

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

Minnesota

Minnesota Comprehensive Assessments - Series II (MCA-IIs)

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																				
MCA-II Reading	Regular	CRT				√	√	√	√	√	√		√					√		
Minnesota Test of Academic Skills (MTAS)	Alternate	CRT				√	√	√	√	√	√		√					√		
Graduation-Required Assessment for Diploma (GRAD) [2]	Regular	CRT											√				√			
Mathematics																				
MCA-II Mathematics	Regular	CRT				√	√	√	√	√	√			√				√		
Mathematics Test of Emerging Language Learners (MTELL)	Regular	CRT				√	√	√	√	√	√			√				√		
Minnesota Test of Academic Skills (MTAS)	Alternate	CRT				√	√	√	√	√	√			√				√		
Graduation-Required Assessment for Diploma (GRAD) [3]	Regular	CRT												√			√			
Science																				
MCA-II Science [4]	Regular	CRT						√				√	√					√		
Minnesota Test of Academic Skills (MTAS)	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 Given for the first time embedded in the grade 10 MCA-II Reading assessment. Online retakes of the GRAD portion occur throughout the summer and 11 and 12th grade.
- ³ Given for the first time embedded in the grade 11 MCA-II Mathematics assessment. On-line retakes of the GRAD portion occur throughout the summer and 12th grade.
- ⁴ The high school Science assessment is given to students after they complete their Life Science curriculum.

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	46	100%	0	—	0	—	0	—	0	—
Grade 8	57	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.
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Performance Levels and AYP

Performance levels used during the 2008–09 year	Does Not Meet the Standards, Partially Meets the Standards, Meets the Standards, and Exceeds the Standards
Test used for AYP determination	MCA-II
Performance level used for AYP	Meets the Standards
Other tests used for AYP determination	The MTAS in Reading is also used for AYP determination. The performance level used for AYP is Meets the Alternate Achievement Standards.
Test used for state accountability	MCA-II
Performance level used for state accountability	Meets the Standards
First implementation of performance standards for the 2008–09 assessments	2006
Additional information about performance levels used during the 2008–09 academic year	—

Performance Level Descriptors for Meeting Adequate Yearly Progress

Grade 4: Meets the Standards – Students at this level meet the reading skills of the Minnesota Academic Standards. Some of the skills these students can demonstrate consistently include the following:

- Vocabulary expansion skills such as using a variety of context clues and word structure to determine meanings of words and comprehension of text;
- Comprehension skills such as summarizing and paraphrasing in fiction and nonfiction text, including main ideas and supporting details; generating and answering literal, inferential, interpretive, and evaluative questions to demonstrate understanding; determining cause and effect; drawing conclusions; distinguishing facts from opinions in complex text; providing evidence to support conclusions; comparing and contrasting information; demonstrating sequential order of events;
- Literature skills such as identifying and responding to literary elements, like rhyme, characterization, plot, and setting; identifying and determining the meanings of similes and metaphors; responding to literature using ideas and details from the text to support reactions and make literary connections; distinguishing between first-person and third-person point of view in text; identifying author’s point of view and purpose.

Performance level descriptors are available online at:

http://education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/MCA/Reports/index.html

Grade 8: Meets the Standards – Students at this level meet the reading skills of the Minnesota Academic Standards. Some of the skills these students can demonstrate consistently include the following:

- Vocabulary expansion skills such as deriving the meaning of words using context clues from text; recognizing and interpreting multiple-meaning words;
- Comprehension skills such as summarizing and paraphrasing an implied main idea; inferring author’s purpose or audience; identifying and evaluating main idea and relevant details from complex text; making inferences and drawing conclusions based on explicit or implied information; distinguishing fact from opinion; recognizing text that compares and contrasts
- Literature skills such as analyzing character development, motivation, or emotion in text; analyzing figurative language, literary devices, the effects of sound and form, analogies, similes, and metaphors; making relevant literary connections.

Performance level descriptors are available online at:

http://education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/MCA/Reports/index.html

Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress

Grade 4: Meets the Alternate Achievement Standards – Students at this level succeed at some of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in Reading. Some of the skills these students demonstrate consistently include the following:

- Vocabulary expansion skills such as defining unknown words by using direct and/or inferential context clues;
- Comprehension skills such as answering literal and inferential questions based on a fictional text; retelling significant events from a text, such as including two out of three parts (i.e., beginning, middle, end); identifying the main idea and two supporting details from a nonfictional text;
- Literature skills such as identifying character, setting, and plot; responding to literature based on text.

Grade 8: Meets the Alternate Achievement Standards – Students at this level succeed at some of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in Reading. Some of the skills these students demonstrate consistently include the following:

- Vocabulary expansion skills such as determining the meanings of specified vocabulary from context clues;
- Comprehension skills such as identifying the main idea and supporting details in fictional and nonfictional texts; making inferences and drawing conclusions based on explicit information in a text;
- Literature skills such as describing character, setting, and plot; identifying one or more ways character, setting, and plot affect each other; identifying the author’s purpose using some textual support.

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?

Nothing has changed between the 2006–07 school year and the 2008–09 school year.

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	42	93%	3	7%	0	—	0	—	0	—
Grade 8	42	88%	4	8%	0	—	0	—	2	4%

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	Does Not Meet the Standards, Partially Meets the Standards, Meets the Standards, and Exceeds the Standards
Test used for AYP determination	MCA-II
Performance level used for AYP	Meets the Standards
Other tests used for AYP determination	The MTAS in Mathematics and the MTELL in Mathematics are also used for AYP determination. The performance level used for AYP for these tests is Meets the Alternate Achievement Standards.
Test used for state accountability	MCA-II
Performance level used for state accountability	Meets the Standards
First implementation of performance standards for the 2008–09 assessments	2006
Additional information about performance levels used during the 2008–09 academic year	—

Performance Level Descriptors for Meeting Adequate Yearly Progress

Grade 4: Students at this level meet the Mathematics skills of the Minnesota Academic Standards. Some of the skills these students can demonstrate consistently include the following:

- Mathematical reasoning skills such as solving multi-step mathematical problems by breaking them into simple parts; supporting mathematical results using pictures, numbers, and words;
- Number sense and computation skills such as ordering numbers; solving multi-step problems involving whole numbers; identifying fractions as part of a whole; estimating to solve problems;
- Pattern and algebraic thinking skills such as identifying the rule for simple patterns; extending complex patterns; identifying the missing number or operation in number sentences; representing verbal situations using simple number sentences;
- Data and probability skills such as representing data in graphs; representing combinations and/or arrangements of objects to model outcomes; determining simple probability;
- Spatial, geometry, and measurement skills such as identifying right angles; recognizing two-dimensional shapes; determining the area of rectangles using grids; demonstrating the concept of perimeter; making changes in a variety of ways.

Performance level descriptors are available online at:

http://education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/MCA/Reports/index.html

Grade 8: Students at this level meet the Mathematics skills of the Minnesota Academic Standards. Some of the skills these students can demonstrate consistently include the following:

- Mathematical reasoning skills such as organizing and recording mathematical processes used in solving problems logically; communicating why solution steps are valid to determine logical solutions;
- Number sense and computation skills such as calculating roots and powers of whole numbers; using scientific notation; solving problems including percent;
- Pattern and algebraic skills such as solving problems involving formulas; graphing data from a table;
- Data and probability skills such as computing quartiles of a data set; calculating probability; solving problems involving reading a graph;
- Spatial, geometry, and measurement skills such as determining areas of complex shapes; solving measurement problems involving mixed units; solving problems involving proportions; calculating the volume of cylinders; showing the result of single transformations on coordinate planes.

Performance level descriptors are available online at:

http://education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/MCA/Reports/index.html

Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress

Grade 4: Meets the Alternate Achievement Standards – Students at this level succeed at some of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in Mathematics. Some of the skills these students demonstrate consistently include the following:

- Mathematical reasoning skills such as representing situations mathematically; sequencing information by identifying what comes next; evaluating the reasonableness of solutions; supporting mathematical results using pictures and words;
- Number sense and computation skills such as identifying and ordering one- and two-digit numbers; identifying a 1–1 correspondence to 10; adding and subtracting one-digit numbers without regrouping;
- Pattern and algebraic thinking skills such as identifying patterns on graphs;
- Data and probability skills such as making comparisons on bar graphs ;
- Spatial, geometry, and measurement skills such as naming two- or three-dimensional shapes.

Grade 8: Meets the Alternate Achievement Standards – Students at this level succeed at some of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in Mathematics. Some of the skills these students demonstrate consistently include the following:

- Mathematical reasoning skills such as using graphical information to find solutions; supporting mathematical results with explanations; using words such as “and” and “or” appropriately;
- Number sense and computation skills such as ordering some rational numbers on a number line; adding and/or subtracting rational numbers with like denominators; multiplying and dividing one- and some two-digit numbers with no remainders; identifying the correct order of operations when given three different operations;
- Pattern and algebraic thinking skills such as identifying the next 2–3 items or numbers in a pattern; identifying a point on a given line and finding its coordinates; identifying equivalent relationships between fractions, decimals, and percents;
- Data and probability skills such as identifying greatest and least quantities on graphs; identifying a range on a graph; answering questions about several different types of graphs;
- Spatial, geometry, and measurement skills such as identifying the measurement of a missing part within a pair of similar shapes.

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?

Nothing has changed between the 2006–07 school year and the 2008–09 school year.