

A Profile of State Assessment Programs 2009

Since 2003, the National Center for Education Statistics (NCES) has supported research that compares the proficiency standards of the National Assessment of Educational Progress (NAEP) with those of individual states. State assessments are placed onto a common scale defined by NAEP, which allows states' proficiency standards to be compared not only to NAEP, but also to each other.¹ While the mapped NAEP equivalent scores of state standards are useful in determining the relative rigor of states' proficiency standards, the results of the studies should be interpreted with caution. Variations among states can be due to many factors, including differences in assessment frameworks, test specifications, the psychometric properties of the tests, the definition of Adequate Yearly Progress (AYP) standards, and the standard-setting process.

In 2007, in collaboration with the Education Information Management Advisory Consortium (EIMAC)—Task Force on Assessment of the Council of Chief State School Officers—NCES conducted a survey of state assessment programs to gain contextual information about the states' assessment programs in 2006–07 and to note changes in their assessments between the 2004–05 and 2006–07 school years that could affect the interpretation of the mapping results. The NAEP State Coordinator in every state was asked to provide information about the state's testing program through an online survey. After this information was verified and confirmed by the NAEP State Coordinator of each state, it was summarized in individual state profiles.² These profiles were designed in collaboration with a panel of NAEP State Coordinators.

In support of the 2009 Mapping Study, NAEP State Coordinators were asked by NCES to update the information collected on their state assessment program in 2007. Following similar verification steps, the information was summarized into profiles to provide a concise snapshot of all state assessment programs in the 2008–09 school year. Each profile presents information on the grades and subjects tested during the 2008–09 year, state performance levels and performance level descriptors, the composition of main state assessments, and changes to the state assessments between 2006–07 and 2008–09.

A sample profile is shown below. Information on the state assessment programs is presented in nine blocks. The first block combines all subjects. The remaining blocks (2–9) are presented twice, once for Reading/Language Arts and then for Mathematics. The example that follows is for Reading/Language Arts only. Some answers may have been edited for consistency or for space limitations; however, the substance of all answers is unchanged from what states provided to the NAEP State Coordinators. All web addresses in these profiles were verified on May 15, 2011. In any block, the symbol “—” indicates that a state's information was either not provided (for example, if there is no information on performance level descriptors of an alternate assessment for meeting AYP) or not applicable (for example, if the information relates to the proportion of the test score from short constructed response items, but the test does not use short constructed response items).

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

² The 2007 State Profiles are available at: http://nces.ed.gov/nationsreportcard/studies/statemapping/profile_standards_2007.asp.

Block 1 summarizes information about each state’s testing program: the name of the program, the different tests, the type and format of each test, the grades and subjects tested, and the tests’ purpose. States were asked to enter up to four tests in Mathematics, English Language Arts, Reading, and Science. Response options for test type were: regular, alternate, modified, and portfolio assessments.³ Response options for test format were: criterion-referenced (CRT), norm-referenced (NRT), combination CRT/NRT, and other formats. Response options for test purpose were: instructional, student accountability, school accountability, staff accountability, and other. Additional information provided by NAEP State Coordinators summarizing their states’ tests and test purposes is included at the end of the block. An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block1.asp>.

Block 1		Example State																		
		State Assessment and Accountability Program (SAAP)																		
Component		Test		Grades Tested												Test Purpose ¹				
		Type	Format	K	1	2	3	4	5	6	7	8	9	10	11	12	Instructional	Student Accountability	School Accountability	Staff Accountability
Language Arts																				
Comprehensive Assessments of State Students (CASS)		Regular	CRT		√	√	√	√	√	√	√	√	√				√		√	
CASS - Alternate (CASS-Alt)		Alternate	CRT	√			√	√	√	√	√	√	√			√		√		
Mathematics																				
CASS		Regular	CRT		√	√	√	√	√	√	√	√	√			√			√	
CASS-Alt		Alternate	CRT	√			√	√	√	√	√	√	√			√		√		
Science																				
CASS		Regular	CRT						√		√				√	√			√	
CASS-Alt		Alternate	CRT						√		√				√	√			√	

¹ Example purposes: Instructional: student diagnosis, student placement, instructional planning, program evaluation, improvement of instruction for groups of students, etc.
Student Accountability: student awards/recognition, honors diploma, student promotion/retention, required remediation, exit requirement, etc.
School Accountability: monetary awards/penalties, school accreditation, school performance reporting, high school skills guarantee, school improvement plans, etc.
Staff Accountability: staff awards/recognition, salary increases, staff dismissal, staff evaluation or certification, staff monetary penalties, etc.

³ For reference, definitions of different types of assessments are available at the National Center on Educational Outcomes (NCEO) website, at: <http://www.cehd.umn.edu/NCEO/TopicAreas/AlternateAssessments/altAssessTopic.htm>.

Block 2 summarizes information about the composition of the main state assessments in 2008–09 for grades 4 and 8 in Reading/Language Arts and Mathematics. It shows the number of items for each type of question and each type’s respective weight in the final score. If the state indicated that an item type was not used, the type’s weight is indicated by “—.” An accessible table containing the information in this block can be found at:

<http://nces.ed.gov/nationsreportcard/studies/statemapping/block2.asp> .

Block 3 includes additional information about the timing of the assessments and whether assessments measured skills acquired only in prior grades. An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block3.asp>.

Block 4 summarizes information about the assessments and performance levels used by the state in 2008–09 for state accountability for grades 4 and 8 in Reading/Language Arts and Mathematics, as well as the assessments and performance levels used to determine AYP. The symbol “—” indicates that the information was not provided (e.g., if the state did not provide additional information about performance levels used during the 2008–09 academic year). An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block4.asp>.

Example State		Reading/Language Arts									
Block 2	Composition of the Main Reading/Language Arts Test in 2008–09										
	Multiple Choice		Short Constructed Response		Extended Constructed Response		Performance Tasks		Other		
	Number of Items	Proportion of Score	Number of Items	Proportion of Score	Number of Items	Proportion of Score	Number of Items	Proportion of Score	Number of Items	Proportion of Score	
Grade 4	24	50%	0	—	3	50%	0	—	0	—	
Grade 8	24	50%	0	—	3	50%	0	—	0	—	
Block 3	Administration of the Main Reading/Language Arts Test in 2008–09										
	Were any of the 2008–09 assessments used for AYP reporting for grades 4 or 8 administered in the fall 2008?						No.				
Block 4	Performance Levels and AYP										
	Performance levels used during the 2008–09 year						Below Basic, Basic, Proficient, and Advanced				
	Test used for AYP determination						Comprehensive Assessments of State Students (CASS)				
	Performance level used for AYP						Proficient				
	Other tests used for AYP determination						CASS-Alt assessments are used in AYP determination.				
	Test used for state accountability						CASS				
	Performance level used for state accountability						Proficient				
	First implementation of performance standards for the 2008–09 assessments						2005–06 school year				
Additional information about performance levels used during the 2008–09 academic year						—					

Block 5 provides the performance level descriptors used for meeting AYP in 2008–09 assessments for grades 4 and 8 in Reading/Language Arts and Mathematics. The descriptors correspond to the proficient performance level as it is defined by each state. A web address is included if the state provided a link. An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block5.asp>.

Block 6 lists the performance level descriptors used for meeting AYP in 2008–09 alternate assessments for grades 4 and 8 in Reading/Language Arts and Mathematics. The descriptors correspond to the proficient performance level as it is defined by each state. A “—” indicates that the state did not provide performance level descriptors. A web address is included if the state provided a link. An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block6.asp>.

	Example State	Reading/Language Arts
Block 5	<p>Performance Level Descriptors for Meeting Adequate Yearly Progress</p> <p>Grade 4: Students performing at the Proficient level demonstrate a fundamental understanding of what they read by applying various strategies when reading textual/informational, functional, and literary/recreational materials. To some degree these students use various skills and strategies, including demonstrating a knowledge of sentence structure, making inferences, and distinguishing fiction from nonfiction. They recognize some literary elements and devices including characters, similes, and important details as they read literary/recreational text. As a part of understanding informational/textual and functional materials, students at this level are beginning to locate information, identify important details, use sentence structure, and distinguish fact from fiction. Their vocabulary knowledge includes recognition of some antonyms, synonyms, and some use of structural analysis skills.</p> <p>Performance level descriptors are available online at http://www.STDOE.st.gov/pdf/AchievementLevelsGrade4.pdf</p>	<p>Grade 8: Students performing at the Proficient level utilize strategies to make inferences to determine bias or theme and use specific context clues to determine some word meanings. They can distinguish among characteristics of some types of poetry such as ballads, epics, haikus, limericks, and lyrics. They often identify literary elements and can describe their impact on setting, mood, characterization, or theme. These students also are able to identify the elements of plot.</p>
Block 6	<p>Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress</p> <p>Grade 4: A fourth-grade student performing at the Proficient level on the Example State Extended Standards in Reading demonstrates fundamental knowledge that meets the extended standards in multiple phoneme words, reading simple sentences, synonyms, literary elements (main characters and details), and letter blends. This knowledge might be demonstrated at different complexity levels and with varying degrees of assistance.</p> <p>Performance level descriptors are available online at: http://www.STDOE.st.gov/pdf/AchievementLevels.pdf</p>	<p>Grade 8: —</p>

Block 7 presents changes to the main state assessment in Reading/Language Arts and Mathematics between the 2006–07 and 2008–09 school years. Each state self-reported whether the changes to its assessment were significant or not. For many states, additional information about the changes is included in a note below the block. An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block7.asp>.

Block 8 provides information about the comparability of the state assessments between 2006–07 and 2008–09. Specifically, it is the answer given to the survey question “Are the reported 2008–09 state assessment results for grades 4 and 8 Reading or Mathematics directly comparable with the 2006–07 reported results?” Each state self-reported whether its 2006–07 and 2008–09 assessments were comparable or not. An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block8.asp>.

Block 9 provides additional information about changes to the state assessment, inclusion policies, or administration of the state assessment between 2006–07 and 2008–09 that would have an impact on the ability to compare outcomes over time. An accessible table containing the information in this block can be found at: <http://nces.ed.gov/nationsreportcard/studies/statemapping/block9.asp>.

Example State		Reading/Language Arts										
Block 7	Changes to State Assessments Between 2006–07 and 2008–09											
		No Significant Changes	Changed Cut Scores	Changed The Period of Administration	Changed Assessment Items	Used Entirely Different Assessment	Realigned To New Content Standards	Changed Proficiency Standards	Changed Accommodation Policy	Changed Re-Test Policy	Changed Test Contractors	Other Changes
	Grade 4	√									•	
	Grade 8	√									•	
Block 8	Are the reported 2008–09 state assessment results for grades 4 and 8 directly comparable with the 2006–07 reported results?											
	Yes, they can be compared. The testing contractors changed but the test and scales did not change.											
Block 9	Are there differences in the administration of assessments or in the reporting of outcomes between 2006–07 and 2008–09 due to policy or legislative changes having an impact on the ability to compare outcomes over time?											
	None.											

Source

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Survey of State Assessment Program Characteristics.

Glossary

AYP	Adequate Yearly Progress
CRT	Criterion-Referenced Test
ECA	End-of-Course Assessments
ELA	English Language Arts
ELP	English Language Proficiency
EOC	End-of-Course Exams
EOG	End-of-Grade Exams
IEP	Individualized Education Program
LEA	Local Education Agency
LEP	Limited English Proficiency
NAEP	National Assessment of Educational Progress
NCLB	No Child Left Behind
NRT	Norm-Referenced Test
PLD	Performance Level Descriptor
SAT/10	Stanford Achievement Test – Tenth Edition
SEA	State Education Agency

Oregon

Oregon Assessment of Knowledge and Skills (OAKS)

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																				
OAKS Reading/Literature [2]	Regular	CRT				√	√	√	√	√	√		√			√		√		
OAKS Extended Reading	Alternate	CRT				√	√	√	√	√	√		√			√		√		
Mathematics																				
OAKS Mathematics [3]	Regular	CRT				√	√	√	√	√	√		√			√		√		
OAKS Extended Mathematics	Alternate	CRT				√	√	√	√	√	√		√			√		√		
Science																				
OAKS Science [3]	Regular	CRT						√			√		√			√		√		
OAKS Extended Science	Alternate	CRT						√			√		√			√		√		

- ¹ Example purposes: Instructional: student diagnosis, student placement, instructional planning, program evaluation, improvement of instruction for groups of students, etc.
 Student Accountability: student awards/recognition, honors diploma, student promotion/retention, required remediation, exit requirement, etc.
 School Accountability: monetary awards/penalties, school accreditation, school performance reporting, high school skills guarantee, school improvement plans, etc.
 Staff Accountability: staff awards/recognition, salary increases, staff dismissal, staff evaluation or certification, staff monetary penalties, etc.
- ² The regular assessment is delivered both online and in a paper-pencil format. The online assessment is available for most of the school year. The paper-pencil assessment is offered during March/April of each school year as an accommodation for special needs students. In addition there is a 3rd grade Spanish Reading assessment offered for those students who would benefit from that format.
- ³ The regular assessment is delivered both online and in a paper-pencil format. The online assessment is available for most of the school year. The paper-pencil assessment is offered during March/April of each school year as an accommodation for special needs students. Items are also offered in a side-by-side format, English/Spanish or English/Russian, for those students who would benefit from that format.

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	45	100%	0	—	0	—	0	—	0	—
Grade 8	50	100%	0	—	0	—	0	—	0	—

Note: The paper and pencil format of the grade 4 Reading assessment has 50 questions.

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?	Yes. The OAKS assessments are administered online between October and May. Students have three opportunities to take each online assessment.
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Performance Levels and AYP

Performance levels used during the 2008–09 year	Very Low, Low, Nearly Meets, Meets, and Exceeds
Test used for AYP determination	OAKS Reading/Literature, OAKS Extended Reading
Performance level used for AYP	Meets
Other tests used for AYP determination	—
Test used for state accountability	OAKS Reading/Literature, OAKS Extended Reading
Performance level used for state accountability	Meets
First implementation of performance standards for the 2008–09 assessments	July 2006
Additional information about performance levels used during the 2008–09 academic year	In some documentation, the Very Low and Low categories are combined into the category Does Not Yet Meet.

Performance Level Descriptors for Meeting Adequate Yearly Progress

Grade 4: Student scores at the Meets level indicate a solid academic performance based on the grade-level knowledge and skills outlined in the state content standards for Reading/Literature. These students have an accurate comprehension of grade-level text and use context to make meaning of unfamiliar vocabulary. They interpret text to determine themes and messages, analyze characters, and make accurate predictions based on textual evidence. They can identify the author's purpose and the presence of persuasion in informational text. Students who meet the grade 4 Reading standard demonstrate comprehension of grade-level text. They use context clues within sentences to determine the meanings of unfamiliar vocabulary, and to distinguish the usage of words having multiple meanings. Students recognize words used as synonyms and antonyms for grade-level or slightly higher vocabulary and can use context to determine the meaning of common idioms or expressions. Students can use format clues in practical text and instructional materials to read to perform a task, and can interpret diagrams, charts, and graphs to gain information and reach logical conclusions. Students demonstrate general understanding of grade-level text by recognizing topic sentences explicitly stated in informational text, and can recall important details. They identify problems and how they are resolved in literary text. They can identify the correct sequence of events in a story's plot. Students develop an interpretation by making predictions about forthcoming information or events based on clues in the selection. These students can infer the author's unstated meaning based on information explicitly stated in the text, including an article's main idea. They often use clues to determine characters' motivations and to reach conclusions about the most prominent themes or messages in literary text. These students examine the content and structure of informational text to identify the author's purpose, to recognize cause and effect relationships, and to distinguish between facts and opinions. They can determine when text is informative and when there are attempts at persuasion.

Performance level descriptors are available online at:

http://www.ode.state.or.us/teachlearn/standards/contentperformance/achleveldesc_03152007.pdf

Grade 8: Student scores at the Meets level indicate a solid academic performance based on the grade-level knowledge and skills outlined in the state content standards for Reading/Literature. Students have an accurate comprehension of grade-level text, including unfamiliar vocabulary, and can synthesize information to form conclusions. They interpret text to determine themes and messages, make accurate predictions, and can identify an author's reasons for structural decisions and the use of common literary elements and devices. Students who meet the grade 8 Reading standard demonstrate comprehension of grade-level text. They use contextual and structural clues to determine the meaning of unfamiliar vocabulary, and can accurately interpret the intended meaning of idioms, comparisons and figurative language. They use a variety of strategies to verify word meanings. Students synthesize information found in a variety of formats to reach conclusions supported by textual evidence as they read to perform a task. Students demonstrate general understanding of grade-level text by determining main ideas explicitly stated in informational text and the details supporting that statement. They identify the correct sequence of events in a story's plot and can recall important supporting details in literary selections. Students develop an interpretation by making predictions about future outcomes or events based on clues in the selection. They can determine the main idea and the author's explicit and implicit assumptions/beliefs about a subject. They identify actions and motives of characters that affect the plot and/or theme in literary works and use evidence in text to determine themes. Students examine the content and structure of informational text to identify the author's purpose. They can identify the evidence used to support arguments/assertions. They can contrast two pieces of text with a common subject. They examine the content and structure of literary text to recognize the author's use of literary elements and devices, including point of view and dialogue, and analyze their impact on a selection's effectiveness and tone or mood.

Performance level descriptors are available online at:

http://www.ode.state.or.us/teachlearn/standards/contentperformance/achleveldesc_03152007.pdf

Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress

Grade 4: Student scores at the Meets level indicate an understanding of the academic concepts linked to the state's grade-level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text, an understanding that meaning can be extracted from text, and are frequently able to extract meaning from text. Students demonstrate an understanding of the interaction between a reader and text.

Grade 8: Student scores at the Meets level indicate an identifiable understanding of the academic concepts linked to the state's eighth grade-level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text, an understanding that meaning can be extracted from text, and are frequently able to extract meaning from text. Students who meet the standard demonstrate an understanding of the interaction between a reader and text by completing tasks on demand.

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	40	100%	0	—	0	—	0	—	0	—
Grade 8	40	100%	0	—	0	—	0	—	0	—

Note: The paper and pencil format of the Mathematics assessments has 60 questions.

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?	Yes. The OAKS assessments are administered online between October and May. Students have three opportunities to take each online assessment.
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Performance Levels and AYP

Performance levels used during the 2008–09 year	Very Low, Low, Nearly Meets, Meets, and Exceeds
Test used for AYP determination	OAKS Mathematics, OAKS Extended Mathematics
Performance level used for AYP	Meets
Other tests used for AYP determination	—
Test used for state accountability	OAKS Mathematics, OAKS Extended Mathematics
Performance level used for state accountability	Meets
First implementation of performance standards for the 2008–09 assessments	July 2006
Additional information about performance levels used during the 2008–09 academic year	In some documentation, the Very Low and Low categories are combined into the category Does Not Yet Meet.

Performance Level Descriptors for Meeting Adequate Yearly Progress

Grade 4: Student scores at the Meets level indicate a solid academic performance based on the grade-level knowledge and skills outlined in the state content standards for Mathematics. Students consistently solve routine problems involving whole numbers, decimals and simple fractions; describe perimeter and area; compare geometric figures; translate a situation using numbers and symbols; and describe data. Generally, these students can interpret or provide a visual or symbolic representation to match a problem situation and purpose. Students who meet the grade 4 standard use number sense to add and subtract commonly used fractions with like denominators (halves, thirds, fourths, eighths, tenths) and decimals to hundredths. They consistently apply the commutative, associative, and identity properties of addition and multiplication, and the distributive property to simplify calculations. They select the most appropriate tool and unit to measure length, perimeter, weight, and volume. They represent and interpret the data from experiments and simulations using tallies, charts, pictograms, and bar graphs. They translate between different representations (words, numeric, and pictorial) of a simple quantitative relationship. Students who meet the standard locate coordinates of points on graph paper, maps, globes, and other charts. They use properties to compare and classify geometric shapes (quadrilaterals) by their sides and angles.

Performance level descriptors are available online at:

http://www.ode.state.or.us/teachlearn/standards/contentperformance/achleveldesc_03152007.pdf

Grade 8: Student scores at the Meets level indicate a solid academic performance based on the grade-level knowledge and skills outlined in the state content standards for Mathematics. Students at this level consistently apply mathematical concepts, terms and properties to problem situations. Students readily solve problems involving rational numbers, proportions and percents, similar figures, algebraic representations, and interpreting probability and data. In general, these students can interpret or provide a visual or symbolic representation to match a problem situation and purpose. Students who meet the grade 8 standard calculate with rational numbers and use proportions to solve problems. They calculate and analyze changes in area and volume in relation to changes in linear measures of figures. They determine appropriate scale and find distances involving scale factors. They apply theoretical probability to determine if an event or game is fair or unfair and pose and evaluate modifications to change the fairness. These students use charts and tables to determine the graphical representation of data to make predictions that best show key characteristics (e.g., including line of best fit). They consistently translate between, interpret, and model algebraic relationships represented by words, symbols, tables, and graphs making predictions, inferences, and solving problems. Students who meet the geometry standard use similar figures and Pythagorean Theorem to measure distances indirectly in a variety of applications (e.g., flagpole and shadow, two points on the coordinate graph). Students consistently recognize transformations of figures.

Performance level descriptors are available online at:

http://www.ode.state.or.us/teachlearn/standards/contentperformance/achleveldesc_03152007.pdf

Performance Level Descriptors of Alternate Assessment for Meeting Adequate Yearly Progress

Grade 4: Student scores at the Meets level indicate an understanding of the academic concepts linked to the state's grade-level content standards for Mathematics. Students demonstrate a consistent comprehension of reduced complexity numeric concepts (i.e. numeric concepts that have been simplified, with reduced text and language where appropriate), an understanding that numbers represent quantitative values and are frequently able to demonstrate a consistent method of manipulating quantities to obtain a desired outcome. Students who meet the fourth-grade Mathematics standard demonstrate an understanding of the relationship between number and value.

Grade 8: Student scores at the Meets level indicate an ability to understand and apply academic concepts linked to the state's grade-level content standards for Mathematics. Students demonstrate (1) an understanding that numbers represent quantitative values, (2) knowledge that Mathematics can be used to answer questions beyond basic calculation, and (3) a reliable use of mathematical operations to manipulate quantities. Students who meet the eighth-grade Mathematics standard demonstrate an understanding of the relationship between number and value.

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.