

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

Illinois

Illinois State 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
Language Arts																				
Illinois Standards Achievement Test (ISAT)-Writing	Regular	CRT				√		√	√		√	√				√				
Illinois Alternate Assessment (IAA)-Writing	Alternate	CRT				√		√	√		√					√				
Prairie State Achievement Exam (PSAE)-ACT Writing and English	Regular	CRT/NRT												√		√	√			
Reading																				
Illinois Standards Achievement Test (ISAT) [2]	Regular	CRT/NRT				√	√	√	√	√	√					√		√		
Illinois Alternate Assessment (IAA)	Alternate	CRT				√	√	√	√	√	√			√		√		√		
Prairie State Achievement Exam (PSAE) [3]	Regular	CRT/NRT												√		√	√			
Mathematics																				
Illinois Standards Achievement Test (ISAT) [2]	Regular	CRT/NRT				√	√	√	√	√	√					√		√		
Illinois Alternate Assessment (IAA)	Alternate	CRT				√	√	√	√	√	√			√		√		√		
Prairie State Achievement Exam (PSAE) [3]	Regular	CRT/NRT												√		√	√			

(continued)

Illinois

Illinois State 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																				
Illinois Standards Achievement Test (ISAT) [2]	Regular	CRT/NRT					√			√					√		√			
Illinois Alternate Assessment (IAA)	Alternate	CRT					√			√				√	√		√			
Prairie State Achievement Exam (PSAE) [4]	Regular	CRT/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 The Stanford Achievement Test, Tenth Edition, is embedded in the ISAT.

³ The PSAE has two components: ACT and ACT WorkKeys.

⁴ The PSAE for Science has two components: ACT and a state developed Science section.

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	50	90%	0	—	1	10%	0	—	0	—
Grade 8	50	90%	0	—	1	10%	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. ISAT are assessed in early March (two-week window). The IAA are administered in late February to early March (four-week window). The PSAE are administered over two days in late April with a two-day make-up in May.
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Performance Levels and AYP

Performance levels used during the 2008–09 year	Academic Warning, Below Standards, Meets Standards, and Exceeds Standards (ISAT and PSAE)
Test used for AYP determination	ISAT and IAA
Performance level used for AYP	Meets or Exceeds Standards for ISAT, Satisfactory or Mastery for IAA
Other tests used for AYP determination	ISAT, IAA, and PSAE are used for AYP determination across grades 3–8 and 11.
Test used for state accountability	ISAT and IAA
Performance level used for state accountability	Meets or Exceeds Standards for ISAT, Satisfactory or Mastery for IAA
First implementation of performance standards for the 2008–09 assessments	1999
Additional information about performance levels used during the 2008–09 academic year	For the IAA: Entry, Foundational, Satisfactory, and Mastery.

Performance Level Descriptors for Meeting Adequate Yearly Progress

Grade 4: Students who meet standards demonstrate a comprehension of grade-level text. They use context clues within sentences to determine the meaning of unfamiliar vocabulary. They recognize words used as synonyms, antonyms, and homonyms and can determine the word that best fits in a given context. Students at this level identify main ideas and important details and can identify problems and solutions in literary text. They can draw inferences and conclusions using textual support and prior knowledge. They can place important plot events in proper sequence. Students make simple predictions about outcomes based on information in a passage and can distinguish fact from opinion and understand cause and effect. They can infer an author's unstated meaning based on information directly stated in the text. They use clues to determine characters' motivations and to reach conclusions about an author's message and about themes. They can distinguish points of view. They can interpret some poetic devices and distinguish among expository, narrative, and persuasive writing. They can interpret some figurative language. They use clues in instructional materials and can interpret charts, graphs, and diagrams. They can follow a set of simple instructions and understand how illustrators express ideas.

Performance level descriptors are available online at:

http://www.isbe.net/assessment/htmls/reading_isat_perfdef_g4.htm

Grade 8: Students who meet standards demonstrate an overall comprehension of grade-level text. They use contextual and structural clues to determine meaning of vocabulary. They can interpret idioms, analogies, figurative expressions, and etymologies. They use a variety of strategies to verify word meanings. Students determine main ideas and supporting details. They use prior knowledge and textual support to draw inference and conclusions. They can identify the correct sequence of events and can recall supporting details. They identify actions and motives of characters that affect plot and/or theme and use evidence to determine themes. They examine content to determine author's purpose, and they can identify the evidence used to support assertions. Students make predictions about outcomes. They can contrast common themes. They examine content to identify the author's use of literary elements and devices, including point of view and dialogue, and their impact on a passage's effectiveness and tone or mood. They can identify dramatic irony. Students synthesize information found in different formats to reach conclusions. They are proficient at following multi-step instructions.

Performance level descriptors are available online at:

http://www.isbe.net/assessment/htmls/reading_isat_perfdef_g8.htm

Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress

Grade 4: Satisfactory students demonstrate basic reading knowledge and skills found in the IAA Frameworks which are aligned to the Illinois Learning Standards. Students at the Satisfactory level typically exhibit the ability to associate their knowledge and skills to reading concepts: such as, determining the meaning of unknown words using word, sentence, and cross-sentence clues; identifying words that best fit a given context; activating prior knowledge to establish the purpose for reading a passage; identifying probable outcomes or actions; demonstrating understanding by using simple graphic organizers; determining the answer to a literal or simple inference question; identifying or summarizing the order of events in a passage; determining if a set of complex instructions is complete; differentiating among literary elements (i.e., plot, setting, character, and theme); comparing passages to personal experience, prior knowledge, and other passages; and identifying forms of writing and genres (i.e., myth, legend, short story, folk tale, nonfiction, and poem).

Grade 8: Satisfactory students demonstrate basic reading knowledge and skills found in the IAA Frameworks which are aligned to the Illinois Learning Standards. Students at the Satisfactory level typically exhibit the ability to associate their knowledge and skills to reading concepts: such as, determining the meaning of unknown words using word, sentence, and cross-sentence clues; using information from headings, graphs, maps, tables, and charts to help understand a passage; identifying compare and contrast organizational patterns in fiction and nonfiction; relating information in the passage to other text; determining the answer to a literal or simple inference question; summarizing a passage, or identifying the best summary; identifying causes of events in a passage; determining if a set of technical, multiple-step instructions is complete and clear; identifying elements of fiction (i.e., plot, setting, character, theme, and character foils); determining what characters are like by what they do or say, as well as how other characters react to them; comparing passages to personal experience, prior knowledge, and other text; and identifying various subcategories of genres (i.e., poetry, drama (comedy and tragedy), science fiction, historical fiction, myth or legend, drama, biography/autobiography, story, poem, fairy tale, folktale, fable, nonfiction, and essay).

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 In 2007-08, the IAA used an entirely different assessment. In 2006-07, there was an assessment for ELL students that was eliminated in 2007-08. These students were required to take the ISAT. Although the ISAT did not change, there was a significant change in the number of ELL students taking the ISAT. Additional accommodations were provided.

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

No. In 2007-08, the ISAT had a significant increase in the number of ELL students taking the test. Test results for the overall group and some subgroups, including Hispanic and ELL students, are not comparable from 2006-07 to 2008–09 assessments. For non-ELL students, results can be validly compared. This statement is not true for the IAA. The IAA changed in 2007-08.

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?

In 2006-07, there was an assessment for ELL students that was eliminated in 2007-08. These students were required to take the ISAT or PSAE in 2007-08. Although the ISAT and PSAE did not change, there was a significant change in the number of ELL students taking these assessments. Test results for the overall group and some subgroups, including Hispanic and ELL students, are not comparable from 2006-07 to 2008–09 assessments. For non-ELL students, results can be validly compared. The IAA changed in 2007-08. In 2007-08 the IAA changed in the following ways: used entirely new assessment; changed cut scores; changed the time of year test was administered; significantly changed assessment items (from portfolio to test items); changed proficiency standards; changed re-test policy; and changed test contractors.

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	65	85%	2	5%	1	10%	0	—	0	—
Grade 8	65	85%	2	5%	1	10%	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. ISAT are assessed in early March (two-week window). The IAA are administered in late February to early March (four-week window). The PSAE are administered over two days in late April with a two-day make-up in May.
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Performance Levels and AYP

Performance levels used during the 2008–09 year	For ISAT and PSAE: Academic Warning, Below Standards, Meets Standards, and Exceeds Standards
Test used for AYP determination	ISAT and IAA
Performance level used for AYP	Meets or Exceeds Standards for ISAT, Satisfactory or Mastery for IAA
Other tests used for AYP determination	ISAT, IAA, and PSAE are used for AYP determination across grades 3–8 and 11.
Test used for state accountability	ISAT and IAA
Performance level used for state accountability	Meets or Exceeds Standards for ISAT, Satisfactory or Mastery for IAA
First implementation of performance standards for the 2008–09 assessments	1999
Additional information about performance levels used during the 2008–09 academic year	For the IAA: Entry, Foundational, Satisfactory, and Mastery.

Performance Level Descriptors for Meeting Adequate Yearly Progress

Grade 4: Fourth-grade students whose measured performance meets standards are able to identify, read, write, represent, and model whole numbers and their place values up to 1,000,000. They can order and compare whole numbers up to 100,000 and decimals through hundredths. They can order, compare, and model addition and subtraction of fractions having like denominators. They may use the same one or two strategies and all four operations to represent and solve multi-step problems. They usually can select the relevant information needed to set up and solve application problems, choosing the correct operation(s) and an appropriate strategy. They generally check the accuracy of their solution by solving it in at least one other way. They can use fractions to describe pictures or data. Fourth-grade students whose measured performance meets standards are able to use a ruler and other measuring tools accurately. They can read a thermometer using the Fahrenheit or Celsius scale. They understand time and can generally compute elapsed time that occurs either in the a.m. or p.m. They can determine the perimeter and area of geometric figures by using methods beyond counting. They can estimate the area of irregularly shaped objects drawn on square grids. In using money, they can solve problems involving different denominations of bills and coins that have a total value of \$100.00 or less, including making change. Given a number sentence, they can write a number story. They can solve simple, one-operation number and word sentences that include multiple or missing variables. They can locate, plot, identify, use ordered pairs, and connect points in Quadrant 1 on a Cartesian Coordinate Graph. Fourth-grade students whose measured performance meets standards can distinguish between rays, lines, line segments and angles and can identify rectangular, triangular, hexagonal and octagonal prisms and their properties. Given a two-dimensional drawing, they can visualize and identify the three-dimensional shape that would result from folding along lines of the given two-dimensional shape. They can determine all the lines of symmetry of a given shape. They understand and can consistently sketch parallel and perpendicular lines and right angles correctly. The fourth grader who is meeting standards can identify images resulting from flips, slides, or turns, but may not always refer to them as reflections, translations, or rotations. They know the difference between polygons and non-polygons. They can identify and describe two- and three-dimensional shapes according to the number vertices, angles, edges, faces, and length of sides. They can usually sketch the two-dimensional shapes. Fourth-grade students whose measured performance meets standards can analyze and interpret data and make simple inferences and predictions based on the data. Sometimes they can list all of the possible outcomes of a simple two-stage event. They can write the probability of an event using “3 out of 4” language or $\frac{3}{4}$. Given a circle, bar or pictograph, students can create a different kind of graph using the same data. A fourth grader who meets standards can read, interpret, and create simple graphs with a given set of data. They can consistently determine mode and range given a set of data or graph with whole numbers.

Performance level descriptors are available online at:

http://www.isbe.net/assessment/pdfs/Gr4_Math_Perf_Def.pdf

Grade 8: Eighth-grade students whose measured performance meets standards level are able to demonstrate knowledge of numbers to solve practical problems that involve integers, decimals, fractions, percents and proportions with or without a calculator. They can conceptualize interrelationships among fractions, decimals and percents and their connections with proportions. They also understand variables and solve equations using one variable. These students are able to use their knowledge of primes, factors, divisors, multiples, common factors and common multiples in solving problems. These students can establish ratios and relate them to proportions in common problem settings with which they are familiar. Their grasp of percentages allows them to handle simple situations that involve each type of percent usage such as determining interest, sales tax or commissions. They function competently in routine settings and those that require minimal extensions from their previous experiences. Eighth-grade students at the Meets level can apply their geometric knowledge by making conversions between units of mass and capacity within a measurement system and calculate the surface area and volume of standard rectangular solids. Students can use proportions and interpret a simple scale drawing. Algebraically, eighth-grade students at the Meets level can solve simple equations of one- or two-step equations that have integral or simple rational solutions. They can also evaluate algebraic expressions using order of operations and implied multiplication procedures. Students can evaluate formulas and expressions that involve natural number exponents. They can graph a given line with integral coefficients on a coordinate plane. These students predict solutions to equations and numerical problems using estimation, rounding or mental mathematics to determine their response. Geometrically, eighth-grade students at the Meets level can apply relationships that involve lines, angles and two-dimensional shapes in a variety of settings. They can classify triangles by angles and sides and draw conclusions from the relationships of parallel and perpendicular lines within common figures. Students can apply the Pythagorean Theorem in common settings most of the time. Eighth-grade students at the Meets level can generalize from data tables, lists and graphs to predict future values and estimate values between given values. They can calculate mean, median, mode and range and make simple decisions about the effect of a change in data on those measures. They exhibit a basic understanding of relative frequency probability involving common objects or games. They can determine the probability of a simple event and apply simple counting theory to a situation.

Performance level descriptors are available online at:

http://www.isbe.net/assessment/pdfs/Gr8_Math_Perf_Def.pdf

Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress

Grade 4: Satisfactory students demonstrate basic mathematical knowledge and skills found in the IAA Frameworks, which are aligned to the Illinois Learning Standards. Students at the satisfactory level typically exhibit the ability to associate their knowledge and skills to mathematical concepts: such as, reading, writing, recognizing and modeling whole numbers; ordering and comparing whole numbers; identifying and locating whole numbers, halves, and fourths on a number line; solving problems and number sentences involving multiplication, addition and subtraction with regrouping; solving problems involving values of money; selecting and using the correct measuring tool for length, time and temperature; estimating and comparing length, area, and mass/weight by referring to an object with known measurement; understanding basic patterns; solving one-step equations with one operation and a missing part; understanding characteristics of two-dimensional shapes; identifying congruent and similar figures; and reading and interpreting various graphs.

Grade 8: Satisfactory students demonstrate basic mathematical knowledge and skills found in the IAA Frameworks, which are aligned to the Illinois Learning Standards. Students at the satisfactory level typically exhibit the ability to associate their knowledge and skills to mathematical concepts: such as, reading and writing numbers that are decimals, fractions, mixed numbers, improper fractions, percents and square roots; solving problems using addition, subtraction, multiplication, and division using rational numbers, exponents, and square roots; reading, writing, recognizing, and modeling percents; choosing and using the correct measuring tool to measure length, weight, capacity, and angles; estimating length, area, volume, weight, and angles by referring to an object with a known measurement; analyzing a sequence to explain how each term was found; comparing linear expressions and an input/output table to see if they match; solving word problems using unknown quantities; plotting points and/or identifying coordinates on a Cartesian plane; identifying front, side, and top views of a three-dimensional solid built with cubes; reading, interpreting, (including possible misleading characteristics) and making predictions from data on a variety of diagrams and graphs; creating a bar graph, chart/table, line graph, or circle graph, and solving problems using this data; and representing all possible outcomes for simple or compound events.

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 In 2007-08, the IAA used an entirely different assessment. In 2006-07, there was an assessment for ELL students that was eliminated in 2007-08. These students were required to take the ISAT. Although the ISAT did not change, there was a significant change in the number of ELL students taking the ISAT. Additional accommodations were provided.

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

No. In 2007-08, the ISAT had a significant increase in the number of ELL students taking the test. Test results for the overall group and some subgroups, including Hispanic and ELL students, are not comparable from 2006-07 to 2008–09 assessments. For non-ELL students, results can be validly compared. This statement is not true for the IAA. The IAA changed in 2007-08.

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?

In 2006-07, there was an assessment for ELL students that was eliminated in 2007-08. These students were required to take the ISAT or PSAE in 2007-08. Although the ISAT and PSAE did not change, there was a significant change in the number of ELL students taking these assessments. Test results for the overall group and some subgroups, including Hispanic and ELL students, are not comparable from 2006-07 to 2008–09 assessments. For non-ELL students, results can be validly compared. The IAA changed in 2007-08. In 2007-08 the IAA changed in the following ways: used entirely new assessment; changed cut scores; changed the time of year test was administered; significantly changed assessment items (from portfolio to test items); changed proficiency standards; changed re-test policy; and changed test contractors.