

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

Oklahoma

Oklahoma School Testing Program (OSTP)

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																				
Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction ACE English II [2]	Regular	CRT											√			√		√		
Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction ACE English III [3]	Regular	CRT												√		√				
Oklahoma Modified Alternate Assessment Program (OMAAP) End-of-Instruction English II [4]	Alternate	CRT											√			√		√		
Reading																				
Oklahoma Core Curriculum Tests (OCCT) Grades 3–8	Regular	CRT				√	√	√	√	√	√					√		√		
Oklahoma Modified Alternate Assessment Program (OMAAP) Grades 3–8	Alternate	CRT				√	√	√	√	√	√					√		√		
Oklahoma Alternate Assessment Program (OAAP) Grades 3–8 and End-of-Instruction	Alternate	Portfolio				√	√	√	√	√	√	√	√	√	√	√		√		
Mathematics																				
OCCT Grades 3–8 and End-of-Instruction ACE Algebra I [5]	Regular	CRT				√	√	√	√	√	√	√	√	√	√	√	√	√		[6]
OMAAP Grades 3–8 and End-of-Instruction Algebra I [7]	Alternate	CRT				√	√	√	√	√	√	√	√	√	√	√	√	√		[8]
Oklahoma Alternate Assessment Program (OAAP)	Alternate	Portfolio				√	√	√	√	√	√	√	√	√	√	√	√	√		[9]

(continued)

Oklahoma

Oklahoma School Testing Program (OSTP)

Component	Test		Grades Tested													Test Purpose ¹				
	Type	Format	K	1	2	3	4	5	6	7	8	9	10	11	12	Instructional	Student Accountability	School Accountability	Staff Accountability	Other
Science																				
OCCT Grades 5/8, and End-of-Instruction ACE Biology I [10]	Regular	CRT						√			√	√	√	√	√	√	√			[11]
OMAAP Grades 5/8, and End-of-Instruction Biology I	Alternate	CRT						√			√	√	√	√	√	√	√			[12]
OAAP	Alternate	Portfolio						√			√	√	√	√	√	√	√			[13]

- 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 End-of-Instruction ACE (Achieving Classroom Excellence) English II assessment includes a Writing component which counts for 9% of the total score, and questions covering grammar, usage, and mechanics which count for an additional 18%. The OCCT End-of-Instruction ACE English II assessment is administered three times a year.
- ³ The End-of-Instruction ACE English III assessment includes a Writing component which counts for 14% of the total score, and questions covering grammar, usage, and mechanic which count for an additional 19%. The OCCT End-of-Instruction ACE English III assessment is administered three times a year.
- ⁴ The OMAAP is an alternate assessment based on alternate achievement standards. The OMAAP End-of-Instruction English II assessment includes a Writing component which counts for 7% of the total score, and questions covering grammar, usage, and mechanics which count for an additional 16%. The OMAAP End-of-Instruction English II assessment is administered three times a year.
- ⁵ OCCT End-of-Instruction Mathematics tests also include ACE Algebra II and ACE Geometry which are administered three times a year.
- ⁶ Students must receive a Proficient or higher score on the OCCT End-of-Instruction ACE Algebra I assessment as part of the graduation requirement.
- ⁷ The OMAAP End-of-Instruction Algebra I assessment is administered three times a year.
- ⁸ Students who qualify must receive a Satisfactory or higher score on the OMAAP End-of-Instruction Algebra I assessment as part of the graduation requirement.
- ⁹ Students who qualify must receive a Proficient or higher score on the OAAP End-of-Instruction Algebra I portfolio assessment as part of the graduation requirement.
- ¹⁰ The OCCT End-of-Instruction ACE Biology I assessment is administered three times a year.
- ¹¹ Students must take the OCCT End-of-Instruction ACE Biology I test, and it can be used to meet the graduation requirement of passing 4 of 7 tests.
- ¹² Students who qualify must participate in the OMAAP End-of-Instruction Biology I test, and it can be used to meet the graduation requirement of passing 4 of 7 tests.
- ¹³ Students who qualify must participate in the OAAP End-of-Instruction Biology I Portfolio assessment, and it can be used to meet the graduation requirement of passing 4 of 7 tests.

Composition of the Main Reading/Language Arts Test in 2008–09

	Multiple Choice		Short Constructed Response		Extended Constructed Response		Performance Tasks		Other	
	Number of Items	Proportion of Score	Number of Items	Proportion of Score	Number of Items	Proportion of Score	Number of Items	Proportion of Score	Number of Items	Proportion of Score
Grade 4	50	100%	0	—	0	—	0	—	0	—
Grade 8	50	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	Unsatisfactory, Limited Knowledge, Proficient, and Advanced
Test used for AYP determination	Oklahoma Core Curriculum Tests (OCCT)
Performance level used for AYP	Proficient
Other tests used for AYP determination	Oklahoma uses, in addition to the above OCCT, the Oklahoma Modified Alternate Assessment Program (OMAAP) and the Oklahoma Alternate Assessment Program (OAAP) which is the Portfolio assessment.
Test used for state accountability	OCCT
Performance level used for state accountability	Proficient
First implementation of performance standards for the 2008–09 assessments	2008–09
Additional information about performance levels used during the 2008–09 academic year	The OMAAP assessment uses performance levels of Unsatisfactory, Limited Knowledge, Satisfactory, and Advanced.

Performance Level Descriptors for Meeting Adequate Yearly Progress

Grade 4: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade level. Students scoring at the proficient level typically read and comprehend grade-level Reading material using the following skills: utilize structural analysis in combination with context clues and other word-meaning resources to determine the meaning of new words and interpret the meaning of multiple-meaning words; apply knowledge of synonyms, antonyms, homonyms/homophones, and idioms; make grade-level inferences, draw conclusions, and make generalizations; compare and contrast information from texts on similar topics; distinguish between fact, opinion, and supported inferences in a variety of texts. Interpret and analyze relationships in narrative and expository text to include cause and effect, sequence, and compare/contrast. Identify and analyze the characteristics of a variety of genres; describe the major elements of story structure such as plot, setting, and characters, and apply understanding of them to make logical predictions; determine the central purpose, theme or main idea, and important details; determine the author's purpose and the point of view presented; interpret figurative language in poetry and descriptive passages; interpret poetry and recognize poetic styles; use functional print information resources such as dictionaries, charts, diagrams, etc.

Performance level descriptors are available online at:
<http://www.sde.state.ok.us/AcctAssess/core.html>

Grade 8: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade level. Students scoring at the proficient level typically read and comprehend grade-level Reading material using the following skills: utilize a variety of strategies to determine literal and non-literal word meanings; analyze idioms and comparisons to infer literal and figurative meanings; determine the purpose for reading a passage; determine author's purpose and distinguish between various points of view, accuracy of text, and fact/opinion; connect, compare, and contrast ideas, themes, and issues across texts. Infer, predict, and generalize ideas; determine main idea and themes (stated or implied) and recognize relevance of details; analyze character traits, conflicts, and points of view; analyze structural elements of plot, subplot, and climax; analyze characteristics of genres and subgenres. Interpret figurative language and elements of poetry. Interpret literary devices; use appropriate strategies to organize and summarize information; identify instances of persuasion, propaganda, and faulty reasoning in text.

Performance level descriptors are available online at:
<http://www.sde.state.ok.us/AcctAssess/core.html>

Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress

Grade 4: Students performing at the satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of the Reading knowledge and skills expected of students at this grade. Students scoring at the satisfactory level typically read and comprehend grade-level-modified reading material and will: identify new words using structural analysis in combination with context clues; identify synonyms, antonyms, and homonyms; identify the major elements of story structure, such as plot, setting, and characters, and be able to make logical predictions based on text information; identify character traits; recognize and interpret cause and effect, sequence, and compare/contrast; recognize the main ideas, key concepts, and key actions in text; make inferences, draw conclusions, and make generalizations but not in a complex way; recognize simple figurative language in poetry and descriptive passages; distinguish among facts, opinions, and supported inferences in a variety of texts; determine the purposes of different types of texts; identify similarities and differences in text and summarize events; use functional print information resources such as dictionaries, charts, and diagrams; answer literal questions about the reading selection; identify characteristics of a variety of genres.

Grade 8: Students performing at the satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of the Reading knowledge and skills expected of students at this grade. Students scoring at the satisfactory level typically read and comprehend grade-level-modified reading material and will: determine literal and nonliteral word meanings using a variety of strategies; recognize the characteristics of both literary and informational texts; identify main idea and recognize the relevance of details; identify and explain figurative language and elements of poetry; make inferences and predictions, draw conclusions, and paraphrase ideas in a variety of texts; identify point of view; determine author's purpose; distinguish stated fact and opinion; use appropriate strategies to organize and summarize information.

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		√					√				

Note: In 2007, Oklahoma implemented the Oklahoma Modified Alternate Assessment Program (OMAAP). The population taking the general assessment (OCCT) changed that year because of this new test.

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

No. Oklahoma raised the performance standards.

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?

As a result of state legislature encouraging the setting of higher Mathematics and Reading expectations, new performance level cut scores were set.

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	45	100%	0	—	0	—	0	—	0	—
Grade 8	45	100%	0	—	0	—	0	—	0	—

Administration of the Main Mathematics Test in 2008–09

Were any of the 2008–09 assessments used for AYP reporting for grades 4 or 8 administered in the fall of 2008?	No.
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Performance Levels and AYP

Performance levels used during the 2008–09 year	Unsatisfactory, Limited Knowledge, Proficient, and Advanced
Test used for AYP determination	Oklahoma Core Curriculum Tests (OCCT)
Performance level used for AYP	Proficient
Other tests used for AYP determination	Oklahoma uses, in addition to the above OCCT, the Oklahoma Modified Alternate Assessment Program (OMAAP) and the Oklahoma Alternate Assessment Program (OAAP) which is the Portfolio assessment.
Test used for state accountability	OCCT
Performance level used for state accountability	Proficient
First implementation of performance standards for the 2008–09 assessments	2008–09
Additional information about performance levels used during the 2008–09 academic year	The OMAAP assessment uses performance levels of Unsatisfactory, Limited Knowledge, Satisfactory, and Advanced.

Performance Level Descriptors for Meeting Adequate Yearly Progress

Grade 4: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade level. Students scoring at the proficient level typically will: be able to recognize, describe, and extend patterns; be able to solve open sentences; understand place value to six digits and decimals to hundredths; be able to use addition and subtraction of whole numbers to estimate and to solve problems; compare fractions and decimals (including the use of benchmarks); multiply and divide two- and three-digit numbers; apply geometric (spatial reasoning) and measurement concepts using customary and metric units of measure (including estimation); analyze and interpret data in graphs; and apply mental math techniques.

Performance level descriptors are available online at:

<http://www.sde.state.ok.us/AcctAssess/core.html>

Grade 8: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade level. Students scoring at the proficient level typically will: compare, order, and use different forms of positive and negative rational numbers to solve problems; solve single- and multi-step algebraic equations and inequalities; develop, select, and apply appropriate formulas for given situations; classify solid figures and apply the concepts of surface area and volume to real world settings; use ratio and proportion to solve problems involving similar geometric figures; determine probabilities of uncertain events happening; and analyze samples and select and apply appropriate charts and graphs to represent collected data.

Performance level descriptors are available online at:

<http://www.sde.state.ok.us/AcctAssess/core.html>

Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress

Grade 4: Students performing at the satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of the Mathematics knowledge, skills, and processes expected of students at this grade. Students scoring at the satisfactory level typically will: be able to recognize, describe, and extend patterns; be able to solve open sentences involving addition and subtraction with whole numbers; understand place value of whole numbers to four digits and decimals to the hundredths; compare and order whole numbers; be able to use addition and subtraction of whole numbers (to four digits) to estimate and to solve problems; compare fractions (including the use of benchmarks); estimate and find the product of up to two two-digit numbers to solve problems; find the quotient of a one-digit divisor and a two-digit dividend to solve problems; identify and compare angles and lines; apply geometric (spatial reasoning) and measurement concepts using customary and metric units of measure (including estimation); analyze and interpret data in graphs.

Grade 8: Students performing at the satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of the Mathematics knowledge, skills, and processes expected of students at this grade. Students scoring at the satisfactory level on the Oklahoma Modified Alternate Assessment typically will: solve one-step and two-step algebraic equations and one-step inequalities; compare and order positive and negative rational integers and decimals; use the rules of exponents, including integer exponents (excluding raising a power to a power), to solve problems; classify solid figures and estimate surface area and volume of rectangular solids in real-world settings; use ratio and proportion to solve problems involving similar geometric figures; apply appropriate formulas for given situations; analyze samples and select and apply appropriate charts and graphs to represent collected data; find the measures of central tendency (mean, median, and mode) of a set of data.

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		√					√				

Note: In 2007, Oklahoma implemented the Oklahoma Modified Alternate Assessment Program (OMAAP). The population taking the general assessment (OCCT) changed that year because of this new test.

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

No. Oklahoma raised the performance standards.

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?

As a result of state legislature encouraging the setting of higher Mathematics and Reading expectations, new performance level cut scores were set.