

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

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

Kansas

Kansas State Assessments

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																				
Kansas Reading Assessment [2,3]	Regular	CRT				√	√	√	√	√	√		√			√		√		
Writing																				
Kansas Writing Assessment [2,4]	Regular	CRT						√			√			√		√		√		
Mathematics																				
Kansas Mathematics Assessment [5]	Regular	CRT				√	√	√	√	√	√		√			√		√		
Science																				
Kansas Science Assessment [6]	Regular	CRT					√			√			√			√		√		
Social Studies																				
Kansas History-Government; Economics and Geography [6]	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.
- English Language Learners (ELLs) who have recently arrived to the United States (less than 12 months) are exempt from participating in one administration of the Kansas Reading and Writing Assessments. Those ELLs who are exempt take the Kansas English Language Proficiency Assessment in lieu of the Kansas Reading and Writing Assessments.
- Accommodations for ELLs on the Kansas Reading Assessment: May be read to the ELL, except for the Reading passages. Directions may be read to the ELL in the native language of the student. Electronic translators and bilingual dictionaries are allowed.
- Accommodations for ELLs on the Kansas Writing Assessment: May be scored with either the general or modified rubric. Advanced ELLs should be scored with the general rubric and beginning/intermediate ELLs with the Modified rubric. It is at the district's discretion which rubric to utilize in scoring. Directions and prompts are available in Spanish, but student response must be written in English. Electronic translators and bilingual dictionaries are allowed.

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Kansas

Kansas State Assessments

- 5 Accommodations for ELLs on the state Mathematics Assessment: Questions may be read to the ELL, but the reader is not allowed to translate. Directions may be read to the ELL in the native language of the student. Electronic translators and bilingual dictionaries are allowed. An electronic Spanish Mathematics Kansas Computerized Assessment (KCA) is available; students who need access to both Spanish and English take the Spanish KCA and can refer to an English paper/pencil version. If the school is not using other paper/pencil tests, it must be specifically requested from the Center for Educational Testing and Evaluation (CETE) at the University of Kansas (the state's test provider and administrator). If a student also needs a Spanish hard copy version, districts must order screen shots of the Spanish KCA from the CETE. The student should mark the answer on paper and the test administrator transfers answers to the computer screen. Either the Spanish or the English version may be read aloud as an accommodation, but the reader is not allowed to translate.
- 6 Accommodations for ELLs on the Kansas Science Assessment and Kansas History-Government; Economics and Geography Assessment: May be read to the ELL. Electronic translators and bilingual dictionaries are allowed. Extended time and small group setting.

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?	2006-07 Kansas Reading Assessment testing window for grades 4 and 8 was February–April.
b. Did any of the assessments measure skills from the previous grade?	No. The Kansas Reading Assessment measures skills for the grade levels tested.

Performance Levels and AYP

Performance levels used during the 2006–07 year	Academic Warning; Approaches Standards; Meets Standards; Exceeds Standards; Exemplary
Test used for AYP determination	Kansas Grade 4 Reading Assessment and Kansas Grade 8 Reading Assessment
Performance level used for AYP	Meets or Exceeds Standards
Other tests used for AYP determination	—
Test used for state accountability	Kansas Grade 4 Reading Assessment and Kansas Grade 8 Reading Assessment
Performance level used for state accountability	Meets or Exceeds Standards
First implementation of performance standards for the 2006-07 assessments	The Kansas Reading Assessment cut scores were approved by the Kansas State Board of Education August 8, 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: When independently reading grade-appropriate narrative, expository, and technical text, a proficient student has satisfactory comprehension: This student constructs literal meaning that generally matches the author’s intent. This student is likely to recognize the topic, main idea, and supporting details; vocabulary in context; correct retelling; the author’s purpose; and text features. This student makes obvious connections and perceives some relationships to construct inferential meaning. This student is likely to draw accurate conclusions; compare and contrast; and determine cause and effect. This student recognizes simple techniques authors use to communicate their ideas with words. This student is likely to have awareness of text structures; the difference between fact and opinion; and literary elements of fiction (setting, character, plot).</p>	<p>Grade 8 Meets Standards: When independently reading grade-appropriate narrative, expository, technical and persuasive text, a proficient student has satisfactory comprehension: This student constructs literal meaning that generally matches the author’s intent. This student is likely to identify the topic, main idea supporting details, and theme; vocabulary in context; correct paraphrasing and summarizing; the author’s purpose; and text features. This student makes obvious connections and perceives some relationships to construct inferential meaning. This student is likely to draw conclusions; compare and contrast; recognize cause and effect relationships; and identify implied main ideas. This student recognizes simple techniques authors use to communicate their ideas with words. This student is likely to have awareness of the relationship between text structure and comprehension; the difference between fact and opinion; propaganda and persuasive techniques; connections between setting, character, plot; figurative language; and author’s style.</p>
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Accommodation Differences between NAEP and the Main State Test

<p>State accommodations not on NAEP</p>	<p>Presentation accommodations: Screen reader (questions only), Masks that cover a portion of the text, Tactile graphics, Audio tape or CD (questions only) other types of assistive technology, Braille paper, Use gestures (e.g. point to materials), Repeat questions and responses from classmates, Highlighting tape or highlighter, Visual cues, Audio amplification devices, Allow student multiple reads, Single line window, Student-generated graphic organizer (generated during assessment), Organization tools, Give short, simple directions, Frequent cuing and prompting for engagement, Slant board, Proper seating; Response to format accommodations: Bold line writing paper, Braille paper, spelling and grammar assistive devices, adapted keyboard, raised lines on paper, tape paper to desk, Student generated graphic organizers (generated during assessment), Organization tools, Voice recognition assistive technology, Assistive communication device, Adaptive equipment, Augmentative devices for single multiple messages, Pointing, Have student repeat and explain directions to check for understanding, Monitor placement of student responses on answer sheet, Highlight key words in directions, Speak into tape recorder; Setting format accommodations: Assistive technology, Access to a computer lab; Timing accommodations: Multiple test sessions, Cue student to begin working and stay on task; English language learner accommodations: Directions may be read to the ELL in the native language of the student, Electronic translators and bilingual dictionaries are allowed.</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: In 2004-05 Reading was assessed in grades 5 and 8. In 2006-07 Reading was assessed in grades 3 through 8. 2006 was the first year for new Reading assessments. These assessments were based upon new Kansas state Reading curricular standards. Because the state Reading assessments were new in 2006, by 2007 new cut scores had been determined and new proficiency levels had been set.

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

No, because they are two different assessments. The Reading assessment was new in 2006.

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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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?	2006-07 Kansas Mathematics Assessment testing window for grades 4 and 8 was February–April.
b. Did any of the assessments measure skills from the previous grade?	No. The Kansas Mathematics Assessment measures skills for the grade levels tested.

Performance Levels and AYP

Performance levels used during the 2006–07 year	Academic Warning; Approaches Standards; Meets Standards; Exceeds Standards; Exemplary
Test used for AYP determination	Kansas Grade 4 Mathematics Assessment and Kansas Grade 8 Mathematics Assessment
Performance level used for AYP	Meets or Exceeds Standards
Other tests used for AYP determination	—
Test used for state accountability	Kansas Grade 4 Mathematics Assessment and Kansas Grade 8 Mathematics Assessment
Performance level used for state accountability	Meets or Exceeds Standards
First implementation of performance standards for the 2006-07 assessments	The Kansas Mathematics Assessment cut scores were approved by the Kansas State Board of Education August 8, 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: A student scoring at the Meets Standard level usually performs consistently and accurately when working on most grade level mathematical tasks. The student demonstrates sufficient content knowledge and application skills. The student usually understands and uses place value concepts and notations; concepts of whole number properties; and measurement tools. The student is usually accurate when solving one variable, one-step whole number equations with basic facts, money, and time; using one operation function tables; performing single transformation of two-dimensional figures; and reading and plotting points in the first quadrant of a coordinate grid. The student uses some problem-solving techniques to accurately solve one- and two-step real-world problems with addition, subtraction, and multiplication; and real-world applications of the statistical measures (minimum and maximum value, range, mode, median, and mean). The student uses representations and usually explains the reasoning process used to represent relationships between mathematical operations; describe mathematical relationships with various models; identify plane figures within a composite figure; make reasonable estimations of measurements and calculations; and graph data presented in a variety of formats including bar graph, pictograph, circle graph, Venn diagram, line plot.</p>	<p>Grade 8 Meets Standards: A student scoring at the Meets Standard level usually performs consistently and accurately when working on most grade-level mathematical tasks. The student demonstrates sufficient content knowledge and application skills. The student usually understands and uses subsets of real numbers; the Pythagorean Theorem; corresponding parts of congruent and similar figures; measures of central tendency with rational numbers; and ordered pairs, slope, and vertical/horizontal distance. The student is usually accurate when computing with integers and order of operations with rational numbers; applying real number properties; solving one- and two-step linear equations; multiplying and dividing numbers between 0 and 1, numbers larger than one, and multiplying by zero; and finding the probability of compound and independent events. The student uses some problem-solving techniques to accurately solve real-world problems with rational numbers, pi, and percents. The student uses representations and usually explains the reasoning process used to represent real-world problems; translate between numerical, graphical, tabular, and symbolic representations of linear relationships; model situations graphically, algebraically and geometrically; and predict simple events.</p>
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Accommodation Differences between NAEP and the Main State Test

<p>State accommodations not on NAEP</p>	<p>Presentation accommodations: Screen reader, Masks that cover a portion of the text, Tactile graphics, Audio tape or CD other types of assistive technology, Braille paper, Use gestures (e.g. point to materials), Repeat questions and responses from classmates, Highlighting tape or highlighter, Visual cues, Audio amplification devices, Allow student multiple reads, Single line window, Student-generated graphic organizer (generated during assessment), Organization tools, Give short, simple directions, Frequent cuing and prompting for engagement, Raised or bold line rulers, Nemeth code, Allowable manipulatives (student chosen); Response to format accommodations: Bold line writing paper, Braille paper, Spelling and grammar assistive devices, Adapted keyboard, Raised lines on paper, Tape paper to desk, Student generated graphic organizers (generated during assessment), Organization tools, Voice recognition assistive technology, Assistive communication device, Adaptive equipment, Augmentative devices for single multiple messages, Pointing, Have student repeat and explain directions to check for understanding, Monitor placement of student responses on answer sheet, Highlight key words in directions, Raised or bold line rulers, Slant board, Proper seating, Use graph paper to keep numbers in proper column, Speak into tape recorder; Timing accommodations: Multiple test sessions, Cue student to begin working and stay on task; Setting format accommodations: Assistive technology, Access to a computer lab; English language learner accommodations: An electronic Spanish Mathematics Kansas Computerized Assessment (KCA) is available; students who need access to both Spanish and English take the Spanish KCA and can refer to a English Paper/Pencil version. If the school is not using other Paper/Pencil tests, it must be specifically requested from Kansas's test provider and administrator, the Center for Education Testing and Evaluation (CETE). If a student also needs a Spanish hard copy version, districts must order screen shots of the Spanish KCA from CETE. The student should mark the answer on paper and the test administrator transfers answers to the computer screen.</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: In 2004-05, Mathematics was assessed in grades 4 and 7. In 2006-07, Mathematics was assessed in grades 3 through 8 as well. 2006 was the first year for new Mathematics assessments. These assessments were based upon new Kansas state Mathematics curricular standards. Because the state Mathematics assessments were new in 2006, by 2007 new cut scores had been determined and new proficiency levels had been set.

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

No, because they are two different assessments. The Mathematics assessment was new in 2006.

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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