

# 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
<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	
Grade 4	24	50%	0	—	3	50%	0	—	0	—	
Grade 8	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

# Tennessee

## Tennessee Comprehensive Assessment Program (TCAP)

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>																				
TCAP Achievement Test	Regular	CRT				√	√	√	√	√	√	√				√	√	√	√	
Gateway Language Arts Assessment	Regular	CRT										√	√	√	√	√	√	√	√	
TCAP Writing Assessment	Regular	Essay						√			√			√		√		√		
TCAP Alternate Writing Assessment	Alternate	Essay						√			√			√		√		√		
<b>Mathematics</b>																				
TCAP Achievement Test	Regular	CRT				√	√	√	√	√	√					√		√	√	
Gateway Mathematics Assessment	Regular	CRT										√	√	√	√	√	√	√	√	
<b>Science</b>																				
TCAP Achievement Test	Regular	CRT				√	√	√	√	√	√					√		√		
Gateway Science Assessment	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.

**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>	67	100%	0	—	0	—	0	—	0	—
<b>Grade 8</b>	67	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	Below Proficient, Proficient, and Advanced
Test used for AYP determination	TCAP Achievement Test
Performance level used for AYP	Proficient and above
Other tests used for AYP determination	The state also includes the TCAP Writing Assessment scores as part of meeting AYP and for state accountability. The performance level used is Competent and above. The state also includes the TCAP-ALT Portfolio Assessment as part of meeting AYP and for state accountability.
Test used for state accountability	TCAP Achievement Test
Performance level used for state accountability	Proficient and above
First implementation of performance standards for the 2008–09 assessments	2004–05 School Year
Additional information about performance levels used during the 2008–09 academic year	—

## Performance Level Descriptors for Meeting Adequate Yearly Progress

**Grade 4:** Proficiency in 4<sup>th</sup> grade Reading/Language Arts indicates sufficient evidence exhibited by, but not limited to, students' ability to:

- in Content, recognize plot features of fairy tales, folk tales, fables, and myths, identify characters, setting, and plot in a passage, determine problem of a story and recognize its solution, indicate sequence of events in print and in non-print texts, and identify different forms of text;
- in Grammar Conventions, choose correct formation of plurals, contractions, and possessives within context, recognize usage errors within context, identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks, and identify correct use of nouns, verbs, adjectives, pronouns, adverbs, and commas within context;
- in Meaning, evaluate text for elements of fact/opinion and reality/fantasy, make predictions about text, select question to clarify thinking, distinguish fact and opinion within text, and recognize cause and effect relationships within text;
- in Techniques & Skills, identify correctly or incorrectly spelled words in context, identify the most reliable sources of information for preparing a report, use table of contents, title page, and glossary to locate information, use headings, graphics, and captions to make meaning from text, interpret information using a chart, map, or timeline and use available text features to make meaning from text;
- in Vocabulary, determine meaning of unfamiliar words/multiple-meaning words using context clues, dictionaries, and glossaries, recognize and use grade appropriate vocabulary within text, identify grade-level compound words, contractions, and common abbreviations within context, use prefixes, suffixes, and root words as aids in determining meaning within context, and select appropriate synonyms, antonyms, and homonyms within text;
- in Writing/Organization, choose a topic sentence for a paragraph, rearrange sentences to form a sequential, coherent paragraph, rearrange events in a sequential or chronological order in a writing selection, select the best title for a text, select appropriate time-order or transitional words to enhance the flow of a writing sample, select details supporting a topic sentence, and choose the supporting sentence that best develops a topic sentence;
- in Writing Process, identify correctly used capital letters with names, dates, addresses, and at the beginning of sentences within context, identify the purpose for writing, select the best way to correct incomplete sentences within context, complete a graphic organizer to group ideas for writing, choose the supporting sentence that best fits the context and flow of ideas in a paragraph, select the best way to combine sentences to provide syntactic variety within text, and identify audience for which a text is written.

**Grade 8:** Proficiency in 8<sup>th</sup> grade Reading/Language Arts indicates sufficient evidence exhibited by, but not limited to, students' ability to:

- in Content, determine author's purpose for writing and student's purpose for reading, identify on a graphic organizer the points at which various plot elements occur, identify implied theme from a selection or related selections, distinguish among different genres and their distinguishing characteristics, recognize author's point of view, and determine how a story changes if point of view is changed;
- in Grammar Conventions, understand underlining/italicizing with titles, specific words, numbers, letters, and figures, identify correct use of commas, nouns, pronouns, verbs, adjectives, adverbs, interjections, conjunctions, appositives, appositive phrases, infinitives, and infinitive phrases within context, select the most appropriate method to correct a run-on sentence, identify the correct placement of prepositions and prepositional phrases within context, and recognize usage errors occurring within context;
- in Meaning, formulate appropriate questions during the reading of the text, identify an appropriate title to reinforce the main idea of a passage or paragraph, determine cause-effect relationships in context, determine inferences from selected passages, recognize a reasonable prediction of future events in a passage, and recognize and identify word(s) within context that reveal particular time periods and cultures;
- in Techniques & Skills, locate information using available text features, select information using keywords and headings, identify examples within context of similes, metaphors, alliteration, onomatopoeia, personification, and hyperbole, identify individual written selections as technical, narrative, persuasive, and descriptive in mode, use text features to determine meaning, identify examples of sound devices within text, recognize and identify techniques of propaganda, identify levels of reliability among resources, and identify correctly and incorrectly spelled words;
- in Vocabulary, choose a logical word or phrase to complete an analogy, using scrambled words and homophones in addition to previously learned analogies, recognize commonly used foreign phrases, recognize and choose the correct meaning/usage of a multi-meaning word by replacing the word in context with an appropriate synonym or antonym, and use grade appropriate and/or content specific vocabulary;
- in Writing/Organization, select appropriate thesis statement for a writing sample, select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample, rearrange multi-paragraphed work in a logical and coherent order, select the most appropriate title for a passage, and select illustrations, explanations, anecdotes, descriptions, and facts in a paragraph;
- in Writing Process, choose the supporting sentence that best fits the context and flow of ideas in a paragraph, complete a graphic organizer with information from notes for a writing selection, identify the purpose for writing, identify the targeted audience for a selected passage, identify sentences irrelevant to a paragraph's theme or flow, and identify within context a variety of appropriate sentence-combining techniques.

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

**Grade 4:** A student's TCAP-ALT Portfolio score is based on the evidence of progress that the student made on a targeted skill linked to the Tennessee curriculum standards as documented in the student's portfolio. The student's performance level is determined by a formula that combines the scores awarded to the portfolio in each of the Program Areas: Content, Choice, Settings, Supports, Peer Interactions. There are three levels of performance: Advanced, Proficient, and Below Proficient. Performance levels for non-required subject areas and program areas are reported as Not Applicable. Performance levels for required subject areas that are not assessed are declared Below Proficient.

**Grade 8:** A student's TCAP-ALT Portfolio score is based on the evidence of progress that the student made on a targeted skill linked to the Tennessee curriculum standards as documented in the student's portfolio. The student's performance level is determined by a formula that combines the scores awarded to the portfolio in each of the Program Areas: Content, Choice, Settings, Supports, Peer Interactions. There are three levels of performance: Advanced, Proficient, and Below Proficient. Performance levels for non-required subject areas and program areas are reported as Not Applicable. Performance levels for required subject areas that are not assessed are declared Below Proficient.

**Changes to State Assessments Between 2007 and 2009**

	No Significant Changes	Changed Cut Scores	Changed The Period of Administration	Changed Assessment Items	Used Entirely Different Assessment	Realigned To New Content Standards	Changed Proficiency Standards	Changed Accommodation Policy	Changed Re-Test Policy	Changed Test Contractors	Other Changes
Grade 4	√										
Grade 8	√										

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

Yes.

**Are there differences in the administration of assessments or in the reporting of outcomes between 2006–07 and 2008–09 due to policy or legislative changes having an impact on the ability to compare outcomes over time?**

None.

**Composition of the Main Mathematics Test in 2008–09**

	Multiple Choice		Short Constructed Response		Extended Constructed Response		Performance Tasks		Other	
	Number of Items	Proportion of Score	Number of Items	Proportion of Score	Number of Items	Proportion of Score	Number of Items	Proportion of Score	Number of Items	Proportion of Score
<b>Grade 4</b>	67	100%	0	—	0	—	0	—	0	—
<b>Grade 8</b>	67	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	Below Proficient, Proficient, and Advanced
Test used for AYP determination	TCAP Achievement Test
Performance level used for AYP	Proficient and above
Other tests used for AYP determination	The state also includes the TCAP-ALT Portfolio Assessment as part of meeting AYP and for state accountability.
Test used for state accountability	TCAP Achievement Test
Performance level used for state accountability	Proficient and above
First implementation of performance standards for the 2008–09 assessments	2004–05 School Year
Additional information about performance levels used during the 2008–09 academic year	—

## Performance Level Descriptors for Meeting Adequate Yearly Progress

**Grade 4:** Proficiency in 4<sup>th</sup> grade Mathematics indicates sufficient evidence exhibited by, but not limited to, students' ability to:

- in Number Sense and Theory, represent, compare, and order whole numbers to 9,999, represent whole numbers up to 10,000 in expanded form, read and write numbers from hundred-thousands to hundredths, identify the place values of a given digit from hundred-thousands to hundredths, identify fractions, and use estimation to select a reasonable solution involving addition, subtraction, or multiplication;
- in Computation, solve one-step real-world problems involving addition and subtraction of whole numbers, add and subtract decimals and fractions with like denominators, and multiply single-digit whole numbers efficiently and accurately;
- in Algebraic Thinking, solve open sentences involving addition, subtraction, multiplication or division, extend numerical and geometric patterns, determine the function rule for data in a function table, and connect open sentences to real-world situations;
- in Real World Problem Solving, solve real-world problems involving addition and subtraction of measurements and elapsed time to the quarter-hour;
- in Data Analysis and Probability, interpret data displayed in bar graphs and pictographs, connect data in tables to pictographs, line graphs, or bar graphs, determine the most likely, least likely, or equally likely outcomes in simple experiments, and select all possible outcomes of a simple experiment;
- in Measurement, read temperature using Fahrenheit and Celsius scales, find the perimeter of rectangles, tell time on the minute, measure length to the nearest inch or nearest centimeter, and use estimation to determine if a length or volume measurement is reasonable;
- in Geometry, identify points, lines, and rays, recognize congruent geometric figures, identify lines of symmetry for two-dimensional geometric figures, and identify the result of a transformation that has been applied to a two-dimensional geometric shape.

**Grade 8:** Proficiency in 8<sup>th</sup> grade Mathematics indicates sufficient evidence exhibited by, but not limited to, students' ability to:

- in Number and Operations, identify the opposite and the reciprocal of a rational number, compare rational numbers using appropriate symbols, compute efficiently and accurately with whole numbers, fractions, decimals, and percents, use ratios and proportions, determine square roots of perfect squares, and use estimation strategies to select reasonable solutions to real-world problems involving computing with rational numbers;
- in Algebraic Thinking, generalize a variety of patterns with symbolic rules, evaluate algebraic expressions given values for two or more variables, represent situations and solve real-world problems using symbolic algebra, generate equivalent forms for simple algebraic expressions, apply given formulas to solve real-world problems, and solve one- and two-step linear equations;
- in Graphs and Graphing, use ordered pairs to describe given points in a coordinate system, make conjectures and predictions based on data, connect symbolic expressions and graphs of lines, and interpret graphs which represent rate of change;
- in Real World Problem Solving, work flexibly with fractions, decimals, and percents to solve one- and two-step word problems, solve real-world problems involving rate/time/distance, apply spatial reasoning and visualizations to solve real-world problems, and calculate rates involving cost per unit;
- in Data Analysis and Probability, identify an appropriate sample to test a given hypothesis, determine mean of a given set, connect data sets and their graphical representations, connect the symbolic representation of a probability to an experiment, and interpret graphical representations of data;
- in Measurement, select units of appropriate size and type to measure angles, perimeter, area, surface area, and volume, convert from one unit to another within the same system, determine area of irregular and complex shapes, apply formulas to find area of triangles, trapezoids, and parallelograms, and find circumference and area of circles by applying formulas;
- in Geometry, classify types of two- and three-dimensional geometric figures using their defining properties, identify and apply relationships among angles and side lengths, recognize similar geometric figures, and determine measure of an angle in a triangle given the measures of the other two angles.

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

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**Grade 4:** A student's TCAP-ALT Portfolio score is based on the evidence of progress that the student made on a targeted skill linked to the Tennessee curriculum standards as documented in the student's portfolio. The student's performance level is determined by a formula that combines the scores awarded to the portfolio in each of the Program Areas: Content, Choice, Settings, Supports, Peer Interactions. There are three levels of performance: Advanced, Proficient, and Below Proficient. Performance levels for non-required subject areas and program areas are reported as Not Applicable. Performance levels for required subject areas that are not assessed are declared Below Proficient.

**Grade 8:** A student's TCAP-ALT Portfolio score is based on the evidence of progress that the student made on a targeted skill linked to the Tennessee curriculum standards as documented in the student's portfolio. The student's performance level is determined by a formula that combines the scores awarded to the portfolio in each of the Program Areas: Content, Choice, Settings, Supports, Peer Interactions. There are three levels of performance: Advanced, Proficient, and Below Proficient. Performance levels for non-required subject areas and program areas are reported as Not Applicable. Performance levels for required subject areas that are not assessed are declared Below Proficient.

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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	√										

**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.