

## 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                             |

# Wyoming

## Proficiency Assessments for Wyoming Students (PAWS)

| 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>     |           |        |               |   |   |   |   |   |   |   |   |   |    |    |                           |               |                        |                       |                      |       |
| PAWS               | Regular   | CRT    |               |   |   | √ | √ | √ | √ | √ | √ |   |    | √  |                           | √             |                        |                       |                      | [2]   |
| PAWS-ALT           | Alternate | CRT    |               |   |   | √ | √ | √ | √ | √ | √ |   |    | √  |                           | √             |                        |                       |                      | [2]   |
| <b>Writing</b>     |           |        |               |   |   |   |   |   |   |   |   |   |    |    |                           |               |                        |                       |                      |       |
| PAWS               | Regular   | CRT    |               |   |   | √ | √ | √ | √ | √ | √ |   |    | √  |                           | √             |                        |                       |                      | [2]   |
| PAWS-ALT           | Alternate | CRT    |               |   |   | √ | √ | √ | √ | √ | √ |   |    | √  |                           | √             |                        |                       |                      | [2]   |
| <b>Mathematics</b> |           |        |               |   |   |   |   |   |   |   |   |   |    |    |                           |               |                        |                       |                      |       |
| PAWS               | Regular   | CRT    |               |   |   | √ | √ | √ | √ | √ | √ |   |    | √  |                           | √             |                        |                       |                      | [2]   |
| PAWS-ALT           | Alternate | CRT    |               |   |   | √ | √ | √ | √ | √ | √ |   |    | √  |                           | √             |                        |                       |                      | [2]   |
| <b>Science [3]</b> |           |        |               |   |   |   |   |   |   |   |   |   |    |    |                           |               |                        |                       |                      |       |
| PAWS               | Regular   | CRT    |               |   |   |   | √ |   |   |   | √ |   |    | √  |                           | √             |                        |                       |                      | [2]   |
| PAWS-ALT           | Alternate | CRT    |               |   |   |   | √ |   |   |   | √ |   |    | √  |                           | √             |                        |                       |                      | [2]   |

- 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.
- Local Education Agencies (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. LEAs are required to include state assessments results as input to their district assessment systems for accreditation.
- Science assessments for both PAWS and PAWS-ALT during school year 2006-07 represented field testing only. Operational assessments of science in Wyoming will commence during school year 2007-08.

## 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?                              | In school year 2006-07, Wyoming provided an early testing window opportunity during January by subtest in each subject area for grades three through eight. Students who performed well were able to bank the scores and were not required to repeat the subtest(s) for which the score was banked during the official testing window in April. Students who did not perform well had an opportunity to take a parallel form of any subtest during the official April testing window. |
| 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                                       | Below Basic, Basic, Proficient, Advanced   |
| Test used for AYP determination   | State CRTs (PAWS and PAWS-ALT)   |
| Performance level used for AYP  | Proficient   |
| Other tests used for AYP determination  | PAWS-ALT results (as denoted in the fields above, along with the general PAWS) are used for AYP determinations. The Proficient performance level is determined by alternate achievement standards.   |
| Test used for state accountability  | State CRTs (PAWS and PAWS-ALT)   |
| Performance level used for state accountability                                       | Proficient   |
| First implementation of performance standards for the 2006-07 assessments             | The state content and performance standards for Reading were accepted by the Wyoming State Board of Education in July 2003, and first implemented for PAWS during the 2005-06 school year.<br>URL: <a href="http://www.k12.wy.us/SAA/standards.asp">http://www.k12.wy.us/SAA/standards.asp</a> |
| Additional information about performance levels used during the 2006–07 academic year | —  |

**Performance Level Descriptors for Meeting Adequate Yearly Progress**

|  |  |
|--|--|
| <p>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.</p> | <p>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 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.</p> |
|--|--|

**Accommodation Differences between NAEP and the Main State Test**

|   |  |
|---|--|
| 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. Student uses a tape recorder to record test responses rather than writing on a paper. 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.<br>URL: <a href="http://www.k12.wy.us">http://www.k12.wy.us</a> |
| 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 |
|--------------|-------------------|--------------------|------------------------------------|--------------------------|------------------------------------|------------------------------------|-------------------------------|------------------------------|------------------------|--------------------------|------------------------|
| √            |                   | √                  | √                                  | √                        | √                                  |                                    | √                             | √                            | √                      | √                        |                        |

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## 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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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.

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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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The Wyoming 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 PAWS 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. As populations are characterized by variability among individuals, a result of both intrinsic differences among individuals and environmental effects on individual performance, results of the matrix sampling scheme cannot be compared over time to current testing results.

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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 | 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?                              | In school year 2006-07, Wyoming provided an early testing window opportunity during January by subtest in each subject area for grades three through eight. Students who performed well were able to bank the scores and were not required to repeat the subtest(s) for which the score was banked during the official testing window in April. Students who did not perform well had an opportunity to take a parallel form of any subtest during the official April testing window. |
| 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                                       | Below Basic, Basic, Proficient, Advanced   |
| Test used for AYP determination   | State CRTs (PAWS and PAWS-ALT)   |
| Performance level used for AYP  | Proficient   |
| Other tests used for AYP determination  | PAWS-ALT results (as denoted in the fields above, along with the general PAWS) are used for AYP determinations. The Proficient performance level is used for both the general and alternate assessments in determining AYP and state accountability.   |
| Test used for state accountability  | State CRTs (PAWS and PAWS-ALT)   |
| Performance level used for state accountability                                       | Proficient   |
| First implementation of performance standards for the 2006-07 assessments             | The state content and performance standards for Mathematics were accepted by the Wyoming State Board of Education in July 2003, and first implemented for PAWS during the 2005-06 school year.<br>URL: <a href="http://www.k12.wy.us/SA/standards.asp">http://www.k12.wy.us/SA/standards.asp</a> |
| Additional information about performance levels used during the 2006–07 academic year | —  |

**Performance Level Descriptors for Meeting Adequate Yearly Progress**

|  |  |
|--|--|
| <p>Grade 4 Proficient: Students know basic addition, subtraction, and multiplication facts; add and subtract 4-digit numbers and multiply hundreds by single digit; recognize relations among coins and bills; use U.S. customary units in measurement; measure elapsed time; and read information from charts and graphs. Further, students performing at a proficient level meet the acceptable standard for the fourth grade by demonstrating solid performance or understanding of problem solving including: completing tasks involving more than a single processing step; combining different pieces of information; interpreting different representations; recognizing which elements are important and how they relate to one another; working with given mathematical representations; and carrying out a sequence of processing steps to produce a solution.</p> | <p>Grade 8 Proficient: Students operate with factors, multiples and powers up to 5 of a given whole number; represent and apply numbers in a variety of equivalent forms (such as changing from percent to decimal to fractions); solve one step linear equations using variables (i.e. unknown quantity, letter, or symbol); estimate and convert U.S. customary and metric units in measurement; calculate perimeter, area, circumference, surface area, and volume; classify and measure lines and angles; make decisions based on information drawn from data within a variety of displays (graphs, tables, diagrams); and use logical reasoning to solve problems. Further, students performing at a proficient level meet the acceptable standard for the eighth grade by demonstrating solid performance or understanding of problem solving including: completing tasks involving more than a single processing step; combining different pieces of information; interpreting different representations; recognizing which elements are important and how they relate to one another; working with given mathematical representations and carrying out a sequence of processing steps to produce a solution.</p> |
|--|--|

**Accommodation Differences between NAEP and the Main State Test**

|  |  |
|--|--|
| <p>State accommodations not on NAEP</p>            | <p>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. Student uses a tape recorder to record test responses rather than writing on a paper. 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.<br/>URL: <a href="http://www.k12.wy.us">http://www.k12.wy.us</a></p> |
| <p>NAEP accommodations not on state assessment</p> | <p>Bilingual booklets.</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 |
|--------------|-------------------|--------------------|------------------------------------|--------------------------|------------------------------------|------------------------------------|-------------------------------|------------------------------|------------------------|--------------------------|------------------------|
| √            |                   | √                  | √                                  | √                        | √                                  |                                    | √                             | √                            | √                      | √                        |                        |

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**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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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.

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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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The Wyoming 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 PAWS 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. As populations are characterized by variability among individuals, a result of both intrinsic differences among individuals and environmental effects on individual performance, results of the matrix sampling scheme cannot be compared over time to current testing results.

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