

# 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>.

Example State		Reading/Language Arts									
<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>.

	Example State	Reading/Language Arts
<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

# Wisconsin

## Wisconsin Student Assessment System (WSAS)

Component	Test		Grades Tested												Test Purpose <sup>1</sup>					
	Type	Format	K	1	2	3	4	5	6	7	8	9	10	11	12	Instructional	Student Accountability	School Accountability	Staff Accountability	Other
<b>Reading</b>																				
Wisconsin Knowledge and Concepts Examinations (WKCE)	Regular	CRT				√	√	√	√	√	√		√				√	√		
WAA-SwD Reading	Alternate	CRT				√	√	√	√	√	√		√				√	√		
<b>Mathematics</b>																				
WKCE Mathematics	Regular	CRT				√	√	√	√	√	√		√				√	√		
WAA-SwD Mathematics	Alternate	CRT				√	√	√	√	√	√		√				√	√		
<b>Science</b>																				
WKCE Science	Regular	CRT					√					√		√			√	√		
WAA-SwD Science	Alternate	CRT					√					√		√			√	√		

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

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

	Multiple Choice		Short Constructed Response		Extended Constructed Response		Performance Tasks		Other	
	Number of Items	Proportion of Score	Number of Items	Proportion of Score	Number of Items	Proportion of Score	Number of Items	Proportion of Score	Number of Items	Proportion of Score
<b>Grade 4</b>	54	96%	0	—	2	4%	0	—	0	—
<b>Grade 8</b>	54	96%	0	—	2	4%	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?	Yes, but the reported grades 4 and 8 results were not the results of grade 4 or 8 students tested on previous grade materials.
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**Performance Levels and AYP**

Performance levels used during the 2008–09 year	Minimal Performance, Basic, Proficient, and Advanced
Test used for AYP determination	WSAS: WKCE and WAA-SwD
Performance level used for AYP	Proficient
Other tests used for AYP determination	—
Test used for state accountability	WSAS: WKCE and WAA-SwD
Performance level used for state accountability	Proficient
First implementation of performance standards for the 2008–09 assessments	2003
Additional information about performance levels used during the 2008–09 academic year	—

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

**Grade 4:** At the beginning of the year, fourth-grade students performing at the proficient level frequently apply a variety of word-identification strategies to understand words and phrases. They use context clues and prior knowledge to determine the meaning of familiar and multiple-meaning words in a variety of texts. They use grammar and usage features such as contractions and verb tense, or word structure, such as affixes, roots, and compound words to understand the meaning of words and phrases. They also are able to identify the meaning of common or familiar figurative language expressions.

Students at this level demonstrate a sufficient understanding of a variety of grade-level texts. They can identify story elements, stated cause and effect relationships, or similarities and differences among ideas or concepts in a text. Additionally, they are able to recall stated main ideas, details, and events and complete a graphic organizer to represent the sequence of events. Students demonstrate more than just literal comprehension by identifying implied themes and implied meanings of information. They make inferences and predictions using both text and visual information. They are able to draw conclusions about story elements and summarize ideas in a text and support the summary with mostly accurate text-based information. Additionally, they can recall, organize, and compare information in more than one text.

Students performing at this level are able to identify a purpose for reading a variety of texts and can identify distinguishing characteristics of different types of text. They recognize how an author uses literary techniques, such as familiar figurative expressions, to convey ideas. Students demonstrate their ability to comprehend a variety of grade-level texts by making connections among ideas within a text as well as between text information and other texts or common experiences.

Performance level descriptors are available online at:

<http://dpi.wi.gov/oea/profdesc.html>

**Grade 8:** At the beginning of the year, eighth-grade students performing at the proficient level appropriately use a range of word-identification strategies and on grade-level reading vocabulary to understand text. They use context clues and prior knowledge to interpret what is implied by a familiar word or phrase as used in a text, the meaning of unfamiliar words, or which meaning of a multiple-meaning word is used. They interpret the meaning of figurative language in a text. Additionally, students use affixes to determine the meaning of unfamiliar words and use a dictionary or thesaurus entry and context clues to determine the meaning of an unfamiliar or multiple-meaning word. When reading literary texts, students at this level can identify an implied theme or central message and identify details that support or reveal the theme. They identify stated details and relationships among ideas and story elements. They also make inferences about story events and predictions if a text were continued. When reading informational texts, students easily identify stated or implied main ideas and identify supporting details; in addition, they can distinguish between statements of fact or opinion and between important and unimportant details. They also use text features such as tables, charts, or diagrams to locate and identify a main idea or supporting details. When reading either literary or informational texts, students at this level are able to infer the author's purpose for writing the text and identify phrases or sentences that reveal an author's purpose or create a given effect. In addition, they can identify a clearly expressed point of view and infer an author's overall style or tone. They distinguish among types of language in texts, such as formal, informal, technical, or literary. Students draw conclusions and summarize important ideas and events and provide some relevant, text-based information to support the summary. They are able to identify stated or implied cause and effect relationships or comparisons and summarize information and provide some relevant, text-based information to support the summary. They can complete a graphic organizer to represent the sequence of events or steps in a process. When comparing and analyzing two texts, they are able to identify how an idea is supported by information in both texts; however, they may demonstrate an incomplete understanding and provide limited or vague text-based support. Students are able to connect or extend concepts in an informational text to a new situation or common experiences. In general, students at the proficient level sufficiently comprehend a variety of grade-level texts and often recognize important ideas and make connections among ideas to demonstrate comprehension.

Performance level descriptors are available online at:

<http://dpi.wi.gov/oea/profdesc.html>

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

**Grade 4:** Students demonstrate understanding of the academic content and skills tested on the WAA-SwD. Students select a picture that visually represents the word they read. Students select a printed word that matches the word read to them. Students read a short paragraph of three simple sentences in length and recall information and details. Students also answer questions based on material that has been read to them. Students sequence text that has been read to them by identifying first or last events using pictures or object representations. After reading text students also sequence first or last events using pictures or object representations. Given a series of events the students make simple predictions about what might come next in the text using prior knowledge. Students connect text to self using common experiences. Students select a picture or object that represents common experiences related to something in the passage.

Performance level descriptors are available online at:

<http://dpi.wi.gov/oea/pdf/pld.pdf>

**Grade 8:** Students demonstrate understanding of the academic content and skills tested on the WAA-SwD. Students read a variety of simple literary and informational texts. Students choose answers from three single-word choices. Students use context clues to determine word meaning. Students read text and select illustrations to show understanding of the main idea. Students identify stated information and events in sequence in literary and informational text. They use illustrations to sequence first, second, and third events in a short passage. Students connect to text, make predictions, and draw conclusions from literary and informational text. Students select illustrations to show how the text relates to their lives. They predict what will happen next in a passage. Students select pictures and other representations to show their conclusions about what happened in the story.

Performance level descriptors are available online at:

<http://dpi.wi.gov/oea/pdf/pld.pdf>

**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	√										[1]
Grade 8	√										[1]

<sup>1</sup> No changes to regular assessment, but the alternate assessment (WAA-SwD) was new in 2007–08.

**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?**

There were no policy or legislative changes that affected administration or reporting of Wisconsin state test scores. Although the alternate assessment (WAA-SwD) was new in 2007–08, the results did not change significantly so interpretation of scores across years remained consistent.

**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>	46	92%	0	—	4	8%	0	—	0	—
<b>Grade 8</b>	51	93%	0	—	4	7%	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?	Yes, but the reported grades 4 and 8 results were not the results of grade 4 or 8 students tested on previous grade materials.
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**Performance Levels and AYP**

Performance levels used during the 2008–09 year	Minimal Performance, Basic, Proficient, and Advanced
Test used for AYP determination	WSAS: WKCE and WAA-SwD
Performance level used for AYP	Proficient
Other tests used for AYP determination	—
Test used for state accountability	WSAS: WKCE and WAA-SwD
Performance level used for state accountability	Proficient
First implementation of performance standards for the 2008–09 assessments	2003
Additional information about performance levels used during the 2008–09 academic year	—

### Performance Level Descriptors for Meeting Adequate Yearly Progress

**Grade 4:** At the beginning of fourth grade, students performing at the proficient level communicate mathematical ideas using written, numerical and symbolic reasoning. They apply place value concepts to order four-digit numbers, solve two-step problems using addition and subtraction, solve one-step real-world problems using basic multiplication facts, and identify a fractional part of a set. Students compare two-dimensional shapes, predict the results of transformations involving a slide, a flip or a turn, and locate and plot points on the first quadrant coordinate grid. Students measure real-world objects using US customary and metric measurements, estimate measurement with non-standard units, and read analog and digital clocks to the nearest minute. Students identify bar graphs that display identical information represented by tally charts and use terms such as “most often” when comparing data. They extend numeric patterns by a few steps, recreate patterns from rules in a given pattern and find a missing variable to balance a simple equation.

Performance level descriptors are available online at:

<http://dpi.wi.gov/oea/profdesc.html>

**Grade 8:** At the beginning of eighth grade, students performing at the proficient level explain ideas and reason using mathematical terminology, numbers, symbols, graphs or diagrams. Students add, subtract, and multiply mixed numbers and fractions with unlike denominators. Students determine supplementary and complimentary angles, solve problems involving similar figures, and locate and plot coordinates of a transformation on a four quadrant coordinate plane. They use appropriate tools of measurement to measure to the nearest 1/8 inch or millimeter, solve problems involving area, perimeter, and circumference of two-dimensional objects, and find the volume of rectangular prisms. They interpret and compare data contained in double bar graphs and determine the probability of one or two dependent or independent events. They extend functional relationships, solve equations without a calculator, and evaluate algebraic expressions with exponents.

Performance level descriptors are available online at:

<http://dpi.wi.gov/oea/profdesc.html>

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

**Grade 4:** Students demonstrate understanding of the academic content and skills tested on the WAA-SwD. Students apply mathematical processes and number operations and relationships by representing numbers 0–10 (e.g., matching pictures of objects with numbers); ordering or rote counting 0–20 (e.g., rote count with visuals); sorting and identifying coins to like groups; solving single-digit one-step addition or subtraction problems (using a visual); and combining or separating numbers or objects into requested equal groups (e.g., count by 2’s, 5’s and 10’s). In the area of geometry, students identify and match three basic shapes in a field of three (e.g., circle, square, triangle, rectangle), and recognize basic positional concepts (such as behind, above, over, under, in front of, next to). In the area of measurement, students compare two objects by size (e.g., larger-smaller) or weight (e.g., heavier-lighter) and identify the purpose of basic tools of measurement (e.g., calendar, clock, ruler, scale). Statistics and probability are demonstrated by identifying most, least, and same on a graph or chart. Finally, in algebraic relationships, students recognize and extend two-part patterns, A/B (e.g., cat, dog, cat, dog...).

Performance level descriptors are available online at:

<http://dpi.wi.gov/oea/pdf/pld.pdf>

**Grade 8:** Students demonstrate understanding of the academic content and skills tested on the WAA-SwD. Students apply mathematical processes and number operations and relationships by reading, writing, and representing whole numbers (100+). They represent basic fractions (e.g., 1/2, 1/4, 1/3,) in everyday situations (e.g., object divided in half, thirds, quarters). Students count and compare coins and bills of differing value. They solve basic addition and subtraction number problems and use basic multiplication and division facts to solve real-world problems (e.g., combine or separate objects into requested equal groups). They estimate (without counting) group sizes based on more or less. In the area of geometry, students sort and classify a variety of three-dimensional objects (e.g., cube, pyramid, sphere). They also identify parallel and intersecting lines. Students locate coordinates in real-world context on a simple grid. Students apply measurement skills by identifying the correct unit of measurement (e.g., pounds and inches for everyday objects). They identify perimeter/circumference and area of an object on a grid. Students apply statistics and probability by interpreting data from tables and simple graphs. They determine whether an event is impossible or certain. In the area of algebraic relationships, students extend a given sequence. They will solve a simple one-step, open-equality sentence.

Performance level descriptors are available online at:

<http://dpi.wi.gov/oea/pdf/pld.pdf>

**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	√										[1]
Grade 8	√										[1]

<sup>1</sup> No changes to regular assessment, but the alternate assessment (WAA-SwD) was new in 2007–08.

**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?**

There were no policy or legislative changes that affected administration or reporting of Wisconsin state test scores. Although the alternate assessment (WAA-SwD) was new in 2007–08, the results did not change significantly so interpretation of scores across years remained consistent.