

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

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

Illinois

Illinois State Assessment 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																				
Illinois Standards Achievement Test (ISAT)	Regular	CRT/NRT [2]				√	√	√	√	√	√							√		[3]
Prairie State Achievement Examination (PSAE)	Regular	CRT/NRT [2]												√			√	√		[3]
Illinois Measure of Annual Growth in English (IMAGE)	Alternate	CRT				√	√	√	√	√	√			√				√		[3,4]
Illinois Alternate Assessment (IAA)	Alternate	CRT [5]				√	√	√	√	√	√			√				√		[3]
Writing																				
Illinois Standards Achievement Test (ISAT)	Regular	CRT						√			√							√		[6]
Prairie State Achievement Examination (PSAE)	Regular	CRT/NRT [2]												√				√		[6]
Illinois Alternate Assessment (IAA)	Alternate	CRT [5]						√			√			√				√		[6]
Mathematics																				
Illinois Standards Achievement Test (ISAT)	Regular	CRT/NRT [2]				√	√	√	√	√	√							√		[3]
Prairie State Achievement Examination (PSAE)	Regular	CRT/NRT [2]												√			√	√		[3]
Illinois Measure of Annual Growth in English	Alternate	CRT				√	√	√	√	√	√			√				√		[3,4]
Illinois Alternate Assessment (IAA)	Alternate	CRT [5]				√	√	√	√	√	√			√				√		[3]

(Continued)

Illinois

Illinois State Assessment 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
Science																				
Illinois Standards Achievement Test (ISAT)	Regular	CRT/NRT [2]					√			√								√		[7]
Prairie State Achievement Examination (PSAE)	Regular	CRT/NRT [2]												√				√		[7]
Illinois Alternate Assessment (IAA)	Alternate	CRT [5]					√			√				√				√		[7]

- 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 Test results report both criterion and norm referenced information
- 3 Used in determining AYP
- 4 2007 Assessment for qualifying LEP students.
- 5 Portfolio.
- 6 To foster the instruction of writing.
- 7 Required to be assessed under NCLB.

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	90%	0%	10%	0%	0%
Grade 8 Test	90%	0%	10%	0%	0%

During the 2006–07 academic year:

a. When was the assessment administered?	In 2006-07, Reading tests were administered in March 2007 for grades 4 and 8.
b. Did any of the assessments measure skills from the previous grade?	Yes. Reading tests are vertically scaled from grades 3 through 8.

Performance Levels and AYP

Performance levels used during the 2006–07 year	Academic Warning, Below Standards, Meets Standards, and Exceeds Standards
Test used for AYP determination	ISAT, IMAGE, and IAA
Performance level used for AYP	Meets Standards
Other tests used for AYP determination	Illinois used four tests in determining AYP: ISAT, IMAGE, IAA, and PSAE in grades 3-8 and 11
Test used for state accountability	ISAT, IMAGE, and IAA
Performance level used for state accountability	Meets Standards
First implementation of performance standards for the 2006-07 assessments	Performance standards were originally set in 1999 for grades 3, 5, and 8. Performance standards for grade 4, 6, and 7 were set in 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 Standards: Students who meet standards demonstrate a comprehension of grade-level text. They use context clues within sentences to determine the meaning of unfamiliar vocabulary. They recognize words used as synonyms, antonyms, and homonyms and can determine the word that best fits in a given context. Students at this level identify main ideas and important details and can identify problems and solutions in literary text. They can draw inferences and conclusions using textual support and prior knowledge. They can place important plot events in proper sequence. Students make simple predictions about outcomes based on information in a passage and can distinguish fact from opinion and understand cause and effect. They can infer an author's unstated meaning based on information directly stated in the text. They use clues to determine characters' motivations and to reach conclusions about an author's message and about themes. They can distinguish points of view. They can interpret some poetic devices and distinguish among expository, narrative, and persuasive writing. They can interpret some figurative language. They use clues in instructional materials and can interpret charts, graphs, and diagrams. They can follow a set of simple instructions and understand how illustrators express ideas.</p>	<p>Grade 8 Meets Standards: Students at this level demonstrate an overall comprehension of grade-level text. They use contextual and structural clues to determine meaning of vocabulary. They can interpret idioms, analogies, figurative expressions, and etymologies. They use a variety of strategies to verify word meanings. Students determine main ideas and supporting details. They use prior knowledge and textual support to draw inference and conclusions. They can identify the correct sequence of events and can recall supporting details. They identify actions and motives of characters that affect plot and/or theme and use evidence to determine themes. They examine content to determine author's purpose, and they can identify the evidence used to support assertions. Students make predictions about outcomes. They can contrast common themes. They examine content to identify the author's use of literary elements and devices, including point of view and dialogue, and their impact on a passage's effectiveness and tone or mood. They can identify dramatic irony. Students synthesize information found in different formats to reach conclusions. They are proficient at following multi-step instructions.</p>
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Accommodation Differences between NAEP and the Main State Test

State accommodations not on NAEP	None
NAEP accommodations not on state assessment	None

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: Grades 4, 6, and 7 added; some assessment items change every year; used partially different assessment, SAT10 embedded in 2005-06 and 2006-07

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 there was no grade 4 assessment in 2004-05. It was added in 2005-06.
Grade 8: Yes, the proficiency standards are the same for grade 8 because the cutpoints are equivalent.

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

A vertical scale was implemented in 2005-06 when grades 4, 6, and 7 were added. The vertical scale goes across grades 3 through 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	85%	5%	10%	0%	0%
Grade 8 Test	85%	5%	10%	0%	0%

During the 2006–07 academic year:

a. When was the assessment administered?	In 2006-07, Mathematics tests were administered in March 2007 for grades 4 and 8.
b. Did any of the assessments measure skills from the previous grade?	Yes. Mathematics tests are vertically scaled from grades 3 through 8.

Performance Levels and AYP

Performance levels used during the 2006–07 year	Academic Warning, Below Standards, Meets Standards, and Exceeds Standards
Test used for AYP determination	ISAT, IMAGE, and IAA
Performance level used for AYP	Meets Standards
Other tests used for AYP determination	Illinois used four tests in determining AYP: ISAT, IMAGE, IAA, and PSAE in grades 3-8 and 11
Test used for state accountability	ISAT, IMAGE, and IAA
Performance level used for state accountability	Meets Standards
First implementation of performance standards for the 2006-07 assessments	Performance standards were originally set in 1999 for grades 3, 5, and 8. Performance standards for grade 4, 6, and 7 were set in 2006. Grade 8 standards were changed in 2006.
Additional information about performance levels used during the 2006–07 academic year	—

Performance Level Descriptors for Meeting Adequate Yearly Progress

Grade 4 Meets Standards: Fourth-grade students whose measured performance meets standards are able to identify, read, write, represent, and model whole numbers and their place values up to 1,000,000. They can order and compare whole numbers up to 100,000 and decimals through hundredths. They can order, compare, and model addition and subtraction of fractions having like denominators. They may use the same one or two strategies and all four operations to represent and solve multi-step problems. They usually can select the relevant information needed to set up and solve application problems, choosing the correct operation(s) and an appropriate strategy. They generally check the accuracy of their solution by solving it in at least one other way. They can use fractions to describe pictures or data. Fourth-grade students whose measured performance meets standards are able to use a ruler and other measuring tools accurately. They can read a thermometer using the Fahrenheit or Celsius scale. They understand time and can generally compute elapsed time that occurs either in the a.m. or p.m. They can determine the perimeter and area of geometric figures by using methods beyond counting. They can estimate the area of irregularly shaped objects drawn on square grids. In using money, they can solve problems involving different denominations of bills and coins that have a total value of \$100.00 or less, including making change. Given a number sentence, they can write a number story. They can solve simple, one-operation number and word sentences that include multiple or missing variables. They can locate, plot, identify, use ordered pairs, and connect points in Quadrant 1 on a Cartesian Coordinate Graph. Fourth-grade students whose measured performance meets standards can distinguish between rays, lines, line segments and angles and can identify rectangular, triangular, hexagonal and octagonal prisms and their properties. Given a two-dimensional drawing, they can visualize and identify the three-dimensional shape that would result from folding along lines of the given two-dimensional shape. They can determine all the lines of symmetry of a given shape. They understand and can consistently sketch parallel and perpendicular lines and right angles correctly. The fourth grader who is meeting standards can identify images resulting from flips, slides, or turns, but may not always refer to them as reflections, translations, or rotations. They know the difference between polygons and non-polygons. They can identify and describe two- and three- dimensional shapes according to the number vertices, angles, edges, faces, and length of sides. They can usually sketch the two-dimensional shapes. Fourth-grade students whose measured performance meets standards can analyze and interpret data and make simple inferences and predictions based on the data. Sometimes they can list all of the possible outcomes of a simple two-stage event. They can write the probability of an event using "3 out of 4" language or $\frac{3}{4}$. Given a circle, bar or pictograph, students can create a different kind of graph using the same data. A fourth grader who meets standards can read, interpret, and create simple graphs with a given set of data. They can consistently determine mode and range given a set of data or graph with whole numbers.

Grade 8 Meets Standards: Eighth-grade students at the Meets Standards level are able to demonstrate knowledge of numbers to solve practical problems that involve integers, decimals, fractions, percents and proportions with or without a calculator. They can conceptualize interrelationships among fractions, decimals and percents and their connections with proportions. They also understand variables and solve equations using one variable. These students are able to use their knowledge of primes, factors, divisors, multiples, common factors and common multiples in solving problems. These students can establish ratios and relate them to proportions in common problem settings with which they are familiar. Their grasp of percentages allows them to handle simple situations that involve each type of percent usage such as determining interest, sales tax or commissions. They function competently in routine settings and those that require minimal extensions from their previous experiences. Eighth-grade students at the meets level can apply their geometric knowledge by making conversions between units of mass and capacity within a measurement system and calculate the surface area and volume of standard rectangular solids. Students can use proportions and interpret a simple scale drawing. Algebraically, eighth-grade students at the meets level can solve simple equations of one- or two-step equations that have integral or simple rational solutions. They can also evaluate algebraic expressions using order of operations and implied multiplication procedures. Students can evaluate formulas and expressions that involve natural number exponents. They can graph a given line with integral coefficients on a coordinate plane. These students predict solutions to equations and numerical problems using estimation, rounding or mental mathematics to determine their response. Geometrically, eighth-grade students at the meets level can apply relationships that involve lines, angles and two-dimensional shapes in a variety of settings. They can classify triangles by angles and sides and draw conclusions from the relationships of parallel and perpendicular lines within common figures. Students can apply the Pythagorean Theorem in common settings most of the time. Eighth-grade students at the meets level can generalize from data tables, lists and graphs to predict future values and estimate values between given values. They can calculate mean, median, mode and range and make simple decisions about the effect of a change in data on those measures. They exhibit a basic understanding of relative frequency probability involving common objects or games. They can determine the probability of a simple event and apply simple counting theory to a situation.

Accommodation Differences between NAEP and the Main State Test

State accommodations not on NAEP	None
NAEP accommodations not on state assessment	In 2006-07 the state did not provide a bilingual booklet or bilingual dictionary.

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: Grades 4, 6, and 7 added; changed cut scores for grade 8; some assessment items change every year; used partially different assessment, SAT10 embedded in 2005-06 and 2006-07

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

Grade 4: No, there was no grade 4 assessment in 2004-05. It was added in 2005-06.
 Grade 8: No, the proficiency standards are NOT the same for grade 8 because the cutpoint was changed.

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

A vertical scale was implemented in 2005-06 when grades 4, 6, and 7 were added. The vertical scale goes across grades 3 through 8.