a satisfactory understanding of reading skills expected of all students in the areas of reading process and comprehension and interpretation at this grade level. Students routinely utilize a variety of reading strategies to interpret and understand grade-level text, including, but not limited to, using structural analysis to decode complex words, determining the relationships used in paired texts to support a central purpose, and interpreting influences on a character's development.</p>
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**Accommodation Differences between NAEP and the Main State Test**

<p>State accommodations not on NAEP</p>	<p>Using one complete sentence per line in reading passage, answering questions about the items at any time without giving answers, student dictating response in native language.</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
		√		√	√	√	√			√	

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

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No, because for the spring 2007 ISAT administration, Idaho implemented revised state Reading content standards and revised state Reading proficiency cut-scores. Idaho also contracted with a new testing vendor to provide a state Reading assessment that meets the peer-review standards of the No Child Left Behind Act.

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**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**

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Administrations are not comparable. Academic performance standards were reset in 2007. While a linking study was conducted to maintain the baseline scale, the item and test development processes were not the same. 2007 was the first year that ISAT received peer-review approval.

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## 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	100%	0%	0%	0%	0%
Grade 8 Test	100%	0%	0%	0%	0%

During the 2006–07 academic year:

a. When was the assessment administered?	In 2006-07, ISAT Mathematics tests were administered by computer in a window from April 10 to May 11, 2007.
b. Did any of the assessments measure skills from the previous grade?	No.

## Performance Levels and AYP

Performance levels used during the 2006–07 year	Below Basic, Basic, Proficient, Advanced
Test used for AYP determination	ISAT
Performance level used for AYP	Proficient (grade-level expectation)
Other tests used for AYP determination	—
Test used for state accountability	ISAT
Performance level used for state accountability	Proficient (grade-level expectation)
First implementation of performance standards for the 2006-07 assessments	Performance standards for the 2007 assessments were first implemented in 2007. They were adopted by the Idaho State Board of Education on May 30, 2007.
Additional information about performance levels used during the 2006–07 academic year	Idaho State Board of Education Proficiency Level Descriptors: URL: <a href="http://www.boardofed.idaho.gov/saa/achievement.asp">http://www.boardofed.idaho.gov/saa/achievement.asp</a>

**Performance Level Descriptors for Meeting Adequate Yearly Progress**

<p>Grade 4 Proficient (grade-level expectation): Fourth-grade students typically performing at the Proficient level demonstrate a general understanding of grade-level mathematics. They use the numeration system and money, measurement concepts and estimation, measurement equivalencies, number sentences and expressions, and probability in order to solve real-world problems. Students model real-world situations using patterns, geometric concepts, and data displays. Students show the ability to adequately perform calculations, convert units of measurement, locate first quadrant points on a coordinate grid, solve equations, and determine mode as a way to demonstrate their understanding of the relationships between mathematics and the world around them.</p>	<p>Grade 8 Proficient (grade-level expectation): Eighth-grade students typically performing at the Proficient level demonstrate a general understanding of grade-level mathematics. They use the numeration system and estimation, measurement concepts related to two- and three-dimensional figures, rates, proportions, ratios, and map scales, numeric and algebraic expressions, and theoretical and experimental probability in order to solve real-world problems. Students model real-world situations using patterns, geometric concepts, and data displays. Students show the ability to adequately perform calculations, convert units of measurement, work with dimensional analysis, plot points on a coordinate grid, solve equations and inequalities, and determine statistical measures as a way to demonstrate their understanding of the relationships between mathematics and the world around them.</p>
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**Accommodation Differences between NAEP and the Main State Test**

<p>State accommodations not on NAEP</p>	<p>Use of calculator on all non-computational items, answering questions about the items at any time without giving answers, student dictating response in native language.</p>
<p>NAEP accommodations not on state assessment</p>	<p>Bilingual/Spanish 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
		√		√	√	√	√			√	

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

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No, because for the spring 2007 ISAT administration, Idaho implemented revised state Mathematics content standards and revised state Mathematics proficiency cut-scores. Idaho also contracted with a new testing vendor to provide a state Mathematics assessment that meets the peer-review standards of the No Child Left Behind Act.

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**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**

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Administrations are not comparable. Academic performance standards were reset in 2007. While a linking study was conducted to maintain the baseline scale, the item and test development processes were not the same. 2007 was the first year that ISAT received peer-review approval.

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