

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	Other
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

Georgia

Georgia Student Assessment Program

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																				
Criterion-Referenced Competency Tests (CRCT) [2]	Regular	CRT		√	√	√	√	√	√	√	√					√	√	√	√	
Iowa Tests of Basic Skills (ITBS) [3]	Regular	NRT				√	√	√	√	√	√					√	√	√		
Mathematics [4]																				
Criterion-Referenced Competency Tests (CRCT)	Regular	CRT		√	√	√	√	√	√	√	√					√	√	√	√	
End-of-Course Tests [5]	Regular	CRT										√	√	√	√	√	√	√	√	
Georgia High School Graduation Tests (GHSGT) [6]	Regular	CRT												√	√	√	√	√	√	
Iowa Tests of Basic Skills (ITBS) [7]	Regular	NRT				√	√	√	√	√	√					√	√			

(continued)

Georgia

Georgia Student Assessment Program

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 [8]																				
Criterion-Referenced Competency Tests (CRCT)	Regular	CRT				√	√	√	√	√	√					√	√	√	√	
Georgia High School Graduation Tests (GHSGT) [9]	Regular	CRT												√	√	√	√	√	√	
End-of-Course Tests [10]	Regular	CRT										√	√	√	√	√	√	√	√	
Iowa Tests of Basic Skills (ITBS) [3]	Regular	NRT				√	√	√	√	√	√					√	√			

- 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 ELA and Reading assessments are separate for the CRCT. The Georgia High School Graduation Tests, End-of-Course Tests, Georgia Alternate Assessment (GAA) and Georgia Kindergarten Inventory of Developing Skills (GKIDS) have ELA assessments only.
- ³ The ITBS is an optional assessment.
- ⁴ Other tests: GKIDS: regular, CRT, instructional, student accountability, school and staff accountability, kindergarten;
 GAA: alternate, CRT, instructional, student accountability, school and staff accountability, grades K–8 and 11.
- ⁵ In 2008-09 these EOCT in Mathematics were based on previous curriculum and were given for Algebra I and Geometry. Beginning in fall 2009, the two EOCT Mathematics assessments are based on the new Georgia Performance Standards which is an integrated approach in high school. There are two EOCT: one for Mathematics I which covers Algebra/Geometry/Statistics, and one for Mathematics II which covers Geometry/Algebra II/Statistics.
- ⁶ Students must pass the GHSGT in Mathematics, ELA, Science and Social Studies, as well as a Georgia High School Writing assessment in order to earn a Georgia diploma. Students take the GHSGT for the first time in the spring of their 11th grade year. They have multiple opportunities to pass.
- ⁷ Current Georgia law allows districts the flexibility of choosing whether or not to administer this assessment in the selected grades. If a district decides to administer the ITBS, the state contract allows one grade to be tested in bands 3–5 and one grade in bands 6–8.
- ⁸ Other tests: GKIDS: regular, CRT, instructional, student accountability, school and staff accountability, kindergarten;
 GAA: alternate, CRT, instructional, student accountability, school and staff accountability, grades 3–8, and 11
- ⁹ The GHSGT in Science is a graduation requirement and must be passed in order to earn a high school diploma.
- ¹⁰ EOCTs are given in Physical Science and Biology.

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	40	100%	0	—	0	—	0	—	0	—
Grade 8	40	100%	0	—	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. The CRCT are administered in the spring (April - May) of each school year. The GHSGT are administered to eleventh-grade first-time test takers in the spring (March). Both assessments are used in AYP determinations for that school year.
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Performance Levels and AYP

Performance levels used during the 2008–09 year	Does Not Meet Standards, Meets Standards, and Exceeds Standards
Test used for AYP determination	Criterion-Referenced Competency Tests (CRCT)
Performance level used for AYP	Meets Standards
Other tests used for AYP determination	The Georgia High School Graduation Tests (GHSGT) are used for AYP determination for high schools and the Georgia Alternate Assessment (GAA) is the AYP determination for the most severely cognitively impaired students for elementary, middle, and high schools. On the GHSGT - ELA, the Basic Proficiency level and above are used to identify students as proficient for AYP. The GAA uses the performance levels of Establishing and Extending for AYP and Meets and Exceeds for students who have a severe cognitive impairment.
Test used for state accountability	CRCT
Performance level used for state accountability	Meets Standards
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	Above response is for CRCT and EOCT. GHSGT: ELA Below Proficient, Basic Proficient, Advanced, and Honors; GAA: Emerging, Establishing, and Extending; GKIDS: information is reported for each student on the number of curricular standards and elements assessed and whether student did not meet, met, or exceeded.

Performance Level Descriptors for Meeting Adequate Yearly Progress

Grade 4: The student's overall performance in reading a variety of fourth-grade materials meets the standard set for students in the fourth grade. Students performing at this level demonstrate adequate comprehension and show evidence of a warranted and responsible explanation of literary, informational, and functional texts. They understand how to determine both explicit and inferred literary elements and techniques. They use organizational structures, text features, and common graphics to make simple connections and understand informational and functional texts. Students performing at this level should be able to distinguish fact from opinion. They typically determine the meaning of new vocabulary through the use of context, structure, and dictionary skills. They demonstrate an awareness of the role of media as a source of entertainment as well as information.

Performance level descriptors are available online at:

<http://gadoe.org/DMGetDocument.aspx/2010%20CRCT%20Score%20Interpretation%20Guide.pdf?p=6CC6799F8C1371F662EF7F296F10E9E7D973A1E6CF6CE5D7D6E55E97B2914660&Type=D>

Grade 8: The student's overall performance in reading a variety of eighth-grade materials meets the standard set for students in the eighth grade. Students performing at this level demonstrate adequate comprehension and show evidence of a warranted and responsible explanation of literary, informational, and functional texts. Students are able to determine the characteristics of various genres and to analyze elements and techniques of literary texts. They can analyze the use of organizational features and structures to enhance their understanding of informational texts. Students performing at this level are able to recognize an author's argument, point of view, and perspective when stated in the text. They typically use context, structure, and syntax to acquire and understand new vocabulary, and they use these new words correctly when reading. They make connections using information from various consumer, workplace, and public documents. They typically select and analyze messages as they respond to various texts and media across subject areas.

Performance level descriptors are available online at:

<http://gadoe.org/DMGetDocument.aspx/2010%20CRCT%20Score%20Interpretation%20Guide.pdf?p=6CC6799F8C1371F662EF7F296F10E9E7D973A1E6CF6CE5D7D6E55E97B2914660&Type=D>

Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress

Grade 4: Established Progress (Proficient/Meets): Based on evidence in the portfolio, the student demonstrates an understanding of fundamental skills and knowledge aligned to grade-appropriate ELA, Mathematics, Science, or Social Studies standards. He/she is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials. Generalization across settings and/or interactions is evidenced in the portfolio. Extending Progress (Advanced/Exceeds): Based on evidence in the portfolio, the student demonstrates an increased understanding of fundamental skills and knowledge aligned to grade-appropriate ELA, Mathematics, Science, or Social Studies standards. He/she is working on academic content at an entry level or a level that approaches basic grade-level expectations. The student's progress extends toward the achievement of grade-level standards. The student performs meaningful tasks using grade-appropriate materials. Generalization across settings and interactions is evidenced in the portfolio.

Grade 8: Established Progress (Proficient/Meets): Based on evidence in the portfolio, the student demonstrates an understanding of fundamental skills and knowledge aligned to grade-appropriate ELA, Mathematics, Science, or Social Studies standards. He/she is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials. Generalization across settings and/or interactions is evidenced in the portfolio. Extending Progress (Advanced/Exceeds): Based on evidence in the portfolio, the student demonstrates an increased understanding of fundamental skills and knowledge aligned to grade-appropriate ELA, Mathematics, Science, or Social Studies standards. He/she is working on academic content at an entry level or a level that approaches basic grade-level expectations. The student's progress extends toward the achievement of grade-level standards. The student performs meaningful tasks using grade-appropriate materials. Generalization across settings and interactions is evidenced in the portfolio.

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.

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	60	100%	0	—	0	—	0	—	0	—
Grade 8	60	100%	0	—	0	—	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. The CRCT are administered in the spring (April - May) of each school year. The GHSGT are administered to eleventh-grade first-time test takers in the spring (March). Both assessments are used in AYP determinations for that school year.
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Performance Levels and AYP

Performance levels used during the 2008–09 year	Does Not Meet Standards, Meets Standards, and Exceeds Standards
Test used for AYP determination	CRCT
Performance level used for AYP	Meets Standards
Other tests used for AYP determination	The Georgia High School Graduation Tests are used for AYP determination for high schools and the Georgia Alternate Assessment is the AYP determination for the most severely cognitively impaired students for elementary, middle, and high schools. The GHSGT has two sets of performance levels. One used for student accountability (diploma) and the second for school accountability (AYP and state accountability system). This is because this test is still on prior curriculum. The GHSGT for student accountability uses Fail, Pass, and Pass Plus. The GHSGT for school accountability uses Fail, Proficient, and Advanced. The GAA uses the performance levels of Establishing and Extending for AYP and Meets and Exceeds for students who have a severe cognitive impairment.
Test used for state accountability	CRCT
Performance level used for state accountability	Meets Standards
First implementation of performance standards for the 2008–09 assessments	2007-08 school year
Additional information about performance levels used during the 2008–09 academic year	Above response is for CRCT and EOCT. GHSGT Math: Fail, Pass, and Pass Plus; GAA: Emerging, Establishing, and Extending; GKIDS: information is reported for each student on the number of curricular standards and elements assessed and whether student did not meet, met, or exceeded.

Performance Level Descriptors for Meeting Adequate Yearly Progress

Grade 4: The student's overall performance in Mathematics meets the standard set for fourth grade students. Students performing at this level demonstrate adequate evidence of conceptual knowledge of the five content domains. They are able to recognize, compare, order, and identify different names for whole numbers through 99,999. They can use multiple representations of numbers, including money up to \$20.00, with visuals. They have an understanding of addition, subtraction, multiplication, and division and can add and subtract fractions and mixed numbers with common denominators. They are able to describe situations in which the four operations may be used, and they compute using order of operations, including parentheses. They can solve problems involving division by a two-digit number (with or without a remainder). They can model multiplication and division of decimals by whole numbers. They can solve problems that involve addition, subtraction, multiplication, and division, including fractions. They can use patterns and rules to describe relationships and solve problems, including problems that use symbols to represent missing values. Students can select, measure, estimate, and use standard and metric units to measure the weight of objects, and they can compare one unit to another within a single system of measurement. They can use tools to measure angles, and they understand the meaning and measure of a half rotation and a full rotation. They can determine the sum of the three angles of a triangle. Students are able to identify and compare plane figures, and they can construct, describe, compare, and contrast solid geometric figures. They are able to locate, graph, and name points on a coordinate plane. They can investigate features and tendencies of graphs, finding the range, mode, and median of various sets of data. They organize, interpret, and compare different graphical representations of a given set of data, and they identify missing information and duplications in data. Students make few computational errors. They understand and apply mathematical process skills to problem-solving situations. They demonstrate an adequate understanding of mathematical language and translate mathematical representations to solve problems.

Performance level descriptors are available online at:

<http://gadoe.org/DMGetDocument.aspx/2010%20CRCT%20Score%20Interpretation%20Guide.pdf?p=6CC6799F8C1371F662EF7F296F10E9E7D973A1E6CF6CE5D7D6E55E97B2914660&Type=D>

Grade 8: The student's overall performance in Mathematics meets the standard set for eighth grade students. Students performing at this level demonstrate adequate evidence of conceptual knowledge of the four content domains. They have an understanding of exponents, square roots, and scientific notation, and make few mathematical errors during computation. They can identify properties of perpendicular and parallel lines and show an ability to use those properties to determine congruency and similarity relationships. Students can simplify and evaluate algebraic expressions, relationships, and functions. They can write and solve multi-step equations and inequalities with positive numbers. They show minimal understanding of systems of linear equations and inequalities. They can represent, describe, and analyze sets and set notation. Students can use addition and multiplication counting principles to determine combinations and outcomes of events, as well as simple and compound probability. They are able to recognize data that can appropriately be modeled with a linear function. They understand and apply mathematical process skills to problem-solving situations. They demonstrate an adequate understanding of mathematical language and can translate mathematical representations to solve problems.

Performance level descriptors are available online at:

<http://gadoe.org/DMGetDocument.aspx/2010%20CRCT%20Score%20Interpretation%20Guide.pdf?p=6CC6799F8C1371F662EF7F296F10E9E7D973A1E6CF6CE5D7D6E55E97B2914660&Type=D>

Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress

Grade 4: Established Progress (Proficient/Meets): Based on evidence in the portfolio, the student demonstrates an understanding of fundamental skills and knowledge aligned to grade-appropriate ELA, Mathematics, Science, or Social Studies standards. He/she is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials. Generalization across settings and/or interactions is evidenced in the portfolio. Extending Progress (Advanced/Exceeds): Based on evidence in the portfolio, the student demonstrates an increased understanding of fundamental skills and knowledge aligned to grade-appropriate ELA, Mathematics, Science, or Social Studies standards. He/she is working on academic content at an entry level or a level that approaches basic grade-level expectations. The student's progress extends toward the achievement of grade-level standards. The student performs meaningful tasks using grade-appropriate materials. Generalization across settings and interactions is evidenced in the portfolio.

Grade 8: Established Progress (Proficient/Meets): Based on evidence in the portfolio, the student demonstrates an understanding of fundamental skills and knowledge aligned to grade-appropriate ELA, Mathematics, Science, or Social Studies standards. He/she is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials. Generalization across settings and/or interactions is evidenced in the portfolio. Extending Progress (Advanced/Exceeds): Based on evidence in the portfolio, the student demonstrates an increased understanding of fundamental skills and knowledge aligned to grade-appropriate ELA, Mathematics, Science, or Social Studies standards. He/she is working on academic content at an entry level or a level that approaches basic grade-level expectations. The student's progress extends toward the achievement of grade-level standards. The student performs meaningful tasks using grade-appropriate materials. Generalization across settings and interactions is evidenced in the portfolio.

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 The CRCT Mathematics changed standards from Quality Core Curriculum (QCC) to Georgia Performance Standards (GPS) as of the spring 2008 assessment.

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

No. Curriculum changed, new test developed, new standard setting conducted.

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.