A Profile of State Assessment Standards

The National Center for Education Statistics (NCES) developed a methodology to show where states' Adequate Yearly Progress (AYP) standards fit on the NAEP scale. The methodology described in Mapping 2005 State Proficiency Standards onto NAEP Scales is based on Mathematics and Reading assessment data. The *mapping* methodology offers an approximate, but credible, indication of the relative stringency of the states' AYP standards.

While the mapped NAEP equivalent scores are useful in determining the relative rigor of state proficiency standards, the results of the study 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 AYP standards, and the standard setting process. At the request of the Education Information Management Advisory Consortium of the Council of Chief State School Officers (EIMAC), NCES developed this profile with contextual factors to help readers interpret the mapping results. The profile on each state's assessment and standards is based on information verified by the state's NAEP representative as accurate for the 2004-2005 school year.

Each profile describes the skills that students are required to perform at the AYP standard in each individual state's reading and mathematics testing program at grades 4 and 8. The description helps the reader understand how the skills required by states' AYP standards differ among the states and when compared to those specified for NAEP proficiency. In addition, the profile includes data related to the NAEP equivalent score of each state's AYP percentage, and percentages of excluded students and types of accommodations allowed. The diagram on the following page provides a description of the information included in the profile.

State

Subject	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
State standards				1		
State performance standard for AYP						

	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
Grade	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	English language learners (ELL)	Students with disabilities (SD)	Students who are both ELL and with disabilities
4		2	3	4			5	
8								

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples of fewer than 30 students.

State accommodations not allowed on NAEP	6	

Block 1: Describes NAEP equivalent grades and subjects tested, performance standard development, substantive changes made to the test since the 2002-2003 school year, and skills assessed for AYP standard.

Block 2: Includes NAEP equivalent score. Some states may not have such data. Data may not have been available for the 2004-2005 year for a number of reasons, including: 1) The NAEP parallel grade was not tested by the state during the 2004-2005 academic year, 2) The NAEP parallel grade was tested, but data were not made public for those grades and subjects, 3) The NAEP parallel grade was tested, but these outcomes correspond to skills assessed in prior years (e.g., a fall grade 4 assessment that measures grade 3 proficiency), and 4) The NAEP parallel grade was tested but the data were not used in the mapping study for any number of methodological reasons. The criterion for including a state in the study was the validity of the placement of the state standard on the NAEP scale. On average, 32-36 states were included depending on the grades and subjects.

Block 3: Includes relative error. The mapping method can be applied to any set of numbers, regardless of whether or not they are meaningfully related. To ensure scores are comparable, after determining the NAEP scale equivalents for each state standard, one computes the discrepancy between (a) the percentage meeting the standard reported by the state for each NAEP participating school and (b) the percentage of students meeting the state standard estimated by NAEP data for that school. If the mapping were error-free, these would be in complete agreement; however, some discrepancies will arise from random variation. This discrepancy should not be noticeably larger than would be accounted for by simple random sampling variation. If the discrepancy is noticeably larger than what would be expected if NAEP and the state assessment were parallel tests, then the validity of the mapping is questionable—that is, the mapping appears to apply differently in some schools than in others. As a criterion for questioning the validity of the placement of the state standard on the NAEP scale, an index is developed to determine whether the discrepancies are sufficiently large to indicate whether the NAEP and state achievement scales have less than 50 percent of variance in common. Therefore, values of 1.5 or higher of this relative error indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

Block 4: Includes correlations. The unadjusted correlation measures the degree of association between the percent of students scoring at the proficient level for each school in the sample on the state assessment and on NAEP. There are several factors that could influence the strength of this relationship. Differences between the samples taking the assessments, the time the assessments were administered, and the definition of the target skill could all impact the degree of association. The correlation between the percent of students meeting a high standard on one test and a low standard on the other are bound to be lower than the correlation between percents of students meeting standards of equal difficulty on the two tests. Also, correlations are biased downward by schools with small enrollments, by use of scores for an adjacent grade rather than the same grade,

and by standards set near the extremes of a state's achievement distribution, among other reasons. The adjusted correlation is an estimate of what the correlations would have been if they were all based on scores on non-extreme standards in the same grade in schools with 30 or more students per grade.

Block 5: Includes NAEP exclusion rates. NAEP has always endeavored to assess all students selected as a part of its sampling process, including students who are classified by their schools as students with disabilities (SD), and/or as English-language learners (ELL) (also referred to as limited English proficient or LEP). School personnel decide whether or not to exclude any of these students. Some students may participate with testing accommodations.

Block 6: The information pertaining to state accommodations not allowed on NAEP was compiled from separate tables listing state accommodations located in Lazarus, Thurlow, Lail, Eisenbraun, and Kato (2006). The state accommodations (e.g., tape recorder, Braille) included in this profile are mostly self-explanatory; however, the definition of some accommodations may not be intuitive for those who are not familiar with testing procedures. For example, many states allow students to complete an assessment in a study carrel—a small cubicle or stall with three sides that allows students to take the exam in relative privacy. Additionally, some accommodations have specific definitions within a state or have definitions that allow for multiple interpretations. For example, according to Lazarus *et al.*, a communication device is a piece of equipment which certain states allow a student to use when responding to assessment questions. Although the authors list a *symbol board* as an example, a communication device is an inclusive term that could refer to any type of equipment used to facilitate student responses. Finally, there are some accommodations listed in the following profile that are allowed on NAEP under certain circumstances. For example, NAEP allows a calculator to be used for a subset of the tasks only. In the current profile, a calculator was included as an accommodation allowed by the state if it was non-standard, allowed under certain circumstances and/or allowed with implications for aggregation and scoring. Profile users can refer to Lazarus *et al.* for more information about the definition of individual accommodations and the circumstances under which accommodations are allowed in each state.

A Profile of State Assessment Standards

Alabama
Alaska
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico

Alabama

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Reading	Meets the standard	Committee review by educators and professional community	2003	None
State standards	Alabama administered the Stanford Achievement Test, Tenth Edition (Stanford 10) and the Alabama Reading and Mathematics Test (ARMT). Grades 3-8 were tested in reading and mathematics. Alabama had four performance standards: does not meet the standard (1), partially meets the standard (2), meets the standard (3), and exceeds the standard (4).					
State performance standard for AYP	**Grade 4.** The State Board of Education adopted four levels of student achievement which define how well students are mastering the State's academic content standards at grade level. Level 3 is defined as Meets Academic Content Standards at grade level. Fourth-grade students performing at Level 3 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 knowledge of sentence structure, making inferences, and distinguishing fiction from non-fiction. 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, Level 3 readers 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. **Grade 8.** The State Board of Education adopted four levels of student achievement which define how well students are mastering the State's academic content standards at grade level. Level 3 is defined as Meets Academic Content Standards at grade level. Eighth-grade students performing at Level 3 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, haiku, limericks, and lyric. 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.					

Alabama

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Alabama grade 4 data were not available for the analysis					0.1	1.7	#
8	Alabama grade 8 data were not available for the analysis					0.2	1.5	#

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Administration by others, amplification equipment, noise buffer, multiple sessions, taking the test at a time beneficial to the student, carrel, special education classroom, communication device (not allowed on the Alabama Direct Assessment of Writing), and taking the test at the student's home (homebound students only).

Alabama

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Numbers and operations, algebra, measurement, geometry, and data analysis and probability	Meets the standard	Committee review by educators and professional community	2003	None

State standards

Alabama administered the Stanford Achievement Test, Tenth Edition (Stanford 10) and the Alabama Reading and Mathematics Test (ARMT). Grades 3-8 were tested in reading and mathematics. Alabama had four performance standards: does not meet the standard (1), partially meets the standard (2), meets the standard (3), and exceeds the standard (4).

State performance standard for AYP

Grade 4. The State Board of Education adopted four levels of student achievement which define how well students are mastering the State's academic content standards at grade level. Level 3 is defined as Meets Academic Content Standards at grade level. Fourth-grade students performing at Level 3 demonstrate a fundamental knowledge of number sense by comparing and ordering decimals and writing money amounts in words and dollar-and-cent notation. These students often rename improper fractions and mixed numbers, add and subtract fractions with common denominators, round whole numbers and decimals, and recognize equivalent forms of common fractions and decimals. These students frequently solve word problems that involve addition, subtraction, multiplication, and division of whole numbers. Students performing at Level 3 write number sentences for word problems and complete addition and subtraction number sentences with a missing addend or subtrahend. These students identify geometric shapes based on their characteristics and find locations on a map or grid using ordered pairs. They usually calculate elapsed time and measure length, width, weight, and capacity using both metric and customary units as well as temperature in degrees Fahrenheit and Celsius. Fourth-grade students at Level 3 represent categorical data using tables and graphs; determine if outcomes of simple events are likely, unlikely, certain, equally likely, or impossible; and represent numerical data using tables and graphs.

Grade 8. The State Board of Education adopted four levels of student achievement which define how well students are mastering the State's academic content standards at grade level. Level 3 is defined as Meets Academic Content Standards at grade level. Eighth-grade students performing at Level 3 demonstrate a fundamental ability to apply various strategies and operations to solve problems with real numbers, simplify expressions containing natural number exponents, and use order of operations to evaluate and simplify algebraic expressions. These students are able to graph linear relations by plotting points, solve problems involving linear functions, and solve multi-step linear equations. They solve problems using the Pythagorean Theorem and can compare some quadrilaterals, triangles, and solids using their properties and characteristics. Students at Level 3 determine the measures of special angle pairs; find the perimeter and area of regular and irregular plan figures; calculate the surface area and volume of rectangular prisms, cylinders, and pyramids; and determine the lengths of missing sides and measures of angles in similar figures. Students performing at Level 3 interpret data from populations and determine the theoretical probability of an event.

Alabama

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Alabama grade 4 data were not available for the analysis					#	1.2	#
8	Alabama grade 8 data were not available for the analysis					#	1.0	0.1

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Administration by others, amplification equipment, noise buffer, abacus, multiple sessions, taking the test at a time beneficial to the student, carrel, special education classroom, communication device (not allowed on ADAW), and taking the test at the student's home (homebound students only).

Alaska

Reading

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Language (combining reading and writing)	Proficient	Stakeholder committee generates standards	2005	Cut scores were re-established in 2005

State standards

Beginning in Spring 2005, Alaska implemented the Standards Based Assessment (SBA) for grades 3 through 9 replacing the Benchmark exams at grades 3, 6, and 8. In 2006 Alaska implemented an SBA test at 10th grade as well. Alaska used four performance standards: far below the standard, below the standard, proficient, and advanced. Cut scores were re-established in 2005 for these new exams.

State performance standard for AYP

Grade 4. The student uses context clues and structural elements to determine meaning of unfamiliar phrases; identifies statements in text to support a conclusion; identifies accurate restatements and summarized information from text; states main idea of narrative and informational text; identifies the details involved in the steps in a list of directions and their sequence; identifies literary elements and devices (i.e., dialogue, rhyme, alliteration, or simile); describes all story elements in a variety of stories; distinguishes between fact and opinion in a text; identifies author's message or theme; and makes relevant connections to other texts.

Grade 8. The student uses context to determine meaning of content-specific vocabulary and words with multiple meanings; makes inferences and draws conclusions across increasingly complex texts; compares and contrasts main ideas or concepts between texts; interprets complex directions to understand and solve problems; identifies the characteristics and the effect on the reader of fiction and nonfiction; analyzes, evaluates, and makes predictions about the importance of plot, setting, character, point of view, and theme to the text; compares and contrasts literary elements and devices using complex text; identifies author's purpose; and makes connections to author's message or theme.

Alaska

Reading

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted[2]			
4	182	2.6	1.1	0.81	1.00	0.6	2.0	0.7
8	230	1.2	1.2	0.77	0.81	0.4	1.3	0.1

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, administration by others, amplification equipment, audio/video equipment, noise buffer, tape recorder, communication device, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, minimizing distractions, and taking the test at the student's home. Spell checker/assistance is allowed with implications for scoring and/or aggregation only on the modified High School Graduation Qualifying Examination (HSGQE).

Alaska

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Numbers and operations, measurement, geometry, and data analysis and probablility	Proficient	Stakeholder committee generates standards	2005	Cut scores were re-established in 2005

State standards

Beginning in Spring 2005, Alaska implemented the Standards Based Assessment (SBA) for grades 3 through 9, replacing the Benchmark exams at grades 3, 6, and 8. In 2006 Alaska implemented an SBA test at 10th grade as well. Alaska used four performance standards: far below the standard, below the standard, proficient, and advanced. Cut scores were re-established in 2005 for these new exams.

State performance standard for AYP

Grade 4. The student demonstrates conceptual understanding of numbers, mathematical operations, and number theory involving whole numbers and fractions; measurable attributes and measurement techniques involving equivalent measures, appropriate units, telling time, money, and measuring with a ruler; extending patterns; estimation strategies and computation involving addition, subtraction, and multiplication; equation solving; perimeter and area; geometric relationships of plane and solid figures; congruence, symmetry, and transformations; classification, organization, and analysis of data; and simple problems involving probability and possible combinations.

Grade 8. The student demonstrates conceptual understanding of real numbers, mathematical operations, and number theory; equivalent measures within systems; measurement techniques involving scale drawings; describing, extending, and generalizing patterns and functions; computation involving the four basic operations, conversion, ratio, and proportion; modeling and solving equations; using mathematical symbols to represent a written phrase; volume and surface area; circumference and area of a circle; geometric relationships of plane and solid figures; graphing on a coordinate plane; classifying, organizing, and analyzing data; and probability including problems involving sample spaces.

Alaska

Mathematics

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted[2]			
4	222	1.4	1.2	0.79	0.90	0.5	0.8	0.2
8	268	0.9	1.1	0.78	0.81	0.1	1.9	0.3

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, administration by others, amplification equipment, calculator, audio/video equipment, noise buffer, tape recorder, communication device, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, minimizing distractions, and taking the test at the student's home. Spell checker/assistance is allowed with implications for scoring and/or aggregation only on the modified High School Graduation Qualifying Examination (HSGQE).

Arizona

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Comprehending literary text, and historical/cultural aspects of literature.	Meets the standard	Bookmark standard setting by Educators and Department of Education	2005	Spring 2005: embedded TerraNova, combined test windows, replaced items, scale, cut scores
State standards	Arizona administered Arizona's Instrument to Measure Standards (AIMS). In 2005, the state revamped its assessment to include items from the norm-referenced TerraNova (AIMS-DPA). Grades 3 through 8 were tested in reading. The state used four performance standards: falls far below the standard, approaches the standard, meets the standard, and exceeds the standard.					
State performance standard for AYP	**Grade 4.** Students who score at the Meets the Standard level demonstrate solid academic performance on subject matter for grade-level-appropriate reading materials as reflected by the reading standard. Students who perform at this level are able to identify character traits, setting, and the sequence of events. They will be able to determine various elements of literary selections, including genre, identification of the speaker, and lessons to be learned. **Grade 8.** Students who score at the Meets the Standard level demonstrate solid academic performance on subject matter for grade-level-appropriate reading materials as reflected by the reading standard. Students who perform at this level are able to comprehend and respond to text both literally and inferentially. They will be able to analyze author's word choice to describe characters, differentiate fact from opinion, and draw logical conclusions and inferences.					

Arizona

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Arizona grade 4 data were not available for the analysis					2.5	3.1	0.8
8	244	1.3	1.1	0.79	0.85	1.4	2.5	0.5

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, amplification equipment, audio/video equipment, noise buffer, tape recorder, multiple sessions, taking the test over multiple days, and study carrel. The following are considered non-standard accommodations on AIMS and are allowed on the state assessment but not on NAEP: reading questions aloud (if used on reading portions), spell checker/assistance (writing portion), speech text/device (writing portion).

Arizona

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Number sense; data analysis and probability; patterns, algebra, and functions; geometry; measurement and discrete mathematics; mathematical structure/logic	Meets the standard	Bookmark standard setting by Educators and Department of Education	2005	Spring 2005: embedded TerraNova, combined test windows, replaced items, scale, cut scores
State standards	Arizona administered Arizona's Instrument to Measure Standards (AIMS). In 2005, the state revamped its assessment to include items from the norm-referenced TerraNova (AIMS-DPA). Grades 3 through 8 were tested in mathematics. The state used four performance standards: falls far below the standard, approaches the standard, meets the standard, and exceeds the standard.					
State performance standard for AYP	**Grade 4.** Students who score at the Meets the Standard level demonstrate solid academic performance on subject matter as reflected by the math standard. Students who perform at this level are able to subtract whole numbers, solve addition or subtraction equations with a variable, and determine the equivalency among fractions, decimals, and percents. They can find the perimeter of polygons, evaluate expressions with one algebraic variable, and utilize rules for creating patterns and functions. **Grade 8.** Students who score at the Meets the Standard level demonstrate solid academic performance on subject matter as reflected by the math standard. Students who perform at this level are able to represent rational numbers on a number line, solve problems involving rate, and identify and classify angles created by transversals intersecting parallel lines. They can identify graphical representations of tables of values, apply properties of triangles, and use a variety of strategies to solve logic problems.					

Arizona

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Arizona grade 4 data were not available for the analysis					1.4	1.7	0.9
8	265	1.1	1.1	0.83	0.89	1.6	2.4	0.5

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, amplification equipment, audio/video equipment, noise buffer, tape recorder, thesaurus, multiple sessions, taking the test over multiple days, and study carrel. The following are considered non-standard accommodations if used on the mathematics portion of Arizona's Instrument to Measure Standards and are allowed on the state assessment but not on NAEP: Calculator, abacus (allowed only for blind students), and manipulatives. The following are considered non-standard accommodations if used on the writing portion of AIMS and are allowed with implications for scoring and/or aggregation: spell checker/assistance, speech/text device.

Arkansas

Reading

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Literacy (combining reading and writing)	Proficient	Committee with expert review	2003	Standards reset at grades 3-8 in 2005; 2005 scores are not comparable to previous years.

State standards

Through the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP), the state administered exams in grades 3–8 and 11 in reading and writing, in grades 3–8 in mathematics, and at end-of-course in Algebra I and Geometry. Arkansas used four achievement levels for reporting purposes: below basic, basic, proficient, and advanced.

State performance standard for AYP

Grade 4. Proficient students demonstrate solid academic performance for the grade tested and are well prepared for the next level of schooling. They can use Arkansas-established reading, writing, and mathematics skills and knowledge to solve problems and complete tasks on their own. Students can tie ideas together and explain the ways their ideas are connected.

Grade 8. Proficient students demonstrate solid academic performance for the grade tested and are well prepared for the next level of schooling. They can use Arkansas-established reading, writing, and mathematics skills and knowledge to solve problems and complete tasks on their own. Students can tie ideas together and explain the ways their ideas are connected.

Arkansas

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	217	1.2	1.2	0.73	0.94	1.7	5.6	0.6
8	254	1.2	1.3	0.68	0.74	0.7	5.0	0.4

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Noise buffer and taking the test at a time beneficial to the student.

Arkansas

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Numbers and operations, algebra, geometry, measurement, and data analysis and probability	Proficient	Committee with expert review	2004	Standards reset at grades 3-8 in 2005; 2005 scores are not comparable to previous years.
State standards	Through the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP), the state administered exams in grades 3–8 and 11 in reading and writing, in grades 3–8 in mathematics, and at end-of-course in Algebra I and Geometry. Arkansas used four achievement levels for reporting purposes: below basic, basic, proficient, and advanced.					
State performance standard for AYP	**Grade 4.** Proficient students demonstrate solid academic performance for the grade tested and are well prepared for the next level of schooling. They can use Arkansas-established reading, writing, and mathematics skills and knowledge to solve problems and complete tasks on their own. Students can tie ideas together and explain the ways their ideas are connected. **Grade 8.** Proficient students demonstrate solid academic performance for the grade tested and are well prepared for the next level of schooling. They can use Arkansas-established reading, writing, and mathematics skills and knowledge to solve problems and complete tasks on their own. Students can tie ideas together and explain the ways their ideas are connected.					

Arkansas

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	236	1.0	1.3	0.72	0.84	1.2	1.7	0.4
8	288	1.0	1.1	0.79	0.86	0.6	2.7	0.1

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Noise buffer, abacus, and taking the test at a time beneficial to the student.

California

Reading

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Language arts (combining reading and writing)	Proficient	Bookmark method (panelists examine test booklets)	1998	None

State standards

Included in the five components of the Standardized Testing and Reporting (STAR) program were two exams: the California Standards Tests (CST) and the California Achievement Tests, Sixth Edition Survey (CAT/6). All of the CSTs were aligned to state content standards. Some of the CSTs were based on the content standards for a single grade level and were taken only by students enrolled in that grade. Some CSTs were based on selected content standards for more than one grade level for a single subject. Other CSTs were based on the content standards for specific courses that could be taken by students in several grades. The CST tests that were based on content standards for one specific grade level were CSTs in grades 2-11 in English/language arts and grades 2-7 in mathematics. California used five achievement levels for reporting purposes on the CST: far below basic, below basic, basic, proficient, and advanced. The CAT/6 Survey, a nationally norm-referenced test, was given in grades 3 and 7 only. The CAT/6 results were reported as the percent at or above the 25th, 50th, and 75th percentiles.

State performance standard for AYP

Grade 4. Students in Grade 4 understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. More specifically, they master word recognition and are able to read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression. They expand their vocabulary and concept development and are also able to determine meanings of words and phrases. Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). They are able to identify structural patterns found in informational text to strengthen comprehension and are able to analyze grade-level-appropriate text. Students read and respond to a wide variety of significant works of children's literature and are able to distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). They are able to perform narrative analysis of grade-level-appropriate text.

Grade 8. Students in Grade 8 use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. They are able to use word meanings within the appropriate context and verify those meanings by definition, restatement, example, comparison, or contrast. Students read and understand grade-level-appropriate material. They describe and connect the ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. They are able to compare and contrast the structural features and elements of consumer materials to gain meaning from documents and analyze text that uses proposition and support patterns. They are able to engage in expository and literary critique. They comprehend structural features of literature, evaluate and analyze structures, themes, literacy devices in grade-level-appropriate text, and compare and contrast motivations and reactions of literary characters in text.

California

Reading

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted[2]			
4	210	0.9	1.1	0.88	0.98	2.3	1.5	1.2
8	262	0.8	1.1	0.82	0.85	1.2	1.3	0.8

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, visual cues, administration by others, amplification equipment, noise buffer, tape recorder, speech/text device, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, and taking the test at the student's home. The following are allowed with implications for scoring and/or aggregation on the state assessment but not allowed on NAEP: reading questions aloud (reading, language, and spelling subtests of the STAR) and spell checker/assistance (writing portion of a test).

California

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4	Mathematics	Proficient	Committee generates standards	1998	None
State standards	Included in the five components of the Standardized Testing and Reporting (STAR) program were two exams: the California Standards Tests (CST) and the California Achievement Tests, Sixth Edition Survey (CAT/6). All of the CSTs were aligned to state content standards. Some of the CSTs were based on the content standards for a single grade level and were taken only by students enrolled in that grade. Some CSTs were based on selected content standards for more than one grade level for a single subject. Other CSTs were based on the content standards for specific courses that could be taken by students in several grades. The CST tests that were based on content standards for one specific grade level were CSTs in grades 2-11 in English/language arts and grades 2-7 in mathematics. Beginning in grade 8, mathematics CSTs were based either on selected content standards from multiple grade levels for a single subject or on content standards for specific courses available at the secondary level. Students in grade eight or nine who did not complete Algebra I, Integrated Mathematics 1, or a higher mathematics course during the school year took the General Mathematics CST, which covered selected content standards from grades six and seven. Otherwise, students in grades 8 through 11 who completed specific courses had the option to take the following end-of-course CSTs: Algebra I, Geometry, Algebra II, Integrated Mathematics 1, Integrated Mathematics 2, and Integrated Mathematics 3. California used five achievement levels for reporting purposes on the CST: far below basic, below basic, basic, proficient, and advanced. The CAT/6 Survey, a nationally norm-referenced test, was given in grades 3 and 7 only. The CAT/6 results were reported as the percent at or above the 25th, 50th, and 75th percentiles.					
State performance standard for AYP	**Grade 4.** By the end of grade four, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand basic algebra and functions, such as the use and interpretation of variables, mathematical symbols, and properties to write, simplify, and manipulate expressions and equations. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions. They acquire mathematical reasoning skills and are able to use strategies, skills, and concepts to find solutions to problems.					

California

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	231	0.7	1.2	0.81	0.87	1.9	1.2	0.9
8	California did not test grade 8 in 2005					0.6	1.0	0.5

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, visual cues, administration by others, amplification equipment, noise buffer, tape recorder, speech/text device, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, and taking the test at the student's home. The following are allowed with implications for scoring and/or aggregation on the state assessment but not allowed on NAEP: Calculator (if used on a math or science STAR or CAHSEE test) and manipulatives (if used on a math or science test). The following are allowed with implications for scoring if used on the writing portion of a test: spell checker/assistance.

Colorado

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Reading	Partially proficient	Educator committee generates standards	2005*	None
State standards	Through the Colorado Student Assessment Program (CSAP), the state administered exams in grades 3-10 in reading and mathematics. Colorado used four achievement levels for reporting purposes: unsatisfactory, partially proficient, proficient, and advanced. * Colorado developed its standards over a number of years, from 1995 to 2006. This is the most recent year relevant the current profile.					
State performance standard for AYP	**Grade 4.** A student scoring at the partially proficient level generally utilizes some reading strategies to comprehend grade-level text. Students who score in this level show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Some gaps in knowledge and skills are evident and may require additional instruction and remediation in order to achieve a proficient level of understanding. **Grade 8.** A student scoring at the partially proficient level generally utilizes some reading strategies to comprehend grade level text. Students who score in this level show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Some gaps in knowledge and skills are evident and may require additional instruction and remediation in order to achieve a proficient level of understanding.					

Colorado

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	186	1.6	1.2	0.74	1.00	1.4	2.4	0.6
8	229	2.1	1.3	0.67	0.85	1.3	2.0	0.3

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Reading questions aloud, administration by others, amplification equipment, noise buffer, communication device, taking the test at a time beneficial to the student, and taking the test over multiple sessions (must be completed in a single day).

Colorado

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Numbers and operations, measurement, geometry, and data analysis and probability	Partially Proficient	Educator committee generates standards	2005*	None

State standards

Through the Colorado Student Assessment Program (CSAP), the state administered exams in grades 3-10 in reading and mathematics. Colorado used four achievement levels for reporting purposes: unsatisfactory, partially proficient, proficient, and advanced.

* Colorado developed its standards over a number of years, from 1995 to 2006. This is the most recent year relevant the current profile.

State performance standard for AYP

Grade 4. A student performing at the partially proficient level solves simple or routine problems by applying skills and procedures contained in the six Colorado Model Content Standards for mathematics. Students performing at this level show a partial understanding of the knowledge and application of the skills that are fundamental to proficient work at grade level.

Grade 8. A student performing at the partially proficient level solves simple or routine problems by applying skills and procedures contained in the six Colorado Model Content Standards for mathematics. Students performing at this level show a partial understanding of the knowledge and application of the skills that are fundamental to proficient work at grade level.

Colorado

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	201	1.7	1.2	0.75	1.00	0.8	1.7	0.2
8	258	1.6	1.2	0.81	0.89	0.7	1.5	0.4

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Administration by others, amplification equipment, noise buffer, manipulatives, communication device, taking the test at a time beneficial to the student, and taking the test over multiple sessions (must be completed in a single day).

Connecticut

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	None	Reading	Proficient	Educator committee generates standards	1998	CMT administered in Fall of NAEP-equivalent grades, but assessed skills in prior grades.
State standards	The state administered the Connecticut Mastery Test, Third Edition (CMT3) in grades 4, 6, and 8 in reading and mathematics. Until the 2005-06 school year, the test was administered in September of grades 4, 6 and 8. The grade 4 test was an assessment of skills mastered through the end of grade 3, and the grade 8 test was an assessment of skills mastered through grade 7. Connecticut used five achievement levels for reporting purposes: below basic, basic, proficient, goal, and advanced.					
State performance standard for AYP	**Grade 4.** Performance standards for CMT-3 administered during the 2004-05 school year were determined by a student's combined score from two reading assessments, Reading Comprehension and the Degrees of Reading Power (DRP). Connecticut selected a compensatory model rather than a conjunctive model when setting achievement standards, so performance targets were not set for individuals. **Grade 8.** Performance standards for CMT-3 administered during the 2004-05 school year were determined by a student's combined score from two reading assessments, Reading Comprehension and the Degrees of Reading Power (DRP). Connecticut selected a compensatory model rather than a conjunctive model when setting achievement standards, so performance targets were not set for individuals.					

Connecticut

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	212	1.0	1.1	0.87	1.00	0.5	2.5	0.4
8	242	1.7	1.1	0.85	0.89	0.6	2.2	0.3

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, audio/video equipment, noise buffer, multiple sessions, taking the test at a time beneficial to the student, carrel, special education classroom, and the use of a speech/text device (although not allowed for students who have slow/labored handwriting or fine-motor problems but are otherwise capable of providing a handwritten or typed response). Taking the test at the student's home is allowed for student's homebound instruction as a result of a suspension or expulsion or for special education students who are taking the test at home due to illness.

Connecticut

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
None	Number sense; operations; estimation and approximation; measurement; spatial relationships and geometry; probability and statistics; patterns; discrete mathematics; integrated understandings; ratio, proportion, and percent (grade 8); and algebra and functions (grade 8).	Proficient	Educator committee generates standards	1998	CMT administered in Fall of NAEP-equivalent grades, but assessed skills in prior grades.

State standards

The state administered the Connecticut Mastery Test, Third Edition (CMT3) in grades 4, 6, and 8 in reading and mathematics. Until the 2005-06 school year, the test was administered in September of grades 4, 6 and 8. The grade 4 test was an assessment of skills mastered through the end of grade 3, and the grade 8 test was an assessment of skills mastered through grade 7. Connecticut used five achievement levels for reporting purposes: below basic, basic, proficient, goal, and advanced.

State performance standard for AYP

Grade 4. Generally, students who score at the proficient level demonstrate well-developed computational skills and adequately developed conceptual understanding but only partially developed problem-solving skills.

Grade 8. Generally, students who score at the proficient level demonstrate adequate computational skills and conceptual understanding and partially developed problem-solving skills.

Connecticut

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	221	1.0	1.1	0.86	0.95	0.2	1.4	0.3
8	257	2.3	1.1	0.91	0.94	0.2	2.1	0.3

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, audio/video equipment, noise buffer, abacus, multiple sessions, taking the test at a time beneficial to the student, carrel, and taking the test in a special education classroom. Calculators may not be used on any math subtests where computation skills are being assessed. Speech/text devices are not allowed for students who have slow/labored handwriting or fine-motor problems but are otherwise capable of providing a handwritten or typed response. Taking the test at the student's home is allowed for student's homebound instruction as a result of a suspension or expulsion or for special education students who are taking the test at home due to illness.

Delaware

Reading

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
8	Reading	Meets the standard	Stakeholder committee generated standards	1995	None

State standards

Through the Delaware Student Testing Program (DSTP), the state administered exams in grades 3, 5, 8 and 10 in reading and mathematics. The exams consisted of a CRT component and an NRT component (SAT9). The CRT (or Standards Based Scores – SBS), yielded scale scores and performance levels, while the SAT9 portion of the assessment yielded percentile ranks and NCE (Normal Curve Equivalent) scores. For grades 3, 5, 8 and 10, Delaware used five achievement levels for reporting purposes: well below the standard, below the standard, meets the standard, exceeds the standard, and distinguished performance.

State performance standard for AYP

Grade 8. When using grade-appropriate text, a student who performs at this level uses words, phrases, sentences, and paragraphs to determine the meaning of many unfamiliar words; adequately locates information in text to retell, restate, and support ideas and concepts; adequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts; adequately compares and synthesizes ideas within and among texts to formulate and express opinions; adequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text; adequately uses summaries, graphic organizers, and outlines to organize text; adequately interprets and explains the effect of figurative language and adequately differentiates between literal and non-literal meanings; adequately recognizes the effect of point of view and the impact of author's decisions; and adequately identifies the most likely reason an author wrote a text. When using grade-appropriate literary text, a student who performs at this level adequately identifies story elements, genres, story features, and story structures; adequately makes inferences about characters and their motivations with some relevant support from the story; and adequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. When using grade-appropriate informative and technical text, a student who performs at this level adequately identifies and describes author's use of textual features and text structures; adequately makes inferences about content with some relevant support from the text; adequately identifies and explains the purpose and effect of media messages; adequately evaluates texts for bias, misinformation, and validity, and adequately discriminates between fact and opinion.

Delaware

Reading

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted[2]			
4	Delaware did not test grade 4 in 2005					0.9	11.1	0.8
8	242	0.9	1.3	0.74	0.78	1.0	9.0	0.5

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, visual cues, amplification equipment, calculator, audio/video equipment, noise buffer, speech/text device, thesaurus, multiple sessions, taking the test over multiple days, reading questions aloud (allowed with implications for scoring), tape recorder (student must be tested individually), and spell checker/assistance (allowed only when use is permitted for other students).

Delaware

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
8	Numbers and operations, and geometry	Meets the standard	Stakeholder committee generated standards	1995	None

State standards

Through the Delaware Student Testing Program (DSTP), the state administered exams in grades 3, 5, 8, and 10 in reading and mathematics. The exams consisted of a CRT component and an NRT component (SAT9). The CRT (or Standards Based Scores —SBS) yielded scale scores and performance levels, while the SAT9 portion of the assessment yielded percentile ranks and NCE (Normal Curve Equivalent) scores. For grades 3, 5, 8, and 10, Delaware used five achievement levels for reporting purposes: well below the standard, below the standard, meets the standard, exceeds the standard, and distinguished performance.

State performance standard for AYP

Grade 8. Students at this level demonstrate knowledge using exponential notation to represent whole numbers; expressing numbers in scientific notation; applying proportional reasoning strategies to solve a variety of problems including those involving similar geometric figures; operations with rational numbers including integers; moving flexibly between representations of situations involving linear relationships; comparing tables and graphs to identify functions as linear vs. non-linear; creating and solving equations based on situations that are linear; using properties of pairs of angles found in parallel lines, intersecting lines, and polygons to find angle measures; applying the Pythagorean relationship to solve problems involving right triangles; solving problems involving surface area and volumes of various prisms; constructing displays of data and interpreting trends in the graphs in order to make predictions; comparing single-variable sets of data using five-number summaries (box-and-whisker plots); and creating a sample space to determine the theoretical probability of an event and using it to make predictions. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective, sometimes informal, strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Delaware

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Delaware did not test grade 4 in 2005					0.8	6.3	0.5
8	275	1.0	1.1	0.86	0.86	1.1	9.5	0.3

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, visual cues, amplification equipment, calculator, audio/video equipment, noise buffer, abacus, arithmetic tables, manipulatives, speech/text device, thesaurus, multiple sessions, taking the test over multiple days, tape recorder (student must be tested individually), and spell checker/assistance (allowed only when use is permitted for other students).

District of Columbia

Reading

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
8	Reading	Proficient	Education Committee modeled after the Massachusetts Curriculum Frameworks	2005	None

State standards

The District of Columbia administered the Stanford Achievement Test, Ninth Edition (SAT-9). Grades 3, 5, 8, and 10 were tested in reading and mathematics. DC used four performance levels: below basic, basic, proficient, and advanced. 2005 was a transitional year for DC. Proficiency was defined at the 40th percentile.

State performance standard for AYP

Grade 8. When using Language as Meaning Making, proficient students comprehend and compose a wide range of written, oral, and visual texts. In the area of Language as Literature, students respond in many ways to a rich variety of literary texts and relate texts to life. In the area of Language for Research and Inquiry, proficient students use language and symbol systems (e.g., timelines, maps, graphs, and charts) to define problems and organize information. When using Language for Social Communication, students use language in a variety of social contexts and understand the social and cultural influences on text. Finally, in the area of Language for Social Communication, proficient students use language in a variety of social contexts and understand the social and cultural influences on text.

District of Columbia

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	District of Columbia did not test grade 4 in 2005					0.8	6.0	0.7
8	244	0.9	1.1	0.87	0.87	1.3	6.0	0.4

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Information not available

District of Columbia

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
8	Numbers and operations; patterns, functions and algebra; data analysis, statistics and probability; geometry and spatial sense; measurement	Proficient	Education Committee modeled after the Massachusetts Curriculum Frameworks	2005	None

State standards

The District of Columbia administered the Stanford Achievement Test, Ninth Edition (SAT-9). Grades 3, 5, 8, and 10 were tested in reading and mathematics. DC used four performance levels: below basic, basic, proficient, and advanced. 2005 was a transitional year for DC. Proficiency was defined at the 40th percentile.

State performance standard for AYP

Grade 8. In the area of Numbers and Operations, the proficient student interprets multiple uses and forms of numbers and how they relate to each other; fluently uses computational tools and strategies; estimates when appropriate; and solves real life and career-related problems. In the area of Patterns, Functions, and Algebra, the proficient student generalizes patterns and functional relationships; uses symbols to represent mathematical situations; analyzes change in real and abstract situations; and solves real life and career-related problems. Further, the proficient student collects, organizes, represents, evaluates, and interprets data; makes predictions based on data; applies basic understandings of chance and probability; and solves real life and career-related problems. The student analyzes characteristics of two- and three-dimensional geometric objects; uses visual and spatial reasoning to analyze mathematical situations; and solves real life and career-related problems. In addition, the proficient student selects and uses appropriate tools and units for systems of measurement; applies a variety of techniques to determine measurements; and solves real life and career-related problems.

District of Columbia

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	District of Columbia did not test grade 4 in 2005					0.8	4.8	0.3
8	252	1.4	1.1	0.87	0.87	0.6	4.6	0.4

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Information not available

Florida

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Language arts	Level 3	Review committee of education stakeholders	1996	None
State standards	The state administered the Florida Comprehensive Assessment Test (FCAT) in grades 3-10 in reading and mathematics. Florida reported five achievement levels: Level 1 through Level 5. Achievement Level 3 was commeasurable with the AYP definition of proficiency.					
State performance standard for AYP	**Grade 4.** Performance at this level indicates that the student has partial success with the challenging content of the state standards (Sunshine State Standards) but performance is inconsistent. A Level 3 student answers many of the questions correctly but is generally less successful with questions that are most challenging. **Grade 8.** Performance at this level indicates that the student has partial success with the challenging content of the state standards (Sunshine State Standards) but performance is inconsistent. A Level 3 student answers many of the questions correctly but is generally less successful with questions that are most challenging.					

Florida

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	202	1.0	1.3	0.71	0.80	1.7	4.1	0.7
8	265	1.5	1.2	0.73	0.78	1.8	2.9	0.4

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, additional examples, amplification equipment, noise buffer, tape recorder, speech/text device, multiple sessions, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, and minimizing distractions.

Florida

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Number sense, concepts, and operations; measurement; geometry and spatial sense; algebraic thinking; data analysis and probability	Level 3	Review committee of education stakeholders	1996	None
State standards	The state administered the Florida Comprehensive Assessment Test (FCAT) in grades 3-10 in reading and mathematics. Florida reported five achievement levels: Level 1 through Level 5. Achievement Level 3 was commeasurable with the AYP definition of proficiency.					
State performance standard for AYP	**Grade 4.** Performance at this level indicates that the student has partial success with the challenging content of the state standards (Sunshine State Standards) but performance is inconsistent. A Level 3 student answers many of the questions correctly but is generally less successful with questions that are most challenging. **Grade 8.** Performance at this level indicates that the student has partial success with the challenging content of the state standards (Sunshine State Standards) but performance is inconsistent. A Level 3 student answers many of the questions correctly but is generally less successful with questions that are most challenging.					

Florida

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	230	0.8	1.3	0.73	0.77	1.0	1.9	0.3
8	269	1.3	1.2	0.80	0.84	1.0	2.2	0.1

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, additional examples, amplification equipment, noise buffer, tape recorder, speech/text device, multiple sessions, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, minimizing distractions, calculator (only allowed in grades 7-10), and abacus (allowed for students with visual impairments only).

Georgia

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Reading	Meets the standard	Educator committee generates standards	2000	No information
State standards	Georgia administered the Criterion Referenced Competency Test (CRCT) in grades 1-8 in reading and mathematics. Georgia used three performance levels for reporting purposes: does not meet, meets, and exceeds the standard.					
State performance standard for AYP	**Grade 4.** The student's overall performance in reading meets the standard set for students in fourth grade. Students performing at this level generally apply reading skills appropriately; understand much of what they read and at times can go beyond the literal meaning of text; use information from the text to correctly respond to questions; locate and recall some information from the text; identify the purpose of text and recognize some text organization structures; recognize and identify some literary elements to facilitate comprehension; (sometimes) examine and interpret text information and apply some effective reading strategies and vocabulary skills while reading. **Grade 8.** The student's overall performance in reading meets the standard set for students in eighth grade. Students performing at this level generally apply reading skills appropriately; understand much of what they read and at times can go beyond the literal meaning of text; use information from the text to correctly respond to questions; recall, interpret, and summarize information from a variety of texts; identify the purpose of text and recognize some text organization structures; identify and use some literary elements and techniques to facilitate comprehension; attempt to read critically by analyzing the text; apply some effective reading strategies and vocabulary skills while reading; and interpret literal and non-literal meanings of most words and phrases.					

Georgia

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	175	2.2	1.4	0.61	0.79	0.8	5.0	0.2
8	224	2.2	1.3	0.72	0.78	0.3	4.4	0.6

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, visual cues, additional examples, amplification equipment, noise buffer, tape recorder, bilingual dictionary, taking the test at a time beneficial to the student, carrel, taking the test at the student's home, and taking the test in a special education classroom. Reading questions aloud is considered non-standard if used on any content area, subtest, or prompt on the CRCT and NRT (procedures and directions included in the administration manual are not followed exactly and the student's answer documents must be coded to reflect a non-standard administration). Communication devices are allowed with implications for scoring and/or aggregation and are considered a non-standard accommodation if used on the ITBS; grammar and spell check devices must be disabled.

Georgia

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Numbers and operations, geometry, and data analysis and probablility	Meets the standard	Stakeholder committee generates standards	2000	No information
State standards	Georgia administered the Criterion Referenced Competency Test (CRCT) in grades 1-8 in reading and mathematics. Georgia used three performance levels for reporting purposes: does not meet, meets, and exceeds the standard.					
State performance standard for AYP	**Grade 4.** Students performing at this level generally apply mathematical skills appropriately. They demonstrate evidence of mathematical conceptual understanding and procedural knowledge. Students' computation skills are usually accurate. They have some ability to analyze and interpret data from graphs. Students recognize geometric relationships of shapes; represent pictures or arrays as number sentences, and show evidence of problem-solving ability. **Grade 8.** Students performing at this level generally apply mathematical skills appropriately. They demonstrate evidence of mathematical conceptual understanding and procedural knowledge. Students' computation skills are usually accurate. They can use mean, median, mode, and range to describe data and to make predictions; solve multi-step equations; and identify and use problem-solving strategies, and communicate their strategies to others.					

Georgia

Mathematics

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted[2]			
4	215	1.4	1.2	0.76	0.83	0.4	1.6	0.1
8	255	1.2	1.3	0.75	0.75	0.1	2.1	0.2

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, visual cues, additional examples, amplification equipment, noise buffer, abacus, arithmetic tables, tape recorder, taking the test at a time beneficial to the student, carrel, taking the test at the student's home, and special education classroom. Calculators and manipulatives are considered nonstandard on the CRCT (procedures and directions included in the administration manual are not followed exactly and the student's answer documents must be coded to reflect a non-standard administration). Communication devices are allowed with implications for scoring and/or aggregation and are considered a non-standard accommodation if used on the ITBS; grammar and spell check devices must be disabled.

Hawaii

Reading

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Reading	Meets	Educator committee generates, then stakeholder group reviews	1999	None

State standards

The state administered the Hawaii State Assessment that includes criterion-referenced and norm-referenced (Stanford Achievement Test, Ninth Edition) items to the students in grades 3-8 and 10. The items have been aligned to the reading Hawaii Content and Performance Standards, Second Edition. The state used four achievement levels for reporting purposes: well below, approaches, meets, and exceeds the standard.

State performance standard for AYP

Grade 4. A *meets proficiency* score indicates that the student has demonstrated the knowledge and skills required to meet the content standards for this grade. The student is ready to work on higher levels in this content area.

Grade 8. A *meets proficiency* score indicates that the student has demonstrated the knowledge and skills required to meet the content standards for this grade. The student is ready to work on higher levels in this content area.

Hawaii

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	205	1.1	1.1	0.76	0.91	0.9	1.6	0.4
8	262	1.4	1.2	0.73	0.74	1.7	2.2	0.6

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Spell checker/assistance, multiple sessions, and taking the test at a time beneficial to the student.

Hawaii

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Number and operations; measurement; geometry and spatial sense; patterns, functions and algebra; data analysis, statistics and probability	Meets	Educator committee generates, then stakeholder group reviews	1999	None
State standards	The state administered the Hawaii State Assessment that includes criterion-referenced and norm-referenced (Stanford Achievement Test, Ninth Edition) items to the students in grades 3-8 and 10. The items have been aligned to the reading Hawaii Content and Performance Standards, Second Edition. The state used four achievement levels for reporting purposes: well below, approaches, meets, and exceeds the standard.					
State performance standard for AYP	**Grade 4.** A *meets proficiency* score indicates that the student has demonstrated the knowledge and skills required to meet the content standards for this grade. The student is ready to work on higher levels in this content area. **Grade 8.** A *meets proficiency* score indicates that the student has demonstrated the knowledge and skills required to meet the content standards for this grade. The student is ready to work on higher levels in this content area.					

Hawaii

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	247	1.2	1.2	0.75	0.86	0.9	1.5	0.3
8	296	1.2	1.2	0.77	0.83	0.4	1.8	0.4

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Spell checker/assistance, multiple sessions, taking the test at a time beneficial to the student, audio/video equipment, and calculator (student must have documented dyscalculia).

Idaho

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Reading (total, word analysis, vocabulary, literal comprehension, interpretive comprehension, evaluative comprehension, and literary analysis)	Proficient	Stakeholder committee generates standards	1999	None
State standards	The state administered the Idaho Standards Achievement Tests (ISAT) in grades 2-10 in reading and mathematics. Grades 3-8 and 10 were reported by the state. Idaho used four achievement levels for reporting purposes: below basic, basic, proficient, and advanced.					
State performance standard for AYP	**Grade 4.** The student demonstrates mastery of knowledge and skills that allow him/her to function independently on all major concepts and skills related to their educational level. The student demonstrates a comprehensive understanding of all information relevant to the topic, at level. The student can perform skills or processes independently without any significant errors. **Grade 8.** The student demonstrates mastery of knowledge and skills that allow him/her to function independently on all major concepts and skills related to their educational level. The student demonstrates a comprehensive understanding of all information relevant to the topic, at level. The student can perform skills or processes independently without any significant errors.					

Idaho

Reading

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted[2]			
4	185	2.9	1.7	0.45	0.76	0.4	2.6	0.1
8	235	2.5	1.5	0.60	0.68	0.8	1.8	0.3

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, visual cues, additional examples, amplification equipment, audio/video equipment, noise buffer, tape recorder, communication device, spell checker/assistance, multiple sessions, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, and minimizing distractions.

Idaho

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Total; number sense; estimation and calculation; mathematical reasoning and problem solving; measurement; concepts of algebra, functions and mathematical models; concepts and principles of geometry; and data analysis, probability and statistics	Proficient	Stakeholder committee generates standards	1999	None
State standards	The state administered the Idaho Standards Achievement Tests (ISAT) in grades 2-10 in reading and mathematics. Grades 3-8 and 10 were reported by the state. Idaho used four achievement levels for reporting purposes: below basic, basic, proficient, and advanced.					
State performance standard for AYP	**Grade 4.** The student demonstrates mastery of knowledge and skills that allow him/her to function independently on all major concepts and skills related to their educational level. The student demonstrates a comprehensive understanding of all information relevant to the topic, at level. The student can perform skills or processes independently without any significant errors. **Grade 8.** The student demonstrates mastery of knowledge and skills that allow him/her to function independently on all major concepts and skills related to their educational level. The student demonstrates a comprehensive understanding of all information relevant to the topic, at level. The student can perform skills or processes independently without any significant errors.					

Idaho

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	207	1.9	1.5	0.58	0.83	0.4	0.8	0.2
8	266	1.7	1.3	0.70	0.72	0.3	1.5	0.3

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, visual cues, additional examples, amplification equipment, audio/video equipment, noise buffer, tape recorder, communication device, spell checker/assistance, multiple sessions, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, and minimizing distractions. The following are not to be used on sections measuring math computation skills: calculator, abacus.

Illinois

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	8	Reading	Meets the standards	Stakeholder committee generates standards	2002	None
State standards	The state administered the Illinois Standards Achievement Test (ISAT) in grades 3, 5, and 8 in reading and mathematics. Illinois used four achievement levels for reporting purposes: academic warning, below the standard, meets the standard, and exceeds the standard.					
State performance standard for AYP	**Grade 8.** Students at this level demonstrate an overall comprehension of grade-level text. They use contextual and structural clues to determine meaning of vocabulary. They can interpret idioms, analogies, figurative expressions, and etymologies. They use a variety of strategies to verify word meanings. Students determine main ideas and supporting details. They use prior knowledge and textual support to draw inference and conclusions. They can identify the correct sequence of events and can recall supporting details. They identify actions and motives of characters that affect plot and/or theme and use evidence to determine themes. They examine content to determine author's purpose, and they can identify the evidence used to support assertions. Students make predictions about outcomes. They can contrast common themes. They examine content to identify the author's use of literary elements and devices, including point of view and dialogue, and their impact on a passage's effectiveness and tone or mood. They can identify dramatic irony. Students synthesize information found in different formats to reach conclusions. They are proficient at following multi-step instructions.					

Illinois

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Illinois did not test grade 4 in 2005					2.4	4.1	0.8
8	245	1.2	1.2	0.80	0.87	0.7	4.0	0.4

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Tape recorder.

Illinois

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
8	Number sense; estimation and measurement; algebra and analytical methods, geometry; data analysis and probability	Meets the standards	Stakeholder committee generates standards	2002	None

State standards	The state administered the Illinois Standards Achievement Test (ISAT) in grades 3, 5, and 8 in reading and mathematics. Illinois used four achievement levels for reporting purposes: academic warning, below the standard, meets the standard, and exceeds the standard.
State performance standard for AYP	**Grade 8.** Eighth grade students at the meets the standards level are able to demonstrate knowledge of numbers to solve practical problems that involve integers, decimals, fractions, percents, and proportions with or without a calculator. They can conceptualize interrelationships among fractions, decimals, and percents and their connections with proportions. They also understand variables and solve equations using one variable. These students are able to use their knowledge of primes, factors, divisors, multiples, common factors, and common multiples in solving problems. These students can establish ratios and relate them to proportions in common problem settings with which they are familiar. Their grasp of percentages allows them to handle simple situations that involve each type of percent usage such as determining interest, sales tax, or commissions. They function competently in routine settings and those that require minimal extensions from their previous experiences. Eighth grade students at the *meets* level can apply their geometric knowledge by making conversions between units of mass and capacity within a measurement system and calculate the surface area and volume of standard rectangular solids. Students can use proportions and interpret a simple scale drawing. Algebraically, eighth grade students at the Meets level can solve simple equations of one- or two-step equations that have integral or simple rational solutions. They can also evaluate algebraic expressions using order of operations and implied multiplication procedures. Students can evaluate formulas and expressions that involve natural number exponents. They can graph a given line with integral coefficients on a coordinate plane. These students predict solutions to equations and numerical problems using estimation, rounding, or mental mathematics to determine their response. Geometrically, eighth grade students at the *meets* level can apply relationships that involve lines, angles, and two-dimensional shapes in a variety of settings. They can classify triangles by angles and sides and draw conclusions from the relationships of parallel and perpendicular lines within common figures. Students can apply the Pythagorean Theorem in common settings most of the time. Eighth grade students at the *meets* level can generalize from data tables, lists, and graphs to predict future values and estimate values between given values. They can calculate mean, median, mode, and range and make simple decisions about the effect of a change in data on those measures. They exhibit a basic understanding of relative frequency probability involving common objects or games. They can determine the probability of a simple event and apply simple counting theory to a situation.

Illinois

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Illinois did not test grade 4 in 2005					0.6	1.7	0.4
8	276	1.5	1.1	0.88	0.95	0.4	2.5	0.2

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Tape recorder.

Indiana

Reading

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	English Language Arts	Pass	Stakeholder committee generates standards	2000	None

State standards

The state administered the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) assessment in grades 3-10 in English, language arts, and mathematics. Indiana used three achievement levels for reporting purposes: did not pass, pass, and pass+.

State performance standard for AYP

Grade 4. Pass students demonstrate sufficient understanding when reading, recognizing, and responding to grade-level-appropriate text, including genres from previous grade levels and technical texts. They demonstrate satisfactory writing skills when producing different writing forms, including writing forms introduced in previous grade levels and informal and formal letters, using appropriate standard English conventions.

Grade 8. Pass students demonstrate sufficient understanding when reading, analyzing, synthesizing, drawing conclusions, and responding to grade-level-appropriate text, including genres from previous grade levels. They demonstrate satisfactory writing skills when producing different writing forms, including writing forms introduced in previous grade levels and technical documents, using appropriate standard English conventions. Writing also includes mostly appropriate word choice, tone, and style.

Indiana

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	199	1.1	1.3	0.66	0.85	0.8	4.0	0.1
8	249	1.5	1.3	0.72	0.76	0.3	3.9	0.2

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Additional examples, amplification equipment, noise buffer, speech/text device, multiple sessions, and taking the test at a time beneficial to the student.

Indiana

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Number sense; computation; algebra and functions; geometry; measurement; problem solving	Pass	Stakeholder committee generates standards	2000	None
State standards	The state administered the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) assessment in grades 3-10 in English, language arts, and mathematics. Indiana used three achievement levels for reporting purposes: did not pass, pass, and pass+.					
State performance standard for AYP	**Grade 4.** Pass students demonstrate proficient problem solving skills involving whole numbers and simple fractions in situations that require students to add and subtract; write simple equations; extend patterns; identify two- and three-dimensional shapes and some of their properties; and use different units of measure. **Grade 8.** Pass students demonstrate proficient problem-solving skills involving rational numbers in situations that require students to add, subtract, multiply and divide; write and solve equations and graph lines; understand spatial relationships and irregular shapes; use multiple representations of data; understand the laws of probability; and interpret the measures of central tendency.					

Indiana

Mathematics

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted[2]			
4	225	1.1	1.4	0.65	0.76	0.6	1.2	#
8	266	1.5	1.1	0.80	0.84	0.3	3.5	#

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Additional examples, amplification equipment, calculator, noise buffer, speech/text device, multiple sessions, and taking the test at a time beneficial to the student.

Iowa

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Reading	Intermediate	No information	No information	None
State standards	The state administered the Iowa Tests of Basic Skills (ITBS) in grades 4 and 8 and the Iowa Test of Education Development (ITED) in grade 11 in reading and mathematics. Iowa used three achievement levels for reporting purposes (low, intermediate, and high), although the data available only included percent proficient. Iowa had defined proficient as the intermediate and high levels combined. Published data prior to 2005 data were biennial, so comparisons between the outcomes of the 2004-2005 academic year and prior years should be made with caution.					
State performance standard for AYP	**Grade 4.** A student at the intermediate performance level usually understands factual information and new words in context. This student is able to make inferences and interpret either non-literal language or information in new contexts and often can determine a selection's main ideas and analyze its style and structure. An intermediate student in the Skilled sub-category usually understands factual information and new words in context, often can make inferences and interpret either non-literal language or information in new contexts, and can determine a selection's main ideas and analyze its style and structure. An intermediate student in the Moderate sub-category usually understands factual information and new words in context, sometimes is able to make inferences and interpret either non-literal language or information in new contexts, and usually can determine a selection's main ideas and analyze its style and structure. **Grade 8.** When using grade-appropriate texts, a student who performs at this level usually understands factual information and new words in context and is often able to make inferences and interpret information in new contexts. The student can sometimes determine a selection's main ideas, identify its author's purpose or viewpoint, and analyze its style and structure. An intermediate student in the Skilled sub-category usually understands factual information and new words in context, can make inferences and interpret information in new contexts, usually can determine a selection's main ideas and analyze its style and structure, and usually is able to identify author purpose or viewpoint. An intermediate student in the Moderate sub-category usually understands factual information and new words in context, often is able to make inferences and interpret information in new contexts, sometimes can determine a selection's main ideas and analyze its style and structure, and sometimes can identify author purpose or viewpoint.					

Iowa

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	197	1.2	1.4	0.63	0.78	0.4	5.0	0.4
8	250	1.0	1.4	0.61	0.67	0.6	3.7	0.1

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audio/video equipment, tape recorder, spell checker/assistance, and study carrel.

Iowa

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Number properties and operations; algebra; geometry; measurement; probability; problem solving; and data interpretation	Intermediate	No information	No information	None

State standards

The state administered the Iowa Tests of Basic Skills (ITBS) in grades 4 and 8 and the Iowa Test of Education Development (ITED) in grade 11 in reading and mathematics. Iowa used three achievement levels for reporting purposes (low, intermediate, and high), although the data available only included percent proficient. Iowa had defined proficient as the intermediate and high levels combined. Published data prior to 2005 data were biennial, so comparisons between the outcomes of the 2004-2005 academic year and prior years should be made with caution.

State performance standard for AYP

Grade 4. A student at the intermediate performance level usually can understand math concepts and solve word problems and sometimes is able to use estimation methods and usually can interpret data from graphs and tables. An intermediate student in the Skilled sub-category sometimes can understand math concepts and usually is able to solve word problems, and often can use estimation methods and interpret data from graphs and tables. An intermediate student in the Moderate sub-category sometimes can understand math concepts and solve word problems, and sometimes is able to use estimation methods and interpret data from graphs and tables.

Grade 8. A student who performs at this level usually can understand math concepts and sometimes is able to solve word problems. The student sometimes is able to use estimation methods and usually is able to interpret data from graphs and tables. An intermediate student in the Skilled sub-category understands math concepts and usually is able to solve word problems, and often can use estimation methods and interpret data from graphs and tables. An intermediate student in the Moderate sub-category usually can understand math concepts and sometimes is able to solve word problems, and sometimes can use estimation methods and interpret data from graphs and tables.

Iowa

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	219	1.1	1.4	0.64	0.74	0.2	1.6	0.1
8	262	1.1	1.3	0.71	0.77	0.3	2.4	0.1

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audio/video equipment, tape recorder, spell checker/assistance, and study carrel.

Kansas

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	8	Reading	Proficient	Educator committee generates standards	2003	None
State standards	Kansas administered exams in grades 5, 8, and 11 in reading and grades 4, 7, and 10 in mathematics. Kansas used five achievement levels for reporting purposes: unsatisfactory, basic, proficient, advanced, and exemplary.					
State performance standard for AYP	**Grade 8.** When independently reading grade-appropriate narrative, expository, technical, and persuasive text, a proficient student has satisfactory comprehension. This student constructs literal meaning that generally matches the author's intent. This student is likely to identify the topic, main idea supporting details, and theme; vocabulary in context; correct paraphrasing and summarizing; the author's purpose; and text features. This student makes obvious connections and perceives some relationships to construct inferential meaning. This student is likely to draw conclusions, compare and contrast, recognize cause and effect relationships, and identify implied main ideas. This student recognizes simple techniques authors use to communicate their ideas with words. This student is likely to have awareness of the relationship between text structure and comprehension; the difference between fact and opinion; propaganda and persuasive techniques; connections between setting, character, plot; figurative language; and author's style.					

Kansas

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Kansas did not test grade 4 in 2005					0.9	2.7	0.6
8	242	1.4	1.6	0.57	0.66	0.7	3.3	0.3

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	None

Kansas

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4	Numbers and operations, geometry, and data analysis and probablility	Proficient	Educator committee generates standards	2004	None
State standards	Kansas administered exams in grades 5, 8, and 11 in reading and grades 4, 7, and 10 in mathematics. Kansas used five achievement levels for reporting purposes: unsatisfactory, basic, proficient, advanced, and exemplary.					
State performance standard for AYP	**Grade 4.** The proficient student uses some problem-solving techniques and is unable to explain the process he/she uses when solving mathematical problems. A student scoring at the proficient level is likely to perform at all cognitive levels on many elements of the four areas of emphasis. The student demonstrates sufficient content knowledge and application skills. Fourth grade students will demonstrate knowledge and skills in the following four areas of emphasis: number and computation (place value concepts and notations; concepts of whole number properties; one- and two-step real-world problems with addition, subtraction, and multiplication; and relationships between mathematical operations), algebra (one variable, one-step whole number equations with basic facts, money, and time; one operation function tables; mathematical relationships using various models), geometry (plane figures within a composite figure; measurement tools; reasonable estimations of measurements and calculations; single transformation of two-dimensional figures; and first quadrant coordinate grids), and data (graphs presented in a variety of formats including bar, pictograph, circle, Venn, line plot; application of the statistical measures; minimum and maximum value, range, mode, median, and mean).					

Kansas

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	218	1.4	1.5	0.63	0.78	0.6	1.8	0.4
8	Kansas did not test grade 8 in 2005					0.3	3.0	0.3

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	None

Kentucky

Reading

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4	Reading	Proficient	Draft descriptors; CTB Bookmark, Jaeger-Mills, and Contrasting Groups	1999	None

State standards

Through the Commonwealth Accountability Testing System (CATS), the Commonwealth administered Kentucky Core Content Tests (KCCT) and the Comprehensive Test of Basic Skills, Fifth Edition (CTBS/5). The KCCT tested grades 4, 7, and 10 in reading and grades 5, 8, and 11 in mathematics. The CTBS tested grades 3, 6, and 9 in reading and mathematics. Kentucky used four achievement levels on the KCCT for reporting purposes: novice, apprentice, proficient, and distinguished.

State performance standard for AYP

Grade 4. The student demonstrates overall knowledge of the text, including some inferential as well as literal information (e.g., recognizes and supports main ideas, provides evidence of constructing meaning, recalls details from a variety of sources, follows text sequence, draws conclusions from text). The student applies information appropriately to solve the problem, analyze the situation, and /or draw conclusions (e.g., shows knowledge of word meaning, word identification strategies, and textual features, gives support using relevant, explicit, text-based information). The student demonstrates an overall understanding of literary, informational, persuasive, and practical/workplace texts (e.g., shows understanding of setting, characters, plot in literary text, shows understanding of lists, graphs, tables, in informational text, discriminates between fact and opinion, shows practical use (such as following directions) of practical/workplace text. The student demonstrates clear and accurate communication skills supported with sufficient details and/or examples from the text (e.g., following directions, recognizing point of view and purpose, locating relevant information, identifying details). The student makes clear connections between text, prior knowledge, and/or real-world issues (e.g., identifying text purpose, connect and extend ideas in text, differentiate among features in printed material).

Kentucky

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	206	1.6	1.3	0.62	0.82	0.9	7.3	0.5
8	Kentucky did not test grade 8 in 2005					0.4	6.6	#

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, reading questions aloud, visual cues, amplification equipment, audio/video equipment, noise buffer, tape recorder, communication device, spell checker/assistance, speech/text device, and administration by other trained examiners.

Kentucky

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
8	Numbers and operations, measurement, geometry, and data analysis and probablility	Proficient	Draft descriptors; CTB Bookmark, Jaeger-Mills, and Contrasting Groups	1999	None

State standards	Through the Commonwealth Accountability Testing System (CATS), the Commonwealth administered Kentucky Core Content Tests (KCCT) and the Comprehensive Test of Basic Skills, Fifth Edition (CTBS/5). The KCCT tested grades 4, 7, and 10 in reading and grades 5, 8, and 11 in mathematics. The CTBS tested grades 3, 6, and 9 in reading and mathematics. Kentucky used four achievement levels on the KCCT for reporting purposes: novice, apprentice, proficient, and distinguished.
State performance standard for AYP	**Grade 8.** The student demonstrates understanding of 8th grade skills, concepts, and relationships in number/computation, geometry/measurement, probability/statistics, and algebraic ideas as states on Kentucky Core Content most of the time. The student accurately uses an appropriate strategy (e.g., making a table, a diagram, guess and check, using technology, or working a simpler problem) to solve problems most of the time. The student demonstrates a general understanding of problems by providing complete solutions most of the time with possible minor computational errors. The student uses appropriate and accurate mathematical terminology (e.g., central tendency) and/or representation (symbols, graphs, tables, diagrams, models) effectively most of the time. The student demonstrates appropriate mathematical reasoning, but may have gaps (show us the "what" with gaps in the "why").

Kentucky

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Kentucky did not test grade 4 in 2005					0.4	2.3	0.1
8	285	1.4	1.3	0.71	0.75	0.2	3.0	0.1

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, visual cues, amplification equipment, calculator, audio/video equipment, noise buffer, abacus, manipulatives, tape recorder, communication device, spell checker/assistance, speech/text device, and administration by other trained examiners.

Louisiana

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	English language arts	Basic	Educator committee generates standards	2002	None
State standards	The state administered the Louisiana Educational Assessment Program for the 21st Century (LEAP) in grades 4, 8, and 10 in English language arts and mathematics. Louisiana used five achievement levels for reporting purposes: unsatisfactory, approaching basic, basic, mastery, and advanced.					
State performance standard for AYP	**Grade 4.** Students scoring at the basic level in English Language Arts generally exhibit the following skills: In the areas of reading and use of resources, students demonstrate some understanding of what they read and make obvious connections between information and their personal experiences. Further, students extend ideas in the text by making simple inferences and research topics by locating information in a variety of sources. In the area of writing, students performing at the basic level express some critical or creative thinking in response to a writing task and develop responses with central ideas supported with some organization and elaborated with a few supporting details. They also demonstrate audience awareness through use of general vocabulary, some sentence variety, and some evidence of personal style or voice, and make errors in spelling, grammar, punctuation, and capitalization that interfere with communication to the reader. **Grade 8.** Students scoring at the basic level in English Language Arts generally exhibit the following skills: In the areas of reading and use of resources, students at this level demonstrate a literal understanding of what they read, including specific aspects that reflect overall meaning. They identify an author's purpose for composing a text and extend the ideas in texts by making simple inferences; recognize and relate connections among ideas in texts by drawing conclusions. Further, they research topics by selecting and using information from various sources. In the area of writing, students performing at the Basic level demonstrate an appropriate response to a writing task and develop central ideas with a consistent focus, appropriate organization, and some supportive details. They demonstrate audience awareness through use of appropriate but general language and some sentence variety. Students at the basic level make some errors in spelling, grammar, punctuation, and capitalization that interfere with communication to the reader.					

Louisiana

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	198	2.0	1.2	0.74	0.99	#	13.5	0.4
8	251	1.4	1.2	0.67	0.84	0.3	7.7	0.2

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Amplification equipment, calculator, abacus, tape recorder, communication device, and taking the test at a time beneficial to the student. The following are permitted if sessions are completed within the allotted test dates: Multiple sessions and taking the test over multiple days. Reading questions aloud is not allowed on the 'Reading and Responding' session of the English Language Arts Test on LEAP 21 and GEE 21, 'Reading Comprehension' on ITBS and the old GEE, and 'Ability to Interpret Literary Materials' on ITED.

Louisiana

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Numbers and operations, and geometry	Basic	Educator committee generates standards	1999	None
State standards	The state administered the Louisiana Educational Assessment Program for the 21st Century (LEAP) in grades 4, 8, and 10 in English/language arts and mathematics. Louisiana used five achievement levels for reporting purposes: unsatisfactory, approaching basic, basic, mastery, and advanced.					
State performance standard for AYP	**Grade 4.** Students scoring at the basic level in Mathematics generally exhibit the ability to estimate and use basic facts to perform simple computations with whole numbers and show some understanding of fractions, decimals, and percents and their relationships. They solve some simple real-world problems in all the Louisiana mathematics content strands. Further, students performing at the basic level use—with some degree of accuracy—four-function calculators, rulers, and geometric shapes, and provide written responses that are often minimal and presented without supporting information. **Grade 8.** Students scoring at basic level in Mathematics generally exhibit the ability to complete problems correctly with the help of prompts such as diagrams, charts, and graphs and solve routine, real-world problems through the appropriate selection and use of strategies and technological tools—including calculators and geometric shapes. Students at the basic level also use fundamental algebraic and informal geometric concepts in problem solving and determine which available data are necessary and sufficient for correct solutions and use them in problem solving. Students performing at the basic level show limited skill in communicating mathematically.					

Louisiana

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	223	1.0	1.3	0.71	0.87	#	3.8	0.1
8	264	1.6	1.1	0.78	0.97	#	4.2	0.1

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Amplification equipment, calculator, abacus, tape recorder, communication device, and taking the test at a time beneficial to the student. The following are permitted if sessions are completed within the allotted test dates: multiple sessions and taking the test over multiple days.

Maine

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Reading	Meets the standard	Stakeholder and educator committees generate standards	2003	No information
State standards	Through Maine's Comprehensive Assessment System (MeCAS), the state administered the Maine Educational Assessment (MEA) in grades 4, 8, and 11 in reading and mathematics. Maine used four achievement levels for reporting purposes: does not meet the standard, partially meets the standard, meets the standard, and exceeds the standard.					
State performance standard for AYP	**Grade 4.** The quality of a student's work at this level of proficiency meets the standards of performance as identified for Maine's Learning Results in English language arts (reading). The work demonstrates a consistent accomplishment in the comprehension of literary and informational texts, in the use of the skills and strategies of reading to answer questions, and in the demonstration of understanding of how words and images communicate. **Grade 8.** The quality of a student's work at this level of proficiency meets the standards of performance as identified for Maine's Learning Results in English language arts (reading). The work demonstrates a consistent accomplishment in the comprehension of literary and informational texts, in the use of the skills and strategies of reading to answer questions, and in the demonstration of understanding of how words and images communicate.					

Maine

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Maine grade 4 data were not available for the analysis[3]					0.1	5.9	0.2
8	Maine grade 8 data were not available for the analysis[3]					#	6.4	0.1

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

3 The proportion meeting the state proficiency standard calculated from the school-level data differed more than five percent from the state reported proportion meeting the state proficiency standard.

State accommodations not allowed on NAEP	Visual cues, administration by others, additional examples, amplification equipment, noise buffer, tape recorder, communication device, spell checker/assistance, bilingual dictionary, multiple sessions, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, minimizing distractions, taking the test at the student's home, and reading questions aloud (not allowed for reading passages).

Maine

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Numbers and operations, and geometry	Meets the standard	Stakeholder and educator committees generate standards	2003	No information
State standards	Through Maine's Comprehensive Assessment System (MeCAS), the state administered the Maine Educational Assessment (MEA) in grades 4, 8, and 11 in reading and mathematics. Maine used four achievement levels for reporting purposes: does not meet the standard, partially meets the standard, meets the standard, and exceeds the standard.					
State performance standard for AYP	**Grade 4.** The quality of a student's work at this level of proficiency meets the standards of performance as identified for Maine's Learning Results in mathematics. The student's work consistently shows complete knowledge of mathematical content, process, reasoning, and communication skills, as well as problem-solving abilities. **Grade 8.** The quality of a student's work at this level of proficiency meets the standards of performance as identified for Maine's Learning Results in mathematics. The student's work consistently shows complete knowledge of mathematical content, process, reasoning, and communication skills, as well as problem-solving abilities.					

Maine

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Maine grade 4 data were not available for the analysis[3]					0.2	3.2	0.2
8	Maine grade 8 data were not available for the analysis[3]					0.1	4.4	#

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

3 The proportion meeting the state proficiency standard calculated from the school-level data differed more than five percent from the state reported proportion meeting the state proficiency standard.

State accommodations not allowed on NAEP	Visual cues, administration by others, additional examples, amplification equipment, calculator, noise buffer, abacus, arithmetic tables, tape recorder, communication device, spell checker/assistance, multiple sessions, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, minimizing distractions, and taking the test at the student's home.

Maryland

	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
Reading	4 and 8	Phonics, fluency,vocabulary (4); informational and literary text comprehension; writing; language (4); listening; speaking; fluency, vocabulary (8); controlling language (8)	Proficient	Educators and stakeholders were involved in setting standards through a structured process	2002	None
State standards	This state administered the Maryland School Assessment (MSA) in grades 3-8 in reading and mathematics. Maryland used three achievement levels for reporting purposes: basic, proficient, and advanced.					
State performance standard for AYP	**Grade 4.** Proficient students are likely to be able to use context clues to determine appropriate meanings of words: recognize the relationship between text features and ideas or information in a text; support a literal reading of a text with text-relevant information; support simple inferences or general ideas about a text with appropriate textual evidence; and apply knowledge of literary elements (e.g., character, main conflict) when making meaning from a text. **Grade 8.** Proficient students are likely to be able to draw conclusions about characters from their words and actions; identify a main idea; support ideas about text with appropriate textual evidence; and demonstrate a general understanding of a literary or informational text (e.g., make inferences, draw conclusions).					

Maryland

Reading

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted[2]			
4	187	1.4	1.1	0.80	0.99	1.2	4.3	0.8
8	245	1.7	1.2	0.79	0.85	0.7	3.5	0.2

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, administration by others, amplification equipment, audio/video equipment, tape recorder, communication device, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, and taking the test at the student's home. Reading questions aloud is not permitted on the Maryland Functional Reading Test but is allowed with implications for scoring if used for grades 3 and 4 general reading processes tests. Spell checker/assistance is not permitted on the High School Assessment (HSA) English test.

Maryland

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Algebra, patterns, functions; geometry; measurement; statistics; probability; number relationships; processes of mathematics	Proficient	Educators and stakeholders were involved in setting standards through a structured process	2002	None
State standards	This state administered the Maryland School Assessment (MSA) in grades 3-8 in reading and mathematics. Maryland used three achievement levels for reporting purposes: basic, proficient, and advanced.					
State performance standard for AYP	**Grade 4.** Proficient students are likely to be able to generalize a non-numeric pattern rule; write simple expressions using whole numbers; describe probability as a fraction; divide whole numbers; subtract decimals; estimate to find the sum; and communicate a partially developed understanding of problem solving using a strategy with little or no support. **Grade 8.** Proficient students are likely to be able to identify linear functions given a graph; write and simplify expressions, write and solve equations, and solve inequalities; identify properties of parallel lines cut by a transversal; apply the Pythagorean Theorem; determine square roots of whole numbers; apply a variety of percents in context; and communicate a partially developed understanding of problem solving using a strategy with little or no support.					

Maryland

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	215	1.1	1.2	0.80	0.91	0.5	2.6	0.4
8	276	1.7	1.1	0.87	0.91	0.3	3.5	0.1

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, administration by others, amplification equipment, audio/video equipment, manipulatives, tape recorder, communication device, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, taking the test at the student's home, calculator (allowed for mathematics testing for special education or Section 504 students only), and spell checker/assistance.

Massachusetts

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4	English language arts	Proficient	Expert reviewers generate then educator approval	2001	None
State standards	Through the Massachusetts Comprehensive Assessment System (MCAS), the Commonwealth administered exams in grade 3 in reading, grades 4, 7, and 10 in English/language arts and grades 4, 6, 8, and 10 in mathematics. Massachusetts used four achievement levels for reporting purposes: warning, needs improvement, proficient, and advanced.					
State performance standard for AYP	**Grade 4.** On MCAS, a grade 4 student at the proficient level demonstrates solid knowledge of common prefixes, Greek and Latin roots, figurative phrases, words with multiple meanings, dictionary skills, antonyms, synonyms, homophones and context clues to derive meaning of unfamiliar words in text; demonstrates and uses solid knowledge of parts of speech, correct mechanics and other grammatical conventions; demonstrates solid understanding of basic facts and main idea(s) in literary and non-literary texts; makes solid comparison between/within texts; demonstrates solid understanding of actions and motivations of characters in literary texts; demonstrates solid awareness of textual and graphic features, organizational structures, and characteristics of literary and non-literary texts; and demonstrates solid understanding of direct comparisons or how an author's choice of words appeals to the senses. A proficient student writes compositions with solid focus and development of ideas, and supporting detail, and with solid control of the standard English conventions of sentence structure, grammar and usage, spelling and punctuation. The preceding list includes selected descriptors and is not exhaustive.					

Massachusetts

Reading

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted[2]			
4	234	0.8	1.2	0.78	0.96	0.9	6.1	1.1
8	English language arts was not assessed at grade 8 in 2005					0.7	5.2	0.7

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Amplification equipment, noise buffer, tape recorder, multiple sessions, taking the test at a time beneficial to the student, and study carrel. The following are considered non-standard on the ELA Language and Literature/ELA Reading/ELA Composition tests: Reading questions aloud, spell checker/assistance, and speech/text device.

Massachusetts

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Number sense and operations; patterns, relations, and algebra; geometry; measurement; data analysis, statistics, and probability	Proficient	Expert reviewers generate then educator approval	1998	None

State standards

Through the Massachusetts Comprehensive Assessment System (MCAS), the Commonwealth administered exams in grade 3 in reading, grades 4, 7, and 10 in English/language arts and grades 4, 6, 8, and 10 in mathematics. Massachusetts used four achievement levels for reporting purposes: warning, needs improvement, proficient, and advanced.

State performance standard for AYP

Grade 4. On MCAS, a grade 4 student at the proficient level: reads, writes, and interprets different place value representations through hundred thousands; multiplies three-digit numbers by two-digit numbers and divides by single-digit numbers with remainders; applies basic operations to solve routine problems; identifies and determines equivalent fractions; verifies the reasonableness of solutions in addition, subtraction, multiplication, and division problems by using estimations; formulates rules and generalizations about number patterns; identifies figures by their properties (e.g., number of right angles, symmetry, number of faces, two or three dimensions); finds the perimeter, area, and volume of shapes using diagrams, models, and manipulatives; solves simple elapsed-time problems; organizes data and constructs displays (e.g., tables, charts, tallies, graphs); determines the chance that an event will occur in situations where events are not equally likely; and identifies all possible combinations with an organized strategy. Note that the preceding list includes selected descriptors and is not exhaustive.

Grade 8. On MCAS, a grade 8 student at the proficient level: computes ratios, proportions, and percents; uses relationships operations to estimate computations; solves linear equations with one variable; generates rules of general terms to describe numeric and geometric patterns; uses geometric formulas and characteristics of geometric figures to find unknown values (e.g., lengths, angles); applies the formulas for perimeter, area, and volume to solve problems; explains why and how much a change in a score will change the mean of a set of scores; and determines theoretical probabilities in given situations. Note that the preceding list includes selected descriptors and is not exhaustive.

Massachusetts

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	255	1.0	1.2	0.81	0.92	0.8	2.7	0.5
8	301	1.3	1.1	0.87	0.90	0.7	5.2	0.5

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Amplification equipment, noise buffer, abacus, arithmetic tables, manipulatives, tape recorder, multiple sessions, taking the test at a time beneficial to the student, carrel, calculator (considered non-standard if used on non-calculator sections of the Mathematics Test), spell checker/assistance, and speech/text device.

Michigan

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4	English language arts (with reading and writing scores)	Met expectations	Educator committee generates standards	1995	None
State standards	The state administered the exams, grades 4, 7, and 11 in reading/English language arts and grade 4, 8, and 11 in mathematics. Michigan used four performance levels for reporting purposes: apprentice, basic performance, met expectations, and exceeded expectations. The cut scores for this test were set to the standards based on skills up to mid-grade 4 (mid-Winter semester) and not the full academic year (to the end of grade 4 curriculum). Furthermore, cut score standard setting committees were asked to identify student skills consistent with meeting the state's curriculum standards for mid-grade 4 skills.					
State performance standard for AYP	**Grade 4.** A student who met Michigan standards identifies important details and how they relate to and support the main/major ideas in narrative and informational text; compares and contrasts characters, settings, and plots within and across texts; addresses specific cross-text task, making connections, revealing understanding despite possible minor misconceptions; identifies text elements and most features of different genres; identifies text elements and features authors use to convey meaning; uses syntactic, semantic, and structural cues to determine meaning of some unknown words and phrases and multiple meanings. **Grade 8.** A student who met Michigan standards builds inferences, summarizes, and applies knowledge from text; connects relationships, themes, perspectives and universal truths within and across texts; effectively addresses specific cross-text task, revealing overall understanding despite possible minor misconceptions; demonstrates knowledge of different genres, including purpose, text elements, and features; identifies how authors use text elements and features to enhance meaning and to make content accessible to readers; determines meaning of some unfamiliar words and phrases and multiple meaning words encountered in context.					

Michigan

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Michigan grade 4 data were not available[3]					0.6	6.3	0.3
8	Michigan did not test grade 8 in 2005					0.4	5.4	0.2

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

3 The proportion meeting the state proficiency standard calculated from the school-level data differed more than five percent from the state reported proportion meeting the state proficiency standard.

State accommodations not allowed on NAEP	Audiotape version of test, visual cues, administration by others, amplification equipment, audio/video equipment, noise buffer, tape recorder, communication device, speech/text device, taking the test at a time beneficial to the student, carrel, minimizing distractions, taking the test in a special education classroom, and taking the test at the student's home (test must be administered by school district professional). The following are considered non-standard accommodations and are allowed on the state assessment with implications for scoring and/or aggregation: reading questions aloud, and spell checker/assistance.

Michigan

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Numbers and operations, measurement, geometry, and data analysis and probability	Met expectations	Educator committee generates standards	1995	None
State standards	The state administered the exams in grades 4, 7, and 11 in reading/English language arts and grade 4, 8, and 11 in mathematics. Michigan used four performance levels for reporting purposes: apprentice, basic performance, met expectations, and exceeded expectations. The cut scores for this test were set to the standards based on skills up to mid-grade 4 (mid-Winter semester) and not the full academic year to the end of grade 4 and 8 curriculum. Furthermore, cut score standard-setting committees were asked to identify student skills consistent with meeting the state's curriculum standards for mid-grade 4 and 8 skills.					
State performance standard for AYP	**Grade 4.** Students who scored at the met level consistently applied grade-level-appropriate, integrated procedural knowledge and conceptual understanding to solve problems consistent with the mathematics content in the Michigan Curriculum Framework. Such evidence was exhibited by, but was not limited to, students: applying basic concepts, algorithms, properties, and procedures to solve multi-step, routine problems (e.g., computation, math facts, properties, shapes, problem-solving strategies); using appropriate tools (such as tables, charts, graphs, compasses, protractors, and/or formulas) to obtain and interpret mathematical information (e.g., can apply, recognize, and interpret, read, and construct graphs and tables; are proficient using tools; can perform special tasks with accuracy and understanding on calculators; can give written explanations/solutions with supporting information; can support solutions; and can demonstrate conceptual understanding); generating examples and counterexamples of mathematical ideas (e.g., can write own problems; are able to analyze; and can analyze mathematical info to make a connection inside mathematics).					

Michigan

Mathematics

State performance standard for AYP	**Grade 8.** Students who scored at the Met level consistently applied grade-level appropriate, integrated procedural knowledge and conceptual understanding to solve problems consistent with the mathematics content in the Michigan Curriculum Framework. Such evidence was exhibited by, but was not limited to, students: (1) Applying basic concepts, algorithms, properties, and procedures to solve multi-step, routine problems (basic computation with integers and rational numbers; reading, interpreting, and applying routine multi-step problems; reading, interpreting, and applying routine multi-step problems; comparing/contrasting properties of shapes; recognizing and applying proportional reasoning to multi-step problems; performing multi-step measurement with structure; interpreting data, organizing/creating graphs and tables; knowledge of scientific calculator functions (basic operations, some independence); some introduction to graphing calculators uses (data, graphs)); (2) using appropriate tools – such as tables, charts, graphs, compasses, protractors, and/or formulas – to obtain and interpret mathematical information (interpreting and applying graph/charts; analyzing and displaying data; performing special tasks with accuracy and understanding on calculators; collecting data – random population; proficiently use tools; constructing tables, charts, and graphs with basic explanation; using/interpreting calculator; generating one-step examples/representations; solving multi-step routine problems; verbally translating; expressing simple algebraic expressions using symbols; measuring accurately using rulers (inches and centimeters), protractors, compasses); (3) generating adequate written explanations that show solutions with supporting information (answering what was asked, drawing some conclusions; minor misunderstanding; possibly making minor calculation errors; making mathematical connections; giving examples and analyze; writing one-step and follow multi-step; understanding math vocabulary; making complete/informal arguments; using data to substantiate reasoning; mastering computations with fractions, decimals, percents with one-step (equivalence implied) problems; performing one-step ration/proportion applications; solving problems: identify and solve one-step using a strategy with possible minor errors; identifying geometrical relationships between two dimensional shapes using attributes; choosing correct formula from list and manipulating to solve one-step problem (backwards, too)); and (4) generating examples and counterexamples of mathematical ideas (evaluating appropriateness of answer to routine problems; recognizing equivalent representations of more complicated decimal, fractions, and percents; understanding basic properties/attributes plus LCM, GCF scientific notation; solving two-step routine problems; applying/extending; visualizing geometric representation and manipulate visualization through written test).

Michigan

Mathematics

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted[2]			
4	222	1.7	1.7	0.59	0.71	0.3	3.5	0.2
8	269	1.9	1.1	0.84	0.91	0.2	4.1	0.1

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, visual cues, administration by others, amplification equipment, audio/video equipment, noise buffer, tape recorder, communication device, speech/text device, taking the test at a time beneficial to the student, carrel, minimizing distractions, taking the test in a special education classroom, calculator, and taking the test at the student's home (test must be administered by school district professional). Spell checker/assistance is considered a non-standard accommodation and is allowed on the state assessment with implications for scoring and/or aggregation.

Minnesota

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	none	Literal comprehension, interpretation and evaluation	Level 3 - Meets the Standards	Committee generates then expert review	2003	None
State standards	The state administered the Minnesota Comprehensive Assessments (MCA) in grades 3, 5 and 7 in reading. Minnesota used five achievement levels for reporting purposes: Level 1, Level 2, Level 3, Level 4, and Level 5.					
State performance standard for AYP	Grades 4 and 8 not tested.					

	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
Grade	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Minnesota did not test grade 4 in 2005					0.3	2.0	0.6
8	Minnesota did not test grade 8 in 2005					0.4	1.9	0.4

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, audio/video equipment, tape recorder, speech/text device, and taking the test at a time beneficial to the student.

Minnesota

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	none	Reasoning; number sense, computation, and operations; patterns, functions, and algebra; data analysis, statistics, and probability; spatial sense, geometry, and measurement	Level 3 - Meets the Standards	Committee generates then expert review	2003	None
State standards	The state administered the Minnesota Comprehensive Assessments (MCA) in grades 3, 5 and 7 in mathematics. Minnesota used five achievement levels for reporting purposes: Level 1, Level 2, Level 3, Level 4, and Level 5.					
State performance standard for AYP	Grades 4 and 8 not tested.					

	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
Grade	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Minnesota did not test grade 4 in 2005					0.3	1.7	0.3
8	Minnesota did not test grade 8 in 2005					0.2	1.6	0.4

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, audio/video equipment, tape recorder, speech/text device, and taking the test at a time beneficial to the student. The following are allowed except where calculators are specifically prohibited in the test: calculator, abacus.

Mississippi

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Reading and language arts	Proficient	Educator committee with external review	2001	None
State standards	Through the Mississippi Grade Level Testing Program, the state administered Mississippi Curriculum Tests (MCT) in grades 2-8 in reading and mathematics. Mississippi used four achievement levels for reporting purposes: minimal, basic, proficient, and advanced.					
State performance standard for AYP	**Grade 4.** Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. Students who perform at this level are well prepared to begin work on even more challenging material that is required at the next grade. **Grade 8.** Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. Students who perform at this level are well prepared to begin work on even more challenging material that is required at the next grade.					

Mississippi

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	161	2.0	1.4	0.63	0.91	0.2	4.0	0.1
8	247	1.4	1.2	0.78	0.82	0.2	3.8	0.1

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, tape recorder, communication device, taking the test at a time beneficial to the student, carrel, special education classroom, spell checker/assistance (not allowed on writing assessments), and taking the test at the student's home (for homebound students only). The following must be pre-arranged and student may not change responses to questions from the previous administration or preview questions that will be administered in a future session: multiple sessions and taking the test over multiple days.

Mississippi

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Numbers and operations, geometry, measurement, algebra, data analysis and probabilities	Proficient	Educator committee with external review	2001	None
State standards	Through the Mississippi Grade Level Testing Program, the state administered Mississippi Curriculum Tests (MCT) in grades 2-8 in reading and mathematics. Mississippi used four achievement levels for reporting purposes: minimal, basic, proficient, and advanced.					
State performance standard for AYP	**Grade 4.** Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. Students who perform at this level are well prepared to begin work on even more challenging material that is required at the next grade. **Grade 8.** Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. Students who perform at this level are well prepared to begin work on even more challenging material that is required at the next grade.					

Mississippi

Mathematics

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted[2]			
4	206	1.3	1.2	0.74	0.85	0.1	2.1	#
8	262	1.5	1.2	0.83	0.88	#	2.8	0.2

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, calculator, tape recorder, communication device, taking the test at a time beneficial to the student, carrel, special education classroom, spell checker/assistance, and taking the test at the student's home (for homebound students only). The following must be pre-arranged and student may not change responses to questions from the previous administration or preview questions that will be administered in a future session: multiple sessions and taking the test over multiple days.

Missouri

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	None	Communication arts	Proficient	Stakeholder committee generates standards	1996	None
State standards	Through the Missouri Assessment Program (MAP), the state administered exams in grades 3, 7, and 11 in communication arts (which includes reading) and grades 4, 8, and 10 in mathematics. Missouri used five achievement levels for reporting purposes: step one, progressing, nearing proficiency, proficient, and advanced. The state target was for all students to score at the proficient or advanced levels.					
State performance standard for AYP	Grades 4 and 8 not tested.					

Missouri

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Missouri did not test grade 4 in 2005					0.6	6.6	0.6
8	Missouri did not test grade 8 in 2005					0.1	7.7	0.2

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Reading questions aloud, visual cues, amplification equipment, tape recorder, communication device, multiple sessions, taking the test at a time beneficial to the student, carrel, minimizing distractions, and taking the test over multiple days (dates for taking the MAP must occur within the MAP testing window).

Missouri

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Numbers and operations, measurement, geometry, and data analysis and probablility	Proficient	Educator committee generates standards	1996	None

State standards

Through the Missouri Assessment Program (MAP), the state administered exams in grades 3, 7, and 11 in communication arts (which includes reading) and grades 4, 8, and 10 in mathematics. Missouri used five achievement levels for reporting purposes: step one, progressing, nearing proficiency, proficient, and advanced. The state target was for all students to score at the proficient or advanced levels.

State performance standard for AYP

Grade 4. Students propose and justify conclusions based on data; compare parts of a whole as a fraction and justify the answer; identify place value (up to 6-digit whole numbers); read and interpret data on a line plot; add/subtract money values up to $10.00; describe movement on a grid using common language (e.g., north, south, east, west, right, left, up, down); recognize equivalent representations for the same number by decomposing and composing whole numbers, using multiple operations; identify or write a number sentence for a mathematical situation; analyze, interpret and explain data in a multi-step problem; find the value of combinations of quarters, nickels, dimes, and pennies; identify lines of symmetry; subtract money involving dollars and cents; describe the results of transforming shapes; write a number sentence to represent a mathematical situation; identify a three-dimensional shape given its attributes; describe and analyze data in a multi-step problem; measure and compare using standard and metric units; determine the area of a figure on a rectangular grid, using standard units; represent multiplication using sets and arrays; identify repeated addition as a way to express multiplication; identify the missing operation in a number sentence; demonstrate fluency with basic operations; apply estimation in multiplication of numbers; analyze, interpret, and explain data; write a number sentence to represent a mathematical situation; use and apply estimation to add and subtract money; divide three-digit numbers by one-digit numbers; and describe and evaluate attributes of two- and three-dimensional shapes.

Grade 8. Students solve multi-step equations; identify formal transformations; solve problems involving area, calculate measures of center for a given data set; identify and classify angles given a diagram; identify appropriate units of measure; interpret graphic organizers; identify equivalent representations of a number; convert equivalent units of measure within the same system of measurement; generalize a symbolic pattern; apply all operations to rational numbers; identify two-dimensional objects by analyzing their properties; use area and perimeter to solve problems; use symbolic algebra to represent and solve problems that involve linear-relationships, including recursive rotation; create similar polygons by applying the relationships of corresponding sides and angles; identify the probability of an event; identify problems that can be solved using similar mental strategies; estimate and justify the results of all operations on rational numbers; convert standard units within a system of measurement; analyze the relationship of two variables in a table; use coordinate geometry to determine the area of quadrilaterals; identify a repositioned object after formal transformations; analyze the probability of a specific outcome of an event; identify the appropriate multi-step linear equation to represent a given situation; identify missing terms of a pattern; and use and interpret measures of central tendency for a given data set.

Missouri

Mathematics

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted[2]			
4	242	1.2	1.5	0.64	0.76	0.4	2.0	0.1
8	311	1.4	1.4	0.66	0.79	0.1	3.9	#

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, calculator, abacus, arithmetic tables, tape recorder, communication device, multiple sessions, taking the test at a time beneficial to the student, carrel, minimizing distractions, and taking the test over multiple days (dates for taking the MAP must occur within the MAP testing window).

Montana

Reading

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Reading	Proficient	Expert panel of Montana teachers, a school administrator, and representatives of the Native American culture	2000	None

State standards

Through the Montana Comprehensive Assessment System (MontCAS), the state administered the Iowa Tests of Basic Skills (ITBS) in grades 4 and 8 and the Iowa Test of Education Development (ITED) in grade 11 in reading and mathematics. Montana used four achievements levels for reporting purposes: novice, nearing proficiency, proficient, and advanced.

State performance standard for AYP

Grade 4. Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems. Using grade level text, students are able to use appropriate reading vocabulary, understand personification, figurative language, and literary devices, distinguish fact from opinion, make inferences, identify author's purpose, analyze and organize information, interpret and respond to text, compare and contrast, reread to find information, understand main idea and support with details, use prior knowledge to make meaning of text, read a variety of materials, read maps and diagrams, use resource materials, justify predictions, describe reading successes and set reading goals.

Grade 8. Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems. Using grade level text, students are able to use emerging content vocabulary, apply complex thinking skills – connect ideas, make predictions, explain causal relationships, use metaphorical thinking and emerging inference skills, emerging understanding of literary elements and emerging/basic figurative comprehension, use word structures to enhance meaning, recognize different genres, basic recognition of figurative language, set, monitor progress toward, and meet reading goals.

Montana

Reading

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted[2]			
4	197	1.5	1.3	0.64	1.00	0.1	4.8	0.2
8	Montana grade 8 data were not available[3]					0.1	4.1	0.5

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

3 The proportion meeting the state proficiency standard calculated from the school-level data differed more than five percent from the state reported proportion meeting the state proficiency standard.

State accommodations not allowed on NAEP	Reading questions aloud, visual cues, administration by others, amplification equipment, noise buffer, communication device, bilingual dictionary, multiple sessions, taking the test at a time beneficial to the student, carrel, taking the test at the student's home, and taking the test in a special education classroom.

Montana

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Numbers and operations, measurement, geometry, and data analysis and probablility	Proficient	Expert panel of Montana teachers, a school administrator, and representatives of the Native American culture	1998	None

State standards

Through the Montana Comprehensive Assessment System (MontCAS), the state administered the Iowa Tests of Basic Skills (ITBS) in grades 4 and 8 and the Iowa Test of Education Development (ITED) in grade 11 in reading and mathematics. Montana used four achievements levels for reporting purposes: novice, nearing proficiency, proficient, and advanced.

State performance standard for AYP

Grade 4. Students at this level demonstrate a solid understanding of challenging subject matter, select and use problem-solving strategies to solve multi-step problems involving the four operations and clearly communicate strategies, read, identify, and interpret place value of numbers to 1 million, solve addition and subtraction problems involving whole numbers and decimals with multiple regroupings, solve multiplication problems with multi-digit numbers with multiple regrouping, divide by one-digit divisor and interpret remainder, add and subtract simple fractions with common denominators, use and apply strategies and procedures to solve multi-step algebraic problems involving equations, number patterns, geometric patterns, and change and clearly describe the relationship, use properties and vocabulary to describe and identify two- and three-dimensional figures and the relationships among them, solve geometric problems involving points on coordinate grids, symmetry, transformations, visual and spatial reasoning and clearly communicate strategies, apply tools, procedures, and formulas of measurement to solve problems, collect, organize, display, read, and interpret data and use data in problem solving situations and judge the probability of a simple event as impossible, unlikely, likely, or certain and determine which outcomes are most or least likely.

Grade 8. Students at this level demonstrate a solid understanding of challenging subject matter, calculate and compare unit costs, use proportions and percents to solve a problem, write an equation with two variables to describe a real-world situation, apply properties of the real numbers to manipulate formulas and simplify expressions, identify the equation of a nonlinear function from a table, identify the graph of a function that best represents a described real-world situation, solve a two-step linear equation, identify the coordinates of the image of a vertex of a polygon after a translation or reflection, determine whether points on a coordinate plane can be vertices of a parallelogram, identify the net of a cube, estimate equal units in different systems of measure, identify a scatterplot given a description of the variables being compared, use data in a table or scatter plot to make a prediction, and interpret a line graph.

Montana

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Montana grade 4 data were not available[3]					#	1.8	0.1
8	Montana grade 8 data were not available[3]					0.1	1.9	0.3

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

3 The proportion meeting the state proficiency standard calculated from the school-level data differed more than five percent from the state reported proportion meeting the state proficiency standard.

State accommodations not allowed on NAEP	Visual cues, administration by others, amplification equipment, calculator, noise buffer, manipulatives, slant boards, communication device, multiple sessions, taking the test at a time beneficial to the student, carrel, taking the test at the student's home, and taking the test in a special education classroom.

Nebraska

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Language (combining reading and writing)	—	Educator committee generates standards	2001	None
State standards	Nebraska's system was comprised of local content standards (aligned with the state approved content standards) and achievement standards as well as local assessments adopted by each local educational agency.					
State performance standard for AYP	**Grade 4.** There is no state-wide definition of proficiency for grade 4 reading. **Grade 8.** There is no state-wide definition of proficiency for grade 8 reading.					

	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
Grade	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Nebraska grade 4 data were not comparable					0.7	3.9	0.7
8	Nebraska grade 8 data were not comparable					0.2	3.2	0.2

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Amplification equipment, noise buffer, tape recorder, communication device, spell checker/assistance, bilingual dictionary, and taking the test at a time beneficial to the student. Reading questions aloud is considered a modification and is allowed with implications for scoring and/or aggregation.

Nebraska

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Numeration/number sense; computation/estimation; measurement; geometry/spatial concepts; data analysis, probability, and statistical and algebraic concepts	—	Educator committee generates standards	2000	None

State standards	Nebraska's system was comprised of local content standards (aligned with the state approved content standards) and achievement standards as well as local assessments adopted by each local educational agency.
State performance standard for AYP	**Grade 4.** There is no state-wide definition of proficiency for grade 4 mathematics. **Grade 8.** There is no state-wide definition of proficiency for grade 8 mathematics.

	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
Grade	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Nebraska grade 4 data were not comparable					0.3	1.8	0.3
8	Nebraska grade 8 data were not comparable					0.1	1.1	#

\# Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Amplification equipment, noise buffer, tape recorder, communication device, spell checker/assistance, and taking the test at a time beneficial to the student.

Nevada

Reading

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Reading and word analysis skills/strategies	Meets the standards	Review panel of teachers, district curriculum specialists, administrators and DOE staff	2001	None

State standards

Through the Nevada proficiency examination program, in 2005 the state administered the Iowa Tests of Basic Skills (ITBS) in grades 4 and 7, a criterion referenced test (CRT) in grades 3, 5, and 8, and the Iowa Test of Education Development (ITED) in grade 10 in reading and mathematics. Nevada used four achievement levels on the CRT for reporting purposes: developing, approaches the standard, meets the standard, and exceeds the standard.

State performance standard for AYP

Grade 4. Students who meet standards demonstrate an understanding of work analysis and strategies to comprehend new words encountered in text. They use reading process skills and strategies to gain comprehension. Proficient students read to comprehend, interpret, and evaluate a variety of grade appropriate literary and expository texts from various authors, cultures, and times. Students who meet standards write a variety of texts that inform, persuade, describe, evaluate, and/or tell a story appropriate to audience and purpose. Proficient students use the writing process to create text. They organize their writing so that it includes a clear focus and is developed logically. Students revise and edit for grade-appropriate capitalization, spelling, punctuation, usage, grammar, organization, ideas, style, tone, word choice, and sentence fluency. Proficient students listen to and evaluate oral communications for content and purpose. Students speak using appropriate speaking techniques that include style, tone, and when appropriate media aids. They participate in discussions to offer information, clarify ideas, and support a position. Proficient students formulate grade-appropriate research questions, use a variety of sources to obtain information, draw valid conclusions, and present findings.

Grade 8. Students who meet standards demonstrate an understanding of work analysis and strategies to comprehend new words encountered in text. They use the reading process skills and strategies to gain comprehension. Proficient students read to comprehend, interpret, and evaluate a variety of grade appropriate literary and expository texts from various authors, cultures, and times. Students who meet standards write a variety of texts that inform, persuade, describe, evaluate, and/or tell a story appropriate to audience and purpose. Proficient students use the writing process to create text. They organize their writing so that it includes a clear focus and is developed logically. Students revise and edit for grade appropriate capitalization, spelling, punctuation, usage, grammar, organization, ideas, style, tone, word choice, and sentence fluency. Proficient students listen to and evaluate oral communications for content, style, and purpose. Students speak using appropriate speaking techniques that include style, tone, appropriateness to audience, and, when appropriate media aids. They participate in discussions to offer information, clarify ideas, and support a position. Proficient students formulate grade-appropriate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.

Nevada

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	212	1.4	1.1	0.87	0.97	1.5	3.7	1.6
8	Nevada grade 8 data were not available					0.9	2.7	0.7

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Administration by others, amplification equipment, noise buffer, taking the test at a time beneficial to the student, carrel, and taking the test in a special education classroom. Spell checker/assistance is considered a modification if used on a writing assessment and is allowed with implications for scoring and/or aggregation.

Nevada

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Numbers and operations, measurement, geometry, data analysis and probability, mathematical communication, mathematical connections, mathematical reasoning, and problem solving	Meets the standards	Review committee of teachers, parents, NDE consultants, administrators and business consultants	2001	None
State standards	Through the Nevada proficiency examination program, in 2005 the state administered the Iowa Tests of Basic Skills (ITBS) in grades 4 and 7, a criterion referenced test (CRT) in grades 3, 5, and 8, and the Iowa Test of Education Development (ITED) in grade 10 in reading and mathematics. Nevada used four achievement levels on the CRT for reporting purposes: developing, approaches the standard, meets the standard, and exceeds the standard.					
State performance standard for AYP	**Grade 4.** Fourth grade students read, write, compare, and order whole numbers and fractions, identify and use place value, and recall and use facts. Students use estimation as they generate and solve problems. Patterns and relationships are identified, described, and represented numerically and algebraically. Algebraic concepts are expanded to include modeling, explaining, and solving open number sentences. Measurement concepts include area and perimeter, money notation, and elapsed time to the nearest quarter hour. Geometric concepts are expanded to include symmetry, congruence, and coordinate geometry. Models are used to identify, describe, and classify figures by relevant properties. Data analysis includes collecting and representing information through frequency tables and line plots. Students model measures of central tendency for mode and median. Probability experiments are conducted using concrete materials and the results are represented using fractions to make predictions. **Grade 8.** Eighth grade students become proficient in working with various representations of and calculating with real numbers including scientific notation. Algebra skills extend in identifying missing terms in a sequence or representation. Students solve linear equations and graphically represent the solution. Measurement skills expand to include how changes in dimensions affect the perimeter, area, and volume. Students apply properties of equality and proportionality to similar and congruent shapes. Geometric concepts are extended to include the calculation of the measure of the interior angles of polygons. Students refine their understanding of data analysis as they include box-and-whisker plots to graphically represent a data set and then describe this data through the use of measures of central tendency. Students begin to evaluate statistical arguments based on accuracy and validity. Students synthesize, generalize, and apply knowledge and strategies to new situations.					

Nevada

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	230	0.9	1.1	0.85	0.90	0.7	1.8	0.8
8	Nevada grade 8 data were not available					0.4	1.7	0.4

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Administration by others, amplification equipment, noise buffer, taking the test at a time beneficial to the student, carrel, special education classroom, spell checker/assistance, and calculator (considered a modification if used on the math computation section of the ITBS or ITED or on part 2 of the math concepts and estimation section of the ITBS or ITED).

New Hampshire

	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
Reading	4 and 8	Reading: word identification skills and strategies; vocabulary strategies, breadth of vocabulary; initial understanding of literary text; initial understanding of informational text; analysis and interpretation of literary text; and analysis and interpretation of informational text.	Basic*	Contrasting groups study; standards-setting process by local educators from NH, RI, VT	1994	None
State standards	In 2005, New Hampshire implemented a new testing program, the New England Common Assessment Program (NECAP). As a result of the implementation, 2004-05 academic year assessment data for elementary and middle school grades were not available for this state. Beginning in 2005-06, grades 3-8 began to be tested in reading and mathematics, with four performance levels used for reporting purposes: substantially below proficient (Level 1), partially proficient (Level 2), proficient (Level 3), and proficient with distinction (Level 4). Prior to 2005, New Hampshire administered exams in grades 3, 6, and 10 in English/language arts and mathematics through the New Hampshire Educational Improvement and Assessment Program (NHEIAP). The state used four achievement levels for reporting purposes: novice, basic, proficient, and advanced. * AYP Standard: New Hampshire has proposed to use an indexing system that combines weighted index points assigned to each student at each achievement level to determine each school's average index score. This weighted average index score is then compared to the AYP index goal for the current year to determine if the school has made AYP.					
State performance standard for AYP	**Grade 4.** Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text. **Grade 8.** Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.					

New Hampshire

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	New Hampshire grade 4 data were not available					0.5	3.1	0.3
8	New Hampshire grade 8 data were not available					0.2	2.3	#

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Reading questions aloud, visual cues, administration by others, amplification equipment, noise buffer, abacus, manipulatives, tape recorder, communication device, multiple sessions, taking the test at a time beneficial to the student, carrel, and taking the test at the student's home.

New Hampshire

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Number and operations; geometry and measurement; algebra and functions; data, statistics, and probability	Basic*	Contrasting groups study; standards-setting process by local educators from NH, RI, VT	1994	None

State standards

In 2005, New Hampshire implemented a new testing program, the New England Common Assessment Program (NECAP). As a result of the implementation, 2004-05 academic year assessment data for elementary and middle school grades were not available for this state. Beginning in 2005-06, grades 3-8 began to be tested in reading and mathematics, with four performance levels used for reporting purposes: substantially below proficient (Level 1), partially proficient (Level 2), proficient (Level 3), and proficient with distinction (Level 4). Prior to 2005, New Hampshire administered exams in grades 3, 6, and 10 in English/language arts and mathematics through the New Hampshire Educational Improvement and Assessment Program (NHEIAP). The state used four achievement levels for reporting purposes: novice, basic, proficient, and advanced.

* AYP Standard: New Hampshire has proposed to use an indexing system that combines weighted index points assigned to each student at each achievement level to determine each school's average index score. This weighted average index score is then compared to the AYP index goal for the current year to determine if the school has made AYP.

State performance standard for AYP

Grade 4. Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Grade 8. Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

New Hampshire

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	New Hampshire grade 4 data were not available					0.1	1.9	0.2
8	New Hampshire grade 8 data were not available					0.2	2.1	#

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, administration by others, amplification equipment, noise buffer, abacus, manipulatives, tape recorder, communication device, multiple sessions, taking the test at a time beneficial to the student, carrel, and taking the test at the student's home. Calculators are allowed only if in student has an IEP, are considered a modification if used on Session 1 of the Mathematics test, and carry implications for scoring and/or aggregation.

New Jersey

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Language (combining reading and writing)	Proficient	Educator committee generates standards	2004	None
State standards	The state administered the New Jersey Assessment of Skills and Knowledge (NJ ASK) in grades 3 and 4 in English/language arts and mathematics and the Grade Eight Proficiency Assessment (GEPA) in English/language arts and mathematics. New Jersey used three achievement levels for reporting purposes: partially proficient, proficient, and advanced proficient.					
State performance standard for AYP	**Grade 4.** The student performing at the proficient level demonstrates abilities to work with, analyze, and critique text. As a proficient reader, the student recognizes the central idea, supporting details, purpose, and organization of text. The student demonstrates the ability to comprehend text literally, to make inferences, and to express understanding of the text in written responses. **Grade 8.** Eighth-grade students performing at the proficient level are able to construct meaning as they generate their own texts and work with texts generated by others. Proficient students show an overall understanding of the text at literal and inferential levels. They are able to connect with prior knowledge while interacting with, interpreting, and analyzing text. In reading exercises, students are able to identify and discuss central themes, supporting details, and organizational structures of text. They can extrapolate and synthesize information, monitor their understanding of text, and identify a purpose for reading. Students at this level are able to discuss and identify support for opinions and conclusions as well as to explain textual conventions and literary elements.					

New Jersey

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	191	1.6	1.3	0.72	0.93	0.9	3.8	0.7
8	250	1.3	1.2	0.76	0.82	1.2	3.4	0.2

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, calculator, manipulatives, communication device, carrel, taking the test at the student's home, special education classroom, and reading questions aloud (not allowed for reading passages).

New Jersey

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Number and numerical operations, geometry and measurement, patterns and algebra, data analysis, probability and discrete mathematics	Proficient	Educator committee generates standards	2004	None

State standards

The state administered the New Jersey Assessment of Skills and Knowledge (NJ ASK) in grades 3 and 4 in English/language arts and mathematics and the Grade Eight Proficiency Assessment (GEPA) in English/language arts and mathematics. New Jersey used three achievement levels for reporting purposes: partially proficient, proficient, and advanced proficient.

State performance standard for AYP

Grade 4. The student performing at the proficient level demonstrates evidence of conceptual understanding, and of procedural and analytic skills. The student applies mathematical skills and knowledge to theoretical and real-world situations. In addition, the student communicates the required skills and makes connections within and among the mathematical content areas. The student at this level understands basic arithmetic operations—an understanding sufficient for problem solving in practical situations. The student understands the connections between common fractions, decimals, and applies this understanding to other mathematical topics. The student understands and applies basic geometric properties and spatial relationships; applies the principles of similarity, symmetry, and coordinate geometry; interprets data and graphs; determines probabilities; applies the concepts and methods of discrete mathematics, and uses basic algebraic concepts and processes.

Grade 8. The student performing at the proficient level demonstrates evidence of conceptual understanding and of procedural and analytic skills. The student demonstrates the ability to apply mathematical skills and knowledge to theoretical and real-world situations. In addition, the student communicates the required skills and makes connections within and among the mathematical content areas. The student at this level demonstrates a thorough understanding of basic arithmetic operations—an understanding sufficient for problem solving in practical situations. The student understands the connections between fractions, decimals, percents, and other mathematics topics. The student understands and applies geometric properties and spatial relationships; applies the principles of similarity, symmetry, and coordinate geometry; interprets data and graphs; determines probabilities; applies the concepts and methods of discrete mathematics, and uses algebraic concepts and processes.

New Jersey

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	221	1.3	1.3	0.75	0.89	0.6	1.8	0.2
8	273	1.4	1.2	0.81	0.86	0.9	2.7	0.1

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, calculator, manipulatives, communication device, carrel, taking the test at the student's home, and taking the test in a special education classroom.

New Mexico

Reading

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Reading/language arts	Proficient	Educator committee generated cut scores and performance levels	2000	None

State standards

Through the New Mexico Standards-based Assessment (NMSBA) and the New Mexico High School Standards Assessment (NMHSSA), the state administered exams in grades 3-9 and 11 in reading and mathematics. New Mexico used four performance levels for reporting purposes: beginning step, nearing proficient, proficient, and advanced.

State performance standard for AYP

Grade 4. Students in Grade 4 are able to use meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary, visualize and recall story details, increase their vocabulary through reading, listening, and interacting. They are able to locate and use a variety of resources to acquire information across the curriculum and demonstrate critical thinking skills to comprehend written, spoken, and visual information. They are able to respond to a variety of text using interpretive, critical, and evaluative processes. Students acquire reading strategies such as word identification strategies, and are able to discover relationships across key words. They are able to read aloud with fluency and comprehension of grade-level text.

Grade 8. Students in Grade 8 are able to narrate a personal account, interact in group activities to give reasons, clarify, illustrate and expand on responses in relation to various texts. They are able to compare and evaluate texts for ideas, themes and details. Students are able to gather and use information for research, apply critical thinking skills to analyze and evaluate information, and create research products in written and presentation form. They demonstrate competence in the skills and strategies of the reading process, including the ability to analyze the purpose, and evaluate underlying assumptions and biases of texts and media. They independently apply the reading process and strategies to a variety of literary and informational texts and use the defining features and structures of those works to understand main elements, perspective, and style.

New Mexico

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	208	1.2	1.3	0.71	0.93	4.4	3.6	2.4
8	251	1.2	1.4	0.63	0.67	2.3	3.7	1.7

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, administration by others, amplification equipment, audio/video equipment, noise buffer, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, and taking the test at the student's home. The following are not allowed on writing tests: tape recorder, and spell checker/assistance.

New Mexico

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Numbers and operations, algebra, measurement, geometry, and data analysis and probablility	Proficient	Educator committee generated cut scores and performance levels	2002	None

State standards

Through the New Mexico Standards-based Assessment (NMSBA) and the New Mexico High School Standards Assessment (NMHSSA), the state administered exams in grades 3-9 and 11 in reading and mathematics. New Mexico used four performance levels for reporting purposes: beginning step, nearing proficient, proficient, and advanced.

State performance standard for AYP

Grade 4. New Mexico students should be able to use the process standards which include reasoning and proof, communication, representation, problem solving, and making connections to: understand and use math standards vocabulary to solve real world problems; work with whole numbers including multiplying and dividing by one-digit numbers; model common decimals and fractions; describe patterns and use variables; find the area and perimeter of rectangles; describe the properties of two dimensional shapes, parallel and perpendicular lines and ordered pairs on the first quadrant; solve problems involving length, time, and temperature; and organize data and describe the outcomes of two part combinations.

Grade 8. New Mexico students should be able to use the process standards which include reasoning and proof, communication, representation, problem solving , and making connections to: use appropriate math standards vocabulary; show basic understanding in performing operations with numbers (coefficients), variables, expressions, and equations; analyze data using different representations and interpret the results; describe and analyze characteristics and properties of two- and three-dimensional geometric shapes; solve real-world problems involving perimeter, circumference, area, volume, and surface area; describe how tabular data, graphs, and equations model real-world situations (linear); compute a probability about a real-world event and determine whether it describes a theoretical or experimental situation and list all possible outcomes; set up and solve real-world problems using congruence, similarity, and/or the Pythagorean Theorem as they relate to triangles; apply transformations and symmetry in the coordinate plane to analyze mathematical situations; and solve multi-step problems that involve changes in rate (e.g., distance and time).

New Mexico

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	233	1.3	1.4	0.69	0.81	0.8	1.1	0.7
8	287	1.8	1.2	0.79	0.84	1.2	1.6	0.7

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, administration by others, amplification equipment, audio/video equipment, noise buffer, communication device, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, and taking the test at the student's home. Calculators are allowed only when computation skills are not being measured (i.e. in grades 8, 9, and 11); calculators are prohibited on Mathematics tests in grades 3-7.

New York

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	English language arts	Level 3 (proficiency)	Educator committee generates standards	1996	None
State standards	From 1999 through 2005 the state administered exams in Grades 4 and 8 in English Language Arts and Mathematics. New York used four achievement levels for reporting purposes for these tests: Level 1, Level 2, Level 3, and Level 4.					
State performance standard for AYP	**Grade 4.** The state has defined proficiency as the performance of a student who scores at Level 3 on the Grade 4 English Language Arts Test. Level 3 indicates that student performance meets standards and, with continued steady growth, these students should pass the Regents (secondary level) examinations. Students demonstrate knowledge and skills for each applicable standard. **Grade 8.** The state has defined proficiency as the performance of a student who scores at Level 3 on the Grade 8 English Language Arts Test. Level 3 indicates that student performance meets standards and, with continued steady growth, these students should pass the Regents (secondary level) examinations. Students demonstrate knowledge and skills for each applicable standard.					

New York

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	207	1.5	1.2	0.74	0.82	1.5	3.4	0.8
8	268	1.1	1.1	0.85	0.90	1.5	4.4	0.4

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, administration by others, additional examples, amplification equipment, audio/video equipment, noise buffer, tape recorder, spell checker/assistance, multiple sessions, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, minimizing distractions, and reading questions aloud (not allowed on grade 4 and grade 8 English language arts tests that measure reading comprehension).

New York

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Number sense and operations, algebra, geometry, measurement, and statistics and probability	Level 3 (Proficiency)	Educator committee generates standards	1996	None
State standards	From 1999 through 2005 the state administered exams in Grades 4 and 8 in English Language Arts and Mathematics. New York used four achievement levels for reporting purposes for these tests: Level 1, Level 2, Level 3, and Level 4.					
State performance standard for AYP	**Grade 4.** The state has defined proficiency as the performance of a student who scores at Level 3 on the Grade 4 Mathematics Test. Level 3 indicates that student performance meets standards and, with continued steady growth, these students should pass the Regents (secondary-level) examinations. Students demonstrate knowledge and skills for each applicable standard. **Grade 8.** The state has defined proficiency as the performance of a student who scores at Level 3 on the Grade 8 Mathematics Test. Level 3 indicates that student performance meets standards and, with continued steady growth, these students should pass the Regents (secondary-level) examinations. Students demonstrate knowledge and skills for each applicable standard.					

New York

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	207	1.5	1.3	0.72	0.84	0.9	2.3	0.4
8	275	0.9	1.1	0.83	0.88	0.8	2.6	0.3

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, administration by others, additional examples, amplification equipment, calculator, audio/video equipment, noise buffer, abacus, arithmetic tables, tape recorder, spell checker/assistance, multiple sessions, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, seat location/proximity, and minimizing distractions.

North Carolina

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Reading comprehension	Level III	Educator committees generate standards	2003	End-of-grade assessments were revised in 2003
State standards	In accordance with the *ABCs of Public Education*, North Carolina administered End-of-Grade (EOG) exams in grades 3-8 in reading and mathematics. North Carolina used four achievement levels for reporting purposes: Level I (insufficient mastery), Level II (inconsistent mastery), Level III (consistent mastery), and Level IV (superior).					
State performance standard for AYP	**Grade 4.** Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level. Students performing at achievement Level III demonstrate grade level reading comprehension skills as required in the North Carolina Standard Course of Study at grade 4. Students comprehend a variety of fourth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students examine author's word choice and identify author's purpose. They interpret and analyze text by utilizing skills and strategies such as making inferences, drawing conclusions, comparing and contrasting, and determining main idea. They also use text features and text structures to comprehend. Students examine reasons for characters' actions, integrate information and ideas, and determine meaning of unfamiliar vocabulary. **Grade 8.** Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level. Students performing at achievement Level III demonstrate grade level reading comprehension skills as required in the North Carolina Standard Course of Study at grade 8. Students show evidence of comprehension of a variety of eighth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students make inferences, draw conclusions, and evaluate author's purpose and stance. They evaluate the effect of literary devices and elements such as figurative language, setting, characterization, irony, dialogue, and symbolism. Students compare and contrast elements within the text and extend ideas beyond the text.					

North Carolina

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	183	1.6	1.4	0.63	0.82	0.9	2.6	0.4
8	217	1.5	1.4	0.62	0.75	0.9	2.8	0.3

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Amplification equipment, calculator, audio/video equipment, spell checker/assistance, thesaurus, bilingual dictionary, multiple sessions, taking the test over multiple days, carrel, taking the test at the student's home, and tape recorder (if used on writing assessments, student must transcribe response).

North Carolina

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Number operations, measurement, geometry, data analysis and probability, and algebra	Level III	Educator committees generate standards	2003	None

State standards

In accordance with the *ABCs of Public Education*, North Carolina administered End-of-Grade (EOG) exams in grades 3-8 in reading and mathematics. North Carolina used four achievement levels for reporting purposes: Level I (insufficient mastery), Level II (inconsistent mastery), Level III (consistent mastery), and Level IV (superior).

State performance standard for AYP

Grade 4. Students performing at this level consistently demonstrate mastery of grade-level subject matter and skills and are well prepared for the next grade level. Students performing at achievement Level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies. In grade four, students develop number sense for rational numbers 0.01 through 99,999. They develop fluency with multiplication and division using multi-digit numbers. Fourth graders add and subtract rational numbers (halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers) with like denominators. Students solve problems involving the perimeter of plane figures and the area of rectangles. In fourth grade, students identify, predict, and describe the results of transformations of plane figures. They collect, organize, analyze, and display data using a variety of graphs. Students use range, median, and mode to describe a set of data. Fourth graders design and use simple experiments to investigate, discuss, and describe the probability of an event. Students use symbols to represent simple proportional relationships and solve problems. They use the order of operations to verify and translate mathematical relationships with symbols, words, numbers, and pictures. Fourth-graders apply these concepts as well as those developed in previous years.

Grade 8. Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level. Students performing at achievement level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problemsolving strategies. In grade eight, students develop the concept of and make estimates with irrational numbers. Students use the Pythagorean Theorem and apply concepts of indirect measurement to solve problems. Eighth graders represent data on graphs and approximate lines of best fit for scatter plots. Students develop an understanding of functions and write equations for linear relationships. They use linear equations and inequalities to solve problems and justify solutions. They apply grade eight concepts as well as those developed in previous years to solve relevant and authentic problems.

North Carolina

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	203	1.2	1.4	0.61	0.83	0.3	1.8	0.4
8	247	1.2	1.4	0.65	0.70	0.4	1.9	0.2

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Amplification equipment, calculator, audio/video equipment, abacus, arithmetic tables, spell checker/assistance, thesaurus, multiple sessions, taking the test over multiple days, carrel, taking the test at the student's home, communication device, speech/text device, and tape recorder (if used on writing assessments, student must transcribe response).

North Dakota

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Reading	Proficient	Educator committee	2004	New assessment
State standards	Through the North Dakota State Assessment (NDSA) Program, the state administered a newly developed criterion-referenced test in grades 3-8 and 11 in reading and mathematics. North Dakota used four achievement levels for reporting purposes: novice, partially proficient, proficient, and advanced.					
State performance standard for AYP	**Grade 4.** Grade 4 students at the proficient level engage in the reading process by reading a variety of texts; comparing and contrasting characteristics of different types of fiction in reasonable ways; comparing and contrasting genres effectively; identifying the essential elements of a fiction or non-fiction text with no significant errors; using a variety of word recognition strategies and reference aids to determine the meaning of unfamiliar words; using reference resources to determine word meaning with minimal difficulty; using a variety of effective strategies to monitor and enhance comprehension; reading aloud with minimal difficulty with appropriate clarity, rate, and expression, with no significant errors; consistently making text choices that are appropriate to the reading purpose; and consistently reflecting on and responding to various texts. Students engage in the writing process by consistently selecting a message that is appropriate for their purpose and audience; using a variety of planning ideas to organize their thoughts before writing; using characteristics of a variety of genres in writing; utilizing organization and development effectively in conveying a message; using indentation, capitalization, and punctuation with no significant errors; making no significant errors in vocabulary choice; consistently reviewing the organization, elaboration, descriptions, clarity, and syntax of a written text; making substantive revisions to a written text based on audience feedback; using a variety of proofreading marks to enhance a written text; consistently using writing reference tools appropriate to the task; showing an understanding of aspects of purpose and audience; sharing a variety of published work with peers, teachers, and family members, and using a variety of assessment tools. Students understand and use principles of language by accurately using parts of speech, subject/predicates, and verb tenses with no significant errors; using conventions of capitalization and punctuation with no significant errors; using principles of spelling with no significant errors; and consistently using and understanding similes, metaphors, onomatopoeia, idioms, and alliteration.					

North Dakota

Reading

State performance standard for AYP	**Grade 8.** Grade 8 students at the proficient level engage in the reading process by comparing and contrasting characteristics of a variety of fiction and nonfiction with no significant errors; consistently using prior knowledge and experiences to enhance text comprehension; using a variety of strategies to construct meaning from texts, consistently reading for different purposes; identifying theme, protagonist, antagonist, and dialect in literary texts with no significant errors; identifying figurative language with no significant errors; making substantive connections between literature and historical periods, cultures, and society; showing substantive thought when explaining the uses and effects of sound devices in literature; using a variety of grade-appropriate vocabulary building skills and strategies to determine the meaning of unfamiliar words and to make sense of text; and consistently building vocabulary by applying knowledge of word roots, information from dictionaries, and terminology from the content areas. Students engage in the writing process by producing informative texts that reflect an accurate understanding of the genre with no significant errors; writing short stories or producing persuasive texts that reflect an accurate understanding of the genre, with no significant errors; consistently using prewriting strategies to develop ideas for writing topics; consistently matching language and format to the audience and purpose; consistently using prewriting products to generate and effectively use details and to correctly reference sources; incorporating grade-level-appropriate vocabulary with no significant errors; consistently using a recognizable organizational pattern; evaluating their own and others' writing using a variety of criteria; making effective use of feedback and multiple drafts to revise texts for particular purposes; editing for grammar, mechanics, usage, and spelling with no significant errors; incorporating visual aids into written work in effective ways; and using computer technology to present written work in effective ways. Students understand and use principles of language by using a grade-appropriate variety of sentence structures with no significant errors; using grade-appropriate conventions of grammar, mechanics, and usage with no significant errors; identifying social, cultural, and regional differences in language with no significant errors; identifying examples of professional uses of language with no significant errors; and using figurative language with no significant errors.

North Dakota

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	204	0.8	1.4	0.54	0.91	0.2	5.0	0.3
8	255	0.9	1.6	0.48	0.61	0.3	6.8	0.1

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, Reading questions aloud, visual cues, additional examples, amplification equipment, noise buffer, tape recorder, communication device, spell checker/assistance, speech/text device, taking the test over multiple days, minimizing distractions, and taking the test at the student's home.

North Dakota

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Numbers and operations; geometry; data analysis and probablility; measurement; and algebra, functions, and patterns	Proficient	Committee reviews other documents then generates standards	2004	No information
State standards	Through the North Dakota State Assessment (NDSA) Program, the state administered a newly developed criterion-referenced test in grades 3-8 and 11 in reading and mathematics. North Dakota used four achievement levels for reporting purposes: novice, partially proficient, proficient, and advanced.					
State performance standard for AYP	**Grade 4.** Students can perform the following with no significant errors: (1) understand and use basic and advanced concepts of number systems (identify place value; order and compare numbers; read and write numerals to 100,000; round whole numbers; represent numbers up to hundred thousands; write tenths and hundredths as decimals and fractions; compare equivalent decimals and fractions; use mathematical terms to communicate about computations involving fractions; explain the meaning of remainders; determine what information is relevant for solving a problem; use strategies to solve problems; add and subtract whole numbers between 0 and 100,000; multiply and divide multi-digit numbers; add/ subtract fractions and mixed numbers; add and subtract decimals; use the distributive property; determine when a rounded solution is appropriate; and estimate computations); (2) understand and apply geometric concepts and spatial relationships to represent and solve problems in mathemtaical and nonmathematical situations (analyze and describe the significant attributes of two- and three-dimensional shapes; identify, describe, and model parallel, perpendicular, and intersecting lines; recognize the changes in position and orientation of two-dimensional figures after transformations; and use motion geometry to show that shapes are congruent or similar); (3) use data collection and analysis techniques, statistical methods, and probability to solve problems (determine a representative sample group to survey with minimal difficulty; collect, record, organize and display data in line graphs and circle graphs; read and interpret data and generate relevant questions from data displayed in graphs; use computers and spreadsheets to organize and display data; use number lines and coordinate graphs to represent data; conduct simple probability experiments; determine or calculate the mode, mean/average, and range for a data set; and make predictions and draw conclusions from simple probability experiments); (4) use concepts and tools of measurement to describe and quantify the world (state specific relationships between units within the same measuring systems; measure length; analyze relationships between perimeter and area; make change up to $20; apply the concept of elapsed time; and select units for measuring perimeter, area, and volume); and (5) use algebraic concepts, functions, patterns, and relationships to solve problems (determine the missing elements of patterns; explain that variables represent unknowns; solve problems with variables; and use parentheses in solving equations).					

North Dakota

Mathematics

State performance standard for AYP	**Grade 8.** Students can perform the following with no significant errors: (1) understand and use basic and advanced concepts of number and number systems (identify subsets of the real number system; solve real-world problems involving ratio, proportion, and percent; identify perfect squares; represent numbers using scientific notation; apply operation properties to simplify computations; apply the order of operations; add/subtract/multiply/divide integers; select and use a computational technique to solve problems; and determine when an estimate is sufficient and an exact answer is needed); (2) understand and apply geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations (use nets to represent relationships between figures; classify quadrilaterals based on side length, angle measures, and sets of parallel sides; identify the angles formed when parallel lines are intersected by a transversal; apply the Pythagorean Theorem; represent shapes using coordinate geometry; draw the results of a combination of transformations in the coordinate plane; use scale, proportion, and congruency to solve problems involving similar figures; and use 2-D representations of 3-D objects to visualize and solve problems); (3) use data collection and analysis techniques, statistical methods, and probability to solve problems (formulate a question and select a random or representative sample; collect/organize/display data using scatter and stem-and-leaf plots; determine possible outcomes; distinguish between experimental and theoretical probability; calculate and compare the measures of central tendency and spread; identify an outlier and explain its effects on the measures of central tendency and spread; and make inferences based on analysis of data and graphs); (4) use concepts and tools of measurement to describe and quantify the world (select an appropriate degree of precision when using measurements; make comparisons of unit measurements between systems; and use formulas to determine the surface area and volume of right cones and spheres); and (5) use algebraic concepts, functions, patterns, and relationships to solve problems (extend numerical patterns; use variables, expressions, and equations to represent problem situations; apply the order of operations and the commutative, associative, and distributive properties; apply inverse operations and the properties of equality; write multi-step equations and inequalities; and solve problems involving rates).

North Dakota

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	224	0.8	1.6	0.53	0.78	0.3	2.2	#
8	277	1.1	1.6	0.55	0.67	0.2	4.1	#

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, visual cues, additional examples, amplification equipment, calculator, noise buffer, tape recorder, communication device, spell checker/assistance, speech/text device, taking the test over multiple days, minimizing distractions, and taking the test at the student's home.

Ohio

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Reading	Proficient	Stakeholder committee generates standards	2001	None
State standards	Ohio administered exams in grades 3-8 in reading. Proficiency tests (grade 6) used two achievement levels: proficient and advanced. Achievement tests (grades 3, 4, 5, 7, and 8) used five achievement levels for reporting purposes: limited, basic, proficient, accelerated, and advanced.					
State performance standard for AYP	**Grade 4.** Fourth grade students performing at the proficient level use their fundamental understanding of word structure, context clues and text structures to determine the meaning of unknown words or phrases. They typically use reading strategies (e.g., prediction, compare and contrast, drawing conclusions, etc.) to show an overall understanding of informational and literary text material. **Grade 8.** Eighth grade students performing at the proficient level use their fundamental understanding of word structure, context clues and text structures to determine the meaning of complex words. They typically show an overall understanding of literary elements and informational features and structures.					

Ohio

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	199	1.9	1.2	0.78	1.00	0.3	7.7	0.4
8	241	1.5	1.2	0.77	0.84	0.1	6.5	0.2

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	None

Ohio

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Numbers and operations, geometry, and data analysis and probablility	Proficient	Stakeholder committee generates standards	2001	None

State standards

Ohio administered exams in grades 3, 4, 6, and 8 in mathematics. Proficiency tests (grades 4 and 6) used two achievement levels for reporting purposes: proficient and advanced. Achievement tests (grades 3 and 8) used five achievement levels for reporting purposes: limited, basic, proficient, accelerated, and advanced.

State performance standard for AYP

Grade 4. Students performing at the proficient level show adequate progress by using grade 4 concepts and skills to solve familiar problems. They apply mathematical concepts, terms and properties to problem situations. Most of the time, students can solve routine problems involving whole numbers, decimals and simple fractions; describe perimeter and area; compare geometric figures; write an equation to describe a situation; and describe data. They usually can use informal reasoning and make appropriate decisions about what procedure to use to solve routine problems. Students typically can interpret or provide a visual or symbolic representation to match a problem situation and purpose. Students communicate mathematical thinking and solutions using a combination of informal and mathematical language.

Grade 8. Students performing at the proficient level show adequate progress by using grade 8 concepts and skills to solve familiar problems. They apply mathematical concepts, terms and properties to problem situations. Most times, students can solve problems involving rational numbers, proportions and percents; similar figures; algebraic representations; and interpreting probability and data. They usually can use informal reasoning and make appropriate decisions about what procedure to use to solve routine problems. Students typically can interpret or provide a visual or symbolic representation to match a problem situation and purpose. Students communicate mathematical thinking and solutions using a combination of informal and mathematical language.

Ohio

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	233	1.3	1.3	0.74	0.87	0.2	3.2	0.1
8	274	1.1	1.2	0.82	0.87	0.2	5.4	#

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	None

Oklahoma

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Reading	Satisfactory	Bookmark method	2002	Changed from NRT to CRT in 2005
State standards	Through the Oklahoma School Testing Program (OSTP), the state administered Oklahoma Core Curriculum Tests (OCCT) in grades 3, 4, 5, and 8 in reading and mathematics. Oklahoma used four achievement levels for reporting purposes: unsatisfactory, limited knowledge, satisfactory, and advanced.					
State performance standard for AYP	**Grade 4.** Students demonstrate a general understanding of the reading knowledge and skills expected of all students at this grade level. Students scoring at the satisfactory level typically read and comprehend grade-level reading material using the following skills: identify new words using structural analysis in combination with context clues and other word-meaning resources; identify the major elements of story structure such as plot, setting, and characters, and be able to make logical predictions based on text information; recognize and interpret relationships in narrative and expository text to include cause and effect, sequence, and compare/contrast; determine the central purpose, theme or main idea, and important details; make inferences, draw conclusions, and make generalizations but not in a complex way; interpret figurative language in poetry and descriptive passages; identify and analyze the characteristics of a variety of genres; distinguish between fact, opinion, and supported inferences in a variety of texts; determine the author's purpose and the point of view presented; identify similarities and differences between and in reading selections, as well as summarize events; be able to use functional print, information resources such as dictionaries, charts, and diagrams, and properly use the internet; answer literal questions about the reading selection; identify character traits, and identify synonyms, antonyms, and homonyms. **Grade 8.** Students demonstrate a general understanding of the reading knowledge and skills expected of all students at this grade level. Students scoring at the satisfactory level typically read and comprehend grade level reading material using the following skills: determine literal and nonliteral word meanings using a variety of strategies; analyze informational text, poetry, short stories, novels, dramas; determine main idea and themes (stated or implied) and recognize relevance of details; interpret figurative language and elements of poetry; infer, predict, and generalize ideas; judge author's purpose/point of view, accuracy of text, and fact/opinion; and use appropriate strategies to organize and summarize information.					

Oklahoma

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	182	1.8	1.5	0.53	0.83	0.7	4.6	0.5
8	244	1.9	1.3	0.64	0.75	0.6	3.8	0.5

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, noise buffer, communication device, multiple sessions, taking the test at a time beneficial to the student, carrel, minimizing distractions, special education classroom, and using a tape recorder (allowed on English II and writing test only).

Oklahoma

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Numbers and operations, measurement, geometry, and data analysis and probablility	Satisfactory	Bookmark method	2002	Changed from NRT to CRT in 2005

State standards

Through the Oklahoma School Testing Program (OSTP), the state administered Oklahoma Core Curriculum Tests (OCCT) in grades 3, 4, 5, and 8 in reading and mathematics. Oklahoma used four achievement levels for reporting purposes: unsatisfactory, limited knowledge, satisfactory, and advanced.

State performance standard for AYP

Grade 4. Students will be able to demonstrate all the skills listed for the limited-knowledge student as well as possibly showing understanding of the following skills: recognize, describe, and extend patterns; solve open sentences; understand place value to six digits and decimals to hundredths; use addition and subtraction of whole numbers to estimate and to solve problems; compare fractions and decimals (including the use of benchmarks); multiply and divide 2 and 3-digit numbers; apply geometric (spatial reasoning) and measurement concepts using customary and metric units of measure (including estimation); analyze and interpret data in tables, graphs, and charts (including posing questions); apply mental math techniques; round 4-digit numbers to find the closest estimate; identify and compare angle measures to the benchmark of 90 degrees.

Grade 8. Students demonstrate a general understanding of the mathematics knowledge, skills, and processes expected of all students at this grade level. Students scoring in the satisfactory range typically will: compare, order, and use different forms of positive and negative rational numbers to solve problems; solve single- and multi-step algebraic equations and inequalities; develop, select, and apply appropriate formulas for given situations; classify solid figures and apply the concepts of surface area and volume to real world settings; use ratio and proportion to solve problems involving similar geometric figures; determine probabilities of uncertain events happening; analyze samples and select and apply appropriate charts and graphs to represent collected data.

Oklahoma

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	218	0.9	1.3	0.68	0.83	0.3	3.1	0.4
8	258	1.0	1.3	0.69	0.78	0.3	3.6	0.3

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, calculator, noise buffer, abacus, communication device, multiple sessions, taking the test at a time beneficial to the student, carrel, minimizing distractions, and taking the test in a special education classroom.

Oregon

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	8	Vocabulary, read to perform a task, demonstrate general understanding, develop an interpretation, examine content and structure-information and literary texts	Meets the standard	Stakeholder standard setting for benchmarks on state test, using a book mark method	1996	None
State standards	Through the Oregon Statewide Assessment System (OSAS), the state administered Oregon's assessments in grades 3-8 and 10 in reading and mathematics. Oregon used four achievement levels for reporting purposes: does not yet meet the standard, nearly meets the standard, meets the standard, and exceeds the standard. Tests were administered via the Technology Enhanced Student Assessment (TESA) online system and were available from October-May during the school year.					
State performance standard for AYP	**Grade 8.** Student scores at this level indicate solid academic performance based on the grade level knowledge and skills outlined in the state content standards for Reading/Literature. Students have an accurate comprehension of grade-level text, including unfamiliar vocabulary, and can synthesize information to form conclusions. They interpret text to determine themes and messages, make accurate predictions, and can identify an author's reasons for structural decisions and the use of common literary elements and devices. Students who meet the grade 8 reading standard demonstrate comprehension of grade-level text. They use contextual and structural clues to determine the meaning of unfamiliar vocabulary, and can accurately interpret the intended meaning of idioms, comparisons and figurative language. They use a variety of strategies to verify word meanings. Students synthesize information found in a variety of formats to reach conclusions supported by textual evidence as they read to perform a task. Students demonstrate general understanding of grade-level text by determining main ideas explicitly stated in informational text and the details supporting that statement. They identify the correct sequence of events in a story's plot and can recall important supporting details in literary selections. Students develop an interpretation by making predictions about future outcomes or events based on clues in the selection. They can determine the main idea and the author's explicit and implicit assumptions/beliefs about a subject. They identify actions and motives of characters that affect the plot and/or theme in literary works and use evidence in text to determine themes. Students examine the content and structure of informational text to identify the author's purpose. They can identify the evidence used to support arguments/assertions. They can contrast two pieces of text with a common subject. They examine the content and structure of literary text to recognize the author's use of literary elements and devices, including point of view and dialogue, and analyze their impact on a selection's effectiveness and tone or mood.					

Oregon

Reading

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted[2]			
4	Oregon did not test grade 4 in 2005					2.0	4.4	0.4
8	254	1.3	1.6	0.52	0.59	1.4	2.3	0.7

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Reading questions aloud, visual cues, administration by others, amplification equipment, calculator, audio/video equipment, noise buffer, tape recorder, communication device, spell checker/assistance, thesaurus, taking the test at a time beneficial to the student, carrel, minimizing distractions, taking the test at the student's home, and taking the test over multiple sessions (allowed on Knowledge and Skills Test only).

Oregon

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
8	Calculations and estimations, statistics and probability, algebraic relationships, measurement, geometry, problem solving	Meets the standard	Stakeholder standard setting for benchmarks on state test	1996	None

State standards	Through the Oregon Statewide Assessment System (OSAS), the state administered Oregon's assessments in grades 3-8 and 10 in reading and mathematics. Oregon used four achievement levels for reporting purposes: does not yet meet the standard, nearly meets the standard, meets the standard, and exceeds the standard. Tests were administered via the Technology Enhanced Student Assessment (TESA) online system and were available from October-May during the school year.
State performance standard for AYP	**Grade 8.** Student scores at this level indicate a solid academic performance based on the grade level knowledge and skills outlined in the state content standards for mathematics. Students at this level consistently apply mathematical concepts, terms and properties to problem situations. Students readily solve problems involving rational numbers, proportions and percents, similar figures, and algebraic representations, they interpret probability and data. In general these students can interpret or provide a visual or symbolic representation to match a problem situation and purpose. Students who meet the grade 8 standard calculate with rational numbers and use proportions to solve problems. They calculate and analyze changes in area and volume in relation to changes in linear measures of figures. They determine appropriate scale and find distances involving scale factors. They apply theoretical probability to determine if an event or game is fair or unfair and pose and evaluate modifications to change the fairness. These students use charts and tables to determine the graphical representation of data to make predictions that best shows key characteristics (e.g., including line of best fit). They consistently translate between, interpret, and model algebraic relationships represented by words, symbols, tables, and graphs making predictions, inferences, and solving problems. Students who meet the geometry standard use similar figures and Pythagorean Theorem to measure distances indirectly in a variety of applications (e.g., flagpole and shadow, two points on the coordinate graph). Students consistently recognize transformations of figures.

Oregon

Mathematics

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted[2]			
4	Oregon did not test grade 4 in 2005					0.9	2.8	0.6
8	269	1.4	1.4	0.66	0.72	0.4	2.1	0.3

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, administration by others, amplification equipment, calculator, audio/video equipment, noise buffer, abacus, manipulatives, tape recorder, communication device, spell checker/assistance, thesaurus, taking the test at a time beneficial to the student, carrel, minimizing distractions, taking the test at the student's home, and taking the test over multiple sessions (allowed on Knowledge and Skills Test only).

Pennsylvania

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	8	Learning to read independently; reading, analyzing and interpreting literature	Proficient	No information	1999	Revised content standards in 2005
State standards	Through the Pennsylvania System of School Assessment (PSSA), the state administered exams in grades 3, 5, 8, and 11 in reading and mathematics. Pennsylvania used four achievement levels for reporting purposes: below basic, basic, proficient, and advanced.					
State performance standard for AYP	**Grade 8.** A student scoring at the proficient level routinely utilizes a variety of reading strategies to comprehend and interpret grade-level appropriate fiction and nonfiction. A proficient eighth grade student applies a variety of strategies to determine meanings of words, including multiple meanings, synonyms and antonyms, using context clues and word parts; makes inferences, draws conclusions, and generalizes, using textual support; identifies or explains stated and implied main ideas; summarizes text; makes connections between texts; identifies and interprets figurative speech (personification, simile, metaphor, hyperbole, and imagery) in text; identifies and analyzes author's purpose for and effectiveness of figurative language in text; identifies and interprets point of view and the effectiveness of its use by author; interprets and describes the use of facts and opinions to make a point or construct an argument in nonfiction text; identifies and interprets text organization (sequence, question/answer, comparison/contrast, cause/effect, or problem/solution); interprets and makes connections between text and charts/graphs; identifies and explains sequence of steps in a list of directions.					

Pennsylvania

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Pennsylvania did not test grade 4 in 2005					0.7	3.9	0.2
8	258	1.7	1.2	0.81	0.84	0.1	3.1	0.2

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, visual cues, tape recorder, communication device, speech/text device, multiple sessions, carrel, minimizing distractions, and taking the test at the student's home.

Pennsylvania

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
8	Numbers and operations, measurement, geometry, algebra, data analysis (and probability)	Proficient	Expert panel, then public review; final approval by state board	1999	2003: no grade 4 test 2005: began assessing Anchors instead of Standards; affected grades 3-8 and 11.

State standards

Through the Pennsylvania System of School Assessment (PSSA), the state administered exams in grades 3, 5, 8 and 11 in reading and mathematics. Pennsylvania used four achievement levels for reporting purposes: below basic, basic, proficient, and advanced.

State performance standard for AYP

Grade 8. An eighth-grade student performing at the proficient level solves practical and real-world problems. A student performing at the proficient level calculates with complex rational numbers; solves rate and percent problems; uses rounding and estimation in problem settings, including problems involving percent; solves rate problems. A proficient eighth-grade student uses formulas to determine number of sides and angle measures of polygons; converts basic measurements of objects and time to two units above or below; calculates surface areas and volumes of rectangular prisms. A proficient eighth-grade student matches cones and pyramids with nets; uses properties of angles formed by parallel lines cut by a transversal; uses the Pythagorean Theorem to solve practical problems; plots points on a coordinate plane. A proficient eighth-grade student matches or determines the rule (linear function) to describe values in a table; evaluates or simplifies expressions; solves equations or inequalities; matches an algebraic expression to a problem setting. A Proficient eighth-grade student draws conclusions from graphical representations of data; determines the permutations and combinations of data sets; makes predictions based on statistical and data displays.

Pennsylvania

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Pennsylvania did not test grade 4 in 2005					0.4	2.3	0.1
8	272	1.1	1.1	0.87	0.90	0.2	2.9	0.1

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, visual cues, tape recorder, communication device, speech/text device, multiple sessions, carrel, minimizing distractions, and taking the test at the student's home. The following are not permitted on the non-calculator portion of the Mathematics test: Calculator, abacus.

Rhode Island

Reading

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Literature	Achieved*	Contrasting groups study; standards-setting process by panels of local educators from NH, RI, VT	2004	New assessment in fall 2005

State standards

In 2005, Rhode Island implemented a new testing program, the New England Common Assessment Program (NECAP). As a result of the implementation, 2004-05 academic year assessment data for elementary and middle school grades were not available for this state. Beginning in 2005-06, grades 3-8 began to be tested in reading and mathematics, with four performance levels used for reporting purposes: substantially below proficient (Level 1), partially proficient (Level 2), proficient (Level 3), and proficient with distinction (Level 4). In years prior to 2005, Rhode Island administered the New Standards Reference Examinations (NSRE) in grades 4 and 8 in English/language arts and mathematics. Rhode Island used five achievement levels for reporting purposes: little evidence of achievement, below the standard, nearly achieved the standard, achieved the standard (meeting the standard), and achieved the standard with honors.

*AYP Standard: Rhode Island uses an indexing system that combines weighted index points assigned to each student at each achievement level to determine each school's average index score. This weighted average index score is then compared to the AYP index goal for the current year to determine if the school has made AYP.

State performance standard for AYP

Grade 4. Students demonstrate general understanding of grade-level text by recognizing topic sentences explicitly stated in informational text, and can recall important details. They identify problems and how they are resolved in literary text. They can identify the correct sequence of events in a story's plot. Students develop an interpretation by making predictions about forthcoming information or events based on clues in the selection. These students can infer the author's unstated meaning based on information explicitly stated in the text, including an article's main idea. They often use clues to determine characters' motivations and to reach conclusions about the most prominent themes or messages in literary text. These students examine the content and structure of informational text to identify the author's purpose, to recognize cause and effect relationships, and to distinguish between facts and opinions. They can determine when text is informative and when there are attempts at persuasion.

Grade 8. Students performance demonstrates an ability to read and comprehend grade-appropriate test. Students are able to analyze and interpret literary and informational text. Students make and support relevant assertions by referencing text. Students use vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Rhode Island

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Rhode Island did not test grade 4 in 2005					1.1	2.2	0.2
8	Rhode Island did not test grade 8 in 2005					0.8	3.0	0.2

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, visual cues, administration by others, amplification equipment, noise buffer, tape recorder, communication device, thesaurus, multiple sessions, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, minimizing distractions, taking the test in a special education classroom, and taking the test at the student's home (test administrator must be school personnel).

Rhode Island

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Number and operations; geometry and measurement; algebra and functions; data, statistics, and probability	Achieved*	Contrasting groups study; standards-setting process by panels of local educators from NH, RI, VT	2004	New assessment in fall 2005

State standards

In 2005, Rhode Island implemented a new testing program, the New England Common Assessment Program (NECAP). As a result of the implementation, 2004-05 academic year assessment data for elementary and middle school grades were not available for this state. Beginning in 2005-06, grades 3-8 began to be tested in reading and mathematics, with four performance levels used for reporting purposes: substantially below proficient (Level 1), partially proficient (Level 2), proficient (Level 3), and proficient with distinction (Level 4). In years prior to 2005, Rhode Island administered the New Standards Reference Examinations (NSRE) in grades 4 and 8 in English/language arts and mathematics. Rhode Island used five achievement levels for reporting purposes: little evidence of achievement, below the standard, nearly achieved the standard, achieved the standard (meeting the standard), and achieved the standard with honors.

*AYP Standard: Rhode Island uses an indexing system that combines weighted index points assigned to each student at each achievement level to determine each school's average index score. This weighted average index score is then compared to the AYP index goal for the current year to determine if the school has made AYP.

State performance standard for AYP

Grade 4. Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade-level expectations.

Grade 8. Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade-level expectations.

Rhode Island

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Rhode Island grade 4 data were not available					0.8	2.3	0.1
8	Rhode Island grade 8 data were not available					0.5	2.5	0.1

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, Visual cues, administration by others, amplification equipment, noise buffer, tape recorder, communication device, spell checker/assistance, thesaurus, multiple sessions, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, minimizing distractions, taking the test in a special education classroom, and taking the test at the student's home (test administrator must be school personnel). The following are considered modifications if used on Session 1 of the Mathematics Test and are allowed with implications for scoring and/or aggregation: calculator, manipulatives.

South Carolina

Reading

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	English language arts: reading, writing, communication and research	Proficient	Stakeholder committee generates standards	2002	None

State standards

South Carolina administered the Palmetto Achievement Challenge Tests (PACT) in English/language arts and mathematics in grades 3-8. South Carolina used four achievement levels for reporting purposes: below basic, basic, proficient, and advanced.

State performance standard for AYP

Grade 4. A student who performs at the proficient level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The proficient level represents the long-term goal for student performance in South Carolina.

Grade 8. A student who performs at the proficient level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The proficient level represents the long-term goal for student performance in South Carolina.

South Carolina

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	228	1.3	1.1	0.79	0.91	0.5	5.9	0.2
8	276	1.3	1.2	0.72	0.77	0.4	6.2	0.4

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Reading questions aloud, visual cues, amplification equipment, audio/video equipment, tape recorder, communication device, spell checker/assistance, speech/text device, multiple sessions, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, and minimizing distractions.

South Carolina

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Number and operations, algebra, geometry, measurement, and data analysis and probability	Proficient	Stakeholder committee generates standards	2000	None
State standards	South Carolina administered the Palmetto Achievement Challenge Tests (PACT) in English/language arts and mathematics in grades 3-8. South Carolina used four achievement levels for reporting purposes: below basic, basic, proficient, and advanced.					
State performance standard for AYP	**Grade 4.** Proficient: A student who performs at the proficient level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The proficient level represents the long-term goal for student performance in South Carolina. **Grade 8.** Proficient: A student who performs at the proficient level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The proficient level represents the long-term goal for student performance in South Carolina.					

South Carolina

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	246	1.2	1.2	0.79	0.86	0.2	3.6	0.1
8	305	1.1	1.2	0.80	0.86	0.1	5.5	0.2

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, calculator, audio/video equipment, abacus, manipulatives, tape recorder, communication device, spell checker/assistance, speech/text device, multiple sessions, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, and minimizing distractions.

South Dakota

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Reading	Proficient	Educator committee generates standards	2004	None
State standards	South Dakota administered the State Test of Educational Progress (STEP) in grades 3-8 and 11 in reading and mathematics. The Dakota STEP, which was un-timed and yielded both norm-referenced and standards-based scores, had as its basic platform the augmented Stanford 10 (SAT-10). South Dakota used four achievements levels for reporting purposes: below basic, basic, proficient, and advanced.					
State performance standard for AYP	**Grade 4.** Students are able to read at increasing levels of complexity for a variety of reasons. Students are able to apply various reading strategies to comprehend and interpret text. Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses. Students are able to interpret and respond to diverse works from various cultures and time periods. Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts. **Grade 8.** Students are able to read at increasing levels of complexity for a variety of reasons. Students are able to apply various reading strategies to comprehend and interpret text. Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses. Students are able to interpret and respond to diverse works from various cultures and time periods. Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.					

South Dakota

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	South Dakota grade 4 data were not available					0.4	4.0	0.4
8	South Dakota grade 8 data were not available					0.3	2.9	0.2

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, audio/video equipment, noise buffer, tape recorder, communication device, multiple sessions, taking the test at a time beneficial to the student, carrel, minimizing distractions, and taking the test at the student's home.

South Dakota

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Mathematical problem solving	Proficient	Educator committee generates standards	2004	None
State standards	South Dakota administered the State Test of Educational Progress (STEP) in grades 3-8 and 11 in reading and mathematics. The Dakota STEP, which was un-timed and yielded both norm-referenced and standards-based scores, had as its basic platform the augmented Stanford 10 (SAT-10). South Dakota used four achievements levels for reporting purposes: below basic, basic, proficient, and advanced.					
State performance standard for AYP	**Grade 4.** In algebra, students use procedures to transform algebraic expressions; use a variety of algebraic concepts and methods to solve equations and inequalities; interpret and develop mathematical models; describe and use properties and behaviors of relations, functions, and inverses. In geometry, students use deductive and inductive reasoning to recognize and apply properties of geometric figures; use properties of geometric figures to solve problems. In measurement, students apply systems of measurement and use appropriate measurement tools to describe and analyze the world around them by applying measurement concepts in practical applications. In number sense, students analyze the structural characteristics of the real number system and its various subsystems; analyze the concepts of value, magnitude, and relative magnitude of real numbers; apply number operations with real numbers and other number systems; develop conjectures, predictions, or estimations to solve problems and verify or justify the results. In statistics and probability, students apply statistical methods to analyze data and explore probability for making decisions and predictions by using statistical models to gather, analyze, and display data to draw conclusions and applying the concepts of probability to predict events/outcomes and solve problems. **Grade 8.** In algebra, students use procedures to transform algebraic expressions; use a variety of algebraic concepts and methods to solve equations and inequalities; interpret and develop mathematical models; describe and use properties and behaviors of relations, functions, and inverses. In geometry, students use deductive and inductive reasoning to recognize and apply properties of geometric figures; use properties of geometric figures to solve problems. In measurement, students apply systems of measurement and use appropriate measurement tools to describe and analyze the world around them by applying measurement concepts in practical applications. In number sense, students analyze the structural characteristics of the real number system and its various subsystems; analyze the concepts of value, magnitude, and relative magnitude of real numbers; apply number operations with real numbers and other number systems; develop conjectures, predictions, or estimations to solve problems and verify or justify the results. In statistics and probability, students apply statistical methods to analyze data and explore probability for making decisions and predictions by using statistical models to gather, analyze, and display data to draw conclusions and applying the concepts of probability to predict events/outcomes and solve problems.					

South Dakota

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	South Dakota grade 4 data were not available					0.4	1.3	0.1
8	South Dakota grade 8 data were not available					0.2	1.9	0.1

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, audio/video equipment, noise buffer, tape recorder, communication device, multiple sessions, taking the test at a time beneficial to the student, carrel, minimizing distractions, taking the test at the student's home, calculator (allowed on mathematics problem solving subtest for grades 4, 5, 6, 7, 8, and 11), and abacus (for visually impaired students only).

Tennessee

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Reading/language arts (content, grammar conventions, meaning, techniques and skills, vocabulary, writing/organization, writing process)	Proficient	Educator committee	2001	No information
State standards	Through the Tennessee Comprehensive Assessment Program (TCAP), the state administered exams in grades 3-8 in reading, mathematics, science and social studies. Tennessee used three achievement levels for reporting purposes: basic, proficient, and advanced.					
State performance standard for AYP	**Grade 4.** Proficiency in 4th-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.					

Tennessee

Reading

State performance standard for AYP	**Grade 8.** Proficiency in 8th-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.

Tennessee

Reading

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted[2]			
4	170	2.3	1.3	0.66	0.97	0.4	6.6	0.2
8	222	1.5	1.4	0.63	0.82	0.3	6.5	0.4

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Amplification equipment, multiple sessions, taking the test at a time beneficial to the student, carrel, taking the test at the student's home, and taking the test in a special education classroom.

Tennessee

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Number sense and theory (4 only), computation (4 only), numbers and operations (8 only), algebraic thinking, real world problem solving, data analysis and probability measurement, geometry.	Proficient	Educator committee	2001	No information

State standards

Through the Tennessee Comprehensive Assessment Program (TCAP), the state administered exams in grades 3-8 in reading, mathematics, science and social studies. Tennessee used three achievement levels for reporting purposes: basic, proficient, and advanced.

State performance standard for AYP

Grade 4. Proficiency in 4th-grade math indicates sufficient evidence exhibited by, but not limited to, students' ability to: in number sense and theory, represent, compare, and order whole numbers to 9999, 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.

Grade 8. Proficiency in 8th-grade math indicates sufficient evidence exhibited by, but not limited to, students' ability to: in numbers 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 the 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.

Tennessee

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	200	1.6	1.2	0.77	0.95	0.5	2.5	0.1
8	230	1.6	1.4	0.66	0.81	0.2	4.4	0.2

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Amplification equipment, noise buffer, abacus, manipulatives, multiple sessions, taking the test at a time beneficial to the student, carrel, taking the test at the student's home, special education classroom, and calculator (not allowed on items that measure computation).

Texas

Reading

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Reading	Meets the standard	Educators and other stakeholders generate standards	2002	Criteria for achieving proficiency changed

State standards

The state administered the Texas Assessment of Knowledge and Skills (TAKS) in grades 3-11 in reading and mathematics. From 2003 to 2005 the criteria for achieving proficiency were phased in, increasing from 2 standard errors of measurement (SEM) below the standard, to 1 SEM below the standard, to the panel-recommended standard. Texas used three performance categories: does not meet the standard, meets the standard, and commended performance. A fair comparison of results from these years would require a conversion of 2003 and 2004 results to the panel-recommended standard.

State performance standard for AYP

Grade 4. Fourth-grade students who meet the standard use an on-grade-level reading vocabulary to construct meaning from text. They frequently apply a variety of word-identification strategies to understand unfamiliar words. Students sufficiently comprehend a variety of texts, such as print, instructions, graphics, maps, etc. They often recognize important ideas and make connections between and among those ideas to infer meaning. They regularly draw on reading strategies in other content areas and in real-world situations. Students exhibit on-grade-level fluency, generally remain focused on the text, and read for a purpose. They distinguish main idea from supporting information. They generally recognize how story elements, such as plot, setting, characterization, and problem resolution, impact text. They have a sufficient understanding of how an author's perspective (judgments, biases, attitude) and purpose influence text. Students recognize how an author's use of literary techniques and organizational structures conveys ideas/meaning.

Grade 8. Eight-grade, students who meet the standard use an on-grade-level reading vocabulary to construct meaning from text. They frequently apply a variety of word-identification strategies to understand unfamiliar words. They sufficiently comprehend a variety of texts, such as print, instructions, graphics, maps, etc. Students often recognize important ideas and make connections between and among those ideas to infer meaning. They regularly draw on reading strategies in other content areas and in real-world situations. Students exhibit on-grade-level fluency, generally remain focused on the text, and read for a purpose. They distinguish main idea from supporting information. They generally recognize how story elements, such as plot, setting, characterization, mood, and problem resolution, impact text. Students have a sufficient understanding of how an author's perspective (e.g., judgments, biases, attitude, tone) and purpose influence text. They recognize how an author's use of literary techniques and organizational structures conveys ideas/meaning.

Texas

Reading

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted[2]			
4	190	1.0	1.3	0.66	0.86	4.0	4.5	2.2
8	225	1.0	1.4	0.64	0.72	1.2	4.3	1.1

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Tape recorder and spell checker/assistance.

Texas

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Numbers, operations, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; probability and statistics; underlying processes and math tools	Meets the standard	Educators and other stakeholders generate standards	2002	Criteria for achieving proficiency changed

State standards

The state administered the Texas Assessment of Knowledge and Skills (TAKS) in grades 3-11 in reading and mathematics. From 2003 to 2005 the criteria for achieving proficiency were phased in, increasing from 2 standard errors of measurement (SEM) below the standard, to 1 SEM below the standard, to the panel-recommended standard. Texas used three performance categories: does not meet the standard, meets the standard, and commended performance. A fair comparison of results from these years would require a conversion of 2003 and 2004 results to the panel-recommended standard.

State performance standard for AYP

Grade 4. Fourth-grade students who meet the standard can read for meaning and detail and have an adequate math vocabulary. They often exhibit persistence, endurance, and stamina and are somewhat comfortable with math. They often retain and apply prior math knowledge. They have adequate problem-solving skills: they can use some strategies, usually distinguish between essential and extraneous information, apply necessary skills, often justify answers, and check solutions for reasonableness. Students are developing abstract thinking through the use of models. They can usually visualize geometric shapes and solids. They have an adequate understanding of measurement concepts and tools. Students can make some connections among math concepts. They have general number sense (e.g., estimation, rounding, place value). They demonstrate adequate knowledge of basic addition, subtraction, multiplication, and division facts and algorithms; they can usually compute with accuracy. Students can usually recognize and extend patterns.

Grade 8. Eighth-grade students who meet the standard can read for meaning and detail and have an adequate math vocabulary. They often exhibit persistence, endurance, and stamina. They are somewhat comfortable with math and often retain and apply prior math knowledge. They have adequate problem-solving skills: they can use some strategies, usually distinguish between essential and extraneous information, apply necessary skills, often justify answers, and check solutions for reasonableness. Students demonstrate adequate abstract thinking skills (e.g., algebraic reasoning). They can usually visualize geometric shapes and solids. Students have an adequate understanding of measurement concepts and tools. They make some connections among math concepts. They have general number sense (e.g., estimation, fractions, decimals, percents). Students demonstrate adequate knowledge of basic addition, subtraction, multiplication, and division facts and algorithms; they can usually compute with accuracy. Students can apply proportional reasoning skills to familiar situations. They show adequate understanding of math symbols and formulas. They have an emerging ability to recognize multiple representations of linear functions.

Texas

Mathematics

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted[2]			
4	219	1.0	1.5	0.58	0.69	0.8	4.0	1.4
8	273	0.8	1.2	0.79	0.80	0.6	4.5	0.9

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Tape recorder and spell checker/assistance.

Utah

	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
Reading	4 and 8	Reading/language arts: reading, writing, phonics, spelling	Level 3 - Sufficient	Bookmark method with committee of business community, state board, legislators, educators, and parents recommending performance standards	1999 (K-6) 2003 (7-12)	Standards validation in summer 2004
State standards	The state of Utah had formally approved/adopted challenging academic performance standards in reading/language arts. These assessments and performance standards were reviewed and approved through the federal peer review process. The state annually administered the Utah Core CRTs in grades 2-11. Utah used four performance levels in relation to NCLB: Level 1–minimal, Level 2–partial, Level 3–sufficient, and Level 4–substantial.					
State performance standard for AYP	**Grade 4.** A student scoring at this level is proficient on the measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates sufficient understanding and appication of key curriculum concepts. **Grade 8.** A student scoring at this level is proficient on the measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates sufficient understanding and appication of key curriculum concepts.					

Utah

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Utah grade 4 data were not available					0.9	3.2	0.3
8	Utah grade 8 data were not available					1.5	2.7	0.6

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, visual cues, administration by others, additional examples, amplification equipment, tape recorder, speech/text device, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, minimizing distractions, taking the test at the student's home, and taking the test in a special education classroom. The following are considered modifications and are allowed with implications for scoring and/or aggregation: reading questions aloud (if used on the Reading/Language Core Assessments, Iowa Tests, or Basic Skills Competency Test in Reading) and spell checker/assistance.

Utah

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Numbers and operations, measurement, geometry, data analysis and probability	Level 3 - Sufficient	Bookmark method with committee of business community, state board, legislators, educators, and parents recommending performance standards	1999 (K-6) 2002 (7-12)	Standards validation in summer 2004
State standards	The state of Utah had formally approved/adopted challenging academic performance standards in reading/language arts. These assessments and performance standards were reviewed and approved through the federal peer review process. The state annually administered the Utah Core CRTs in grades 2-11. Utah used four performance levels in relation to NCLB: Level 1–minimal, Level 2–partial, Level 3–sufficient, and Level 4–substantial.					
State performance standard for AYP	**Grade 4.** A student scoring at this level is proficient on the measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates sufficient understanding and application of key curriculum concepts. **Grade 8.** A student scoring at this level is proficient on the measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates sufficient understanding and application of key curriculum concepts.					

Utah

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Utah grade 4 data were not available					0.6	1.3	0.4
8	Utah grade 8 data were not available					0.3	1.7	0.4

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, visual cues, administration by others, additional examples, amplification equipment, tape recorder, speech/text device, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, minimizing distractions, taking the test at the student's home, and taking the test in a special education classroom. The following are considered modifications and are allowed with implications for scoring and/or aggregation: calculator (if used outside test specifications), manipulatives (if used on the Iowa tests), Spell checker/assistance.

Vermont

	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
Reading	4 and 8	Word identification skills and strategies; vocabulary strategies, breadth of vocabulary; initial understanding of literary text; initial understanding of informational text; analysis and interpretation of literary text; and analysis and interpretation of informational text.	Achieves*	Contrasting groups study; standards-setting process by panels of local educators from NH, RI, VT	2005	New assessment in 2005
State standards	In 2005, Vermont implemented a new testing program, the New England Common Assessment Program (NECAP). As a result of the implementation, 2004-05 academic year assessment data for elementary and middle school grades were not available for this state. Beginning in 2005-06, grades 3-8 began to be tested in reading and mathematics, with four performance levels used for reporting purposes: substantially below proficient (Level 1), partially proficient (Level 2), proficient (Level 3), and proficient with distinction (Level 4). Prior to 2005, Vermont administered the New Standards Reference Examinations (NSRE) in grades 4 and 8 in reading and mathematics. The state used five achievement levels for reporting purposes: little evidence of achievement, below the standard, nearly achieved the standard, achieved the standard (meeting the standard), and achieved the standard with honors. * AYP Standard: Vermont uses an indexing system that combines weighted index points assigned to each student at each achievement level to determine each school's average index score. This weighted average index score is then compared to the AYP index goal for the current year to determine if the school has made AYP.					
State performance standard for AYP	**Grade 4.** Student's performance demonstrates an ability to read and comprehend grade-appropriate test. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text. **Grade 8.** Describes and analyzes the sequence of steps in a list of directions; interprets and analyzes graphics and charts.					

Vermont

Reading

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted[2]			
4	Vermont grade 4 data were not available					#	4.8	0.1
8	Vermont grade 8 data were not available					#	4.2	0.2

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, administration by others, amplification equipment, noise buffer, tape recorder, speech/text device, taking the test at a time beneficial to the student, carrel, minimizing distractions, taking the test at the student's home, and taking the test in a special education classroom. Reading questions aloud is allowed with implications for scoring.

Vermont

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Numbers and operations; geometry and measurement; algebra and functions; data, statistics, and probability	Achieves*	Contrasting groups study; standards-setting process by panels of local educators from NH, RI, VT	2005	New assessment in 2005

State standards

In 2005, Vermont implemented a new testing program, the New England Common Assessment Program (NECAP). As a result of the implementation, 2004-05 academic year assessment data for elementary and middle school grades were not available for this state. Beginning in 2005-06, grades 3-8 began to be tested in reading and mathematics, with four performance levels used for reporting purposes: substantially below proficient (Level 1), partially proficient (Level 2), proficient (Level 3), and proficient with distinction (Level 4). Prior to 2005, Vermont administered the New Standards Reference Examinations (NSRE) in grades 4 and 8 in reading and mathematics. The state used five achievement levels for reporting purposes: little evidence of achievement, below the standard, nearly achieved the standard, achieved the standard (meeting the standard), and achieved the standard with honors.

*AYP Standard: Vermont uses an indexing system that combines weighted index points assigned to each student at each achievement level to determine each school's average index score. This weighted average index score is then compared to the AYP index goal for the current year to determine if the school has made AYP.

State performance standard for AYP

Grade 4. Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Grade 8. Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Vermont

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Vermont grade 4 data were not available					0.1	3.1	0.1
8	Vermont grade 8 data were not available					#	3.7	0.1

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, administration by others, amplification equipment, noise buffer, tape recorder, speech/text device, taking the test at a time beneficial to the student, carrel, minimizing distractions, taking the test at the student's home, and taking the test in a special education classroom. The following are allowed with implications for scoring and/or aggregation: calculator, abacus, manipulatives (if used on non-tool math items (session 2)), and spell checker/assistance.

Virginia

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	8	Reading/literature and research	Proficient	Educator committee generates standards	1998	None
State standards	From 1998 though 2005, Virginia administered cumulative Standards of Learning (SOL) tests in grades 3 (English: Reading and Writing), 5 (English: Reading/Literature and Research), and 8 (English: Reading/Literature and Research). Prior to 2006, grade 5 results combined outcomes for grades 4 and 5 and grade 8 results combined outcomes for grades 6, 7 and 8. From 1998 through 2005, Virginia used three achievement levels for reporting purposes: fail/does not meet the standard, pass/proficient, and pass/advanced.					
State performance standard for AYP	**Grade 8.** The eighth-grade student will learn and apply interviewing techniques. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. The student will plan, draft, revise, and edit writing, with emphasis on exposition and persuasion. The student will apply reading and writing skills in all subjects, as well as respond critically to literature. The student will continue development of vocabulary, with attention to connotations and figurative language. The student will become a skillful interpreter of the persuasive strategies used in print and mass media. The student will continue to develop an appreciation for literature through study of a wide variety of selections. The student will describe themes or inferred main ideas, interpret cause-effect relationships, and draw conclusions from a variety of literary and informational selections.					

Virginia

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Virginia did not test grade 4 in 2005					2.4	9.0	0.8
8	Virginia grade 8 data were not available					1.1	6.1	0.3

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, amplification equipment, noise buffer, abacus, arithmetic tables, tape recorder, communication device, spell checker/assistance, multiple sessions, taking the test at a time beneficial to the student, carrel, minimizing distractions, and taking the test at the student's home. Reading questions aloud is considered a non-standard accommodation if used on the English assessment.

Virginia

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
8	Number and number sense; computation and estimation; measurement and geometry; probability and statistics; and patterns, functions, and algebra	Proficient	Educator committee generates standards	1998	None

State standards	From 1998 though 2005, Virginia administered cumulative Standards of Learning (SOL) tests in grades 3 (grades K-3), 5 (grades 4-5), and 8 (grades 6-8) in mathematics. Prior to 2006, grade 5 results combined outcomes for grades 4 and 5 and grade 8 results combined outcomes for grades 6, 7 and 8. From 1998 through 2005, Virginia used three achievement levels for reporting purposes: fail/does not meet the standard, pass/proficient, and pass/advanced.
State performance standard for AYP	**Grade 8.** The eighth-grade standards contain both content that reviews or extends concepts and skills learned in previous grades and new content that prepares students for more abstract concepts in algebra and geometry. Students will gain proficiency in computation with rational numbers (positive and negative fractions, positive and negative decimals, whole numbers, and integers) and use proportions to solve a variety of problems. New concepts include solving two-step equations and inequalities, graphing linear equations, visualizing three-dimensional shapes represented in two-dimensional drawings, applying transformations to geometric shapes in the coordinate plane, and using matrices to organize and interpret data. Students will verify and apply the Pythagorean Theorem and represent relations and functions using tables, graphs, and rules.

Virginia

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	Virginia grade 4 data were not available					0.5	4.1	0.2
8	Virginia grade 8 data were not available					0.7	4.1	0.3

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, amplification equipment, calculator, noise buffer, abacus, arithmetic tables, tape recorder, communication device, spell checker/assistance, multiple sessions, taking the test at a time beneficial to the student, carrel, minimizing distractions, and taking the test at the student's home.

Washington

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4	Literary comprehension, literary analysis with thinking critically, informational comprehension, informational analysis with thinking critically	Meets the Standard	Stakeholder committee generates standards	2004	None
State standards	The Education Reform Law passed by the Washington State Legislature in 1993 required the state to create a set of common learning standards for grades K-10. The law also called for a testing system that measured student learning of those standards. Washington fourth-graders started taking the WASL in 1997. Students were then tested each spring in grades 3-8 and 10 in reading and math (as of 2006). Students also were tested in writing in grades 4, 7, and 10 and science in grades 5, 8, and 10 (as of 2006). The ITBS was last administered in 2005 to Grades 3 and 6; and the ITED was last administered to Grade 9 in 2005. The following four Washington State learning goals provided the foundation for development of the Essential Academic Learning Requirements (EALRs): (1) Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and setting; (2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness; (3) Think analytically, logically, and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems; and (4) Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities. Washington used four achievement levels for reporting purposes: below basic, basic, meets the standard, and exceeds the standard.					
State performance standard for AYP	**Grade 4.** Students are confident, proficient readers; students apply strategies like graphic organizers to help them understand more than one text at a time; students use a variety of meta-cognitive strategies to be aware of their thinking and make connections; students visually pinpoint or verbally explain where comprehension breaks down in reading a text; students are able to read and follow directions; students can use a variety of strategies such as highlighting to discern the necessary information from unimportant information to perform a task; students understand the common language of assessment and literacy; students appropriately read for comprehension, analysis, and evaluation; students read fluently, with accuracy, expression, and appropriate rate; students demonstrate understanding of themes, main ideas, and details by using documented evidence from text; students have multiple strategies for understanding unknown words; students can read a variety of materials including charts, graphs, and captions to deepen or confirm their knowledge; students are able to use text features such as headings to quickly find the answer to a question or a specific spot in the text; students can re-tell a story explaining characters and plot, emphasizing the most important parts without getting lost in the details; students can give opinions about the story and support those opinions with details; students can identify and understand important facts and organize them into meaning; students know and use the way a book is organized by using the table of contents, index, glossary, headings, captions, and additional text features; students can use information from their reading to explain what they have learned or what new thing they would do; students refer to text as a resource to help them find answers, analyze, make inferences, and use their own knowledge to construct their own meaning; students can summarize appropriately to a given text by using text-based examples to support an answer or opinion.					

Washington

Reading

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted[2]			
4	197	1.6	1.4	0.61	0.81	1.2	2.6	0.4
8	Washington did not test grade 8 in 2005					0.9	3.0	0.5

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, audio/video equipment, noise buffer, tape recorder, spell checker/assistance, speech/text device, thesaurus, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, minimizing distractions, and taking the test at the student's home.

Washington

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4	Number sense, measurement, geometric sense, probability and statistics, algebraic sense, solves problems and reasons logically, communicates understanding, makes connections	Meets the Standard	Stakeholder committee generates standards	2004	None

State standards

The Education Reform Law passed by the Washington State Legislature in 1993 required the state to create a set of common learning standards for grades K-10. The law also called for a testing system that measured student learning of those standards. Washington fourth-graders started taking the WASL in 1997. Students were then tested each spring in grades 3-8 and 10 in reading and math (as of 2006). Students also were tested in writing in grades 4, 7, and 10 and science in grades 5, 8, and 10 (as of 2006). The ITBS was last administered in 2005 to Grades 3 and 6; and the ITED was last administered to Grade 9 in 2005. The following four Washington State learning goals provided the foundation for development of the Essential Academic Learning Requirements (EALRs): (1) Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and setting; (2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness; (3) Think analytically, logically, and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems; and (4) Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities. Washington used four achievement levels for reporting purposes: below basic, basic, meets the standard, and exceeds the standard.

State performance standard for AYP

Grade 4. Students consistently choose efficient and accurate methods of computation for given situations using whole numbers or decimals when using monetary units; students consistently select, use, and defend the use of appropriate tool for measuring in a given situation; students choose between standard and non-standard units and approximate vs. precise measurement; students measure objects with appropriate tools; students create a given type of graph with appropriate title and labels; students identify shapes and their attributes; students recognize and extend a pattern and use it to solve a problem; students identify a rule for a pattern from a group; students select and use an appropriate strategy to solve a one- or two-step problem and show work; students select an appropriate solution to a problem and explain the steps used in the solution; students recognize an unreasonable or inappropriate answer to a mathematical problem and explain their rationale; students move beyond memorization of mathematical formulas by applying effective strategies and reasoning to real-life situations; students collect and organize data.

Washington

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	236	1.1	1.2	0.76	0.85	1.0	1.7	0.2
8	Washington did not test grade 8 in 2005					0.4	1.8	0.1

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, audio/video equipment, noise buffer, manipulatives, tape recorder, spell checker/assistance, speech/text device, thesaurus, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, minimizing distractions, and taking the test at the student's home. If a student's disability affects math calculation but not reasoning, he or she may request to use a calculator or abacus.

West Virginia

Reading

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Reading/language arts	Mastery	Educator committee generates then expert review	2003	Spring 2004: grades 3-8 and 10 tested. No performance levels, cut scores, or descriptors prior to 2003-04.

State standards	Through the West Virginia Educational Standards Test (WESTEST), the state administered criterion referenced exams in grades 3 through 8 and 10 in reading and mathematics. West Virginia used five performance levels for reporting purposes: novice, partial mastery, mastery, above mastery, and distinguished.
State performance standard for AYP	**Grade 4.** The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. The student reads literary texts using comprehension skills to scan and skim, distinguishing fact and opinion and composing a response. **Grade 8.** The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. The student reads and analyzes literary genres, makes and supports judgments and hypothesizes to connect readers' response with the author's purpose.

West Virginia

Reading

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates		
	NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted[2]			
4	186	1.3	2.3	0.33	0.66	#	5.2	0.1
8	228	1.7	1.9	0.50	0.60	#	6.3	0.1

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, visual cues, amplification equipment, communication device, speech/text device, taking the test at a time beneficial to the student, carrel, reading questions aloud (except for WESTEST Reading and Language Arts Test questions), tape recorder (not allowed on writing test), and spell checker/assistance (not allowed on tests for which spelling or writing will be scored).

West Virginia

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Numbers and operations, algebra, geometry, measurement, data analysis and probability	Mastery	Committee generates then expert review	2003	Spring 2004: grades 3-8 and 10 tested. No performance levels, cut scores, or descriptors prior to 2003-04.

State standards

Through the West Virginia Educational Standards Test (WESTEST), the state administered criterion referenced exams in grades 3 through 8 and 10 in reading and mathematics. West Virginia used five performance levels for reporting purposes: novice, partial mastery, mastery, above mastery, and distinguished.

State performance standard for AYP

Grade 4. The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in number and operations. The student is fluent in place value from the millions place to the hundredths place and has mastered all the basic facts. The student is proficient in adding and subtracting whole numbers and decimals and multiplies and divides by one-digit numbers. The student adds and subtracts fractions and demonstrates equivalence of fractions with models or pictorial representations.

Grade 8. The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in number and operations. The student compares and orders rational and irrational numbers using the properties of terminating, repeating, and non-repeating decimals and converting among fractions, decimals, and mixed numbers. The student applies computational strategies based on commutative, associative, distributive, identity, and inverse properties, and extends scientific notation to large and small values. The student solves application problems with whole numbers, decimals, fractions, percents, and integers including, but not limited to, rates, tips, discounts, sales tax and interest, and uses powers, squares, and square roots appropriately to solve problems.

West Virginia

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	215	1.1	1.5	0.51	0.69	#	2.2	#
8	253	1.1	1.4	0.62	0.67	#	2.8	#

Estimate rounds to zero.

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, visual cues, amplification equipment, abacus, communication device, speech/text device, taking the test at a time beneficial to the student, carrel, tape recorder, spell checker/assistance (not allowed on tests for which spelling or writing will be scored), and calculator (not allowed on sections of the WESTEST Mathematics Test that do not permit the use of a calculator).

Wisconsin

Reading

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Determine the meaning of words and phrases in context; understand text; analyze text; evaluate and extend text.	Proficient	Educator committee generated standards	2003	None

State standards

The state administered the Wisconsin Knowledge and Concepts Examination (WKCE) in grades 3–8 and 10 in reading and mathematics. Grades 4, 8, and 10 also participated in social studies, science, language arts, and writing. After 1997-98, Wisconsin used four proficiency categories: minimal performance, basic, proficient, and advanced.

State performance standard for AYP

Grade 4. Demonstrates competency in the academic knowledge and skills tested on WKCE. 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 demonstrate a sufficient understanding of a variety of grade-level texts by identifying story elements, stated cause and effect relationships, or similarities and differences among ideas or concepts in a text. 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 and support a summary of what they read with mostly accurate text-based information. 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.

Grade 8. Demonstrates competency in the academic knowledge and skills tested on WKCE. At the beginning of the year, eighth-grade students performing at the proficient level appropriately use a range of word-identification strategies and grade-level reading vocabulary to understand text. When reading a variety of texts, students at this level can identify stated and implied ideas and supporting details. They infer the author's purpose for writing the text and overall style or tone. Students draw conclusions and summarize important ideas and events and provide some relevant, text-based information to support the summary. 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.

Wisconsin

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	189	1.8	1.4	0.64	0.97	1.5	3.6	0.7
8	229	2.1	1.1	0.80	0.97	1.5	4.2	0.3

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, administration by others, tape recorder, speech/text device, multiple sessions, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, and taking the test in a special education classroom.

Wisconsin

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Numbers and operations, measurement, geometry, and data analysis and probability	Proficient	Educator committee generates standards	2003	None

State standards

The state administered the Wisconsin Knowledge and Concepts Examination (WKCE) in grades 3–8 and 10 in reading and mathematics. Grades 4, 8, and 10 also participated in social studies, science, language arts, and writing. After 1997-98, Wisconsin used four proficiency categories: minimal performance, basic, proficient, and advanced.

State performance standard for AYP

Grade 4. Demonstrates competency in the academic knowledge and skills tested on WKCE. At the beginning of fourth grade, students performing at the proficient level communicate mathematical ideas used to solve problems using written, numerical, and symbolic reasoning. Students apply place value concepts to order four-digit numbers, use basic multiplication facts to solve one-step problems, and identify a fractional part of a set. Students compare the attributes of two-dimensional shapes, predict the results of single motion transformations (slide, flip, turn) involving two-dimensional shapes, and locate and plot points on a first quadrant coordinate grid. Students measure objects using US customary and metric systems of measurement and estimate measurement with non-standard units. Students identify bar graphs that display identical information from tally charts and compare data from tally charts and bar graphs. They recreate numeric patterns and find a missing variable to balance simple equations.

Grade 8. Demonstrates competency in the academic knowledge and skills tested on WKCE. 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.

Wisconsin

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	225	1.4	1.2	0.77	0.93	0.6	1.5	0.2
8	263	1.4	1.1	0.86	0.93	0.9	3.0	0.2

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, administration by others, tape recorder, speech/text device, multiple sessions, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, and taking the test in a special education classroom.

Wyoming

Reading

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Language (combining reading and writing)	Proficient	Stakeholder committee generates standards	2003	None

State standards

Through the Wyoming Comprehensive Assessment System (WyCAS), the state administered criterion-referenced tests in grades 4, 8, and 11 in reading and mathematics. Wyoming used four achievement levels for reporting purposes: novice, partially proficient, proficient, and advanced.

State performance standard for AYP

Grade 4. Students performing at the proficient level demonstrate understanding of a variety of grade-appropriate texts and explain features of different genres. Their comprehension extends beyond the literal level. They make relevant inferences beyond the obvious. They understand complex ideas and make connections among a variety of texts and between a text and themselves. Students understand and use different reading strategies for different types of texts and purposes. They develop and extend their vocabulary through reading and use of reference materials. These students cite specific and appropriate evidence for their inferences. Students write with an intended purpose and audience with evidence of voice and format. Their writing shows logical organization. Ideas are supported with sufficient, relevant details. Sentence structure is varied and correct. They demonstrate reasonable control of conventions.

Grade 8. Students performing at the proficient level read independently a variety of level-appropriate texts, demonstrating understanding of genre features and organization. Their comprehension extends beyond the literal as they identify author purpose, predict outcomes, identify themes, and summarize main ideas and supporting details. Students make connections between the text and themselves, among other texts, and between the text and issues in the world. Students use multiple sources to conduct research, analyzing and interpreting data. Their writing shows clear evidence of voice and format, demonstrating reasonable control of conventions. Writing and speaking show logical organization; ideas are supported with sufficient, relevant details or examples. Sentence structure is varied and correct; language is effective throughout. They use word processing skills, as appropriate, during the writing process.

Wyoming

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	228	0.7	1.7	0.47	0.79	0.4	1.4	0.2
8	278	1.2	1.4	0.52	0.55	0.1	2.5	0.2

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, additional examples, amplification equipment, noise buffer, abacus, tape recorder, communication device, spell checker/assistance, multiple sessions, taking the test over multiple days, carrel, and minimizing distractions.

Wyoming

Mathematics

Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
4 and 8	Numbers and operations, measurement, geometry, and data analysis and probability	Proficient	Stakeholder committee generates standards	2003	None

State standards

Through the Wyoming Comprehensive Assessment System (WyCAS), the state administered criterion-referenced tests in grades 4, 8, and 11 in reading and mathematics. Wyoming used four achievement levels for reporting purposes: novice, partially proficient, proficient, and advanced.

State performance standard for AYP

Grade 4. Students performing at the proficient level make relevant connections using number sense, place value, and estimation. Students demonstrate computational fluency with minor errors. Students use mathematical language to communicate sound reasoning in problem-solving situations. Students make relevant connections with geometric objects and attributes with or without using tools/technology. Students classify, describe, and compare geometric objects using mathematical language with minimal errors. Students communicate problem-solving methods with sound reasoning. Students make relevant connections among measurement concepts with minor errors. Students estimate and measure using a variety of tools in U.S. customary units. Students apply the concept of elapsed time. Students determine the area and perimeter of rectangles and squares. Students use mathematical language to communicate sound reasoning in problem-solving situations. Students make relevant connections among algebraic concepts. Students create growing and extended patterns using manipulatives, numbers, and graphic representations with minor errors. Students generalize pattern concepts. Students make relevant connections about data and probability. Students organize and represent information, compare, and interpret results in data and probability experiments with minor errors. Students predict reasonable outcomes in probability experiments. Students use mathematical language to communicate sound reasoning in problem-solving situations.

Grade 8. Students performing at the proficient level make relevant connections using numbers, number sense, and estimation. They demonstrate computational fluency with minor errors. Students use mathematical language to communicate sound reasoning in problem-solving situations. Students performing at a proficient level classify and describe geometric objects to explain concepts with minimal errors. Given similar and congruent objects, students make conjectures about relationships. Students use the appropriate strategies, tools, and units of measure in a problem-solving situation. Students recognize the relationships among basic geometric transformations. Students communicate problem-solving methods with sound reasoning. Students make relevant connections among measurement concepts with minor errors. Students estimate, measure, and calculate using a variety of tools and models. Students use mathematical language to communicate sound reasoning in a problem-solving situation. Students make relevant connections among algebraic concepts with minor errors. Students evaluate with minor errors algebraic expressions and formulas and use the coordinate system. Students use mathematical language to communicate sound reasoning in problem-solving situations. Students make relevant connections about data and probability. Students collect, organize and represent information, describe and analyze results in data and probability experiments with minor errors. Students predict, compare, and calculate probable outcomes using concepts from probability. Students use mathematical language to communicate sound reasoning in problem-solving situations.

Wyoming

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	251	0.7	1.8	0.46	0.65	0.3	1.2	0.1
8	293	0.9	1.2	0.74	0.78	0.1	1.4	0.1

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, additional examples, amplification equipment, calculator, noise buffer, abacus, tape recorder, communication device, spell checker/assistance, multiple sessions, taking the test over multiple days, carrel, and minimizing distractions.

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Glossary of Terms

ARMT	Alabama Reading and Mathematics Test
ACTAAP	Arkansas Comprehensive Testing, Assessment and Accountability Program
ADAW	Alabama Direct Assessment of Writing
AIMS	Arizona's Instrument to Measure Standards
AIMS-DPA	Arizona's Instrument to Measure Standards – Dual Purpose Assessment
AYP	Adequate Yearly Progress
CAHSEE	California High School Exit Examination
CAT/6	California Achievement Tests – Sixth Edition
CATS	Commonwealth Accountability Testing System (Kentucky)
CMT3	Connecticut Mastery Test – Third Edition
CRCT	Criterion-Referenced Competency Test (Georgia)
CRT	Criterion-Referenced Test
CSAP	Colorado Student Assessment Program
CST	California Standards Tests
CTB	CTB/McGraw-Hill
CTBS/5	Comprehensive Test of Basic Skills – Fifth Edition
DSTP	Delaware Student Testing Program
EALR	Essential Academic Learning Requirements (Washington)
ELA	English Language Arts
EOG	End of Grade exams (North Carolina)

FCAT	Florida Comprehensive Assessment Test
GCF	Greatest Common Factor
GEE-21	Graduation Exit Examination for the 21st Century (Louisiana)
GEPA	Grade Eight Proficiency Assessment (New Jersey)
HSA	Hawaii State Assessment
HSA	High School Assessment (Maryland)
HSGQE	High School Graduation Qualifying Examination (Alaska)
IEP	Individualized Education Program
ISAT	Idaho Standards Achievement Tests
ISAT	Illinois Standards Achievement Test
ISTEP+	Indiana Statewide Testing for Educational Progress-Plus
ITBS	Iowa Test of Basic Skills
ITED	Iowa Test of Education Development
KCCT	Kentucky Core Content Tests
LEAP-21	Louisiana Educational Assessment Program for the 21st Century
LCM	Lowest Common Multiple
MAP	Missouri Assessment Program
MCA	Minnesota Comprehensive Assessments
MCAS	Massachusetts Comprehensive Assessment System
MCF	Michigan Curriculum Framework
MCT	Mississippi Curriculum Tests
MEA	Maine Educational Assessment
MeCAS	Maine's Comprehensive Assessment System
MontCAS	Montana Comprehensive Assessment System
MSA	Maryland School Assessment
NAEP	National Assessment of Educational Progress
NCE	Normal Curve Equivalent

NCLB	No Child Left Behind
NDSA	North Dakota State Assessment
NECAP	New England Common Assessment Program
NHEIAP	New Hampshire Educational Improvement and Assessment Program
NJ ASK	New Jersey Assessment of Skills and Knowledge
NMHSSA	New Mexico High School Standards Assessment
NMSBA	New Mexico Standards-based Assessment
NRT	Norm Referenced Test
NSRE	New Standards Reference Examinations (Rhode Island, Vermont)
OCCT	Oklahoma Core Curriculum Tests
OSAS	Oregon Statewide Assessment System
OSTP	Oklahoma School Testing Program
PACT	Palmetto Achievement Challenge Tests (South Carolina)
PSSA	Pennsylvania System of School Assessment
SAT-10	Stanford Achievement Test – Tenth Edition
SAT-9	Stanford Achievement Test – Ninth Edition
SBA	Standards Based Assessment (Alaska)
SEM	Standard Error of Measurement
SOL	Standards of Learning tests (Virginia)
STAR	Standardized Testing and Reporting program (California)
STEP	State Test of Educational Progress (South Dakota)
TAKS	Texas Assessment of Knowledge and Skills
TCAP	Tennessee Comprehensive Assessment Program
TESA	Technology Enhanced Student Assessment system (Oregon)
WASL	Washington Assessment of Student Learning
WESTEST	West Virginia Educational Standards Test
WKCE	Wisconsin Knowledge and Concepts Examination
WyCAS	Wyoming Comprehensive Assessment System