

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.¹ 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.² 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).

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

² The 2007 State Profiles are available at: 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.³ 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)																		
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
Language Arts																				
Comprehensive Assessments of State Students (CASS)		Regular	CRT		√	√	√	√	√	√	√	√	√				√		√	
CASS - Alternate (CASS-Alt)		Alternate	CRT	√			√	√	√	√	√	√	√				√		√	
Mathematics																				
CASS		Regular	CRT		√	√	√	√	√	√	√	√	√				√		√	
CASS-Alt		Alternate	CRT	√			√	√	√	√	√	√	√				√		√	
Science																				
CASS		Regular	CRT							√		√					√		√	
CASS-Alt		Alternate	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.

³ 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>.

Example State		Reading/Language Arts									
Block 2	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	—	
Block 3	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 2008?						No.				
Block 4	Performance Levels and AYP										
	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
Block 5	<p>Performance Level Descriptors for Meeting Adequate Yearly Progress</p> <p>Grade 4: 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 http://www.STDOE.st.gov/pdf/AchievementLevelsGrade4.pdf</p>	<p>Grade 8: 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>
Block 6	<p>Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress</p> <p>Grade 4: 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: http://www.STDOE.st.gov/pdf/AchievementLevels.pdf</p>	<p>Grade 8: —</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

Block 7

Changes to State Assessments Between 2006–07 and 2008–09

	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	√									•	

Block 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 contractors changed but the test and scales did not change.

Block 9

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.

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

Connecticut

Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT)

Component	Test		Grades Tested												Test Purpose ¹					
	Type	Format	K	1	2	3	4	5	6	7	8	9	10	11	12	Instructional	Student Accountability	School Accountability	Staff Accountability	Other
Reading [2]																				
CMT Reading Comprehension	Regular	CRT				√	√	√	√	√	√					√		√		
CMT Degrees of Reading Power	Regular	NRT				√	√	√	√	√	√					√		√		
CAPT Response to Literature	Regular	CRT											√			√	√	√		
CAPT Reading for Information	Regular	CRT											√			√	√	√		
Mathematics [2]																				
CMT Mathematics	Regular	CRT				√	√	√	√	√	√					√		√		
CAPT Mathematics [3]	Regular	CRT											√			√	√	√		
CMT Skills Checklist-Mathematics	Alternate	CRT				√	√	√	√	√	√					√		√		
CAPT Skills Checklist-Mathematics	Alternate	CRT											√			√		√		

(continued)

Connecticut

Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT)

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
Science																				
CMT Science	Regular	CRT						√				√				√		√		
CAPT Science	Regular	CRT											√			√	√	√		
CMT Skills Checklist- Science	Alternate	CRT						√				√				√		√		
CAPT Skills Checklist- Science	Alternate	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.
- ² Connecticut offers an alternate assessment for students with significant cognitive impairments in grades 3–8 (CMT Skills Checklist) and grade 10 (CAPT Skills Checklist). In 2008–09 assessments Connecticut introduced (piloted) a modified assessment system, the CMT/CAPT MAS, in the areas of Mathematics and Reading for a subset of students with disabilities. These MAS assessments are based on modified achievement standards. The MAS and the Checklists are criterion-referenced and are used for instructional and school accountability purposes in grades 3–8 and 10.
- ³ Scores on the Connecticut Academic Performance Test (CAPT) are to be used as part of local graduation requirements. However, CAPT performance must not be the sole criterion for graduation.

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	66	80%	8	20%	0	—	0	—	0	—
Grade 8	69	78%	10	22%	0	—	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.
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Performance Levels and AYP

Performance levels used during the 2008–09 year	Below Basic, Basic, Proficient, Goal, and Advanced
Test used for AYP determination	CMT Reading (Combination of DRP and Reading Comprehension)
Performance level used for AYP	Proficient
Other tests used for AYP determination	Results of the Skills Checklist are also included in the AYP calculations. This assessment is reserved for students with significant cognitive impairments (approximately less than one percent of the population). Proficient is the performance level used for AYP.
Test used for state accountability	CMT Reading (Combination of DRP and Reading Comprehension)
Performance level used for state accountability	Goal
First implementation of performance standards for the 2008–09 assessments	June 2005
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 who perform at this level are likely to demonstrate an adequate ability to read and respond to grade-appropriate literary and informational texts with some assistance. Students at this level effectively use some strategies before, during, and after reading to understand and interpret grade-appropriate text. Students at this level demonstrate an adequate ability to analyze words in context to construct meaning from grade-appropriate text.

Performance level descriptors are available online at:

http://www.csde.state.ct.us/public/cedar/assessment/cmt/resources/misc_cmt/performance_level_descriptors_grade4_10-11-06.pdf

Grade 8: Eighth-grade students who perform at this level are likely to demonstrate an adequate ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts with some assistance. Students at this level effectively use some strategies before, during, and after reading to understand and interpret grade-appropriate text. Students at this level demonstrate an adequate ability to analyze words in context to construct meaning from grade-appropriate text.

Performance level descriptors are available online at:

http://www.csde.state.ct.us/public/cedar/assessment/cmt/resources/misc_cmt/performance_level_descriptors_grade8_10-11-06.pdf

Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress

Grade 4: Fourth-grade students who perform at this level complete academic tasks and activities derived from grade four content inconsistently and/or only with prompt support (e.g., a cue, a model, physical guidance, etc.). Students at this level demonstrate a partial ability to:

- Address essential content that has been derived from the fourth-grade Language Arts Curriculum Framework in the area of Reading
- Address essential content that has been derived from the fourth-grade Language Arts Curriculum Framework
- Use reading, listening or viewing skills with grade-level text to indicate what is known (including identifying the topic or main idea) and understood about the text (including what is liked about the text), ask and answer questions.
- Summarize, support and respect others conclusions and judgments about the text
- Make connections to the text (including personal and author experiences)
- Develop new vocabulary
- Explore classical and contemporary texts (including multi-cultural texts)
- Experience texts from many time periods and cultures
- Identify fiction and nonfiction
- Use instructional level material to read and understand words (including sight words).

Grade 8: Eighth-grade students who perform at this level complete academic tasks and activities derived from grade eight content inconsistently and/or only with prompt support (e.g., a cue, a model, physical guidance, etc.) Students at this level demonstrate a partial ability to:

- Address essential content that has been derived from the eighth-grade Language Arts Curriculum Framework
- Use, listening, speaking and/or viewing skills with grade-level text to indicate what is known (including identifying and discussing the topic or main idea)
- Determine reasons for reading the text and make adjustments
- Ask and answer questions
- Discuss how the author's craft engages the reader
- Fully summarize, support and respond appropriately to conclusions and judgments about the text
- Make connections to the text (including personal and author experiences) 8. Explain how characters deal with conflict
- Develop vocabulary
- Compare and contrast classical and contemporary text (including multi-cultural texts)
- Identify fiction and nonfiction
- Evaluate how effectively the author presents a message
- Use instructional level material to read and understand words (including sight words).

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	√										[1]
Grade 8	√										[1]

¹ Some students with disabilities participated in the modified assessment system in 2008–09 assessments.

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

Yes.

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
Grade 4	80	73%	14	22%	2	5%	0	—	0	—
Grade 8	61	42%	34	40%	2	4%	0	—	20	14%

Note: Grade 8 assessment includes gridded items.

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.
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Performance Levels and AYP

Performance levels used during the 2008–09 year	Below Basic, Basic, Proficient, Goal, and Advanced
Test used for AYP determination	CMT Mathematics
Performance level used for AYP	Proficient
Other tests used for AYP determination	Results of the Skills Checklist are also included in the AYP calculations. This assessment is reserved for students with significant cognitive impairments (approximately less than one percent of the population). Proficient is the performance level used for AYP.
Test used for state accountability	CMT Mathematics
Performance level used for state accountability	Goal
First implementation of performance standards for the 2008–09 assessments	June 2005
Additional information about performance levels used during the 2008–09 academic year	—

Performance Level Descriptors for Meeting Adequate Yearly Progress

Grade 4: Generally, fourth-grade students who perform at this level demonstrate adequate knowledge of grade-level content. These students demonstrate adequate conceptual understanding, computational skills and problem-solving skills, as well as an ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to mathematics problems are adequate and include sufficient explanations.

Performance level descriptors are available online at:

http://www.csde.state.ct.us/public/cedar/assessment/cmt/resources/misc_cmt/performance_level_descriptors_grade4_10-11-06.pdf

Grade 8: Generally, eighth-grade students who perform at this level demonstrate adequate knowledge of grade-level content. These students demonstrate adequate conceptual understanding, computational skills and problem-solving skills, as well as an ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to mathematics problems are adequate and include sufficient explanations.

Performance level descriptors are available online at:

http://www.csde.state.ct.us/public/cedar/assessment/cmt/resources/misc_cmt/performance_level_descriptors_grade8_10-11-06.pdf

Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress

Grade 4: Fourth grade students who perform at this level complete academic tasks and activities derived from grade four content inconsistently and/or only with prompt support (e.g., a cue, a model, physical guidance, etc.). Students at this level demonstrate a partial ability to:

- Address essential content that has been derived from the fourth grade Mathematics Curriculum Framework
- Use mathematical relationships to understand patterns in given data
- Use number sentences and symbols to model and solve solutions to simple addition and subtraction story problems (including multi-step problems)
- Use prediction, estimation and measurement skills to solve practical problems
- Use attributes to describe polygons
- Use models to identify multiplication and division fact families
- Solve problems using elapsed time
- Label and add fractional parts using a model
- Sort information using a model
- Order numbers
- Read maps
- Construct a bar graph
- Identify and predict possible outcomes.

Grade 8: Eighth grade students who perform at this level complete academic tasks and activities derived from grade eight content inconsistently and/or only with prompt support (e.g., a cue, a model, physical guidance, etc.). Students at this level demonstrate a partial ability to:

- Use and represent mathematical relationships in different formats (tables, graphs and equations)
- Determine perimeter or area of polygons and whether they are congruent
- Investigate relationships between volumes of solids
- Determine if a measurement is reasonable
- Locate, order and label decimals
- Demonstrate equivalence of fractions, decimals, and percents using models
- Estimate and calculate very large numbers (minimum of 100)
- Interpret summary statistics
- Analyze and make predictions about a large data set (minimum of 25)
- Determine the reasonableness of a conclusion about a set of data
- Solve problems where one variable is the product of another.

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	√										[1]
Grade 8	√										[1]

¹ Some students with disabilities participated in the modified assessment system in 2008–09 assessments.

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

Yes.

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.