

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

Missouri

Missouri Assessment Program (MAP)

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																				
MAP Communication Arts Grade-Level Assessments	Regular	CRT/NRT				√	√	√	√	√	√	√				√		√		
MAP End of Course (EOC) - English II [2,3]	Regular	CRT														√		√		
MAP Alternate	Alternate	Portfolio				√	√	√	√	√	√			√		√		√		
Mathematics																				
MAP Mathematics Grade-Level Assessments	Regular	CRT/NRT				√	√	√	√	√	√					√		√		
MAP End of Course (EOC) Assessment - Algebra I [2,4]	Regular	CRT														√		√		
MAP Alternate	Alternate	Portfolio				√	√	√	√	√	√		√			√		√		
Science																				
MAP Science Grade-Level Assessments	Regular	CRT/NRT						√			√					√		√		
MAP End of Course - Biology [2,5]	Regular	CRT														√		√		
MAP Alternate	Alternate	Portfolio						√			√			√		√		√		

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 MAP EOC is taken when a student has received instruction on the course-level expectations for the assessment, regardless of grade level.

³ The MAP EOC assessment for English I is also available to districts on a voluntary basis.

⁴ The MAP EOC assessments for Algebra II and Geometry are also available to districts on a voluntary basis.

⁵ The MAP EOC assessment in Biology was first available operationally in the 2008–09 school year.

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	52	84%	3	10%	1	6%	0	—	0	—
Grade 8	54	84%	3	10%	1	6%	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 Communication Arts grades 3–8 assessments for the 2008–09 school year were administered during the MAP Grade-Level Assessment window (March 30–April 24, 2009). The MAP EOC assessment windows for the 2008–09 school year were as follows: Fall Window (11/03/08–01/31/09); Spring Window (04/15/09–05/22/09); and Summer Window (06/16/09–08/31/09).
--	--

Performance Levels and AYP

Performance levels used during the 2008–09 year	Below Basic, Basic, Proficient, and Advanced
Test used for AYP determination	MAP Communication Arts Grade-Level Assessment
Performance level used for AYP	Proficient
Other tests used for AYP determination	MAP-Alternate Communication Arts is used for both AYP determination and state accountability. The performance level used for both is Proficient.
Test used for state accountability	MAP Communication Arts Grade-Level Assessment
Performance level used for state accountability	Proficient
First implementation of performance standards for the 2008–09 assessments	1996
Additional information about performance levels used during the 2008–09 academic year	—

Performance Level Descriptors for Meeting Adequate Yearly Progress

Grade 4: Proficient – In fiction and nonfiction, students make simple inferences; recall relevant details; identify problem and/or solution; draw conclusions; explain figurative language; define figurative language using context clues; use context clues to select vocabulary; use relevant information; identify character traits; identify/explain main idea; distinguish between fact and opinion; identify simple cause and effect. Students write an organized letter for an intended audience and purpose; consistently use rules of standard English; use a writing process to revise, edit, and proofread.

Performance level descriptors are available online at:

http://dese.mo.gov/divimprove/assess/grade_level_resources.html

Grade 8: Proficient – In fiction and nonfiction, students make inferences; identify relevant details; summarize; infer vocabulary meaning; interpret figurative language; analyze text features; follow multi-step directions; identify author’s technique; infer cause and effect; draw conclusions based on complex information; explain problem and/or solution; analyze text for author’s purpose; analyze text for point of view; interpret the actions; make predictions; evaluate evidence; explain problem-solving processes; make complex comparisons; determine reliability of resources; use context clues to choose vocabulary; identify intended audience. Students edit for relevant details; write a paragraph for a specific audience and purpose; consistently use rules and conventions of standard English; use a writing process to organize and edit a text.

Performance level descriptors are available online at:

http://dese.mo.gov/divimprove/assess/grade_level_resources.html

Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress

Grade 4: Student has some understanding of the concepts contained in the grade-appropriate Alternate Performance Indicators (API) within the standards of Reading Development and Processes and Standard English Conventions. Student work may be connected to the standards and demonstrate application. Student likely requires some verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts. The MAP-A assesses student performance on two APIs in each of two content-area strands in Communication Arts and two content-area strands in Mathematics. Teachers observe and assess a student’s performance and collect evidence in each strand during two distinct collection periods. The assessment effectively links standards, curriculum, instruction, and assessment and is scored using three criteria: 1) level of accuracy, 2) level of independence, and 3) connection to the standards. The collected evidence provides documentation of a connection between the Show-Me Standards and instruction.

Grade 8: Student has some understanding of the concepts contained in the grade-appropriate Alternate Performance Indicators within the standards of Reading and Writing Development and Processes. Student work may be connected to the standards and demonstrate application. Student likely requires some verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts. The MAP-A assesses student performance on two APIs in each of two content-area strands in Communication Arts and two content-area strands in Mathematics. Teachers observe and assess a student’s performance and collect evidence in each strand during two distinct collection periods. The assessment effectively links standards, curriculum, instruction, and assessment and is scored using three criteria: 1) level of accuracy, 2) level of independence, and 3) connection to the standards. The collected evidence provides documentation of a connection between the Show-Me Standards and instruction.

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	61	84%	4	11%	0	—	1	5%	0	—
Grade 8	56	82%	4	12%	0	—	1	6%	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 Mathematics grades 3–8 assessments for the 2008–09 school year were administered during the MAP Grade-Level Assessment window (March 30–April 24, 2009). The MAP EOC assessment windows for the 2008–09 school year were as follows: Fall Window (11/03/08–01/31/09); Spring Window (04/15/09–05/22/09); and Summer Window (06/16/09–08/31/09).
--	---

Performance Levels and AYP

Performance levels used during the 2008–09 year	Below Basic, Basic, Proficient, and Advanced
Test used for AYP determination	MAP Mathematics Grade-Level Assessment
Performance level used for AYP	Proficient
Other tests used for AYP determination	MAP-Alternate Mathematics is used for both AYP determination and state accountability. The performance level used for both is Proficient.
Test used for state accountability	MAP Mathematics Grade-Level Assessment
Performance level used for state accountability	Proficient
First implementation of performance standards for the 2008–09 assessments	1996
Additional information about performance levels used during the 2008–09 academic year	—

Performance Level Descriptors for Meeting Adequate Yearly Progress

Grade 4: Students will read and compare data on a bar graph; write and compare decimals to the hundredths place; describe the results of combining shapes; estimate linear measurements; complete tables; create tables or graphs to represent categorical and numerical data; identify fraction as a part of a whole; identify parallel lines; transfer numerical data to a graph; analyze patterns using words, tables, and graphs; identify two- and three-dimensional shapes; tell time to the nearest minute; identify the two-dimensional faces of a three-dimensional shape; given a set of data, propose and justify conclusions that are based on the data; identify the next value in a number pattern; analyze a pattern and draw the next shape in the pattern; identify the results of transformations; extend a pattern to find a specific term; identify clocks with a specific time to the nearest minute; use multiplication to solve problems; use benchmarks to estimate linear measurements; predict the results of transformations; compute a two-digit by two-digit product; identify the missing value in a number sentence; propose and justify conclusions based on data; compare parts of a whole as a fraction and justify the answer; identify place value (up to 6 digit whole numbers); read and interpret data on a line plot; add/subtract money values up to \$10.00; describe movement on a grid, using common language—north, south, east, west, right, left, up, down; recognize equivalent representations for the same number by decomposing and composing whole numbers, using multiple operations; identify the correct number sentence for a mathematical situation; analyze, interpret and explain data in a multi-step problem; find the value of combinations of quarters, nickels, dimes, and pennies; identify lines of symmetry; subtract money involving dollars and cents; describe the results of transforming shapes; write a number sentence to represent a mathematical situation; identify a three-dimensional shape given its attributes; describe and analyze data in a multi-step problem; measure and compare, using standard and metric units; determine the area of a figure on a rectangular grid, using standard units; represent multiplication using sets and arrays; identify repeated addition as a way to express multiplication; identify the missing operation in a number sentence; demonstrate fluency with basic operations; apply estimation in multiplication of numbers; analyze, interpret, and explain data; write a number sentence to represent a mathematical situation; use and apply estimation to add and subtract money; divide three-digit by one-digit numbers; describe and evaluate attributes of two- and three-dimensional shapes.

Performance level descriptors are available online at:

http://dese.mo.gov/divimprove/assess/grade_level_resources.html

Grade 8: Students read and interpret information displayed in a bar graph; order rational numbers on a number line; generalize patterns represented numerically; generalize relationships between the attributes of two-dimensional shapes; describe how to solve problems involving area; find the mean value of a data set; use information to select an appropriate graphical representation of data; represent information on a bar graph; identify the results of subdividing three-dimensional shapes; interpret data presented in words, charts, tables, or graphs; use a scale to estimate distance; identify a three-dimensional figure using a two-dimensional net of the figure; make conjectures based on theoretical probability about the results of experiments; solve a one-step linear equation; identify relationships in three-dimensional objects using their properties; extend geometric patterns; make conjectures based upon the results of an experiment; calculate the theoretical probability of an event; apply operations on rational numbers; generalize patterns to find a term; interpret a scatter plot to determine the relationship between two variables; solve and interpret linear equations; solve multi-step equations; identify formal transformations; solve problems involving area; calculate measures of center for a given data set; given a diagram, identify and classify angles; identify appropriate units of measure; interpret graphic organizers; identify equivalent representations of a number; convert equivalent units of measure within the same system of measurement; generalize a symbolic pattern; apply all operations on rational numbers; identify two-dimensional objects by analyzing their properties; use area and perimeter to solve problems; use symbolic algebra to represent and solve problems that involve linear relationships, including recursive notation; create similar polygons by applying the relationships of corresponding sides and angles; identify the probability of an event; identify problems that can be solved using similar mental strategies; estimate and justify the results of all operations on rational numbers; convert standard units within a system of measurement; analyze the relationship of two variables in a table; use coordinate geometry to determine the area of quadrilaterals; identify a repositioned object after formal transformations; analyze the probability for a specific outcome of an event; identify the appropriate multi-step linear equation to represent a given situation; identify missing terms of a pattern; use and interpret measures of central tendency for a given data set.

Performance level descriptors are available online at:

http://dese.mo.gov/divimprove/assess/grade_level_resources.html

Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress

Grade 4: Student has a sound understanding of the concepts contained in the grade-appropriate Alternate Performance Indicators (API) within the strands of Numbers and Operations and Algebraic Relationships and/or Geometric and Spatial Relationships. Student work may be connected to the strands and demonstrate application. Student likely requires some verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts. The MAP-A assesses student performance on two APIs in each of two content-area strands in Communication Arts and two content-area strands in Mathematics. Teachers observe and assess a student's performance and collect evidence in each strand during two distinct collection periods. The assessment effectively links standards, curriculum, instruction, and assessment and is scored using three criteria: 1) level of accuracy, 2) level of independence, and 3) connection to the standards. The collected evidence provides documentation of a connection between the Show-Me Standards and instruction.

Grade 8: Student has a sound understanding of the concepts contained in the grade-appropriate Alternate Performance Indicators (API) within the strands of Numbers and Operations and Data and Probability. Student work may be connected to the strands and demonstrate application. Student likely requires some verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts. The MAP-A assesses student performance on two Alternate Performance Indicators (APIs) in each of two content-area strands in Communication Arts and two content-area strands in Mathematics. Teachers observe and assess a student's performance and collect evidence in each strand during two distinct collection periods. The assessment effectively links standards, curriculum, instruction, and assessment and is scored using three criteria: 1) level of accuracy, 2) level of independence, and 3) connection to the standards. The collected evidence provides documentation of a connection between the Show-Me Standards and instruction.

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.