

# 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.<sup>1</sup> 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.<sup>2</sup> 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).

---

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

<sup>2</sup> The 2007 State Profiles are available at: [http://nces.ed.gov/nationsreportcard/studies/statemapping/profile\\_standards\\_2007.asp](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.<sup>3</sup> 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 <sup>1</sup>				
		Type	Format	K	1	2	3	4	5	6	7	8	9	10	11	12	Instructional	Student Accountability	School Accountability	Staff Accountability
<b>Language Arts</b>																				
Comprehensive Assessments of State Students (CASS)		Regular	CRT		√	√	√	√	√	√	√	√	√				√		√	
CASS - Alternate (CASS-Alt)		Alternate	CRT	√			√	√	√	√	√	√	√			√		√		
<b>Mathematics</b>																				
CASS		Regular	CRT		√	√	√	√	√	√	√	√	√			√		√		
CASS-Alt		Alternate	CRT	√			√	√	√	√	√	√	√			√		√		
<b>Science</b>																				
CASS		Regular	CRT						√		√				√	√		√		
CASS-Alt		Alternate	CRT						√		√				√	√		√		

<sup>1</sup> 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.

<sup>3</sup> 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>.

<b>Example State</b>		<b>Reading/Language Arts</b>									
<b>Block 2</b>	<b>Composition of the Main Reading/Language Arts Test in 2008–09</b>										
		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
	<b>Grade 4</b>	24	50%	0	—	3	50%	0	—	0	—
	<b>Grade 8</b>	24	50%	0	—	3	50%	0	—	0	—
<b>Block 3</b>	<b>Administration of the Main Reading/Language Arts Test in 2008–09</b>										
	Were any of the 2008–09 assessments used for AYP reporting for grades 4 or 8 administered in the fall 2008?							No.			
<b>Block 4</b>	<b>Performance Levels and AYP</b>										
	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>.

	<b>Example State</b>	<b>Reading/Language Arts</b>
<b>Block 5</b>	<p><b>Performance Level Descriptors for Meeting Adequate Yearly Progress</b></p> <p><b>Grade 4:</b> 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  <a href="http://www.STDOE.st.gov/pdf/AchievementLevelsGrade4.pdf">http://www.STDOE.st.gov/pdf/AchievementLevelsGrade4.pdf</a></p>	<p><b>Grade 8:</b> 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>
<b>Block 6</b>	<p><b>Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress</b></p> <p><b>Grade 4:</b> 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:  <a href="http://www.STDOE.st.gov/pdf/AchievementLevels.pdf">http://www.STDOE.st.gov/pdf/AchievementLevels.pdf</a></p>	<p><b>Grade 8:</b> —</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										
<b>Block 7</b>	<b>Changes to State Assessments Between 2006–07 and 2008–09</b>											
		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	√									•	
<b>Block 8</b>	<b>Are the reported 2008–09 state assessment results for grades 4 and 8 directly comparable with the 2006–07 reported results?</b>											
	Yes, they can be compared. The testing contractors changed but the test and scales did not change.											
<b>Block 9</b>	<b>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?</b>											
	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

# Montana

## Montana Comprehensive Assessment System (MontCAS)

Component	Test		Grades Tested												Test Purpose <sup>1</sup>					
	Type	Format	K	1	2	3	4	5	6	7	8	9	10	11	12	Instructional	Student Accountability	School Accountability	Staff Accountability	Other
<b>Reading</b>																				
MontCAS CRT	Regular	CRT				√	√	√	√	√	√		√			√		√		
MontCAS CRT-Alt	Alternate	CRT				√	√	√	√	√	√		√			√		√		
<b>Mathematics</b>																				
MontCAS CRT	Regular	CRT				√	√	√	√	√	√		√			√		√		
MontCAS CRT-Alt	Alternate	CRT				√	√	√	√	√	√		√			√		√		
<b>Science</b>																				
MontCAS CRT	Regular	CRT					√					√	√			√				
MontCAS CRT-Alt	Alternate	CRT					√					√	√			√				

<sup>1</sup> 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.

**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
<b>Grade 4</b>	52	87%	0	—	2	13%	0	—	0	—
<b>Grade 8</b>	52	87%	0	—	2	13%	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.
--	-----

**Performance Levels and AYP**

Performance levels used during the 2008–09 year	Novice, Nearing Proficiency, Proficient, and Advanced
Test used for AYP determination	MontCAS CRT
Performance level used for AYP	Proficient
Other tests used for AYP determination	MontCAS CRT-Alt: Proficient for all grades and subjects.
Test used for state accountability	MontCAS CRT
Performance level used for state accountability	Proficient
First implementation of performance standards for the 2008–09 assessments	July 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 the Proficient level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems. Using grade-level text, the student is able to use appropriate reading vocabulary; understand personification, figurative language, and literary devices; distinguish fact from opinion; make inferences; identify author's purpose; analyze and organize information; interpret and respond to text; compare and contrast; reread to find information; understand main idea and support with details; use prior knowledge to make meaning of text; read a variety of materials; read maps and diagrams; use resource materials; justify predictions, and describe reading successes and set reading goals.

Performance level descriptors are available online at:

[http://www.opi.mt.gov/curriculum/MontCAS/#p7GPc1\\_8](http://www.opi.mt.gov/curriculum/MontCAS/#p7GPc1_8)

**Grade 8:** Students at the Proficient level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems. Using grade-level text, the student is able to use emerging content vocabulary; apply complex thinking skills – connect ideas, make predictions, explain causal relationships, use metaphorical thinking and emerging inference skills to show emerging understanding of literary elements and emerging/basic figurative comprehension; use word structures to enhance meaning; recognize different genres; show basic recognition of figurative language; set, monitor progress toward, and meet reading goals.

Performance level descriptors are available online at:

[http://www.opi.mt.gov/curriculum/MontCAS/#p7GPc1\\_8](http://www.opi.mt.gov/curriculum/MontCAS/#p7GPc1_8)

### Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress

**Grade 4:** Attends to another person demonstrating a procedure; anticipates the beginning of a literacy activity; responds to own name presented via any communicative modality; attends to literacy materials; follows directions that contain verbs (point to/look at/pick up); responds to yes/no questions about information in print and nonprint materials; previews/explores resource materials; identifies appropriate resource to gain specific information; selects literacy materials/books by character; displays knowledge of front/back, right side up, page turning, and scanning when exploring literacy material; attends to pictures/symbols/objects when presented; uses auditory, visual, or tactile scanning to maintain place and follow along; rereads (requests or goes back a page, hit switch to rewind, etc.) to gain understanding; requests assistance in understanding unfamiliar words/pictures/symbols/objects; identifies a word/picture/symbol/object that is new and unfamiliar; attends to literacy materials from beginning to end; answers "who" questions about a character in the story (using spoken words, pictures/symbols/objects or communication devices); answers "what" questions about an event or object in story; answers "where" questions about the place in story; identifies supporting details from an expository reading/literary selection; uses unfamiliar words/pictures/symbols/objects to communicate an unfamiliar message; uses various print and nonprint sources to produce graphic representation or complete a task; communicates to others the main idea of literacy materials.

Performance level descriptors are available online at:

[http://www.opi.mt.gov/curriculum/MontCAS/#gpm1\\_9](http://www.opi.mt.gov/curriculum/MontCAS/#gpm1_9)

**Grade 8:** Anticipates the beginning of a literacy activity; responds to own name presented via any communicative modality; anticipates routines or patterns connected to literacy activity; identifies a word/picture/symbol/object used to name a familiar place; locates the library; identifies a word/picture/symbol/object used to name familiar people; attends to literacy materials; indicates preference when offered a choice of books/materials; indicates adaptations needed to understand text; explores a variety of literacy materials; identifies resource materials to gain information about words; identifies a variety of resources; selects literacy materials/books by character or topic; identifies words/pictures/symbols/objects to name familiar people; identifies a word/picture/symbol/object used for content communication; identifies the appropriate resource to gain specific information; uses text features to move through text in the appropriate sequence; recognizes beginning consonant letter-sound association; recognizes vowel letter-sound association; indicates that a sentence is made up of words; uses auditory or visual scanning to maintain place; displays a knowledge of front/back, right side up, page turning, and scanning when exploring literacy materials; rereads (goes back a page, hits switch to rewind tape, etc.) to gain understanding; recalls name of common object/symbol when given the function of the object; identifies the main idea of an expository reading selection.

Performance level descriptors are available online at:

[http://www.opi.mt.gov/curriculum/MontCAS/#gpm1\\_9](http://www.opi.mt.gov/curriculum/MontCAS/#gpm1_9)

**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
<b>Grade 4</b>	55	83%	3	5%	2	12%	0	—	0	—
<b>Grade 8</b>	55	83%	3	5%	2	12%	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.
--	-----

**Performance Levels and AYP**

Performance levels used during the 2008–09 year	Novice, Nearing Proficiency, Proficient, and Advanced
Test used for AYP determination	MontCAS CRT
Performance level used for AYP	Proficient
Other tests used for AYP determination	MontCAS CRT-Alt: Proficient for all grades and subjects.
Test used for state accountability	MontCAS CRT
Performance level used for state accountability	Proficient
First implementation of performance standards for the 2008–09 assessments	July 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 demonstrate a solid understanding of challenging subject matter. Students can:

- select and use problem-solving strategies to solve multi-step problems involving the four operations, and clearly communicate strategies;
- read, identify, and interpret place value of numbers to 1 million;
- solve addition and subtraction problems involving whole numbers and decimals with multiple regroupings;
- solve multiplication problems with multi-digit numbers with multiple regrouping;
- divide by one-digit divisor and interpret remainder;
- add and subtract simple fractions with common denominators;
- use and apply strategies and procedures to solve multi-step algebraic problems involving equations, number patterns, geometric patterns, and change and clearly describe the relationship;
- use properties and vocabulary to describe and identify two- and three-dimensional figures and the relationships among them;
- solve geometric problems involving points on coordinate grids, symmetry, transformations, visual and spatial reasoning, and clearly communicate strategies;
- apply tools, procedures, and formulas of measurement to solve problems;
- collect, organize, display, read, and interpret data and use data in problem-solving situations and judge the probability of a simple event as impossible, unlikely, likely, or certain and determine which outcomes are most or least likely.

Performance level descriptors are available online at:

[http://www.opi.mt.gov/curriculum/MontCAS/#p7GPc1\\_8](http://www.opi.mt.gov/curriculum/MontCAS/#p7GPc1_8)

**Grade 8:** Students at this level demonstrate a solid understanding of challenging subject matter. Students can:

- calculate and compare unit costs;
- use proportions and percents to solve a problem;
- write an equation with two variables to describe a real-world situation;
- apply properties of the real numbers to manipulate formulas and simplify expressions;
- identify the equation of a nonlinear function from a table;
- identify the graph of a function that best represents a described real-world situation;
- solve a two-step linear equation;
- identify the coordinates of the image of a vertex of a polygon after a translation or reflection;
- determine whether points on a coordinate plane can be vertices of a parallelogram;
- identify the net of a cube;
- estimate equal units in different systems of measure;
- identify a scatterplot given a description of the variables being compared;
- use data in a table or scatter plot to make a prediction;
- interpret a line graph.

Performance level descriptors are available online at:

[http://www.opi.mt.gov/curriculum/MontCAS/#p7GPc1\\_8](http://www.opi.mt.gov/curriculum/MontCAS/#p7GPc1_8)

**Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress**

**Grade 4:** Attends to another person demonstrating a procedure; anticipates the beginning of a math activity; attends to materials being displayed; demonstrates the concept of one; applies a number/word to a quantity of objects in a collection (few/many; one/many); determines which number is closer to the quantity in a given set; counts using a sequential order of numbers; demonstrates one-to-one correspondence among up to 12 objects and counting numbers (rational counting); uses final number as quantity of a set; sorts objects into categories; attends to another person collecting and recording data; represents data; sets up graph (i.e., labels axes); makes a bar graph; finds the category with the most/least; answers questions about a graph; compares categories; describes characteristics of categories; communicates relationships between categories; computes addition; computes subtraction; predicts outcome of a chance event; explains reasoning about probability problems; extends an alternating problem; creates a repeating problem; extends a growing pattern; creates a growing pattern.

Performance level descriptors are available online at:

[http://www.opi.mt.gov/curriculum/MontCAS/#gpm1\\_9](http://www.opi.mt.gov/curriculum/MontCAS/#gpm1_9)

**Grade 8:** Attends to another person demonstrating a procedure; anticipates the beginning of a math activity; attends to materials being displayed; attends to another person showing relationships between two variables, objects, picture, symbols, or numbers; demonstrates the concept of "one"; determines questions for obtaining data; describes features of the data; counts with another person; creates a frequency table; sets up a graph; labels axes; creates a simple graph/frequency plot using real objects and/or symbols; displays two or more categories on a bar graph; explains how to use a bar graph; determines which category has the most/least votes; uses tables or graphs to make decisions; shows a quantity; demonstrates understanding of some/more/less; computes an addition problem; shows a relationship between two variables; given a numerical relationship between two variables and the value of one variable, finds the other; uses a table to make decisions; attends to another person measuring length; measures with a ruler; uses an appropriate unit of measure; demonstrates reasoning to solve a measurement problem; uses a calculator for computation; chooses a correct procedure to solve a problem; uses strategy to compute an addition problem; subdivides a geometric shape; produces fractional parts of a whole.

Performance level descriptors are available online at:

[http://www.opi.mt.gov/curriculum/MontCAS/#gpm1\\_9](http://www.opi.mt.gov/curriculum/MontCAS/#gpm1_9)

**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.