

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 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

Wisconsin

Wisconsin Student Assessment System (WSAS)

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																				
Wisconsin Knowledge and Concepts Examination	Regular	CRT				√	√	√	√	√	√		√			√	√	√		
Writing																				
Wisconsin Knowledge and Concepts Examination	Regular	CRT					√				√		√			√				
Language Arts																				
Wisconsin Knowledge and Concepts Examination	Regular	CRT					√				√		√			√				
Mathematics																				
Wisconsin Knowledge and Concepts Examination	Regular	CRT				√	√	√	√	√	√		√			√	√	√		
Science																				
Wisconsin Knowledge and Concepts Examination	Regular	CRT					√				√		√			√	√	√		
Social Studies																				
Wisconsin Knowledge and Concepts Examination	Regular	CRT					√				√		√			√				

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.

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	96%	4%	0%	0%	0%
Grade 8 Test	96%	4%	0%	0%	0%

During the 2006–07 academic year:

a. When was the assessment administered?	In the 2006-07 school year, grades 4 and 8 Reading were administered in a testing window that opened on October 23 and closed on November 24.
b. Did any of the assessments measure skills from the previous grade?	Yes. Wisconsin is a fall testing state. The state's 4th and 8th grade Reading test assesses expectations of what students should know and be able to do at the START of the school year. In effect, these assessments measure 3rd grade end-of-year skills and 7th grade end-of-year skills.

Note: The above percentages represent the actual number of multiple choice and constructed response test items. However, because they are weighted differently, multiple choice items represent 90% of the score points.

Performance Levels and AYP

Performance levels used during the 2006–07 year	Minimal, Basic, Proficient, Advanced
Test used for AYP determination	Wisconsin Knowledge Concepts Examination (WKCE)
Performance level used for AYP	Proficient
Other tests used for AYP determination	—
Test used for state accountability	Wisconsin Knowledge Concepts Examination (WKCE)
Performance level used for state accountability	Proficient
First implementation of performance standards for the 2006-07 assessments	The Wisconsin Model Academic Standards (WMAS) were implemented in 1998. In 2004-05 Wisconsin created assessment frameworks that contain elements from the WMAS that are appropriate for state testing. The 2006-07 assessments were based on these assessment frameworks.
Additional information about performance levels used during the 2006–07 academic year	—

Performance Level Descriptors for Meeting Adequate Yearly Progress

<p>Grade 4 Proficient: At the beginning of the year, fourth-grade students performing at the Proficient level frequently apply a variety of word-identification strategies to understand words and phrases. They demonstrate a sufficient understanding of a variety of grade-level texts by identifying story elements, stated cause and effect relationships, or similarities and differences among ideas or concepts in a text. Students demonstrate more than just literal comprehension by identifying implied themes and implied meanings of information. They make inferences and predictions using both text and visual information and support a summary of what they read with mostly accurate text-based information. Students demonstrate their ability to comprehend a variety of grade-level texts by making connections among ideas within a text as well as between text information and other texts or common experiences. URL: http://www.dpi.wi.gov/oea/pdf/R04Brief1.pdf</p>	<p>Grade 8 Proficient: At the beginning of the year, eighth-grade students performing at the Proficient level appropriately use a range of word-identification strategies and on grade-level reading vocabulary to understand text. When reading a variety of texts, students at this level can identify stated and implied ideas and supporting details. They infer the author's purpose for writing the text and overall style or tone. Students draw conclusions and summarize important ideas and events and provide some relevant, text-based information to support the summary. Students are able to connect or extend concepts in an informational text to a new situation or common experiences. In general, students at the Proficient level sufficiently comprehend a variety of grade-level texts and often recognize important ideas and make connections among ideas to demonstrate comprehension. URL: http://www.dpi.wi.gov/oea/pdf/R08Brief1.pdf</p>
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Accommodation Differences between NAEP and the Main State Test

<p>State accommodations not on NAEP</p>	<p>Students must read the Reading test and Reading items in English; however, students may respond orally (or in writing) in their native language and a translator records (or translates) the student response in English. Students may use a communication device to indicate response.</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 2005-06 the state changed its test to a customized Reading test. In 2004-05, the Reading test was a TerraNova test with augmented items. The state used equipercentile equating between the old and new scales in order to keep the meaning of "proficient" the same.

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

Yes. Wisconsin is able to confirm that results between the 2004-05 and 2006-07 assessments are directly comparable. It must be understood that, while the scales for the test changed when a completely customized test was developed, equipercentile equating was used between those years in order to maintain the definition of proficient and allow the state to continue to track trends.

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	92%	8%	0%	0%	0%
Grade 8 Test	92%	8%	0%	0%	0%

During the 2006–07 academic year:

a. When was the assessment administered?	In the 2006-07 school year, grades 4 and 8 Mathematics were administered in a testing window that opened on October 23 and closed on November 24.
b. Did any of the assessments measure skills from the previous grade?	Yes. Wisconsin is a fall testing state. The state's 4th and 8th grade Mathematics test assesses expectations of what students should know and be able to do at the START of the school year. In effect, these assessments measure 3rd grade end-of-year skills and 7th grade end-of-year skills.

Note: The above percentages represent the actual number of multiple choice and constructed response test items. However, because they are weighted differently, multiple choice items represent 81% of the score points.

Performance Levels and AYP

Performance levels used during the 2006–07 year	Minimal, Basic, Proficient, Advanced
Test used for AYP determination	Wisconsin Knowledge Concepts Examination (WKCE)
Performance level used for AYP	Proficient
Other tests used for AYP determination	—
Test used for state accountability	Wisconsin Knowledge Concepts Examination (WKCE)
Performance level used for state accountability	Proficient
First implementation of performance standards for the 2006-07 assessments	The Wisconsin Model Academic Standards (WMAS) were implemented in 1998. In 2004-05 Wisconsin created assessment frameworks that contain elements from the WMAS that are appropriate for state testing. The 2006-07 assessments were based on these assessment frameworks.
Additional information about performance levels used during the 2006–07 academic year	—

Performance Level Descriptors for Meeting Adequate Yearly Progress

<p>Grade 4 Proficient: At the beginning of fourth grade, students performing at the Proficient level communicate mathematical ideas used to solve problems using written, numerical, and symbolic reasoning. Students apply place value concepts to order four-digit numbers, use basic multiplication facts to solve one-step problems, and identify a fractional part of a set. Students compare the attributes of two-dimensional shapes, predict the results of single motion transformations (slide, flip, turn) involving two-dimensional shapes, and locate and plot points on a first quadrant coordinate grid. Students measure objects using US customary and metric systems of measurement and estimate measurement with non-standard units. Students identify bar graphs that display identical information from tally charts and compare data from tally charts and bar graphs. They recreate numeric patterns and find a missing variable to balance simple equations. URL: http://www.dpi.wi.gov/oea/pdf/M04Brief1.pdf</p>	<p>Grade 8 Proficient: At the beginning of eighth grade, students performing at the Proficient level explain ideas and reason using mathematical terminology, numbers, symbols, graphs or diagrams. Students add, subtract, and multiply mixed numbers and fractions with unlike denominators. Students determine supplementary and complimentary angles, solve problems involving similar figures, and locate and plot coordinates of a transformation on a four quadrant coordinate plane. They use appropriate tools of measurement to measure to the nearest 1/8 inch or millimeter, solve problems involving area, perimeter, and circumference of two-dimensional objects, and find the volume of rectangular prisms. They interpret and compare data contained in double bar graphs and determine the probability of one or two dependent or independent events. They extend functional relationships, solve equations without a calculator, and evaluate algebraic expressions with exponents. URL: http://www.dpi.wi.gov/oea/pdf/M08Brief1.pdf</p>
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Accommodation Differences between NAEP and the Main State Test

State accommodations not on NAEP	Read questions and content aloud in simplified English, in English as written, or in the native language. Explain/clarify directions in native language or English. Provide both oral and written directions either in native language or English, including audio-taped directions. Provide audio recording of test items in English that is linguistically clarified for words not related to content. Provide audio recording of test items in native language. Use communication device to indicate responses. Allow students to respond (or in writing) in native language and a translator records (or translates) student response in English. Allow students in grades 3 and 4 to use a calculator on all sections except sections measuring computation skills.
NAEP accommodations not on state assessment	—

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 2005-06 the state changed its test to a customized (for WI) Mathematics test. In 2004-05, the Mathematics test was a TerraNova test with augmented items. The state used equipercetile equating between the old and new scales in order to keep the meaning of "proficient" the same.

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

Yes. Wisconsin is able to confirm that results between the 2004-05 and 2006-07 assessments are directly comparable. It must be understood that, while the scales for the test changed when a completely customized test was developed, equipercentile equating was used between those years in order to maintain the definition of proficient and allow the state to continue to track trends.

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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