

# A Profile of State Assessment Programs 2009

Since 2003, the National Center for Education Statistics (NCES) has supported research that compares the proficiency standards of the National Assessment of Educational Progress (NAEP) with those of individual states. State assessments are placed onto a common scale defined by NAEP, which allows states' proficiency standards to be compared not only to NAEP, but also to each other.<sup>1</sup> While the mapped NAEP equivalent scores of state standards are useful in determining the relative rigor of states' 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 Adequate Yearly Progress (AYP) standards, and the standard-setting process.

In 2007, in collaboration with the Education Information Management Advisory Consortium (EIMAC)—Task Force on Assessment of the Council of Chief State School Officers—NCES conducted a survey of state assessment programs to gain contextual information about the states' assessment programs in 2006–07 and to note changes in their assessments between the 2004–05 and 2006–07 school years that could affect the interpretation of the mapping results. The NAEP State Coordinator in every state was asked to provide information about the state's testing program through an online survey. After this information was verified and confirmed by the NAEP State Coordinator of each state, it was summarized in individual state profiles.<sup>2</sup> These profiles were designed in collaboration with a panel of NAEP State Coordinators.

In support of the 2009 Mapping Study, NAEP State Coordinators were asked by NCES to update the information collected on their state assessment program in 2007. Following similar verification steps, the information was summarized into profiles to provide a concise snapshot of all state assessment programs in the 2008–09 school year. Each profile presents information on the grades and subjects tested during the 2008–09 year, state performance levels and performance level descriptors, the composition of main state assessments, and changes to the state assessments between 2006–07 and 2008–09.

A sample profile is shown below. Information on the state assessment programs is presented in nine blocks. The first block combines all subjects. The remaining blocks (2–9) are presented twice, once for Reading/Language Arts and then for Mathematics. The example that follows is for Reading/Language Arts only. Some answers may have been edited for consistency or for space limitations; however, the substance of all answers is unchanged from what states provided to the NAEP State Coordinators. All web addresses in these profiles were verified on May 15, 2011. In any block, the symbol “—” indicates that a state's information was either not provided (for example, if there is no information on performance level descriptors of an alternate assessment for meeting AYP) or not applicable (for example, if the information relates to the proportion of the test score from short constructed response items, but the test does not use short constructed response items).

---

<sup>1</sup> Documents that discuss the research on NAEP and state proficiency standards are available at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/>.

<sup>2</sup> The 2007 State Profiles are available at: [http://nces.ed.gov/nationsreportcard/studies/statemapping/profile\\_standards\\_2007.asp](http://nces.ed.gov/nationsreportcard/studies/statemapping/profile_standards_2007.asp).

**Block 1** summarizes information about each state’s testing program: the name of the program, the different tests, the type and format of each test, the grades and subjects tested, and the tests’ purpose. States were asked to enter up to four tests in Mathematics, English Language Arts, Reading, and Science. Response options for test type were: regular, alternate, modified, and portfolio assessments.<sup>3</sup> Response options for test format were: criterion-referenced (CRT), norm-referenced (NRT), combination CRT/NRT, and other formats. Response options for test purpose were: instructional, student accountability, school accountability, staff accountability, and other. Additional information provided by NAEP State Coordinators summarizing their states’ tests and test purposes is included at the end of the block. An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block1.asp>.

Block 1		Example State																			
		State Assessment and Accountability Program (SAAP)																			
		Test		Grades Tested												Test Purpose <sup>1</sup>					
Component		Type	Format	K	1	2	3	4	5	6	7	8	9	10	11	12	Instructional	Student Accountability	School Accountability	Staff Accountability	Other
<b>Language Arts</b>																					
Comprehensive Assessments of State Students (CASS)		Regular	CRT		√	√	√	√	√	√	√	√	√	√			√		√		
CASS - Alternate (CASS-Alt)		Alternate	CRT	√			√	√	√	√	√	√	√	√			√		√		
<b>Mathematics</b>																					
CASS		Regular	CRT		√	√	√	√	√	√	√	√	√	√			√		√		
CASS-Alt		Alternate	CRT	√			√	√	√	√	√	√	√	√			√		√		
<b>Science</b>																					
CASS		Regular	CRT						√		√				√		√		√		
CASS-Alt		Alternate	CRT						√		√				√		√		√		

<sup>1</sup> 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.

<sup>3</sup> For reference, definitions of different types of assessments are available at the National Center on Educational Outcomes (NCEO) website, at: <http://www.cehd.umn.edu/NCEO/TopicAreas/AlternateAssessments/altAssessTopic.htm>.

**Block 2** summarizes information about the composition of the main state assessments in 2008–09 for grades 4 and 8 in Reading/Language Arts and Mathematics. It shows the number of items for each type of question and each type’s respective weight in the final score. If the state indicated that an item type was not used, the type’s weight is indicated by “—.” An accessible table containing the information in this block can be found at:

<http://nces.ed.gov/nationsreportcard/studies/statemapping/block2.asp> .

**Block 3** includes additional information about the timing of the assessments and whether assessments measured skills acquired only in prior grades. An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block3.asp>.

**Block 4** summarizes information about the assessments and performance levels used by the state in 2008–09 for state accountability for grades 4 and 8 in Reading/Language Arts and Mathematics, as well as the assessments and performance levels used to determine AYP. The symbol “—” indicates that the information was not provided (e.g., if the state did not provide additional information about performance levels used during the 2008–09 academic year). An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block4.asp>.

<b>Example State</b>		<b>Reading/Language Arts</b>									
<b>Block 2</b>	<b>Composition of the Main Reading/Language Arts Test in 2008–09</b>										
	Multiple Choice		Short Constructed Response		Extended Constructed Response		Performance Tasks		Other		
	Number of Items	Proportion of Score	Number of Items	Proportion of Score	Number of Items	Proportion of Score	Number of Items	Proportion of Score	Number of Items	Proportion of Score	
<b>Grade 4</b>	24	50%	0	—	3	50%	0	—	0	—	
<b>Grade 8</b>	24	50%	0	—	3	50%	0	—	0	—	
<b>Block 3</b>	<b>Administration of the Main Reading/Language Arts Test in 2008–09</b>										
	Were any of the 2008–09 assessments used for AYP reporting for grades 4 or 8 administered in the fall 2008?						No.				
<b>Block 4</b>	<b>Performance Levels and AYP</b>										
	Performance levels used during the 2008–09 year						Below Basic, Basic, Proficient, and Advanced				
	Test used for AYP determination						Comprehensive Assessments of State Students (CASS)				
	Performance level used for AYP						Proficient				
	Other tests used for AYP determination						CASS-Alt assessments are used in AYP determination.				
	Test used for state accountability						CASS				
	Performance level used for state accountability						Proficient				
	First implementation of performance standards for the 2008–09 assessments						2005–06 school year				
Additional information about performance levels used during the 2008–09 academic year						—					

**Block 5** provides the performance level descriptors used for meeting AYP in 2008–09 assessments for grades 4 and 8 in Reading/Language Arts and Mathematics. The descriptors correspond to the proficient performance level as it is defined by each state. A web address is included if the state provided a link. An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block5.asp>.

**Block 6** lists the performance level descriptors used for meeting AYP in 2008–09 alternate assessments for grades 4 and 8 in Reading/Language Arts and Mathematics. The descriptors correspond to the proficient performance level as it is defined by each state. A “—” indicates that the state did not provide performance level descriptors. A web address is included if the state provided a link. An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block6.asp>.

	Example State	Reading/Language Arts
<b>Block 5</b>	<p><b>Performance Level Descriptors for Meeting Adequate Yearly Progress</b></p> <p><b>Grade 4:</b> Students performing at the Proficient level demonstrate a fundamental understanding of what they read by applying various strategies when reading textual/informational, functional, and literary/recreational materials. To some degree these students use various skills and strategies, including demonstrating a knowledge of sentence structure, making inferences, and distinguishing fiction from nonfiction. They recognize some literary elements and devices including characters, similes, and important details as they read literary/recreational text. As a part of understanding informational/textual and functional materials, students at this level are beginning to locate information, identify important details, use sentence structure, and distinguish fact from fiction. Their vocabulary knowledge includes recognition of some antonyms, synonyms, and some use of structural analysis skills.</p> <p>Performance level descriptors are available online at  <a href="http://www.STDOE.st.gov/pdf/AchievementLevelsGrade4.pdf">http://www.STDOE.st.gov/pdf/AchievementLevelsGrade4.pdf</a></p>	<p><b>Grade 8:</b> Students performing at the Proficient level utilize strategies to make inferences to determine bias or theme and use specific context clues to determine some word meanings. They can distinguish among characteristics of some types of poetry such as ballads, epics, haikus, limericks, and lyrics. They often identify literary elements and can describe their impact on setting, mood, characterization, or theme. These students also are able to identify the elements of plot.</p>
<b>Block 6</b>	<p><b>Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress</b></p> <p><b>Grade 4:</b> A fourth-grade student performing at the Proficient level on the Example State Extended Standards in Reading demonstrates fundamental knowledge that meets the extended standards in multiple phoneme words, reading simple sentences, synonyms, literary elements (main characters and details), and letter blends. This knowledge might be demonstrated at different complexity levels and with varying degrees of assistance.</p> <p>Performance level descriptors are available online at:  <a href="http://www.STDOE.st.gov/pdf/AchievementLevels.pdf">http://www.STDOE.st.gov/pdf/AchievementLevels.pdf</a></p>	<p><b>Grade 8:</b> —</p>

**Block 7** presents changes to the main state assessment in Reading/Language Arts and Mathematics between the 2006–07 and 2008–09 school years. Each state self-reported whether the changes to its assessment were significant or not. For many states, additional information about the changes is included in a note below the block. An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block7.asp>.

**Block 8** provides information about the comparability of the state assessments between 2006–07 and 2008–09. Specifically, it is the answer given to the survey question “Are the reported 2008–09 state assessment results for grades 4 and 8 Reading or Mathematics directly comparable with the 2006–07 reported results?” Each state self-reported whether its 2006–07 and 2008–09 assessments were comparable or not. An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block8.asp>.

**Block 9** provides additional information about changes to the state assessment, inclusion policies, or administration of the state assessment between 2006–07 and 2008–09 that would have an impact on the ability to compare outcomes over time. An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block9.asp>.

Example State		Reading/Language Arts										
<b>Block 7</b>	<b>Changes to State Assessments Between 2006–07 and 2008–09</b>											
		No Significant Changes	Changed Cut Scores	Changed The Period 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	Other Changes
	Grade 4	√									•	
	Grade 8	√									•	
<b>Block 8</b>	<b>Are the reported 2008–09 state assessment results for grades 4 and 8 directly comparable with the 2006–07 reported results?</b>											
	Yes, they can be compared. The testing contractors changed but the test and scales did not change.											
<b>Block 9</b>	<b>Are there differences in the administration of assessments or in the reporting of outcomes between 2006–07 and 2008–09 due to policy or legislative changes having an impact on the ability to compare outcomes over time?</b>											
	None.											

## Source

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Survey of State Assessment Program Characteristics.

## Glossary

AYP	Adequate Yearly Progress
CRT	Criterion-Referenced Test
ECA	End-of-Course Assessments
ELA	English Language Arts
ELP	English Language Proficiency
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/10	Stanford Achievement Test – Tenth Edition
SEA	State Education Agency

# Arkansas

## Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)

Component	Test		Grades Tested													Test Purpose <sup>1</sup>				
	Type	Format	K	1	2	3	4	5	6	7	8	9	10	11	12	Instructional	Student Accountability	School Accountability	Staff Accountability	Other
<b>Language Arts [2]</b>																				
Stanford Achievement Test (Stanford 10)	Regular	NRT		√	√	√	√	√	√	√	√	√				√				
Metropolitan Achievement Test (MAT)	Regular	NRT	√													√				
Arkansas Augmented Benchmark Examination	Regular	CRT/NRT				√	√	√	√	√	√					√	√	√		
Grade 11 Literacy	Regular	CRT												√		√	√			
<b>Mathematics [3]</b>																				
Stanford Achievement Test (Stanford 10)	Regular	NRT		√	√	√	√	√	√	√	√	√				√				
Metropolitan Achievement Test (MAT)	Regular	NRT	√													√				
Arkansas Augmented Benchmark Examination	Regular	CRT/NRT				√	√	√	√	√	√					√	√	√		
End-of-Course Algebra I and End-of-Course Geometry [4]	Regular	CRT/NRT										√	√	√	√	√	√	√		

(continued)

# Arkansas

## Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)

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>Science</b>																				
Stanford Achievement Test (Stanford 10)	Regular	NRT						√		√						√				
End-of-Course Biology [5]	Regular	CRT											√			√	√	√		
Alternate Portfolio	Alternate	CRT						√		√			√					√		
Arkansas Augmented Benchmark Examination	Regular	CRT/NRT						√		√						√	√	√		

- <sup>1</sup> 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.
- <sup>2</sup> Alternate: portfolio assessment, CRT, instructional, student, and school Accountability, grade 11.
- <sup>3</sup> End-of-Course Geometry: regular, combination CRT/NRT, instructional, student accountability, school accountability, grade 10. The test is administered at the completion of the course; therefore it is possible to take this assessment in a different grade. Alternate: portfolio assessment, CRT, school accountability, grades 3–9.
- <sup>4</sup> Algebra I and Geometry are two different tests. Each is taken at the completion of the corresponding course. Grade depends upon which grade the student is in at the time the course is taken.
- <sup>5</sup> The majority of students take End-of-Course Biology in grade 10. The test is administered at the completion of the course; therefore it is possible to take this assessment in a different grade.

## Composition of the Main Reading/Language Arts Test in 2008–09

	Multiple Choice		Short Constructed Response		Extended Constructed Response		Performance Tasks		Other	
	Number of Items	Proportion of Score	Number of Items	Proportion of Score	Number of Items	Proportion of Score	Number of Items	Proportion of Score	Number of Items	Proportion of Score
Grade 4	24	50%	0	—	3	50%	0	—	0	—
Grade 8	24	50%	0	—	3	50%	0	—	0	—

## Administration of the Main Reading/Language Arts Test in 2008–09

Were any of the 2008–09 assessments used for AYP reporting for grades 4 or 8 administered in the fall of 2008?	No.
--	-----

## Performance Levels and AYP

Performance levels used during the 2008–09 year	Below Basic, Basic, Proficient, and Advanced
Test used for AYP determination	State CRT
Performance level used for AYP	Proficient
Other tests used for AYP determination	Alternate Learning Portfolio Assessments are used during AYP determination.
Test used for state accountability	State CRT
Performance level used for state accountability	Proficient
First implementation of performance standards for the 2008–09 assessments	2005–06 school year
Additional information about performance levels used during the 2008–09 academic year	—

### Performance Level Descriptors for Meeting Adequate Yearly Progress

**Grade 4:** In the area of Reading, fourth-grade students performing at the proficient level demonstrate an overall understanding of the text, providing inferential, as well as literal, information. When reading text appropriate to fourth grade, they are able to extend ideas in the text by making inferences, drawing conclusions, and making connections to their own experience. The connections between the text and what the students infer are clear. Specifically, when reading literary text, proficient-level fourth-graders (a) summarize the story; (b) draw conclusions about the characters or plot; and (c) recognize relationships such as cause and effect. When reading informational text, proficient-level students (a) summarize the information and identify the author's intent or purpose; (b) draw reasonable conclusions from the text, recognize relationships such as cause and effect or similarities and differences; and (c) identify the meaning of the selection's key concepts. In the area of writing, fourth-grade students performing at the proficient level demonstrate reasonable control over the features in the five writing domains. In the area of writing, fourth-grade students at this level (a) create an effective response to the task in form, content, and language; (b) demonstrate an awareness of the intended audience; (c) use effective organization appropriate to the task; (d) use sufficient elaboration to clarify and enhance the central idea; (e) use language appropriate to the task and intended audience; and (f) have few errors in spelling, grammar, punctuation, and capitalization that interfere with communication.

Performance level descriptors are available online at:

<http://arkedu.state.ar.us/commemos/static/fy0506/2750.html>

**Grade 8:** Eighth-grade students performing at the proficient level show an overall understanding of the text, including inferential, as well as literal, information. When reading text appropriate to eighth grade, they extend the ideas in the text by making clear inferences from it, by drawing conclusions, and by making connections to their own experiences, including other reading experiences. Proficient eighth graders identify some of the devices authors use in composing text. In the area of reading, eighth-grade students performing at the proficient level (a) show an overall understanding of the text, including inferential, as well as literal, information; (b) extend the ideas in the text by making clear inferences, by drawing conclusions, and by making connections to their own experiences, including other reading experiences; (c) analyze some of the devices authors use in composing text; and (d) select and analyze a variety of information from various sources. In the area of writing, eighth-grade students performing at the proficient level demonstrate reasonable control over the features in the five writing domains. In the area of writing, eighth-grade students at this level (a) create an effective response to the task in form, content, and language consistent with audience and purpose; (b) express analytical, critical, and/or creative thinking; (c) have logical and observable organization appropriate to the task; (d) show effective use of transitional elements; (e) use sufficient elaboration to clarify and enhance the central idea; (f) use language (e.g., variety of word choice and sentence structure) appropriate to the task; (g) demonstrate sufficient command of spelling, grammar, punctuation, and capitalization to communicate with the reader; and (h) use some strategies such as analogies, illustrations, examples, anecdotes, and figurative language.

Performance level descriptors are available online at:

<http://arkedu.state.ar.us/commemos/static/fy0506/2750.html>

### Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress

**Grade 4:** Performance level descriptors are available online at:

[http://arkedu.state.ar.us/commemos/static/fy0506/attachments/Alternate\\_Assessments\\_Cut\\_Scores\\_and\\_PLDs.doc](http://arkedu.state.ar.us/commemos/static/fy0506/attachments/Alternate_Assessments_Cut_Scores_and_PLDs.doc)

**Grade 8:** Performance level descriptors are available online at:

[http://arkedu.state.ar.us/commemos/static/fy0506/attachments/Alternate\\_Assessments\\_Cut\\_Scores\\_and\\_PLDs.doc](http://arkedu.state.ar.us/commemos/static/fy0506/attachments/Alternate_Assessments_Cut_Scores_and_PLDs.doc)

**Changes to State Assessments Between 2007 and 2009**

	No Significant Changes	Changed Cut Scores	Changed The Period 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	Other Changes
Grade 4	√									√	
Grade 8	√									√	

**Are the reported 2008–09 state assessment results for grades 4 and 8 directly comparable with the 2006–07 reported results?**

Yes, they can be compared. The testing contractor changed but the scales did not change.

**Are there differences in the administration of assessments or in the reporting of outcomes between 2006–07 and 2008–09 due to policy or legislative changes having an impact on the ability to compare outcomes over time?**

None.

## Composition of the Main Mathematics Test in 2008–09

	Multiple Choice		Short Constructed Response		Extended Constructed Response		Performance Tasks		Other	
	Number of Items	Proportion of Score	Number of Items	Proportion of Score	Number of Items	Proportion of Score	Number of Items	Proportion of Score	Number of Items	Proportion of Score
<b>Grade 4</b>	40	50%	0	—	5	50%	0	—	0	—
<b>Grade 8</b>	40	50%	0	—	5	50%	0	—	0	—

## Administration of the Main Mathematics Test in 2008–09

Were any of the 2008–09 assessments used for AYP reporting for grades 4 or 8 administered in the fall of 2008?	No.
--	-----

## Performance Levels and AYP

Performance levels used during the 2008–09 year	Below Basic, Basic, Proficient, and Advanced
Test used for AYP determination	State CRT
Performance level used for AYP	Proficient
Other tests used for AYP determination	Alternate Learning Portfolio Assessments are used during AYP determination.
Test used for state accountability	State CRT
Performance level used for state accountability	Proficient
First implementation of performance standards for the 2008–09 assessments	2005–06 school year
Additional information about performance levels used during the 2008–09 academic year	—

### Performance Level Descriptors for Meeting Adequate Yearly Progress

**Grade 4:** Fourth-grade students performing at the proficient level consistently apply integrated procedural knowledge and conceptual understanding to problem-solving in the five Mathematics content strands. Fourth-grade students performing at this level (a) use whole numbers to estimate, compute, and determine whether results are reasonable; (b) have a conceptual understanding of fractions, decimals, and percents and their relationships; (c) are able to solve real-world problems in all the Mathematics content strands; (d) when directed to do so, accurately use four-function calculators, rulers, geometric shapes, and other technologies; (e) employ problem-solving strategies, such as identifying and using appropriate information; and (f) organize and present written solutions with both supporting information and explanations of how they were achieved.

Performance level descriptors are available online at:

<http://arkedu.state.ar.us/commemos/static/fy0506/2750.html>

**Grade 8:** Eighth-grade students performing at the proficient level apply mathematical concepts and procedures consistently to complex problems in the five Mathematics content strands. Eighth-grade students performing at this level (a) can conjecture and defend their ideas and give supporting examples; (b) understand the connections between fractions, percents, decimals, and other mathematical topics, such as algebra and functions; (c) have a thorough understanding of basic-level arithmetic operations—an understanding sufficient for problem solving in practical situations; (d) are familiar with quantity and spatial relationships in problem solving and reasoning; (e) convey underlying reasoning skills beyond the level of arithmetic; (f) compare and contrast mathematical ideas and generate their own examples; (g) make inferences from data and graphs; (h) apply properties of informal geometry; (i) accurately use the tools of technology; and (j) understand the process of gathering and organizing data and are able to calculate, evaluate, and communicate results within the domain of statistics and probability.

Performance level descriptors are available online at:

<http://arkedu.state.ar.us/commemos/static/fy0506/2750.html>

### Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress

**Grade 4:** Performance level descriptors are available online at:

[http://arkedu.state.ar.us/commemos/static/fy0506/attachments/Alternate\\_Assessments\\_Cut\\_Scores\\_and\\_PLDs.doc](http://arkedu.state.ar.us/commemos/static/fy0506/attachments/Alternate_Assessments_Cut_Scores_and_PLDs.doc)

**Grade 8:** Performance level descriptors are available online at:

[http://arkedu.state.ar.us/commemos/static/fy0506/attachments/Alternate\\_Assessments\\_Cut\\_Scores\\_and\\_PLDs.doc](http://arkedu.state.ar.us/commemos/static/fy0506/attachments/Alternate_Assessments_Cut_Scores_and_PLDs.doc)

**Changes to State Assessments Between 2007 and 2009**

	No Significant Changes	Changed Cut Scores	Changed The Period 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	Other Changes
Grade 4	√									√	
Grade 8	√									√	

**Are the reported 2008–09 state assessment results for grades 4 and 8 directly comparable with the 2006–07 reported results?**

Yes, they can be compared. The testing contractor changed but the scales did not change.

**Are there differences in the administration of assessments or in the reporting of outcomes between 2006–07 and 2008–09 due to policy or legislative changes having an impact on the ability to compare outcomes over time?**

None.