

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

Oregon

Oregon Assessment of Knowledge and Skills (OAKS)

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 [2]																				
Reading Knowledge and Skills Assessment	Regular	CRT				√	√	√	√	√	√		√			√		√		[3]
Extended Reading Assessment	Alternate	CRT				√	√	√	√	√	√		√			√		√		
Writing [4]																				
Writing Performance Assessment	Regular	CRT					√			√			√			√		√		[5]
Extended Writing Assessment	Alternate	CRT					√			√			√			√		√		
Mathematics [2]																				
Mathematics Knowledge and Skills Assessment	Regular	CRT				√	√	√	√	√	√		√			√		√		[6]
Extended Mathematics Assessment	Alternate	CRT				√	√	√	√	√	√		√			√		√		
Science [2]																				
Science Knowledge and Skills Assessment	Regular	CRT						√			√		√			√		√		[6]
Extended Science Assessment	Alternate	CRT						√			√		√			√		√		

(Continued)

Oregon

Oregon Assessment of Knowledge and Skills (OAKS)

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
Social Studies [7]																				
Social Sciences Knowledge and Skills	Regular	CRT						√			√		√			√		√		[8]

- 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.
- The regular assessment is delivered both online and in a paper-pencil format. The online assessment is available for most of the school year. The paper-pencil assessment is offered during March/April of each school year.
- In addition there is a 3rd grade Spanish Reading assessment offered for those who would benefit from that format. This assessment is part of AYP.
- The Writing test is a performance assessment. It is offered during 2 assessment windows in winter or spring. The tests are not included as part of AYP.
- The items are offered in Spanish for those who would benefit from that format. Students may write in Spanish in all grades.
- Items are also offered in a side-by-side format, English/Spanish and English/Russian for those students who would benefit from that format.
- The regular social sciences assessment is delivered online only. The online assessment is available for most of the school year.
- Items are also offered in a side-by-side format, English/Spanish for those who would benefit from that format.

Composition and Administration of the Main Reading/Language Arts Test in 2006–07

	Multiple Choice	Short Constructed Response	Extended Constructed Response	Performance Tasks	Other
Grade 4 Test	100%	0%	0%	0%	0%
Grade 8 Test	100%	0%	0%	0%	0%

During the 2006–07 academic year:

a. When was the assessment administered?	In 2006-07, the online portion of the assessment was available for administration from September 2006 through February 2007. The paper-pencil assessment was administered in May 2007.
b. Did any of the assessments measure skills from the previous grade?	No.

Performance Levels and AYP

Performance levels used during the 2006–07 year	Very Low, Low, Nearly Meets, Meets, Exceeds
Test used for AYP determination	State CRTs (Technology Enhanced Student Assessment and paper-pencil)
Performance level used for AYP	Meets
Other tests used for AYP determination	Grade 4 and 8 Extended Reading – Prior to August 21, the Department will work with districts to come into compliance with Title I regulations related to inclusion of assessments of the alternate achievement standards in the determination of AYP (34 CFR 200.13). According to these regulations, the state must count as non-proficient the number of scores that meet the state's alternate assessment standards in excess of 1.0% of all student tests used to determine AYP. Students may meet the alternate achievement standards on extended assessments.
Test used for state accountability	State CRTs (Technology Enhanced Student Assessment and paper-pencil)
Performance level used for state accountability	Meets
First implementation of performance standards for the 2006-07 assessments	Oregon implemented new performance standards for Reading at all grades in March 2007.
Additional information about performance levels used during the 2006–07 academic year	—

Performance Level Descriptors for Meeting Adequate Yearly Progress

Grade 4 Meets: Student scores at the Meets level indicate a solid academic performance based on the grade-level knowledge and skills outlined in the state content standards for Reading/Literature. These students have an accurate comprehension of grade-level text and use context to make meaning of unfamiliar vocabulary. They interpret text to determine themes and messages, analyze characters, and make accurate predictions based on textual evidence. They can identify the author’s purpose and the presence of persuasion in informational text. Students who Meet the grade 4 Reading standard demonstrate comprehension of grade-level text. They use context clues within sentences to determine the meanings of unfamiliar vocabulary, and to distinguish the usage of words having multiple meanings. Students recognize words used as synonyms and antonyms for grade level or slightly higher vocabulary and can use context to determine the meaning of common idioms or expressions. Students can use format clues in practical text and instructional materials to read to perform a task, and can interpret diagrams, charts, and graphs to gain information and reach logical conclusions. Students demonstrate general understanding of grade-level text by recognizing topic sentences explicitly stated in informational text, and can recall important details. They identify problems and how they are resolved in literary text. They can identify the correct sequence of events in a story’s plot. Students develop an interpretation by making predictions about forthcoming information or events based on clues in the selection. These students can infer the author’s unstated meaning based on information explicitly stated in the text, including an article’s main idea. They often use clues to determine characters motivations and to reach conclusions about the most prominent themes or messages in literary text. These students examine the content and structure of informational text to identify the author’s purpose, to recognize cause and effect relationships, and to distinguish between facts and opinions. They can determine when text is informative and when there are attempts at persuasion.
 URL: <http://www.ode.state.or.us/search/results/?id=223>

Grade 8 Meets: Student scores at the Meets level indicate a solid academic performance based on the grade-level knowledge and skills outlined in the state content standards for Reading/Literature. Students have an accurate comprehension of grade-level text, including unfamiliar vocabulary, and can synthesize information to form conclusions. They interpret text to determine themes and messages, make accurate predictions, and can identify an author’s reasons for structural decisions and the use of common literary elements and devices. Students who Meet the grade 8 Reading standard demonstrate comprehension of grade-level text. They use contextual and structural clues to determine the meaning of unfamiliar vocabulary, and can accurately interpret the intended meaning of idioms, comparisons and figurative language. They use a variety of strategies to verify word meanings. Students synthesize information found in a variety of formats to reach conclusions supported by textual evidence as they read to perform a task. Students demonstrate general understanding of grade-level text by determining main ideas explicitly stated in informational text and the details supporting that statement. They identify the correct sequence of events in a story’s plot and can recall important supporting details in literary selections. Students develop an interpretation by making predictions about future outcomes or events based on clues in the selection. They can determine the main idea and the author’s explicit and implicit assumptions/beliefs about a subject. They identify actions and motives of characters that affect the plot and/or theme in literary works and use evidence in text to determine themes. Students examine the content and structure of informational text to identify the author’s purpose. They can identify the evidence used to support arguments/assertions. They can contrast two pieces of text with a common subject. They examine the content and structure of literary text to recognize the author’s use of literary elements and devices, including point of view and dialogue, and analyze their impact on a selection’s effectiveness and tone or mood.
 URL: <http://www.ode.state.or.us/search/results/?id=223>

Accommodation Differences between NAEP and the Main State Test

State accommodations not on NAEP	Translate directions orally; answers recorded (CD, video, or audio cassette) and transcribed onto regular answer sheet by school staff; student retells story to proctor or educational assistant in his or her own words before responding to the multiple-choice items
NAEP accommodations not on state assessment	Student responds in sign language; scribe directly records responses to constructed response items on answer sheet

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, 7 assessments were counted towards AYP in Reading in 2005-06. New performance standards for all grades in Reading were implemented in 2006-07. Extended Reading was an entirely new assessment. Fewer students had more than 1 opportunity to take the test in Reading in 2007.

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

No. The average scale score is comparable. The percent of students meeting or exceeding will differ based on the achievement standards.

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

There were many changes in the assessment system during the 2006-07 school year, including a change in the achievement standards (cut scores), implementation of a new extended assessment, changes in the participation rules and a temporary switch to a short paper-and-pencil assessment.

Composition and Administration of the Main Mathematics Test in 2006–07

	Multiple Choice	Short Constructed Response	Extended Constructed Response	Performance Tasks	Other
Grade 4 Test	100%	0%	0%	0%	0%
Grade 8 Test	100%	0%	0%	0%	0%

During the 2006–07 academic year:

a. When was the assessment administered?	In 2006-07, the online portion of the assessment was available for administration from September 2006 through February 2007. The paper-pencil assessment was administered in May 2007.
b. Did any of the assessments measure skills from the previous grade?	No.

Performance Levels and AYP

Performance levels used during the 2006–07 year	Very Low, Low, Nearly Meets, Meets, Exceeds
Test used for AYP determination	State CRTs (Technology Enhanced Student Assessment and paper-pencil)
Performance level used for AYP	Meets
Other tests used for AYP determination	Grade 4 and 8 Extended Mathematics – Prior to August 21, the Department will work with districts to come into compliance with Title I regulations related to inclusion of assessments of the alternate achievement standards in the determination of AYP (34 CFR 200.13). According to these regulations, the state must count as non-proficient the number of scores that meet the state's alternate assessment standards in excess of 1.0% of all student tests used to determine AYP. Students may meet the alternate achievement standards on extended assessments.
Test used for state accountability	State CRTs (Technology Enhanced Student Assessment and paper-pencil)
Performance level used for state accountability	Meets
First implementation of performance standards for the 2006-07 assessments	New performance standards for Mathematics for all grades in March 2007.
Additional information about performance levels used during the 2006–07 academic year	—

Performance Level Descriptors for Meeting Adequate Yearly Progress

Grade 4 Meets: Student scores at the Meets level indicate a solid academic performance based on the grade-level knowledge and skills outlined in the state content standards for Mathematics. Students consistently solve routine problems involving whole numbers, decimals and simple fractions; describe perimeter and area; compare geometric figures; translate a situation using numbers and symbols; and describe data. Generally, these students can interpret or provide a visual or symbolic representation to match a problem situation and purpose. Students who Meet the grade 4 standard use number sense to add and subtract commonly used fractions with like denominators (halves, thirds, fourths, eighths, tenths) and decimals to hundredths. They consistently apply the commutative, associative, and identity properties of addition and multiplication, and the distributive property to simplify calculations. They select the most appropriate tool and unit to measure length, perimeter, weight, and volume. They represent and interpret the data from experiments and simulations using tallies, charts, pictograms, and bar graphs. They translate between different representations (words, numeric, and pictorial) of a simple quantitative relationship. Students who meet the standard locate coordinates of points on graph paper, maps, globes, and other charts. They use properties to compare and classify geometric shapes (quadrilaterals) by their sides and angles.

URL: <http://www.ode.state.or.us/search/results/?id=223>

Grade 8 Meets: Student scores at the Meets level indicate a solid academic performance based on the grade-level knowledge and skills outlined in the state content standards for Mathematics. Students at this level consistently apply mathematical concepts, terms and properties to problem situations. Students readily solve problems involving rational numbers, proportions and percents, similar figures, algebraic representations, and interpreting probability and data. In general, these students can interpret or provide a visual or symbolic representation to match a problem situation and purpose. Students who Meet the grade 8 standard calculate with rational numbers and use proportions to solve problems. They calculate and analyze changes in area and volume in relation to changes in linear measures of figures. They determine appropriate scale and find distances involving scale factors. They apply theoretical probability to determine if an event or game is fair or unfair and pose and evaluate modifications to change the fairness. These students use charts and tables to determine the graphical representation of data to make predictions that best show key characteristics (e.g., including line of best fit). They consistently translate between, interpret, and model algebraic relationships represented by words, symbols, tables, and graphs making predictions, inferences, and solving problems. Students who meet the geometry standard use similar figures and Pythagorean Theorem to measure distances indirectly in a variety of applications (e.g., flagpole and shadow, two points on the coordinate graph). Students consistently recognize transformations of figures.

URL: <http://www.ode.state.or.us/search/results/?id=223>

Accommodation Differences between NAEP and the Main State Test

State accommodations not on NAEP	Use of calculator or abacus; Russian/English side-by-side test; translate directions orally; answers recorded (CD, video, or audio cassette) and transcribed onto regular answer sheet by school staff; proctor highlights vowel combinations in passages, items and distractors
NAEP accommodations not on state assessment	Mathematics symbols or numerals read aloud; test items signed; student responds in sign language; scribe directly records responses to constructed response items on answer sheet; use of 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, 7 assessments were counted towards AYP in Mathematics in 2005-06. New performance standards for all grades in Mathematics were implemented in 2006-07. Extended Mathematics was an entirely new assessment. Fewer students had more than 1 opportunity to take the test in Mathematics in 2007.

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

No. The average scale score is comparable. The percent of students meeting or exceeding will differ based on the achievement standards.

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

There were many changes in the assessment system during the 2006-07 school year, including a change in the achievement standards (cut scores), implementation of a new extended assessment, changes in the participation rules and a temporary switch to a short paper-and-pencil assessment.