

# 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).

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<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	Other
<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

# South Carolina

## Statewide Assessment Program

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>Language Arts</b>																				
Palmetto Assessment of State Standards (PASS) [2]	Regular	CRT				√	√	√	√	√	√	√				√	√	√		
High School Assessment Program (HSAP) [3]	Regular	CRT											√			√	√	√		
South Carolina Alternate Assessment (SC-Alt)	Alternate	CRT				√	√	√	√	√	√		√			√		√		
End-of-Course Evaluation Program (EOCEP) [4]	Regular	CRT								√	√	√	√	√	√	√	√	√		
<b>Mathematics</b>																				
Palmetto Assessment of State Standards (PASS) [5]	Regular	CRT				√	√	√	√	√	√					√		√		
High School Assessment Program (HSAP) [3]	Regular	CRT											√			√	√	√		
South Carolina Alternate Assessment (SC-Alt)	Alternate	CRT				√	√	√	√	√	√		√			√		√		
End-of-Course Evaluation Program (EOCEP) [4]	Regular	CRT							√	√	√	√	√	√	√	√	√	√		

(continued)

# South Carolina

## Statewide Assessment Program

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>Science</b>																				
Palmetto Assessment of State Standards (PASS) [6]	Regular	CRT				√	√	√	√	√	√					√		√		
South Carolina Alternate Assessment (SC-Alt.)	Alternate	CRT				√	√	√	√	√	√		√			√		√		
End-of-Course Evaluation Program (EOCEP)	Regular	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>2</sup> PASS reports an ELA score which includes Reading and Research.

<sup>3</sup> Students beyond the second year after their initial enrollment in the ninth grade are eligible to take the HSAP.

<sup>4</sup> The examinations are used for state accountability, but not federal accountability. The South Carolina Education Accountability Act of 1998 requires the development of end-of-course examinations in gateway or benchmark courses. The program is called End-of-Course-Examination Program (EOCEP). The examinations, which count 20 percent of the students' final grade in each gateway or benchmark course, currently include Algebra 1/Math for the Technologies 2, English 1, Physical Science, and US History and the Constitution.

<sup>5</sup> While the primary purpose of PASS is school accountability, the assessment provides standard-level information for instructional purposes.

<sup>6</sup> PASS Science tests are administered to all students in grades 4 and 7 for federal accountability. Fifty percent of the students in grades 3, 5, 6, and 8 are sampled to take the Science assessment. While the primary purpose of PASS is school accountability, the assessment provides standard-level information for instructional purposes.

**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>	36	100%	0	—	0	—	0	—	0	—
<b>Grade 8</b>	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. Tests are administered in May.
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**Performance Levels and AYP**

Performance levels used during the 2008–09 year	Not Met, Met, and Exemplary
Test used for AYP determination	PASS
Performance level used for AYP	Met
Other tests used for AYP determination	SC-Alt in grades 3–8; Performance level used for AYP: Level 3 and above (test reports performance levels 1–4).
Test used for state accountability	PASS
Performance level used for state accountability	Met
First implementation of performance standards for the 2008–09 assessments	2009
Additional information about performance levels used during the 2008–09 academic year	—

### Performance Level Descriptors for Meeting Adequate Yearly Progress

**Grade 4:** The student demonstrates performance that meets expectations at this grade level. The student has a general understanding of the concepts and processes described in the academic standards for this grade and should be able to: analyze the details that support the expression of the main idea in literary text; summarize evidence that supports the central idea of informational text; analyze texts to draw conclusions and make inferences; distinguish between first-person and third-person points of view; distinguish among devices of figurative language (simile, metaphor, personification, hyperbole) and sound devices (onomatopoeia, alliteration); analyze the impact of characterization and conflict on plot; interpret the effect of author's craft (word choice, sentence structure, use of figurative language and dialogue) on the meaning of literary text; classify works of fiction (including fables, tall tales, and folk tales) and nonfiction (including biographies, personal essays) by genre characteristics; recognize characteristics of poetry (including stanza, rhyme, and repetition); analyze cause and effect relationships in literary texts; analyze informational texts to identify cause and effect relationships; analyze informational text to locate and identify facts and opinions; use headings, subheadings, print styles, white space, captions, and chapter headings; graphic features (including illustrations, graphs, charts, maps, diagrams, graphic organizers) and functional text features (including tables of contents, glossaries, indexes, appendices) to gain information; generate meanings of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition); use base words and affixes to determine meanings of words; interpret the meaning of idioms encountered in texts; clarify and refine a research topic; use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, almanacs) and nonprint sources to access information; organize information by classifying or sequencing; paraphrase research information accurately and meaningfully; create a list of sources (including author and title of a publication) to properly credit and document the work of others; use the Internet as a source of information; use vocabulary (including Standard American English) that is appropriate for a particular audience or purpose.

Performance level descriptors are available online at the SC Education Oversight Committee's Standard Setting Technical Report (Appendix A) at:

<http://eoc.sc.gov/NR/rdonlyres/06B20863-D516-4549-BC12-C5A6AA34A041/33625/EOCstdstgtechrptdocFeb3Final1.pdf>

**Grade 8:** The student demonstrates performance that meets expectations at this grade level. The student has a general understanding of the concepts and processes described in the academic standards for this grade and should be able to: compare/contrast ideas within and across literary texts to make inferences; explain the effect of point of view on a given literary text; interpret devices of figurative language (including extended metaphor, oxymoron, and paradox); analyze a given literary text to determine its theme; analyze the effects of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts; compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories); compare/contrast central ideas within and across informational texts; compare/contrast information within and across texts to draw conclusions and make inferences; analyze informational texts for author bias (for example, word choice and the inclusion and exclusion of particular information); analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text; analyze information from graphic features (for example, charts and graphs) in informational texts; identify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts; use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words; analyze the meaning of words by using Greek and Latin roots and affixes within texts; interpret the meaning of idioms and euphemisms encountered in texts; interpret the connotations of words to understand the meaning of a given text; clarify and refine a research topic; use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources; use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others; use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose; use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations; use a variety of print and electronic reference materials.

Performance level descriptors are available online at the SC Education Oversight Committee's Standard Setting Technical Report (Appendix A) at:

<http://eoc.sc.gov/NR/rdonlyres/06B20863-D516-4549-BC12-C5A6AA34A041/33625/EOCstdstgtechrptdocFeb3Final1.pdf>

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

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**Grade 4:** Students performing at Level 3 should be able to: identify story elements in text (e.g., characters, settings, events, cause and effect, and problem solution); read words and simple sentences; generate an idea and use words, pictures, or oral language to write; follow one-step oral or signed directions; communicate agreement or disagreement appropriately.

**Grade 8:** Students performing at Level 3 should be able to: identify and recall details in text including main idea and characters; draw conclusions and make simple predictions and inferences about the text; determine meaning of unfamiliar words; generate multiple ideas by selecting from a list and use words, pictures, or oral language to write; initiate conversation about immediate surroundings.

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**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 spring 2009, South Carolina implemented a completely new test (PASS), moving from reporting four achievement levels to reporting three. Standard setting committees set new cut scores. Where South Carolina previously reported Mathematics and ELA results, South Carolina now reports Mathematics, ELA (Reading and Research), and Writing.

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

No.

**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 a state legislative initiative passed in 2008, the state developed a new assessment for students in grades 3–8. This new assessment (PASS) was first administered in 2009. Because the new assessment has a different scale and new performance levels, the performance outcomes for 2007 and 2009 are not comparable.

**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>	50	100%	0	—	0	—	0	—	0	—
<b>Grade 8</b>	63	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. Tests are administered in May.
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**Performance Levels and AYP**

Performance levels used during the 2008–09 year	Not Met, Met, and Exemplary
Test used for AYP determination	PASS
Performance level used for AYP	Met
Other tests used for AYP determination	SC-Alt in grades 3–8; Performance level used for AYP: Level 3 and above (test reports performance levels 1-4).
Test used for state accountability	PASS
Performance level used for state accountability	Met
First implementation of performance standards for the 2008–09 assessments	2009
Additional information about performance levels used during the 2008–09 academic year	—

**Performance Level Descriptors for Meeting Adequate Yearly Progress**

**Grade 4:** The student demonstrates performance that meets expectations at this grade level. The student has a general understanding of the concepts and processes described in the academic standards for this grade and should be able to: demonstrate an understanding of place value, decimals and fractions; perform grade-level multiplication; demonstrate an understanding of grade-level division; analyze and extend numeric patterns and multi-step nonnumeric patterns; use a one-step rule; represent and solve for quantities in expressions or grade-level equations; recognize properties of quadrilaterals and the relationship between shapes and nets; represent two- and three-dimensional shapes and geometric figures; predict the results of multiple transformations of the same type; locate points and illustrate possible paths between points on a coordinate grid; use appropriate tools to measure; determine perimeter and area; estimate angle measures; recall and use equivalencies to convert units of measurement; apply strategies to determine end time or elapsed time; use a thermometer to determine temperature changes; interpret and organize data in tables, line graphs, and bar graphs; demonstrate an understanding of categorical and numerical data; demonstrate an understanding of simple probability and possible outcomes.

Performance level descriptors are available online at the SC Education Oversight Committee's Standard Setting Technical Report (Appendix A) at:

<http://eoc.sc.gov/NR/rdonlyres/06B20863-D516-4549-BC12-C5A6AA34A041/33625/EOCstdstgtechrptdocFeb3Final1.pdf>

**Grade 8:** The student demonstrates performance that meets expectations at this grade level. The student has a general understanding of the concepts and processes described in the academic standards for this grade and should be able to: perform grade-level calculations with rational numbers; demonstrate a general understanding of rational and irrational numbers; demonstrate a general understanding of absolute value and approximating roots; apply ratios, rates and proportions to solve multi-step problems; translate among some representations of linear functions; represent algebraic relationships with multi-step equations and inequalities; solve grade-level multi-step equations; use properties of equality to examine equivalence; classify relationships between two variables; identify the x- and y-intercepts and slope from a graph, table or equation; use the Pythagorean Theorem and properties of similar shapes to determine any missing lengths; locate points and lines on a coordinate plane; use multi-step unit analysis to convert within U.S. customary or metric systems; apply formulas to calculate perimeter, area, volume; explain effects of dimensional change and dilations; organize information into matrices and scatterplots; demonstrate general understanding of correlation; calculate odds; calculate and interpret probability of dependent events; find probability using area models.

Performance level descriptors are available online at the SC Education Oversight Committee's Standard Setting Technical Report (Appendix A) at:

<http://eoc.sc.gov/NR/rdonlyres/06B20863-D516-4549-BC12-C5A6AA34A041/33625/EOCstdstgtechrptdocFeb3Final1.pdf>

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

**Grade 4:** Students performing at Level 3 should be able to: demonstrate addition and subtraction concretely or symbolically; count and compare objects in a set; sort and classify objects by attribute (shape, size); identify three-dimensional shapes (cube, sphere, cylinder); use nonstandard units to measure; find answers to questions in a graph.

**Grade 8:** Students performing at Level 3 should be able to: identify the answer to one-digit addition and subtraction problems; identify a set as having more, fewer, or the same number as another set; extend a repeating pattern; compare objects by attribute; interpret 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		√		√	√		√	√			

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

No.

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 a state legislative initiative passed in 2008, the state developed a new assessment for students in grades 3–8. This new assessment (PASS) was first administered in 2009. Because the new assessment has a different scale and new performance levels, the performance outcomes for 2007 and 2009 are not comparable.