

## 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                             |

# Massachusetts

## Massachusetts Comprehensive Assessment System (MCAS)

| 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>Language Arts</b>  |           |        |               |   |   |   |   |   |   |   |   |   |    |    |                           |               |                        |                       |                      |       |
| MCAS English Language Arts (ELA) Reading Comprehension      | Regular   | CRT    |               |   |   | √ |   | √ | √ |   | √ |   |    |    |                           | √             |                        | √                     |                      | [2]   |
| MCAS ELA Reading Comprehension and Composition              | Regular   | CRT    |               |   |   |   | √ |   |   | √ |   |   | √  |    |                           | √             | [3]                    | √                     |                      | [2]   |
| MCAS Alternate (MCAS-Alt) Reading Comprehension [4]         | Alternate | CRT    |               |   |   | √ |   | √ | √ |   | √ |   |    |    |                           | √             |                        | √                     |                      | [2]   |
| MCAS-Alt ELA Reading Comprehension and Composition          | Alternate | CRT    |               |   |   |   | √ |   |   | √ |   |   | √  |    |                           | √             | [3]                    | √                     |                      | [2]   |
| <b>Mathematics</b>  |           |        |               |   |   |   |   |   |   |   |   |   |    |    |                           |               |                        |                       |                      |       |
| MCAS Mathematics  | Regular   | CRT    |               |   |   | √ | √ | √ | √ | √ | √ |   | √  |    |                           | √             | [3]                    | √                     |                      | [2]   |
| MCAS-Alt Mathematics  | Alternate | CRT    |               |   |   | √ | √ | √ | √ | √ | √ |   | √  |    |                           | √             | [3]                    | √                     |                      | [2]   |
| <b>Science</b>  |           |        |               |   |   |   |   |   |   |   |   |   |    |    |                           |               |                        |                       |                      |       |
| MCAS Science and Technology/Engineering                     | Regular   | CRT    |               |   |   |   |   | √ |   |   | √ |   |    |    |                           | √             |                        | √                     |                      |       |
| MCAS High School Science and Technology/Engineering [5]     | Regular   | CRT    |               |   |   |   |   |   |   |   |   | √ | √  |    |                           | √             | [6]                    | √                     |                      |       |
| MCAS-Alt Science and Technology/Engineering                 | Alternate | CRT    |               |   |   |   |   | √ |   |   | √ |   |    |    |                           | √             |                        | √                     |                      |       |
| MCAS-Alt High School Science and Technology/Engineering [5] | Alternate | CRT    |               |   |   |   |   |   |   |   |   | √ | √  |    |                           | √             | [6]                    | √                     |                      |       |

(Continued)

# Massachusetts

## Massachusetts Comprehensive Assessment System (MCAS)

| 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>Social Studies</b>           |         |        |               |   |   |   |   |   |   |   |   |   |    |    |                           |               |                        |                       |                      |       |
| MCAS History and Social Science | Regular | CRT    |               |   |   |   |   | √ |   | √ |   |   |    |    |                           | √             |                        |                       |                      | [7]   |
| MCAS U.S. History               | Regular | CRT    |               |   |   |   |   |   |   |   |   |   | √  | √  |                           | √             |                        |                       |                      | [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 AYP reporting
- 3 Only in grade 10
- 4 A small number of students with the most significant disabilities who are unable to take the standard MCAS tests (even with accommodations) participate in the MCAS Alternate Assessment (MCAS-Alt). The MCAS-Alt consists of a portfolio of specific materials collected annually by the teacher and student. Evidence for the portfolio may include work samples, instructional data, videotapes, and other supporting information.
- 5 This test is available to students in grades 9 and 10. During the 2006-07 school year, students in grade 9 were eligible to take the test, provided they were enrolled in a Science and Technology/Engineering course; students in grade 10 who were enrolled in a Science and Technology/Engineering course were required to take the test.
- 6 Only in grade 9 during the 2006-07 school year (students graduating in the class of 2010 are required to pass the MCAS (or MCAS-Alt) High School Science and Technology/Engineering test)
- 7 Pilot test

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 | 50%             | 22%                        | 28%                           | 0%                | 0%    |
| Grade 8 Test | 69%             | 31%                        | 0%                            | 0%                | 0%    |

During the 2006–07 academic year:

|   |   |
|---|---|
| a. When was the assessment administered?                              | March and April 2007  |
| b. Did any of the assessments measure skills from the previous grade? | No. MCAS test questions measure grade level standards and, in some cases, measure standards cumulatively from preceding grades. |

Note: Entries above refer to the 2006-07 grade 4 MCAS ELA Reading Comprehension and Composition test and the 2006-07 grade 8 MCAS ELA Reading Comprehension test. Since the MCAS ELA Reading Comprehension and Composition test is based on a single set of frameworks, it is considered a single test. This is different from NAEP's separate Reading and Writing tests. Also, note that percentages in this chart reflect percent of points (not percent of items) falling into each item type.

Performance Levels and AYP

|   |  |
|---|--|
| Performance levels used during the 2006–07 year                                       | Warning, Needs Improvement, Proficient, and Advanced   |
| Test used for AYP determination   | Grade 4: MCAS (and MCAS-Alt) ELA Reading Comprehension and Composition<br>Grade 8: MCAS (and MCAS-Alt) ELA Reading Comprehension   |
| Performance level used for AYP  | All performance levels are used in AYP determinations. Massachusetts uses the Composite Performance Index (CPI), a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alt tests based on their performance. The total points assigned to each student are added together; the sum is divided by the total number of students assessed. The result is a number between 0 and 100, which constitutes a district, school or subgroup’s CPI for that subject and student group. CPIs are generated separately for ELA and Mathematics tests, and at all levels: state, district, school, and student subgroup. |
| Other tests used for AYP determination  | —  |
| Test used for state accountability  | Grade 4: MCAS (and MCAS-Alt) ELA Reading Comprehension and Composition<br>Grade 8: MCAS (and MCAS-Alt) ELA Reading Comprehension   |
| Performance level used for state accountability                                       | State accountability is determined using the same calculations as those used for AYP determinations.   |
| First implementation of performance standards for the 2006-07 assessments             | Grade 4: ELA performance standards were first implemented in 2001.<br>Grade 8: ELA performance standards were first implemented in 2006.   |
| Additional information about performance levels used during the 2006–07 academic year | For MCAS-Alt, the Warning category is subdivided into Progressing, Emerging, and Awareness to provide additional information regarding student performance.  |

Note: Entries above refer to the 2006-07 grade 4 MCAS (and MCAS-Alt) ELA Reading Comprehension and Composition test and the 2006-07 grade 8 MCAS (and MCAS-Alt) ELA Reading Comprehension test.

Performance Level Descriptors for Meeting Adequate Yearly Progress

|  |  |
|--|--|
| <p>Grade 4 Proficient: On MCAS, a student at this level: demonstrates a solid reading vocabulary and general understanding of word parts and word relationships (e.g., prefixes, roots, suffixes, synonyms, antonyms); demonstrates an understanding of many concrete ideas, and most abstract or implied ideas, in grade-appropriate texts; connects ideas within texts and provides supporting evidence; shows clear understanding of structure and elements of genre and how they support the author’s purpose or theme; identifies more subtle examples of techniques authors use in a variety of grade-appropriate texts (e.g., repetition, exaggeration, and figurative language); writes well-organized compositions with logically developed ideas, adequate detail, and clear focus; engages reader’s interest through use of a variety of language choices and sentence structures; writes compositions with solid control of the standard English conventions of grammar, spelling, punctuation, and usage.<br/>URL: <a href="http://www.doe.mass.edu/mcas/pld/">http://www.doe.mass.edu/mcas/pld/</a>.</p> | <p>Grade 8 Proficient: On MCAS, a student at this level: demonstrates a solid reading vocabulary and general understanding of word parts and word relationships (e.g., prefixes, roots, suffixes, synonyms, antonyms); demonstrates an understanding of many concrete ideas, and most abstract or implied ideas, in grade-appropriate texts; connects ideas within texts and provides supporting evidence; shows clear understanding of structure and elements of genre and how they support the author’s purpose or theme; identifies more subtle examples of techniques authors use in a variety of grade-appropriate texts (e.g., repetition, exaggeration, and figurative language).<br/>URL: <a href="http://www.doe.mass.edu/mcas/pld/">http://www.doe.mass.edu/mcas/pld/</a>.</p> |
|--|--|

Accommodation Differences between NAEP and the Main State Test

|  |  |
|--|--|
| <p>State accommodations not on NAEP</p>            | <p>MCAS Accommodations: Electronic Text Reader on Composition portion of ELA Reading Comprehension and Composition; ELA Graphic Organizer, Checklist; Answers Recorded in Test Booklet (but not applicable, because all NAEP assessment booklets are combined test and answer booklets, while MCAS tests have separate test and answer booklets); Other Standard Accommodation, as approved by the Massachusetts Department of Elementary and Secondary Education. MCAS Nonstandard Accommodations: Test Administrator Reads Aloud the ELA Reading Comprehension Test (if eligible); Electronic Text Reader for ELA Reading Comprehension Test (if eligible); Spell- or Grammar-Checking Function on Word Processor, Spell-Checking Device, or Word Prediction Software on Composition portion of ELA Reading Comprehension and Composition test (if eligible); Other Nonstandard Accommodation, as approved by the Massachusetts Department of Elementary and Secondary Education. (This information refers to MCAS ELA Reading Comprehension and Composition tests and MCAS ELA Reading Comprehension tests across all tested grades.)</p> |
| <p>NAEP accommodations not on state assessment</p> | <p>Bilingual booklet; Student responds directly in test booklet, without transcription by test administrator into standard answer booklet; Student responds using Braille typewriter or large print, without transcription by test administrator into standard answer booklet. (This information refers to MCAS ELA Reading Comprehension and Composition tests and MCAS ELA Reading Comprehension tests across all tested grades.)</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 information above refers to the MCAS ELA Reading Comprehension and Composition tests and the MCAS ELA Reading Comprehension tests across all tested grades. Added grades: Grade 5, 6, and 8 ELA Language and Literature (renamed "ELA Reading Comprehension" in 2007) were added to MCAS and MCAS-Alt test administrations in 2006. Changed the time of year test administered: The Language and Literature portion of the grade 4, 7, and 10 ELA test (renamed "ELA Reading Comprehension" in 2007) was administered in May in 2005. In 2007, the Reading Comprehension portion of the grade 4, 7, and 10 ELA test was administered in March/April. Changed assessment items: Each year, each assessment is comprised of a unique set of items. All assessment items are released to the public after each test administration.

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

Grade 4: MCAS (and MCAS-Alt) ELA Reading Comprehension and Composition: Yes, the 2004-05 results are directly comparable with the 2006-07 results, with one exception: in 2004-05, students taking MCAS (not MCAS-Alt) who were absent during a particular MCAS test received a Warning performance level for that test. Beginning in 2005-06, students who were absent from a particular MCAS test were not included in performance calculations for that test. This change affected less than 1% of students.  
 Grade 8: MCAS (and MCAS-Alt) ELA Reading Comprehension: No, this test was introduced during the 2005-06 school year, and did not exist during the 2004-05 year.

**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**

None

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 | 54%             | 9%                         | 37%                           | 0%                | 0%    |
| Grade 8 Test | 54%             | 9%                         | 37%                           | 0%                | 0%    |

During the 2006–07 academic year:

|   |   |
|---|---|
| a. When was the assessment administered?                              | May 2007  |
| b. Did any of the assessments measure skills from the previous grade? | No. MCAS test questions measure grade level standards and, in some cases, measure standards cumulatively from preceding grades. |

Note: Entries above refer to the 2006-07 grade 4 and grade 8 MCAS Mathematics tests. Percentages in this chart reflect percent of points (not percent of items) falling into each item type.

Performance Levels and AYP

|   |   |
|---|---|
| Performance levels used during the 2006–07 year                                       | Warning, Needs Improvement, Proficient, and Advanced  |
| Test used for AYP determination   | MCAS (and MCAS-Alt) Mathematics   |
| Performance level used for AYP  | All performance levels are used in AYP determinations. Massachusetts uses the Composite Performance Index (CPI), a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alt tests based on their performance. The total points assigned to each student are added together; the sum is divided by the total number of students assessed. The result is a number between 0 and 100, which constitutes a district, school or subgroup’s CPI for that subject and student group. CPIs are generated separately for ELA and Mathematics tests, and at all levels - state, district, school, and student subgroup. |
| Other tests used for AYP determination  | —   |
| Test used for state accountability  | MCAS (and MCAS-Alt) Mathematics   |
| Performance level used for state accountability                                       | State accountability is determined using the same calculations as those used for AYP determinations.  |
| First implementation of performance standards for the 2006-07 assessments             | Grades 4 and 8 performance standards were first implemented in 1998.  |
| Additional information about performance levels used during the 2006–07 academic year | For MCAS-Alt, the Warning category is subdivided into Progressing, Emerging, and Awareness to provide further information regarding student performance.  |

Note: Entries above refer to the 2006-07 grade 4 and grade 8 MCAS (and MCAS-Alt) Mathematics tests.

Performance Level Descriptors for Meeting Adequate Yearly Progress

|   |   |
|---|---|
| <p>Grades 4 Proficient: On MCAS, a student at this level: demonstrates solid understanding of the numeration system; performs most calculations and estimations; defines concepts and generates examples and counterexamples of concepts; represents data and mathematical relationships in multiple forms (e.g., equations, graphs); applies learned procedures and mathematical concepts to solve a variety of problems, including multi-step problems; uses a variety of reasoning methods to solve problems; explains steps and procedures; uses various forms of representation (e.g., text, graphs, symbols) to illustrate steps to a solution.<br/>URL: <a href="http://www.doe.mass.edu/mcas/pld/">http://www.doe.mass.edu/mcas/pld/</a>.</p> | <p>Grades 8 Proficient: On MCAS, a student at this level: demonstrates solid understanding of the numeration system; performs most calculations and estimations; defines concepts and generates examples and counterexamples of concepts; represents data and mathematical relationships in multiple forms (e.g., equations, graphs); applies learned procedures and mathematical concepts to solve a variety of problems, including multi-step problems; uses a variety of reasoning methods to solve problems; explains steps and procedures; uses various forms of representation (e.g., text, graphs, symbols) to illustrate steps to a solution.<br/>URL: <a href="http://www.doe.mass.edu/mcas/pld/">http://www.doe.mass.edu/mcas/pld/</a>.</p> |
|---|---|

Accommodation Differences between NAEP and the Main State Test

|  |   |
|--|---|
| <p>State accommodations not on NAEP</p>            | <p>MCAS Accommodations: ELA Graphic Organizer, Checklist, Individualized Mathematics Reference Sheet, or Abacus; Answers Recorded in Test Booklet (but not applicable, because all NAEP assessment booklets are combined test and answer booklets, while MCAS tests have separate test and answer booklets); Other Standard Accommodation, as approved by the Massachusetts Department of Elementary and Secondary Education. MCAS Nonstandard Accommodations: Calculation Devices on Non-Calculator Session (if eligible); Other Nonstandard Accommodation, as approved by the Massachusetts Department of Elementary and Secondary Education. (This information refers to the MCAS Mathematics tests across all tested grades.)</p> |
| <p>NAEP accommodations not on state assessment</p> | <p>Bilingual booklet (except for grade 10 MCAS Mathematics, English/Spanish Version, subject to eligibility requirements); Student responds directly in test booklet, without transcription by test administrator into standard answer booklet; Student responds using Braille typewriter or large print, without transcription by test administrator into standard answer booklet (This information refers to the MCAS Mathematics tests across all tested grades.)</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 information included above refers to the MCAS Mathematics tests across all tested grades. Added grades: Grade 3, 5, and 7 Mathematics were added to MCAS and MCAS-AIT test administrations in 2006. Changed assessment items: Each year, each assessment is comprised of a unique set of items. All assessment items are released to the public after each test administration.

## 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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MCAS (and MCAS-Alt) Mathematics: Yes, the 2004-05 results are directly comparable with the 2006-07 results, with one exception: in 2004-05, students taking MCAS (not MCAS-Alt) who were absent during a particular MCAS test received a Warning performance level for that test. Beginning in 2005-06, students who were absent from a particular MCAS test were not included in performance calculations for that test. For grade 4, this change affected less than 1% of students; for grade 8, this change affected approximately 1% of students.

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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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None

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