State
Student
Assessment
Programs
annual
survey

Data from the annual survey

State Student Assessment Programs

Data on 1997-1998 Statewide Student Assessment Programs

Volume I

FALL 1999

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

The Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit organization composed of the public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five extra-state jurisdictions. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public. Through its structure of standing committees and special task forces, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

Because the Council represents each state's chief education administrator, it has access to the educational and governmental establishment in each state and to the national influence that accompanies this unique position. CCSSO forms coalitions with many other education organizations and is able to provide leadership for a variety of policy concerns that affect elementary and secondary education. Thus, CCSSO members are able to act cooperatively on matters vital to the education of America's young people.

The State Education Assessment Center is a permanent, central part of the Council of Chief State School Officers. The Center was established through a resolution by the membership of CCSSO in 1984.

Preparation of this report was supported in part by the National Center for Education Statistics of the U.S. Department of Education. The views and opinions expressed in this report are not necessarily those of the Council of Chief State School Officers, or the U.S. Department of Education.

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State
Student
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Programs
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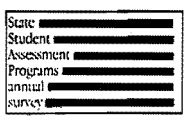
survey

COUNCIL OF CHIEF STATE SCHOOL OFFICERS



Data from the annual survey

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FALL 1999

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And most importantly, to each of the State Assessment Directors and their staff for their crucial work and dedication in completing the survey, reviewing and editing their state's data, and supporting this important data collection effort.

We are extremely thankful to everyone who helped us in the many steps along the way of completing the 1998 Annual Survey of State Student Assessment Programs.

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Order Form

PREFACE

This year marks the sixth edition of the Summary of State Student Assessment Programs and the second year that the Council of Chief State School Officers (CCSSO) has conducted the annual survey on its own. In previous years, CCSSO partnered with the North Central Regional Educational Laboratory to produce the State Student Assessment Programs (SSAP) database. The current survey was funded by the National Center for Education Statistics, and produced with the cooperation of state education agencies. The State Student Assessment Programs survey, first administered in 1977 by the Association of State Assessment Programs, remains the single best source for information about statewide student assessment programs.

The survey summarizes what is occurring in statewide assessment programs, and provides information on trends in state assessment activities. The 1998 survey was reviewed and revised by the Assessment Subcommittee of the Education Information Advisory Committee (EIAC) and the Association of State Assessment Programs (ASAP). The survey was mailed to the states in December of 1998, and states were asked to describe the assessment program(s) they operated during the 1997-98 school year. Surveys were received from January 1999 through June 1999. CCSSO staff processed the survey information, and after completing data entry and initial editing, the data were returned to the states for a quality control and verification step, with each state assessment director receiving a copy of his or her state's information for review. Revisions or updates were sent to CCSSO and changes were made to the database.

Most commonly, each question in the survey produced one data table, sometimes more. Some questions generated simple numeric categorical responses, while others were open-ended and sometimes generated very extensive text. Still other questions required textual explanation of simpler classifications. Searching for specific information in this kind of structure can be difficult. We strongly urge the user to begin by studying the survey form included, beginning on page one. When it is appropriate, this document provides bottom marginal entries that may contain frequency, count, or average data, as appropriate.

Two staff members who joined CCSSO this past year are responsible for the 1998 SSAP survey. John Olson is serving as Director of Assessments in the State Education Assessment Center and directs the SSAP project. Carl Andrews is serving as Project Associate in the Center, and is responsible for the conduct of the survey, data entry, and summarization of the results. In addition to these new staff, Linda Bond of CTB/McGraw Hill continued in her role of providing invaluable guidance to the review and summarization of the data. All three worked as a team to produce this report.

The *Data from the Annual Survey of Statewide Student Assessment Programs, 1997-98, Volumes I and II*, plus the prior six years of data, provide a rich lode of information on the status of, and trends in, state assessment policy and practice. The data contained in these documents include responses from all 53 states and jurisdictions that responded to the survey. The data are also available in electronic form, on either diskette or CD ROM. A companion document, *Annual Survey of the State Student Assessment Programs: A Summary Report, Fall 1999*, is also available from CCSSO, and presents the reader with information about the status of state assessment programs, as well as descriptions of how the programs have changed over the years. An order form is attached to this document. Selected information from the database and these documents is also available at CCSSO's web site (http://www.ccsso.org).

Please feel free to contact CCSSO if you have any questions about the survey, this document, state assessment programs, or the SSAP database.

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Director of Assessments
CCSSO

Carl C. Andrews
Project Associate
CCSSO

Linda Bond
National Assessment Consultant
CTB/McGraw Hill

1998 SSAP Survey

State Assessment Director	Person Completing Survey
Title	Title
Address	Address
City State Zip	City State Zip
Telephone Fax	Telephone Fax
email	email

PART 1 GENERAL PROGRAM OVERVIEW

1.1 *revised* Briefly describe the overall state assessment program as it existed in 1997–98. Please list each assessment component that will be described in Part 3. For each component, describe: which students were assessed, what type(s) of measures were used and in which subject areas, and for what purposes/how results were used. **Please attach your state assessment handbook, or if your state does not have one, a copy of the state law which specifies how testing must be implemented.** Use an extra sheet of paper if you need more space to write your response. Your response will be used in a webpage description of state student assessment programs.

1.2 What important changes, additions, or deletions occurred in your state's assessment program during 1997-98? Explain each change, addition, or deletion and who initiated them. (Check "No Significant Changes" if there were none.)

☐ Governor _____

_____

☐ State Board of Education _____

_____

☐ Legislature _____

_____

☐ Courts _____

_____

☐ State Department of Education _____

_____

☐ Other (Please Specify:) _____

☐ No Significant Changes

1.3 *(formerly 1.5)* What assessment projects, if any, does your state have under development or plan for the next two years (September, 1997 to August, 1999)? Please describe each project briefly.

_____

_____

_____

1.4 *revised* Does your state have a requirement that local districts or schools operate their own assessment program(s) in addition to the state assessment program?

☐ Yes ☐ No

If Yes, what information do you require local districts or school to provide? (i.e. assessment or implementation plans, student score results)

_____

_____

1.5 *new* What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what of materials were developed (print, video, software, etc.).

_____

_____

_____

_____

_____

1.6 *(formerly 1.7)* What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format. If you have not developed such professional development programs, please check "None Provided."

Content: _____

_____

Format: _____

_____

☐ None Provided

1.7 (formerly 1.9) Indicate the total number of students and the number of regular education students, students with disabilities (students that have an IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

Complete this table only for the grades at which you test students. Please enter "NA" in any space for which the number of students is not currently available.

Number of Students Enrolled

Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

1.8 (formerly 1.10) Counting only permanent SEA employees assigned to your state's *assessment unit*, how many full-time equivalents (FTE's) worked on any aspect of the assessment programs described in this survey, plus any related development projects, during 1997-98?

Professional FTE's _____

Support FTE's _____

1.9 (formerly 1.11) Indicate the total budget for 1997-98 assessment programs described in this survey, plus any related developmental projects. Include all internal and external costs, such as staffing, travel, contractual, and other costs in your estimate.

Total Expenditures $_____

PART 2 SPECIAL TOPICS

Each year, special topics are selected for you to complete. These relate to all assessment components in your assessment program.

SECTION 1 NON-TRADITIONAL ASSESSMENT

2.1 Has your state developed or does it plan to develop any approaches to assessment other than single-choice multiple-choice items?

☐ Yes ☐ No

If Yes, please complete the grid below. See the legend below the grid for exercise types, grades, status, and availability options. *Please check the glossary at the end for definitions of terms.*

Subject	Assessment Types	Grade	Status	Availability
Mathematics				
Reading				
Writing				
Other LA				
Science				
Social Studies				
Civics/Gov't				
Economics				
Geography				
History				
Health Education				
Physical Education				
Dance				
Music				
Theatre				
Visual Arts				
Foreign Language				
Employability Skills				
Career/Voc. Ed.				
Other (Specify:)				

Assessment Types
1=Multiple-choice, multiple correct answer
2=Multiple-choice, with student explanation
3=Short constructed response
4=Extended constructed response
5=Observation
6=Hands-on performance assess. (individual or group)
7=Portfolios or learning record
8= Projects, exhibitions, or demonstrations
9= Computer-adaptive assessment
10= Gridded response
11= Examples of Student work
12=Other

Grades
P=Preschool
K=Kindergarten
1-12=Grade

Status*
1=Plan to develop
2=Funded, not started
3=Begun development
4=Completed development
5=Piloted, being refined
6=Ready for use
7=In use

Availability
1=Not available/secured
2=May be examined, but not used
3=All are available
4=Some are available
5=All available after use
6=Some available after use

*Mark the number that indicates the furthest you have gone in each subject area as of August 31, 1998.

SECTION 2 IASA TITLE I ASSESSMENT AND EVALUATION

2.2.1 What was your 1997-98 plan for IASA Title I assessment and evaluation? What measures were used?

_____

_____

_____

_____

2.2.2 Was the 1997-98 plan for IASA Title I assessment and evaluation your Final Assessment Plan?

☐ Yes ☐ No

If No, how does this compare to your Final Assessment Plan for IASA Title I? What specific measures do you plan to use in your Final Assessment Plan?

_____

_____

_____

_____

2.2.3 What work remains to be done to complete the Final Assessment Plan?

_____

_____

_____

_____

2.2.4 What is the status of your state's final Title I assessment/evaluation plans?

☐ Still under discussion
☐ Developed by staff, but not approved
☐ Approved by state, but not submitted to USED
☐ Submitted to USED
☐ Approved by USED

2.2.5 Briefly describe your state's definition of Adequate Yearly Progress for Title I purposes.
revised

_____

_____

_____

2.2.6 Is this the definition you plan to use with your final assessment plan?
(formerly 2.2.5)

☐ Yes ☐ No ☐ Undecided

2.2.7 What assessments, if any, do you plan to use at the primary level (grades K-3) for IASA Title I assessment and evaluation in your Final Assessment Plan?
(formerly 2.2.9)

_____

_____

SECTION 3 STANDARDS

2.3 *new* At what stage of development is your state in the following academic areas with respect to content and performance standards? Are your assessments linked to the standards?

Status
1 = Planned
2 = In Development
3 = Completed
4 = Adopted or Approved
5 = Being Revised
6 = Not Planned at This Time

Linked to Standards
C = Linked to Content standards
P = Linked to Performance standards

Subject Area	Content Standards Status	Performance Standards Status	Assessments based on standards?
English/Language Arts			
Reading			
Writing			
Mathematics			
Science			
Social Studies			
Civics/Government			
Geography			
History			
Arts			
Health Education			
Physical Education			
Foreign Language			
Employability Skills			
Other (Specify:)			

PART 3 PROGRAM COMPONENTS

In this part of the survey, we ask you questions regarding each component of your state assessment program in detail.

We request that you complete one copy of Part 3 for each component in your assessment program. Please copy this section and fill out Part 3 for each component. In this way, we are better able to understand your responses.

For purposes of this survey, a component is an assessment or set of assessments that meet one of the following two criteria:

1. A component may be an assessment or assessments that use a similar assessment *strategy,* e.g., a norm-referenced test; *or*

2. A component may be a set of assessments of different or similar types that share a common *purpose*, e.g., a mathematics and reading high school graduation test.

Generally, different subjects within a type of test or purpose do not meet these criteria and should be described within one component. You will receive the components that were described for your state last year in the typescript. Several questions within each section are new or have changed from last year, so please check to see that your answer still matches the question asked.

3.0 Name of Component _____

Contact Person _____

Telephone _____ E-Mail _____

SECTION 1 WHO IS ASSESSED, WHEN AND HOW

3.1.1 *revised* Use one of the following tables for each subject area assessed in this component to indicate the number of students who were assessed in this component at each grade level. Then out of each total listed, identify the number of test takers who were identified as students with disabilities (students with either an IEP or Section 504 plan) or LEP students.

Please include both students who took the test under standard conditions and those who were offered testing accommodations. If the number of students with disabilities or LEP students is not known, please write 'NA' in that cell.

Example: A third grade reading test was taken by 25,000 students. Out of that number, 2500 of the test takers were exempted. 3000 disabled students took the test; 2000 were exempted. 500 LEP students took the test; 300 were exempted. 100 Migrant students took the test; 200 were exempted.

Subject *Reading*

Grade	Total Students Tested	Total Students Exempted	Disabled Students Tested	Disabled Students Exempted	LEP Students Tested	LEP Students Exempted	Migrant Students Tested	Migrant Students Exempted
3	25,000	2500	3000	2000	500	300	100	200

Subject _____

Grade	Total Students Tested	Total Students Exempted	Disabled Students Tested	Disabled Students Exempted	LEP Students Tested	LEP Students Exempted	Migrant Students Tested	Migrant Students Exempted
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

Subject _____

Information for September 1997 to August 1998

Grade	Total Students Tested	Total Students Exempted	Disabled Students Tested	Disabled Students Exempted	LEP Students Tested	LEP Students Exempted	Migrant Students Tested	Migrant Students Exempted
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

Subject _____

Grade	Total Students Tested	Total Students Exempted	Disabled Students Tested	Disabled Students Exempted	LEP Students Tested	LEP Students Exempted	Migrant Students Tested	Migrant Students Exempted
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

Subject _____

Grade	Total Students Tested	Total Students Exempted	Disabled Students Tested	Disabled Students Exempted	LEP Students Tested	LEP Students Exempted	Migrant Students Tested	Migrant Students Exempted
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

Subject _____

Grade	Total Students Tested	Total Students Exempted	Disabled Students Tested	Disabled Students Exempted	LEP Students Tested	LEP Students Exempted	Migrant Students Tested	Migrant Students Exempted
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

3.1.2 What percentage of the test items used in this component are **changed** each year?

(formerly 3.1.3)

_____

_____

3.1.3 What percentage of the test items used in this component are **released** each year?

new

_____

_____

3.1.4 In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

School Year (e.g., 1997-98) _____

How was it revised? _____

_____

3.1.5 When were the assessments in this component administered to students and results returned to school districts?

Month(s) Administered	Month(s) Results Returned
_____	_____
_____	_____
_____	_____

3.1.6 *new* What important changes, additions, or deletions occurred in this component during 1997-98? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

☐ Governor _____

_____

☐ State Board of Education _____

_____

☐ Legislature _____

_____

☐ Courts _____

_____

☐ State Department of Education _____

_____

☐ Other (Please Specify:) _____

☐ No Significant Changes

3.1.7 *(formerly 3.1.6)* Are there any changes that you **foresee** in the next year (September, 1998 to August, 1999) in this component? If so, who is initiating them and what are they? Mark each source of change and describe the change.

☐ Governor _____

_____

☐ State Board of Education _____

_____

☐ Legislature _____

_____

☐ Courts _____

_____

☐ State Department of Education _____

_____

☐ Other (Please Specify:) _____

_____

☐ No Significant Changes Expected

3.1.8 *(formerly 3.1.7)* Is this component used to define Adequate Yearly Progress for schools or LEAs?

☐ Yes ☐ No

If Yes, is this component being used to identify schools in need of improvement for Title I purposes?

Transitional Plan	☐ Yes	☐ No	☐ Undecided
Final Plan	☐ Yes	☐ No	☐ Undecided

3.1.9 (formerly 3.1.8) Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students.

Please complete the grid below. See the legend below the grid for the options. You may choose multiple codes for a cell if it best describes the component. Check the glossary at the end for definitions of terms.

Subject	Student Groups	Test Types	Item Types	Assessment Administration
Mathematics				
Reading				
Writing				
Other LA				
Science				
Social Studies				
Civics				
Economics				
Geography				
History				
Health Ed.				
Phys. Ed.				
Dance				
Music				
Theatre				
Visual Arts				
Foreign Lang.				
Employ. Skills				
Career/ Voc. Ed.				
Computer Skills				
Other (Specify)				

Student Groups
1=All students statewide
2=Students sampled by district
3=Students sampled by school
4=Students sampled by classroom
5=Individual student sampling
6=Voluntary at district level
7=Voluntary at school level
8=Voluntary at student level

Assessment Type(s)
1=Norm-referenced test
2=Criterion-referenced test
3=Writing assessment
4=Performance assessment
5=Portfolios
6=Other

Item Type(s)
1=Multiple-choice, single correct answer
2=Multiple-choice, multiple correct answer
3=Multiple-choice, with student explanation
4=Fill in the blank or cloze
5=Short constructed response
6=Extended constructed response
7=Observation
8=Examples of student work
9=Individual hands-on performance tasks
10=Group hands-on performance tasks
11=Projects, exhibitions, or demonstrations
12=Computer administered items
13=Gridded
14=Other

Assess. Admin.
1=All students take common test
2=Multiple forms with common items (anchor)
3=Multiple forms with no common items

3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

revised

☐ Yes ☐ No ☐ Not Applicable

A. If Yes, which of the following best characterizes the use of calculators on the assessments used in this component?

☐ Calculators were supplied by student.

☐ Calculators were supplied by school

☐ Calculators were supplied with the test materials and were collected afterwards.

B. If Yes, what kind of calculators were allowed?

☐ Graphic calculators

☐ Scientific calculators

☐ Four function calculators

C. Were there any sections of the test that students were not permitted to use the calculator?

☐ Yes ☐ No

D. Were there any items on the assessment that are "calculator-dependent" (that is, very difficult or impossible to answer without a calculator)?

☐ Yes ☐ No

3.1.11 Were any manipulatives (e.g. math tiles, protractors paper rulers) provided to students on any subjects assessed in this component?

☐ Yes ☐ No ☐ Not Applicable

If Yes, which manipulatives were provided?

_____

3.1.12 Were any reference materials (e.g. reference sheets, dictionaries, word lists) provided?

new

☐ Yes ☐ No ☐Not Applicable

If Yes, which reference materials were provided?_____

3.1.13 Was this component produced by or developed with the assistance of external contractors?
(formerly 3.1.12)

☐ Yes ☐ No

If Yes, what kind of assessments are they and what is the assessment name(s) and contractor?

☐ Off-the-shelf (Please specify) _____

☐ Customized off-the-shelf (Please specify) _____

☐ Built from commercial item banks (Name)
_____

☐ Custom developed _____

External Contractor _____

SEA Contract Manager _____

3.1.14 Was this component scored with the assistance of external contractors?
new

☐ Yes ☐ No

External Contractor _____

3.1.15 In what way were teachers involved in the development and/or scoring of this component? Check all that apply.
new

☐ Teachers developed items.
☐ Teachers edited items.
☐ Teachers piloted items.
☐ Teachers helped to select items.
☐ Teachers scored items.

SECTION 2 ASSESSMENT PURPOSES

3.2.1 Were assessment results from this component used for **instructional** purposes?

☐ Yes ☐ No

If Yes, check each purpose and briefly describe who uses the results and how they were applied:

- ☐ Student diagnosis _____
- ☐ Student placement _____
- ☐ Individual student instructional planning _____
- ☐ Improvement of instruction for groups of students _____
- ☐ Curriculum planning at the school/district level _____
- ☐ Program evaluation (e.g., Title I) _____
- ☐ Identification of students at risk _____
- ☐ Professional development _____
- ☐ Other (Please specify:) _____

3.2.2 Were assessment results from this component used for **student accountability** purposes?

☐ Yes ☐ No

If Yes, check each purpose and briefly describe who uses the results and how they were applied:

- ☐ Student non-monetary awards/ recognition (e.g., certificates) _____
- ☐ Student financial awards or scholarships _____
- ☐ Student promotion/retention _____
- ☐ Honors high school diploma _____
- ☐ Endorsed high school diploma _____
- ☐ High school graduation (exit requirement) _____
- ☐ Certificate of mastery _____
- ☐ Required remediation _____
- ☐ Other (Please specify:) _____

3.2.3 Were assessment results from this component used for **school accountability** purposes (affecting all people in school building)?

☐ Yes ☐ No

If Yes, check each purpose and briefly describe who uses the results and how they were applied:

- ☐ School non-monetary awards/ recognition (e.g., certificates) _____
- ☐ School monetary awards _____
- ☐ Exempt school from regulations _____
- ☐ School accreditation _____
- ☐ School performance reporting (e.g., school report cards) _____
- ☐ High school skills guarantee _____
- ☐ School improvement plans _____
- ☐ Provide additional assistance to schools (e.g., Title I) _____

- ☐ Provide additional financial resources to low-performing schools _____
- ☐ Give warnings to schools _____
- ☐ Put schools on probation/watch lists _____
- ☐ School monetary penalties _____
- ☐ Take over schools _____
- ☐ Dissolve schools _____
- ☐ Other (Please specify:) _____

3.2.4 Were assessment results from this component used for **staff accountability** purposes (affecting individual staff)?

☐ Yes ☐ No

If Yes, check each purpose and briefly describe who uses the results and how they were applied:

- ☐ Staff non-monetary awards/ recognition (e.g., certificates) _____
- ☐ Staff monetary awards (e.g., one-time bonuses) _____
- ☐ Staff salary increases (i.e., merit pay) _____
- ☐ Staff monetary penalties _____
- ☐ Staff evaluation or certification _____
- ☐ Staff dismissal _____
- ☐ Other (Please specify:) _____

SECTION 3 STANDARDS

3.3.1 The relationship of this assessment to state content standards is best described as:
new

- ☐ No relationship to content standards.
- ☐ Addresses all content standards.
- ☐ Addresses a subset of content standards.
- ☐ Based on a separate set of standards that has been developed for this component.
- ☐ Other (Specify:) _____

3.3.2 Have student or school performance standards been set for this component?
(formerly 3.3.1)

Student	☐ Yes	☐ No
School	☐ Yes	☐ No

If Yes, what procedures did you state use to set performance standards for this component?

_____

_____

_____

3.3.3 Are there plans to change, review, or validate the performance standards set for this assessment component?

☐ Yes ☐ No

If Yes, how do you plan to change, review, or validate the performance standards?

_____

_____

_____

3.3.4 What levels of student performance have been set for this assessment component? Indicate the subject(s), grade(s) names, and brief definition for each level. Please copy this page if more space is necessary.

Subject(s) _____

Grade(s) _____

Level _____ Description _____

Level _____ Description _____

Level _____ Description _____

Level _____ Description _____

Level _____ Description _____

Subject(s) _____

Grade(s) _____

Level _____ Description _____

Level _____ Description _____

Level _____ Description _____

Level _____ Description _____

Level _____ Description _____

Subject(s) _____

Grade(s) _____

Level _____ Description _____

Level _____ Description _____

Level _____ Description _____

Level _____ Description _____

Level _____ Description _____

3.3.5 Circle the level of student performance above that corresponds to the lowest level of acceptable performance.
revised

3.3.6 What levels of school performance have been set for this assessment component? Indicate the names and definitions.

Level _____ Description _____

Level _____ Description _____

Level _____ Description _____

Level _____ Description _____

Level _____ Description _____

3.3.7 Circle the level of school performance that corresponds to the lowest of minimum level of acceptable performance?

What percentage of schools are at or above this level?

_____

SECTION 4 STUDENTS WITH DISABILITIES (STUDENTS WITH AN IEP OR SECTION 504 PLAN) - EXEMPTIONS AND ACCOMMODATIONS

3.4.1 *revised* Are LEAs allowed to **exempt** students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

☐ Yes ☐ No

A. If Yes, mark the exemption criteria and whether the criteria are state- or locally-developed:

Criteria	State	Local
Type or severity of disability	☐	☐
Time spent in special education settings or programs	☐	☐
Alignment of student's instructional goals and test content	☐	☐
Coursework completed in regular education settings	☐	☐
Special Ed. students not part of norming sample	☐	☐
Other (please specify): _____	☐	☐

B. If Yes, who makes the decision?

☐ IEP Committee
☐ Parents alone
☐ Other (Please specify):
_____

3.4.2 *new* Has the number of special education exemptions over the past 2-3 years:

☐ Increased
☐ Decreased
☐ Stayed the same

3.4.3 *new* What has led to this change? Check all that apply:

☐ Parent request
☐ Educator request
☐ Public pressure
☐ Legislative or state board action
☐ Other _____

3.4.4 *(formerly 3.4.2)* Does the state permit LEAs to offer **accommodations** to students with disabilities (with an IEP or Section 504 Plan) on the assessments used in this component?

☐ Yes ☐ No

A. If Yes, what is the nature of the state accommodations policies?
☐ Very specific
☐ General guidelines
☐ Other _____

B. If Yes, what kind of accommodations are allowed? Check all that apply.

Presentation Format
☐ Oral reading of questions
☐ Braille edition
☐ Use of magnifying glass
☐ Large-print editions
☐ Oral reading of directions
☐ Explanation of directions
☐ Signing of directions
☐ Audiotaped directions or questions
☐ Repeating of directions
☐ Interpretation of directions
☐ Templates to reduce visual field
☐ Short segment testing booklets
☐ Other (Please specify) _____

Response Format
☐ Mark responses in booklet
☐ Use template for recording answers
☐ Point to response
☐ Use sign language
☐ Use typewriter/computer/word processor
☐ Use of Braille writer
☐ Use of scribe
☐ Answers recorded on audiotape
☐ Other (Please specify): _____

Setting
☐ Alone, in a study carrel
☐ Individual administration
☐ In small groups
☐ At home, with appropriate supervision
☐ In special education classes
☐ Separate room
☐ Other (Please specify): _____

Timing/Scheduling
☐ Extended testing time (same day)
☐ More breaks
☐ Extending sessions over multiple days
☐ Altered time of day that test is administered
☐ Other (Please specify:) _____

Other Accommodations
☐ Out-of-level testing
☐ Use of word lists/dictionaries
☐ Use of spell checkers
☐ Other (Please specify): _____

3.4.5 (formerly 3.4.3) Were **alternate assessments** (assessments that replace the regular ones) available for students with disabilities for whom the regular assessment, even with accommodations, was not appropriate?

☐ Yes ☐ No

If Yes, please describe

_____

_____

3.4.6 new What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for students with disabilities?

_____

_____

3.4.7 new Were scores from **accommodated** students with disabilities (those who took the regular assessment with accommodations) reported for the assessments used in this component?

☐ Yes ☐ No

If Yes, how were those scores reported?

☐ Reported to teacher and parents only.
☐ Included in summary reports in aggregate.
☐ Included in summary reports but disaggregated.
☐ Included in summary reports in aggregate, but also disaggregated in a separate section.

3.4.8 new Were scores from students with disabilities who took an **alternate** assessment reported for the assessment used in this component?

☐ Yes ☐ No

If Yes, how were those scores reported?

☐ Reported to teacher and parents only.
☐ Included in summary reports in aggregate.
☐ Included in summary reports but disaggregated.
☐ Included in summary reports in aggregate, but also disaggregated in a separate section.

SECTION 5 LEP STUDENTS - EXEMPTIONS AND ACCOMMODATIONS

3.5.1 Are LEAs allowed to **exempt** LEP students from the assessments in this component?
revised

☐ Yes ☐ No

A. If Yes, mark the exemption criteria and whether the criteria are state- or locally-developed:

Criteria	State	Local
Time in U.S.	☐	☐
Time in ESL Program	☐	☐
Formal assessment of English proficiency	☐	☐
Informal assessment of English proficiency	☐	☐
Formal oral language proficiency	☐	☐
Informal oral language proficiency	☐	☐
Other (Please specify):	☐	☐

B. If Yes, who makes the decision?

☐ Local Committee (Specify types of members:)

_____

☐ School or district officials (Specify:)

_____

☐ Parents alone
☐ Other (Please specify:)

_____

3.5.2 Were LEP students allowed **deferrals** (i.e., postponing the time when a test must be taken)?
new

☐ Yes ☐ No

If Yes, what was the longest time one could have been granted?
☐ Less than one year
☐ One year
☐ Two years
☐ Three years
☐ More than three years

3.5.3 Has the number of LEP exemptions over the past 2-3 years:
new

☐ Increased
☐ Decreased
☐ Stayed the same

3.5.4 What has led to this change? Check all that apply:
new

☐ Parent request
☐ Educator request

☐ Public pressure
☐ Legislative or state board action
☐ Other _____

3.5.5 Does the state permit LEAs to offer **accommodations** to LEP students on the assessments used for this component?

☐ Yes ☐ No

A. If Yes, what is the nature of the state accommodations policies?
☐ Very specific
☐ General guidelines
☐ Other _____

B. If Yes, what kind?

Presentation Format
☐ Explanation of directions
☐ Oral reading of questions in English
☐ Oral reading of questions in the native language
☐ Person familiar to student administers the test
☐ Translation of directions
☐ Translation of test into native language
What languages? _____
☐ Bilingual version of test (English and native language)
☐ Other (Please specify:) _____

Response Format
☐ Allow student to respond in native language
☐ Allow students to respond in both native language and English
☐ Other (Please specify:) _____

Setting
☐ Alone, in study carrel
☐ Administer test in separate room
☐ With small groups
☐ Other (Please specify:) _____

Timing/Scheduling
☐ Extended testing time (same day)
☐ More breaks
☐ Extending sessions over multiple days
☐ Other (Please specify:) _____

Other Accommodations
☐ Out-of-level testing
☐ Use of word lists/dictionaries
☐ Use of technology
☐ Other (Please specify:) _____

3.5.6 *(formerly 3.5.3)* Were **alternate** assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

☐ Yes ☐ No

If Yes, please describe _____

_____

3.5.7 *new* What initiatives (policy, standards, assessments, or research) are under way to develop alternate assessments for LEP students?

_____

_____

3.5.8 *new* Were scores from **accommodated** LEP students (those who took the regular assessments with accommodations) reported for the assessments used in this component?

☐ Yes ☐ No

If Yes, how were those scores reported?

☐ Reported to teacher and parents only.
☐ Included in summary reports in aggregate.
☐ Included in summary reports but disaggregated.
☐ Included in summary reports in aggregate, but also disaggregated in a separate section.

3.5.9 *new* Were scores from LEP students who took **alternate** assessments reported for the assessments used in this component?

☐ Yes ☐ No

If Yes, how were those scores reported?

☐ Reported to teacher and parents only.
☐ Included in summary reports in aggregate.
☐ Included in summary reports but disaggregated.
☐ Included in summary reports in aggregate, but also disaggregated in a separate section.

SECTION 6 ASSESSMENT REPORTING

3.6.1 Were scores from this assessment reported with reference to norms?

☐ Yes ☐ No

If Yes, what norms were used to report the scores? Check all that apply.

☐ International
☐ National
☐ State
☐ Regional
☐ Local
☐ Categorical type (e.g., urban)
☐ Other (Please specify:) _____

3.6.2 Were the assessments reported in this component related to NAEP in any of the following ways? Check all that apply

☐ State results compared to NAEP results
(e.g., the percent passing each test).
☐ State test results were statistically linked to the NAEP results.
☐ State tests were statistically linked to the NAEP scales.
☐ State tests/results were not linked to NAEP.

3.6.3 *revised* According to state policy, at which of the following levels are assessment results summarized and who receives these results? Check all that apply

	Intended Recipients of Reports				
Levels at which results are reported	**Parent**	**Teacher**	**School Buildin**	**School District**	**State (for reporting purposes)**
Individual Student					
Classroom Summary					
Grade Summary					
School Summary					
District Summary					
State Summary					

3.6.4 Is it state policy to report individual student results to parents in languages other than English?
(formerly 3.6.5)

☐ Yes ☐ No

If Yes, in what other languages do you report individual student results to parents?

_____

3.6.5 How are the data produced by the assessments used in this component disaggregated for reporting and who receives these reports? Check all that apply.
(formerly 3.6.4)

	Intended Recipients of Reports			
Types of Disaggregation	**Parent**	**School**	**District**	**SEA**
Gender				
Race				
Free/Reduced Lunch				
Title I Eligible				
Parent Education				
Students with IEP				
LEP Status				
Migrant Status				

Glossary of Terms for Use in Completing the Annual Survey

Academic content standards See content standards.

Adequate Yearly Progress The level of satisfactory progress defined by the state for local school districts and schools for the assessment(s) used in the state's IASA Title I assessment and evaluation plan. Schools failing to meet this level of improvement are selected for state "improvement" activities.

Alternate assessment (special education or LEP) An assessment procedure that is developed for use with students with disabilities (students with an IEP or Section 504 Plan) or LEP students who cannot take part in a regular assessment, even with accommodations

Assessment frameworks See content standards

Cloze procedure A kind of assessment item that uses any of a variety of fill-in-the-blank procedures where the blank is embedded in a textual context.

Component A set of assessments that are of a similar format and/or is used for the same purpose. Part 3 of the survey describes a state's assessment program at the component level.

Computer-adaptive assessment Any assessment that requires the student to respond to the assessment items or tasks with the aid of a computer with software that selects the next problem or task based on the student's prior responses.

Constructed response Any prompt that requires the student to produce a written response. Can be short constructed response or extended written response depending on the specified length of the answer.

Content standards Statements of what students should know and be able to do in specific subjects or across several subjects. These are called different names: academic content standards, assessment frameworks, learner standards.

Criterion-referenced test An assessment on which the student's performance is compared to a standard or an objective, and the score indicates the extent to which the student achieved the standard or set of objectives.

Curriculum frameworks One mechanism for linking learner standards or content standards and state goals. These frameworks provide sufficient guidance to curriculum developers and teachers to ensure that curriculum and instruction drive towards the state goals while assuring that content standards are met.

Demonstration A complex task over time that requires the demonstration of the mastery of a variety of desired standards, each with its own performance criteria.

Exhibition A complex task over time that requires the demonstration of the mastery of a variety of desired standards, each with its own performance criteria.

Extended response See constructed response.

FTE Full-time equivalent or the equivalent number of full-time persons.

Final IASA Title I assessment plan The final plan to assess student and school performance required of the Improving America's School Act (IASA) Title I that states must submit and have in place by the 2000-2001 school year.

Gridded response item An item where a student grids in a response into a numeric grid so that the response can be machine scored.

Hands-on performance assessment (individual or group) Any assessment that requires students to perform (in a way that can be observed) an assessment task by themselves or in a group. For example, students may be asked to conduct a laboratory experiment or carry out a community service project and write up the results. The difference between a hands-on performance assessment and an extended-response prompt is that the quality of the performance of the laboratory experiment or community service project is being assessed, rather than the quality of the writing.

Interview An assessment technique where the student responds verbally to questions posed by an assessor.

LEA Local education agency or local school district

Learner standards See content standards

Multiple-choice item A test item in which students are given several choices and are asked to pick one correct response.

Multiple-choice, multiple-correct item A multiple-choice item with more than one correct response.

Multiple-choice item, with student explanation A test item in which students are given several choices and are asked to pick one correct response, followed by a constructed-response item in which students provide a rationale or explanation for the answer they chose.

Non-traditional test item Any assessment activity other than a multiple-choice from which a student selects one correct answer. These items or performances are often scored or rated using an agreed-upon set of criteria that may take the form of a scoring guide, a scoring rubric, or a comparison to benchmark papers or performances.

Norm-referenced test A test on which a student's score is compared to the performance of a norm group, and the score indicates the proportion of students in the norm group that the student out-scored.

Performance assessment Any assessment item in which students produce an answer, rather than select one.

Performance standards A set of statements about how well students need to be able to perform on a set of content standards and/or assessment in order to meet pre-defined specified levels of expected performance.

Portfolio An accumulation of a student's work over time that demonstrates the student's best performance, typical performance, and/or growth in performance.

Project A complex task over time that requires the demonstration of the mastery of a variety of desired standards, each with its own performance criteria.

SEA State education agency

Short answer See constructed response.

State goals Statements that specify desired or valued expectations for students, schools, or school systems. They do not say what students should know or what schools should do. They do detail the end-points of the educational enterprise. An example would be: All people of this state will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

Student expectations Statements that specify what students should know or be able to do. When set by states, these statements tend to be general and less concrete.

Transitional Title I Assessment Plan The IASA Title I assessment and evaluation plan that states may use between 1995-96 and 2000-2001 (or earlier) school years to assess the impact of IASA Title I programs on students on an interim basis prior to completion of their final assessment and evaluation plan.

STATE STUDENT ASSESSMENT PROGRAMS ANNUAL SURVEY

Symbols in each cell indicate at least one component where:

- A All students are tested
- V Inclusion is voluntary for students, schools or districts
- S Students are sampled
- Y Purpose is checked for at least one component
- L Assessments are locally determined

State	Number of Components	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Other Language Arts	Reading	Writing	Mathematics	Science	Social Studies	Career/Voc. Ed
AK	2	-	-	-	-	A	A	-	A	A	-	A	A	-	A	A	-	A	-	-	-
AL	4	-	-	-	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	-
AR	2	-	-	-	-	A	A	-	A	-	-	A	-	-	A	A	A	A	A	A	-
AZ	1	-	-	-	A	A	A	A	A	A	A	A	A	A	A	A	-	A	-	-	-
CA	4	-	-	A, V	A, V	A, V	A, V	A, V	A, V	A, V	A, V	A, V	A, V	A, V	A	A, V	A, V	A, V	A, V	A, V	V
CO	1	-	-	-	A	A	-	-	-	-	-	-	-	-	-	A	A	-	-	-	-
CT	2	-	-	-	-	A	-	A	-	A	-	A	-	-	A	A	A	A	A	-	-
DE	5	-	-	-	A	-	A	-	-	A	-	A	-	-	-	A	A	A	-	-	-
DoD	2	-	-	-	A	A	A	A	A	A	A	A	A	-	A	A	A	A	A	A	-
FL	2	-	-	-	-	A	-	-	-	A	-	A	A	-	-	A	A	A	-	-	-
GA	4	A	-	-	A	-	A	-	-	A	-	-	A	-	A	A	A	A	A	A	-
HI	3	-	-	-	A	-	-	A	-	A	-	A	A	A	A	A	A	A	-	A	A
IA	1	-	-	-	-	A	-	-	-	A	-	-	A	-	-	A	A	A	A	A	-
ID	3	-	-	-	A	A	A	A	A	A	A	A	A	-	A	A	A	A	A	A	-
IL	1	-	-	-	A	A	-	A	A	A	-	A	A	-	-	A	A	A	A	A	-
IN	1	-	-	-	A	-	-	A	-	A	-	A	-	-	A	A	-	A	-	-	-
KS	1	-	-	-	A	A	A	-	A	A	-	A	-	-	-	A	A	A	-	-	-
KY	4	-	-	-	A	A	A	A	A	A	A	-	A	A	-	A	A	A	A	A	A
LA	3	-	-	-	A	A	A	A	A	A	A	A	A	-	-	A	A	A	A	A	-
MA	2	-	-	-	A	A	-	-	-	A	-	A	-	-	A	A	A	A	A	-	-
MD	3	-	-	-	A	-	A	-	-	A	-	-	-	-	A	A	A	A	A	A	-
ME	1	-	-	-	-	A	-	-	-	A	-	-	A	-	-	A	A	A	A	A	-
MI	3	-	-	-	-	A	A	-	A	A	-	-	A	-	-	A	A	A	A	-	-
MN	1	-	-	-	A	-	A	-	-	-	-	-	-	-	-	A	A	A	-	-	-
MO	1	-	-	-	A	A	-	-	A	A	-	A	A	-	A	A	A	A	A	-	-
MS	3	-	-	-	-	A	A	A	A	A	A	-	A	-	A	A	A	A	A	-	-
MT	1	-	-	-	-	A	-	-	-	A	-	-	A	-	A	A	-	A	A	A	-
NC	4	-	-	-	A	A	A	A	A	A	A	A	A	-	-	A	A	A	-	-	-
ND	1	-	-	-	-	A	-	A	-	A	-	A	-	-	A	A	-	A	A	A	-
NE	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NH	1	-	-	-	A	-	-	A	-	-	-	A	-	-	A	A	A	A	A	A	-
NJ	2	-	-	-	-	-	-	-	-	A	-	-	A	-	-	A	A	A	-	-	-
NM	4	-	L	L	-	A	-	A	-	A	-	A	-	-	A	A	A	A	A	A	-
NV	3	-	-	-	-	A	-	-	-	A	-	A	A	A	A	A	A	A	A	-	-
NY	7	-	-	-	A	A	A	A	-	A	A	A	A	-	A	A	A	A	A	A	A
OH	4	-	-	-	-	A	-	A	-	A	A	A	A	A	-	A	A	A	A	A	-
OK	2	-	-	-	A	-	A	-	A	A	-	-	A	-	A	A	A	A	A	A	-
OR	1	-	-	-	A	-	A	-	-	A	-	A	-	-	-	A	A	A	-	-	-
PA	1	-	-	-	-	-	A	A	-	A	A	-	A	-	-	A	V	A	-	-	-
PR	1	-	-	-	A	-	-	A	-	-	A	-	A	-	-	A	A	A	A	A	-
RI	4	-	-	-	A	A	A	-	A	A	A	A	-	-	-	A	A	A	-	-	-
SC	2	-	-	-	A	A	A	A	A	A	A	A	A	-	A	A	A	A	A	-	-
SD	1	-	-	-	-	A	-	-	-	A	-	-	A	-	A	A	A	A	A	A	-
TN	4	-	-	-	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	-
TX	1	-	-	-	A	A	A	A	A	A	-	A	A	A	A	A	A	A	A	A	-
UT	3	-	A, V	A, V	A, V	A, V	A, V	A, V	-	A, V	-	-	A, V	-	A, V	A, V	A	A, V	A, V	A, V	-
VA	3	-	-	-	A	-	A	A	A	A	A	A	A	A	A	A	A	A	A	-	-
VI	1	-	-	-	A	-	A	A	-	A	-	-	A	-	A	A	-	A	A	A	-
VT	2	-	-	A	-	A	-	A	-	A	-	A	A	-	-	A	A	A	A	-	-
WA	3	-	-	S	-	A	-	-	A, V	A	-	-	A	-	A, V	A, V	A, V	A, V	-	-	-
WI	2	-	-	-	A	A	-	-	-	A	-	A	-	-	A	A	A	A	A	A	-
WV	4	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
WY	1	-	-	-	-	-	-	-	-	-	S	S	S	S	-	-	-	-	-	-	S
Totals	124	2	3	6	33	37	29	28	23	46	19	34	37	12	32	51	45	50	36	28	6

SUMMARY TABLE

Norm-referenced test	Criterion-referenced test	Written Assessment	Performance Assessment	Multiple-choice Items	Short Constructed Response	Extended Constructed Response	Performance Tasks	Example of Student Work	Student Diagnosis Or Placement	Improvement of Instruction	Program Evaluation	Student Promotion	Honors Diploma	Endorsed Diploma	High School Exit Requirement	School Awards or Recognition	School Performance Reporting	High School Skills Guarantee	School Accreditation	States
A	-	-	-	A	-	-	-	-	Y	Y	-	-	-	-	-	-	Y	-	-	AK
A	A	A	A	A	-	A	A	-	Y	Y	Y	-	-	-	Y	-	Y	-	-	AL
A	A	-	-	A	A	A	-	-	Y	Y	Y	-	-	-	-	-	Y	-	-	AR
A	-	-	-	A	-	-	-	-	-	Y	Y	-	-	-	-	-	Y	-	-	AZ
A	V	-	-	A, V	A, V	A, V	A, V	-	-	-	-	-	-	-	-	-	-	-	-	CA
A	A	A	-	A	-	-	-	A	-	Y	Y	-	-	-	-	-	-	-	-	CO
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A	A	A	-	A	A	A	-	-	Y	Y	-	-	-	-	-	-	-	-	-	DE
A	-	A	-	A	A	A	-	-	-	Y	Y	-	-	-	-	-	Y	-	-	DoD
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-	A	A	-	A	-	A	-	-	Y	Y	Y	-	-	-	-	-	Y	-	Y	KS
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-	A	A	-	A	A	A	A	-	Y	Y	Y	-	-	-	-	-	Y	-	Y	MI
-	A	A	-	A	A	A	-	-	-	-	Y	-	-	-	-	-	-	-	-	MN
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-	A	A	-	A	A	A	A	-	-	Y	Y	Y	Y	Y	Y	-	Y	-	-	NY
-	A	A	-	A	A	A	-	-	-	Y	Y	-	Y	-	Y	Y	Y	-	-	OH
A	A	-	A	A	-	A	-	-	Y	Y	Y	Y	-	-	-	-	Y	-	-	OK
-	A	A	A	A	-	A	-	-	-	Y	Y	-	-	-	-	-	Y	-	-	OR
A	-	V	A	A	-	A, V	-	-	-	-	-	-	-	-	-	-	-	-	-	PA
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A	A	A	-	A	-	A	-	-	Y	Y	Y	Y	-	-	Y	Y	Y	Y	-	SC
A	-	A	-	A	-	A	-	-	Y	Y	Y	-	-	-	-	-	-	-	-	SD
A	A	-	A	A	-	A	-	-	Y	Y	Y	-	-	-	Y	Y	Y	-	-	TN
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A	A	A	-	A	-	A	-	-	Y	Y	Y	Y	-	-	Y	-	Y	-	-	VA
A	-	-	-	A	-	A	-	-	Y	Y	-	-	-	-	-	Y	-	-	-	VI
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A	A	A	-	A	A	A	-	-	Y	-	Y	-	-	-	-	-	Y	-	-	WI
A	A	A	-	A	-	A	-	-	Y	Y	Y	-	-	Y	-	-	Y	Y	Y	WV
-	-	-	S	-	-	-	-	S	-	Y	Y	-	-	-	-	-	Y	-	-	WY
36	39	35	18	50	24	42	10	6	33	45	43	8	4	4	18	12	37	2	9	

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Question 1.1 **Briefly describe the overall state assessment program as it existed in 1997-98.**

State	Response
AK	By state law. All grade 4, 8, and 11 students are assessed using a norm-referenced test in the areas of reading, language arts and math. The CAT 5 was used for the first time in 1995-96. Data for the state and district is reported annually in the "Report Cards to the Public," which reports the percentage of students scoring in the upper and lower quartiles.
AL	Students in grades 3-12 are tested with a variety of assessments. Norm-referenced assessments are given for comparative data to show the state's relative position in the nation. Criterion-referenced assessments are given to determine the strengths and weaknesses of students and to improve instruction and curriculum. Kindergarten - Alabama Kindergarten Assessment (LEA option); Grades 3-11 - Stanford Achievement Test, 9th edition, and the Otis-Lennon School Ability Test; Grades 5 and 7 - Alabama Direct Assessment of Writing. Grades 7-12 End-of-Course Geometry Test; Grades 11-12 - Alabama High School Basic Skills Exit Exam.
AR	Last year all students in grades 5, 7, and 10 took state-adopted, norm-referenced test (Stanford 9). Testing scores were reported by district on state report card. In the evolving criterion referenced testing program, students in grade 4 took the pilot of the Primary Benchmark Examination. Also a pool of items for the Middle Level Benchmark Exam (grade 8) were field tested.
AZ	1997-98 was a year of transition for the Arizona Student Achievement Program. Work had begun on the development of Arizona's Instrument to Measure Standards, and state-required district assessment of the State Academic Standards continued. Arizona's sole standardized large scale achievement measure in 1997-98 was the Stanford Achievement Test, 9th Edition. Arizona administered the Stanford 9 to all students in grades 3-12 with the purpose of providing parents, teachers, district and state policy makers information on the relative performance of Arizona students and schools to a nationally representative sample of students. All large scale assessment conducted in Arizona is required by law, Title 15-741, and can be viewed at www.azleg.state.az.us via the Internet.
CA	In 1997-98 there were three components to the CA state testing program: the Standardized Testing and Reporting program; the Golden State Examination program; and ACE, Assessments in Career Education. In addition California requires that schools administer a designated physical fitness test each year to students in grades 5, 7, and 9. The STAR program requires that all students in grades 2-11 be tested with a single standardized norm-referenced test designated by the State Board of Education. The SBE designated the Stanford Achievement Test, Ninth Edition, Form T (SAT9). Students in grades 2-8 must be tested in reading, spelling, written expression, and mathematics. Students in grades 9-11 are tested in reading, written expression, mathematics, science, and history/social science. The only students not tested are those whose individual educational plans (IEPs) specifically exempt them from testing. The individual results for each student were mailed to the parent or guardian of the student. School, district, county, and state level reports were provided to each district for that district, to each county for that county, and to the state, except that school level reports are provided on paper only to the school district. All group level reports (school and higher) are reported on the CDE Web site under STAR Results. Copies of relevant laws and regulations are attached; they may also be accessed through cde.ca.gov. In addition to the STAR program, the GSE program was implemented for the 10th or 11th year. There are Golden State Exams in 13 areas: algebra; geometry; high school mathematics; biology; chemistry; coordinated science; US history; economics; government/civics; written composition; and reading/literature. The GSEs are honors examinations available to students as end of course exams except for high school mathematics, written composition; and reading/lang. literature. In 1997-98, students in grades 8-12 took (unspecified) Golden State exams. Students who receive a score of "recognition" or higher on six of the exams in specified areas are eligible to receive the Golden State Seal Merit Diploma. Students receiving a score of recognition, honors, or high honors on any test receive a seal on their diplomas for each exam.

Question 1.1 **Briefly describe the overall state assessment program as it existed in 1997-98.**

State	Response
CO	The 1997-98 Colorado Student Assessment Program (CSAP) assessed fourth-grade students in reading and writing. These assessment were developed to assess student performance on the Colorado Model Content Standards for reading and writing. Third grade students were assessed in reading comprehension. This assessment was designed to assess reading comprehension as required by the Colorado Basic Literacy Act and the associated rules. The assessment included all students including those with disabilities. There was a Spanish version of the CSAP. This assessment was developed using culturally appropriate reading passages and writing prompts. The assessments were Spanish based and included both constructed-response and selected-response items. The primary use is for accountability and school improvement.
CT	Connecticut tests its fourth, sixth and eighth-grade public school students on the Connecticut Mastery Test (CMT) and its grade 10 public school students on the Connecticut Academic Performance Test (CAPT). The CMT is a criterion-referenced test given each fall since 1985 in the areas of mathematics and language arts, included reading and writing. The CMT includes open-ended, multiple-choice, grid-in and performance items. The CAPT is a criterion referenced test given each spring since 1994. It is administered to all grade 10 students and voluntarily to students in grades 11 and 12 who do not meet state goals. The areas tested include mathematics, language arts, science and an interdisciplinary test. It is primarily performance assessment with some traditional item format. A certification of mastery is awarded to each student indicating each section of the test where the state goal is achieved.
DE	The Delaware Student Testing Program (DSTP) has its roots in the education reform efforts that began in Delaware in the early 1990's. In June 1995, that effort resulted in the adoption of rigorous content standards for English language arts, mathematics, science, and social studies. Immediately, Delaware educators began developing what would become the DSTP, a new assessment program designed to provide technically sound information about how well students are performing relative to Delaware content standards and national norms and to serve as a primary indicator for the Delaware Education Accountability System. In 1997, Harcourt Brace Educational Measurement was awarded a three-year contract to assist with the development and administration of the DSTP. The reading and mathematics components contain multiple choice, short answer and extended response items. To show that reading and writing are integrally connected, the DSTP at each grade level includes a text-based item that is scored for both reading and writing. In addition, the writing portion of the DSTP asks students to write an essay in response to a prompt, giving them time to write a first draft and rewrite that draft. The DSTP items come from two sources. (1) The DSTP includes abbreviated versions of the reading comprehension and the mathematical problem solving subtests from The Stanford Achievement Series, 9th edition (SAT9), which measure how Delaware students compare to a national group of test-takers in reading and mathematics. (2) Items specifically designed to measure progress toward Delaware content standards in English language arts and mathematics were created and field tested by Delaware educators, parents, and community representatives. The DSTP produces Standards-Based Scores for Delaware's reading, mathematics, and writing standards and produces National Percentile Rankings for reading and mathematics. In the spring of 1998, students in grades 3, 5, 8, and 10 were assessed in reading, writing, and mathematics. Science and social studies will be added in the year 2000.
DoDEA	DoDEA is comprised of the DoDDS (Overseas) schools and the DDESS (Domestic) schools. In SY 1997-98, DoDEA administered two systemwide assessments: CTB TerraNova for grades 3-11 for both DoDDS and DDESS. The DoDEA Writing Assessment (Grades 5, 8 ,10) included DoDDS students only. In SY 1998-99, DDESS schools began to participate in the DoDEA Writing Assessment (Grades 5, 8, 10). CTB TerraNova is a norm-referenced assessment for reading, language arts, math, science and social studies. The DoDEA Writing Assessment was designed by DoDEA and has been used in all the DoDDS schools since 1990.

Question 1.1 **Briefly describe the overall state assessment program as it existed in 1997-98.**

State	Response
FL	High School Competency Test (HSCT): Students in Florida's public schools are required to pass the High School Competency Test (HSCT) in order to receive a standard diploma. The HSCT is a test of the application of basic skills in reading and mathematics in everyday life situations and is first administered to regular high school students in the 11th grade. The HSCT may be taken up to five times during the 11th and 12th grades. Students may retake the HSCT during an additional year of high school or as an adult as many times as is necessary. An updated version of the HSCT was administered for the first time in October 1994. During the October 1997 administration, 107,657 grade 11 students took the mathematics section and 107,263 grade 11 students were tested on the communications section of the HSCT. Results of the HSCT are reported using an equated score scale; a minimum scale score of 700 is required for passing each of two sections of the HSCT. In addition to certifying that individual students have achieved the basic skills measured by the test, the test results for grade 11 students are used for school-level accountability purposes. The test results also provide students, teachers, and counselors with a skill achievement record of all students taking the HSCT; the most important use of these data is to identify specific skill areas in which students may require additional instruction. Legislative mandate authorized creation of this assessment. Florida Writing Assessment Program: The Florida Writing Assessment requires a student to produce a piece of writing in response to an assigned topic stated in a prompt. The writing is then scored according to specific, predetermined criteria. Florida's writing assessment, as a direct measure of writing achievement, requires students to write independently for a variety of purposes (i.e., to explain, tell a story, to persuade) within a 45-minute time period. The writing assessment is intended to provide information about the writing achievement of students at individual, school, district, and state levels. In 1997-98, the writing assessment involved a census assessment in grades 4, 8, and 10. The spring 1998 assessment involved 150,600 grade 4 students, 139,810 grade 8 students, and 117,364 grade 10 students. Results from each assessment provide useful information to classroom teachers and school district administrators about students' writing achievement. Results for the assessment are also used for school-level accountability purposes. Legislative mandate authorized creation of this assessment.
GA	The full breadth of Georgia's testing program includes norm-referenced testing at grades three, five, and eight: performance-based writing assessments at grades three, five, eight, and eleven; the revised Georgia kindergarten Assessment Program (GKAP-R), the Georgia High School Graduation Tests at grades eleven and twelve; Criterion-Referenced Competency Tests (CRCT) (in development); and the National Assessment of Educational Progress at grades four, eight, and twelve.
HI	Hawaii Statewide Testing Program: NRT Stanford 8th Ed; Grade 3,6,8,10; Reading, Math, Language; Provides comparative national data CRT Hawaii State Test of Essential Competencies; Grades 10-12; Reading, Math, Writing, Social Studies, Health; Used for diploma certification CRT Credit by Examination; Grades 8-12; Algebra, Keyboarding, World Language; Alternative to receiving course credit
IA	Iowa does not have a mandated state assessment program. All districts must include student achievement goals in their plans and develop an assessment system to monitor progress toward those goals, but the selection of the instruments and the schedule of administration are determined locally. Approximately 99 percent of all districts participate in the Iowa Testing Program on a voluntary basis. The data from the Iowa Testing program is used for state reporting purposes. All districts are also expected to include all students in their district assessment.

Question 1.1 **Briefly describe the overall state assessment program as it existed in 1997-98.**

State	Response
ID	Idaho's current assessment program consists of a Direct Writing Assessment for grades 4, 8, and 11 and standardized testing for grades 3 through 8 using the Iowa Tests of Basic Skills (form K) and the Tests of Achievement and Proficiency for grade 9 - 11. Our testing program is mandated by the state board of education and the results are used for the improvement of curriculum and instruction throughout the state. We also have a mathematics assessment for grades 4 and 8.
IL	All students grades 3, 6, 8, and 10 are tested via the Illinois Goal Assessment Program (IGAP) in reading, mathematics, and writing. All students in grades 4, 7, and 11 are tested via IGAP in science and social science. Results are used for trend comparisons and comparisons to the criterion-referenced state standards. At the school level they are used for program evaluation and school improvement. They are used by the state for school designations and school recognition status. They are also used to hold schools and districts accountable for student achievement. In addition, the State board uses the yearly results and trends as a basis for state level policy making.
IN	All students in Grades 3, 6, 8, and 10 are assessed in English and mathematics, with the exception of students who do not receive instruction in the proficiencies being tested. The assessment includes a norm-referenced component, a criterion-referenced component, and a test of cognitive skills. The criterion-referenced component includes tests of basic skills and applied skills. The Grade 10 test is the graduation Qualifying Examination. Test results are used for school accreditation purposes; school performance reporting; generating remediation grants and performance incentive awards; informing parents about individual student performance; and informing the public and the media about school, school district, and state performance levels.
KS	In 1997-98 Kansas tested reading in grade 3, 7, and 10; writing in grades 5, 8, and 10; and mathematics in grades 4, 7, and 10. Due to a State Board of Education directive, performance assessment was eliminated from the reading and mathematics tests at the state level. Performance assessment will be required at the local level, with the exception of writing, which will continue to be tested at the state level. Curriculum standards are being rewritten. New assessments will be built based on those new standards. (Note: Science and social studies alternate with writing. Math and reading are tested yearly).
KY	The Kentucky Instructional Results Information System (KIRIS) assessment comprises three components: open-response, multiple choice, and portfolios in writing. All 4th, 5th, 7th, 8th, 11th, and 12th grade students participate in one or more content areas. An Alternate Portfolio is administered to students generally described as having moderate to severe mental disabilities. The program is administered as the cognitive component of a "high-stakes" school building and local school district accountability requirement. A national norms reference test (CTBS/5 Survey version) comprised of Reading, Language Arts, and Mathematics components is administered at grades end-of-primary, 6, and 9.
LA	In 1997-98, the Louisiana Educational Assessment Program (LEAP) consisted of a kindergarten readiness screening program used for instructional planning; criterion-referenced tests administered in grades 3, 5, and 7 in math and English language arts; a Graduation Exit Examination in English language arts, math, written composition, science, and social studies; and norm-referenced tests administered at grades 4, 6, 8, 9, 10, and 11. Test development continued for LEAP for the 21st Century, or LEAP 21, the state's new criterion-referenced tests which will be phased in beginning Spring 1999.

Question 1.1 **Briefly describe the overall state assessment program as it existed in 1997-98.**

State	Response
MA	1. Massachusetts Comprehensive Assessment System (MCAS), the state's new standards-based testing program, was implemented this year. In May 1998 students in grades 4, 8, and 10 took the MCAS tests in English Language Arts, Mathematics, and Science & Technology. History & Social Science test items were piloted. The ELA test includes reading and writing, although separate scores for these are not produced. The History & Social Science test includes civics, economics, and geography, although separate scores for these are not produced. MCAS measures the performance of students, schools, and districts on the academic learning standards contained in the Massachusetts Curriculum Frameworks, fulfilling requirements of the Education Reform Act of 1993. Results are reported based on four performance levels. This year's MCAS results are a baseline against which improvements in the future will be measured. 2. Grade 3 Reading Test (Iowa Test of Basic Skills) was administered to all grade 3 students for the second consecutive year. Individual student, school, district and state level results are reported. No specific uses of results were mandated.
MD	For students in grades 3, 5, and 8 the Maryland School Performance Assessment Program (MSPAP) uses criterion referenced performance assessments for school, district, and state level reporting. It assesses reading, writing, language usage, math, science, and social studies in Grades 3, 5, and 8. It is used for educational program accountability. For students in grades 2, 4, and 6, the Comprehensive Tests of Basic Skills (CTBS/5) in mathematics, reading comprehension, and language is administered every other year to at least a 250 sample of students in each district. It is used for state and district level reporting. It will be administered next in 1998-99. For student in grades 7 through 12, the multiple-choice Maryland Functional Tests are required for high school graduation. They are given in reading, mathematics, and citizenship. Both paper and pencil and computer-adaptive versions are available. They are criterion-referenced. For students in grades 7 through 12, the Maryland Writing Test is also a high school graduation requirement. Two writing samples are used, narrative and expository.
ME	The Maine Educational Assessment (MEA) is administered annually in grades 4, 8 and 11 and includes the following content areas: reading, writing, mathematics, science, social studies, arts and humanities, health (administered only grades 4 and 8) The MEA currently uses an extended, constructed response format in its sub-test at grades 4, 8 and 11. The MEA uses items common to all students in reading and mathematics with a single prompt for writing which produce individual student results. The MEA also uses matrix sampled items in reading, mathematics, science, social studies, arts and humanities, and health to produce school/district level results. The state law authorizing the MEA lists multiple purposes including producing information about student achievement of high academic standards, program evaluation information, and provision of parents with information about the achievement of their children. The MEA reports to schools/districts through comprehensive summary reports and to parents in a letter format which conveys their child's performance.
MI	The Michigan Educational Assessment Program (MEAP) assesses all 4th-, 7th-, and 11th-grade students in mathematics and reading, and all 5th-, 8th-, and 11th-grade students in science and writing. The tests are criterion-referenced and measure predetermined state goals and objectives. Components: Grade 4 and 7 reading and mathematics assessment; Grade 5 and 8 science and writing assessments; High School reading, writing, science, and mathematics for state endorsement.
MN	Minnesota began a statewide testing program in 1997-1998. This included the Minnesota Comprehensive Assessment in reading and math at grade 3, and reading, math and writing at grade 5. These assessments are designed to measure educational opportunities provided to students as they work on the Minnesota High Standards in their classrooms. At Grade 8, we continued to test in reading and math with the Basic Standards Tests, which are minimum competency literacy tests that students must meet before graduation.

Question 1.1 **Briefly describe the overall state assessment program as it existed in 1997-98.**

State	Response
MO	The 1997-98 school year marked a transition during which Missouri Assessment Program (MAP) assessments began to be phased in to replace Missouri mastery and Achievement tests MMATs. During 1997-98 the MMAT, a criterion-referenced , multiple-choice set of achievement tests based on Core Competencies and Key Skills, was no longer mandatory in enough districts to warrant description of it in this survey. The MAP is a multiple-model assessment program that uses selected-response, short constructed-response and extended constructed response items. In spring 1998, the mathematics assessment of the MAP was required of all districts while the science and communication arts assessments were available on a voluntary basis. In 1999 science and communication arts will become mandatory and social studies will be available on a voluntary basis.
MS	NRT and Performance Assessments, grades 4-9; secondary end of subject CRTs; basic skills CRT required for high school graduation; ACT WorkKeys and occupational skills assessments for vocational program completers in 24 program areas. Test results are used for purposes of accountability, program evaluation, and as a measure of student progress as recommended by the State Superintendent's Task Force on Accountability and Learning.
MT	All districts use standardized, norm-referenced tests for grades 4, 8, and 11 annually selected from a list of board-approved published tests. The NCE scores are summarized at the state level by grade, test, and subject (reading, language arts, math, science, social studies). Data for each school by grade, subject area, and stanine distribution is distributed to each district and available for public release.
NC	Competency testing in NC has become more rigorous (8th grade standard) in areas of reading and mathematics. Demonstration of proficiency in the use of computers by passing a multiple choice and performance test in the use of computer skills. Grades 1 and 2 are assessed in reading and mathematics as a local option by observation. There is a grade 3 pretest in reading and mathematics measures student growth in accountability. Grades 3 through 8 take multiple-choice tests in reading and mathematics. In addition, writing is assessed in grades 4 and 7 and there are open-ended assessments in grades 5 and 8. End-of-course tests are administered at the end of high school subjects in Algebra I; Biology; English I; Economics, Legal, and Political Systems; English II(Writing); and US History. Results from the tests in grades 3-8 and high school are used in accountability and program improvement at the state and local levels. A norm-referenced test (ITBS) is administered to a sample of students in grades 5 and 8. In addition, there is participation in the NAEP assessment. Through a block grant allocation of funds to each LEA, the state funds one administration of the PSAT for college-bound students. A high school comprehensive test in the areas of reading and mathematics was added in 1997-98 to measure student growth in accountability.
ND	The TerraNova - also known as the Comprehensive Tests of Basic Skills, fifth edition (CTBS/5) - and the Test of Cognitive Skills, second edition (TCS/2) were administered to students in grades 4, 6, 8 and 10 beginning in March of 1998. The Multiple Assessments was administered to students in grade 4. The Multiple Assessments consists of assessments in Reading, Language, Mathematics, Science and Social Studies. The Complete Battery Plus was administered to students in grades 6, 8 and 10. The Complete Battery consists of Reading, Language, Mathematics, Science and Social Studies. The Plus component consists of Vocabulary, Language Mechanics, Mathematics Computation and Spelling. Schools are to evaluate the results as one of the multiple indicators they are to use in the State Education Improvement Process (SEIP). The reports not only report norm-referenced data but mastery level and performance level data as well at the student, classroom, school and district level. The results are also reported on the School District Profile Report along with ACT scores and much additional data about the district.
NE	Nebraska did not have a statewide assessment program in 1997-98. Nebraska does plan to have a statewide reporting system in place for the school year 1999-2000 and plans to do field-testing of the same in 1998-99.

Question 1.1 **Briefly describe the overall state assessment program as it existed in 1997-98.**

State	Response
NH	In May of each year (starting in May 1994) all public school third-grade students are assessed in English language arts and math. In May of each year (starting in May 1996) all public school sixth- and tenth-grade students are assessed in English language arts, math, science, and social studies. Types of measures include a combination of multiple choice and open response and include an on-demand writing assessment conducted at all three levels. Results are used for educational improvement and as a measure of school accountability.
NJ	
NM	A norm-referenced standardized test (CTBS 5/Terra Nova) as well as a criterion-referenced supplement for grades 4, 6, and 8 for accountability (math, language arts, science, and social studies). A direct on-demand writing assessment for grades 4 and 6 (optional at grade 8) for instructional improvement. A high school competency examination (a graduation requirement and criterion-referenced exam) is administered to sophomores with the option to retake at grades 11 and 12 if unsuccessful (accountability). Districts administer reading assessments (of choice) at grades 1 and 2 and report the results to SEA (instructional improvement).
NV	1. Census norm-referenced testing in Reading, Math, Language, and Sciences at grades 4, 8 and 10 using TerraNova (CTB/McGraw-Hill) 2. Census Direct Writing Assessment at Grade 8 using analytic-trait scoring. 3. Census High School Proficiency Examinations in Reading, Mathematics and Writing required to receive a standard diploma. Writing Test is holistically scored. Grade 12 continued the administration of the Norm-Referenced Examinations in Reading and Math in use since 1990. In April, new Criterion-Referenced Tests in Reading and Mathematics were introduced at Grade 11 for the High School Graduation Class of 1999. 1997-98 was the first year that consequences were associated with low performance on the Norm-Referenced Tests administered at grades 4 and 8. Schools in which at least 40% of students scored below the 25th percentile in each of the 4 subjects tested were targeted for required remedial action and became eligible for funds to support school improvement.
NY	There are seven components of the state testing program as described in part three. Each component was created for a specific purpose, but they all share three qualities. They are all based on State recommended or prescribed courses of study. They are intended to establish or maintain standards and they provide a measure of accountability for the state's elementary and secondary schools.
OH	Ohio's statewide assessment program consists of four proficiency tests (Fourth-, Sixth-, Ninth- and Twelfth-Grade Proficiency Tests). Writing, reading, mathematics, citizenship, and science are assessed on each of the four proficiency tests. All students (except those who are IEP exempted) who are enrolled at the appropriate grade level are required to take the Fourth-, and Sixth-Grade Proficiency Tests. All ninth-grade students (except students who passed one or more tests in spring of eighth-grade or who are IEP exempted) are required to take the Ninth-Grade Proficiency Tests until all parts of the test have been passed, in partial fulfillment of requirements for a high school diploma. All Twelfth-Grade students who have passed all Ninth-Grade tests are required to take the Twelfth-Grade Proficiency Tests. Intervention in grade five is required for the area(s) of the Fourth-Grade Proficiency Tests where a student was not proficient. Students who score at the honors level in the areas of writing, reading, mathematics, and citizenship on the Twelfth-Grade Proficiency Tests may satisfy one of seven criteria needed for an Honors Diploma. Science will be added to the Honors Diploma requirements in 2001. Results go to schools for planning and are reported to the public.

Question 1.1 **Briefly describe the overall state assessment program as it existed in 1997-98.**

State	Response
OK	The Iowa Tests of Basic Skills (ITBS) were given to all students in Grades 3 and 7. Subjects tested in multiple-choice format were Reading, Language, Mathematics, Social Studies, Science, and Sources of Information. The Oklahoma Core Curriculum Tests (OCCT) are custom designed to measure Oklahoma's core curriculum, the Priority Academic Student Skills (PASS). The OCCT is given to all students in Grades 5, 8, and 11. Students are given a retest the following year if they score unsatisfactorily. Subject areas tested include a performance Writing test, and multiple-choice tests in the areas of Mathematics, Science, Reading, U.S. History/Constitution/Government, Geography, and Oklahoma History (Grade 11 only). Both Oklahoma's core curriculum and the tests which measure performance on the core curriculum were developed to meet the requirements of state law. Students which may be exempt from testing included special education students having an Individualized Education Plan stating such exemption, or students identified as Limited English Proficient may be exempt for up to 3 years. Results are used for school improvement plans. State law attached.
OR	Oregon annually tests all students in reading and mathematics at grades 3, 5, 8, and 10. All students are tested in writing and mathematics problem solving at three grades 5, 8, and 10. This year began the testing of all students in science at grades 5, 8, and 10. The tests are developed from state-mandated content standards and the purposes include program evaluation, school improvement, public accountability, and reporting individual student performance. Districts use the results in their program review/improvement process. Results at the school level are reported in comparison with schools having similar socioeconomic characteristics.
PA	Grades 5, 8, and 11 students are assessed annually in reading and mathematics. Although the assessment is for program evaluation, individual student results are provided for parents, teachers, guidance counselors, and principals. School reports are provided for planning and public dissemination. Grades 6 and 9 students must complete a writing sample in one-third of the schools each year as a program evaluation. Schools can volunteer to participate in the writing assessment during the years they are not required to participate in the writing assessment. Reports go to schools for planning and public dissemination.
PR	The "Prueba Puetorriquena de Competencias Escolares" was administered this year. It is a Criterion-Referenced test developed to measure specific competencies based on the Department's established content. It is a transitional assessment tool. It was administered to grades: 3, 6, 9, and 11, in the academic areas of Spanish, Science, and Social Studies. Results were classified as highly competent, competent, and partially competent.
RI	The Rhode Island State Assessment Program for 1997-98 was a census testing program, which endeavored to assess each students in designated grade levels. A wide variety of testing accommodations were offered. The results are used for a variety of purposes, including for curriculum and instruction improvement purposes, for use by teachers for individual students; and to be included as part of the School Accountability for Learning And Teaching (SALT) system. The Rhode Island State Assessment Program for 1997-98 included: 1. Writing - The Rhode Island Writing Assessment administered at grades 3, 7 and 10, 2. The Rhode Island Health Education Assessment administered at grades 5 and 9, 3. The New Standards English Language Arts (grade 4 and 8) and Math (grades 4, 8 and 10) Reference Exams, 4. The National Assessment of Educational Progress (NAEP) at grades 4 (reading) and 8 (reading and writing) and the norm-referenced component (Metropolitan Achievement Test, Math and Reading in grades 4 and 8.

Question 1.1 **Briefly describe the overall state assessment program as it existed in 1997-98.**

State	Response
SC	The South Carolina state assessment system has two main parts: Criterion-referenced tests (Basic Skills Assessment Program), and norm-referenced tests (Metropolitan Achievement Tests, Seventh Edition, MAT7) Basic Skills Assessment Program: This program requires that all public school students take a readiness test at the beginning of grade 1 and minimum skills tests in grades 3, 6, 8, and 10. The grade 10 test is an exit requirement for a high school diploma. Students who have not passed the test may retake it in grades 11 and 12. Norm-referenced program: A norm referenced test, currently the Metropolitan Achievement Test-7, is used to assess all students at the end of grades 4, 5, 7, 9, and 11.
SD	All students in grades 4, 8, and 11 took a norm-referenced achievement test. In addition students at grades 4 and 8 took an ability test. We use the complete battery which covers math, reading, language, social studies, science, thinking skills, listening, etc. Students are required by SDCL 13-3-55 to test. All ninth grade students must take an interest and aptitude test (this is part of a State Board of Education rule currently being revisited at this time). The achievement and ability test is given in the spring and the interest and aptitude test in the fall. SDCL 13-3-55 Academic Achievement Tests: Every school district shall administer the same academic achievement test to all students in grades two, four, eight and eleven. In addition, every school district shall administer to all students in grades five and nine an achievement test to assess writing skills. These tests shall be provided by the Department of Education and Cultural Affairs and shall assess proficiency in meeting state standards. These tests shall be administered starting during the 1998-1999 school year.
TN	Tennessee's mandated testing program includes an achievement test in grades 3 - 8 in math, language, reading, science, and social studies; a competency test in mathematics and language administered first in the fall of grade 9 (passing score of 70% required on both parts for receipt of regular diploma); a writing assessment in grades 4, 7, and 11; five high school assessments (pre-algebra, algebra I, algebra II geometry, and math for technology); and either the ACT, SAT, or ACT WorkKeys assessment before graduation (no benchmark score required). Results from these assessments are used diagnostically and for accountability purposes. Each test is administered to each student in the designated grade level. The achievement test used is the CTB TerraNova Complete Battery Plus. This is a multiple-choice assessment which provides data of sufficient psychometric quality to support Tennessee's Value Added System. The assessment is fresh and non-redundant each year. The competency test is administered four times per year and students may retake each time until passed. The Writing assessment is performance based requiring the student to write an essay which is scored utilizing a six point rubric.
TX	Begun in 1990, the Texas Assessment of Academic Skills (TAAS), a legislatively-mandated criterion-referenced program, tests reading and mathematics at grades 3 through 8 and at exit level; writing at grades 4, 8, and exit level; and science and social studies at grade 8. Also in place are end-of-course examinations for Algebra I, Biology, English II, and U.S. History. The primary purpose of the state student assessment program is to provide an accurate measure of student achievement in the areas listed above. The test results are used as a gauge for institutional accountability.

Question 1.1 **Briefly describe the overall state assessment program as it existed in 1997-98.**

State	Response
UT	1. Statewide Testing Program. Uses a standardized norm-referenced test to assess all students at grades 5, 8, and 11 in basic academic areas. Focus is on public reporting and accountability. 2. Core Curriculum Assessment Program. A system of criterion-referenced tests and performance assessments used by districts on an elective basis to support instruction on the State Core Curriculum. 3. A Developmental State Model for Portfolios: A program for combining career guidance and student planning with documentation of accomplishments in a portfolio system. 4. State's Report Card. Focuses on aggregate trends in performance over time. 5. District Performance Reports. Annual compilations of indicators of performance, student body, revenues and expenditures, staffing, course enrollments, and buildings.
VA	In 1997-98, the Virginia Assessment System consists of three components: (1) objective-based assessments of Virginia's content standards known as the Standards of Learning (SOL); (2) The Virginia State Assessment Program (VSAP), a norm-referenced achievement test battery; and (3) Literacy Passport Testing (LPT) Program, which consists of criterion-referenced tests in reading comprehension, writing, and mathematics. The "Standards of Learning (SOL)" Assessments are objective-based assessments in English, mathematics, history, and science administered to all students at grades 3, 5, 8, and high school and in computer/technology at grades 5 and 8. The SOL Assessments are intended to provide information that indicates the progress of students and school toward meeting achievement levels on the SOLs. The SOL Assessments will be used to determine which of three levels of achievement students have achieved: (a) Does Not Meet the Standards, (b) Proficient in the Standards, or (c) Advanced Attainment of the Standards and for school and school division accountability. SOL assessment results also form the basis for school accreditation. The Virginia State Assessment Program consists of the Stanford 9 TA Abbreviated at grades 4, 6, and 9 and are given each fall for state, district, and school reporting purposes. Some schools and school divisions may use the results for instructional planning purposes. The Literacy Passport testing program is currently being phased out and replaced by the Standards of Learning Assessment Program. From 1990 to 1999, the Literacy Passport Tests were administered to first-time takers in grade 6. For students who enter the freshman class prior to 2000-01, passing all three tests is a requirement for high school membership and for awarding of standard high school diploma. The Literacy Passport Tests are offered three time annually to students who need to pass the tests to earn a high school diploma. The Degrees of Reading Power (DRP) is used for the reading test; a state-developed, objective-referenced test for the mathematics test; and a state-developed set of writing prompts and scoring model are used for the writing test.
VI	The Virgin Islands Department of Education provides a comprehensive assessment package. The attached list identifies the assessments and the grades were they are administered. For the purposes of this survey, the assessment component where data is being submitted is the Terra Nova Assessment Series.

Question 1.1 **Briefly describe the overall state assessment program as it existed in 1997-98.**

State	Response
VT	The Vermont Comprehensive Assessment System has state and local components which together address Vermont's Framework of Standards and Learning Opportunities. The system components are presented below. Content areas, grade levels and mandated participation levels are presented for each element. The following 6 principles guide the development and implementation of the system. 1) The system reflects a balance of assessment approaches and formats. At least two types of measures are included in each component to allow students full and fair opportunity to demonstrate learning. 2) Each assessment tool has been selected because it provides a useful measure of (important clusters of) Vermont's Standards. 3) Each assessment tool provides valid and reliable information at the reporting level(s) it is primarily used to address. 4) As required by current Federal regulations (e.g., Title I) to ensure that high standards are learned by ALL students, demographic data on students and schools will be collected to enable the report of achievement for sub-populations within Vermont. (e.g., student data: gender, ethnicity, English proficiency, disability status, migrant status, economic status; school data: enrollment, child counts) 5) In order to ensure that learning opportunities which address the standards are provided to ALL Vermont students, opportunity-to-learn data from students and schools will be collected to enable the analysis of achievement. The Data Council, recommended as part of the Department's Management Information System study, will be responsible for determining how to collect the demographic and opportunity-to-learn data. 6) Support for professional development needed to implement the instruction/assessment of Vermont's standards will be built into each component. Professional development provision is the shared responsibility of the State and Supervisory Unions. The state component includes the following assessments. The purpose of state testing is to ascertain the current level of students' progress toward grade level benchmarks of Vermont standards. All students in a grade are assessed unless otherwise noted. Vermont Developmental Reading Assessment grade 2 (May) ----reading accuracy and comprehension New Standards Reference Exam in Mathematics grades 4, 8, 10 (April) ----mathematics skills, concepts, and problem solving New Standards Reference Exam in English Language Arts grades 4, 8, 10 (April) ----reading and writing in the English language Vermont Science Assessment grades 6, 11 (April) ----science concepts, data interpretation, and experimental method Vermont Mathematics Portfolio grades 4, 8, 10--state sample only (June) ----mathematics problem solving and communication (State scoring of portfolios alternates on a yearly basis between mathematics and writing.) Learning Opportunity Surveys were completed as follows: Grades 1-3 teachers on early literacy Grades 4, 8, and high school math teachers and grades 4 and 8 students on mathematics Grades 4, 8, and high school English teachers and grades 4 and 8 students on reading and writing Grades 6 and 11 teachers and students on science The Local Component includes classroom, school and district level assessments which help localities track the progress of individual students and groups of students. The State Board of Education recommends that it include: Vermont Portfolios in Mathematics and Writing. (State benchmarks are provided for grades 4, 8 and 10 in mathematics, and for grades 5 and 8 in writing. Data collection and aggregation is supported with state funds.) Norm-referenced tests in English and Mathematics in grades 5, 9, and 11. Locally developed or selected assessments.

Question 1.1 **Briefly describe the overall state assessment program as it existed in 1997-98.**

State	Response
WA	Norm-referenced assessment of all students in grades 4, 8, and 11. Mandatory testing of reading, mathematics, and language arts at grades 4 and 8; voluntary testing of science and social studies at grades 4 and 8. Mandatory testing of English, mathematics, science, and social studies at grade 11. Voluntary assessment of career interests at grade 11. Norm-referenced component used to diagnose individual student needs, curriculum evaluation, and public reporting (accountability). Test results at grades 4 and 8 used as a funding driver for state basic skills remediation program. Mandatory standards-based assessment of all students in grade 4 in reading, writing, listening, and mathematics. Voluntary standards-based assessment of students in grade 7 in reading, writing, listening, and mathematics. Grade 4 and 7 standards-based assessments used for curriculum improvement and individual student needs assessment. Grade 4 standards-based assessment in reading used for accountability. Criterion-referenced assessment of reading basic skills at grade 2 for all students. Used for identification of students significantly below grade level in basic reading skills and for reading curriculum improvement. State component of NAEP: reading at grades 4 & 8; writing at grade 8. Used for policy purposes and to contribute to validation of standards-based assessments.
WI	The Wisconsin Student Assessment System (WSAS) is comprised of three components: 1) Wisconsin Reading Comprehension Test (WRCT): 3rd Grade 2) Wisconsin Knowledge and Concepts Examinations: 4th, 8th, & 10th Grade 3) Wisconsin High School Graduation Test: Development Process in Progress There are three primary purposes of pupil assessment in Wisconsin: (1) to evaluate the quality and level of pupil achievement and indicate what pupils, teachers, schools, districts and states can do to improve their performance; (2) to provide accountability information (the relationship between public investment in education and pupil achievement); and (3) to provide information which can be used by teachers and pupils in decisions relating to remediation, program placement, career paths and ranking. Different types of assessments are administered depending on the kind of information sought.
WV	Norm-referenced component: Grades 1-2 Stanford Achievement Test - Abbreviated Battery: Reading, Language, Math, Listening Grade 3-11 Stanford Achievement Test - Complete Battery: Reading, Language Arts, Math, Social Studies, Science, and Listening (3-8 only). Writing Assessment: Grades 4, 7, and 10. Metropolitan Readiness: kindergarten. ACT Explore: Grade 8. ACT Work Keys: Grade 12
WY	In 1997-98, the only state assessment that was administered was in vocational education for grades 9-12 students enrolled in vocational programs. Students were assessed in applied communication, mathematics, and science; in affective and thinking skills; and in pre-employment and employability skills. Results are used to set grant priorities for vocational education. In March of 1998, the Wyoming Legislature enacted statutes funding a state assessment system in language arts and mathematics for grades 4, 8, and 11. An RFP was issued by the Department in April and a contract was awarded in July to Advanced Systems in Measurement and Evaluation. The assessment will be administered in the spring of 1999.

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1997-98? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
AK			Added statute for high school competency test to be implemented by 2002.		Completed state-wide pilot of direct writing assessment.	☐
AL		Provided resources for the development of a kindergarten, grade 1, and grade 2 assessment for the diagnosis of early learning difficulties. The three assessments were piloted in 1998-99 and will be implemented state-wide in 1999-2000.		The End-of-Course Algebra Test for grades 7-12 was eliminated from the state-wide assessment program.		☐
AR				The High School Proficiency Examination was reconfigured into a series of end of level examinations taken throughout high school upon the completion of a curriculum area, e.g., algebra.		☐
AZ		Determined that Arizona's Instrument to Measure Standards (AIMS) would be part of the graduation requirement of the Class of 2002. Additionally, a system of accommodations and modifications (including out-of-level testing) was adopted for use on the Stanford 9.	Intensive reading instruction was required for grade 3 students who fail to achieve a State Board determined achievement level on the AIMS reading test (starting in SY2000).			☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1997-98? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
CA	The STAR program was implemented at the instance of the former governor, who sponsored legislative language that established the program. The predecessor program was voluntary on the part of districts who were able to select from among a number of tests approved by the SBE. The predecessor program was abolished.			The new program was established using a single test designated by the State Board of Education. Each school district must contract separately with the test publisher. The State department of Education has no direct relationship with the test publisher.		☐
CO			Changed the firth-grade mathematics assessment from Spring 1999 to the fall of 1999. Added a seventh-grade reading and writing assessment to be administered for the first time in the spring of 1999, an eighth-grade math and science assessment to be administered for the first time in the spring of 2000, and a 10th grade assessment of reading writing and mathematics to be administered for the first time in the spring of 2001.			☐
CT						☑
DE				1997-1998 was the first time the DSTP was administered. While it is a major change from previous statewide assessments, no changes occurred during the 1997-1998 academic year.		☑

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1997-98? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
DoDEA	na	na	na	na	DoDEA is a federal government organization within the Department of Defense.	☐
FL						☐
GA				Revision of the Quality Core Curriculum (QCC), the state-mandated curriculum		☐
HI						☑
IA					Districts begin reporting reading and mathematics achievement on an annual basis.	☐
ID						☑
IL						☑
IN					1997-98 was the first year the graduation qualifying examination was implemented	☐
KS		Performance assessment was eliminated, with the exception of writing. Performance assessments were optional in 97-98 at the state level. Hereafter, they are required at the local level only.				☐
KY						☑

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1997-98? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
LA		The Louisiana State Board of Elementary and Secondary Education (SBESE) supported several changes to the states norm-referenced testing program, including adoption of The Iowa Tests and a realignment of the grade levels tested.	In support of the Louisiana School and District Accountability System, the Louisiana legislature amended the state procurement law to allow for long term contracts for state assessment programs. The legislature also approved a realignment of the grade levels tested in the norm referenced testing program. (Beginning Spring 1999, norm-referenced tests will be given at grades 3, 5, 6, 7, and 9.)	In the fall of 1997, the Louisiana State Department of Education was reorganized. As a result of this reorganization, the state assessment program is now administered as a part of the Division of Student Standards and Assessments.		☐
MA						☑
MD				High School Assessment contracts in the areas of test development and scoring were awarded.		☐
ME						☑

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1997-98? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
MI			Passed a series of bills which limited the length of the high school testing to 8 hours, including social studies in 1998-99. This legislation also changed the time of year of the tests to spring (from winter), and changed the performance categories from three (proficient, novice, not yet novice) to four (endorsed-exceeded Michigan standards, endorsed-met Michigan standards, endorsed at basic level, and unendorsed). Endorsements are no longer on diplomas, instead the student's scaled score, attendance, and areas of endorsement appear on their transcript.			☐
MN			Mandate for statewide testing at grades 3, 5, 8, and high school.			☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1997-98? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
MO		The Missouri State Board of Education's Assessment Rule (Appendix A), effective Jan. 30, 1998, interprets and implements those provisions of the Excellence in Education Act and the Outstanding Schools Act which pertain to district assessment programs. The Assessment Rule requires districts to develop a comprehensive, board approved written plan which district personnel should follow when assessing all students preschool through 12th grade. The assessment plan must be reviewed and approved by the local school board and must be available for review by representatives of the Department of Elementary and Secondary Education upon request and by the Missouri School Improvement Program team at the time of the district's review. Each district's assessment program must include, at a minimum: 1) all Missouri Assessment Program (MAP) state-level assessments in accord with timeline and grade levels established by the Department. 2) a comprehensive strategy for locally assessing student progress on those Show-Me Standards which are not assessed at the state level. 3) provision for assessing (at both the state and local level special populations including students with disabilities who are eligible to			See question 1.1	☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1997-98? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
		receive special education services, students whose first language is not English, migrant students, and gifted and talented students. Districts are accountable for assessment of all students other than those who may be exempted as specified by Department guidelines.				
MS					Development of occupational-specific assessments for program completers in several additional program areas.	☐
MT						☑
NC		The open-ended assessments at grades 4 and 8 were suspended, but will be reinstated in 1999-2000. The NC High School Comprehensive Test in Reading and Mathematics was initially implemented in order to measure growth from grade 8 to grade 10 for the purpose of high school accountability.				☐
ND	The Governor's budget included the budget request of the Department of Public Instruction in it's proposed budget to the North Dakota Legislative Assembly.		The North Dakota Legislative Assembly appropriated the funding requested by the North Dakota Department of Public Instruction with which to select, purchase and administer a nationally normed standardized achievement and group ability test at selected grade levels in North Dakota.	The North Dakota Department of Public Instruction requested and received additional funding from the North Dakota Legislature and Governor with which to select, purchase and administer state-wide a new norm-referenced standardized achievement and group ability test to students at selected grade levels.		☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1997-98? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
NE		Adopted content standards in reading, writing, math, social studies/history, and science for pre-K-1, 4, 8, and 12.	Passed a law mandating statewide assessments in public schools at grades 4, 8, and 12 in reading, math, social studies, and science; in addition, a statewide writing assessment. A shelf NRT for four content areas, at grades 4, 8, 12. Writing assessment either a shelf product or to be developed by Nebraska ESU's and Department of Education.			☐
NH					Results from the May 1998 assessment were released in October 1998. For the first time, student results were reported both by proficiency level and scaled scores. Mean-scaled scores were reported at the school, district, and state levels.	☐
NJ				Completed necessary field tests in preparation for operational administrations of new grade 4 and grade 8 tests in 1999-99		☐
NM		Changed grade level for achievement assessment to 4, 6, and 8 utilizing NRT and CRT instruments.		Changed writing assessment at grades 4 and 6 from portfolio process to direct, on-demand process		☐
NV			Program outlined above (question 1.1) was incorporated in the legislature's Nevada education reform act adding science and Grade 10 to the norm-referenced testing at lower grades.	New Criterion-Referenced Tests in reading and mathematics for the HSPE,		☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1997-98? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
NY		Board of Regents has established new standards and will develop new assessments.			Competency tests will be phased out as graduation requirements and replaced with more demanding Regents examinations in English, Math, Social Studies, and Science.	☐
OH						☑
OK			Geography was tested for the first time in Grades 5, 8, and 11 and Oklahoma History was tested for the first time in Grade 11.			☐
OR		Approved the "side-by-side" assessments as being Standard Administration. These assessments have been provided in writing, mathematics problem solving, and multiple-choice mathematics. At this time the only format is Spanish/English, but Russian/English will be added next year.				☐
PA						☑
PR						☑

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1997-98? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
RI				Addition of NAEP as an integral part of the State Assessment Program, elimination of one grade of norm referenced testing (remainder to be phased out in 1998-99), and addition of New Standards ELA exams in two grades along with substitution of New Standards Math Reference Exam at grade 4 for the RI Math Performance Assessment.		☐
SC			One year provision to eliminate Reading and Mathematics testing in grades 1, 2, and 6. Legislation allowing 12th grade students who have met all other requirements to take any portion of the exit exam they have not passed during a summer administration at no cost to the student.			☐
SD						☑

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1997-98? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
TN		Tennessee code requires the development of high school subject matter assessments to be used to generate value added measures of system, school, and teacher effect on the academic gain or growth of students in high school as well as elementary and middle school. Currently, development has been undertaken to phase in a total of 13 assessments for this purpose. Additionally, the current competency test will be replaced with the requirement for each student to pass a state administered test in Algebra I, Biology, and English II as a part of the requirement for earning a regular state diploma. This prerequisite will apply to the freshman class of 2001-2002.				☐
TX		Benchmarking of U.S. History and English II end-of-course examinations. Benchmarking of Grades 5 and 6 TAAS Reading and Mathematics in Spanish and Grade 4 TAAS Writing in Spanish				☐
UT						☑
VA	Provided funding to administer the SOL tests later in the school year.	The State Board of Education established passing scores on the SOL tests in October 1998.	Appropriated funds for the development of a SOL high school world geography test.			☐
VI						☑

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1997-98? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
VT			Vermont's Equal Educational Opportunities Act made participation in the state component assessments mandatory. Vermont public schools previously had the option to participate. The law also extended the assessment requirement specifically to any publicly funded student in a private or independent school in Vermont.			☐
WA			Norm-referenced assessments at grade 4 moved to grade 3 beginning in 1998-99. Mandated subjects reduced to reading and mathematics.	Norm-referenced assessments moved from fall administration to spring beginning in 1998-99. New contractor (Riverside) selected through competitive bid to provide materials and scoring of the norm-referenced component from spring 1999 throughout spring 2003.		☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1997-98? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
WI	The Wisconsin model Academic Standards were adopted under the Governor's Executive Order #326 issued January 13, 1998.		Enacted Section 118.30 (lm), Stats., contains provisions requiring students to pass tests in order to be promoted from the fourth and eighth grades. This section of the Wisconsin Statutes is being called the "no social promotion law." Enacted Section 118.33 (cm) High school graduation standards. Beginning on September 1, 2002, a school board may not grant a high school diploma to any pupil unless the pupil has passed the high school graduation examination administered under s. 118.30 (lm) (d).	The Department of Public Instruction has begun development of the Wisconsin High School Graduation Examination. The Department of Public Instruction has developed a process in which to collect disaggregated data from all school districts. The information collected and reported indicates the percent of students who achieved at each proficiency category (Advanced, Proficient, Basic, and Minimal Performance), for the national norm group, Wisconsin students, districts, and schools. Also, it indicates the percent of students not tested on WSAS), for Wisconsin students, districts, and schools. The statewide assessment results are reported for all students enrolled in the grade regardless of the length of time they have resided in the state. The test results are sorted by students not in the district for a full academic year as well as those who are in the district for a full academic year. The scores are further sorted by students in the district who are in a single school or not in a single school during the academic year. Another score reported indicates the achievement of students with disabilities who reside in the district but attend school in		☐

Question 1.2

What important changes, additions, or deletions occurred in your state's assessment program during 1997-98? Explain each change, addition, or deletion and who initiated them.

State	Governor	State Board of Education	Legislature	State Dept of Education	Other	No Significant Changes
				another district. In addition to the above, the statewide assessment results are also disaggregated by student groups in the grade by gender, race/ethnicity, English proficiency, migrant status, disability status, and economic status. Information about the achievement levels of these student groups is necessary in order to improve public understanding of the challenges facing each school and district. By providing this information, we hope to stimulate cooperation among different segments of the community and to engage in a constructive discussion and debate about ways to improve learning for our children. Complete disaggregated results for all schools and districts are available at our web site http://www.dpi.state.wi.us/dpi/oea/index.html		
WV						☑
WY			In March 1998, the Legislature funded a standards-based and NRT assessment in language arts and mathematics for grades 4, 8, and 11.	In April, the Department issued an RFP for the state assessment and awarded a contract in July.		☐

Question 1.3

What assessment projects, if any, does your state have under development or plan for the next two years (September, 1997 to August, 1999)? Please describe each project briefly.

State	Response
AK	
AL	We are developing a graduation exam for high school students with increased standards from the current test and will include reading comprehension, language, mathematics, science, and social studies. We are also developing a Kindergarten assessment focusing on reading readiness, expressive language, and quantitative concepts and reasoning and a grade 1 and 2 reading assessment.
AR	We will develop, field test, and pilot end of level exams in algebra, geometry, reading, and writing.
AZ	Arizona's Instrument to Measure Standards (AIMS) in English in grades 3, 5, 8 and 10-12 (graduation test) and grades 3, 5, and 8 in Spanish. AIMS tests the Arizona Academic Standards in reading, writing, and mathematics content areas. Each content area includes various item types.
CA	We are currently preparing a request for proposals for the development of the California Assessment of Applied Academic Skills. This matrix sample test would test students in grades 4, 8, and 10 in reading and mathematics each year, and in grades 5, 8, and 10 in science and history/social science. All tests are to be developed based on the state's adopted content standards. Performance standards for the state's content standards are also to be developed. The California legislature recently passed legislation establishing a high school "exit" examination that all students will be required to pass in order to receive a diploma beginning with the graduating class of 2004.
CO	(1) Research project to evaluate the potential use of a simplified English or glossary at the fifth-grade level in mathematics. (2) Field test of fourth grade Geography items for use by local school districts. (3) Development of a system for the alternate assessment of student who do not take the CSAP.
CT	The Third Generation CMT and Second Generation CAPT development has been underway for the last year and development continues. Implementation of both programs will be in the academic year 2000-2001.
DE	Delaware is currently field testing science and social studies items. Science and social studies components will be added to the DSTP in 1999-2000.
DoDEA	None

Question 1.3

What assessment projects, if any, does your state have under development or plan for the next two years (September, 1997 to August, 1999)? Please describe each project briefly.

State	Response
FL	1. The Florida Comprehensive Assessment Test (FCAT) is a new student achievement test in mathematics and reading that is being developed by the Florida Department of Education through a contract with CTB/McGraw-Hill. FCAT will be administered to students in all public schools as part of the State's Comprehensive Assessment Design. Reading will be assessed in grades 4, 8, and 10, and mathematics will be assessed in grades 5, 8, and 10. FCAT will utilize objectively scored multiple-choice and, for mathematics, gridded-response items along with short- and extended-response performance tasks. FCAT test items and performance tasks will be created by the state's contractor, CTB/McGraw-Hill; test questions will be written by professional item writers and reviewed by committees of Florida educators and citizens. All FCAT items were field tested for the first time in March 1997. FCAT was administered for the first time in late January 1998; results of this assessment were used as baseline data to set achievement levels and report examinee scores and score scale from 100 to 500. FCAT will produce scale scores, proficiency-level scores, and subcategory scores in reading and mathematics to describe students' strengths and weaknesses. Scores will be used in evaluating the progress of schools toward meeting State standards. 2. Conducting an investigative study into the nature of higher order thinking skills and how to teach and measure them. 3. Conducting an investigative study of the following issues related to FCAT: assessing the dimensionality of FCAT 1998 operational tests, studying the performance of the proposed rater effect adjustment procedure, and investigating approaches for utilizing the 1998 FCAT reading scores for scaling the 1998 Florida Writing Assessment Scores.
GA	Georgia Kindergarten Assessment Program revised and operationalized: Criterion-Referenced Competency Tests (CRCT) at grades 4, 6, and 8 developed, piloted, field-tested for April 2000 operational
HI	Implementation of the Stanford Achievement Test (9th Ed.) including both multiple choice and constructed response items in reading at gr. 3, 5, 7, and 9; test administration time reduced. Review and/or revision of criterion referenced exams (diploma certification and credit by exam).
IA	
ID	Developing a performance-based science assessment in grades 6 and 10.
IL	The state assessment is changing from the Illinois Goal Assessment Program (IGAP) to the Illinois Standards Achievement Test (ISAT). The ISAT is aligned with the state learning standards that were adopted in 1997.
IN	Develop a statewide remediations study and remediation effectiveness
KS	State Curriculum Standards are being rewritten in reading, writing, science, mathematics, and social studies. New assessments will be built based on those standards. The state will be providing models for performance assessment in each of the content areas. The state will be requiring that performance assessments be administered locally.
KY	In accordance with State House Bill 53, the issuance of a RFP, review of proposals, awarding of contract, and implementation of a new assessment and accountability system. House Bill 53 is attached.

Question 1.3

What assessment projects, if any, does your state have under development or plan for the next two years (September, 1997 to August, 1999)? Please describe each project briefly.

State	Response
LA	LEAP for the 21st Century 1. Grades 4 & 8, English and Math - Field Test/Standard Setting (1997-98) 2. Grades 4 & 8, English and Math - Implementation (Spring 1999) 3. Grades 4 & 8, Science and Social Studies - Field Test/Standard Setting (1998-99) 4. Grades 4 & 8, Science and Social Studies - Implementation (Spring 2000) 5. LEAP 21 Exit Examination - Item Development (1999-00)
MA	1. The History/Social Science MCAS test will be implemented in spring 1999, and standard setting will be done for this test in 1999. There will be ongoing development of test items for the English Language Arts, Mathematics, Science/Technology, and History/Social Science MCAS tests. A new MCAS test will be developed in Foreign Language. An alternative assessment for certain students with disabilities will be developed. Ongoing technical studies and analyses related to MCAS results will be conducted.
MD	As of July, 1998 the State began development of High School Assessments in the content areas of English 1, Government, Algebra, Geometry, and Biology. The tests are intended to be required for receiving a high school diploma.
ME	
MI	1. Currently, in the process of developing additional grade 5 and 8 science test items to add to the available pool for 1999. 2. The MEAP is currently in the process of developing assessment plans for the next generation of elementary, middle/jr. high and high school tests in the content areas of reading, writing, mathematics, and science. The current tests are based on the model core curriculum Outcomes document that was approved by the state board of education in 1991. The new assessment plans will be based on the Curriculum Content Standards which were adopted by the state board of education July 1995. Some of the significant changes related to new assessment plans are constructed-response test items for all grade and levels and the English Language Arts assessment will now be one assessment instead of separate reading and writing tests. 3. The development of a social studies component for 5th, 8th, and 11th grades has been completed. This test will be administered for the first time in 1998-99.
MN	High school Comprehensive Assessments to evaluate student progress in the High Standards at the secondary level.
MO	Preparing the MAP social studies assessment for voluntary administration in Spring 1999. Development of health/PE and fine arts assessments for voluntary administration.
MS	Replacement or revision of primary assessment system in grades 4-9; development of new high school exit requirements and revision/replacement of current Functional Literacy Examination; review and possible revision or replacement of current end of subject assessments.
MT	1. Assessment Handbook, Volume 1 to be distributed March 1999. 2. Match current tests to newly adopted standards.
NC	1. Require successful completion of an exit exam for all students as a graduation requirement. 2. Require alternate assessments for all exemptions due to IEPs per revised IDEA regulations.

Question 1.3

What assessment projects, if any, does your state have under development or plan for the next two years (September, 1997 to August, 1999)? Please describe each project briefly.

State	Response
ND	State Assessments that are fully developed and referenced to the state standards and benchmarks are: North Dakota Reading Test North Dakota Writing Test, North Dakota Listening Test, North Dakota Speaking Test, North Dakota Mathematics Test. The North Dakota Science Test is currently under development.
NE	Design a new accountability system
NH	Continue implementing local educational assistance program funded by Legislature. Work with local school districts on interpreting data and developing educational improvement plans.
NJ	Implementing the new grade 4 tests in language arts literacy, mathematics, and science; and the new grade 8 tests in language arts literacy and mathematics in spring '99. Ongoing field tests at grades 4, 8, and 11 to fully implemented assessments in all content areas contained in standards.
NM	Consideration is being given to require achievement assessment in grades 3, 5, 7, and 9 in addition to the current mandate in grades 4, 6, and 8.
NV	Introduction of Direct Writing Assessment (Analytic-Trait Scored) at Grade 4 in the 1998-99 academic year.
NY	New grades 4 and 8 English language arts and math tests being administered in 1999. Regents exams in English and Math being introduced in 1998-99. New revised formats are being pretested and field tested in elementary and high school science and elementary, middle and high school social studies.
OH	In April 1998, Ohio began development of proposed competencies to be central to the new high school graduation tests mandated by Sub. Senate Bill 55 in the five areas of writing, reading, mathematics, civics, and science. Early in 1999, the State Board of Education will vote on revised competencies that reflect reactions to and comments from thousands of taxpayers. The Department has created an Invitation to Bid outlining all the tasks that would be associated with initial development of items for the new graduation tests. By August, 1999, we would expect to begin developing items and taking those through the first steps of our item development process with a small initial field testing in March 2000.
OK	The Arts will be tested in Grades 5, 8, and 11 for the first time during the 1998-99 school year.
OR	Oregon is moving to a levels testing format for reading and mathematics. We will continue to develop the assessment system to allow students to demonstrate mastery at the Certificate of Initial Mastery level (approx. grade 10) and at the Certificate of Advanced Mastery level (approx. grade 12) in reading, writing, mathematics, science and social studies. Further work is under development in implications for students with special needs as well as students with languages other than English as their primary language. The development of "Assessment Centers" around the state to facilitate "re-testing" or testing at times other than during the traditional assessment window is being researched.
PA	In 1998 - 1999, performance level setting methods will be piloted. In 1999 - 2000, a standards validation project in Reading, Mathematics and Writing will occur. Also individual student subscales by Academic Standards will be included in the student reports, all students will participate in the state writing assessment at Grades 6, 9, and 11, the writing assessment will be changed to yield individual results (as well as school level standards based results), and there will be a trial performance standard level setting session.

Question 1.3

What assessment projects, if any, does your state have under development or plan for the next two years (September, 1997 to August, 1999)? Please describe each project briefly.

State	Response
PR	The state assessment will continue being the major and principal means for measuring achievements of curricular reform. The classroom assessment techniques is being disseminated among teachers.
RI	Expansion of New Standards to the high school level and the development and field testing of Alternate Assessment systems for students with severe disabilities.
SC	
SD	Grade 5 and 9 took an open-ended writing exam in the Fall of 1998. Grade 2 will be added to the Spring 1999 testing.
TN	The State Department of Education is currently developing performance Indicators to support the necessary infusion of content and skill into the instructional process required for success on these new assessments.
TX	Assessment projects under development include the Alternative Assessment and the Reading Proficiency Tests in English (RPTE). The Alternative Assessment will assess special education students who are exempt from TAAS but are being instructed in the state-mandated curriculum. Students will be assessed at their appropriate instructional levels, as determined by their ARD committees, rather than at their assigned grade level. The RPTE will be given annually to limited English proficient (LEP) students not yet taking TAAS in English, including those students taking TAAS in Spanish.
UT	Secondary language arts
VA	A test of the high school world geography standards is currently being developed.
VI	Terra Nova Assessment Series
VT	Development of items for a Vermont History/Social Studies Assessment for grades 6, 9, and 11. We expect to administer these assessments in the 2000-2001 or 2001-2002 school year.
WA	Continued development and implementation of standards-based assessment. Assessment items for grade 10 field tested in spring of 1998, first administration of voluntary assessments at grade 10 in reading, writing, listening, and mathematics in spring of 1999. Item development for standards-based science assessments begun in fall of 1998. Field testing of science assessments at grades 8 and 10 in spring of 1999. Voluntary administration of science assessments at grades 8 and 10 in spring of 2000. Preliminary assessment development work to begin in social studies, health and fitness, and the arts at the middle and high school levels during 1999-2000.
WI	The development of the Wisconsin High School Graduation Test. The development of the Legislators Guide to Assessment.
WV	None
WY	The state standards-based and NRT assessment will be administered in April 1999. A video on the assessment will be released by the Department in January 1999. An alternate assessment is being designed and will be implemented in 1999-2000. Results of the first state assessment will be released in September 1999. A new state, district and school report are required and are currently under development.

Question 1.4

Does your state have a requirement that local districts or schools operate their own asessment program(s) in addition to the state assessment program? If yes, what information do you require local school districts or schools to provide? (i.e., assessment or implementation plans, student score results)

State	Yes	No	Response
AK	☐	☑	
AL	☐	☑	
AR	☑	☐	Schools whose grade configuration is without a state mandated test must assess whether or not students are performing at grade level in reading and mathematics.
AZ	☑	☐	The State Department of Education is mandated to require and review District Achievement Plans (DAP). DAPs are primarily a narrative that document alignment between district curricula and state standards, and model programs that help ensure all students are given the opportunity to achieve the Arizona Academic Standards. Summary completion data were collected for grades 3, 8 and 12.
CA	☐	☑	
CO	☑	☐	To be determined
CT	☐	☑	
DE	☐	☑	
DoDEA	☑	☐	Schools and districts collaborate in designing or using local assessments for their school improvement process.
FL	☑	☐	
GA	☐	☑	
HI	☐	☑	
IA	☑	☐	All districts must report to the state and their community the following: standards, achievement results for reading and mathematics, student achievement results in other areas are also reported.
ID	☐	☑	
IL	☑	☐	Local Assessment and School Improvement Plans
IN	☐	☑	
KS	☑	☐	Local districts are required to provide at least three pieces of evidence of improvement for Quality Performance Accreditation. Districts may choose to use local assessments for two of those three pieces of evidence.
KY	☐	☑	
LA	☐	☑	
MA	☐	☑	
MD	☐	☑	
ME	☐	☐	Maine does not require the use of tests other than the MEA. However, the new Learning Results legislation does call for the development of the local assessment capacity, particularly in the area of performance assessment.
MI	☐	☑	
MN	☐	☑	

Question 1.4

Does your state have a requirement that local districts or schools operate their own asessment program(s) in addition to the state assessment program? If yes, what information do you require local school districts or schools to provide? (i.e., assessment or implementation plans, student score results)

State	Yes	No	Response
MO	☑	☐	Each district's written plan shall include: 1. the names of assessments to be used at each grade level and the purposes for administering each test or assessment procedure. 2. documentation of how the local assessment program assesses students' proficiency in each locally assessed standard, enabling teachers to evaluate students' actual academic performance; 3. development procedures for any locally develop test; 4. the name or position of the staff member responsible for coordinating the assessment program; 5. position of the person expected to administer each assessment (for example, homeroom teacher, first-hour teacher); 6. a written testing calendar that includes the dates on (or windows within) which specific tests will be given; 7. a description of how assessment results will be used and disseminated; 8. provisions for in-service training of staff regarding assessment-related issues; 9. provisions for all students to learn pertinent test-taking skills; 10. a policy to ensure test security; and 11. provisions for the identification of areas for instructional improvement. Student score results of local assessments are not monitored by the department.
MS	☐	☑	
MT	☑	☐	
NC	☐	☑	
ND	☐	☑	
NE	☑	☐	Nothing to state-- except Title I and SPED information. Local reports of student achievement (NRT's & CRA's)
NH	☐	☑	
NJ	☐	☑	
NM	☑	☐	Assessment information, in addition to the state mandates, may be required as part of the accreditation process.
NV	☐	☑	
NY	☐	☑	Results of state tests must be publicly reported. There are no specific requirements for other assessments.
OH	☑	☐	Districts must implement "competency-based education" programs for composition, mathematics, science, citizenship, and reading in grades 1-12. Districts must develop or adopt assessment methods to measure student progress in meeting performance objectives in each area at each grade and report by grade and school the number who made satisfactory progress as shown by the assessment.
OK	☐	☑	Although the state does not require each local district to operate its own assessment program, each school district board of education shall adopt a Comprehensive Local Education Plan once every four (4) years. Each school district shall review and update the plans annually. Required subparts of the plan include school improvement, staff development, capital improvement, alternative education, and reading sufficiency.
OR	☐	☑	

Question 1.4

Does your state have a requirement that local districts or schools operate their own asessment program(s) in addition to the state assessment program? If yes, what information do you require local school districts or schools to provide? (i.e., assessment or implementation plans, student score results)

State	Yes	No	Response
PA	☑	☐	Provide information requested by the Department regarding the achievement of academic standards which does not include student names, identification numbers or individually identifiable information. Provide summary information including results of school district assessments relating to school district local assessment system to the general public regarding the achievement of students, which does not include student names, identification numbers or individually identifiable information. The school local assessment system should be described in the district's, including charter schools or AVTS strategic plan.
PR	☐	☑	
RI	☑	☐	Districts and schools can list local assessments in their strategic plans.
SC	☐	☑	
SD	☐	☑	
TN	☑	☐	Local systems are required to report the percentage of grade 2 students at or above grade level in reading and mathematics. A standardized procedure is required for this purpose.
TX	☐	☑	
UT	☑	☐	District level results reported annually.
VA	☐	☑	
VI	☐	☑	
VT	☑	☐	A Schools comprehensive assessment system shall yield results that enable it to : make decisions about instruction, professional development and education resources and curriculum and report to the public on student performance measures and progress in, as appropriate, early reading, English language arts, mathematics, science history and social sciences.
WA	☐	☑	
WI	☐	☑	
WV	☐	☑	
WY	☑	☐	Legislation requires schools to report standards-based assessment results by school and by district in school and district report cards using a uniform reporting format.

Question 1.5

What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what materials were developed (print, video, software, etc.).

State	Response
AK	Developing a Comprehensive System of Student Assessments: 1. Alaska High School Graduation Qualifying 2. Benchmark exams at grades 3, 6, and 8 3. Alternate System of Assessments for Special Education Students
AL	Print materials on each assessment are provided to the public and to local school systems; videos are being prepared to train teachers on the K, 1, and 2 assessments.
AR	Training manuals and training for principals on the CRT; test administrators' handbooks and training; a brochure for parents.
AZ	A newspaper was developed for and disseminated to all parents with students in Arizona public schools. The paper reported the state standards in Language Arts and Mathematics, as well as some of the policy related to the use of test scores, including the graduation test law.
CA	Most materials that have been developed for use by school districts with parents and others are available on the CDE website. Copies are also enclosed.
CO	
CT	Connecticut has developed a Holistic Scoring Workshop software package, presented on CD, that provide school district personnel with training on holistic scoring methods, rubrics, etc., for the CMT writing and CAPT Response to Literature and Interdisciplinary sections. Scorview Software was also developed to provide school district personnel with images of student test work on CD for the CMT writing and CAPT Response to Literature and Interdisciplinary tests. MTIS Software, similar to existing software for the CMT, was developed for the CAPT for the purpose of providing district personnel the ability to analyze test data. CAPT Program Overview and CMT Program Overview are newly developed test guides which provide program information for school districts and the general public.
DE	Take the Test Day, newspaper inserts, interpretive guides for teachers and parents, school diagnostic reports with implementation guides. Governor held press release linked via Internet to live sites in each county.
DoDEA	Each summer DoDEA sponsors a worldwide (DoDDS/DDESS) week -ong Institute on School Improvement. Assessment/Evaluation have been the focus for the last 3 years. Districts have also used national consultants in developing assessments. The annual DoDEA Accountability Report and Profiles serve to publicize and inform our stakeholders and the general public (www.odedodea.edu).
FL	
GA	1) Georgia High School Graduation Tests Brochure (print) - disseminated to every high school in Georgia. Audience was parents, students, and teachers. 2) Georgia Kindergarten Assessment Program - Revised training video. Audience was kindergarten teachers, school administrators. 3) Criterion-Referenced Competency tests Brochure (print) - disseminated at a variety of informational meetings. Audience was system leadership, curriculum and testing specialists. 4) GSAMS (Distance Teleconferencing/Wide Area Video Hook-up) for dissemination of new regulations re: reauthorization of IDEA, revalidation and re-alignment of tests to revised curriculum.

Question 1.5

What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what materials were developed (print, video, software, etc.).

State	Response
HI	Printed training materials were provided to a variety of audiences (teachers, principals, parents) to explain the state assessment program or for training (administration) purposes.
IA	1. Expanded involvement in other national assessment projects, ie., SCASS. 2. Identification of models of assessment for local consideration and use. 3. Continued emphasis in the State Board's strategic plan. 4. Training efforts for area education staff and LEA staff in district wide standards referenced assessment. 5. Establishment of instructional centers for reading and mathematics that emphasize the use of data for decision making and implementation of best practices.
ID	A math tool-kit has been developed for the math assessment (both grades 4 and 8) and a "pencil box" has been developed for fourth grade writing. Both items are print materials.
IL	Several printed publications and brochures are available to administrators, teachers, and parents.
IN	
KS	Curriculum consultants provide printed training materials in each content area for various training meetings, workshops, inservice presentations, etc.
KY	1. Core Content for Assessment -- Audience is teachers and administrators. Format: Print and WEB. 2. District Assessment Coordinator Guide -- Audience is District Assessment Guide. Format: Print and WEB 3. Kentucky Teacher -- Monthly newspaper to teachers and administrators. Format: Print and WEB. 4. Annotated Item Worksheet (Item Scoring Guide with sample student responses and scores; Instructional Strategies). Audience is teachers and parents. Format: Print and WEB. 5. Released Assessment Items (Open Response and Multiple Choice). Audience is teachers and parents. Format: Print and WEB. 6. Item Commentaries (Item, Expectations, Instructional Connections). Audience is teachers and parents. Format: Print and WEB. 7. Open Response in the Classroom. Audience is teachers. Format: Print and WEB. 8. Various Public Information documents -- Audience is parents and general public. Format: Print.
LA	In preparation for implementation of the new criterion-referenced testing program, the state has made available a number of public relations materials. These include brochures, newsletters, and videos. In addition, a public relations firm was used to provide a comprehensive view of the entire reform program, including standards, assessment, and accountability.
MA	One million copies each of two issues of a brochure, "Starting Now," developed by Mass Insight, a private organization, were distributed to the general public to provide general information about the state's assessment program. Over one million copies of a brochure, "Test Yourself," which included actual MCAS test questions, were distributed to the general public via toll booths, banks, and major supermarkets. A parent version of a guide to interpreting MCAS student results, translated into eight languages, was sent to every parent along with a report of the child's results. Regional workshops were conducted for members of the media.

Question 1.5

What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what materials were developed (print, video, software, etc.).

State	Response
MD	MSDE uses a multi-media strategy to market its statewide school reform program, the Maryland School Performance Program (MSPP), and its accompanying assessment program, the Maryland School Performance Assessment Program (MSPAP). Through the ongoing distribution of numerous print publications and video tapes, and the increasing availability of information through the MSDE web site and toll-free information line, MSDE was able to educate a wide range of audiences about the statewide assessments. Our audience includes students, teachers, parents, local school system personnel, media, and interested education state holders such as the Maryland Business Roundtable, Maryland PTA, teachers' associations, and faculty of teacher-preparation programs.
ME	
MI	
MN	Brochures for parents; education sample tests in print and on the WEB.
MO	1. Videos shown in conjunction with a presentation by the Commissioner and Department-led discussion groups for teachers, administrators, students and the general public. 2. A 30-page booklet entitled "Assessment Standards for Public Schools" 3. Flyers and public information updates for teachers conferences and similar functions.
MS	Printed and electronic data summary results are available on request. State web site gives overview of system/components and summaries of recent data. Videotaped training is disseminated for the NRT component. Workshops and conferences are conducted in various areas around the state.
MT	Print materials were developed to increase knowledge about assessment. Materials were distributed to administrators and news media.
NC	
ND	Videos 1. 1990 Test-Interpretation Video (First Edition) and Booklet 2. 1993 Test-Interpretation Video (second edition) and Booklet 3. 1999 Test-Interpretation Video (third edition) and Booklet - is scheduled for production in January 1999 . Press Releases are done each year to announce the release of the State Assessment Results. North Dakota State Averages are released each year. Beginning this year the results will also be on our Web Site. Disaggregated data by the following have been done each of the past 9 years. These include: size of school district, gender, ethnicity, Title I, IEP, 504, and Region.
NE	None
NH	The state is in the process of developing a comprehensive publicity program involving both print and broadcast media. A primary focus will be on helping local districts explain the assessment program in their community and develop support for educational improvement initiatives.
NJ	Prior to administering new components of the statewide assessment system, training workshops are conducted with school and district staff. The department produces parent handbooks with sample items, score interpretation manuals, and a detailed description of the essay scoring process annually.
NM	The SEA is in the process of preparing materials that will describe the statewide student assessment program and the changes that have taken place over the past eighteen months.

Question 1.5

What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what materials were developed (print, video, software, etc.).

State	Response
NV	Brochures describing new Criterion-Referenced Tests distributed throughout High Schools. Published descriptions of Direct Writing Assessments with annotated examples of papers receiving differing scores.
NY	Print and public access television. We have produced written test samplers or information brochures for each assessment given for the first time in the 1998-99 school year. Many of these documents are also available on the internet. We produced a four page newspaper insert with approximately 4,000,000 copies circulated. Monthly, the Department produces a public access television program focusing on an element of the state assessment program. Audience includes school personnel, general public, (voters, and tax-payers).
OH	The following print materials were developed: 1) Planning for graduation listing for parents and students each outcome on the graduation test. 2) Individual fact sheets for each 9th grade and 12th grade proficiency tests is intended for teachers and describes in more detail each learning outcome. 3) Information guides at the 4th and 6th grade combine all 5 fact sheets into one document intended for teachers. Additional material about proficiency testing is included. 4) At each grade level, practice tests (at least half length) and manuals for administration and scoring were created for students, teacher and parents.
OK	Publications include: ITBS Teacher Directions Manual; ITBS Student Booklet for the Practice Test; ITBS Pre-Test Inservice Manual; ITBS Spring Interpretive Guide; OCCT Directions for Administering Manual; OCCT Guide for Parents, Students, and Teachers; OCCT Pre-Test Inservice Manual; OCCT Interpreting the Reports: A Guide. Each of these manuals are in print format and provided to teachers, students, and parents. A School District Report Card on Student Testing each year is provided to school superintendents, legislators, educators, community leaders, parents, and news media which provides assessment results for all districts.
OR	A variety of print materials (some directed towards parents, some directed towards teachers, and some directed towards administrators) have been very well received. These have been titled "Seeds of Change". The documents have been supported by television commercials (brief spots) asking people to stay informed about recent changes to their local education programs. All of these are supported by routine mailings to district Superintendents, Principals, and teachers.
PA	Assessment Handbooks, Instructional Handbooks, PSSA Classroom Connections Kit, Pamphlet that describes the Reading Assessment Advisory Committee, CD to train people in how to score student writing, school by school results by scaled scores, and supplemental documentation for Reading, Mathematics and Writing Assessment Reports. The intended audience includes teachers, administrators, and educators for all of the materials, the general public for the school by school results.
PR	Memoranda for the personnel at all levels were written with instructions and explanation for the administration of the test. Training was offered in the logistics of the test. Parents were sent a letter informing them of the test. The Undersecretary addressed the public through a television program.
RI	Website developed (www.infoworks.ride.uri.edu) that portrays test scores and other relevant information by school and districts. Other print materials developed to assist with the operation of the program and a brochure developed for use with a wide variety of audiences.
SC	

Question 1.5

What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what materials were developed (print, video, software, etc.).

State	Response
SD	We developed and distributed an interpretive guide for our SAT9 Test. Schools found it useful.
TN	The state maintains assessment data on the department web site. A comprehensive Report Card is issued for each system as well as a technical supplement giving a three year summary of the academic gain or growth at the system as well as the school level for each grade level and for each of the five subject areas assessed. High school value added information is also included. Supplemental diagnostics are provided giving each system and school information on the progress of students by pre-achievement level. This information is grade level and subject area specific as well (i.e., a principle could determine if grade five instruction had been more effective will low pre-achievers in math, etc.). Other reports include the traditional np's nce's stanines, and performance on each objective measured.
TX	(1) The Statewide Report of Student Results is published in the early spring of each year. It includes information about the previous school year's test results statewide, provides a good overview of the testing program, and tells how students performed statewide on the TAAS and end-of-course tests. It also includes sample test items and the findings of studies conducted by the Student Assessment Division during the year. Each spring when the new report comes out, copies are shipped to school districts and education service centers (ESCs). (2) The Technical Digest is published annually in the spring and is shipped to school districts and ESCs. It is a document of the activities and the attributes of the state testing program. It is useful in understanding how the testing program is structured and how tests and test items are developed. (3) Since 1995 all tests given during a school year are released each August. An initial shipment is made to school districts and ESCs. Available are test booklets, answer keys, and written composition scoring guides. (4) TAAS Study Guides are by law provided free through school districts to students who fail one or more parts of the TAAS. Guides arrive at about the same time as students' test results. The study guides are designed to strengthen the skills tested on TAAS. (5) In order to be eligible to receive a Texas high school diploma, students must satisfy a graduation testing requirement. A brochure, "A Student's Guide to Testing Requirements for High School Graduation in Texas," explains the graduation testing requirement and is distributed through school districts to students and parents. (6) TEKS Update Booklets illustrate the alignment of the TAAS and end-of-course tests with the Texas Essential Knowledge and Skills, the state-mandated curriculum. There is a booklet for each test, and each booklet includes the TEKS student expectation statements eligible for testing of each assessment in the testing program. These booklets have been provided to all school districts and ESCs. (7) The information booklet, Interpreting Assessment Reports, is produced in late spring each year and is provided to school districts and ESCs as a guide to interpreting the various reports of student performance results that are generated. (8) Student Assessment in Texas: Meeting the Challenge is a television series that provides current information on various aspects of the assessment program. Now in its sixth season, it is broadcast to school districts over the T-Star network. (9) TAAS Coordinator Training takes place each January. Test coordinators from the 20 regional ESCs and the state's largest districts receive training on the upcoming spring statewide test administration. These coordinators, in turn, replicate this training in school districts and on campuses. NOTE: Many of these materials are available at the Texas Education Agency's web site. The website address is www.tea.state.tx.us.
UT	Several print documents are produced for parents, teachers, administrators, as well as legislators and State Board members.

Question 1.5

What kinds of materials has your state or others in your state developed for assessment program publicity, explanation, or training? Please focus on efforts that were successful, and describe the intended audience and what materials were developed (print, video, software, etc.).

State	Response
VA	Parents have been provided an informational brochure on the testing programs and sample SOL test items. Teachers have been provided copies of the SOL test blueprints. The sample items and blueprints are available on the Department's web site.
VI	Print and video materials. Community at-large.
VT	A downloadable Web site called the Vermont School Report that contains all student assessment data as well as school, district, and town contextual data. Web site for viewing assessment results in graphic or table form allows for comparison to previous years or similar schools. A newspaper insert containing the 1997-1998 state assessment results and accompanying articles. Sample items were included.
WA	Norm-referenced program: print material on test interpretation; building and district results available electronically and posted to agency web page. Standards-based program: print materials on multiple aspects of the program; print version of example test; print version of draft technical manual; print version of parent guide; print version of test results interpretation guide; test results available in searchable database on agency web page; many documents available on web page.
WI	State Superintendent John T. Benson developed a staff development video to introduce performance standards and proficiency levels to Wisconsin school districts and citizens along with an Assessment Communications Kit for school districts and the media. The Wisconsin School Performance Report Results for Districts and Schools Within Districts is published annually for the Knowledge and Concepts Examination results at 4th, 8th, and 10th grade. The Wisconsin Comprehension Performance Report Summary by District and School Within District is published annually for the Wisconsin Reading Comprehension Test at grade three. Other publications describing the Wisconsin Student Assessment System Program are also published and distributed, such as; the Wisconsin Reading Comprehension Test Brochure for Parents; the Student/Parent Pre-Test Guide for the Knowledge and Concepts Examinations at 4th, 8th, and 10th grade; a brochure entitled "Wisconsin Student Achievement Facts"; The First Notice of the Wisconsin High School Graduation Test Map of Test Content; press releases, etc. Wisconsin makes extensive use of our website to provide broad access to electronic copies of assessment data and publications.
WV	Brochure for Parents, "Understanding and Utilizing test Results from the Stanford Achievement Test". Technical Assistance Manual - Grade 4 Writing Assessment Technical Assistance Manual and Video - Using Explore Results
WY	As a part of the RFP, the assessment contractor was required to develop a website that would explain and update users on assessment information. A video and brochure were also planned to inform schools and the public about the assessment. A policy book on participation of all students including special populations (students with disabilities, LEP, and minorities) in state and local assessments.

Question 1.6

What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
AK	Current assessment program; plans for development	Audio-conferences, conference presentations	☐
AL	Series of regional workshops in which the purpose, format, and general content of the state testing program were discussed.		☐
AR	Workshops on interpreting and using assessment results; workshops on making data driven decisions in the school improvement model; workshops on using assessment results to assist schools in academic distress	All workshops had a presenter with a training manual or training materials which were given to participants.	☐
AZ	Workshops on the use of Stanford 9 test scores for school improvement; training on the District Achievement Plan and system of accountability for all (accommodations and modifications for students with disabilities).	Stanford 9 workshops were a full-day, involving work with data. Training on the accountability system were half-day informational sessions with Q&A.	☐
CA	General description about use of standardized test results.	Documents provided to school districts for distribution and use in district workshops.	☐
CO	(1) Training in test administration. (2) Recently completed video module on the use of accommodations in the classroom and assessment for use in the 1998-99 school year.	(1) Trainer of Trainer Workshops (2) Module to be used in districts and schools.	☐
CT	Holistic Scoring Training, Interpreting Results, Using MTIS Software for Analyzing Test Data, Curriculum Development, Instructional Strategies	Workshops, Handbooks, Released Items, Training Sessions	☐
DE	DOE Assessment staff provided pre- and post-test workshops for parents, schools, and districts. DOE assessment staff and our vendor, Harcourt-Brace, provided pre- and post-test workshops for district and school test coordinators. The workshops targeted standards, curriculum alignment, the DSTP, test administration, data-driven decision making, interpreting test scores, and using test results to improve classroom instruction.		☐

Question 1.6

What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
DoDEA	CTB representatives provided training to teachers in each district on the content of the TerraNova test instrument and the performance aspects of the new assessment.	One and half (1 1/2) days training included content from CTB and DoDEA HQ review testing ethics/procedures and provided time and structure for local planning.	☐
FL			☐
GA	Regional Test Coordinators' Meetings (10) general assessment program orientation; updates in every area/component	Trainer of Trainers Model - System Test coordinators provided with model to train/orient system personnel to SSP	☐
HI	Overview of assessment administration procedures and use of reports. Site level data analysis conducted upon request.	Presentation times were flexible. Group size varied: large/small/individuals. Lecture, discussion, and hands-on strategies were used.	☐
IA		Not provided directly to teachers but to area education and department staff that work directly with local school districts.	☐
ID	Pre and post service workshops provided around the state. Teachers acting as trainers and training teachers about the writing and math assessments.	Workshops with hands-on training materials.	☐
IL	Assessment formats, learning standards, and procedure to administer IGAP assessments. The composition and nature of assessment instruments.	Via printed publications and workshop presentations. A series of day long informational sessions at various regional offices in the state.	☐
IN	Pre-test and post-test workshops	One day workshops	☐
KS	Use of assessment data, interpretation of results, teaching to Curriculum Standards -- writing, reading, mathematics, science, and social studies. Lots of emphasis on students with disabilities and Title I students.	Workshops, special conferences, professional organization meetings, training sessions, inservice presentations.	☐
KY	1) Teacher training program for scoring writing and alternate portfolios. 2) District Assessment Coordinator's meetings on assessment and accountability.	Face to face meetings, video conferencing, and Kentucky Educational Television (KET) programming	☐

Question 1.6

What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
LA	The State Department of Education has continued to conduct a number of assessment-related workshops at various sites around the state. The topics include test preparation, test administration, informational sessions, and test interpretation. In addition, the vendor for the norm-referenced testing program provided many on-site workshops on similar topics.	The informational sessions and test administration workshops were presented to district level staff in a train-the-trainers format. Sessions on general information and using assessment results varied in format, from classroom level workshops to large group sessions.	☐
MA	Approx. 125 teachers participate in ongoing assessment development activities through work on Assessment Development Committees, which provide an advisory role to the SEA. Approx. 600 teachers participated in scoring institutes in July 1998 in which they scored students' written compositions on MCAS. Many educators, as well as members of the public, participated in standard setting in August 1998, in which performance standards were set for English Language Arts, Mathematics, and Science/Technology for grade 4, 8 and 10. Many teachers were trained in the use of standards-based tasks and evaluation of student work through an ongoing grant-based program known as MPAP. Several thousand educators participated in 40 reporting workshops conducted throughout the state to train school staff in interpreting and using MCAS test results.	Professional development workshops and working committees	☐
MD	The state has always made a particular effort to involve Maryland teachers as task writers, item writers, and scorers in its assessment programs.	Production-oriented workshops.	☐
ME			☐

Question 1.6

What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
MI	For new MEAP social studies tests, grades 5, 8, and 11, training was held to inform teams of educators from all regions of the state about the new tests - what they were like, what it might take to prepare students, how the tests were to be administered and how the tests were developed.	Trainer of Trainer Workshops, pretaped teleconferences, parent brochures	☐
MN	All teachers have been trained in Standards, based on classroom assessment.	One representative per district is trained and is, in turn, in charge of training local teachers and principal study groups. Additional training is available upon request.	☐
MO		1) Workshops for teachers at regional MAP and professional development centers. 2) A MAP-sponsored three-year training program for teachers 3) The state solicited the participation of hundreds of teachers at every stage of the assessment development.process 4) Department-led workshops for administrators on interpretation and use of MAP results.	☐
MS	Administering each assessment component; interpreting score results; understanding scoring rubrics; using score results for curriculum change and school improvement.	Area workshops and state symposium; printed materials, transparencies, videotapes, etc.	☐
MT	Informational meetings were conducted on a regular (quarterly) basis with curriculum/assessment directors. Purpose was to keep directors up-to-date with state board of education assessment changes/development (i.e., development of criteria for test selection).		☐

Question 1.6

What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
NC	Ongoing regional delivery of staff development on assessment is provided by the regional accountability coordinators. Each district and/or school is assigned to a region where they may participate in the services. A variety of assessment-related topics are covered to provide information on how to make use of the statewide assessment test results for instructional feedback and decision-making.	Information is provided at training sessions and workshops with handouts and other relevant materials provided during the session. A train-the-trainer model is used where training is provided at the district level with the expectation that training will subsequently be provided to school staff. Also, teachers are actively involved in item and test development as well as standard setting.	☐
ND	The Department of Public Instruction provided professional development to teachers, administrators, parents, college students and other interested parties throughout the past few years. The content of the presentations/workshops generally consist of the following: 1. Assessment overview, 2. Types of test scores, 3. Types of test reports 4. Interpreting and using test results for State Education Improvement Process (SEIP) 5. National Assessment of Educational Progress (NAEP) 6. Survey of the state-wide testing program 7. Workshop evaluation	1. Regional Test-Interpretation Workshops are conducted based on the Governor's 8 geographical regions of the state. 2. Test-Interpretation Workshops are done upon request of local school districts as well as on request by undergraduate as well as graduate programs Test-Interpretation Videos are borrowed from our office upon request. We have a 1990, 1993.	☐
NE	Development of local CRTs and other CRA's related to state standards	Multiple	☐
NH	Regional meetings are also held on the construction and scoring of writing prompts and open-response items. District workshops are held relative to making specific changes in curriculum and instructional programs.	Regional meetings - large group presentation with questions and answers. District workshops - interactive hand-on sessions. Some regional meetings also involve interactive hands-on sessions.	☐
NJ	1. Administration procedures 2. Score interpretation	For both workshops (1/2) with printed materials	☐
NM	Pretest/postest assessment workshops that discuss procedures for all mandates.	Regional workshops geographically located in six different school districts around New Mexico over a period of two weeks (February and May each year).	☐

Question 1.6

What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
NV	Training in scoring Analytic-trait and Holistic Writing Assessments.	Combination of lecture, practice, and on the job training.	☐
NY	In numerous locations around the state, the Department has offered workshops, conferences, and turn-key training on the nature of the new assessments and rating techniques.		☐
OH	1) Collection and dissemination of "Best Practices." 2) Administration, Interpretation, and Use of State-Developed Alternative Prototype Assessments 3) Curriculum, Instruction and Assessment Alignment using State Model Curricula Workshops, Summer Institutes, Regional Professional Development Center Sessions, State Conferences, Regional "Drive-In" Meetings, Print Material 4) Interpretive guides sent to districts with results	Print material, website, microfiche	☐
OK	Numerous presentations are given at local districts prior to testing in the spring of each year with attendance of the site testing coordinator mandatory. Also, numerous inservices are provided to teachers across the state on interpreting and using test results for program improvement.	PowerPoint presentations. Videoconferencing.	☐
OR	Oregon provided a series of workshops on "effectively using statewide assessment and other data". In addition, we provide test specifications (with the content standards, descriptions of eligible content, and examples of test items), teacher support packets (with scoring guides, samples of student work with scores and commentaries, and tips for helping students to internalize the information).	Face-to-face workshops Print	☐

Question 1.6

What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
PA	The content for the interpretation sessions is material contained in the assessment report. The professional development sessions include scoring student responses to items in field tests, and how to connect instructional practice to items on the assessment	The format for the interpretation sessions is presentation/discussion. The format for the professional development sessions is a combination of presentations and work sessions.	☐
PR	Teachers met in each school district to analyze results and to interpret these based on the content for each subject.	Workshops were conducted with superintendents, school directors, and teachers. A guide was prepared that analyzed the results for teachers and students.	☐
RI	Training programs for teachers and administrators on the new Math and English Language Arts tests.	Full day sessions were provided.	☐
SC	For current tests - workshops for District Test Coordinators for administration information; for developing assessments - information workshops for teachers, administrators; item writing workshops for teachers (small groups, interactive) For new testing program - information about item types, alignment to standards.	For new testing program - information about test format, number of items, administration policies.	☐
SD	Analytic scoring for the Fall 1998 writing exam. Pre-Test workshops for the Fall 1998 writing exam and Post-Test interpretive workshops for the Spring 1997 achievement testing.	Lecture, discussion and overview of state results and plans for testing.	☐
TN	Each area of the State Department of Education, including the Division of Teaching and Learning, the Division of Assessment, School Improvement, and Professional Development, each provide an aggressive program of workshops focused upon developing the skills and understanding necessary for the disaggregation and diagnostic use of assessment data for the improvement of the instructional program.	The programs include 'hands on' practice with real data utilizing hand outs, power point, overheads, and video.	☐
TX			☐

Question 1.6

What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
UT	Annual update and training on new and existing state assessments w/district testing directors.	Onsite consultations as requested by districts. Various workshop presentations on assessment.	☐
VA	Regional test administration and score interpretation workshops have been provided to school division personnel. Numerous inservice presentations and presentations to organizations have been made on the general topic of the SOL assessments and SOL test blueprints.	Presentations	☐
VI			☐
VT	Beginning the Portfolio Process--28 regional workshops for new teachers or teachers new to the portfolio process. Network Meetings in Mathematics and Writing/Reading--24 regional meetings held twice a year. Vermont Interactive Television Sessions were done for preparing teachers and students to take the Vermont Developmental Reading Assessment, the Vermont Science Assessment, and the New Standards Exams. Video tapes of these sessions are available for borrowing and copying.	Workshops, Interactive Television, Videos and print materials.	☐
WA	A. Assistance with implementation of spring standards-based assessments; description of and feedback about proposed changes to norm-referenced component. B. Assessment and curriculum staff development centered around standards-based program. C. State funded staff development run by districts.	A. Three hour workshops presented in nine locations around the state for 296 school districts; agency staff and contractor's representatives presented; primary audience was district staff responsible for implementing state assessment program. B. Trainers of trainers model; fourteen teams around state trained by agency who in turn provide training to district trainers who train local staff. C. State provided funding for 3 additional days for each teacher to be used for staff development primarily focussed on educational reform including assessment.	☐

Question 1.6

What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format.

State	Content	Format	None Provided
WI	Staff development pre-workshops were held around the state in every Cooperative Educational Service Agencies (CESAs) Standards and Assessment Center (12 sites strategically located in each CESA) and one for Milwaukee Public Schools. The agenda included: Discussion of issues related to the Knowledge and Concepts Examinations at 4th, 8th, and 10th grade, such as, test security; test accommodations and modifications language arts and writing; open enrollment programs and student scores; adequate yearly progress (AYP) and the appeal process; alignment study; no social promotion legislation; career interest survey; overview of test content at each grade level; test objectives; test length; mailing and receiving schedule; student Pre-ID labels and student demographic collection page; school header sheet and school and group list of most common errors and what to look out for; test administration procedures; overview of reports; Phases I and II Reports and delivery dates; statewide report and delivery dates. Staff development post-test workshops will be held in every CESA and Milwaukee Public Schools in May of this year.		☐
WV	Using results (as requested).		☐
WY	As a part of the RFP, the contractor was required to plan staff development on teaching in a standards-based environment, using disaggregated results, and intensive on-going workshops on assessment development and use of results.	Hands-on, interactive activities with follow-up training and practice.	☐

Question 1.7

Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
AK						
	4		10055	1612	695	693
	8		9627	1276	507	679
	11		8140	889	308	439
AL						
AR						
	4	30000				
	5	29420				
	7	31610				
	10	30226				
AZ						
	3	66045				
	4	65170				
	5	63429				
	6	64243				
	7	63985				
	8	60530				
	9	66357				
	10	58469				
	11	48675				
	12	44259				
CA						
	2	489070			160052	
	3	463034			141605	
	4	451069			129505	
	5	434280			114202	
	6	426302			97962	
	7	426245			88275	
	8	412604			80432	
	9	458650			84647	
	10	423865			67764	
	11	378819			51170	
	12	317595			36509	
CO						
	3	52000	47000	5000	2000	
	4	52000	47000	5000	2000	
	5	52000	47000	5000		
	7	52000	47000	5000	2000	
	8	52000	47000	5000	2000	
	10	52000	47000	5000	2000	

Question 1.7

Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
CT						
	4	42487	33868	6796	1500	323
	6	40777	32267	6716	1500	294
	8	38773	30950	6065	1500	258
	10	36650	29370	5624	1500	156
DE						
	3	8504	6755	1567	186	37
	5	8432	6787	1509	143	33
	8	8925	7525	1267	127	24
	10	8075	7191	790	94	16
DoDEA						
	3		11222	7099	2740	
	4		10303			
	5		9573			
	6		8285			
	7		7315			
	8		6686			
	9		4784			
	10		4951			
	11		3960			
FL						
GA	K	131070				
	3	129733		5450	2202	648
	5	121553		5577	1800	582
	8	116902		4495	1442	505
	11	87640		2149	933	138
HI						
	3	13830	12997	833	1086	
	6	13025	12192	833	835	
	8	12088	11422	666	805	
	10	9347	8865	482	641	

Question 1.7

Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
IA						
	3		35004	5538	592	136
	4		34918	5998	614	130
	5		36450	6043	501	126
	6		37604	5731	504	122
	7		37890	5569	411	95
	8		38801	5759	398	109
	9		40892	5461	473	105
	10		40277	4925	338	76
	11		38093	3955	356	45
	12		35650	3559	262	46
ID						
	3	18398		2209		758
	4	18527		2280		683
	5	18238		2218		610
	6	18077		2159		579
	7	19048		2002		565
	8	19696		1897		565
	9	20431		1740		508
	10	19957		1561		415
	11	18171		1320		301
IL						
	3	157765			15007	179
	4	146478			12358	148
	6	159902			8710	119
	7	148381			6859	98
	8	145853			6728	90
	10	142442			5398	63
	11	130581			4153	51
IN						
	3		68783	1393		
	6		63966	1203		
	8		64825	1423		
	10		68676	5099		
KS						
	3	34941	29976	4965	1474	916
	4	35219	30239	4980	1244	885
	5	35433	30776	4657	1040	789
	7	37439	32932	4507	818	625
	8	36920	32786	4134	785	576
	10	36560	33207	3353	605	464

Question 1.7

Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
KY						
	4	46464	40759	5705	131	1164
	5	47141	41127	6014	128	1100
	7	49267	44093	5174	94	918
	8	48798	44270	4528	163	706
	11	40659	38312	2347	114	171
	12	38820	37317	1503	87	96
LA						
	3	57845	51215	6630		
	4	57385	50013	7372		
	5	57391	49544	7847		
	6	60137	51388	8749		
	7	61747	52360	9387		
	8	55787	47700	8087		
	9	65288	55755	9533		
	10	54684	47439	7245		
	11	45701	39796	5905		
MA						
	3	77598	67233	5783	4582	na
	4	76365	60977	12497	2891	na
	8	70053	57603	10844	1606	na
	10	62462	52371	8286	1805	na
MD						
	3	66482		8537		
	5	63554		9824		
	8	60010		8607		
	9	66172		9138		
	10	57711		6640		
	11	51580		5086		
	12	46532		4002		
ME						
	4	16884				
	8	17356				
	11	14032				
MI						
	4		110000	17000	1150	619
	5		110000	16000	1100	584
	7		110000	14392	900	482
	8		108000	13600	850	482
	11		102000	3000	120	50

Question 1.7

Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
MN						
MO						
	3	70067	57891	11711	465	243
	4	69008	56747	11798	463	219
	7	70091	59570	10181	340	182
	8	69748	59595	9785	368	163
	10	68587	60584	7674	329	127
	11	60498	53799	6429	270	73
MS						
	4	38266	na	na	na	na
	5	37085	na	na	na	na
	6	37645	na	na	na	na
	7	39892	na	na	na	na
	8	38455	na	na	na	na
	9	41768	na	na	na	na
	11	29499	na	na	na	na
MT						
	4	11800	na	na	na	na
	8	12900	na	na	na	na
	11	12200	na	na	na	na
NC						
	3	98389	86859	11199	1197	
	4	94109	82783	11141	1026	
	5	91566	80625	10728	897	
	6	91669	81021	10448	758	
	7	91267	81136	9880	708	
	8	87903	78877	8835	665	
	10	73976	69468	4329	429	
ND						
	4	9354	7922	1200	232	
	6	9745	8246	1179	320	
	8	10061	8727	1080	254	
	10	10438	9386	977	75	
NE						
NH						
	3	16641	14250	2199	192	
	6	16266	13789	2292	185	
	10	13862	12498	1272	92	

Question 1.7

Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
NJ						
NM	K	24345				
	1	26715				
	2	25996				
	3	25756				
	4	25521				
	5	25887				
	6	25712				
	7	25996				
	8	25512				
	9	29845				
	10	26201				
	11	21956				
	12	18075				
NV						
	4	23396	18216	3120	2600	
	8	21910	17698	2556	1656	
	10	21344	17895	2210	1239	
	11	18638	15760	1899	979	
	12	15758	13680	1502	576	
NY						
	3	261860	231291	30569		
	4	240926	211065	29861		
	5	241248	210118	31130		
	6	239587	208119	31468		
	8	209325	187955	21370		
	9	260260	233805	26455		
	10	225458	206016	19442		
	11	184222	169239	14983		
	12	157227	145552	11675		
OH						
	4	137422				
	6	140932				
	9	158700				
	12	114971				

Question 1.7

Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
OK	K	na	na	na	na	na
	1	na	na	na	na	na
	2	na	na	na	na	na
	3	47602	na	6877	na	307
	4	na	na	na	na	na
	5	47356	na	6557	na	240
	6	na	na	na	na	na
	7	49571	na	6044	na	213
	8	48897	na	5690	na	212
	9	na	na	na	na	na
	10	na	na	na	na	na
	11	41543	na	4326	na	113
	12	na	na	na	na	na
OR						
	3	43050				
	5	41940				
	8	41839				
	10	39554				
PA						
	5	136488				
	6	139147				
	8	135023				
	9	152359				
	11	139059				
PR						
	3	51235		2843		1186
	6	47950		2420		1182
	9	44019		1584		1165
	11	38100		946		795

Question 1.7

Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
RI	K	na	na	na	na	na
	1	na	na	na	na	na
	2	na	na	na	na	na
	3	12744	na	na	na	na
	4	12375	na	na	na	na
	5	11902	na	na	na	na
	6	na	na	na	na	na
	7	12060	na	na	na	na
	8	11596	na	na	na	na
	9	10971	na	na	na	na
	10	10770	na	na	na	na
	11	na	na	na	na	na
	12	na	na	na	na	na
SC						
	4	50638				
	5	51306				
	7	51309				
	9	55559				
	11	36651				
SD						
	4	11117				
	8	11973				
	11	11083				
TN						
	3	77945				
	4	75089				
	5	72558				
	6	73948				
	7	74860				
	8	72103				
	9	82727				
	11	62274				

Question 1.7

Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
TX						
	3	300185	258039	42146	53980	6304
	4	302450	255504	46946	47570	6636
	5	296957	249419	47538	39289	6013
	6	297590	253013	44487	31499	5999
	7	300777	258206	42571	26019	6159
	8	296681	255695	40986	24661	6357
	10	257832	228706	29126	16471	4806
	11	53564	44842	8722	8079	1683
	12	22318	18185	4133	3823	825
UT						
	5		35304			
	8		35559			
	11		38138			
VA						
VI						
	3	1618	1557	61		
	6	1612	1550	62		
	8	1480	1396	84		
	11	1050	981	169		
VT						
	2	8018	5184	733	65	
	4	7971	5596	1109	62	
	5	8083	6355			
	6	8180		1085	36	
	8	8258	5827	1123	45	
	9	8694				
	10	7794	6299	865	64	
	11	7132				

Question 1.7

Indicate the total number of students and number of regular education students, students with disabilities (students that have IEP or Section 504 plan), limited-English proficient (LEP) students, and migrant students who are enrolled at the grades at which you test.

State	Grade	Total	Regular Ed.	Special Ed.	LEP	Migrant
WA	K	na	na	na	na	na
	1	na	na	na	na	na
	2	na	na	na	na	na
	3	na	na	na	na	na
	4	75322	na	9322	4770	950
	5	na	na	na	na	na
	6	na	na	na	na	na
	7	77795	na	8735	3186	575
	8	76664	na	8174	2969	400
	9	na	na	na	na	na
	10	na	na	na	na	na
	11	70242	na	5983	2440	460
	12	na	na	na	na	na
WI						
	3	63765	53874	7766	2125	
	4	63182	55861	7321	1550	368
	8	66305	59271	7034	1110	284
	10	69660	63465	6195	899	354
WV	K	24000				
	1	24000				
	2	23800				
	3	22000				
	4	21000				
	5	22000				
	6	21000				
	7	22000				
	8	22000				
	9	23000				
	10	22000				
	11	21000				
	12	21000				
WY						
	9	8273	7446	827	206	14
	10	8390	7551	839	138	31
	11	7468	6722	746	171	21
	12	7061	6355	706	126	9

Question 1.8

Counting only permanent SEA employees assigned to your state's assessment unit, how many full-time equivalents (FTEs) worked on any aspect of the assessment programs described in this survey, plus any related development projects, during 1997-98?

Question 1.9

Indicate the total budget for 1997-98 assessment programs described in this survey, plus any related developmental projects. Include all internal and external costs, such as staffing, travel, contractual, and other costs in your estimate.

State	Professional FTEs	Support FTEs	Total Expenditures
AK	1	.5	$130,000.00
AL	6	2	$3,300,000.00
AR	2	2	
AZ	2	1	$3,000,000.00
CA	11	8	
CO	2	1	$1,800,100.00
CT	10	2	$4,547,320.00
DE	5	3	$2,240,000.00
DoDEA	1	2	$1,400,000.00
FL	8	1	$9,300,000.00
GA	9	3	$5,948,312.00
HI	4	2	$690,115.00
IA			
ID	.5	.5	$948,000.00
IL	12	2	$6,290,000.00
IN	4	2	$14,000,000.00
KS	1	1.5	$905,000.00
KY	20	5	$8,100,000.00
LA	13	2	$3,925,000.00
MA	6	2	$10,700,000.00
MD	9	3	$8,800,000.00
ME	1	0	$1,500,000.00
MI	9	6	$7,000,000.00
MN	1	1	$3,000,000.00
MO	5	2	$8,000,000.00
MS	6	3	$4,662,748.00
MT	.5	1	$150,000.00

Question 1.8

Counting only permanent SEA employees assigned to your state's assessment unit, how many full-time equivalents (FTEs) worked on any aspect of the assessment programs described in this survey, plus any related development projects, during 1997-98?

Question 1.9

Indicate the total budget for 1997-98 assessment programs described in this survey, plus any related developmental projects. Include all internal and external costs, such as staffing, travel, contractual, and other costs in your estimate.

State	Professional FTEs	Support FTEs	Total Expenditures
NC	8	1	$6,790,000.00
ND	2	2	$600,000.00
NE			
NH	3	1.5	$2,000,000.00
NJ	15.5	4	
NM	2		
NV	2.5	3	$1,142,975.00
NY	21	16	
OH	7	2	$10,555,000.00
OK	5	2	$3,098,671.00
OR	7	4	$3,500,000.00
PA	10	6	$6,000,000.00
PR	6	4	$1,223,400.00
RI	5	2	$1,800,000.00
SC	9		$3,810,141.37
SD	.5	.1	$250,000.00
TN	11	7.5	
TX	44	6	$27,370,640.00
UT	4	4	
VA	6	3	$8,479,898.35
VI	1	10	$300,000.00
VT	4	2	$1,800,000.00
WA	5	4	$5,400,000.00
WI	10	1	$4,000,000.00
WV	4	5	$1,000,000.00
WY	.5	.5	$300,000.00

Question 2.1

Has your state developed or does it plan to develop any approaches to assessment other than single-choice multiple-choice items?

State	Subject	Assessment Types	Grade	Status	Availability
AK					
	Writing	4	5, 7, 10	5	4
AL	Mathematics	3, 4	7-12	7	1
	Reading	3, 5, 6, 8, 11	K, 1, & 2	1	5, 6
	Writing	4, 6	5 & 7	7	1
AR	Mathematics	1,2,4,	4, 5, 7, 8, 10	7	1
	Reading	1,2,4,	4,5,7,8,10	1	7
	Writing	1,2,4	4, 8,	7	1
	Other LA	1	5, 7, 10	7	1
	Science	1	5, 7, 10	7	1
	Social Studies	1	5, 7, 10	7	1
AZ	Mathematics	3	3,5,8,10	3	1
	Reading	3	3,5,8,10	1	3
	Writing	4	3,5,8,10	3	1
CA	Mathematics	2, 4, 10	4, 8, 10, 8-12	1, 7	1, 2
	Reading	3,4	4, 8, 10, 9-12	1, 2	1, 7
	Writing	3, 4	4, 8, 10, 9-12	1, 7	1, 2
	Science	3,4, 6, 10	5, 8, 10, 9-12	1, 7	1, 2
	Social Studies	3, 4, 10	5, 8, 10, 9-12	1, 7	1, 2
	Civics/Gov't	3, 4	9-12	7	1
	Economics	3, 4, 10	9-12	7	1
	History	3, 4	9-12	7	1
	Foreign Lang.	3, 4	9-12	7	1
	Career/Voc. Ed.	3, 4, 6	9-12	7	1
CO	Mathematics	3, 4	1-12	1-Grade 10; 2-Grade 8; 4-Grade 5	1
	Reading	3, 4	1-12		1-Grade 10; 7-Grades 3, 4, 7
	Writing	3, 4	1-12	1-Grade 10; 7-Grades 4, 7	
	Science	3, 4	1-12	2	
CT	Mathematics	3, 10	4,6,8,10	7	6
	Reading	3, 4	4,6,8,10	6	7
	Writing	4	4,6,8,10	7	5
	Other LA	4	10	7	5
	Science	3,6	10	7	6

Assessment Types
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11=Examples of student work
12=Other

Grades
P=Preschool
K=Kindergarten
1-12=Grade

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Question 2.1

Has your state developed or does it plan to develop any approaches to assessment other than single-choice multiple-choice items?

State	Subject	Assessment Types	Grade	Status	Availability
DE	Mathematics	3,4,10	3,5,8,10	7	6
	Reading	3,4,10	3,5,8,10	6	7
	Writing	4	3,5,8,10	7	6
	Science	3,4,10	3,5,8,10	5	1
	Social Studies	3,4,10	3,5,8,10	5	1
DoDEA	Mathematics	3	3-11	7	2
	Reading	3	3-11	2	7
	Writing	4	3-11	7	6
	Other LA	3	3-11	7	2
	Science	3	3-11	7	2
	Social Studies	3	3-11	7	2
FL	Mathematics	1, 3, 4	5, 8, 10	6	1
	Reading	1, 3, 4	4, 8, 10	1	6
	Writing	4	4, 8, 10	6	1
GA	Mathematics	1, 3, 4, 6, Other	1 - 8	3	1
	Reading	1, 3, 4, 6, Other	1 - 8	1	3
	Writing	4	3, 5, 8, 11	7	1
	Other LA	1, 3, 4, 6, Other	1 - 8	3	1
	Science	1, 3, 4, 6, Other	1 - 8	1	1
	Social Studies	1, 3, 4, 6, Other	1 - 8	1	1
HI					
	Other (specify:)	To be determined			
IA					
ID	Mathematics	4, 6	4, 8	7	5
	Writing	4, 6	4, 8, 11	7	5
	Science	6	6, 10	1	1
IL	Mathematics	3	3 5 8 10	6	1
	Reading	3	3 5 8 10	1	6
	Writing	4	3 5 8 10	6	1
	Science		4 7 11		
	Social Studies	3	4 7 11	4	1
	Health Ed.		4 7 11		
	Physical Ed.		4 7 11		
IN	Mathematics	1, 3	3, 6, 8, 10	7	4
	Reading	1	3, 6, 8, 10	4	7
	Writing	4	3, 6, 8, 10	7	4

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7=Portfolios or learning record
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Question 2.1 **Has your state developed or does it plan to develop any approaches to assessment other than single-choice multiple-choice items?**

State	Subject	Assessment Types	Grade	Status	Availability
KS	Mathematics	1	4, 7, 10	7	1
	Reading	1	3, 7, 10	1	7
	Writing	4	5, 8, 10	7	1
	Science	1	5, 8, 10	7	1
	Social Studies	1	5, 8, 11	5	1
KY	Mathematics	1,4	5,8,11	6	6
	Reading	1,4	4,7,11	6	6
	Writing	4,7	4,7,12	6	6
	Science	1,4	4,7,11	6	6
	Social Studies	1,4	5,8,11	6	6
	Civics/Gov't	1,4	5,8,11	6	6
	Economics	1,4	5,8,11	6	6
	Geography	1,4	5,8,11	6	6
	History	1,4	5,8,11	6	6
	Health Ed.	1,4	5,8,11	6	6
	Physical Ed.	1,4	5,8,11	6	6
	Dance	1,4	5,8,11	6	6
	Music	1,4	5,8,11	6	6
	Theatre	1,4	5,8,11	6	4
	Visual Arts	1,4	5,8,11	6	6
	Employ. Skills	1,4	5,8,11	6	6
	Career/Voc. Ed.	1,4	5,8,11	6	6
	Other (specify:)	1, 4 Humanities	5,8,11	6	6
LA	Mathematics	4	4, 8, 10	5	6
	Reading	3, 4	4, 8, 10	6	5
	Writing	4	4, 8, 10	5	6
	Other LA	3	4, 8, 10	5	6
	Science	3,4	4, 8, 11	3	6
	Social Studies	4	4, 8, 11	3	6
MA	Mathematics	1,3,	4,8,10	7	6
	Reading	1	3	1	7
	Writing	4	4,8,10	7	6
	Other LA	1,3	4,8,10	7	6
	Science	1,3	4,8,10	7	6
	Social Studies	1,3	4,8,10	5 gr.4; 6 gr. 8 & 10	1
	History	1,3	4,8,10	5 gr.4; 6 gr. 8 & 10	1
	Foreign Lang.	1,3	4,8,10	1	

Assessment Types
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Question 2.1 **Has your state developed or does it plan to develop any approaches to assessment other than single-choice multiple-choice items?**

State	Subject	Assessment Types	Grade	Status	Availability
MD	Mathematics	Performance Assessment	3, 5, 8	7	4
	Reading	Performance Assessment	3, 5, 8	4	7
	Writing	Performance Assessment	3, 5, 8	7	4
	Other LA	Performance Assessment	3, 5, 8	7	4
	Science	Performance Assessment	3, 5, 8	7	4
	Social Studies	Performance Assessment	3, 5, 8	7	4
ME	Mathematics			3	
	Reading				3
	Writing			3	
	Science			3	
	Social Studies			3	
	Civics/Gov't			3	
	Geography			3	
	History			3	
	Health Ed.			3	
	Physical Ed.			3	
	Foreign Lang.			3	
	Employ. Skills			3	
	Other (specify:)			3 Technology	
MI	Mathematics	3	11	7	4
	Reading	4	11	4	7
	Writing	4	5, 8, 11	7	4
	Science	6, 3	5, 8	7	4
	Social Studies	3, 4	5, 8, 11	6	4
	Employ. Skills	7	High School		

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5=Observation
6=Hands-on performance assess. (individual or group)
7=Portfolios or learning record
8=Projects, exhibitions, or demonstrations
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Question 2.1

Has your state developed or does it plan to develop any approaches to assessment other than single-choice multiple-choice items?

State	Subject	Assessment Types	Grade	Status	Availability
MN	Mathematics	1, 3, 7, 8, 11	K-12	1, 5	4
	Reading	1, 3, 7, 8, 11	K-12	4	1, 5
	Writing	1, 3, 7, 8, 11	K-12	1, 5	4
	Other LA	1, 3, 7, 8, 11	K-12	1, 5	4
	Science	1, 3, 7, 8, 11	K-12	1, 5	4
	Social Studies	1, 3, 7, 8, 11	K-12	1, 5	4
	Civics/Gov't	1, 3, 7, 8, 11	K-12	1, 5	4
	Economics	1, 3, 7, 8, 11	K-12	1, 5	4
	Geography	1, 3, 7, 8, 11	K-12	1, 5	4
	History	1, 3, 7, 8, 11	K-12	1, 5	4
	Health Ed.	1, 3, 7, 8, 11	K-12	1, 5	4
	Physical Ed.	1, 3, 7, 8, 11	K-12	1, 5	4
	Dance	1, 3, 7, 8, 11	K-12	1, 5	4
	Music	1, 3, 7, 8, 11	K-12	1, 5	4
	Theatre	1, 3, 7, 8, 11	K-12	1, 5	4
	Visual Arts	1, 3, 7, 8, 11	K-12	1, 5	4
	Foreign Lang.	1, 3, 7, 8, 11	K-12	1, 5	4
MO	Mathematics	3, 4, Other	4, 8, 10	7	6
	Reading	3, 4, Other	3, 7, 11	6	7
	Writing	3, 4	3, 7, 11	7	6
	Science	3, 4, Other	3, 7, 10	7	6
	Social Studies	3, 4, Other	4, 8, 11	3	
	Civics/Gov't	3, 4, Other	4, 8, 11	3	
	Economics	3, 4, Other	4, 8, 11	3	
	Geography	3, 4, Other	4, 8, 11	3	
	History	3, 4, 12	4, 8, 11	3	
	Health Ed.	3, 4, 12	5, 9	3	
	Physical Ed.	3, 4, 12	5, 9	3	
	Dance	12	5	3	
	Music	12	5	3	
	Theatre	12	5	3	
	Visual Arts	12	5	3	
	Other (specify:)	Single-choice; multiple-choice used in combination with other item types in subjects other than fine arts.			

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Question 2.1 Has your state developed or does it plan to develop any approaches to assessment other than single-choice multiple-choice items?

State	Subject	Assessment Types	Grade	Status	Availability
MS	Mathematics	A:3,4 B:3,4	A:4-9; B:enrolled students	7	1
	Writing	4	11	7	1
	Other LA	3,4	4-9	7	1
	Science	3,4	enrolled students	7	1
	History	3,4	enrolled students	7	1
MT					
NC	Mathematics	3	4, 8	6	5
	Reading	3	4,8	5	6
	Writing	4	4,7	6	5
ND	Mathematics	4	1-12	3	1
	Reading	4	1-12	3	6
	Writing	4	1-12	6	3
	Other LA	4	1-12	4	1
NE					
NH	Mathematics	4	3, 6, 10	7	4
	Reading	4	3, 6, 10	4	7
	Writing	4	3, 6, 10	7	4
	Other LA	4	3, 6, 10	7	4
	Science	4	6, 10	7	4
	Social Studies	4	6, 10	7	4
	Civics/Gov't	4	6, 10	7	4
	Economics	4	6, 10	7	4
	Geography	4	6, 10	7	4
	History	4	6, 10	7	4
NJ	Mathematics	3, 4	4, 8, 11	7	1
	Reading	3, 4	4, 8, 11	1	7
	Writing	3, 4	4, 8, 11	7	1
	Other LA	3, 4, 8	4, 8, 11	7	1
	Science	3, 4, 6	4, 8	6	1
	Social Studies	3, 4	4, 8	3	1
	Dance	3, 4, 8	4, 8	3	1
	Music	3, 4, 8	4, 8	3	1
	Theatre	3, 4, 8	4, 8	3	1
	Visual Arts	3, 4, 8	4, 8	3	1
	Career/Voc. Ed.	3, 4	4, 8	3	1

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Question 2.1 **Has your state developed or does it plan to develop any approaches to assessment other than single-choice multiple-choice items?**

State	Subject	Assessment Types	Grade	Status	Availability
NM	Mathematics	1, 3	4, 6, 8, 10	6	1
	Reading	3, 4	4, 6, 8, 10	1	6
	Writing	1, 3	4, 6, 8, 10	6	1
	Other LA	1, 3	4, 6, 8, 10	6	1
	Science	1, 3	4, 6, 8, 10	6	1
	Social Studies	1, 3	4, 6, 8, 10	6	1
	Civics/Gov't	1, 3	4, 6, 8, 10	6	1
	Economics	1, 3	4, 6, 8, 10	6	1
	Geography	1, 3	4, 6, 8, 10	6	1
	History	1, 3	4, 6, 8, 10	6	1
NV	Mathematics	2, 3, 4	3, 5, 11/12	1	
	Reading	3, 4	3, 5, 11/12		1
	Writing	4	4, 8, 11/12	7	5
	Science	3, 4	3, 5, 11/12	1	
NY	Mathematics	3, 4, 10	8-12	7	3
	Writing	4	5, 8, 9, 11	7	3
	Science	3, 4, 6, 8, 10	4, 8, 9-12	7	4
	Social Studies	6, 8	4-8	7	4
	History	3, 4	10, 11	7	3
	Foreign Lang.	3, 4, 8, 12	8, 10, 11	7	5
	Career/Voc. Ed.	3	9-12	7	3
OH	Mathematics	1, 3, 4, 10	4, 6, 9, 11, 12	1, 6	1
	Reading	1, 3, 4	4, 6, 9, 11, 12	1	1, 6
	Writing	4	4, 6, 9, 12	6	1
	Science	1, 3, 4	4, 6, 9, 11, 12	1, 6	1
	Social Studies	1, 3, 4	4, 6, 9, 12	6	1
	Other (specify:)	Math, R/W, Sc.: 3, 4, 5, 8	1, 2, 3, 5, 7	6	5
OK					
	Writing	6	5, 8, 11	7	1
OR	Mathematics	4,7,9	3,5,8,10,12	7,7,1	5,1,
	Reading	2,5,7,9	3,5,8,10,12	2,2,5,1	5,6,7,1
	Writing	4	3,5,8,10,12	7	5
	Other LA	(Speaking) 5	3,5,8,10,12	6	3
	Science	2,3,7,9	5,8,10,12	1,1,6,1	
	Social Studies	2,3,4,7,9	5,8,10,12	1	
	Employ. Skills	3,5,6,11	12	1	

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State	Subject	Assessment Types	Grade	Status	Availability
PA	Mathematics	1,2,3,4	5, 8,11	4	1,6
	Reading	1,2,3,4	5,8,11	1,6	4
	Writing	4	6,9	4	1,6
PR			1-12	3	2
	Reading		1-12	1	1
	Writing		1-12	1	1
	Science		1-12	3	2
	Social Studies		1-12	1	1
	Foreign Lang.		1-12	1	1
RI	Mathematics	2,3,4	4,8,10	7	1
	Reading	2,3,4	4,8	1	7
	Writing	4	3,7,10	7	5
	Health Ed.	2,3,4	5,9	7	1
SC	Mathematics	2, 3	1-12	5, 6	4
	Reading	2, 3	1-12	4	5, 6
	Writing	2, 3, 4	1-12	4, 6	
	Science	2, 3	1-12	3, 5	4
	Social Studies	2, 3, 4	1-12	1	
	Civics/Gov't	2, 3, 4	1-12	1	
	Economics	2, 3, 4	1-12	1	
	Geography	2, 3, 4	1- 12	1	
	History	2, 3, 4	1- 12	1	
	Other (specify:)	Listening 2, 3	1-12	6	1, 4
SD					
TN	Mathematics	7	K-12	3	
	Reading	7	K-12		3
	Writing	7	K-12	3	
	Other LA	7	K-12	3	
	Science	7	K-12	3	
	Social Studies	7	K-12	3	
	Employ. Skills	7	1-12	3	
TX					
	Writing	4	4, 8, 10	7	6
	Other LA	3, 4	9, 10, 11, 12	7	6
	Other (specify:)	Alternative Assessment 3, 4	K-8	3	1

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State	Subject	Assessment Types	Grade	Status	Availability
UT	Mathematics	6	1-12	5, 7	2
	Reading	6	1-6	2	7
	Writing	6	1-12	7	3
	Science	6	1-6	7	2
	Social Studies	6	1-6	7	2
	Visual Arts	6	1-6	7	2
VA					
	Writing	4	5, 6, 8, 11	7	6
VI	Mathematics	1,4	3,6,8,11	3	3
	Reading	1,4	3,6,8,11	3	3
	Other LA	1,4	3,6,8,11	3	3
	Science	1,4	3,6,8,11	3	3
	Social Studies	1,4	3,6,8,11	3	3
VT	Mathematics	7	4, 8, 10	7	3
	Writing	7	5, 8	7	2
WA	Mathematics	3, 4	4, 7, 10	4	1
	Reading	3, 4	4, 7, 10	1	4
	Writing	4	4, 7, 10	4	1
	Other LA	3, 4	4, 7, 10	4	1
	Science	3, 4	8, 10	3	1
	Social Studies	3, 4	5, 8, 10	1	1
	Civics/Gov't	3, 4	5, 8, 10	1	1
	Geography	3, 4	5, 8, 10	1	1
	History	3, 4	5, 8, 10	1	1
	Health Ed.	3, 4	5, 8, 10	1	1
	Physical Ed.	3, 4	5, 8, 10	1	1
	Dance	3, 4	5, 8, 10	1	1
	Music	3, 4	5, 8, 10	1	1
	Theatre	3, 4	5, 8, 10	1	1
	Visual Arts	3, 4	5, 8, 10	1	1
WI					
WV					

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6=Some available after use

*Mark the number that indicates the furthest you have gone in each subject area as of August 31, 1998

Question 2.1 **Has your state developed or does it plan to develop any approaches to assessment other than single-choice multiple-choice items?**

State	Subject	Assessment Types	Grade	Status	Availability
WY	Mathematics	1, 3, 4	4, 8, 11	3	6
	Reading	1, 3, 4	4, 8, 11	6	3
	Writing	6	4, 8, 11	3	6
	Employ. Skills	5	9, 10, 11, 12	7	3
	Career/Voc. Ed.	5	9, 10, 11, 12	7	3

Assessment Types
1=Multiple-choice, multiple correct answer
2=Multiple-choice, with student explanation
3=Short constructed response
4=Extended constructed response
5=Observation
6=Hands-on performance assess. (individual or group)
7=Portfolios or learning record
8=Projects, exhibitions, or demonstrations
9=Computer-adaptive assessment
10=Gridded response
11=Examples of student work
12=Other

Grades
P=Preschool
K=Kindergarten
1-12=Grade

Status*
1=Plan to develop
2= Funded, not started
3= Begun development
4= Complete
5= Piloted, being refined
6= Ready for use
7= In use

Availability
1= Not available/secured
2=May be examined, but not used
3=All are available
4=Some are available
5=All available after use
6=Some available after use

*Mark the number that indicates the furthest you have gone in each subject area as of August 31, 1998

Question 2.2.1 **What was your 1997-98 plan for IASA Title I assessment and evaluation? What measures were used?**

State	Response
AK	California Achievement Test, 5th edition.
AL	The State Department of Education (SDE) uses the battery scores in grades 3-11 following the spring administration of the Stanford Achievement Test, 9th edition, to identify students, schools, and school systems in 3 performance levels: lowest level, Academic Alert; second "proficient" level, Academic Caution; top "advanced" level, Academic Clear.
AR	Norm referenced testing at grades 5, 7, and 10; criterion referenced testing at grade 4
AZ	We were in a transitional year. Districts self-identified schools in need of improvement.
CA	In 97-98 the plan was based on local accountability systems that were required to meet certain criteria established by CDE. Districts were required to have assessments for every T1 student, K-12. Districts were required to have multiple measures for at least one grade level in each of the IASA grade spans. All districts were required to use the SAT9 (STAR test) for grades 2-11. The SAT9 was required for everyone except that for LEP students districts were to use a norm-referenced primary language test.
CO	The Colorado Student Assessment Program and transitional assessment results were combined into school indexes at the elementary level. Middle/Junior and Senior High school indexes were computed using traditional assessment results. Traditional assessments are standards-based assessments by major publishers that vary across school districts.
CT	Title I schools and districts are accountable for their students' performance on the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) but the accountability models differ slightly for CMT and CAPT. CMT results are attributed to the school that each student attended during the previous school year because the CMT is administered at the beginning of each school year. Schools where students take the CAPT are considered accountable for their current students' performance because the CAPT is administered during the spring. For Title I schools that only serve students prior to grade three (e.g., PK, K-1, or K-2 school), school-level assessment information is provided based upon where students in these sending schools generally attend third grade. This allows schools that serve only younger students to receive information about how their students tend to perform on later tests of reading, writing, and mathematics without imposing assessment requirements that may be inappropriate for young children.
DE	The DSTP reading and mathematics results. Because we have only one year's results, we are using the gap in scores of Title I participants and non-participants. Allowable gap for this year has not yet been determined.
DoDEA	DoDEA does not participate in Title I. DoDEA does have a Compensatory Education program but does not have special assessments, qualifying tests or a recent evaluation of this program.
FL	
GA	

Question 2.2.1 What was your 1997-98 plan for IASA Title I assessment and evaluation? What measures were used?

State	Response
HI	Interim plan approved June '97 which included transition period during which measures and appropriate procedures would be determined. 1 Stanford 8th edition - Reading 2 Stanford 8th edition - Math. 3 Average Daily Attendance. School selected student achievement indicator.
IA	Review of local standards, annual improvement goals and student achievement by the state department. Each school district must file an annual report with the department. Although testing decisions reside at the local level, the state of Iowa uses the student achievement data from the ITBS/ITED to report to the state. Three achievement levels were defined by the percentile-rank groups of 1-40, 41-89, 90-99. Data for groups and subgroups will be reported at the state level using these achievement levels.
ID	Title I assessment and evaluation included building and district reports of required demographic information and Adequate Yearly Progress. Measures of A.D.Y included: State Assessment (ITBS, Direct writing, Direct math) 50%. Multiple Measures - 50% *If multiple measures were not used, State Assessment - 100%
IL	Basic criterion: percent of student IGAP scores at Level I (i.e.,) "(does not meet state standards)"
IN	Reviewed schools based on percentage of Essential Skill items correct with emphasis on Essential Skills scores and de-emphasizing the NRT. Fall '97 to 98 transitional assessment use 2 NRT scores (+/- SD to create ranges) and one percent range based on having 2 out of 3 students pass both LA and Math proficiency standards.
KS	State assessment, other local indicators
KY	Title I assessment and evaluation is aligned with the Kentucky assessment system, KIRIS. School and district indices are used to assess and evaluate local programs.
LA	The 1998-98 IASA Title I plan used criterion-referenced testing as the reporting measure. The criteria for moving into School Improvement was based on a standard of having less than an 80% passing rate in English or Mathematics without a 1% growth the following year.
MA	A transitional assessment was used.
MD	State regulations - established student performance (Maryland School Performance Program and MD School Performance Assessment)
ME	The MEA is utilized as the state's title I measure.
MI	Title I assessment and evaluations were based on each Title I school's results on the state assessments in mathematics, reading, science, and writing.
MN	Minnesota Comprehensive Assessments at grades 3 and 5 or NRT with NCE scores. This was a transition evaluation period.
MO	Used large-scale assessments administered to all students across the state.
MS	Same as regular state assessments in Gr 4-9 (ITBS/TAP + performance series).

Question 2.2.1 **What was your 1997-98 plan for IASA Title I assessment and evaluation? What measures were used?**

State	Response
MT	Use current measures as transition, with the addition of reporting by stanine distribution, stanines grouped into proficiency levels.
NC	Based on state's ABC's Accountability Programs
ND	During the transition period, North Dakota is reporting statewide assessment results for the 1997-1998 school year using our current method of assessing students with the TerraNova (CTBS/5). We used the Multiple Assessments form for grade 4 and the Complete Battery Plus at grades 6, 8, and 10. In addition we also administered the Test of Cognitive Skills, second edition (TCS/2). In addition, Title I teachers are required to use multiple measures of assessment on each student served to determine if adequate progress is being made.
NE	In 1997-98, Title I used an approved Transitional Assessment Plan that involves locally selected NRT and CRT (indicators of classroom performance).
NH	Used state assessment as primary indicator; LEAs had option of identifying additional measures.
NJ	State assessments were used.
NM	Categories of proficiency utilized: partially proficient, proficient, and advanced.
NV	The 1997-98 title I assessment and evaluation used all of Nevada's state mandated assessment instruments; TerraNova and the state writing assessment. In addition, many of NV's districts report district-level tests which are particular only to that district.
NY	The same assessments used for all students.
OH	
OK	Title I evaluation established a baseline of test performance as a first step toward establishing AYP. We have also established guidelines for Distinguished Schools and School Improvement Schools utilizing baseline data. Measures used were the Iowa Tests of Basic Skills (ITBS) and the Oklahoma Core Curriculum Tests (OCCT).
OR	In 1997-98 as well as 1996-97 the interim criteria and criteria 1 and 2 were used. Interim Criteria: A school or district demonstrates AYP when the percentage of its Title I students meeting or exceeding standards is greater than the percentage of Title I students meeting or exceeding standards in the state as a whole. Targeted Assistance Schools are compared to the aggregate state percentage for Targeted Assistance Schools and Schoolwide Programs are compared to the aggregate of Schoolwide Programs. Criterion One: A school or district Title I program demonstrates AYP when overall changes in proficiency/progress categories indicate positive movement toward the goal of having all students meet or exceed the standard. Criterion Two: AYP of a school or district served by Title I is defined as increasing the percentage of students who meet or exceed the standard at a rate that will assure that all students meet or exceed the standard by the year 2010 (OR Benchmark Target Date).
PA	Two year progress reports for reading and mathematics for all identified Title I schools.
PR	The state assessment is used as Title I assessment since now all our students are eligible for Title I based on their socio-economic status.

Question 2.2.1 **What was your 1997-98 plan for IASA Title I assessment and evaluation? What measures were used?**

State	Response
RI	The IASA Title I plan has been revised to reflect the target setting (adequate yearly progress) required by the recent Rhode Island Article 31 education reform legislation. The assessment used will be the English Language Arts, Mathematics, and Writing assessments and schools have set three year targets for progress at both the proficient standard and an equity standard (designed to move the lowest groups up).
SC	MAT 7, grades 4, 7, 11
SD	Four performance levels were used. Advanced, Proficient, Basic, Below Basic. Schools reported achievement results based on the four categories.
TN	The five Performance Levels generated by the Terra Nova assessment (our 3-8 achievement series) were used to determine adequate yearly progress in Title I programs.
TX	The evaluation used was the Academic Excellence Indicator System (AEIS). The reading, writing, and math portions of the TAAS were the measures used.
UT	K-6 uses State CRT's in reading and math. 7-12 uses Stanford achievement test.
VA	Transitional plan; Stanford 9 TA, Abbreviated
VI	Not Applicable
VT	Vermont Comprehensive Assessment System and the Transitional Criteria for Identifying Schools in Need of Technical Assistance
WA	Transitional. CTBS-4
WI	Wisconsin will base its accountability system on challenging new academic standards beginning in the 1997-98 school year. The overall performance goal for schools and school districts receiving Title I funds will be that all students enrolled at the time of testing will be at or above proficient in each subject area covered by the Knowledge and Concepts Examinations. Beginning in 1998-99, schools and school districts will be evaluated based on "adequate yearly progress" toward this goal.
WV	SAT-9 data
WY	Local NRTs were used with grades 3-12 and individually administered tests were used at younger levels (K-2). We encourage the use of multiple measures, including local standards based assessments. District plan must be submitted by each district for approval by the Department.

Question 2.2.2

Was the 1997-98 plan for IASA Title I assessment and evaluation your Final Assessment Plan? If No, how does this compare to your Final Assessment Plan for IASA Title I? What specific measures do you plan to use in your Final Assessment Plan?

State	Yes	No	Response
AK	☐	☑	We are developing a new set of standards-based assessments for grades 3, 6, and 8 plus a High School Graduation Qualifying Examination.
AL	☑	☐	
AR	☐	☑	Norm referenced testing at grades 5, 7, and 10; criterion referenced testing through Primary Benchmark Exam at grade 4; Intermediate Benchmark Exam at grade 6, Middle Level Benchmark at grade 8, and end of level tests in algebra, geometry, reading, and writing in grades 9-12
AZ	☐	☑	Data extracted from the Stanford 9, AIMS and district assessment data will be used to determine AYP.
CA	☐	☑	
CO	☐	☑	Colorado will phase out the use of transitional assessments. The Colorado Student Assessment Program results will be used as soon as they are available at a given grade level.
CT	☑	☐	
DE	☐	☑	We may continue to use gap analysis. We still must determine allowable gaps and timelines for when we expect the gaps to vanish. AYP works best with annual data; thus we are investigating off-grade assessments, especially appropriate assessments for the primary grades. After proficiency levels and cut scores are determined, we will investigate using them to evaluate Title I.
DoDEA	☐	☐	NA
FL	☐	☐	
GA	☐	☐	
HI	☐	☑	Transition plan to include new instrument (Stanford 9th Ed.) which will incorporate performance assessment component to align with state standards. Specific measures are to be determined.
IA	☐	☑	Schools and school districts report annually on final indicators at the state level. Continue to add subgroup reporting. Add multiple measures of assessment for reading and mathematics in 2001. LEA's report on local assessment measures.
ID	☐	☑	Final Assessment plan will be modified to include assessment(s) tied to the challenging state content and performance currently under development.
IL	☑	☐	
IN	☐	☑	Same measures used but need to examine/determine criteria used to determine a school's level of performance with consideration given to the use of two criteria -- meet a state performance benchmark OR make a prescribed percentage increase over the previous year's performance.
KS	☑	☐	

Question 2.2.2

Was the 1997-98 plan for IASA Title I assessment and evaluation your Final Assessment Plan? If No, how does this compare to your Final Assessment Plan for IASA Title I? What specific measures do you plan to use in your Final Assessment Plan?

State	Yes	No	Response
KY	☐	☑	The plan does not currently disaggregate data by economic status for individual students.
LA	☐	☑	Beginning in 1998-99, the Final Assessment Plan for IASA Title I will use school accountability scores as the measure of school achievement. For each school, a School Performance Score (SPS) will be calculated using criterion-referenced tests, norm-referenced tests, student attendance, and dropout rates (grades 7-12). Under this plan, schools receiving a SPS of 30 or less will immediately receive Corrective Actions.
MA	☐	☑	The Final Assessment Plan will be based on MCAS, the state's new standards-based testing program.
MD	☑	☐	
ME	☐	☐	The MEA is utilized as the state's Title I measure
MI	☑	☐	
MN	☐	☑	The final assessment plan will rely on the state assessment, which began implementation in 1997-1998. It has been designed specifically to measure Minnesota content standards.
MO	☑	☐	
MS	☐	☑	Still under planning and development.
MT	☐	☑	Not yet final.
NC	☑	☐	
ND	☐	☑	Our final assessment plan will use multiple measures to assess students and report results. A final decision has not been made on what specific measure we'll use in our final plan.
NE	☐	☑	The Final Assessment plan for Title I will be the state's assessment plan which in not final at this time.
NH	☐	☑	AYP definition needs to be fine tuned and applied
NJ	☑	☐	
NM	☐	☑	Still under development.
NV	☐	☑	In the final assessment plan for IASA Title I, Nevada will report the results of all state-mandated assessments. This will include the addition of standards-based assessments at two grade levels, most likely grades three and five.
NY	☑	☐	
OH	☐	☐	The State Board of Education has adopted a measure of yearly progress that is awaiting approval from the General Assembly.
OK	☑	☐	

Question 2.2.2

Was the 1997-98 plan for IASA Title I assessment and evaluation your Final Assessment Plan? If No, how does this compare to your Final Assessment Plan for IASA Title I? What specific measures do you plan to use in your Final Assessment Plan?

State	Yes	No	Response
OR	☐	☑	In the final assessment plan, the interim criteria will be dropped. Criterion 3 will be added when the SEA has the capability to do this analysis. To support the process, the state is currently developing a district effectiveness definition which when implemented will take the place of the AYP plan.
PA	☑	☐	
PR	☑	☐	
RI	☑	☐	
SC	☐	☑	The final assessment plan will be based on the new standards-based assessments.
SD	☐	☑	We will have a third party match done to our standards verses our achievement test. Standards not measured by the achievement test will be identified for assessment.
TN	☐	☑	Re-evaluations of standards for adequate yearly progress
TX	☑	☐	
UT	☑	☐	
VA	☐	☑	The SOL Assessment data will be used in the Final Assessment Plan.
VI	☐	☐	Not Applicable
VT	☐	☑	We will use the measures from the Vermont Comprehensive Assessment System; however, our final accountability system will consider school progress or gains. The transitional criteria were baseline targets.
WA	☐	☑	Transition to standards based assessment. Use increased percent of students meeting standards and a continuous progress index.

Question 2.2.2

Was the 1997-98 plan for IASA Title I assessment and evaluation your Final Assessment Plan? If No, how does this compare to your Final Assessment Plan for IASA Title I? What specific measures do you plan to use in your Final Assessment Plan?

State	Yes	No	Response
WI	☐	☑	Beginning in the School Year 1998-99: A school receiving Title I funds is making AYP if: (1) nearly all students, for example, 95 percent, enrolled at the time of testing score in the proficient or advanced category in each of the subject areas covered by the Knowledge and Concepts Examinations, or (2) if the difference between the percent of students scoring in the proficient or advanced category in any subject area on the knowledge and concepts tests and the overall 100 percent performance goal decreases by, for example, 1/5 annually. Schools would only be held accountable for students enrolled a full academic year. For example, if 70 percent of the students enrolled at test time score in the proficient or advanced category in mathematics in the 4th grade, the school's AYP for the following school year for that subject at 4th grade would be 6 percent (100 percent minus 70 percent = 30 percent; 1/5 of 30 percent = 6 percent). The target goal would be 76 percent at or above proficient in mathematics in 4th grade at the time of the next testing. A school district shall identify for improvement any schools, which did not meet the minimum performance requirements for 1997-98 and did not meet its AYP requirement for 1998-99. Beginning in the school year 1999-2000: A school district shall identify for program improvement any school receiving Title I funds which does not, for any two consecutive school years, meet its AYP requirements.
WV	☑	☐	
WY	☐	☑	The final assessment will be a standards-based and NRT, in other words the state assessment complimented by local assessments.

Question 2.2.3

What work remains to be done to complete the Final Assessment Plan?

Question 2.2.4

What is the status of your state's Final Title I assessment/evaluation plans?

State	Response	Still under discussion	Developed by staff, but not approved	Approved by State, but not submitted to USED	Submitted to USED	Approved by USED
AK	Adequate Yearly Progress metric is problematic.	☐	☐	☐	☑	☐
AL	None	☐	☐	☐	☑	☐
AR	Intermediate Benchmark and end of level tests	☐	☐	☑	☐	☐
AZ	Arizona is in the process of formulating a comprehensive assessment system, aggregating various sources of test data into a meaningful measure of progress.	☑	☐	☐	☐	☐
CA	By 2000-2001 there will be a new statewide accountability system (PSAA/SB1X) that will serve as the basis for the Title I assessment and evaluation plan. Currently we have statewide content standards, but not performance standards. There is not yet an assessment that is aligned to standards. The assessment we do have (the Stanford 9, an NRT) is not valid and reliable for all subgroups, e.g., not valid and reliable for special ed, LEP, migrant.	☐	☐	☐	☐	☐
CO	The state has yet to develop several assessments. The schedule includes 7th grade reading and writing in the spring of 1999, 5th grade mathematics in the fall of 1999, 8th grade math and science in the spring of 2000, and 10th grade reading, writing, and mathematics in the spring of 2001.	☑	☐	☐	☐	☐
CT	N/A	☐	☐	☐	☐	☑
DE	Determine allowable gap and timelines for when we expect the gap to vanish; off-grade assessments, especially for the primary grades, investigate use of proficiency levels.	☑	☐	☐	☐	☐
DoDEA	NA	☐	☐	☐	☐	☐
FL		☐	☐	☐	☐	☐
GA		☐	☐	☐	☐	☐
HI	Interim period activities will identify tasks that need to be completed for the Final Assessment Plan.	☑	☐	☐	☐	☐
IA	Local districts are continuing to establish standards and align multiple assessments. Building level reports to communities begin in 2000.	☐	☐	☐	☑	☐

Question 2.2.3

What work remains to be done to complete the Final Assessment Plan?

Question 2.2.4

What is the status of your state's Final Title I assessment/evaluation plans?

State	Response	Still under discussion	Developed by staff, but not approved	Approved by State, but not submitted to USED	Submitted to USED	Approved by USED
ID	Completion of content and performance standards in core areas and links to assessment currently in place and or the implementation of additional assessments.	☑	☐	☐	☐	☐
IL	None	☐	☐	☐	☐	☑
IN	TBD: whether to use +/- STD to determine Level I, II, and III ranges or to set ranges as "stationary" for several years, e.g. until 2002.	☐	☐	☐	☑	☐
KS	Nothing	☐	☐	☐	☐	☑
KY	Methodology must be determined to disaggregate data by economic status for individual students.	☐	☐	☑	☐	☐
LA	None	☐	☐	☑	☐	☐
MA	The definition of Adequate Yearly Progress is currently being determined, including how schools in need of improvement and distinguished schools will be identified.	☑	☐	☐	☐	☐
MD	None	☐	☐	☐	☐	☑
ME		☐	☐	☐	☑	☐
MI	Based on the feedback from the Peer Review Panel, as well as the educational community and parents in Michigan, the legislatively mandated labels on the state assessment performance levels need to be changes to reflect the high standards embodied in the state tests.	☐	☐	☐	☑	☐
MN	Assessments are complete and standards are set.	☑	☐	☐	☐	☐
MO	NA	☐	☐	☐	☑	☐
MS	Still under planning and development.	☑	☐	☐	☐	☐
MT	Standards development must be completed first, then decisions about assessment.	☑	☐	☐	☐	☐
NC	It has been completed	☐	☐	☐	☐	☑
ND	The state of North Dakota is currently in a legislative session. The amount of money that we are requesting for state assessment is significantly higher than previous years. Whether our proposed final assessment plan is approved by the state will depend on the amount of funds appropriated.	☑	☐	☐	☐	☐

Question 2.2.3

What work remains to be done to complete the Final Assessment Plan?

Question 2.2.4

What is the status of your state's Final Title I assessment/evaluation plans?

State	Response	Still under discussion	Developed by staff, but not approved	Approved by State, but not submitted to USED	Submitted to USED	Approved by USED
NE	The State Board of Education has approved an assessment and accountability policy. The process and procedures are still being developed.	☑	☐	☐	☐	☐
NH	Clarifying definition of AYP.	☑	☐	☐	☐	☐
NJ		☐	☐	☐	☐	☐
NM	Indeterminate amount of development work yet to do.	☑	☑	☐	☐	☐
NV	The standards-based assessments have yet to be developed. Money for developing these assessments has been appropriated by the 1999 session of the Nevada Legislature.	☐	☑	☐	☐	☐
NY		☐	☐	☐	☐	☑
OH		☐	☐	☐	☑	☐
OK		☐	☐	☐	☑	☐
OR	The state is continuing to work on accurate identification of cohort groups. In addition, the state is currently developing a district effectiveness definition which when implemented will take the place of the AYP plan.	☐	☐	☐	☑	☐
PA	None	☐	☐	☐	☐	☑
PR	It was administered and reports were analyzed. Final report was handed in.	☑	☐	☐	☐	☐
RI		☐	☐	☐	☐	☑
SC	None	☐	☐	☐	☑	☐
SD	The multiple measures based on the gaps between the achievement test and the standards. Schools will have to report local assessment based on the match findings.	☐	☐	☐	☑	☐
TN		☐	☐	☑	☐	☐
TX	None	☐	☐	☐	☑	☐
UT		☐	☐	☐	☑	☐
VA	The Final Assessment Plan for IASA Title I is Virginia's SOL assessment program and school accreditation model.	☐	☐	☐	☐	☑
VI	Not Applicable	☐	☐	☐	☐	☐

Question 2.2.3

What work remains to be done to complete the Final Assessment Plan?

Question 2.2.4

What is the status of your state's Final Title I assessment/evaluation plans?

State	Response	Still under discussion	Developed by staff, but not approved	Approved by State, but not submitted to USED	Submitted to USED	Approved by USED
VT	Complete development and implementation of the Social Studies Assessment; final decisions on science assessment (additional grade and frequency); development and implementation of local comprehensive assessment plans	☑	☐	☐	☐	☐
WA	Move to required standards based assessments at grades 7 and 10.	☐	☑	☐	☐	☐

Question 2.2.3

What work remains to be done to complete the Final Assessment Plan?

Question 2.2.4

What is the status of your state's Final Title I assessment/evaluation plans?

State	Response	Still under discussion	Developed by staff, but not approved	Approved by State, but not submitted to USED	Submitted to USED	Approved by USED
WI	The Department of Public Instruction is evaluating the approach described in this section to define AYP for school districts. Final adoption will be made after additional research and assessment of the feasibility of this approach is fully determined. School districts receiving Title I funds will be held accountable for: (1) the performance of all students enrolled for a full academic year in the district but not in a single school building during this period and, (2) performance of schools receiving Title I funds. Beginning in School Year 1998-99: School districts will be accountable for the progress of students who have been in the district for a full academic year but not in any single school and students with disabilities who have been in the district for a full academic year but attending school out-of-district. A school district is making adequate yearly progress with respect to this group if the proportion of students in this group scoring in the proficient and advanced category in any given subject is increasing at the rate required for adequate yearly progress as determined using the formula applied at the school level. In addition, a school district is making adequate yearly progress if: (1) none of the schools receiving Title I funds are identified for improvement OR, (2) each school receiving Title I funds that was identified for improvement met or exceeded the AYP requirements OR, (3) the number of schools receiving Title I funds that are identified for improvement is less than the number in the prior year. The Department of Public Instruction will identify for improvement any school district receiving Title I funds which did not meet the minimum performance requirements for 1997-98 and did not make AYP for the 1998-99. Beginning in School Year 1999-2000: The Department of Public Instruction shall identify for program improvement any school district receiving Title I funds which does not, for any two consecutive school years, meet its AYP requirements in both of the areas described in	☐	☐	☐	☐	☑

Question 2.2.3

What work remains to be done to complete the Final Assessment Plan?

Question 2.2.4

What is the status of your state's Final Title I assessment/evaluation plans?

State	Response	Still under discussion	Developed by staff, but not approved	Approved by State, but not submitted to USED	Submitted to USED	Approved by USED
	the immediately preceding subsections.					
WV		☑	☐	☐	☐	☐
WY	Fine tuning of AYP criteria for implementation by 2000.	☐	☑	☐	☐	☐

Question 2.2.5 **Briefly describe your state's definition of Adequate Yearly Progress for Title I purposes.**

Question 2.2.6 **Is this the definition you plan to use with your final assessment plan?**

State	Question 2.2.5	Question 2.2.6 Yes	No	Undecided
AK		☐	☐	☐
AL	The criteria to meet the state academic accountability requirements	☑	☐	☐
AR		☐	☑	☐
AZ	The goals of the transitional assessment plan hold that either 90 percent of students should achieve or exceed proficiency OR no students should fall below a basic level of proficiency by the year 2005. Sufficient adequately yearly progress is determined by the schools success or failure to meet interim objectives on either goal.	☐	☐	☑
CA	In 97-98 adequate yearly progress was defined as at least 40% of students meeting or exceeding grade level standards (50 percentile on NRT, "C" grade, various combinations of other measures).	☐	☑	☐
CO	A base school year index was completed in 1997 to determine the amount of progress expected each year for each individual school. The 1997 index was subtracted from 100 and then divided by 10 to determine the amount of adequate yearly progress that would be expected for each school every year for the next ten years.	☐	☐	☑
CT	The definition of adequate yearly progress has two components: achievement level and year-to-year growth. The achievement level for each school and district is based on an overall achievement index. Both the academic performance of students and the characteristics of schools and school districts were considered in setting these achievement levels.	☑	☐	☐
DE	The gap between the performance of Title I participants and non-participants on the DSTP reading and/or mathematics components will be no more than X score points. Because we have only one year of data and have only recently received the results, the allowable gap and DOE expectations for closing the gap are still being studied.	☐	☐	☑
DoDEA	NA	☐	☐	☐
FL		☐	☐	☐
GA		☐	☐	☐

Question 2.2.5 **Briefly describe your state's definition of Adequate Yearly Progress for Title I purposes.**

Question 2.2.6 **Is this the definition you plan to use with your final assessment plan?**

State	Question 2.2.5	Question 2.2.6 Yes	No	Undecided
HI	(1) SAT 8th Ed. Total Reading Total Mathematics: 75% or 2 percentage point increase in percentage of students performing at Proficient and Advanced levels (stanines 5-9). (2) SAT 8th Ed. Total Mathematics: 75% or 2 percentage point increase in percentage of students performing at Proficient and Advanced levels (stanines 5-9). (3) Attendance: 95% or 2 percentage point increase (4) School Selected Student Achievement Indicator(s): Projection (of at least 2 percentage point increase) met in percentage of students performing at Proficient and Advanced levels.	☐	☐	☑
IA	Each school or school district will establish annual improvement goals that establish an expectation of upward movement through continuous improvement.	☑	☐	☐
ID	Adequate Yearly Progress for each school is determined by the formula 90-x/10. That is, the goal for each school to have 90% of Title I students in the proficient and advanced categories by the year 2007 (10 years)	☐	☐	☑
IL	1. Fewer than 50% of student IGAP scores at Level I per school. 2. No increase in percent of Level I scores exceeding 20% per school.	☑	☐	☐
IN	Attain adequate yearly progress in two ways: meet a specified target (benchmark) or show progress toward that target. The process is 5% points or better from the previous year.	☑	☐	☐
KS	Adequate Yearly Progress is based on the continuous improvement standards set by the Kansas State Board of Education. These use the designations (+), (++), (m), and (-) to show the status of building on the test.	☑	☐	☐
KY	Accountability index scores from state KIRIS assessments.	☑	☐	☐
LA	Schools must have an 80% passing rate (English and Mathematics) on the state criterion-referenced tests for two consecutive years, unless they show a 1% growth rate the second year.	☐	☑	☐
MA	This definition is currently being determined.	☐	☐	☑

Question 2.2.5 **Briefly describe your state's definition of Adequate Yearly Progress for Title I purposes.**

Question 2.2.6 **Is this the definition you plan to use with your final assessment plan?**

State	Question 2.2.5	Question 2.2.6 Yes	No	Undecided
MD	1. Title I is aligned with MSPP. 2. AYP for Title I schools is defined as schools that are at a standard or are showing substantial and sustained progress in meeting the state's student performance standards. 3. AYP for local school systems is defined as systems that have all Title I schools at standard or showing substantial and sustained progress in meeting the state's student performance standards. 4. Each local school system will annually: a) Publish the Maryland School Performance Report for each of its schools. b) Review the performance of Title I schools. c) Identify school not making adequate yearly progress. 5. Local school systems may establish more stringent standards for their schools. 6. Maryland uses three years of data to determine the progress of schools. The first cycle for Title I schools will include MSPAP data for school years 1992-1993, 1993-1994, and 1994-1995. Local school systems identified low performing Title I school in January 1996. a) Each low performing Title I school develops improvement strategies to be implemented through its school improvement plan during the 1996-1997 school year. b) The 1996-1997 school year is considered a no-fault year in order to help LSSs and schools to make the transition from the Chapter I requirements to a unified approach under Title I and MSPAP. 7. The second cycle will include MSPAP data for school years 1993-1994, 1994-1995, and 1995-1996. Local school systems will identify low performing Title I schools in January 1997 and these schools will develop improvement strategies to be implemented I their school improvement plans during the 1997-1998 school year. 8. Under ED FLEX, Maryland has the authority to permit LSS's to use three years of data to determine low performing Title I schools.	☑	☐	☐
ME	Definition is currently in use. It is too early to make a determination of any needed changes.	☐	☐	☐
MI	Adequate yearly progress is defined as closing the gap at least 10 percent of a school's achievement gap. The achievement gap is the combined total of the difference between a school's percentage of pupils scoring at the highest performance level and 100%, and the difference between the percentage of pupils scoring at the lowest performance level and 0%.	☑	☐	☐
MN	Was not developed in 1997-1998.	☐	☐	☐
MO	Adequate yearly progress will be shown by: 1) a decrease of 5% or more in the number of students falling in the lowest achievement level of the MAP or an increase of 5% or more moving into the MAP's upper three achievement levels of the MAP or 2) having fewer than 5% of students fall into the lowest achievement level of the MAP.	☑	☐	☐

Question 2.2.5 **Briefly describe your state's definition of Adequate Yearly Progress for Title I purposes.**

Question 2.2.6 **Is this the definition you plan to use with your final assessment plan?**

State	Question 2.2.5	Question 2.2.6 Yes	No	Undecided
MS	NA	☐	☐	☐
MT	This has not been usable thus far. Have been identifying schools with average NCE under 45.2 for improvement.	☐	☐	☑
NC	The ABC's accountability program results of exemplary growth, expected growth, and no recognition, are all in Title I "made AYP" category. The state ABCs results of low performances in the Title I "not made AYP" category.	☑	☐	☐
ND	During the transitional period the State of North Dakota will use aggregated, norm-referenced achievement test data to identify schools in need of improvement. Test data for all students and all grades will be aggregated. Scores for the total battery for reading, language arts and math subtests will be used. The actual school district ranking will be determined separately for the 1992-1996, 1993-1997 and 1994-1998 school years by calculating an average "mean" (composite) score for each of these data periods. The levels of performance standards are listed below. 1992-1996 Data Period; 1993-1997 Data Period; 1994-1998 Data Period Advanced: 65.00 – 99.99 Proficient: 50.00 – 64.99 Partially Proficient: 30.00 – 49.99 Novice: 0.00 – 29.99	☐	☑	☐
NE	Adequate yearly progress is a measure of the percentage of the population's movement to a higher level of performance based on progress goals derived from baseline data with a stated goal of moving all students to advanced or proficient levels in 10 years.	☐	☑	☐
NH	Under development.	☑	☐	☐
NJ		☐	☐	☐
NM	Still under development	☐	☐	☑
NV	Adequate Yearly Progress is based on a weighting formula requiring schools to make 5% gains every year.	☐	☑	☐
NY	Adequate yearly progress (AYP) is defined as closing the gap each year by one fifth (20%) between the baseline percentage of students at or above the State Reference Point (SRP) or passing and the ninety percent State standard. The baseline percentage is determined the first year a school falls below the ninety percent standard.	☑	☐	☐

Question 2.2.5 **Briefly describe your state's definition of Adequate Yearly Progress for Title I purposes.**

Question 2.2.6 **Is this the definition you plan to use with your final assessment plan?**

State	Question 2.2.5	Question 2.2.6 Yes	No	Undecided
OH	Percentage of students who demonstrate proficiency will increase by one "standard unit of improvement" (varies somewhat depending upon total number of students at the grade).	☑	☐	☐
OK	Adequate Yearly Progress (AYP) has been established to utilize both the Oklahoma Core Curriculum Tests (OCCT) and the Iowa Tests of Basic Skills (ITBS). To meet AYP, the school must have at least 50% of students scoring satisfactorily on both the Mathematics and Reading portions of the OCCT for all grades tested. The school, if identified as having less than 50% score satisfactorily on one or both subject areas, must make a 5% gain in the percent of students scoring satisfactorily from one year to the next. In addition, a school cannot be identified as a Low-Performing/High Challenge site for two consecutive years. A school is identified as LP/HC if the student average score of regular education students falls at or below a state percentile rank of 25, and at or below a national percentile rank of 49.	☑	☐	☐
OR	A district is making adequate yearly progress if it has moved its Title I student population closer to the goal of having all students meeting state standards. Both a cohort and two cross-sectional analyses will be performed to determine this. (note: see 2.2.2)	☑	☐	☐
PA	Five per cent of the students must move from the two lowest categories to the two highest categories on the state assessment and local assessment.	☑	☐	☐
PR	An improvements of not less than 5% in the competencies is considered adequate.	☑	☐	☐
RI	Adequate Yearly Progress in Rhode Island is called target setting. Schools and districts must set three year targets for improvement in both proficiency and equity standards. A three year "rolling average" will be used with results from 1997-98 State Assessment program considered the baseline year.	☑	☐	☐
SC		☐	☐	☐
SD	5% increase from below basic to basic or basic to proficient.	☑	☐	☐
TN	Increase in percentage of students moving from Levels 1, 2, 3 (Step I, Progressing , Nearing Proficiency) into levels 4 and 5 (Proficient and Advanced)	☑	☐	☐
TX	Adequate yearly progress will be met when districts attain an academically acceptable rating, and campuses attain an acceptable rating.	☑	☐	☐
UT		☐	☐	☐
VA	Adequate Yearly Progress has not yet been defined.	☐	☑	☐

Question 2.2.5 **Briefly describe your state's definition of Adequate Yearly Progress for Title I purposes.**

Question 2.2.6 **Is this the definition you plan to use with your final assessment plan?**

State	Question 2.2.5	Question 2.2.6 Yes	No	Undecided
VI	Not Applicable	☐	☐	☐
VT	Our definition of Adequate Yearly Progress has not been finalized. It will be implemented in Spring 2000 assessment cycle. We currently use a set of transitional criteria which set targets for student performance.	☐	☑	☐
WA	Decrease in percent of students scoring in bottom quartile of national norms.	☐	☑	☐
WI	We now have a single criterion by which to evaluate a school's achievement level on tests administered under s.118.30, the Wisconsin Student Assessment System (WSAS) which includes the Knowledge and Concepts Examinations at grade 4, 8, and 10; the Wisconsin Reading Comprehension Test (WRCT) at grade 3. To be identified for improvement, a school must have test results that fail to meet the criteria for two consecutive years. Once a school is identified "for improvement," it must meet the state's achievement requirements or, beginning in 1998-99, progress requirements for two out of the next three years in order to move out of needing improvement status. Under Title I and state law, schools, districts, and the state are responsible for monitoring such schools' annual progress and improving achievement. The Department of Public Instruction expects districts to: 1) Notify school(s) of the results of this review. 2) Provide an opportunity for schools to present evidence of error if schools believe identification for improvement is in error. 3) Assist schools in the development or revision of school improvement plans that have the greatest likelihood of improving achievement of state proficiency standards. 4) Submit locally approved school improvement plans to DPI. Plans for improvement should be based upon an in-depth understanding of student performance on these tests. Schools (and in some cases, districts) not meeting these requirements for two consecutive years will be identified "for improvement." Once so designated, a school will have to meet the achievement progress requirements for two out of three consecutive years to be free of the "for improvement' status.	☐	☐	☑
WV		☐	☐	☐
WY	Continuous and substantial progress must be made each year on a rolling average (year 1 & 2; year 2 & 3; year 3 & 4, etc.). The formula is based on a 10 year cycle. Rolling average is used due to small schools.	☐	☐	☑

Question 2.2.7

What assessments, if any, do you plan to use at the primary level (grades K - 3) for IASA Title I assessment and evaluation in your Final Assessment Plan?

State	Response
AK	In progress
AL	Grade 3 norm-referenced test
AR	Currently under discussion
AZ	Stanford 9, Arizona's standards-based assessment (AIMS) and district assessments
CA	STAR data (Stanford 9, STAR Augmentation (CA Content standards), SABE/2) is available for grades 2 and 3.
CO	The 3rd grade reading comprehension Colorado Student Assessment results
CT	Connecticut has no plans to implement statewide assessments in grades K-3.
DE	Appropriate assessments for K-2 students are currently under discussion.
DoDEA	NA
FL	
GA	
HI	Undecided and the Stanford 9th Ed. - Primary 3 will be included as one component.
IA	Locally determined
ID	At this time would probably include a state CBM in Reading, State Norm Referenced Test, and the Districts multiple measure(s).
IL	State assessment in grade 3.
IN	
KS	State Reading Assessment - grade 3
KY	No formal assessments are planned. State assessments for 4th and 5th grade students evaluate the culmination of the primary program.
LA	Because all schools will be included in the School and District Accountability System, all schools will be included in the final plan. Specifically, for grades K-3, only grade 3 is involved in statewide assessment. Grades K-2 will continue to report district criteria to the state through their Annual School Report.
MA	This is currently under discussion.
MD	Grade 3 - MSPAP - current practice
ME	
MI	None
MN	State assessments aligned with content standards at grades 3-5. Assessments for grade 8 and high school are being developed.
MO	Kindergarten entry inventory. 1st grade Reading Recovery Data
MS	
MT	None at state level.

Question 2.2.7

What assessments, if any, do you plan to use at the primary level (grades K - 3) for IASA Title I assessment and evaluation in your Final Assessment Plan?

State	Response
NC	Options are being explored.
ND	This is unknown at this time.
NE	Unknown at this time.
NH	State assessment given at grade 3.
NJ	
NM	Still under development
NV	No statewide assessments for grades K-2 are planned. The standards-based assessment at end of grade 3 will be part of our final assessment plan.
NY	Same as state--see PEP component; new assessments were introduced in January 1999 for grade 4 English Language Arts and June 1999 for grade 4 Mathematics to replace pervious grade 3 PEP reading and mathematics.
OH	
OK	The ITBS will continue to be given to students in Grade 3. Also, multiple assessments are required at the local level for all primary grades through the Reading Sufficiency Act. This has been encouraged through professional development workshops on multiple assessments. For sites having only K-2 grades, a site would not be making AYP if more than 50% of the students are identified as in need of remediation in reading.
OR	We are developing additional pieces to the assessment system for use at the primary level. They will include computer adapted assessments as well as the possibility of video adapted assessments. In the future, the grade 3 mathematics and reading assessment will be "leveled" allowing for a lower entry point into the assessment.
PA	Locally developed performance assessments.
PR	We are using from grades K-12 the scale of the teachers' observation (EOM-Escala de Observacion de Maestros) created by our personnel.
RI	None planned at this time.
SC	Continuous assessment program. Standards-based assessment.
SD	We plan on providing professional development so local districts can do this.
TN	Terra Nova
TX	School districts will use local assessment for Grades K-2.
UT	State Core Assessment Program
VA	SOL assessments
VI	Not Applicable
VT	Vermont Developmental Reading Assessment at Grade 2
WA	None

Question 2.2.7

What assessments, if any, do you plan to use at the primary level (grades K - 3) for IASA Title I assessment and evaluation in your Final Assessment Plan?

State	Response
WI	We do test 3rd grade reading (WRCT); however, there are no plans to use this as an accountability measure.
WV	
WY	Unknown at this time.

Question 3.0 **Program components and contact persons.**

State

AK

Program Component: Norm-referenced testing
Subject: Language Arts, Mathematics, Reading, Science
Contact(s): Richard Smiley
Phone: 907/ 465-8691
Email: richard_smiley@educ.state.ak.us

Program Component: AK Writing Assessment ***Voluntary Assessment. May become part of assessment system 1999.
Subject: Writing
Contact(s): Richard Smiley
Phone: 907/ 465-8691
Email: richard_smiley@educ.state.ak.us

AL

Program Component: Alabama High School Basic Skills Exit Exam
Subject: Reading
Contact(s): Dorothy DeMars
Phone: (334)242-8038
Email:

Program Component: Alabama High School Basic Skills Exit Exam
Subject: Mathematics
Contact(s): Dorothy DeMars
Phone: (334)242-8038
Email:

Program Component: Alabama High School Basic Skills Exit Exam
Subject: Language
Contact(s): Dorothy DeMars
Phone: (334)242-8038
Email:

Program Component: Stanford Achievement Test, 9th edition
Subject: Total Battery
Contact(s): Miriam Byers
Phone: (334)242-8038
Email: mbyers@sdenet.alsde.edu

Program Component: AL Direct Assessment of Writing
Subject: Writing
Contact(s): Margaret Weldon
Phone: (334)242-8038
Email:

Program Component: End-of-Course Geometry Test
Subject: Geometry
Contact(s): Dorothy DeMars
Phone: (334)242-8038
Email:

Question 3.0 **Program components and contact persons.**

State

AR

Program Component: Norm referenced testing
Subject: Social Studies
Contact(s): Doris Callahan
Phone: 501-682-4252
Email: dcallahan@arkedu.k12.ar.us

Program Component: Criterion Referenced Testing: Benchmark Exams and End of Level Exams
Subject: Mathematics
Contact(s): Gayle Potter
Phone: 501-682-4558
Email: gpotter@arkedu.k12.ar.us

Program Component: Norm referenced testing
Subject: Total Reading
Contact(s): Doris Callahan
Phone: 501-682-4252
Email: dcallahan@arkedu.k12.ar.us

Program Component: Criterion Referenced Testing: Benchmark Exams and End of Level Exams
Subject: Literacy (Reading and Writing)
Contact(s): Gayle Potter
Phone: 501-682-4558
Email: gpotter@arkedu.k12.ar.us

Program Component: Norm referenced testing
Subject: Science
Contact(s): Doris Callahan
Phone: 501-682-4252
Email: dcallahan@arkedu.k12.ar.us

Program Component: Norm referenced testing
Subject: Math
Contact(s): Doris Callahan
Phone: 501-682-4252
Email: dcallahan@arkedu.k12.ar.us

Program Component: Norm referenced testing
Subject: Spelling
Contact(s): Doris Callahan
Phone: 501-682-4252
Email: dcallahan@arkedu.k12.ar.us

Program Component: Norm referenced testing
Subject: Study Skills
Contact(s): Doris Callahan
Phone: 501-682-4252
Email: dcallahan@arkedu.k12.ar.us

Question 3.0 **Program components and contact persons.**

State

AR

Program Component: Norm referenced testing
Subject: Language
Contact(s): Doris Callahan
Phone: 501-682-4252
Email: dcallahan@arkedu.k12.ar.us

AZ

Program Component: Stanford Achievement Test, Ninth Edition
Subject: all
Contact(s): Kelly Powell
Phone: (602) 542-5031
Email: kpowell@mail1.ade.state.az.us

CA

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: Social Science
Contact(s): Barbara Colton
Phone: (916)657-3011
Email: bcolton@cde.ca.gov

Program Component: Golden State Exams
Subject: Algebra
Contact(s): Richard Diaz
Phone: (916) 653-7027
Email: rdiaz@cde.ca.gov

Program Component: Physical Fitness Test
Subject: Physical fitness Test
Contact(s): Jennifer Rousseve
Phone: (916) 657-3387
Email: jroussev@cde.ca.gov

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: Primary Language
Contact(s):
Phone:
Email:

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: English
Contact(s):
Phone:
Email:

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: Science
Contact(s): Barbara Colton
Phone: (916)657-3011
Email: bcolton@cde.ca.gov

Question 3.0 **Program components and contact persons.**

State

CA

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: Spelling
Contact(s): Barbara Colton
Phone: (916)657-3011
Email: bcolton@cde.ca.gov

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: Language
Contact(s): Barbara Colton
Phone: (916)657-3011
Email: bcolton@cde.ca.gov

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: Math
Contact(s): Barbara Colton
Phone: (916)657-3011
Email: bcolton@cde.ca.gov

Program Component: Standardized Testing and Reporting Program (STAR)
Subject: Reading
Contact(s): Barbara Colton
Phone: (916)657-3011
Email: bcolton@cde.ca.gov

Program Component: Assessments in Career Education
Subject: N/A 97-98
Contact(s): Richard Diaz and Rozlynn Worrall
Phone: (916) 657-3011
Email: rdiaz@cde.ca.gov and rworrall@cde.ca.gov

Program Component: Golden State Exams
Subject: Biology
Contact(s): Richard Diaz
Phone: (916) 653-7027
Email: rdiaz@cde.ca.gov

Program Component: Assessments in Career Education
Subject: N/A 97/98
Contact(s): Richard Diaz and Rozlynn Worrall
Phone: (916) 657-3011
Email: rdiaz@cde.ca.gov and rworrall@cde.ca.gov

Program Component: Golden State Exams
Subject: Economics
Contact(s): Richard Diaz
Phone: (916) 653-7027
Email: rdiaz@cde.ca.gov

Question 3.0 **Program components and contact persons.**

State

CA

Program Component: Golden State Exams
Subject: Written Competency
Contact(s): Richard Diaz
Phone: (916) 653-7027
Email: rdiaz@cde.ca.gov

Program Component: Golden State Exams
Subject: Reading and Literature
Contact(s): Richard Diaz
Phone: (916) 653-7027
Email: rdiaz@cde.ca.gov

Program Component: Golden State Exams
Subject: History
Contact(s): Richard Diaz
Phone: (916) 653-7027
Email: rdiaz@cde.ca.gov

Program Component: Golden State Exams
Subject: High School Math
Contact(s): Richard Diaz
Phone: (916) 653-7027
Email: rdiaz@cde.ca.gov

Program Component: Golden State Exams
Subject: Government Civics
Contact(s): Richard Diaz
Phone: (916) 653-7027
Email: rdiaz@cde.ca.gov

Program Component: Golden State Exams
Subject: Geometry
Contact(s): Richard Diaz
Phone: (916) 653-7027
Email: rdiaz@cde.ca.gov

Program Component: Golden State Exams
Subject: Coordinated Science
Contact(s): Richard Diaz
Phone: (916) 653-7027
Email: rdiaz@cde.ca.gov

Program Component: Assessments in Career Education
Subject: Health care level I
Contact(s): Richard Diaz or Rozlynn Worrall
Phone: (916) 657-3011
Email: rdiaz@cde.ca.gov and rworrall@cde.ca.gov

Question 3.0 **Program components and contact persons.**

State

CA

Program Component: Assessments in Career Education
Subject: Agriculture Core
Contact(s): Richard Diaz or Rozlynn Worrall
Phone: (916) 657-3011
Email: rdiaz@cde.ca.gov and rworrall@cde.ca.gov

Program Component: Assessments in Career Education
Subject: Computer science and information systems
Contact(s): Richard Diaz or Rozlynn Worrall
Phone: (916) 657-3011
Email: rdiaz@cde.ca.gov and rworrall@cde.ca.gov

Program Component: Golden State Exams
Subject: Chemistry
Contact(s): Richard Diaz
Phone: (916) 653-7027
Email: rdiaz@cde.ca.gov

CO

Program Component: Reading and Writing
Subject: Writing
Contact(s): Don E. Watson
Phone: (303) 866-6612
Email: watson-d@cde.state,co.us

Program Component: Reading and Writing
Subject: Reading
Contact(s): Don E. Watson
Phone: (303) 866-6612
Email: watson_d@cde.stae.co.us

CT

Program Component: Connecticut Mastery Test (CMT)
Subject: Reading
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

Program Component: Connecticut Mastery Test (CMT)
Subject: Writing
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

Program Component: Connecticut Mastery Test (CMT)
Subject: Mathematics
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

Question 3.0 **Program components and contact persons.**

State

CT

Program Component: Connecticut Academic Performance Test (CAPT)
Subject: Mathematics
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

Program Component: Connecticut Academic Performance Test (CAPT)
Subject: Response to Literature
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

Program Component: Connecticut Academic Performance Test (CAPT)
Subject: Editing
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

Program Component: Connecticut Academic Performance Test (CAPT)
Subject: Interdisciplinary
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

Program Component: Connecticut Academic Performance Test (CAPT)
Subject: Science
Contact(s): Peter Behuniak
Phone: 860-566-2201
Email: peter.behuniak@po.state.ct.us

DE

Program Component: Delaware Student Testing Program - Reading NRT
Subject: Reading - NRT
Contact(s): Carole D. White, M.B.A.
Phone: 302-739-2771
Email: cwhite@state.de.us

Program Component: Delaware Student Testing Program - Standards-Based Writing
Subject: Writing (SB)
Contact(s): Carole D. White, M.B.A.
Phone: 302-739-2771
Email: cwhite@state.de.us

Program Component: Delaware Student Testing Program - Mathematics NRT
Subject: Mathematics (NRT)
Contact(s): Carole D. White, M.B.A.
Phone: 302-739-2771
Email: cwhite@state.de.us

Question 3.0 **Program components and contact persons.**

State

DE

Program Component: Delaware Student Testing Program - Standards-Based Mathematics
Subject: Mathematics (SB)
Contact(s): Carole D. White, M.B.A.
Phone: 302-739-2771
Email: cwhite@state.de.us

Program Component: Delaware Student Testing Program - Standards-Based Reading
Subject: Reading (SB)
Contact(s): Carole D. White, M.B.A.
Phone: 302-739-2771
Email: cwhite@state.de.us

DoDEA

Program Component: DoDEA Writing Assessment
Subject: Writing Extended Response
Contact(s): Janet F. Rope
Phone: 703-696-4471 x1959
Email: JROPE@DEDODEA.EDU

Program Component: CTB TerraNova Multiple Assessment
Subject: Writing Extended Response
Contact(s): Janet F. Rope
Phone: 703-696-4471 x1959
Email: JROPE@DEDODEA.EDU

FL

Program Component: Florida Writing Assessment Program
Subject: Writing
Contact(s): Dr. Mark Heidorn
Phone: 850/ 488-8198
Email: heidorm@mail.doe.state.fl.us

Program Component: High School Competency Test
Subject: Mathematics
Contact(s): Dr. Mark Heidorn
Phone: 850/488-8198
Email: heidorm@mail.doe.state.fl.us

Program Component: High School Competency Test
Subject: Communications
Contact(s): Dr. Mark Heidorn
Phone: 850/ 488-8198
Email: heidorm@mail.doe.state.fl.us

GA

Program Component: Iowa Tests of Basic Skills, Complete Battery
Subject: ITBS
Contact(s): Deborah Beckman
Phone: 404/ 656-2557
Email: dbeckman@doe.k12.ga.us

Question 3.0 **Program components and contact persons.**

State

GA

Program Component: Georgia High School Graduation Tests (GHSGT)
Subject: Social Studies (GHSGT)
Contact(s): Joan M. Boorman
Phone: 404/ 657-0312
Email: jboorman@doe.k12.ga.us

Program Component: Georgia Kindergarten Assessment Program (GKAP)
Subject: Georgia Kindergarten Assessment Program (GKAP)
Contact(s): Cyndy Stephens
Phone: 404/ 656-0619
Email: cstephen@doe.k12.ga.us

Program Component: Writing Assessments (Grades 3, 5, 8, 11)
Subject: Writing
Contact(s): Sandra McCullough
Phone: 404/ 656-5975
Email: sandramc@doe.k12.ga.us

Program Component: Georgia High School Graduation Tests (GHSGT)
Subject: English/Language Arts (GHSGT)
Contact(s): Joan M. Boorman
Phone: 404/ 657-0312
Email: jboorman@doe.k12.ga.us

Program Component: Georgia High School Graduation Tests (GHSGT)
Subject: Mathematics (GHSGT)
Contact(s): Joan M. Boorman
Phone: 404/ 657-0312
Email: jboorman@doe.k12.ga.us

Program Component: Georgia High School Graduation Tests (GHSGT)
Subject: Science (GHSGT)
Contact(s): Joan M. Boorman
Phone: 404/ 657-0312
Email: jboorman@doe.k12.ga.us

HI

Program Component: Stanford Achievement Test 8th Ed.
Subject: Language
Contact(s): Selvin Chin-Chance, Ph.D.
Phone: (808) 733-4483
Email: selvin_chin-chance@notes.k12.hi.us

Program Component: Credit by Examination
Subject: Algebra
Contact(s): Selvin Chin-Chance, Ph.D.
Phone: (808) 733-4483
Email: selvin_chin-chance@notes.k12.hi.us

Question 3.0 **Program components and contact persons.**

State

HI

Program Component: Hawaii State Test of Essential Competencies
Subject: Reading, Writing, Oral Communication, Math, Visual Symbols, Guidance, Logic, Health, Social Studies
Contact(s): Selvin Chin-Chance, Ph.D.
Phone: (808) 733-4483
Email: selvin_chin-chance@notes.k12.hi.us

Program Component: Credit by Examination
Subject: Foreign Language
Contact(s): Selvin Chin-Chance, Ph.D.
Phone: (808) 733-4483
Email: selvin_chin-chance@notes.k12.hi.us

Program Component: Stanford Achievement Test 8th Ed.
Subject: Mathematics
Contact(s): Selvin Chin-Chance, Ph.D.
Phone: (808) 733-4483
Email: selvin_chin-chance@notes.k12.hi.us

Program Component: Stanford Achievement Test 8th Ed.
Subject: Reading
Contact(s): Selvin Chin-Chance, Ph.D.
Phone: (808) 733-4483
Email: selvin_chin-chance@notes.k12.hi.us

Program Component: Credit by Examination
Subject: Keyboarding
Contact(s): Selvin Chin-Chance, Ph.D.
Phone: (808) 733-4483
Email: selvin_chin-chance@notes.k12.hi.us

IA

Program Component: Standardized Testing ITBS and ITED
Subject: Mathematics
Contact(s): Judy Jeffrey
Phone: (501)/281-3333
Email: judy.jeffrey@ed.state.ia.us

Program Component: Standardized Testing ITBS and ITED
Subject: Reading
Contact(s): Judy Jeffrey
Phone: (501)/281-3333
Email: judy.jeffrey@ed.state.ia.us

ID

Program Component: Norm-Referenced Test
Subject: Reading
Contact(s): Sally Tiel
Phone: 208/ 432-6943
Email: Srtiel@sde.state.id.us

Question 3.0 **Program components and contact persons.**

State

ID

Program Component: Norm-Referenced Test
Subject: Mathematics
Contact(s): Sally Tiel
Phone: 208/ 332-6943
Email: srtiel@sde.state.id.us

Program Component: Norm-Referenced Test
Subject: Language Arts
Contact(s): Sally Tiel
Phone: 208/ 332-6943
Email: srtiel@sde.state.id.us

Program Component: Norm Referenced Test
Subject: Science
Contact(s): Sally Tiel
Phone: 208/ 332-6943
Email: srtiel@sde.state.id.us

Program Component: Direct Math Assessment
Subject: Math
Contact(s): Sally Tiel
Phone: 208/ 332-6943
Email: srtiel@sde.state.id.us

Program Component: Norm Referenced Test
Subject: Social Studies
Contact(s): Sally Tiel
Phone: 208/ 332-6943
Email: srtiel@sde.state.id.us

Program Component: Direct Writing Assessment
Subject: Direct Writing Assessment
Contact(s): Sally Tiel
Phone: 208/ 332-6943
Email: srtiel@sde.state.id.us

IL

Program Component: Illinois Goal Assessment Program
Subject: Social Science
Contact(s): Dr. Carmen Chapman
Phone: 217-782-4823
Email:

Program Component: Illinois Goal Assessment Program
Subject: Science
Contact(s): Dr. Carmen Chapman
Phone: 217-782-4823
Email:

Question 3.0 **Program components and contact persons.**

State

IL

Program Component: Illinois Goal Assessment Program
Subject: Mathematics
Contact(s): Dr. Carmen Chapman
Phone: 217-782-4823
Email:

Program Component: Illinois Goal Assessment Program
Subject: Reading
Contact(s): Dr. Carmen Chapman
Phone: 217-782-4823
Email:

Program Component: Illinois Goal Assessment Program
Subject: Writing
Contact(s): Dr. Carmen Chapman
Phone: 217-782-4823
Email:

IN

Program Component: Statewide Assessment
Subject: English/Language Arts
Contact(s): John Moreland
Phone: 317/232-9050
Email: jmorelan@doe.state.in.us

Program Component: Statewide Assessment
Subject: Mathematics
Contact(s): John Moreland
Phone: 317/232-9050
Email: jmorelan@doe.state.in.us

KS

Program Component: Kansas Assessment Program
Subject: Social Studies
Contact(s): Kim Rasmussen
Phone: 785/ 296-3996
Email:

Program Component: Kansas Assessment Program
Subject: Science
Contact(s): Greg Schell
Phone: 785/ 296-3996
Email:

Program Component: Kansas Assessment Program
Subject: Writing
Contact(s): Kim Young
Phone: 785/ 296-3996
Email:

Question 3.0 **Program components and contact persons.**

State

KS

Program Component: Kansas Assessment Program
Subject: Reading
Contact(s): Kim Young
Phone: 785/ 296-3996
Email:

Program Component: Kansas Assessment Program
Subject: Mathematics
Contact(s): Kim Gattis
Phone: 785/ 296-3996
Email: cmercer@ksbe.state.ks.us

KY

Program Component: KIRIS On-Demand
Subject: Arts and Humanities
Contact(s): C. Scott Trimble
Phone: 502-564-4394
Email: strimble@kde.state.ky.us

Program Component: KIRIS On-Demand
Subject: Social Studies
Contact(s): C. Scott Trimble
Phone: 502-564-4394
Email: strimble@kde.state.ky.us

Program Component: National Norm Reference Test
Subject: National Norm Reference Test
Contact(s): C. Scott Trimble
Phone: 502-564-4394
Email: strimble@kde.state.ky.us

Program Component: KIRIS On-Demand
Subject: Mathematics
Contact(s): C. Scott Trimble
Phone: 502-564-4394
Email: strimble@kde.state.ky.us

Program Component: Alternate Portfolio
Subject: Alternate Portfolio
Contact(s): C. Scott Trimble
Phone: 502-564-4394
Email: strimble@kde.state.ky.us

Program Component: KIRIS On-Demand
Subject: Science
Contact(s): C. Scott Trimble
Phone: 502-564-4394
Email: strimble@kde.state.ky.us

Question 3.0 **Program components and contact persons.**

State

KY

Program Component: KIRIS On-Demand
Subject: Reading
Contact(s): C. Scott Trimble
Phone: 502-564-4394
Email: strimble@kde.state.ky.us

Program Component: KIRIS On-Demand
Subject: On-Demand Writing
Contact(s): C. Scott Trimble
Phone: 502-564-4394
Email: strimble@kde.state.ky.us

Program Component: KIRIS On-Demand
Subject: Practical Living / Vocational Studies
Contact(s): C. Scott Trimble
Phone: 502-564-4394
Email: strimble@kde.state.ky.us

Program Component: Writing Portfolio Assessment
Subject: Writing Portfolio
Contact(s): Starr Lewis
Phone: 502-564-2106
Email: slewis@kde.state.ky.us

LA

Program Component: Norm-referenced Testing Program
Subject: Complete battery
Contact(s): Bernadette Morris
Phone: (225) 342-3404
Email: bmorris@mail.doe.state.la.us

Program Component: Graduation Exit Examination
Subject: English Language Arts
Contact(s): Bernadette Morris
Phone: (225) 342-3406
Email: bmorris@mail.doe.state.la.us

Program Component: LEAP (Grades 3, 5, and 7 Criterion-Referenced Tests)
Subject: Mathematics
Contact(s): Bernadette Morris
Phone: (225) 342-3404
Email: bmorris@mail.doe.state.la.us

Program Component: Graduation Exit Examination
Subject: Social Studies
Contact(s): Bernadette Morris
Phone: (225) 342-3406
Email: bmorris@mail.doe.state.la.us

Question 3.0 **Program components and contact persons.**

State

LA

Program Component: Graduation Exit Examination
Subject: Science
Contact(s): Bernadette Morris
Phone: (225) 342-3406
Email: bmorris@mail.doe.state.la.us

Program Component: Graduation Exit Examination
Subject: Written Composition
Contact(s): Bernadette Morris
Phone: (225) 342-3406
Email: bmorris@mail.doe.state.la.us

Program Component: Graduation Exit Examination
Subject: Mathematics
Contact(s): Bernadette Morris
Phone: (225) 342-3406
Email: bmorris@mail.doe.state.la.us

Program Component: LEAP (Grades 3, 5, and 7 Criterion-Referenced Tests)
Subject: English Language Arts
Contact(s): Bernadette Morris
Phone: (225) 342-3404
Email: bmorris@mail.doe.state.la.us

MA

Program Component: Massachusetts Grade 3 Reading Test
Subject: Reading
Contact(s): Brenda Thomas
Phone: 781 388 3300 x320
Email: bthomas@doe.mass.edu

Program Component: Massachusetts Comprehensive Assessment System (MCAS)
Subject: English Language Arts
Contact(s): Katherine Viator
Phone: 781 388 3300 x325
Email: kviator@doe.mass.edu

Program Component: Massachusetts Comprehensive Assessment System (MCAS)
Subject: Science/Technology
Contact(s): Katherine Viator
Phone: 781 388 3300 x325
Email: kviator@doe.mass.edu

Program Component: Massachusetts Comprehensive Assessment System (MCAS)
Subject: Mathematics
Contact(s): Katherine Viator
Phone: 781 388 3300 x325
Email: kviator@doe.mass.edu

Question 3.0 **Program components and contact persons.**

State

MD

Program Component: Maryland Functional Tests
Subject: Writing (97,438 Total Students Tested)
Contact(s): Angeline Nanni
Phone: 410/767-0089
Email: ananni@msde.state.md.us

Program Component: Maryland School Performance Assessment Program
Subject: Reading
Contact(s): Angelina Nanni
Phone: 410/767-0089
Email: ananni@msde.state.md.us

Program Component: Maryland School Performance Assessment Program
Subject: Writing
Contact(s): Angelina Nanni
Phone: 410/767-0089
Email: ananni@msde.state.md.us

Program Component: Maryland School Performance Assessment Program
Subject: Language Usage
Contact(s): Angelina Nanni
Phone: 410/767-0089
Email: ananni@msde.state.md.us

Program Component: Maryland School Performance Assessment Program
Subject: Social Studies
Contact(s): Angeline Nanni
Phone: 410/767-0089
Email: ananni@msde.state.md.us

Program Component: Maryland School Performance Assessment Program
Subject: Science
Contact(s): Angeline Nanni
Phone: 410/767-0089
Email: ananni@msde.state.md.us

Program Component: Maryland Functional Tests
Subject: Math Level II (142,315 Total Students Tested)
Contact(s): Angeline Nanni
Phone: 410/ 767-0089
Email: ananni@msde.state.md.us

Program Component: Maryland School Performance Assessment Program
Subject: Mathematics
Contact(s): Angelina Nanni
Phone: 410/767-0089
Email: ananni@msde.state.md.us

Question 3.0 **Program components and contact persons.**

State

MD

Program Component: High School Assessments
Subject:
Contact(s): Janet Bagsby
Phone: 410/ 767-0048
Email: jbagsby@msde.state.md.us

Program Component: Maryland Functional Tests
Subject: Citizenship (74,913 Total Students Tested)
Contact(s): Angeline Nanni
Phone: 410/767-0089
Email: ananni@msde.state.md.us

Program Component: Maryland Functional Tests
Subject: Reading Level II (94,356 Total Students Tested)
Contact(s): Angeline Nanni
Phone: 410/767-0089
Email: ananni@msde.state.md.us

ME

Program Component: Maine State Tests
Subject: Arts/Humanities, Health, Mathematics, Reading, Science, Social Studies, Writing
Contact(s): Dr. Horace P. Maxcy
Phone: 207/287-5996
Email: brud.maxcy@state.me.us

MI

Program Component: Grade 5 and 8 Science and Writing
Subject: Science
Contact(s): Jane Faulds (writing), Chris Schram (science)
Phone: 517/ 373-8393
Email: cschram@ed.mde.state.mi.us

Program Component: MEAP High School Test
Subject: Mathematics
Contact(s): Jane Faulds (reading and writing), Chris Schram (science), Phil Babcock (mathematics)
Phone: 517/ 373-8393
Email: schramch@ed.mde.state.mi.us

Program Component: Grade 4 and 7 Reading and Mathematics
Subject: Reading
Contact(s): Jane Faulds (reading), Phil Babcock (mathematics)
Phone:
Email:

Question 3.0 **Program components and contact persons.**

State

MI

Program Component: Grade 5 and 8 Science and Writing
Subject: Writing
Contact(s): Jane Faulds (writing), Chris Schram (science)
Phone: 517/ 373-8393
Email: cschram@ed.mde.state.mi.us

Program Component: MEAP High School Test
Subject: Reading
Contact(s): Jane Faulds (reading and writing), Chris Schram (science), Phil Babcock (mathematics)
Phone: 517/373-8393
Email: schramch@ed.mde.state.mi.us

Program Component: MEAP High School Test
Subject: Science
Contact(s): Jane Faulds (reading and writing), Chris Schram (science), Phil Babcock (mathematics)
Phone: 517/373-8393
Email: schramch@ed.mde.state.mi.us

Program Component: MEAP High School Test
Subject: Writing
Contact(s): Jane Faulds (reading and writing), Chris Schram (science), Phil Babcock (mathematics)
Phone: 517/373-8393
Email: schramch@ed.mde.state.mi.us

Program Component: Grade 4 and 7 Reading and Mathematics
Subject: Mathematics
Contact(s): Jane Faulds (reading), Phil Babcock (mathematics)
Phone:
Email:

MN

Program Component: Minnesota Comprehensive Assessments
Subject: Grade 5 Math
Contact(s): Cathy Wagner
Phone: 651-582-8692
Email: Cathy.wagner@state.mn.us

Program Component: Minnesota Comprehensive Assessments
Subject: Grade 5 Reading
Contact(s): Cathy Wagner
Phone: 651-582-8692
Email: Cathy.wagner@state.mn.us

Question 3.0 **Program components and contact persons.**

State

MN

Program Component: Minnesota Comprehensive Assessments
Subject: Grade 3 Math
Contact(s): Cathy Wagner
Phone: 651-582-8692
Email: Cathy.wagner@state.mn.us

Program Component: Minnesota Comprehensive Assessments
Subject: Grade 3 Reading
Contact(s): Cathy Wagner
Phone: 651-582-8692
Email: Cathy.wagner@state.mn.us

Program Component: Minnesota Comprehensive Assessments
Subject: Grade 5 Writing
Contact(s): Cathy Wagner
Phone: 651-582-8692
Email: Cathy.wagner@state.mn.us

MO

Program Component: MAP
Subject: Communication Arts
Contact(s): Jim Friedebach; Director, Assessment Section
Phone: 800-845-3545
Email: jfriedeb@mail.dese.state.mo.us

Program Component: MAP
Subject: Science
Contact(s): Jim Friedebach; Director, Assessment Section
Phone: 800-845-3545
Email: jfriedeb@mail.dese.state.mo.us

Program Component: MAP
Subject: Math
Contact(s): Jim Friedebach; Director, Assessment Section
Phone: 800-845-3545
Email: jfriedeb@mail.dese.state.mo.us

MS

Program Component: Functional Literacy Examination (high school exit exam)
Subject: Mathematics
Contact(s): James G. Simmons
Phone: 601-359-3052
Email: jsimmons@mdek12.state.ms.us

Program Component: Functional Literacy Examination (high school exit exam)
Subject: Written Communication
Contact(s): James G. Simmons
Phone: 601-359-3052
Email: jsimmons@mdek12.state.ms.us

Question 3.0 **Program components and contact persons.**

State

MS

Program Component: Subject Area (End of Course) Tests: Algebra 1, Biology, U.S. History fr. 1877
Subject: Algebra 1 (Grades 8 or 9)
Contact(s): Deborah P. Zischke
Phone: 601-359-2052
Email: dzischke@mdek12.state.ms.us

Program Component: Subject Area (End of Course) Tests: Algebra 1, Biology, U.S. History fr. 1877
Subject: US History from 1877
Contact(s): Deborah P. Zischke
Phone: 601-359-2052
Email: dzischke@mdek12.state.ms.us

Program Component: Functional Literacy Examination (high school exit exam)
Subject: Reading
Contact(s): James G. Simmons
Phone: 601-359-3052
Email: jsimmons@mdek12.state.ms.us

Program Component: Norm-Referenced Testing
Subject: ITBS Survey Battery(R,M,LA)
Contact(s): Valerie Troiani
Phone: 601-359-3052
Email:

Program Component: Subject Area (End of Course) Tests: Algebra 1, Biology, U.S. History fr. 1877
Subject: Biology (Grades 9 or 10)
Contact(s): Deborah P. Zischke
Phone: 601-359-2052
Email: dzischke@mdek12.state.ms.us

MT

Program Component: Student Assessment Requirement
Subject: Math
Contact(s): Dori Nielson
Phone: (406) 444-3656
Email: dnielson@state.mt.us

Program Component: Student Assessment Requirement
Subject: Science
Contact(s): Dori Nielson
Phone: (406) 444-3656
Email: dnielson@state.mt.us

Question 3.0 **Program components and contact persons.**

State

MT

Program Component: Student Assessment Requirement
Subject: Social Studies
Contact(s): Dori Nielson
Phone: (406) 444-3656
Email: dnielson@state.mt.us

Program Component: Student Assessment Requirement
Subject: Reading
Contact(s): Dori Nielson
Phone: (406) 444-3656
Email: dnielson@state.mt.us

Program Component: Student Assessment Requirement
Subject: Language Arts
Contact(s): Dori Nielson
Phone: 406-444-3656
Email: dnielson@state.mt.us

NC

Program Component: NC Tests of Computer Skills
Subject: Computer Skills
Contact(s): Mildred Bazemore
Phone: 919-715-1182
Email: mbazemore@dpi.state.nc.us

Program Component: Norm-Referenced Testing
Subject: Reading, Language, Mathematics
Contact(s): Mildred Bazemore
Phone: 919-715-1182
Email: mbazemore@dpi.state.nc.us

Program Component: NC Annual Testing Program
Subject: Mathematics
Contact(s): Mildred Bazemore
Phone: 919-715-1182
Email: mbazemor@dpi.state.nc.us

Program Component: NC Testing Program - Competency Testing
Subject: Mathematics and Reading
Contact(s): Mildred Bazemore
Phone: 919-715-1182
Email: mbazemor@dpi.state.nc.us

Program Component: NC Annual Testing Program
Subject: Social Studies (US History)
Contact(s): Mildred Bazemore
Phone: 919-715-1182
Email: mbazemor@dpi.state.nc.us

Question 3.0 **Program components and contact persons.**

State

NC

Program Component: NC Annual Testing Program
Subject: Reading
Contact(s): Mildred Bazemore
Phone: 919-715-1182
Email: mbazemor@dpi.state.nc.us

Program Component: NC Annual Testing Program
Subject: Writing
Contact(s): Mildred Bazemore
Phone: 919-715-1182
Email: mbazemor@dpi.state.nc.us

Program Component: NC Annual Testing Program
Subject: Open-Ended
Contact(s): Mildred Bazemore
Phone: 919-715-1182
Email: mbazemor@dpi.state.nc.us

Program Component: NC Annual Testing Program
Subject: Grade 3 Pretest
Contact(s): Mildred Bazemore
Phone: 919-715-1182
Email: mbazemor@dpi.state.nc.us

Program Component: NC Annual Testing Program
Subject: Science (Biology)
Contact(s): Mildred Bazemore
Phone: 919-715-1182
Email: mbazemor@dpi.state.nc.us

ND

Program Component: TerraNova and Test of Cognitive Skills, second edition
Subject: TerraNova
Contact(s): Gaylynn L. Becker
Phone: (701) 328-2755
Email: gbecker@mail.dpi.state.nd.us

NE

Program Component: No State Assessments "97 '98
Subject:
Contact(s): Jack Gilsdorf
Phone: (402)471-2444
Email: jack_g@nde4.nde.state.ne.us

NH

Program Component: NH Educational Improvement and Assessment Program
Subject: English Language Arts
Contact(s): William B. Ewert
Phone: 603-271-2298
Email:

Question 3.0 **Program components and contact persons.**

State

NH

Program Component: NH Educational Improvement and Assessment Program
Subject: Mathematics
Contact(s): William B. Ewert
Phone: 603-271-2298
Email:

Program Component: NH Educational Improvement and Assessment Program
Subject: Science
Contact(s): William B. Ewert
Phone: 603-271-2298
Email:

Program Component: NH Educational Improvement and Assessment Program
Subject: Social Studies
Contact(s): William B. Ewert
Phone: 603-271-2298
Email:

NJ

Program Component: Grade 8 Early Warning Test
Subject: Writing
Contact(s): Wendy Roberts
Phone: 609/ 777-3672
Email: wroberts@doe.state.nj.us

Program Component: Grade 11 High School Proficiency Test
Subject: Mathematics
Contact(s): Veronica Orsi
Phone: 609/ 292-8739
Email: vorsi@doe.state.nj.us

Program Component: Grade 8 Early Warning Test
Subject: Mathematics
Contact(s): Wendy Roberts
Phone: 609/ 777-3672
Email: wroberts@doe.state.nj.us

Program Component: Grade 11 High School Proficiency Test
Subject: Writing
Contact(s): Veronica Orsi
Phone: 609/ 292-8739
Email: vorsi@doe.state.nj.us

Program Component: Grade 11 High School Proficiency Test
Subject: Reading
Contact(s): Veronica Orsi
Phone: 609/ 292-8739
Email: vorsi@doe.state.nj.us

Question 3.0 **Program components and contact persons.**

State

NJ

Program Component: Grade 8 Early Warning Test
Subject: Reading
Contact(s): Wendy Roberts
Phone: 609/ 777-3672
Email: wroberts@doe.state.nj.us

NM

Program Component: NM High School Competency Exam
Subject: Reading
Contact(s): Jim Travelstead
Phone: 505/ 827-6524
Email:

Program Component: NM High School Competency Exam
Subject: Written Composition
Contact(s): Jim Travelstead
Phone: 505/ 827-6524
Email:

Program Component: NM High School Competency Exam
Subject: Social Studies
Contact(s): Jim Travelstead
Phone: 505/ 827-6524
Email:

Program Component: NM High School Competency Exam
Subject: Science
Contact(s): Jim Travelstead
Phone: 505/ 827-6524
Email:

Program Component: NM High School Competency Exam
Subject: Mathematics
Contact(s): Jim Travelstead
Phone: 505/ 827-6524
Email:

Program Component: Reading Assessment for Grades 1 and 2
Subject: Reading Proficiency
Contact(s): Jim Travelstead
Phone: 505/ 827-6524
Email:

Program Component: NM High School Competency Exam
Subject: Language Arts
Contact(s): Jim Travelstead
Phone: 505/ 827-6524
Email:

Question 3.0 **Program components and contact persons.**

State

NM

Program Component: NM Achievement Assessment
Subject: Social Studies
Contact(s): Jim Travelstead
Phone: 505/ 827-6524
Email:

Program Component: NM Achievement Assessment
Subject: Mathematics
Contact(s): Jim Travelstead
Phone: 505/ 827-6524
Email:

Program Component: NM Achievement Assessment
Subject: Science
Contact(s): Jim Travelstead
Phone: 505/ 827-6524
Email:

Program Component: NM Achievement Assessment
Subject: Language Arts
Contact(s): Jim Travelstead
Phone: 505/ 827-6524
Email:

Program Component: NM Writing Assessment Program
Subject: Writing Assessment
Contact(s): Jim Travelstead
Phone: 505/ 827-6524
Email:

Program Component: NM Achievement Assessment
Subject: Reading
Contact(s): Jim Travelstead
Phone: 505/ 827-6524
Email:

NV

Program Component: Direct Writing Assessment at Grade 8
Subject: Writing
Contact(s): Joan Taylor
Phone: 775/687-9131
Email: joantay@nvbell.net

Program Component: Norm-Referenced Testing at Grades 4, 8, and 10
Subject: Reading, Language, Math, Science
Contact(s): Paul LaMarca
Phone: 775-687-9135
Email: plamarca@nsn.k12.nv.us

Question 3.0 **Program components and contact persons.**

State

NV

Program Component: High School Proficiency Examination
Subject: Reading, Writing, and Mathematics
Contact(s): Thomas W. Klein
Phone: 775-687-9184
Email:

NY

Program Component: Regents Examination Program
Subject: Chemistry
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: US History/Government
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: Global Studies
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: French
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: German
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: Hebrew
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: Italian
Contact(s):
Phone:
Email:

Question 3.0 **Program components and contact persons.**

State

NY

Program Component: Regents Examination Program
Subject: Spanish
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: Physics
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: Latin
Contact(s):
Phone:
Email:

Program Component: Pupil Evaluation Program (PEP)
Subject: Mathematics
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: Earth Science
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: Biology
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: Mathematics
Contact(s):
Phone:
Email:

Program Component: Occupational Education Proficiency Examinations
Subject: Transportation Systems
Contact(s):
Phone:
Email:

Question 3.0 **Program components and contact persons.**

State

NY

Program Component: Pupil Evaluation Program (PEP)
Subject: Reading
Contact(s):
Phone:
Email:

Program Component: Occupational Education Proficiency Examinations
Subject: Production Systems
Contact(s):
Phone:
Email:

Program Component: Pupil Evaluation Program (PEP)
Subject: Writing
Contact(s):
Phone:
Email:

Program Component: Regents Competency Tests
Subject: Social Studies - Global Studies
Contact(s):
Phone:
Email:

Program Component: Second Language Proficiency Exams
Subject: Latin
Contact(s):
Phone:
Email:

Program Component: Second Language Proficiency Exams
Subject: Spanish
Contact(s):
Phone:
Email:

Program Component: Regents Competency Tests
Subject: Reading
Contact(s):
Phone:
Email:

Program Component: Regents Examination Program
Subject: English
Contact(s):
Phone:
Email:

Question 3.0 **Program components and contact persons.**

State

NY

Program Component: Second Language Proficiency Exams
Subject: Italian
Contact(s):
Phone:
Email:

Program Component: Second Language Proficiency Exams
Subject: German
Contact(s):
Phone:
Email:

Program Component: Second Language Proficiency Exams
Subject: French
Contact(s):
Phone:
Email:

Program Component: Preliminary Competency Tests (PCT)
Subject: Writing
Contact(s):
Phone:
Email:

Program Component: Preliminary Competency Tests (PCT)
Subject: Reading
Contact(s):
Phone:
Email:

Program Component: Regents Competency Tests
Subject: Writing
Contact(s):
Phone:
Email:

Program Component: Occupational Education Proficiency Examinations
Subject: Intro. To Occupations
Contact(s):
Phone:
Email:

Program Component: Regents Competency Tests
Subject: Science
Contact(s):
Phone:
Email:

Question 3.0 **Program components and contact persons.**

State

NY

Program Component: Regents Competency Tests
Subject: US History
Contact(s):
Phone:
Email:

Program Component: Program Evaluation Tests (PET)
Subject: Social Studies
Contact(s):
Phone:
Email:

Program Component: Occupational Education Proficiency Examinations
Subject: Human Development
Contact(s):
Phone:
Email:

Program Component: Occupational Education Proficiency Examinations
Subject: Housing and Environment
Contact(s):
Phone:
Email:

Program Component: Occupational Education Proficiency Examinations
Subject: Health Occupations
Contact(s):
Phone:
Email:

Program Component: Occupational Education Proficiency Examinations
Subject: Food and Nutrition
Contact(s):
Phone:
Email:

Program Component: Occupational Education Proficiency Examinations
Subject: Communication Systems
Contact(s):
Phone:
Email:

Program Component: Occupational Education Proficiency Examinations
Subject: Clothing/Textiles
Contact(s):
Phone:
Email:

Question 3.0 **Program components and contact persons.**

State

NY

Program Component: Program Evaluation Tests (PET)
Subject: Science
Contact(s):
Phone:
Email:

Program Component: Occupational Education Proficiency Examinations
Subject: Business Analysis/Computer Applications
Contact(s):
Phone:
Email:

Program Component: Regents Competency Tests
Subject: Mathematics
Contact(s):
Phone:
Email:

OH

Program Component: 4th-Grade Proficiency Testing
Subject: Reading
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.ohio.gov

Program Component: 9th-Grade Proficiency Testing
Subject: Reading
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.ohio.gov

Program Component: 12th-Grade Proficiency Testing
Subject: Science
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.ohio.gov

Program Component: 12th-Grade Proficiency Testing
Subject: Citizenship
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.ohio.gov

Program Component: 12th-Grade Proficiency Testing
Subject: Mathematics
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.ohio.gov

Question 3.0 **Program components and contact persons.**

State

OH

Program Component: 9th-Grade Proficiency Testing
Subject: Citizenship
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.ohio.gov

Program Component: 12th-Grade Proficiency Testing
Subject: Writing
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.ohio.gov

Program Component: 9th-Grade Proficiency Testing
Subject: Mathematics
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.ohio.gov

Program Component: 12th-Grade Proficiency Testing
Subject: Reading
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.ohio.gov

Program Component: 6th-Grade Proficiency Testing
Subject: Writing
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.ohio.gov

Program Component: 4th-Grade Proficiency Testing
Subject: Science
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.ohio.gov

Program Component: 4th-Grade Proficiency Testing
Subject: Citizenship
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.ohio.gov

Program Component: 4th-Grade Proficiency Testing
Subject: Writing
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.ohio.gov

Question 3.0 **Program components and contact persons.**

State

OH

Program Component: 4th-Grade Proficiency Testing
Subject: Mathematics
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.ohio.gov

Program Component: 6th-Grade Proficiency Testing
Subject: Reading
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.ohio.gov

Program Component: 6th-Grade Proficiency Testing
Subject: Mathematics
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.ohio.gov

Program Component: 6th-Grade Proficiency Testing
Subject: Science
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.ohio.gov

Program Component: 6th-Grade Proficiency Testing
Subject: Citizenship
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.ohio.gov

Program Component: 9th-Grade Proficiency Testing
Subject: Science
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.ohio.gov

Program Component: 9th-Grade Proficiency Testing
Subject: Writing
Contact(s): Jan Crandell
Phone: 614/ 466-0223
Email: ae_crandell@ode.ohio.gov

OK

Program Component: Oklahoma Core Curriculum Tests
Subject: U.S. History, Constitution, and Government
Contact(s): Barbara Howell
Phone: (405) 521-3341
Email:

Question 3.0 **Program components and contact persons.**

State

OK

Program Component: Iowa Tests of Basic Skills - Norm-Referenced Component
Subject: Mathematics
Contact(s): Barbara Howell
Phone: (405) 521-3341
Email: barbara_howell@mail.sde.state.ok.us

Program Component: Oklahoma Core Curriculum Tests
Subject: Mathematics
Contact(s): Barbara Howell
Phone: (405) 521-3341
Email: barbara_howell@mail.sde.state.ok.us

Program Component: Iowa Tests of Basic Skills - Norm-Referenced Component
Subject: Social Studies
Contact(s): Barbara Howell
Phone: (405) 521-3341
Email: barbara_howell@mail.sde.state.ok.us

Program Component: Iowa Tests of Basic Skills - Norm-Referenced Component
Subject: Science
Contact(s): Barbara Howell
Phone: (405) 521-3341
Email: barbara_howell@mail.sde.state.ok.us

Program Component: Iowa Tests of Basic Skills
Subject: Sources of Information
Contact(s): Barbara Howell
Phone: (405) 521-3341
Email: barbara_howell@mail.sde.state.ok.us

Program Component: Oklahoma Core Curriculum Tests
Subject: Science
Contact(s): Barbara Howell
Phone: (405) 521-3341
Email: barbara_howell@mail.sde.state.ok.us

Program Component: Oklahoma Core Curriculum Tests
Subject: Writing
Contact(s): Barbara Howell
Phone: (405) 521-3341
Email: barbara_howell@mail.sde.state.ok.us

Program Component: Oklahoma Core Curriculum Tests
Subject: Geography
Contact(s): Barbara Howell
Phone: (405) 521-3341
Email: barbara_howell@mail.sde.state.ok.us

Question 3.0 **Program components and contact persons.**

State

OK

Program Component: Oklahoma Core Curriculum Tests
Subject: Oklahoma History
Contact(s): Barbara Howell
Phone: (405) 521-3341
Email: barbara_howell@mail.sde.state.ok.us

Program Component: Iowa Tests of Basic Skills - Norm-Referenced Component
Subject: Language
Contact(s): Barbara Howell
Phone: (405) 521-3341
Email: barbara_howell@mail.sde.state.ok.us

Program Component: Oklahoma Core Curriculum Tests
Subject: Reading
Contact(s): Barbara Howell
Phone: (405) 521-3341
Email: barbara_howell@mail.sde.state.ok.us

Program Component: Iowa Tests of Basic Skills - Norm-Referenced Component
Subject: Reading
Contact(s): Barbara Howell
Phone: (405) 521-3341
Email: barbara_howell@mail.sde.state.ok.us

OR

Program Component: Reading, Writing, and Mathematics Assessment
Subject: Reading
Contact(s): Steve Slater
Phone: 503-378-5585 ext. 265
Email: steve.slater@state.or.us

Program Component: Reading, Writing, and Mathematics Assessment
Subject: Mathematics
Contact(s): Steve Slater
Phone: 503-378-5585 ext. 265
Email: steve.slater@state.or.us

PA

Program Component: Reading Assessment
Subject: Reading
Contact(s): Lee Plempel, Mary Keepers
Phone: 717-787-4234
Email: mkeepers@education.state.pa.us

Program Component: Math Assessment
Subject: Mathematics
Contact(s): Lee Plempel, James Masters, Richard Murray
Phone: 717-787-4234
Email: jmasters@education.state.pa.us

Question 3.0 **Program components and contact persons.**

State

PA

Program Component: Writing Assessment
Subject: Writing
Contact(s): Lee Plempel, John Weiss
Phone: 717-787-4234
Email: jweiss@education.state.pa.us

PR

Program Component: Prueba Puertorriquena de Competencias Escolares
Subject: Science
Contact(s): Dr. Isidra Albino
Phone: 787/754-6164
Email: albino_I@de.prstar.net

Program Component: Prueba Puertorriquena de Competencias Escolares
Subject: English
Contact(s): Dr. Isidra Albino
Phone: 787/754-6164
Email: albino_I@de.prstar.net

Program Component: Prueba Puertorriquena de Competencias Escolares
Subject: Spanish
Contact(s): Dr. Isidra Albino
Phone: 787/754-6164
Email: albino_I@de.prstar.net

Program Component: Prueba Puertorriquena de Competencias Escolares
Subject: Social Studies
Contact(s): Dr. Isidra Albino
Phone: 787/754-6164
Email: albino_I@de.prstar.net

Program Component: Prueba Puertorriquena de Competencias Escolares
Subject: Mathematics
Contact(s): Dr. Isidra Albino
Phone: 787/754-6164
Email: albino_I@de.prstar.net

RI

Program Component: English Language Arts and Math Performance Assessment
Subject: Mathematics
Contact(s): Ellen Hedlund, Ph.D.
Phone: 401 222 4600 X. 2111
Email: ehedlund@ride.ri.net

Program Component: English Language Arts and Math Performance Assessment (New Standards Reference Exams)
Subject: English Language Arts
Contact(s): Ellen Hedlund, Ph.D.
Phone: 401 222 4600 X. 2111
Email: ehedlund@ride.ri.net

Question 3.0 **Program components and contact persons.**

State

RI

Program Component: Writing Performance Assessment
Subject: Writing Performance Assessment
Contact(s): Thomas Izzo
Phone: 401 222 4600 X.2104
Email: ride0055@ride.ri.net

Program Component: MAT 7, Norm-Referenced
Subject: Mathematics Concepts/Problem-Solving
Contact(s): James P. Karon, Ph.D.
Phone: 401 222 4600 X. 2105
Email: ride1560@ride.ri.net

Program Component: MAT 7, Norm-Referenced
Subject: Reading Comprehension
Contact(s): James P. Karon, Ph.D.
Phone: 401 222 4600 X. 2105
Email: ride1560@ride.ri.net

Program Component: Health Education Performance Assessment
Subject: Health Education
Contact(s): Cynthia Y. Corbridge
Phone: 401 222 4600 X. 2106
Email: cynthiac@ride.ri.net

SC

Program Component: Norm-Referenced Testing
Subject: Language
Contact(s): David Bahna
Phone: 803/734-8293
Email: dbahna@sde.state.sc.us

Program Component: Basic Skills Assessment Program
Subject: Math
Contact(s): Susan Agruso
Phone: 803/734-8298
Email: sagruso@sde.state.sc.us

Program Component: Basic Skills Assessment Program
Subject: Science
Contact(s): Susan Agruso
Phone: 803/734-8298
Email: sagruso@sde.state.sc.us

Program Component: Basic Skills Assessment Program
Subject: Writing
Contact(s): Susan Agruso
Phone: 803/734-8298
Email: sagruso@sde.state.sc.us

Question 3.0 **Program components and contact persons.**

State

SC

Program Component: Norm-Referenced Testing
Subject: Reading
Contact(s): David Bahna
Phone: 803/734-8293
Email: dbahna@sde.state.sc.us

Program Component: Norm-Referenced Testing
Subject: Math
Contact(s): David Bahna
Phone: 803/734-8293
Email: dbahna@sde.state.sc.us

Program Component: Basic Skills Assessment Program
Subject: Reading
Contact(s): Susan Agruso
Phone: 803/734-8298
Email: sagruso@sde.state.sc.us

SD

Program Component: Stanford Achievement Test, Ninth Edition
Subject: Reading, Language, Math, Science, Social Studies
Contact(s): Gary Skoglund
Phone: 605/ 733-5229
Email: gary.skoglund@state.sd.us

TN

Program Component: Achievement Test - NRT
Subject: Math, Language, Reading, Science, Social Studies
Contact(s): Dr. Benjamin Brown
Phone: 615/532-4770
Email: bbrown@mail.state.tn.us

Program Component: Competency Test
Subject: Math & Language Arts
Contact(s): Benjamin Brown
Phone: 615/532-4770
Email: brown@mail.state.tn.us

Program Component: TCAP Writing Assessment
Subject: Writing (4, 7, 11)
Contact(s): Freddie Summers
Phone: 615/532-1249
Email: fsummers@mail.state.tn.us

Program Component: High School End of Course
Subject: Math for Technology
Contact(s): Benjamin Brown
Phone: 615/532-4770
Email: brown@mail.state.tn.us

Question 3.0 **Program components and contact persons.**

State

TN

Program Component: High School End of Course
Subject: Geometry
Contact(s): Benjamin Brown
Phone: 615/532-4770
Email: brown@mail.state.tn.us

Program Component: High School End of Course
Subject: Algebra II
Contact(s): Benjamin Brown
Phone: 615/532-4770
Email: brown@mail.state.tn.us

Program Component: High School End of Course
Subject: Algebra I
Contact(s): Benjamin Brown
Phone: 615/532-4770
Email: brown@mail.state.tn.us

Program Component: High School End of Course
Subject: Pre-Algebra
Contact(s): Benjamin Brown
Phone: 615/532-4770
Email: bbrown@mail.state.tn.us

TX

Program Component: Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests
Subject: TAAS Reading
Contact(s): Keith L. Cruse
Phone: 512-463-9536
Email: kcruse@tmail.tea.state.tx.us

Program Component: Texas Assessment of Academic Skills (TAAS) and end-of-course tests
Subject: TAAS Math
Contact(s): Keith L. Cruse
Phone: 512-463-9536
Email: Kcruse@tmail.tea.state.tx.us

Program Component: Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests
Subject: TAAS Writing
Contact(s): Keith L. Cruse
Phone: 512-463-9536
Email: kcruse@tmail.tea.state.tx.us

Question 3.0 **Program components and contact persons.**

State

UT

Program Component: Core Assessment CRT Program
Subject: Math
Contact(s): Dr. Barbara Lawrence
Phone: 801/538-7810
Email: blawrenc@usoe.k12.ut.us

Program Component: Core Assessment CRT Program
Subject: Science
Contact(s): Dr. Barbara Lawrence
Phone: 801/538-7810
Email: blawrenc@usoe.k12.ut.us

Program Component: Core Curriculum Testing (Perf. Assessment)
Subject: Mathematics, Reading, Science, Social Studies, Visual Arts
Contact(s): Barbara Lawrence
Phone: 801/538-7810
Email: blawrenc@USOE.K12.UT.US

Program Component: Norm-Referenced Testing
Subject: Language, Mathematics, Reading, Science, Social Studies
Contact(s): Barbara Lawrence
Phone: 801/538-7810
Email: blawrenc@USOE.K12.UT.US

VA

Program Component: Standards of Learning (SOL) Assessment Program
Subject: End of Course World History from 1000/World Geo.
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: Writing
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Virginia State Assessment Program
Subject:
Contact(s): Scott Taylor
Phone: 804/786-1390
Email: staylor@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: Math End of Course Tests
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Question 3.0 **Program components and contact persons.**

State

VA

Program Component: Standards of Learning (SOL) Assessment Program
Subject: End of Course Science
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: Mathematics
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: End of Course US History
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: Science
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: Computer/Technology
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: History
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Literacy Passport Testing Program
Subject: Reading Comprehension
Contact(s): Shelley Loving-Ryder
Phone: 804/225-2102
Email: sryder@pen.k12.va..us

Program Component: Literacy Passport Testing Program
Subject: Writing
Contact(s): Shelley Loving-Ryder
Phone: 804/225/2102
Email: sryder@pen.k12.va.us

Question 3.0 **Program components and contact persons.**

State

VA

Program Component: Virginia Literacy Testing Program
Subject: Mathematics
Contact(s): Shelley Loving-Ryder
Phone: 804/225-2102
Email: sryder@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: English: Reading/Lit, Research
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

Program Component: Standards of Learning (SOL) Assessment Program
Subject: End of Course World History to 1000/World Geo.
Contact(s): Cameron Harris
Phone: 804/225-2102
Email: charris@pen.k12.va.us

VI

Program Component: Terra Nova Assessments Series
Subject: Reading
Contact(s): Dr. Luis R. Esquilin
Phone: (340) 774-0100 x 3159
Email: lesquilin@sttj.k12.vi.us

Program Component: Terra Nova Assessments Series
Subject: Social Studies
Contact(s): Dr. Luis R. Esquilin
Phone: (340) 774-0100 x 3159
Email: lesquilin@sttj.k12.vi.us

Program Component: Terra Nova Assessments Series
Subject: Science
Contact(s): Dr. Luis R. Esquilin
Phone: (340) 774-0100 x 3159
Email: lesquilin@sttj.k12.vi.us

Program Component: Terra Nova Assessments Series
Subject: Mathematics
Contact(s): Dr. Luis R. Esquilin
Phone: (340) 774-0100 x 3159
Email: lesquilin@sttj.k12.vi.us

Program Component: Terra Nova Assessments Series
Subject: Language Arts
Contact(s): Dr. Luis R. Esquilin
Phone: (340) 774-0100 x 3159
Email: lesquilin@sttj.k12.vi.us

Question 3.0 **Program components and contact persons.**

State

VT

Program Component: Standard's Referenced Exams (NSRE and VT Assmt)
Subject: Science
Contact(s): Elaine P. Grainger
Phone: (802) 828-3115
Email: egrainger@doe.state.vt.us

Program Component: Standard's Referenced Exams (NSRE and VT Assmt)
Subject: Mathematics
Contact(s): Elaine P. Grainger
Phone: (802) 828-3115
Email: egrainger@doe.state.vt.us

Program Component: Vermont Developmental Reading Assessment
Subject: Reading Accuracy and Comprehension
Contact(s): Elaine P. Grainger
Phone: (802) 828-3115
Email: egrainger@doe.state.vt.us

Program Component: Standard's Referenced Exams (NSRE and VT Assmt)
Subject: English Language Arts
Contact(s): Elaine P. Grainger
Phone: (802) 828-3115
Email: egrainger@doe.state.vt.us

WA

Program Component: Washington Assessment of Student Learning
Subject: Mathematics
Contact(s): David Anderson
Phone: 360.664.3155
Email: danderson@ospi.wednet.edu

Program Component: Second Grade Reading
Subject: Reading
Contact(s): Nancy Scott
Phone: 360.753.1895
Email: nscott@ospi.wednet.edu

Program Component: Norm Referenced Testing
Subject: Mathematics
Contact(s): Bob Silverman
Phone: 360-664-0655
Email: bobs@ospi.wednet.edu

Program Component: Washington Assessment of Student Learning
Subject: Writing
Contact(s): David Anderson
Phone: 360.664.3155
Email: danderson@ospi.wednet.edu

Question 3.0 **Program components and contact persons.**

State

WA

Program Component: Washington Assessment of Student Learning
Subject: Reading
Contact(s): David Anderson
Phone: 360.664.3155
Email: danderson@ospi.wednet.edu

Program Component: Norm Referenced Testing
Subject: Language Arts
Contact(s): Bob Silverman
Phone: 360-664-0655
Email: bobs@ospi.wednet.edu

Program Component: Norm Referenced Testing
Subject: Reading
Contact(s): Bob Silverman
Phone: 360-664-0655
Email: bobs@ospi.wednet.edu

Program Component: Washington Assessment of Student Learning
Subject: Listening
Contact(s): David Anderson
Phone: 360.664.3155
Email: danderson@ospi.wednet.edu

WI

Program Component: Wisconsin Reading Comprehension (WRCT) (assessment of 3rd grade reading)
Subject: Reading Comprehension
Contact(s): Vicki Fredrick
Phone: (608) 267-7268
Email: fredrv@mail.state.wi.us

Program Component: Wisconsin Student Assessment System (WSAS) Knowledge and Concepts of Examinations at grades 4, 8, and 10
Subject: Science
Contact(s): Rajah Farah
Phone: (608) 267-9283
Email: farahr@mail.state.wi.us

Program Component: Wisconsin Student Assessment System (WSAS) Knowledge and Concepts of Examinations at grades 4, 8, and 10
Subject: Social Studies
Contact(s): Rajah Farah
Phone: (608) 267-9283
Email: farahr@mail.state.wi.us

Question 3.0 **Program components and contact persons.**

State

WI

Program Component: Wisconsin Student Assessment System (WSAS) Knowledge and Concepts of Examinations at grades 4, 8, and 10
Subject: Mathematics
Contact(s): Rajah Farah
Phone: (608) 267-9283
Email: farahr@mail.state.wi.us

Program Component: Wisconsin Student Assessment System (WSAS) Knowledge and Concepts of Examinations at grades 4, 8, and 10
Subject: Reading
Contact(s): Rajah Farah
Phone: (608) 267-9283
Email: farahr@mail.state.wi.us

Program Component: Wisconsin Student Assessment System (WSAS) Knowledge and Concepts of Examinations at grades 4, 8, and 10
Subject: Enhanced Language
Contact(s): Rajah Farah
Phone: (608) 267-9283
Email: farahr@mail.state.wi.us

WV

Program Component: Norm-referenced Testing
Subject: Social Science
Contact(s): Karen Nicholson
Phone: 304/ 558-2651
Email: knichols@access.k12.wv.us

Program Component: ACT Work Keys
Subject: Employment Skills
Contact(s): Karen Nicholson
Phone: 304/ 558-2651
Email: knichols@access.k12.wv.us

Program Component: Writing Assessment
Subject: Writing
Contact(s): Karen Nicholson
Phone: 304/ 558-2651
Email: knichols@access.k12.wv.us

Program Component: Norm-referenced Testing
Subject: Mathematics
Contact(s): Karen Nicholson
Phone: 304/ 558-2651
Email: knichols@access.k12.wv.us

Question 3.0 **Program components and contact persons.**

State

WV

Program Component: Norm-referenced Testing
Subject: Reading
Contact(s): Karen Nicholson
Phone: 304/ 558-2651
Email: knichols@access.k12.wv.us

Program Component: Norm-referenced Testing
Subject: Science
Contact(s): Karen Nicholson
Phone: 304/ 558-2651
Email: knichols@access.k12.wv.us

Program Component: Norm-referenced Testing
Subject: Language
Contact(s): Karen Nicholson
Phone: 304/ 558-2651
Email: knichols@access.k12.wv.us

Program Component: ACT Explore
Subject: Language, Mathematics, Science
Contact(s): Karen Nicholson
Phone: 304/ 558-2651
Email: knichols@access.k12.wv.us

WY

Program Component: Carl Perkins Assessment
Subject: Vocational
Contact(s): Terri Wigert
Phone: 307/ 777-7708
Email:

Question 3.1.1 Subjects, grades, and numbers of students tested, by state componentTOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
AK	AK Writing Assessment ***Voluntary Assessment. May become part of assessment system 1999.	Writing	0	0	0	0	0	10000	0	10000	0	0	10000	0	0
	Norm-referenced testing	Language Arts, Mathematics, Reading, Science	0	0	0	0	10000	0	0	0	10000	0	0	10000	0
AL	AL Direct Assessment of Writing	Writing	0	0	0	0	0	50,000	0	49,000	0	0	0	0	0
	Alabama High School Basic Skills Exit Exam	Mathematics	0	0	0	0	0	0	0	0	0	0	0	48000	7000
	Alabama High School Basic Skills Exit Exam	Reading	0	0	0	0	0	0	0	0	0	0	0	46000	5000
	Alabama High School Basic Skills Exit Exam	Language	0	0	0	0	0	0	0	0	0	0	0	50000	10000
	End-of-Course Geometry Test	Geometry	0	0	0	0	0	0	0	0	0	25,584	0	0	0
	Stanford Achievement Test, 9th edition	Total Battery	0	0	0	53824	52559	52202	51877	53616	52450	53687	44568	40874	0
AR	Criterion Referenced Testing: Benchmark Exams and End of Level Exams	Literacy (Reading and Writing)	0	0	0	0	30,216	0	0	0	0	0	0	0	0
	Criterion Referenced Testing: Benchmark Exams and End of Level Exams	Mathematics	0	0	0	0	30,510	0	0	0	0	0	0	0	0
	Norm referenced testing	Science	0	0	0	0	0	29,945	0	31,833	0	0	30,184	0	0
	Norm referenced testing	Math	0	0	0	0	0	29,954	0	31,794	0	0	30,281	0	0
	Norm referenced testing	Language	0	0	0	0	0	29,921	0	31,702	0	0	30,163	0	0
	Norm referenced testing	Social Studies	0	0	0	0	0	29,920	0	31,781	0	0	30,178	0	0
	Norm referenced testing	Spelling	0	0	0	0	0	29,962	0	31,842	0	0	30,275	0	0
	Norm referenced testing	Total Reading	0	0	0	0	0	29,427	0	31,610	0	0	30,226	0	0
	Norm referenced testing	Study Skills	0	0	0	0	0	29,950	0	31,791	0	0	30,222	0	0
AZ	Stanford Achievement Test, Ninth Edition	all	0	0	0	59670	59519	59505	60265	59415	56412	56353	49233	40777	35105
CA	Assessments in Career Education	Computer science and information systems	0	0	0	0	0	0	0	0	0	282	324	1295	1328

Question 3.1.1 Subjects, grades, and numbers of students tested, by state componentTOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
CA	Assessments in Career Education	N/A 97/98	0	0	0	0	0	0	0	0	0	0	0	0	0
	Assessments in Career Education	Agriculture Core	0	0	0	0	0	0	0	0	0	897	1246	435	158
	Assessments in Career Education	Health care level I	0	0	0	0	0	0	0	0	0	20	38	540	352
	Assessments in Career Education	N/A 97-98	0	0	0	0	0	0	0	0	0	0	0	0	0
	Golden State Exams	Economics	0	0	0	0	0	0	0	0	0	159	399	1139	32605
	Golden State Exams	History	0	0	0	0	0	0	0	0	0	120	2010	87430	1877
	Golden State Exams	High School Math	0	0	0	0	0	0	0	9	45	1701	13511	23977	7795
	Golden State Exams	Reading and Literature	0	0	0	0	0	0	0	0	0	26	298	30987	0
	Golden State Exams	Algebra	0	0	0	0	0	0	2	4040	52481	65118	30800	11243	1749
	Golden State Exams	Coordinated Science	0	0	0	0	0	0	0	0	0	1639	16229	3924	692
	Golden State Exams	Government Civics	0	0	0	0	0	0	0	0	0	78	21	297	29264
	Golden State Exams	Geometry	0	0	0	0	0	0	0	71	2863	33704	49513	20885	3549
	Golden State Exams	Biology	0	0	0	0	0	0	0	0	19	32014	57520	13026	2760
	Golden State Exams	Written Competency	0	0	0	0	0	0	0	0	0	0	1	36241	31532
	Golden State Exams	Chemistry	0	0	0	0	0	0	0	0	0	449	22664	41412	6038
	Physical Fitness Test	Physical fitness Test	0	0	0	0	0	434280	0	426245	0	458650	0	0	0
	Standardized Testing and Reporting Program (STAR)	English	0	0	0	0	0	0	0	0	0	0	0	0	0
	Standardized Testing and Reporting Program (STAR)	Science	0	0	0	0	0	0	0	0	0	392739	357166	304267	0
	Standardized Testing and Reporting Program (STAR)	Spelling	0	0	437039	425430	419011	408712	401279	396924	384293	0	0	0	0
	Standardized Testing and Reporting Program (STAR)	Language	0	0	431615	412326	413126	404147	393217	389042	377053	387844	352819	301622	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state componentTOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
CA	Standardized Testing and Reporting Program (STAR)	Reading	0	0	406331	415981	398275	395640	391624	390659	379055	388378	355762	303626	0
	Standardized Testing and Reporting Program (STAR)	Primary Language	0	0	0	0	0	0	0	0	0	0	0	0	0
	Standardized Testing and Reporting Program (STAR)	Math	0	0	443340	425961	418903	408323	400747	394942	382325	394911	359866	306508	0
	Standardized Testing and Reporting Program (STAR)	Social Science	0	0	0	0	0	0	0	0	0	391174	355631	302671	0
CO	Reading and Writing	Reading	0	0	0	53405	52997	0	0	0	0	0	0	0	0
	Reading and Writing	Writing	0	0	0	0	52958	0	0	0	0	0	0	0	0
CT	Connecticut Academic Performance Test (CAPT)	Science	0	0	0	0	0	0	0	0	0	0	32924	0	0
	Connecticut Academic Performance Test (CAPT)	Mathematics	0	0	0	0	0	0	0	0	0	0	32922	0	0
	Connecticut Academic Performance Test (CAPT)	Response to Literature	0	0	0	0	0	0	0	0	0	0	32932	0	0
	Connecticut Academic Performance Test (CAPT)	Interdisciplinary	0	0	0	0	0	0	0	0	0	0	32934	0	0
	Connecticut Academic Performance Test (CAPT)	Editing	0	0	0	0	0	0	0	0	0	0	32935	0	0
	Connecticut Mastery Test (CMT)	Mathematics	0	0	0	0	39148	0	37491	0	36027	0	0	0	0
	Connecticut Mastery Test (CMT)	Reading	0	0	0	0	38756	0	37313	0	36006	0	0	0	0
	Connecticut Mastery Test (CMT)	Writing	0	0	0	0	38746	0	37301	0	36030	0	0	0	0
DE	Delaware Student Testing Program - Mathematics NRT	Mathematics (NRT)	0	0	0	8330	0	8182	0	0	8450	0	7382	0	0
	Delaware Student Testing Program - Reading NRT	Reading - NRT	0	0	0	8319	0	8201	0	0	8492	0	7413	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
DE	Delaware Student Testing Program - Standards-Based Mathematics	Mathematics (SB)	0	0	0	8329	0	8182	0	0	8442	0	7363	0	0
	Delaware Student Testing Program - Standards-Based Reading	Reading (SB)	0	0	0	8319	0	8200	0	0	8485	0	7408	0	0
	Delaware Student Testing Program - Standards-Based Writing	Writing (SB)	0	0	0	7806	0	7607	0	0	8038	0	6896	0	0
DoDEA	CTB TerraNova Multiple Assessment	Writing Extended Response				7212	6628	6331	5682	5293	4832	4322	3730	2957	
	DoDEA Writing Assessment	Writing Extended Response	0	0	0	0	0	6017	0	0	4613	0	3572	0	0
FL	Florida Writing Assessment Program	Writing	0	0	0	0	150,600	0	0	0	139,810	0	117,364	0	0
	High School Competency Test	Mathematics	0	0	0	0	0	0	0	0	0	0	0	107,657	0
	High School Competency Test	Communications	0	0	0	0	0	0	0	0	0	0	0	107,263	0
GA	Georgia High School Graduation Tests (GHSGT)	Mathematics (GHSGT)	0	0	0	0	0	0	0	0	0	0	0	76248	0
	Georgia High School Graduation Tests (GHSGT)	English/Language Arts (GHSGT)	0	0	0	0	0	0	0	0	0	0	0	73552	0
	Georgia High School Graduation Tests (GHSGT)	Social Studies (GHSGT)	0	0	0	0	0	0	0	0	0	0	0	77238	0
	Georgia High School Graduation Tests (GHSGT)	Science (GHSGT)	0	0	0	0	0	0	0	0	0	0	0	78794	0
	Georgia Kindergarten Assessment Program (GKAP)	Georgia Kindergarten Assessment Program (GKAP)	97029	0	0	0	0	0	0	0	0	0	0	0	0
	Iowa Tests of Basic Skills, Complete Battery	ITBS	0	0	0	10745	0	102147	0	0	98337	0	0	0	0
	Writing Assessments (Grades 3, 5, 8, 11)	Writing	0	0	0	0	0	0	0	0	0	0	0	77451	0
HI	Credit by Examination	Foreign Language	0	0	0	0	0	0	0	0	0	0	0	0	4507 total

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
HI	Credit by Examination	Keyboarding	0	0	0	0	0	0	0	0	0	0	0	0	180 total
	Credit by Examination	Algebra	0	0	0	0	0	0	0	0	0	0	0	0	2187 total
	Hawaii State Test of Essential Competencies	Reading, Writing, Oral Communication, Math, Visual Symbols, Guidance, Logic, Health, Social Studies	0	0	0	0	0	0	0	0	0	0	12660	11527	9459
	Stanford Achievement Test 8th Ed.	Reading	0	0	0	13830	0	0	13025	0	12088	0	9347	0	0
	Stanford Achievement Test 8th Ed.	Language	0	0	0	13813	0	0	12791	0	11609	0	9035	0	0
	Stanford Achievement Test 8th Ed.	Mathematics	0	0	0	13988	0	0	12969	0	11960	0	9617	0	0
IA	Standardized Testing ITBS and ITED	Mathematics	0	0	0	0	37000	0	0	0	34000	0	0	26000	0
	Standardized Testing ITBS and ITED	Reading	0	0	0	0	3700	0	0	0	34000	0	0	26000	0
ID	Direct Math Assessment	Math	0	0	0	0	16746	0	0	0	18149	0	0	0	0
	Direct Writing Assessment	Direct Writing Assessment	0	0	0	0	16259	0	0	0	17708	0	0	16264	0
	Norm Referenced Test	Science	na	na	na	16142	na	16182	na	17371	na	18135	na	na	na
	Norm Referenced Test	Social Studies	0	0	0	16152	na	16391	na	17365	na	18164	na	na	na
	Norm-Referenced Test	Language Arts	0	0	0	16313	16879	16650	16813	17232	18093	18231	17899	16389	0
	Norm-Referenced Test	Reading	na	na	na	16471	16966	16726	16849	17388	18181	18129	17848	16370	na
	Norm-Referenced Test	Mathematics	na	na	na	16172	16569	16591	16527	17158	17951	18016	17669	16212	na
IL	Illinois Goal Assessment Program	Social Science	0	0	0	0	128,716	0	0	126,533	0	0	0	101,155	0
	Illinois Goal Assessment Program	Science	0	0	0	0	128,588	0	0	126,610	0	0	0	100,985	0
	Illinois Goal Assessment Program	Mathematics	0	0	0	131,563	0	0	130,742	0	124,055	0	110,411	0	0
	Illinois Goal Assessment Program	Reading	0	0	0	129,896	0	0	130,025	0	123,837	0	110,016	0	0
	Illinois Goal Assessment Program	Writing	0	0	0	128,665	0	0	128,456	0	122,405	0	108,044	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state componentTOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
IN	Statewide Assessment	Mathematics	0	0	0	68754	0	0	63966	0	64825	0	68807	0	0
	Statewide Assessment	English/Language Arts	0	0	0	68783	0	0	63786	0	64711	0	68676	0	0
KS	Kansas Assessment Program	Writing	0	0	0	0	0	36051	0	0	36163	0	32974	0	0
	Kansas Assessment Program	Science	0	0	0	0	0	0	0	0	0	0	0	0	0
	Kansas Assessment Program	Reading	0	0	0	35897	0	0	0	37077	0	0	33383	0	0
	Kansas Assessment Program	Mathematics	0	0	0	0	36527	0	0	37409	0	0	33670	0	0
	Kansas Assessment Program	Social Studies	0	0	0	0	0	0	0	0	0	0	0	0	0
KY	Alternate Portfolio	Alternate Portfolio	0	0	0	0	341	0	0	0	342	0	0	0	269
	KIRIS On-Demand	Mathematics	0	0	0	0	0	47141	0	0	48798	0	0	40659	0
	KIRIS On-Demand	On-Demand Writing	0	0	0	0	46464	0	0	49267	0	0	0	40659	0
	KIRIS On-Demand	Reading	0	0	0	0	46464	0	0	49267	0	0	0	40659	0
	KIRIS On-Demand	Science	0	0	0	0	46464	0	0	49267	0	0	0	40659	0
	KIRIS On-Demand	Social Studies	0	0	0	0	0	47141	0	0	48798	0	0	40659	0
	KIRIS On-Demand	Arts and Humanities	0	0	0	0	0	47141	0	0	48798	0	0	40659	0
	KIRIS On-Demand	Practical Living / Vocational Studies	0	0	0	0	0	47141	0	0	48798	0	0	40659	0
	National Norm Reference Test	National Norm Reference Test	0	0	0	51651	0	0	47243	0	0	49288	0	0	0
	Writing Portfolio Assessment	Writing Portfolio	0	0	0	0	46293	0	0	49049	0	0	0	0	38820
LA	Graduation Exit Examination	Social Studies	0	0	0	0	0	0	0	0	0	0	0	39,891	0
	Graduation Exit Examination	English Language Arts	0	0	0	0	0	0	0	0	0	0	46,128	0	0
	Graduation Exit Examination	Mathematics	0	0	0	0	0	0	0	0	0	0	46,004	0	0
	Graduation Exit Examination	Written Composition	0	0	0	0	0	0	0	0	0	0	44,944	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
LA	Graduation Exit Examination	Science	0	0	0	0	0	0	0	0	0	0	0	40,021	0
	LEAP (Grades 3, 5, and 7 Criterion-Referenced Tests)	Mathematics	0	0	0	56,534	0	55,716	0	57,055	0	0	0	0	0
	LEAP (Grades 3, 5, and 7 Criterion-Referenced Tests)	English Language Arts	0	0	0	56,711	0	55,793	0	57,215	0	0	0	0	0
	Norm-referenced Testing Program	Complete battery	0	0	0	0	47,455	0	50,419	0	46,833	47,004	40,330	32,753	0
MA	Massachusetts Comprehensive Assessment System (MCAS)	English Language Arts	0	0	0	0	74452	0	0	0	68486	0	60857	0	0
	Massachusetts Comprehensive Assessment System (MCAS)	Mathematics	0	0	0	0	75235	0	0	0	69014	0	61430	0	0
	Massachusetts Comprehensive Assessment System (MCAS)	Science/Technology	0	0	0	0	75230	0	0	0	68995	0	61437	0	0
	Massachusetts Grade 3 Reading Test	Reading	0	0	0	73715	0	0	0	0	0	0	0	0	0
MD	High School Assessments		0	0	0	0	0	0	0	0	0	0	0	0	0
	Maryland Functional Tests	Citizenship (74,913 Total Students Tested)	0	0	0	0	0	0	0	0	0	0	0	0	0
	Maryland Functional Tests	Math Level II (142,315 Total Students Tested)	0	0	0	0	0	0	0	0	0	0	0	0	0
	Maryland Functional Tests	Writing (97,438 Total Students Tested)	0	0	0	0	0	0	0	0	0	0	0	0	0
	Maryland Functional Tests	Reading Level II (94,356 Total Students Tested)	0	0	0	0	0	0	0	0	0	0	0	0	0
	Maryland School Performance Assessment Program	Social Studies	0	0	0	66759	0	64244	0	0	60171	0	0	0	0
	Maryland School Performance Assessment Program	Science	0	0	0	66759	0	64244	0	0	60171	0	0	0	0
	Maryland School Performance Assessment Program	Mathematics	0	0	0	66759	0	64244	0	0	60171	0	0	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
MD	Maryland School Performance Assessment Program	Language Usage	0	0	0	66759	0	64244	0	0	60171	0	0	0	0
	Maryland School Performance Assessment Program	Writing	0	0	0	66759	0	64244	0	0	60171	0	0	0	0
	Maryland School Performance Assessment Program	Reading	0	0	0	66759	0	64244	0	0	60171	0	0	0	0
ME	Maine State Tests	Arts/Humanities, Health, Mathematics, Reading, Science, Social Studies, Writing	0	0	0	0	14522	0	0	0	15753	0	0	12599	0
MI	Grade 4 and 7 Reading and Mathematics	Reading	0	0	0	0	121739	0	0	129360	0	0	0	0	0
	Grade 4 and 7 Reading and Mathematics	Mathematics	0	0	0	0	121739	0	0	129360	0	0	0	0	0
	Grade 5 and 8 Science and Writing	Science	0	0	0	0	0	121966	0	0	117492	0	0	0	0
	Grade 5 and 8 Science and Writing	Writing	0	0	0	0	0	120595	0	0	115588	0	0	0	0
	MEAP High School Test	Writing	0	0	0	0	0	0	0	0	0	0	0	70161	0
	MEAP High School Test	Science	0	0	0	0	0	0	0	0	0	0	0	71730	0
	MEAP High School Test	Reading	0	0	0	0	0	0	0	0	0	0	0	72666	0
	MEAP High School Test	Mathematics	0	0	0	0	0	0	0	0	0	0	0	72064	0
MN	Minnesota Comprehensive Assessments	Grade 5 Reading	0	0	0	0	0	60492	0	0	0	0	0	0	0
	Minnesota Comprehensive Assessments	Grade 3 Math	0	0	0	60685	0	0	0	0	0	0	0	0	0
	Minnesota Comprehensive Assessments	Grade 5 Math	0	0	0	0	0	60362	0	0	0	0	0	0	0
	Minnesota Comprehensive Assessments	Grade 5 Writing	0	0	0	0	0	60364	0	0	0	0	0	0	0
	Minnesota Comprehensive Assessments	Grade 3 Reading	0	0	0	60577	0	0	0	0	0	0	0	0	0
MO	MAP	Communication Arts	0	0	0	51113	0	0	0	49291	0	0	0	34645	0
	MAP	Science	0	0	0	50378	0	0	0	48754	0	0	39656	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
MO	MAP	Math	0	0	0	0	65336	0	0	0	62952	0	54744	0	0
MS	Functional Literacy Examination (high school exit exam)	Reading	0	0	0	0	0	0	0	0	0	0	0	27947	0
	Functional Literacy Examination (high school exit exam)	Written Communication	0	0	0	0	0	0	0	0	0	0	0	27821	0
	Functional Literacy Examination (high school exit exam)	Mathematics	0	0	0	0	0	0	0	0	0	0	0	27947	0
	Norm-Referenced Testing	ITBS Survey Battery(R,M,LA)	0	0	0	0	37465	36236	36809	37465	36236	36809	0	0	0
	Subject Area (End of Course) Tests: Algebra 1, Biology, U.S. History fr. 1877	Biology (Grades 9 or 10)	0	0	0	0	0	0	0	0	35485 (total 8-12)	0	0	0	0
	Subject Area (End of Course) Tests: Algebra 1, Biology, U.S. History fr. 1877	US History from 1877	0	0	0	0	0	0	0	0	0	0	0	27738 (total 11-12)	0
	Subject Area (End of Course) Tests: Algebra 1, Biology, U.S. History fr. 1877	Algebra 1 (Grades 8 or 9)	0	0	0	0	0	0	0	0	34479 (total 8-12)	0	0	0	0
MT	Student Assessment Requirement	Math	0	0	0	0	11350	0	0	0	12000	0	0	10350	0
	Student Assessment Requirement	Science	0	0	0	0	11300	0	0	0	11900	0	0	10350	0
	Student Assessment Requirement	Social Studies	0	0	0	0	11300	0	0	0	11900	0	0	10350	0
	Student Assessment Requirement	Language Arts	0	0	0	0	11350	0	0	0	12000	0	0	10250	0
	Student Assessment Requirement	Reading	0	0	0	0	11350	0	0	0	12000	0	0	10350	0
NC	NC Annual Testing Program	Reading	0	0	0	98389	94109	91556	91669	91267	87903	88307	73976	0	0
	NC Annual Testing Program	Mathematics	0	0	0	98844	94499	91927	91802	91368	87978	83124	73635	0	0
	NC Annual Testing Program	Writing	0	0	0	96649	0	0	0	90921	0	0	81563	0	0
	NC Annual Testing Program	Open-Ended	0	0	0	0	0	91295	0	0	87663	0	0	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state componentTOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
NC	NC Annual Testing Program	Science (Biology)	0	0	0	0	0	0	0	0	0	0	78804	0	0
	NC Annual Testing Program	Social Studies (US History)	0	0	0	0	0	0	0	0	0	77348	0	68341	0
	NC Annual Testing Program	Grade 3 Pretest	0	0	0	99583	0	0	0	0	0	0	0	0	0
	NC Testing Program - Competency Testing	Mathematics and Reading	0	0	0	98389	94109	91566	91669	91267	97903	0	73976	0	0
	NC Tests of Computer Skills	Computer Skills	0	0	0	0	0	0	0	0	90906	0	0	0	0
	Norm-Referenced Testing	Reading, Language, Mathematics	0	0	0	0	0	3000	0	0	3000	0	0	0	0
ND	TerraNova and Test of Cognitive Skills, second edition	TerraNova	0	0	0	0	9277	0	9566	0	9724	0	9767	0	0
NE	No State Assessments "97 '98		0	0	0	0	0	0	0	0	0	0	0	0	0
NH	NH Educational Improvement and Assessment Program	English Language Arts	0	0	0	16,046	0	0	15784	0	0	0	13038	0	0
	NH Educational Improvement and Assessment Program	Mathematics	0	0	0	16289	0	0	15894	0	0	0	13116	0	0
	NH Educational Improvement and Assessment Program	Science	0	0	0	0	0	0	15893	0	0	0	13055	0	0
	NH Educational Improvement and Assessment Program	Social Studies	0	0	0	0	0	0	15865	0	0	0	12955	0	0
NJ	Grade 11 High School Proficiency Test	Writing	0	0	0	0	0	0	0	0	0	0	0	75000	0
	Grade 11 High School Proficiency Test	Mathematics	0	0	0	0	0	0	0	0	0	0	0	75000	0
	Grade 11 High School Proficiency Test	Reading	0	0	0	0	0	0	0	0	0	0	0	75000	0
	Grade 8 Early Warning Test	Mathematics	0	0	0	0	0	0	0	0	85800	0	0	0	0
	Grade 8 Early Warning Test	Reading	0	0	0	0	0	0	0	0	85800	0	0	0	0
	Grade 8 Early Warning Test	Writing	0	0	0	0	0	0	0	0	85800	0	0	0	0
NM	NM Achievement Assessment	Mathematics	0	0	0	0	25512	0	25712	0	25512	0	0	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state componentTOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
NM	NM Achievement Assessment	Social Studies	0	0	0	0	25521	0	25712	0	25512	0	0	0	0
	NM Achievement Assessment	Reading	0	0	0	0	25521	0	25712	0	25512	0	0	0	0
	NM Achievement Assessment	Science	0	0	0	0	25521	0	25712	0	25512	0	0	0	0
	NM Achievement Assessment	Language Arts	0	0	0	0	25521	0	25712	0	25512	0	0	0	0
	NM High School Competency Exam	Mathematics	0	0	0	0	0	0	0	0	0	0	26201	0	0
	NM High School Competency Exam	Written Composition	0	0	0	0	0	0	0	0	0	0	26201	0	0
	NM High School Competency Exam	Science	0	0	0	0	0	0	0	0	0	0	26201	0	0
	NM High School Competency Exam	Reading	0	0	0	0	0	0	0	0	0	0	26201	0	0
	NM High School Competency Exam	Social Studies	0	0	0	0	0	0	0	0	0	0	26201	0	0
	NM High School Competency Exam	Language Arts	0	0	0	0	0	0	0	0	0	0	26201	0	0
	NM Writing Assessment Program	Writing Assessment	0	0	0	0	25521	0	25712	0	10000	0	0	0	0
	Reading Assessment for Grades 1 and 2	Reading Proficiency	0	26715	25996	0	0	0	0	0	0	0	0	0	0
NV	Direct Writing Assessment at Grade 8	Writing	0	0	0	0	0	0	0	0	21910	0	0	18638	5691
	High School Proficiency Examination	Reading, Writing, and Mathematics	0	0	0	0	0	0	0	0	0	0	0	15624	4057
	Norm-Referenced Testing at Grades 4, 8, and 10	Reading, Language, Math, Science	0	0	0	0	20759	0	0	0	20164	0	18747	0	0
NY	Occupational Education Proficiency Examinations	Business Analysis/Computer Applications	0	0	0	0	0	0	0	0	0	0	0	12390	0
	Occupational Education Proficiency Examinations	Clothing/Textiles	0	0	0	0	0	0	0	0	0	0	0	2160	0
	Occupational Education Proficiency Examinations	Communication Systems	0	0	0	0	0	0	0	0	0	0	0	3073	0
	Occupational Education Proficiency Examinations	Food and Nutrition	0	0	0	0	0	0	0	0	0	0	0	9486	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
NY	Occupational Education Proficiency Examinations	Health Occupations	0	0	0	0	0	0	0	0	0	0	0	2109	0
	Occupational Education Proficiency Examinations	Housing and Environment	0	0	0	0	0	0	0	0	0	0	0	1658	0
	Occupational Education Proficiency Examinations	Human Development	0	0	0	0	0	0	0	0	0	0	0	5274	0
	Occupational Education Proficiency Examinations	Intro. To Occupations	0	0	0	0	0	0	0	0	0	0	0	65278	0
	Occupational Education Proficiency Examinations	Production Systems	0	0	0	0	0	0	0	0	0	0	0	4517	0
	Occupational Education Proficiency Examinations	Transportation Systems	0	0	0	0	0	0	0	0	0	0	0	3914	0
	Preliminary Competency Tests (PCT)	Reading	0	0	0	0	0	0	0	0	155476	6568	0	0	0
	Preliminary Competency Tests (PCT)	Writing	0	0	0	0	0	0	0	0	145907	7121	0	0	0
	Program Evaluation Tests (PET)	Science	0	0	0	0	225867	0	0	0	0	0	0	0	0
	Program Evaluation Tests (PET)	Social Studies	0	0	0	0	0	0	208772	0	191121	0	0	0	0
	Pupil Evaluation Program (PEP)	Reading	0	0	0	244108	0	0	227544	0	0	0	0	0	0
	Pupil Evaluation Program (PEP)	Mathematics	0	0	0	250399	0	0	230409	0	0	0	0	0	0
	Pupil Evaluation Program (PEP)	Writing	0	0	0	0	0	229849	0	0	0	0	0	0	0
	Regents Competency Tests	Reading	0	0	0	0	0	0	0	0	0	0	0	65062	0
	Regents Competency Tests	Writing	0	0	0	0	0	0	0	0	0	86475	0	0	0
	Regents Competency Tests	Mathematics	0	0	0	0	0	0	0	0	0	85472	0	0	0
	Regents Competency Tests	Science	0	0	0	0	0	0	0	0	0	132096	0	0	0
	Regents Competency Tests	Social Studies - Global Studies	0	0	0	0	0	0	0	0	0	0	91455	0	0
	Regents Competency Tests	US History	0	0	0	0	0	0	0	0	0	0	0	68479	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
NY	Regents Examination Program	Earth Science	0	0	0	0	0	0	0	0	0	122723	0	0	0
	Regents Examination Program	Chemistry	0	0	0	0	0	0	0	0	0	0	98016	0	0
	Regents Examination Program	Biology	0	0	0	0	0	0	0	0	0	0	131992	0	0
	Regents Examination Program	Mathematics	0	0	0	0	0	0	0	0	0	190929	135665	95018	0
	Regents Examination Program	Italian	0	0	0	0	0	0	0	0	0	0	5930	0	0
	Regents Examination Program	Latin	0	0	0	0	0	0	0	0	0	0	2941	0	0
	Regents Examination Program	Physics	0	0	0	0	0	0	0	0	0	0	0	74517	0
	Regents Examination Program	Spanish	0	0	0	0	0	0	0	0	0	0	74517	0	0
	Regents Examination Program	French	0	0	0	0	0	0	0	0	0	0	22946	0	0
	Regents Examination Program	English	0	0	0	0	0	0	0	0	0	0	0	125012	0
	Regents Examination Program	Hebrew	0	0	0	0	0	0	0	0	0	0	3674	0	0
	Regents Examination Program	German	0	0	0	0	0	0	0	0	0	0	2403	0	0
	Regents Examination Program	Global Studies	0	0	0	0	0	0	0	0	0	0	163158	0	0
	Regents Examination Program	US History/Government	0	0	0	0	0	0	0	0	0	0	0	141808	0
	Second Language Proficiency Exams	French	0	0	0	0	0	0	0	0	14518	2295	0	0	0
	Second Language Proficiency Exams	German	0	0	0	0	0	0	0	0	1923	447	0	0	0
	Second Language Proficiency Exams	Italian	0	0	0	0	0	0	0	0	3600	720	0	0	0
	Second Language Proficiency Exams	Latin	0	0	0	0	0	0	0	0	1303	1335	0	0	0
	Second Language Proficiency Exams	Spanish	0	0	0	0	0	0	0	0	42028	7733	0	0	0
OH	4th-Grade Proficiency Testing	Citizenship	0	0	0	0	125711	0	0	0	0	0	0	0	0
	4th-Grade Proficiency Testing	Science	0	0	0	0	125771	0	0	0	0	0	0	0	0
	4th-Grade Proficiency Testing	Mathematics	0	0	0	0	125611	0	0	0	0	0	0	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
OH	4th-Grade Proficiency Testing	Reading	0	0	0	0	125069	0	0	0	0	0	0	0	0
	4th-Grade Proficiency Testing	Writing	0	0	0	0	124826	0	0	0	0	0	0	0	0
	6th-Grade Proficiency Testing	Mathematics	0	0	0	0	0	0	126761	0	0	0	0	0	0
	6th-Grade Proficiency Testing	Reading	0	0	0	0	0	0	126421	0	0	0	0	0	0
	6th-Grade Proficiency Testing	Writing	0	0	0	0	0	0	126177	0	0	0	0	0	0
	6th-Grade Proficiency Testing	Science	0	0	0	0	0	0	126688	0	0	0	0	0	0
	6th-Grade Proficiency Testing	Citizenship	0	0	0	0	0	0	126804	0	0	0	0	0	0
	9th-Grade Proficiency Testing	Mathematics	0	0	0	0	0	0	0	0	123295	43811	24030	12811	3571
	9th-Grade Proficiency Testing	Citizenship	0	0	0	0	0	0	0	0	123240	28781	14069	6425	1035
	9th-Grade Proficiency Testing	Reading	0	0	0	0	0	0	0	0	122897	14755	5765	2570	349
	9th-Grade Proficiency Testing	Writing	0	0	0	0	0	0	0	0	122569	16865	7994	3673	297
	9th-Grade Proficiency Testing	Science	0	0	0	0	0	0	0	0	123052	36161	0	0	0
	12th-Grade Proficiency Testing	Writing	0	0	0	0	0	0	0	0	0	0	0	0	95075
	12th-Grade Proficiency Testing	Mathematics	0	0	0	0	0	0	0	0	0	0	0	0	95100
	12th-Grade Proficiency Testing	Science	0	0	0	0	0	0	0	0	0	0	0	0	94529
	12th-Grade Proficiency Testing	Reading	0	0	0	0	0	0	0	0	0	0	0	0	95508
	12th-Grade Proficiency Testing	Citizenship	0	0	0	0	0	0	0	0	0	0	0	0	94958
OK	Iowa Tests of Basic Skills	Sources of Information	0	0	0	40445	0	0	0	42156	0	0	0	0	0
	Iowa Tests of Basic Skills - Norm-Referenced Component	Science	0	0	0	40536	0	0	0	42395	0	0	0	0	0
	Iowa Tests of Basic Skills - Norm-Referenced Component	Reading	0	0	0	40514	0	0	0	42413	0	0	0	0	0
	Iowa Tests of Basic Skills - Norm-Referenced Component	Language	0	0	0	40471	0	0	0	42222	0	0	0	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state componentTOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	Social Studies	0	0	0	40551	0	0	0	42389	0	0	0	0	0
	Iowa Tests of Basic Skills - Norm-Referenced Component	Mathematics	0	0	0	40555	0	0	0	42206	0	0	0	0	0
	Oklahoma Core Curriculum Tests	Geography	0	0	0	0	0	40350	0	0	42123	0	0	34462	0
	Oklahoma Core Curriculum Tests	Oklahoma History	0	0	0	0	0	0	0	0	0	0	0	34393	0
	Oklahoma Core Curriculum Tests	Reading	0	0	0	0	0	40418	0	0	42415	0	0	34649	0
	Oklahoma Core Curriculum Tests	U.S. History, Constitution, and Government	0	0	0	0	0	40379	0	0	42216	0	0	34600	0
	Oklahoma Core Curriculum Tests	Science	0	0	0	0	0	40394	0	0	42341	0	0	34682	0
	Oklahoma Core Curriculum Tests	Writing	0	0	0	0	0	40327	0	0	42161	0	0	34822	0
	Oklahoma Core Curriculum Tests	Mathematics	0	0	0	0	0	40407	0	0	42358	0	0	34680	0
OR	Reading, Writing, and Mathematics Assessment	Reading	0	0	0	40553	0	39940	0	0	40157	0	36458	0	0
	Reading, Writing, and Mathematics Assessment	Mathematics	0	0	0	41468	0	40828	0	0	40544	0	36464	0	0
PA	Math Assessment	Mathematics	0	0	0	0	0	136765	0	0	133524	0	0	118498	0
	Reading Assessment	Reading	0	0	0	0	0	136765	0	0	133524	0	0	118498	0
	Writing Assessment	Writing	0	0	0	0	0	0	121147	0	0	118815	0	0	0
PR	Prueba Puertorriquena de Competencias Escolares	Spanish	0	0	0	50859	0	0	47551	0	0	41722	0	33954	0
	Prueba Puertorriquena de Competencias Escolares	Mathematics	0	0	0	50803	0	0	47482	0	0	41574	0	33476	0
	Prueba Puertorriquena de Competencias Escolares	English	0	0	0	50822	0	0	47521	0	0	41676	0	33944	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state componentTOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
PR	Prueba Puertorriquena de Competencias Escolares	Science	0	0	0	50631	0	0	47355	0	0	41275	0	35532	0
	Prueba Puertorriquena de Competencias Escolares	Social Studies	0	0	0	50232	0	0	46998	0	0	40399	0	29998	0
RI	English Language Arts and Math Performance Assessment	Mathematics	0	0	0	0	11,951	0	0	0	11,088	0	9,651	0	0
	English Language Arts and Math Performance Assessment (New Standards Reference Exams)	English Language Arts	0	0	0	0	11,829	0	0	0	10,955	0	0	0	0
	Health Education Performance Assessment	Health Education	0	0	0	0	0	11,697	0	0	0	10,426	0	0	0
	MAT 7, Norm-Referenced	Mathematics Concepts/Problem-Solving	0	0	0	0	11,243	0	0	0	10,185	0	0	0	0
	MAT 7, Norm-Referenced	Reading Comprehension	0	0	0	0	11,255	0	0	0	10,235	0	0	0	0
	Writing Performance Assessment	Writing Performance Assessment	0	0	0	12,202	0	0	0	11,270	0	0	9,500	0	0
SC	Basic Skills Assessment Program	Science	0	0	0	50176	0	0	47781	0	47071	0	0	0	0
	Basic Skills Assessment Program	Reading	0	0	0	50283	0	0	0	0	47393	0	40710	0	0
	Basic Skills Assessment Program	Writing	0	0	0	0	0	0	47748	0	47096	0	40520	0	0
	Basic Skills Assessment Program	Math	0	0	0	50654	0	0	0	0	47379	0	40755	0	0
	Norm-Referenced Testing	Math	0	0	0	0	47725	46534	0	48323	0	51461	0	33778	0
	Norm-Referenced Testing	Language	0	0	0	0	47320	46135	0	48206	0	51655	0	33810	0
	Norm-Referenced Testing	Reading	0	0	0	0	47396	46230	0	48282	0	51894	0	33952	0
SD	Stanford Achievement Test, Ninth Edition	Reading, Language, Math, Science, Social Studies	0	0	0	0	10400	0	0	0	11500	0	0	9700	0
TN	Achievement Test - NRT	Math, Language, Reading, Science, Social Studies	0	0	0	70147	67638	65840	66698	67598	64283	0	0	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
TN	Competency Test	Math & Language Arts	0	0	0	0	0	0	0	0	0	68553	23919	13993	8279
	High School End of Course	Pre-Algebra	0	0	0	0	0	0	0	0	0	24162	0	0	0
	High School End of Course	Algebra I	0	0	0	0	0	0	0	0	0	51000	0	0	0
	High School End of Course	Algebra II	0	0	0	0	0	0	0	0	0	37000	0	0	0
	High School End of Course	Geometry	0	0	0	0	0	0	0	0	0	38000	0	0	0
	High School End of Course	Math for Technology	0	0	0	0	0	0	0	0	0	9000	0	0	0
	TCAP Writing Assessment	Writing (4, 7, 11)	0	0	0	0	67174	0	0	63082	0	0	0	47822	0
TX	Texas Assessment of Academic Skills (TAAS) and end-of-course tests	TAAS Math	0	0	0	268383	263888	263724	270367	271295	262324	0	231444	38126	14323
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	TAAS Reading	0	0	0	264071	260045	260916	268915	271011	262891	0	229059	20564	6709
	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	TAAS Writing	0	0	0	0	255910	0	0	0	259799	0	228716	18503	5865
UT	Core Assessment CRT Program	Math	0	33366	33510	32642	32903	32088	33128	0	0	0	0	0	0
	Core Assessment CRT Program	Science	0	29212	29253	28795	28661	28037	27665	0	0	0	0	0	0
	Core Curriculum Testing (Perf. Assessment)	Mathematics, Reading, Science, Social Studies, Visual Arts	0	0	0	0	0	0	0	0	0	0	0	0	0
	Norm-Referenced Testing	Language, Mathematics, Reading, Science, Social Studies	0	0	0	0	0	34171	0	0	34404	0	0	34397	0
VA	Literacy Passport Testing Program	Writing	0	0	0	0	0	0	80,632	9,793	4,677	2,232	1,198	921	365
	Literacy Passport Testing Program	Reading Comprehension	0	0	0	0	0	0	81,258	9,995	5,203	2,287	1,323	995	346
	Standards of Learning (SOL) Assessment Program	End of Course World History to 1000/World Geo.	0	0	0	0	0	0	0	0	0	0	0	0	34713

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
VA	Standards of Learning (SOL) Assessment Program	End of Course US History	0	0	0	0	0	0	0	0	0	0	0	0	US 60090
	Standards of Learning (SOL) Assessment Program	History	0	0	0	85299	0	81110	0	0	78974	0	0	0	0
	Standards of Learning (SOL) Assessment Program	Math End of Course Tests	0	0	0	0	0	0	0	0	0	0	Alg I 72881	Geom 52230	Alg II 43043
	Standards of Learning (SOL) Assessment Program	Writing	0	0	0	85259	0	80973	0	0	78935	0	0	59181	0
	Standards of Learning (SOL) Assessment Program	End of Course World History from 1000/World Geo.	0	0	0	0	0	0	0	0	0	0	0	0	27117
	Standards of Learning (SOL) Assessment Program	Computer/Technology	0	0	0	0	0	80981	0	0	78219	0	0	0	0
	Standards of Learning (SOL) Assessment Program	End of Course Science	0	0	0	0	0	0	0	0	0	0	ES 57803	BIO 69702	CHEM 43524
	Standards of Learning (SOL) Assessment Program	Science	0	0	0	85224	0	81064	0	0	78925	0	0	0	0
	Standards of Learning (SOL) Assessment Program	English: Reading/Lit, Research	0	0	0	85316	0	81034	0	0	79078	0	0	58287	0
	Standards of Learning (SOL) Assessment Program	Mathematics	0	0	0	85473	0	81295	0	0	86443	0	0	0	0
	Virginia Literacy Testing Program	Mathematics	0	0	0	0	0	0	81,396	9,491	5,342	2,316	1,396	903	333
	Virginia State Assessment Program		0	0	0	0	0	0	0	0	0	0	0	0	0
VI	Terra Nova Assessments Series	Language Arts	0	0	0	1557	0	0	1550	0	1396	0	0	981	0
	Terra Nova Assessments Series	Social Studies	0	0	0	0	0	1557	1550	0	1396	0	0	981	0
	Terra Nova Assessments Series	Mathematics	0	0	0	1557	0	0	1550	0	1396	0	0	981	0
	Terra Nova Assessments Series	Science	0	0	0	1557	0	0	1550	0	1396	0	0	981	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state component TOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
VI	Terra Nova Assessments Series	Reading	0	0	0	1557	0	0	1550	0	1396	0	0	981	0
VT	Standard's Referenced Exams (NSRE and VT Assmt)	English Language Arts	0	0	0	0	7658	0	0	0	7685	0	5945	0	0
	Standard's Referenced Exams (NSRE and VT Assmt)	Science	0	0	0	0	0	0	8075	0	0	0	0	6006	0
	Standard's Referenced Exams (NSRE and VT Assmt)	Mathematics	0	0	0	0	7679	0	0	0	7767	0	5980	0	0
	Vermont Developmental Reading Assessment	Reading Accuracy and Comprehension	0	0	7697	0		0	0	0		0		0	0
WA	Norm Referenced Testing	Mathematics	0	0	0	0	70154	0	0	0	70697	0	0	54456	0
	Norm Referenced Testing	Reading	0	0	0	0	69994	0	0	0	70896	0	0	0	0
	Norm Referenced Testing	Language Arts	0	0	0	0	69885	0	0	0	70721	0	0	55155	0
	Second Grade Reading	Reading	0	0	2500	0	0	0	0	0	0	0	0	0	0
	Washington Assessment of Student Learning	Writing	0	0	0	0	68981	0	0	70180	0	0	0	0	0
	Washington Assessment of Student Learning	Mathematics	0	0	0	0	73566	0	0	73270	0	0	0	0	0
	Washington Assessment of Student Learning	Reading	0	0	0	0	72853	0	0	72154	0	0	0	0	0
	Washington Assessment of Student Learning	Listening	0	0	0	0	73377	0	0	72570	0	0	0	0	0
WI	Wisconsin Reading Comprehension (WRCT) (assessment of 3rd grade reading)	Reading Comprehension	0	0	0	57811	0	0	0	0	0	0	0	0	0
	Wisconsin Student Assessment System (WSAS) Knowledge and Concepts of Examinations at grades 4, 8, and 10	Reading	0	0	0	0	58759	0	0	0	63080	0	64087	0	0
	Wisconsin Student Assessment System (WSAS) Knowledge and Concepts of Examinations at grades 4, 8, and 10	Enhanced Language	0	0	0	0	58759	0	0	0	62990	0	64087	0	0

Question 3.1.1 Subjects, grades, and numbers of students tested, by state componentTOTAL STUDENTS TESTED

State	Component	Subject	Grade K	1	2	3	4	5	6	7	8	9	10	11	12
WI	Wisconsin Student Assessment System (WSAS) Knowledge and Concepts of Examinations at grades 4, 8, and 10	Science	0	0	0	0	59391	0	0	0	62990	0	63391	0	0
	Wisconsin Student Assessment System (WSAS) Knowledge and Concepts of Examinations at grades 4, 8, and 10	Social Studies	0	0	0	0	59391	0	0	0	62990	0	63391	0	0
	Wisconsin Student Assessment System (WSAS) Knowledge and Concepts of Examinations at grades 4, 8, and 10	Mathematics	0	0	0	0	59391	0	0	0	62990	0	64087	0	0
WV	ACT Explore	Language, Mathematics, Science	0	0	0	0	0	0	0	0	22000	0	0	0	0
	ACT Work Keys	Employment Skills	0	0	0	0	0	0	0	0	0	0	0	0	21000
	Norm-referenced Testing	Mathematics	24000	24000	23800	22000	21000	22000	21000	22000	22000	23000	22000	21000	0
	Norm-referenced Testing	Social Science	0	0	0	22000	21000	22000	21000	22000	22000	23000	22000	21000	0
	Norm-referenced Testing	Science	0	0	0	22000	21000	22000	21000	22000	22000	23000	22000	21000	0
	Norm-referenced Testing	Language	24000	24000	23800	22000	21000	22000	21000	22000	22000	23000	22000	21000	0
	Norm-referenced Testing	Reading	24000	24100	23800	21637	21000	22000	21000	22000	22000	23000	22000	21000	0
	Writing Assessment	Writing	0	0	0	0	18000	0	0	0	19000	0	20000	0	0
WY	Carl Perkins Assessment	Vocational	0	0	0	0	0	0	0	0	0	782	943	1304	1269

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
AK	AK Writing Assessment	100%	
	Norm-Referenced Testing		
AL	AL Direct Assessment of Writing	100%	100%
	Alabama High School Basic Skills Exit Exam	100	None
	End-of-Course Geometry Test	100%	None
	Stanford Achievement Test, 9th edition	0%	0%
AR	Criterion Referenced Testing	100%	100% released to school districts only for use with students and teachers ; not available for use by vendors or by other entities
	Norm Referenced Testing	0	0
AZ	Stanford Achievement Test, Ninth Edition	0	0
CA	Assessments in Career Education	5%	1% per subject area.
	Golden State Exams	Varies	1 item per year.
	Physical Fitness Test	0	
	Standardized Testing and Reporting Program (STAR)	0	0
CO	Reading and Writing	25%	25%
CT	Connecticut Academic Performance Test (CAPT)	100%	75%
	Connecticut Mastery Test (CMT)	90% when a form change is made, usually every 2 years	Writing prompts are released each year. 100% are released when a form change is made, usually every 2 years.
DE	Delaware Student Testing Program - Mathematics	None	None
	Delaware Student Testing Program - Reading NRT	None	None
	Delaware Student Testing Program - Standards-Based Mathematics	17%	8%

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
DE	Delaware Student Testing Program - Standards-Based Reading	Approximately 30%	Approximately 30%
	Delaware Student Testing Program - Standards-Based Writing	67%. The stand-alone writing prompts are changed each year. The text-based writing prompts are not.	67%. The stand-alone writing prompts are released each year.
DoDEA	CTB TerraNova Multiple Assessment	None	None
	DoDEA Writing Assessment	100% Annually	100% Released
FL	High School Competency Test		
	Writing Assessment Program	100%	0%
GA	Georgia High School Graduation Tests (GHSGT)	90% of GHSGT items are changed each year.	None of the test items are released at this time.
	Georgia Kindergarten Assessment Program (GKAP)	0	Test items remain constant
	Iowa Tests of Basic Skills, Complete Battery	None	None
	Writing Assessments (Grades 3, 5, 8, 11)	100%	0
HI	Credit by Examination	None	None
	Hawaii State Test of Essential Competencies	None/version or form.	None
	Stanford Achievement Test 8th Ed.	0	0
IA	Standardized Testing ITBS & ITED		
ID	Math Assessment	100%	100%
	Norm Referenced	None	None
	Writing Assessment	100%	100%
IL	Illinois Goal Assessment Program	35%	None
IN	Statewide Assessment	30%	
KS	Kansas Assessment Program	25%	None
KY	Alternate Portfolio	Not Applicable	Not Applicable

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
KY	KIRIS On-Demand	20% of the Open Response and Multiple Choice	15% of the Open Response and Multiple Choice
	National Norm Reference Test	None	None
	Writing Portfolio Assessment	Not Applicable	Not Applicable
LA	Graduation Exit Examination	Approximately 40% of the items are changed each year.	None of the items on the Exit Exam are released; however, the state plans an annual release of approximately 30% of the items from the new criterion-referenced testing program, beginning Spring 1999.
	LEAP Grades 3, 5, and 7 Criterion-Referenced Tests	Approximately 40% of the items are changed each year.	None of the items on LEAP are released; however, the state plans an annual release of approximately 30% of the items from the new criterion-referenced testing program, beginning Spring 1999.
	Norm-referenced Testing Program	NA	NA
MA	Massachusetts Comprehensive Assessment	approx. 80%	approx. 80%
	Massachusetts Grade 3 Reading Test	100%	0%
MD	High School Assessments		
	Maryland Functional Tests	50%	0
	Maryland School Performance Assessment Program	75%	1%
ME	Maine State Tests	30% Writing uses a single prompt which is new each year.	
MI	Grade 4 and 7 Reading and Mathematics	100%	0
	Grade 5 and 8 Science and Writing	80%	100% of writing. 10% of science.
	MEAP High School Test	90%	10%
MN	Minnesota Comprehensive Assessments	100%	100%
MO	MAP	Roughly 50%	Roughly 50%

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
MS	Functional Literacy Examination	New form of test is created from item bank each year.	None
	Norm-Referenced Testing	None in survey battery component; different Riverside performance assessments in Mathematics and Integrated Language Arts are chosen to be administered each year.	None
	Subject Area Testing	Tests are created from item bank and equated to previous years.	None
MT	Student Assessment Requirement	None.	None
NC	NC Annual Testing Program	Several forms of the tests are available. The forms administered may vary each year.	For the past two years at least one form or 33.3 percent of the items are released each year.
	NC Testing Program - Competency Testing	0	0
	NC Tests of Computer Skills	50%	None
	Norm-Referenced Testing Program	None	None
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	None	None
NE	No Statewide Assessments		
NH	NH Educational Improvement and Assessment Program	30%	30%
NJ	Grade 11 High School Proficiency Test	50 - 60%	Writing tasks are released - the task is 60% of the writing score.
	Grade 8 Early Warning Test	50% - 60%	For three years (1991- 1993) the entire test was released; from 1994 through 1998 only writing tasks were released (which comprise 60% of a student's writing score).
NM	NM Achievement Assessment	First administration was 3/98	NA
	NM High School Competency Exam	25% - 30%	None - secure examination

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
NM	NM Writing Assessment Program	100%	Writing prompts are known to all interested parties following test administration.
	Reading Assessment for Grades 1 and 2	District option (LEA chooses instrument to assess proficiency)	District option (LEA decision)
NV	Direct Writing Assessment at Grade 8	100%	Writing prompts are easily recalled by students and teachers and are therefore released each year. Rubrics for the tests are freely distributed to assist writing instruction.
	High School Proficiency Examination	Math and Reading are changed on each administration. Two new Writing prompts are used on each administration.	Approximately 25% for Reading and Mathematics. 100% for Writing.
	Norm-Referenced Testing at Grades 4, 8, and 10	75% Alternative forms (2) used every other year with approximately 25% unchanged.	0
NY	Occupational Education Proficiency Examinations	100%	100%
	Preliminary Competency Tests (PCT)	Forms are reused for several years; typically, in 3 year cycles	0
	Program Evaluation Tests (PET)	The essay tests in social studies are changed each year; the objective test components of the science and social studies tests and the manipulative skills test component of the science test are reused without change for a period of years.	
	Pupil Evaluation Program (PEP)	New form each year	All except reading; test contractor retains proprietary rights to passages.
	Regents Competency Tests	100%	100%
	Regents Examination Program	100%	100%
	Second Language Proficiency Exams	100%	100%
OH	4th-Grade Proficiency Testing	66%	100% of operational items are released July 1

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
OH	6th-Grade Proficiency Testing	66%	100% of the operational items are released on July 1
	9th-Grade Proficiency Testing	66%	100% of the operational items are released on July 1
	12th-Grade Proficiency Testing	66%	100% of operational items are released July 1
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	0%	0%
	Oklahoma Core Curriculum Tests	80%	Sample questions released each year that will not be utilized in future tests.
OR	Reading, Writing, and Mathematics Assessment	30% for Reading, 75% for Writing, 30% for Mathematics Multiple-Choice, and 100% for Mathematics Problem Solving	15% for Reading and Mathematics Multiple-Choice; 50% for Writing; and 100% for Mathematics Problem Solving
PA	Reading, Writing, Mathematics	10%	20%
PR	Prueba Puertorriquena de Competencias Escolares	During the past two years the items have not been changed. The only change occurred in 1996 - 1997, with 8 competencies instead of 6 tested.	
RI	English Lang. Arts & Math Performance Assessment	None	None, although sample items are available.
	Health Education Performance Assessment	About 20% -- several items are released to the public and school districts each year and used for professional development and as examples of sample items	About 20% -- all replaced items are released to the public and school districts
	MAT 7, Norm-Referenced	None	None
	Writing Performance Assessment	100%	100%
SC	Basic Skills Assessment Program	100%	
	Norm-Referenced Testing	0	None
SD	Stanford Achievement Test, Ninth Edition	None	None
TN	Achievement Test - NRT	Minimum of 70%	0
	Competency Test		

Question 3.1.2 **What percentage of the test items used in this component are changed each year?**

Question 3.1.3 **What percentage of the test items used in this component are released each year?**

State	Component	Percent changed	Percent released
TN	High School End of Course	100%	0
	TCAP Writing Assessment	100%	100%
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	100% of items	100% of items
UT	Core Assessment CRT Program	0	
	Core Curriculum Testing (Perf. Assessment)	0	
	Norm-Referenced Testing	0	
VA	Standards of Learning (SOL) Assessment Program	Approximately 70% of test items on each new test form are unique. It is anticipated that two new forms will be developed and used in each administration.	The Department plans to release a portion of items from the main test form following each spring administration.
	Virginia Literacy Testing Program	Some rotation of previously used test forms. Test forms are always different from those administered in most recent test administrations.	No
	Virginia State Assessment Program	0	0
VI	Terra Nova Assessments Series	None	None
VT	Standard's Referenced Exams (NSRE and VT Assmt)	NSRE--about half. All of the multiple choice questions stay the same as they are the basis for the SAT9 estimated score. Vermont Science--about 90%. Some items are kept on for linking.	None
	Vermont Developmental Reading Assessment	None	None
WA	Norm Referenced Testing	0	0
	Second Grade Reading	None	All
	Washington Assessment of Student Learning	70%	0%

Question 3.1.2 What percentage of the test items used in this component are changed each year?

Question 3.1.3 What percentage of the test items used in this component are released each year?

State	Component	Percent changed	Percent released
WI	Reading Comprehension	100% A new test is developed every year.	100% All test items used are released every year as a new test is developed each year but we administer a linking test in selected districts (approximately 1,000 students) after administration of the regular WRCT. This linking test becomes part of the next year's test.
	Wisconsin Student Assessment System (WSAS)	100% A new test form is used every year.	None as they belong to our contractor, CTB McGraw-Hill
WV	ACT Explore	None	None
	ACT Work Keys	None	None
	Norm-referenced Testing	None	None, Stanford Achievement test is an off-the-shelf commercial made test
	Writing Assessment	Different prompt each year.	None
WY	Carl Perkins Assessment	Vocational education does not change. It is entirely performance based. Reading, writing, and mathematics assessment will be administered in April of 1999.	Reading, writing, and mathematics state assessment items will be released at a rate of 50% for reading and 10% for math.

Question 3.1.4

In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

State	Component	School Year	How was it revised?
AK	AK Writing Assessment		
	Norm-Referenced Testing	1995-96	Changed NRT from ITBS to CAT/5
AL	AL Direct Assessment of Writing	1996-1997	Time allotted for writing response to the prompt was increased.
	Alabama High School Basic Skills Exit Exam	1990	Higher standards
	End-of-Course Geometry Test	NA	
	Stanford Achievement Test, 9th edition	1995	
AR	Criterion Referenced Testing	piloted in 1997-98	
	Norm Referenced Testing	NA	New NRT adopted every five years
AZ	Stanford Achievement Test, Ninth Edition	1995	Revised, rewritten, and renormed
CA	Assessments in Career Education	97-98 first year of administration	N/A
	Golden State Exams	NA	
	Physical Fitness Test	1994-95	This was the year it was selected. Prior year was a different test.
	Standardized Testing and Reporting Program (STAR)	NA	
CO	Reading and Writing	NA	
CT	Connecticut Academic Performance Test (CAPT)	1994	Initial implementation
	Connecticut Mastery Test (CMT)	1993	A new generation was introduced
DE	Delaware Student Testing Program - Mathematics	NA	
	Delaware Student Testing Program - Reading NRT	NA	
	Delaware Student Testing Program - Standards-Based Mathematics	NA	
	Delaware Student Testing Program - Standards-Based Reading	NA	

Question 3.1.4

In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

State	Component	School Year	How was it revised?
DE	Delaware Student Testing Program - Standards-Based Writing	NA	
DoDEA	CTB TerraNova Multiple Assessment	NA	
	DoDEA Writing Assessment	NA	
FL	High School Competency Test	1994-95	Assessed student performance at a higher skill in mathematics. State provided calculator for math section. Assessed student performance at a higher reading level, using intact passages.
	Writing Assessment Program	1992-93	First school year of census assessment. Writing prompts are revised annually.
GA	Georgia High School Graduation Tests (GHSGT)	NA	
	Georgia Kindergarten Assessment Program (GKAP)	1993-94	Administration manual was revised to reflect revised reporting procedure.
	Iowa Tests of Basic Skills, Complete Battery	NA	
	Writing Assessments (Grades 3, 5, 8, 11)	97-98	Curriculum revision led to re-alignment of tests to the revised Quality Core Curriculum (QCC)
HI	Credit by Examination	1993-94	Addition/revision of tests for Pacific Asian languages.
	Hawaii State Test of Essential Competencies	1994-95;1997-98	1994-95: Addition of 1 Essential Competency with accompanying (10) items. 1997-98: Review of all Essential Competencies for content validity. Item development: field test items were administered to 1300 students. Additionally, beginning with the class of 2000, students take an updated version of the HSTEC, which has 35% new items and a format that moved a reading intensive cluster of questions from the end of the second subtest to the middle of the first subtest.

Question 3.1.4

In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

State	Component	School Year	How was it revised?
HI	Stanford Achievement Test 8th Ed.	NA	NA
IA	Standardized Testing ITBS & ITED		
ID	Math Assessment	NA	
	Norm Referenced	NA	
	Writing Assessment	1996-97	Changed scoring standards and "push" for writing purpose.
IL	Illinois Goal Assessment Program	1995-96	
IN	Statewide Assessment	1995	Changed content (applied skills) changed grade levels tested. Changed time of year.
KS	Kansas Assessment Program	1995	Social Studies underwent second pilot; others remained the same.
KY	Alternate Portfolio	NA	
	KIRIS On-Demand	NA	
	National Norm Reference Test	NA	
	Writing Portfolio Assessment	NA	
LA	Graduation Exit Examination	1997-98	The Graduation Exit Examination will be replaced by the state's new standards-based assessment program, beginning in Spring 2001. This represents a complete replacement of the entire program.
	LEAP Grades 3, 5, and 7 Criterion-Referenced Tests	1997-98	The criterion-referenced tests at grades 3, 5, and 7 will be replaced by the state's new standards-based assessment program, beginning in Spring 1999. This represents a complete replacement of the entire program.
	Norm-referenced Testing Program	NA	
MA	Massachusetts Comprehensive Assessment	NA	
	Massachusetts Grade 3 Reading Test	NA	
MD	High School Assessments		

Question 3.1.4

In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

State	Component	School Year	How was it revised?
MD	Maryland Functional Tests	NA	
	Maryland School Performance Assessment Program		
ME	Maine State Tests	1995	The test became totally student constructed-response format.
MI	Grade 4 and 7 Reading and Mathematics	Mathematics 1991 and Reading 1989	
	Grade 5 and 8 Science and Writing	1996 for both.	Writing test was new in 1996. Science changed from entirely multiple choice to a mix of multiple choice and constructed response.
	MEAP High School Test	1997-1998	Tests were shortened by 1/4 to 1/3 in math and science. One of three writing prompts was eliminated. The reading test was also shortened. Time of year changed.
MN	Minnesota Comprehensive Assessments	1996-1997	Initial design.
MO	MAP	NA	
MS	Functional Literacy Examination	1988	Last addition to item bank.
	Norm-Referenced Testing	1996-97	Each year new performance assessments are chosen or developed. Note: ITBS/TAP Survey Battery used was normed in 1992.
	Subject Area Testing	1995-96	Began pilot administration of tests.
MT	Student Assessment Requirement		NA
NC	NC Annual Testing Program	1992-93	The assessment instruments for the end-of-grade tests in grades 3-8 were totally revised because, they were in-house developed rather than norm-referenced commercial standardized test.

Question 3.1.4

In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

State	Component	School Year	How was it revised?
NC	NC Testing Program - Competency Testing	1994-95	New competency tests and standards for entering ninth-graders beginning with the 1994-95 school year. Computer skills tests (multiple choice and performance) were implemented effective with the 1996-97 school year for eighth graders as a graduation (high school) requirement for graduates of 2001 and after.
	NC Tests of Computer Skills	1996-97 initially implemented.	NA
	Norm-Referenced Testing Program	NA	
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	1997-1998	We used a Test Selection Team consisting of 10 educators from the field and 8 people from the Department to go through a new test selection process.
NE	No Statewide Assessments		
NH	NH Educational Improvement and Assessment Program	NA	
NJ	Grade 11 High School Proficiency Test	1993 - 1994	Field tested in 1990. Operational in 1993 at which time 11th graders were required to pass for graduation. Prior to this time, test was administered at the 9th grade level.
	Grade 8 Early Warning Test	1990 - 1991	First instituted in March 1991 -- test specifications have never been revised through 1997 - 1998 for this test (note -- it will be replaced with a new eighth-grade test in 1998.
NM	NM Achievement Assessment	1997-98	Changed from ITBS to CTBS and grade levels from 3,5, 8 to 4, 6, 8.
	NM High School Competency Exam	1996-97	Standard setting aligned exam to new Content Standards and Benchmarks
	NM Writing Assessment Program	1997-98	Change from portfolio assessment to direct, on-demand writing assessment

Question 3.1.4

In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

State	Component	School Year	How was it revised?
NM	Reading Assessment for Grades 1 and 2	1990-91	Local LEA options implemented
NV	Direct Writing Assessment at Grade 8		Grade 4 piloted this year to be fully implemented next year. Analytic traits writing test added.
	High School Proficiency Examination	1995	Changed from Norm to Criterion-Referenced in reading and mathematics. Tests lengthened, standards raised, tests created to reflect required statewide curricula through high school.
	Norm-Referenced Testing at Grades 4, 8, and 10	1995-96	Instrument was introduced/normed
NY	Occupational Education Proficiency Examinations		
	Preliminary Competency Tests (PCT)		
	Program Evaluation Tests (PET)	NA	
	Pupil Evaluation Program (PEP)		Degrees of Reading Power (DRP), Math and Writing--same design for 10+ years
	Regents Competency Tests		
	Regents Examination Program		
	Second Language Proficiency Exams		
OH	4th-Grade Proficiency Testing	NA	
	6th-Grade Proficiency Testing	NA	
	9th-Grade Proficiency Testing	NA	
	12th-Grade Proficiency Testing	NA	
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	1994-95	Implemented Form K. Previously utilized ITBS/TAP
	Oklahoma Core Curriculum Tests	NA	
OR	Reading, Writing, and Mathematics Assessment	1995-1996	The Oregon Legislature and the State Board of Education changed the assessment system from a program evaluation to an individual student accountability system.

Question 3.1.4

In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

State	Component	School Year	How was it revised?
PA	Reading, Writing, Mathematics	NA	
PR	Prueba Puertorriquena de Competencias Escolares	1996-97	Some competencies were changed in order to align the test to the standards. Same happened with the items; some were eliminated, others added.
RI	English Lang. Arts & Math Performance Assessment	NA	
	Health Education Performance Assessment	1997-98	The instrument was changed from completely constructed response format to a mixed model which includes multiple-choice items
	MAT 7, Norm-Referenced	NA	
	Writing Performance Assessment	NA	
SC	Basic Skills Assessment Program	1980-81	New Assessment
	Norm-Referenced Testing	1994-95	New test selected using draft standards.
SD	Stanford Achievement Test, Ninth Edition	1997-98	A new SAT9 was released in 1996.
TN	Achievement Test - NRT	1997-98	More emphasis on graphics and higher-order thinking skills and application
	Competency Test	NA	
	High School End of Course	NA	
	TCAP Writing Assessment	NA	
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	NA	
UT	Core Assessment CRT Program		
	Core Curriculum Testing (Perf. Assessment)	August 1998	Final stages of developing Secondary Math. Shall be made available to districts and schools Spring 1999.
	Norm-Referenced Testing		

Question 3.1.4

In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

State	Component	School Year	How was it revised?
VA	Standards of Learning (SOL) Assessment Program	Program implemented spring 1998	
	Virginia Literacy Testing Program	NA	
	Virginia State Assessment Program	1997-98	The State Board of Education voted to move from a spring administration to a fall administration to lessen the testing burden during the spring. The Board also decreased the number of grade levels tested from four to three to lessen the testing burden.
VI	Terra Nova Assessments Series	NA	
VT	Standard's Referenced Exams (NSRE and VT Assmt)	NA	
	Vermont Developmental Reading Assessment	NA	
WA	Norm Referenced Testing	NA	
	Second Grade Reading	1997-98	New development
	Washington Assessment of Student Learning	NA	
WI	Reading Comprehension	NA	The conceptual design for the WRCT has remained the same since its conception.
	Wisconsin Student Assessment System (WSAS)	1995-96	We began our contract with CTB McGraw-Hill.
WV	ACT Explore	NA	
	ACT Work Keys		
	Norm-referenced Testing	1995-96	
	Writing Assessment	NA	
WY	Carl Perkins Assessment	NA	

Question 3.1.5 **When were the asessments in this component administered to students and results returned to school districts?**

State	Component	Administered	Returned
AK	AK Writing Assessment	December	March
	Norm-Referenced Testing	Spring	Spring
AL	AL Direct Assessment of Writing	May	July
	Alabama High School Basic Skills Exit Exam	October	November
		March	April
	End-of-Course Geometry Test	January	August
		May	August
	Stanford Achievement Test, 9th edition	April	May
AR	Criterion Referenced Testing	February	September (due to time needed to set performance levels and actions by the State Board of Education
	Norm Referenced Testing	September	October
AZ	Stanford Achievement Test, Ninth Edition	April	May
CA	Assessments in Career Education	May 97	Nov-Dec 97
	Golden State Exams	January	May
		May	October
	Physical Fitness Test	March	September
		April	September
		May	September

Question 3.1.5 **When were the asessments in this component administered to students and results returned to school districts?**

State	Component	Administered	Returned
CA	Standardized Testing and Reporting Program (STAR)	March - May	No later than June 30
CO	Reading and Writing	March 1998	September 28, 1998
CT	Connecticut Academic Performance Test (CAPT)	May	September
	Connecticut Mastery Test (CMT)	September	December
		October	December
DE	Delaware Student Testing Program - Mathematics	May 1998	January 1999
	Delaware Student Testing Program - Reading NRT	May 1998	January 1999
	Delaware Student Testing Program - Standards-Based Mathematics	May 1998	January 1999
	Delaware Student Testing Program - Standards-Based Reading	May 1998	January 1999
	Delaware Student Testing Program - Standards-Based Writing	May 1998	January 1999
DoDEA	CTB TerraNova Multiple Assessment	March 1998	June 1998
	DoDEA Writing Assessment	April 1998	Sept. 1998
FL	High School Competency Test	October	November
		March	May

Question 3.1.5 **When were the asessments in this component administered to students and results returned to school districts?**

State	Component	Administered	Returned
FL	Writing Assessment Program	February 1998	May 1998
GA	Georgia High School Graduation Tests (GHSGT)	March - April	May
	Georgia Kindergarten Assessment Program (GKAP)	Sept. 1997	
		April 1998	May - June 1998
	Iowa Tests of Basic Skills, Complete Battery	March-April	May
	Writing Assessments (Grades 3, 5, 8, 11)	Grade 11 Oct/March	Dec/April
		Grade 5 & 8 Jan.	Apr/May
		Grade 3 April	May
HI	Credit by Examination	April/May	May/June
	Hawaii State Test of Essential Competencies	Nov/Dec	January
		April/May	May/June/Aug
	Stanford Achievement Test 8th Ed.	April	August
IA	Standardized Testing ITBS & ITED	local decision	
ID	Math Assessment	January	April
	Norm Referenced	October	December
	Writing Assessment	February	April

Question 3.1.5

When were the asessments in this component administered to students and results returned to school districts?

State	Component	Administered	Returned
IL	Illinois Goal Assessment Program	March 1998	Mid-August, 1998
IN	Statewide Assessment	September 1997	January 1998
KS	Kansas Assessment Program	March	May
KY	Alternate Portfolio	March	November
	KIRIS On-Demand	April	November
	National Norm Reference Test	April	August
	Writing Portfolio Assessment	March	November
LA	Graduation Exit Examination	April	May
	LEAP Grades 3, 5, and 7 Criterion-Referenced Tests	April	May
	Norm-referenced Testing Program	April	May
MA	Massachusetts Comprehensive Assessment	May 1998	December 1998
	Massachusetts Grade 3 Reading Test	April	June

Question 3.1.5 When were the asessments in this component administered to students and results returned to school districts?

State	Component	Administered	Returned
MD	High School Assessments		
	Maryland Functional Tests	October/December-(Writing)	December (Reading, Citizenship and Math) April-(Writing)
		January	March (Reading, Citizenship and Math)
		April (Reading, Citizenship and Math) December, May, July - (Writing)	May (Reading, Citizenship and Math) May, August-(Writing)
	Maryland School Performance Assessment Program	May	December
ME	Maine State Tests		
MI	Grade 4 and 7 Reading and Mathematics	February	May
	Grade 5 and 8 Science and Writing	February	May
	MEAP High School Test	May	October
MN	Minnesota Comprehensive Assessments	March	June
MO	MAP	April - May	August - November
MS	Functional Literacy Examination	November 1997	January 1998
	Norm-Referenced Testing	October 1997	Dec 97- Jan 98

Question 3.1.5 **When were the asessments in this component administered to students and results returned to school districts?**

State	Component	Administered	Returned
MS	Subject Area Testing	April/May 1998	August 1998
MT	Student Assessment Requirement	March/April	February
NC	NC Annual Testing Program	Last three weeks of school year.	Immediately
	NC Testing Program - Competency Testing	Fall 1997	Fall 1997
		Spring 1998	Spring 1998
		Summer 1998	Summer 1998
	NC Tests of Computer Skills	Fall	Two months later.
		Spring	Two months later.
		Summer	Two months later.
	Norm-Referenced Testing Program	April	May
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	March, 1998	April 1998
NE	No Statewide Assessments		
NH	NH Educational Improvement and Assessment Program	May 1998	October 1998
NJ	Grade 11 High School Proficiency Test	October	January
		April	June
	Grade 8 Early Warning Test	March	June
NM	NM Achievement Assessment	March	May (Phase I)
			August (Phase II)

Question 3.1.5 **When were the asessments in this component administered to students and results returned to school districts?**

State	Component	Administered	Returned
NM	NM High School Competency Exam	January/February	April
	NM Writing Assessment Program	March	May
	Reading Assessment for Grades 1 and 2	LEA option	LEA option
NV	Direct Writing Assessment at Grade 8	September	November
		October	December
		February	March
	High School Proficiency Examination	October	November
		February	March
		April	May
	Norm-Referenced Testing at Grades 4, 8, and 10	October	Nov.-Dec.
NY	Occupational Education Proficiency Examinations	January, June	Scored locally
		August (Intro. To Occ.)	Scored locally
	Preliminary Competency Tests (PCT)	Anytime	Scored locally
	Program Evaluation Tests (PET)	May	February
	Pupil Evaluation Program (PEP)	May	Scored locally
	Regents Competency Tests	January, June & August	Scored locally
			Writing tests returned in March, July, and Sept.
	Regents Examination Program	June	Scored locally
		January & August selected core subject areas	

Question 3.1.5 **When were the asessments in this component administered to students and results returned to school districts?**

State	Component	Administered	Returned
NY	Second Language Proficiency Exams	June	Scored locally
OH	4th-Grade Proficiency Testing	March	June
	6th-Grade Proficiency Testing	March	June
	9th-Grade Proficiency Testing	October	January
		March	May
		May	May
	12th-Grade Proficiency Testing	February	April
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	February/March	May
	Oklahoma Core Curriculum Tests	February	August
		February/March	August
OR	Reading, Writing, and Mathematics Assessment	February	April
		April	June
PA	Reading, Writing, Mathematics	February/March	November
PR	Prueba Puertorriquena de Competencias Escolares	April	September
RI	English Lang. Arts & Math Performance Assessment	March	September
	Health Education Performance Assessment	March, 1998	September, 1998

Question 3.1.5 **When were the asessments in this component administered to students and results returned to school districts?**

State	Component	Administered	Returned
RI	MAT 7, Norm-Referenced	April	June
	Writing Performance Assessment	March	June
SC	Basic Skills Assessment Program	April	July
		Late October	December
		Late July	September
	Norm-Referenced Testing	March - May	April - June
SD	Stanford Achievement Test, Ninth Edition	March - April	May
TN	Achievement Test - NRT	April/May	May/June
	Competency Test		
	High School End of Course	Dec./Jan.	Jan./Feb.
		May/June	June/July
	TCAP Writing Assessment	February	June
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	various	various
UT	Core Assessment CRT Program	April	May
		May	June
	Core Curriculum Testing (Perf. Assessment)		

Question 3.1.5 **When were the asessments in this component administered to students and results returned to school districts?**

State	Component	Administered	Returned
UT	Norm-Referenced Testing	Sept/October	November
VA	Standards of Learning (SOL) Assessment Program	March-May	14 days after rec'd
		Dec-Jan	14 days after rec'd
		Summer	14 days after rec'd
	Virginia Literacy Testing Program	February	May
		October	December
		July	September
	Virginia State Assessment Program	na	na
		na	na
		na	na
VI	Terra Nova Assessments Series	March	June
VT	Standard's Referenced Exams (NSRE and VT Assmt)	April	July
		April	July
		April	September
	Vermont Developmental Reading Assessment	May	August
WA	Norm Referenced Testing	October/November	January
	Second Grade Reading	October	October
	Washington Assessment of Student Learning	April/May	August
WI	Reading Comprehension	March 1998	September 1998
	Wisconsin Student Assessment System (WSAS)	October 1997	January/Feb. 1998

Question 3.1.5

When were the asessments in this component administered to students and results returned to school districts?

State	Component	Administered	Returned
WV	ACT Explore	October '97	December '97
	ACT Work Keys	October '97	December '97
	Norm-referenced Testing	April	May
	Writing Assessment	March '98	August '98
WY	Carl Perkins Assessment	April '98	September '98

Question 3.1.6

What important changes, additions, or deletions occurred in this component during 1997 - 1998? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
AK	AK Writing Assessment					The Commissioner may include AK Writing Assessment in our formal statewide Student Assessment System in which case it would be required (it is now voluntary).		☐
	Norm-Referenced Testing							☑
AL	AL Direct Assessment of Writing							☑
	Alabama High School Basic Skills Exit Exam		Resolution to develop graduation exam with much higher standards based on newly implemented course requirements.					☐
	End-of-Course Geometry Test							☑
	Stanford Achievement Test, 9th edition		Vocabulary subtest added. Grades 3-11 full length battery replaced. Abbreviated battery in Grades 9-11.					☐
AR	Criterion Referenced Testing							☐
	Norm Referenced Testing							☑
AZ	Stanford Achievement Test, Ninth Edition		Adaptations were adopted for students with disabilities	Grades to be tested were shifted to grades 2-11 for 1999.				☐
CA	Assessments in Career Education					Two additional tests, revisions made to three existing tests.		☐
	Golden State Exams							☑

Question 3.1.6

What important changes, additions, or deletions occurred in this component during 1997 - 1998? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
CA	Physical Fitness Test							☑
	Standardized Testing and Reporting Program (STAR)		Items to "augment" the NRT to address state level content standards were developed (implemented 1999).					☐
CO	Reading and Writing							☐
CT	Connecticut Academic Performance Test (CAPT)					Student responses for extended performance tasks were returned to school districts on CD.		☐
	Connecticut Mastery Test (CMT)					Student responses from the writing samples were released to school districts on CD.		☐
DE	Delaware Student Testing Program - Mathematics							☑
	Delaware Student Testing Program - Reading NRT							☑
	Delaware Student Testing Program - Standards-Based Mathematics							☑
	Delaware Student Testing Program - Standards-Based Reading							☑
	Delaware Student Testing Program - Standards-Based Writing							☑
DoDEA	CTB TerraNova Multiple Assessment							☑

Question 3.1.6

What important changes, additions, or deletions occurred in this component during 1997 - 1998? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
DoDEA	DoDEA Writing Assessment							☑
FL	High School Competency Test							☑
	Writing Assessment Program							☑
GA	Georgia High School Graduation Tests (GHSGT)					The science portion of the GHSGT, which was "introduced" in 96-97, became "required" in 97-98.		☐
	Georgia Kindergarten Assessment Program (GKAP)					GKAP was significantly revised during 97-98. GKAP-R, the new assessment, was implemented statewide in August, 1998 for the 1998-99 year.		☐
	Iowa Tests of Basic Skills, Complete Battery							☑
	Writing Assessments (Grades 3, 5, 8, 11)					Quality Core Curriculum revision		☐
HI	Credit by Examination					Review of assessment content/format to determine levels of adherence to state/national standards		☐
	Hawaii State Test of Essential Competencies					Revisions of forms.		☐
	Stanford Achievement Test 8th Ed.							☑
IA	Standardized Testing ITBS & ITED							☐

Question 3.1.6

What important changes, additions, or deletions occurred in this component during 1997 - 1998? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
ID	Math Assessment							☑
	Norm Referenced							☑
	Writing Assessment							☑
IL	Illinois Goal Assessment Program							☑
IN	Statewide Assessment		New Members	Established spring retest for the GQE		New Director of Assessment		☐
KS	Kansas Assessment Program		Performance assessment was eliminated, with the exception of writing. Performance assessments were optional in 97-98 at the state level. Hereafter, they are required at the local level only.					☐
KY	Alternate Portfolio							☐
	KIRIS On-Demand							☑
	National Norm Reference Test							☐
	Writing Portfolio Assessment							☑
LA	Graduation Exit Examination					The new Graduation Exit Examination will begin item development during 1998-99.		☐

Question 3.1.6

What important changes, additions, or deletions occurred in this component during 1997 - 1998? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
LA	LEAP Grades 3, 5, and 7 Criterion-Referenced Tests					The new assessment program will begin in Spring 1999. The state will continue development in science and social studies by field testing items in Spring 1999. Ongoing item development will also continue in 1998-99. The new Graduation Exit Examination will begin item development.		☐
	Norm-referenced Testing Program			Legislation was passed changing the grade levels assessed in the norm-referenced testing program from 4, 6, 8, 9, 10, and 11 to 3, 5, 6, 7, and 9.				☑
MA	Massachusetts Comprehensive Assessment							☑
	Massachusetts Grade 3 Reading Test							☑
MD	High School Assessments					The assessments are currently being developed, field tests are planned for January and May 2000.		☐
	Maryland Functional Tests		The Citizenship test is waived for all students who have never taken it following development and implementation of courses that include Maryland Core Learning Goals in government in all the LEAs.					☐
	Maryland School Performance Assessment Program							☑
ME	Maine State Tests							☐

Question 3.1.6

What important changes, additions, or deletions occurred in this component during 1997 - 1998? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
MI	Grade 4 and 7 Reading and Mathematics							☑
	Grade 5 and 8 Science and Writing							☑
	MEAP High School Test			Shortened tests, redesigned reporting categories, changed time of year.				☐
MN	Minnesota Comprehensive Assessments							☑
MO	MAP					MAP Assessments in Science and Communication Ars were made available on a voluntary basis. The MAP Mathematics Assessment became mandatory.		☐
MS	Functional Literacy Examination							☑
	Norm-Referenced Testing							☑
	Subject Area Testing							☑
MT	Student Assessment Requirement							☑
NC	NC Annual Testing Program		A High School Comprehensive Test in reading and mathematics was added for all grade 10 students.					☐
	NC Testing Program - Competency Testing							☑
	NC Tests of Computer Skills							☑

Question 3.1.6

What important changes, additions, or deletions occurred in this component during 1997 - 1998? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
NC	Norm-Referenced Testing Program							☑
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	Has included funding in his proposed budget to the state legislature.		Provided increased funding to continue the program by selecting a new test.		A new Test-Interpretation Video will be produced. This will be the Third Edition of Test-Interpretation Video since 1990.		☐
NE	No Statewide Assessments							☐
NH	NH Educational Improvement and Assessment Program							☑
NJ	Grade 11 High School Proficiency Test		Core curriculum content standards were adopted in May 1996; the high school graduation test was re-designed to align with the content standards and is being field tested beginning in October 1998 in the content areas of Language Arts, Literacy, and Mathematics. The newly-designed test will be operational in 2000 - 2001.			The new test will be called the High School Proficiency Assessment and will be field tested for two years before becoming the new graduation requirement in October 2000.		☐
	Grade 8 Early Warning Test		Core Curriculum Content Standards were adopted in May 1996; the eighth-grade assessment was redesigned to align with their content standards and was field tested in March 1998 in the content areas of Mathematics and Language Arts Literacy. The newly-designed test (to be called the "Grade Eight Proficiency Assessment") will be operational in 1998 - 1999.			The new eighth-grade assessment will be called the "Grade Eight Proficiency Assessment" (GEPA) and was field tested in March 1998 and will be operational in March 1999.		☐

Question 3.1.6

What important changes, additions, or deletions occurred in this component during 1997 - 1998? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
NM	NM Achievement Assessment		Changed tests from ITBS to CTBS and grade levels from 3, 5, 8 to 4, 6, 8.					☐
	NM High School Competency Exam							☑
	NM Writing Assessment Program					Change from portfolio writing assessment to direct, on-demand writing assessment.		☐
	Reading Assessment for Grades 1 and 2							☑
NV	Direct Writing Assessment at Grade 8					Fourth grade writing traits assessment added.		☐
	High School Proficiency Examination		For new reading and math tests: set standards, approved test frameworks, reviewed resulting tests.	For new reading and math tests: funded tests, mandated their introduction, set pattern of gradually increasing difficulty in standards.				☐
	Norm-Referenced Testing at Grades 4, 8, and 10		Added 10th grade as a mandated population, and added science as a subject area.	Added 10th grade as a mandated population, and added science as a subject area.		Added 10th grade and science.		☐
NY	Occupational Education Proficiency Examinations							☑
	Preliminary Competency Tests (PCT)							☑
	Program Evaluation Tests (PET)							☑
	Pupil Evaluation Program (PEP)							☑

Question 3.1.6

What important changes, additions, or deletions occurred in this component during 1997 - 1998? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
NY	Regents Competency Tests							☑
	Regents Examination Program							☑
	Second Language Proficiency Exams							☐
OH	4th-Grade Proficiency Testing			HB 770 specifies that after July 1, 1998 only operational items are released on July 1 of the following year.	Ohio Supreme Court ruled in April 1998 that proficiency tests are available as public records requests.			☐
	6th-Grade Proficiency Testing			HB 770 specifies that after July 1, 1998 only operational items are released on July 1 of the following year.	Ohio Supreme Court ruled in April 1998 that proficiency tests are available as public records requests.			☐
	9th-Grade Proficiency Testing			HB 770 specifies that after July 1, 1998 only operational items are released on July 1 of the following year.	Ohio Supreme Court ruled in April 1998 that proficiency tests are available as public records requests.			☐
	12th-Grade Proficiency Testing			HB 770 specifies that after July 1, 1998 only operational items are released on July 1 of the following year.	Ohio Supreme Court ruled in April 1998 that proficiency tests are available as public records requests.			☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component							☐
	Oklahoma Core Curriculum Tests			Implementation of law required testing to begin in Geography (Grades 5, 8, &11) and Oklahoma History (Grade 11) during the 1997-98 school year.				☐

Question 3.1.6

What important changes, additions, or deletions occurred in this component during 1997 - 1998? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
OR	Reading, Writing, and Mathematics Assessment					Oregon is moving to a "levels" assessment system for reading and mathematics multiple choice. In addition, the decision making process for students meeting the standard is being changed from a conjunctive model to one requiring a composite score.		☑
PA	Reading, Writing, Mathematics	Beginning the process to align items on the Reading and Math Assessment to the PA Academic Standards. This included developing new test questions, selecting reading passages and otherwise modify the Pennsylvania System of State Assessment to ensure that it measures the academic standards.						☐
PR	Prueba Puertorriquena de Competencias Escolares							☑
RI	English Lang. Arts & Math Performance Assessment					Added the English Language Arts component at grade 10 in the 1998-99 state assessment program		☐
	Health Education Performance Assessment					Changed the grades of testing to 5 and 9 (from 4 and 8) to lessen the burden on fourth and eighth grade students and teachers.		☐

Question 3.1.6

What important changes, additions, or deletions occurred in this component during 1997 - 1998? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
RI	MAT 7, Norm-Referenced					The remaining grades (4 and 8) will be eliminated from the State Assessment Program in 1998 - 99, leaving the Rhode Island program with no norm-referenced component.		☐
	Writing Performance Assessment							☑
SC	Basic Skills Assessment Program			New legislation will require the implementation of a new assessment system beginning in the 1998-99 school year.				☐
	Norm-Referenced Testing							☑
SD	Stanford Achievement Test, Ninth Edition						The SAT9 was new to all schools in 1997-98.	☐
TN	Achievement Test - NRT							☑
	Competency Test							☑
	High School End of Course		Number of potential subject areas to be assessed reduced from 47 to 13					☐
	TCAP Writing Assessment							☑
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests							☑
UT	Core Assessment CRT Program							☑

Question 3.1.6

What important changes, additions, or deletions occurred in this component during 1997 - 1998? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
UT	Core Curriculum Testing (Perf. Assessment)							☐
	Norm-Referenced Testing							☑
VA	Standards of Learning (SOL) Assessment Program			Appropriated funds for the development of a SOL high school world geography test.				☐
	Virginia Literacy Testing Program	The Literacy Passport Testing Program is being phased out and replaced by the SOL Assessment Program.	The Literacy Passport Testing Program is being phased out and replaced by the SOL Assessment Program.	The Literacy Passport Testing Program is being phased out and replaced by the SOL Assessment Program.				☐
	Virginia State Assessment Program		The State Board of Education voted to move from a spring administration to a fall administration to lessen the testing burden during the spring. This component was administered in spring 1997. The next administration was fall 1998. Thus, this component was not administered during the 1997-98 school year. The grade levels tested was also changed from 3, 5, 8, & 11 to 4, 6, & 9.					☑
VI	Terra Nova Assessments Series							☑
VT	Standard's Referenced Exams (NSRE and VT Assmt)			mandatory, as above				☐
	Vermont Developmental Reading Assessment			mandatory, as above				☐

Question 3.1.6 What important changes, additions, or deletions occurred in this component during 1997 - 1998? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
WA	Norm Referenced Testing			Grade 4 requirement moved to Grade 3, beginning in the spring of 1999				☐
	Second Grade Reading					Oral reading assessment developed during this year		☐
	Washington Assessment of Student Learning			4th grade mandated in spring of 1998; 7th grade voluntary testing introduced in spring of 1998				☐
WI	Reading Comprehension					The development of performance standards and proficiency levels occurred in July 1998. The performance standards are based only on the comprehension items. The performance standards for the 1998 Wisconsin Reading Comprehension Test were established in July 1998 by the State Superintendent, based on the recommendations of a 16-member standard-setting panel of third grade teachers and district reading specialists. Members of the panel established performance standards using their professional judgment regarding what is appropriate reading performance in four levels of proficiency for third grade students. Student performance is reported for Minimal, Basic, Proficient, and Advanced Proficiency levels.		☐

Question 3.1.6

What important changes, additions, or deletions occurred in this component during 1997 - 1998? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
WI	Wisconsin Student Assessment System (WSAS)					The standard setting procedure for the Knowledge and Concept Examinations at 4th, 8th, and 10th grades was designed and conducted by the test contractor, CTB McGraw-Hill in cooperation with the Department of Public Instruction. The Bookmark Procedure (Lewis, Mitzel, & Green, 1996) was the process which was used to set the proficiency cut scores. The panelists placed "bookmarks" at the item in their item ordered booklets that represented the breaking point between the proficiency categories: Minimal Performance, Basic, Proficient, and Advanced. The panelists were also asked to define the proficiency score standard(s) for each subject area using the Bookmark Procedure (Lewis, Mitzel, & Green, 1996), developed by CTB McGraw-Hill research scientists. The Proficiency Standard Setting Process occurred in April 1997, a representative group of Wisconsin educators and other citizens served on nine panels to study, debate, and recommend based on their collaborative expertise, proficiency score standards. The proficiency score standards will be used with subsequent administrations of the current series of Knowledge and Concepts Examinations. The Proficiency Score Setting Panels were comprised of 185 panel members from 100 school		☐

Question 3.1.6

What important changes, additions, or deletions occurred in this component during 1997 - 1998? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
						districts; professional organizations, self-nominations, and other referral sources.		
WV	ACT Explore							☑
	ACT Work Keys							☑
	Norm-referenced Testing							☑
	Writing Assessment							☑
WY	Carl Perkins Assessment							☑

Question 3.1.7

Are there any changes that you foresee in the next year (September, 1998 to August, 1999) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
AK	AK Writing Assessment							☐
	Norm-Referenced Testing							☐
AL	AL Direct Assessment of Writing							☑
	Alabama High School Basic Skills Exit Exam							☑
	End-of-Course Geometry Test						Will be deleted from assessment program.	☐
	Stanford Achievement Test, 9th edition							☑
AR	Criterion Referenced Testing							☐
	Norm Referenced Testing							☐
AZ	Stanford Achievement Test, Ninth Edition							☑
CA	Assessments in Career Education							☐
	Golden State Exams						Adding examinations in Physics and Spanish Language - May 1999	☐
	Physical Fitness Test			Reporting requirements more specific: report to Governor and Legislature by December 31 of reporting year.				☐
	Standardized Testing and Reporting Program (STAR)		"Augmentation" for Language Arts and Mathematics administered; augmentation science and history-social science developed.					☐
CO	Reading and Writing							☐

Question 3.1.7

Are there any changes that you foresee in the next year (September, 1998 to August, 1999) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
CT	Connecticut Academic Performance Test (CAPT)					Reporting of all results will include an SDE index that summarizes the performance of students at all achievement levels. This index parallels the index being used to satisfy the IASA Title I evaluation requirements.		☐
	Connecticut Mastery Test (CMT)					Reporting of all results will include an SDE index that summarizes the performance of students at all achievement levels. This index parallels the index being used to satisfy this IASA Title I evaluation requirements.		☐
DE	Delaware Student Testing Program - Mathematics							☐
	Delaware Student Testing Program - Reading NRT							☐
	Delaware Student Testing Program - Standards-Based Mathematics							☐
	Delaware Student Testing Program - Standards-Based Reading							☐
	Delaware Student Testing Program - Standards-Based Writing							☐
DoDEA	CTB TerraNova Multiple Assessment						New DoDEA Director	☐
	DoDEA Writing Assessment						New DoDEA Director	☐
FL	High School Competency Test							☐
	Writing Assessment Program							☐

Question 3.1.7 Are there any changes that you foresee in the next year (September, 1998 to August, 1999) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
GA	Georgia High School Graduation Tests (GHSGT)					A second level of performance is being developed. Beginning with the 98-99 year results will be reported at the "pass" and "pass-plus" levels.		☐
	Georgia Kindergarten Assessment Program (GKAP)					The department has significantly revised the GKAP for 98-99; aligned to revised curriculum. Consists of 32 activities and provides individual student measures of progress through progressive rubrics of evaluation.		☐
	Iowa Tests of Basic Skills, Complete Battery					Adoption process being initiated for selection of norm-referenced test for the following seven years.		☐
	Writing Assessments (Grades 3, 5, 8, 11)					Revision of 8th grade writing assessment		☐
HI	Credit by Examination					To be determined.		☐
	Hawaii State Test of Essential Competencies					Revisions of forms.		☐
	Stanford Achievement Test 8th Ed.		HI - DOE policies and rules			Alignment of standards-based curriculum with standards-based assessments.		☐
IA	Standardized Testing ITBS & ITED							☐
ID	Math Assessment							☑
	Norm Referenced							☑
	Writing Assessment							☑
IL	Illinois Goal Assessment Program		IGAP program replaced by ISAT program.	IGAP program replaced by ISAT program.		IGAP program replaced by ISAT program.		☐

Question 3.1.7

Are there any changes that you foresee in the next year (September, 1998 to August, 1999) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
IN	Statewide Assessment							☐
KS	Kansas Assessment Program		Performance assessment in reading and mathematics will be assessed at the local level only. It will no longer be optional at the state level.					☐
KY	Alternate Portfolio			State House Bill 53 passed in winter 1998 which legislates that the Kentucky Department of Education shall issue a revised assessment RFP and implement a new assessment and accountability system.				☐
	KIRIS On-Demand			State House Bill passed in winter 1998 which legislates that the Kentucky Department of Education shall issue a revised assessment RFP and implement a new assessment and accountability system.				☐
	National Norm Reference Test			State House Bill 53 passed in winter 1998 which legislates that the Kentucky Department of Education shall issue a revised assessment RFP and implement a new assessment and accountability system.				☐
	Writing Portfolio Assessment			State House Bill 53 passed in winter 1998 which legislates that the Kentucky Department of Education shall issue a revised assessment RFP and implement a new assessment and accountability system.				☐
LA	Graduation Exit Examination							☐

Question 3.1.7 Are there any changes that you foresee in the next year (September, 1998 to August, 1999) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
LA	LEAP Grades 3, 5, and 7 Criterion-Referenced Tests		The State Board of Elementary and Secondary Education (SBESE) has adopted performance standards for English and math (grades 4 and 8).					☐
	Norm-referenced Testing Program							☐
MA	Massachusetts Comprehensive Assessment							☑
	Massachusetts Grade 3 Reading Test		LEP students who entered school in the U.S. at the beginning of first grade or before will be required to take the Grade 3 Reading Test, regardless of whether they will be recommended for regular education classes for the following year. (Previously, only those LEP students who were being recommended for regular education classes in grade 4 were required to take the test.) For these students, results will be reported at the student level but will not be included in school or district results.					☐
MD	High School Assessments							☐
	Maryland Functional Tests							☑
	Maryland School Performance Assessment Program							☑
ME	Maine State Tests							☑
MI	Grade 4 and 7 Reading and Mathematics							☑
	Grade 5 and 8 Science and Writing							☑

Question 3.1.7

Are there any changes that you foresee in the next year (September, 1998 to August, 1999) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
MI	MEAP High School Test							☑
MN	Minnesota Comprehensive Assessments							☐
MO	MAP					MAP Assessments in Science and Communication Ars will be mandatory. MAP Assessments in Social Studies will be made available on a voluntary basis.		☐
MS	Functional Literacy Examination							☐
	Norm-Referenced Testing							☑
	Subject Area Testing							☑
MT	Student Assessment Requirement		State Board of Education and the OPI will select new test aligned to content and performance standards. Test results will be disaggregated.					☐
NC	NC Annual Testing Program		The open-ended assessment in grades 5 and 8 will be suspended. A pilot of standardized testing in second grade will occur.			In response to revised IDEA legislation, a pilot of an alternate assessment instrument will occur.		☐
	NC Testing Program - Competency Testing							☐
	NC Tests of Computer Skills							☑
	Norm-Referenced Testing Program							☑
ND	TerraNova and Test of Cognitive Skills, 2nd ed.							☐
NE	No Statewide Assessments							☐

Question 3.1.7

Are there any changes that you foresee in the next year (September, 1998 to August, 1999) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
NH	NH Educational Improvement and Assessment Program							☐
NJ	Grade 11 High School Proficiency Test							☐
	Grade 8 Early Warning Test							☐
NM	NM Achievement Assessment							☑
	NM High School Competency Exam		Discussion of "raising the bar" (cut score for passing) in line with raising standards.					☐
	NM Writing Assessment Program							☑
	Reading Assessment for Grades 1 and 2							☑
NV	Direct Writing Assessment at Grade 8					We will be revising the rubrics to better meet the new Nevada Standards.		☐
	High School Proficiency Examination		Standards raised in second increment.	Mandated gradual increase in standards. Second step expected in year two.				☐
	Norm-Referenced Testing at Grades 4, 8, and 10							☑
NY	Occupational Education Proficiency Examinations							☑
	Preliminary Competency Tests (PCT)					Grade 8 English Language Arts test replaces PCT Reading and Writing Tests		☐
	Program Evaluation Tests (PET)							☑

Question 3.1.7

Are there any changes that you foresee in the next year (September, 1998 to August, 1999) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
NY	Pupil Evaluation Program (PEP)					New grade 4 English Language Arts test and Mathematics test administered to grade 4 pupils; these tests replace the grade 3 Reading and grade 3 Math tests.		☐
	Regents Competency Tests					Gradual phasing out of all competency tests beginning in 1998-99 school year.		☐
	Regents Examination Program					Regents examination in Comprehensive English newly designed to reflect new and higher learning standards; 2 to 3 hour segments will replace the current 3 hour exam beginning in June 1999.		☐
	Second Language Proficiency Exams							☑
OH	4th-Grade Proficiency Testing							☐
	6th-Grade Proficiency Testing							☐
	9th-Grade Proficiency Testing							☐
	12th-Grade Proficiency Testing						The Board of Regents is promulgating rules for awarding a scholarship of at least $500 to students who enroll in higher education and were 12th grade proficient in all 5 test areas.	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component							☐

Question 3.1.7

Are there any changes that you foresee in the next year (September, 1998 to August, 1999) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
OK	Oklahoma Core Curriculum Tests		The Arts will be implemented during the 1998-99 school year. There is also a change in the benchmark for the 1998-99 school year in that Writing will be reported in four benchmarks as opposed to our current two: Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory.					☐
OR	Reading, Writing, and Mathematics Assessment							☐
PA	Reading, Writing, Mathematics	Assessment reports will include scaled scores and also standards based results.	No calculator section in the mathematics assessment.					☐
PR	Prueba Puertorriquena de Competencias Escolares	No changes for 1998-99. For 1999-2000, we plan to change it totally.						☐
RI	English Lang. Arts & Math Performance Assessment							☐
	Health Education Performance Assessment							☐
	MAT 7, Norm-Referenced							☐
	Writing Performance Assessment							☐
SC	Basic Skills Assessment Program			New legislation will require the implementation of a new assessment system beginning in the 1998-99 school year.				☐
	Norm-Referenced Testing			New legislation will require the implementation of a new assessment system in the 1998-99 school year.				☐

Question 3.1.7 Are there any changes that you foresee in the next year (September, 1998 to August, 1999) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
SD	Stanford Achievement Test, Ninth Edition			An open-ended Writing Exam will be administered to Grades 5 and 9 in the Fall of 998. Grade 2 will be added to the norm-referenced component.				☐
TN	Achievement Test - NRT							☑
	Competency Test							☑
	High School End of Course							☑
	TCAP Writing Assessment							☑
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests							☐
UT	Core Assessment CRT Program							☐
	Core Curriculum Testing (Perf. Assessment)							☐
	Norm-Referenced Testing							☐
VA	Standards of Learning (SOL) Assessment Program	The Governor provided support to move the testing window until a point later in the school year to allow more time for instruction prior to testing.	The State Board of Education established passing scores on the SOL tests in October 1998.					☐
	Virginia Literacy Testing Program							☐
	Virginia State Assessment Program							☐
VI	Terra Nova Assessments Series							☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)					Grade 11 will not be tested due to lack of funding		☐

Question 3.1.7

Are there any changes that you foresee in the next year (September, 1998 to August, 1999) in this component? If so, who is initiating them, and what are they?

State	Component	Governor	State Board of Education	Legislature	Courts	State Dept. of Education	Other	No Significant Changes
VT	Vermont Developmental Reading Assessment							☐
WA	Norm Referenced Testing							☐
	Second Grade Reading			Becomes mandatory				☐
	Washington Assessment of Student Learning			Add grade 10, voluntary administration in spring of 1999				☐
WI	Reading Comprehension							☑
	Wisconsin Student Assessment System (WSAS)							☑
WV	ACT Explore							☑
	ACT Work Keys							☑
	Norm-referenced Testing							☑
	Writing Assessment							☑
WY	Carl Perkins Assessment					Revision will be undertaken in response to the Carl Perkins reauthorization, and relevant changes in requirements.		☐

Question 3.1.8

Is this component used to define Adequate Yearly Progress for schools or LEAs? If Yes, is this component being used to identify schools in need of improvement for Title I purposes?

		AYP Defined		Transition Plan			Final Plan		
State	Component	Yes	No	Yes	No	Undecided	Yes	No	Undecided
AK	AK Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☐	☐	☐	☐
AL	AL Direct Assessment of Writing	☐	☑	☐	☐	☐	☐	☐	☐
	Alabama High School Basic Skills Exit Exam	☐	☑	☐	☐	☐	☐	☐	☐
	End-of-Course Geometry Test	☐	☑	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	☑	☐	☐	☑	☐	☐
AR	Criterion Referenced Testing	☑	☐	☑	☐	☐	☑	☐	☐
	Norm Referenced Testing	☑	☐	☑	☐	☐	☑	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☑	☐	☑	☐	☐	☐	☐	☑
CA	Assessments in Career Education	☐	☑	☐	☑	☐	☐	☑	☐
	Golden State Exams	☐	☑	☐	☑	☐	☐	☑	☐
	Physical Fitness Test	☐	☑	☐	☑	☐	☐	☑	☐
	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	☐	☐	☐	☐	☐
CO	Reading and Writing	☐	☐	☐	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☑	☐	☐
	Connecticut Mastery Test (CMT)	☑	☐	☐	☐	☐	☑	☐	☐
DE	Delaware Student Testing Program - Mathematics	☐	☑	☐	☑	☐	☐	☑	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☑	☐	☐	☑	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☑	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☐	☑	☐	☐	☑	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☐	☑	☐	☐	☑	☐
DoDEA	CTB TerraNova Multiple Assessment	☐	☑	☐	☐	☐	☐	☐	☐
	DoDEA Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐
FL	High School Competency Test	☑	☐	☐	☐	☐	☐	☐	☐
	Writing Assessment Program	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.1.8

Is this component used to define Adequate Yearly Progress for schools or LEAs? If Yes, is this component being used to identify schools in need of improvement for Title I purposes?

State	Component	AYP Defined		Transition Plan			Final Plan		
		Yes	No	Yes	No	Undecided	Yes	No	Undecided
GA	Georgia High School Graduation Tests (GHSGT)	☐	☑	☐	☐	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program (GKAP)	☐	☑	☐	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☑	☐	☑	☐	☐	☑	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☑	☐	☐	☐	☐	☐	☐
HI	Credit by Examination	☐	☑	☐	☐	☐	☐	☐	☐
	Hawaii State Test of Essential Competencies	☐	☑	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test 8th Ed.	☑	☐	☑	☐	☐	☐	☐	☑
IA	Standardized Testing ITBS & ITED	☑	☐	☑	☐	☐	☐	☐	☑
ID	Math Assessment	☑	☐	☑	☐	☐	☐	☐	☐
	Norm Referenced	☑	☐	☑	☐	☐	☐	☐	☐
	Writing Assessment	☑	☐	☑	☐	☐	☐	☐	☐
IL	Illinois Goal Assessment Program	☑	☐	☐	☐	☐	☑	☐	☐
IN	Statewide Assessment	☐	☐	☐	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☑	☐	☐	☐	☐	☑	☐	☐
KY	Alternate Portfolio	☑	☐	☐	☑	☐	☐	☑	☐
	KIRIS On-Demand	☑	☐	☐	☑	☐	☐	☑	☐
	National Norm Reference Test	☐	☑	☐	☑	☐	☐	☑	☐
	Writing Portfolio Assessment	☑	☐	☐	☑	☐	☐	☑	☐
LA	Graduation Exit Examination	☑	☐	☑	☐	☐	☐	☑	☐
	LEAP Grades 3, 5, and 7 Criterion-Referenced Tests	☑	☐	☑	☐	☐	☐	☑	☐
	Norm-referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment	☑	☐	☐	☑	☐	☑	☐	☐
	Massachusetts Grade 3 Reading Test	☐	☑	☐	☐	☐	☐	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☑	☐	☐	☑	☐	☐
	Maryland School Performance Assessment Program	☑	☐	☑	☐	☐	☑	☐	☐
ME	Maine State Tests	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.1.8

Is this component used to define Adequate Yearly Progress for schools or LEAs? If Yes, is this component being used to identify schools in need of improvement for Title I purposes?

		AYP Defined		Transition Plan			Final Plan		
State	Component	Yes	No	Yes	No	Undecided	Yes	No	Undecided
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☑	☐	☐	☐	☐	☐
	Grade 5 and 8 Science and Writing	☑	☐	☑	☐	☐	☐	☐	☐
	MEAP High School Test	☑	☐	☑	☐	☐	☐	☐	☐
MN	Minnesota Comprehensive Assessments	☑	☐	☑	☐	☐	☑	☐	☐
MO	MAP	☑	☐	☑	☐	☐	☑	☐	☐
MS	Functional Literacy Examination	☐	☑	☐	☑	☐	☐	☐	☑
	Norm-Referenced Testing	☐	☑	☐	☑	☐	☐	☑	☐
	Subject Area Testing	☐	☑	☐	☑	☐	☐	☐	☑
MT	Student Assessment Requirement	☑	☐	☑	☐	☐	☐	☐	☑
NC	NC Annual Testing Program	☑	☐	☑	☐	☐	☑	☐	☐
	NC Testing Program - Competency Testing	☐	☑	☐	☐	☐	☐	☐	☐
	NC Tests of Computer Skills	☐	☑	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing Program	☐	☑	☐	☑	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☑	☐	☐	☐	☐	☐
NE	No Statewide Assessments	☐	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☐	☑	☐	☐	☑	☐	☐
NJ	Grade 11 High School Proficiency Test	☐	☐	☐	☐	☐	☐	☐	☐
	Grade 8 Early Warning Test	☐	☐	☐	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☑	☐	☑	☐	☐	☐	☐	☑
	NM High School Competency Exam	☐	☑	☐	☐	☐	☐	☐	☐
	NM Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐
	Reading Assessment for Grades 1 and 2	☐	☑	☐	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grade 8	☐	☑	☐	☐	☐	☐	☐	☐
	High School Proficiency Examination	☐	☑	☐	☑	☐	☐	☑	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☑	☐	☐	☐	☐	☐

Question 3.1.8

Is this component used to define Adequate Yearly Progress for schools or LEAs? If Yes, is this component being used to identify schools in need of improvement for Title I purposes?

		AYP Defined		Transition Plan			Final Plan		
State	Component	Yes	No	Yes	No	Undecided	Yes	No	Undecided
NY	Occupational Education Proficiency Examinations	☑	☐	☐	☑	☐	☐	☑	☐
	Preliminary Competency Tests (PCT)	☑	☐	☐	☐	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☑	☐	☐	☑	☐	☐	☑	☐
	Pupil Evaluation Program (PEP)	☑	☐	☑	☐	☐	☐	☐	☐
	Regents Competency Tests	☑	☐	☐	☑	☐	☐	☑	☐
	Regents Examination Program	☑	☐	☑	☐	☐	☑	☐	☐
	Second Language Proficiency Exams	☐	☑	☐	☐	☐	☐	☐	☐
OH	4th-Grade Proficiency Testing	☑	☐	☑	☐	☐	☑	☐	☐
	6th-Grade Proficiency Testing	☑	☐	☑	☐	☐	☑	☐	☐
	9th-Grade Proficiency Testing	☑	☐	☑	☐	☐	☑	☐	☐
	12th-Grade Proficiency Testing	☑	☐	☑	☐	☐	☑	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☑	☐	☐	☐	☐	☑	☐	☐
	Oklahoma Core Curriculum Tests	☑	☐	☐	☐	☐	☑	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☐	☑	☐	☐	☑	☐	☐
PA	Reading, Writing, Mathematics	☑	☐	☑	☐	☐	☐	☐	☐
PR	Prueba Puertorriquena de Competencias Escolares	☑	☐	☑	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	☐	☐	☑	☐	☐
	Health Education Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐
	MAT 7, Norm-Referenced	☐	☑	☐	☐	☐	☐	☐	☐
	Writing Performance Assessment	☑	☐	☐	☐	☐	☑	☐	☐
SC	Basic Skills Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☐	☐	☑	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☑	☐	☐	☑	☐
TN	Achievement Test - NRT	☐	☐	☐	☐	☐	☐	☐	☐
	Competency Test	☐	☑	☐	☑	☐	☐	☑	☐
	High School End of Course	☑	☐	☐	☑	☐	☐	☑	☐
	TCAP Writing Assessment	☐	☑	☐	☑	☐	☐	☑	☐

Question 3.1.8

Is this component used to define Adequate Yearly Progress for schools or LEAs? If Yes, is this component being used to identify schools in need of improvement for Title I purposes?

		AYP Defined		Transition Plan			Final Plan		
State	Component	Yes	No	Yes	No	Undecided	Yes	No	Undecided
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☐	☐	☐	☐	☐	☐	☐
UT	Core Assessment CRT Program	☑	☐	☐	☐	☐	☑	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☑	☐	☐	☐	☐	☐	☑	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☑	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☑	☐	☑	☐	☑	☐	☐
	Virginia Literacy Testing Program	☐	☑	☐	☑	☐	☐	☑	☐
	Virginia State Assessment Program	☑	☐	☑	☐	☐	☐	☑	☐
VI	Terra Nova Assessments Series	☑	☐	☐	☐	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	☑	☐	☐	☐	☐	☑
	Vermont Developmental Reading Assessment	☑	☐	☑	☐	☐	☐	☐	☑
WA	Norm Referenced Testing	☑	☐	☑	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☐	☑	☐	☐	☐	☐	☐	☐
WI	Reading Comprehension	☐	☑	☐	☐	☐	☐	☐	☐
	Wisconsin Student Assessment System (WSAS)	☑	☐	☐	☐	☐	☐	☐	☐
WV	ACT Explore	☐	☑	☐	☑	☐	☐	☑	☐
	ACT Work Keys	☐	☑	☐	☑	☐	☐	☑	☐
	Norm-referenced Testing	☑	☐	☑	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☑	☐	☐	☑	☐
WY	Carl Perkins Assessment	☐	☑	☐	☐	☐	☐	☐	☐
	Totals by State	44	24	30	12	0	20	13	7
	Totals by Component	69	47	28	28	0	30	28	9

Question 3.1.9

Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
AK	AK Writing Assessment					
	Norm-Referenced Testing	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
AL	AL Direct Assessment of Writing					
		Writing	1	3	9	3
	Alabama High School Basic Skills Exit Exam	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Other LA	1	2	1	1
	End-of-Course Geometry Test	Mathematics	1	2, 4	1, 6	1
	Stanford Achievement Test, 9th edition	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
AR	Criterion Referenced Testing	Mathematics	1	2	1, 5	1
		Reading	1	2	1, 5	1
		Writing	1	2	6	1
	Norm Referenced Testing	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
AZ	Stanford Achievement Test, Ninth Edition	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
CA	Assessments in Career Education					
		Career/Voc. Ed.	6, 7, 8	2	1 and 6	1 *

Student Groups
1 = All students statewide
2 = Students sampled by district
3 = Students sampled by school
4 = Students sampled by classroom
5 = Individual student sampling
6 = Voluntary at district level
7 = Voluntary at school level
8 = Voluntary at student level

Assessment Type(s)
1 = Norm-referenced test
2 = Criterion-referenced test
3 = Writing assessment
4 = Performance assessment
5 = Portfolios
6 = Other

Item Type(s)
1 = Mulitple-choice, single correct answer
2 = Mulitiple-choice, multiple correct answer
3 = Mulitiple-choice, with student explanation
4 = Fill in the blank or cloze
5 = Short constructed response
6 = Extended constructed response
7 = Observation
8 = Examples of student work
9 = Individual hands-on performance tasks
10 = Group hands-on performance tasks
11 = Projects, exhibitions, or demonstrations
12 = Computer administered items
13 = Gridded
14 = Other

Assessment Administration
1 = All students take common test
2 = Multiple forms with common items (anchor)
3 = Multiple forms with no common items

Question 3.1.9

Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
CA	Golden State Exams	Mathematics	8, 6	6	1, 5, 6, 9	2
		Reading	8, 6	6	1, 5, 6	2
		Writing	8, 6	6	1, 5, 6	2
		Science	8, 6	6	1, 5, 9	2
		Social Studies	8, 6	6	1, 5	2
		Civics	8, 6	6	1, 5	2
		Economics	8, 6	6	1, 5	2
		Geography	8, 6	6		
		History	8, 6	6	1, 5	2
				Hybrid - Standards Based Assessment		
	Physical Fitness Test	Physical Ed.	1	4	9	1
	Standardized Testing and Reporting Program (STAR)	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Writing	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
CO	Reading and Writing	Reading	1	1,2	1, 4, 8	1
		Writing	1	1,2,3	1, 4, 8	1
CT	Connecticut Academic Performance Test (CAPT)	Mathematics	1	2	5, 13	2
		Reading	1	2	6	1
		Writing	1	2,3	6	1
		Other LA	1	2	1	2
		Science	1	2, 4	1, 5, 10	2
	Connecticut Mastery Test (CMT)	Mathematics	1	2	1, 5, 13	1
		Reading	1	2	1, 5	1
		Writing	1	2, 3	6	1
		Other LA	1	2	1	1
DE	Delaware Student Testing Program - Mathematics	Mathematics	1	1	1	1

Student Groups
1 = All students statewide
2 = Students sampled by district
3 = Students sampled by school
4 = Students sampled by classroom
5 = Individual student sampling
6 = Voluntary at district level
7 = Voluntary at school level
8 = Voluntary at student level

Assessment Type(s)
1 = Norm-referenced test
2 = Criterion-referenced test
3 = Writing assessment
4 = Performance assessment
5 = Portfolios
6 = Other

Item Type(s)
1 = Mulitple-choice, single correct answer
2 = Mulitiple-choice, multiple correct answer
3 = Mulitiple-choice, with student explanation
4 = Fill in the blank or cloze
5 = Short constructed response
6 = Extended constructed response
7 = Observation
8 = Examples of student work
9 = Individual hands-on performance tasks
10 = Group hands-on performance tasks
11 = Projects, exhibitions, or demonstrations
12 = Computer administered items
13 = Gridded
14 = Other

Assessment Administration
1 = All students take common test
2 = Multiple forms with common items (anchor)
3 = Multiple forms with no common items

Question 3.1.9

Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
DE	Delaware Student Testing Program - Reading NRT	Reading	1	1	1	1
	Delaware Student Testing Program - Standards-Based Mathematics	Mathematics	1	1,2	1, 5, 6	1
	Delaware Student Testing Program - Standards-Based Reading	Reading	1	2	1, 5, 6	2
	Delaware Student Testing Program - Standards-Based Writing	Writing	1	3	6	1
DoDEA	CTB TerraNova Multiple Assessment	Mathematics	1	1	1, 3, 5	1
		Reading	1	1	1, 3, 5	1
		Other LA	1	1	1, 3, 5	1
		Science	1	1	1, 3, 5	1
		Social Studies	1	1	1, 3, 5	1
	DoDEA Writing Assessment	Writing	1	3	6	2
FL	FL High School Competency Test	Mathematics	1	2	1	2
		Reading	1	2	1	2
		Writing	1	2	1	2
	FL Writing Assessment Program	Writing	1 (in grades 4, 8, 10)	3	6	3
GA	Georgia High School Graduation Tests (GHSGT)	Mathematics	1	2	1	2
		Reading	1	2	1	2
		Other LA	1	2	1	2
		Science	1	2	1	2
		Social Studies	1	2	1	2
	Georgia Kindergarten Assessment Program (GKAP)	Mathematics	1	4, 5	7, 5, 8, 9	1
		Reading	1	4, 5	7, 5, 8, 9	1
		Writing	1	3, 4, 5	7, 5, 8, 9	1
		Other LA	1	4, 5	7, 5, 8, 9	1
		Social Emotional	1	4	7	1

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Assessment Type(s)
1 = Norm-referenced test
2 = Criterion-referenced test
3 = Writing assessment
4 = Performance assessment
5 = Portfolios
6 = Other

Item Type(s)
1 = Mulitple-choice, single correct answer
2 = Mulitiple-choice, multiple correct answer
3 = Mulitiple-choice, with student explanation
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5 = Short constructed response
6 = Extended constructed response
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State	Component		Student Groups	Test Types	Item Types	Assessment Administration
GA	Iowa Tests of Basic Skills, Complete Battery	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
	Writing Assessments (Grades 3, 5, 8, 11)	Writing	1	2, 3, 4, 5	6, 8, 9	1
HI	Credit by Examination	Mathematics	1	2	1	1
		Foreign Lang.	1	2	1	1
		Career/Voc. Ed.	1	4	8,9	1
		Computer Skills	1	4	8, 9	1
	Hawaii State Test of Essential Competencies	Mathematics	1	2	1	2
		Reading	1	2	1	2
		Writing	1	2	1	2
		Other LA	1	4	7	1
		Science	NA	NA	NA	NA
		Social Studies	1	2	1	2
		Civics	1	2	1	2
		Economics	1	2	1	2
		Geography	1	2	1	2
		History	1	2	1	2
		Health Ed.	1	2	1	2
		Employ. Skills	1	2	1	2
		Career/Voc. Ed.	1	2	1	2
	Stanford Achievement Test 8th Ed.	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
IA	Standardized Testing ITBS & ITED	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Writing	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
ID	Math Assessment	Mathematics	1	4	5,6,8	1

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State	Component		Student Groups	Test Types	Item Types	Assessment Administration
ID	Norm Referenced Test	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Writing	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
		Civics	1	1	1	1
		Economics	1	1	1	1
		Geography	1	1	1	1
		History	1	1	1	1
	Writing Assessment					
		Writing	1	3	6	1
IL	Illinois Goal Assessment Program	Mathematics	1	1,2	1	1
		Reading	1	1,2	2	1
		Writing	1	3	6	1
		Science	1	1,2	1	1
		Social Studies	1	1,2	1	1
		Health Ed.	5	1	1	3
		Physical Ed.	5	1	1	3
		Dance	5	1	1	3
		Music	5	1	1	3
		Theatre	5	1	1	3
IN	Statewide Assessment	Mathematics	1	1, 2	1, 5	1
		Reading	1	1, 2	1, 5, 6	1
		Other LA	1	1, 2, 3	1, 5, 6	
KS	Kansas Assessment Program	Mathematics	1	2	1, 2	1
		Reading	1	2	1, 2	1
		Writing	1	3	6	1
KY	Alternate Portfolio					
		Alternate Portfolio	1	6	7,8,9	1

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State	Component		Student Groups	Test Types	Item Types	Assessment Administration
KY	KIRIS On-Demand	Mathematics	1	3	1, 6	2
		Reading	1	3	1, 6	2
		Writing	1	3	6	3
		Science	1	3	1, 6	2
		Social Studies	1	3	1, 6	2
		Civics	1	3	1, 6	2
		Economics	1	3	1, 6	2
		Geography	1	3	1, 6	2
		History	1	3	1, 6	2
		Health Ed.	1	3	1, 6	2
		Physical Ed.	1	3	1, 6	2
		Dance	1	3	1, 6	2
		Music	1	3	1, 6	2
		Theatre	1	3	1, 6	2
		Visual Arts	1	3	1, 6	2
		Employ. Skills	1	3	1, 6	2
		Career/Voc. Ed.	1	3	1, 6	2
		Humanities	1	3	1, 6	2
	National Norm Reference Test	Mathematics	1	1	1	1
		Reading	1	1	1	1
	Writing Portfolio Assessment	Writing	1	3,5	8	1
LA	Graduation Exit Examination	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	3	6	1
		Science	1	2	1	1
		Social Studies	1	2	1	1
	LEAP Grades 3, 5, and 7 Criterion-Referenced Tests	Mathematics	1	2	1	1
		Reading	1	2	1	1
	Norm-referenced Testing Program	1.The complete battery was administered.		1	1	1

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State	Component		Student Groups	Test Types	Item Types	Assessment Administration
MA	Massachusetts Comprehensive Assessment	Mathematics	1	2	1,5	2
		Reading	1	2	1,5	2
		Writing	1	2,3	6	2
		Other LA	1	2	1,5	2
		Science	1	2	1, 5	2
	Massachusetts Grade 3 Reading Test	Reading	1	1	1	1
MD	High School Assessments					
	Maryland Functional Tests	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	2, 3	6	1
		Civics	1	2	1	1
	Maryland School Performance Assessment Program	Mathematics	1	4	5, 6, 9, 10	3
		Reading	1	4	5, 6	3
		Writing	1	4	5, 6	3
		Other LA	1	4	5, 6	3
		Science	1	4	5, 6, 9, 10	3
		Social Studies	1	4	5, 6, 9, 10	3
ME	Maine State Tests	Mathematics	1	4	6	2
		Reading	1	4	6	2
		Writing	1	3	6	1
		Science	1	4	6	3
		Social Studies	1	4	6	3
		Arts and Humanities	1	4	6	3
MI	Grade 4 and 7 Reading and Mathematics	Mathematics	1	2	1	1
		Reading	1	2	1	1
	Grade 5 and 8 Science and Writing					
		Writing	1	3	6	1
		Science	1	2	1, 5, 10	1
	MEAP High School Test	Mathematics	1	2	1, 5	1
		Reading	1	2	1, 6	1
		Writing	1	3	6	1
		Science	1	2	1,5	1

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MN	Minnesota Comprehensive Assessments	Mathematics	1	2	1, 5	2
		Reading	1	2	1, 5	2
		Writing	1	3	6	3
MO	MAP	Mathematics		1, 2, 4	1, 5, 6	1
		Reading		1, 2, 4	1, 5, 6	1
		Writing		2, 4		1
		Other LA		1, 2, 4	1, 5, 6	1
		Science		1, 2, 4	1, 5, 6	1
				1, 2, 4	1, 5, 6	1
		Civics		1, 2, 4	1, 5, 6	1
		Economics		1, 2, 4	1, 5, 6	1
		Geography		1, 2, 4	1, 5, 6	1
		History		1, 2, 4	1, 5, 6	1
				2, 4	1, 5, 6	1
				2, 4	1, 5, 6	1
		Dance		2, 4	1	1
		Music		2, 4	1	1
		Theatre		2, 4	1	1
		Visual Arts		2, 4	1	1
MS	Functional Literacy Examination	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	2,3	1,6	1
	Norm-Referenced Testing	Mathematics	1	1,4	1,4,5,6	1
		Reading	1	1,4	1,4,5,6	1
		Other LA	1	1,4	1,4,5,6	1
	Subject Area Testing	Mathematics	1	2	1,6	2
		Science	1	2	1,6	2
		History	1	2	1,6	2
MT	Student Assessment Requirement	Mathematics	1	1	1,2	1
		Reading	1	1	1,2	1
		Other LA	1	1	1,2	1
		Science	1	1	1,2	1
		Social Studies	1	1	1,2	1
NC	NC Annual Testing Program					

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State	Component		Student Groups	Test Types	Item Types	Assessment Administration
NC	NC Testing Program - Competency Testing	Mathematics	1	1, 2, 4	1, 5, 9	3
		Reading	1	1, 2	1	3
		Computer Skills	1	1, 2	1	3
	NC Tests of Computer Skills					
		Computer Skills	1	2	1, 5	1, 3
	Norm-Referenced Testing Program	Mathematics	1		1	
		Reading	1		1	
		Writing	1		1	
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	Mathematics	1	1	1, 5 at grade 4	1
		Reading	1	1	1, 5 at grade 4	1
		Other LA	1	1	1, 5 at grade 4	1
		Science	1	1	1, 5 at grade 4	1
		Social Studies	1	1	1, 5 at grade 4	1
NE	No Statewide Assessment					
NH	NH Educational Improvement and Assessment Program	Mathematics	1	2	1, 6	2
		Reading	1	2	1, 6	2
		Writing	1	2, 3	1, 6	2
		Other LA	1	2	1, 6	2
		Science	1	2	1, 6	2
		Social Studies	1	2	1, 6	2
		Civics	1	2	1, 6	2
		Economics	1	2	1, 6	2
		Geography	1	2	1, 6	2
		History	1	2	1, 6	2
NJ	Grade 11 High School Proficiency Test	Mathematics	1	2	1, 6, 13	1
		Reading	1	2	1, 6	1
		Writing	1	2, 3	1, 6	1
	Grade 8 Early Warning Test	Mathematics	1	2	1, 6, 13	1
		Reading	1	2	1, 6	1
		Writing	1	2, 3	1, 6	1

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State	Component		Student Groups	Test Types	Item Types	Assessment Administration
NM	NM Achievement Assessment	Mathematics	1	1, 2, 4	1, 4, 5, 6	1
		Reading	1	1, 2, 4	1, 4, 5, 6	1
		Other LA	1	1, 2, 4	1, 4, 5, 6	1
		Science	1	1, 2, 4	1, 4, 5, 6	1
		Social Studies	1	1, 2, 4	1, 4, 5, 6	1
	NM High School Competency Exam	Mathematics	1	2, 4	1,5	1
		Reading	1	2, 4	1,5	1
		Writing	1	2, 4	6	1
		Other LA	1	2, 4	1,5	1
		Science	1	2, 4	1,5	1
		Social Studies	1	2, 4	1,5	1
	NM Writing Assessment Program	Writing	1	4	6	1
	Reading Assessment for Grades 1 and 2	Reading	1	6 (local option)	14 (local option)	local option
NV	Direct Writing Assessment at Grade 8	Writing	1	3	6	1
	High School Proficiency Examination	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	3	6	1
	Norm-Referenced Testing at Grades 4, 8, and 10	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
NY	Occupational Education Proficiency Examinations	Career/Voc. Ed.	1	2	1	1
	Preliminary Competency Tests (PCT)	Reading	1	2	1	1
		Writing	1	3	6	1

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State	Component		Student Groups	Test Types	Item Types	Assessment Administration
NY	Program Evaluation Tests (PET)					
		Science	1	2	1, 9	1
		Social Studies	1	2	1, 6	1
	Pupil Evaluation Program (PEP)	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	3	6	1
	Regents Competency Tests	Mathematics	1	2	1, 5	1
		Reading	1	2	1	1
		Writing	1	3	6	1
		Science	1	2	1, 5	1
		Social Studies	1	2	1, 6	1
	Regents Examination Program	Mathematics	1	2	1, 5, 6	1
		Other LA	1	2	1, 5, 6	1
		Science	1	2	1, 5	1
		Social Studies	1	2	1, 6	1
		Foreign Lang.	1	2	1, 5, 9	1
	Second Language Proficiency Exams					
		Foreign Lang.	1	2, 3, 4	1, 6	1
OH	4th-Grade Proficiency Testing	Mathematics	1	2	1, 5, 6	1
		Reading	1	2	1, 5, 6	1
		Writing	1	3	6	1
		Science	1	2	1, 5, 6	1
		Social Studies	1	2	1, 5, 6	1
		Civics	1	2	1, 5, 6	1
		Economics	1	2	1, 5, 6	1
		Geography	1	2	1, 5, 6	1
		History	1	2	1, 5, 6	1

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State	Component		Student Groups	Test Types	Item Types	Assessment Administration
OH	6th-Grade Proficiency Testing	Mathematics	1	2	1, 5, 6	1
		Reading	1	2	1, 5, 6	1
		Writing	1	3	6	1
		Science	1	2	1, 5, 6	1
		Social Studies	1	2	1, 5, 6	1
		Civics	1	2	1, 5, 6	1
		Economics	1	2	1, 5, 6	1
		Geography	1	2	1, 5, 6	1
		History	1	2	1, 5, 6	1
	9th-Grade Proficiency Testing	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	3	6	1
		Science	1	2	1	1
		Social Studies	1	2	1	1
		Civics	1	2	1	1
		Economics	1	2	1	1
		Geography	1	2	1	1
		History	1	2	1	1
	12th-Grade Proficiency Testing	Mathematics	1	2	1, 13	1
		Reading	1	2	1	1
		Writing	1	3	6	1
		Social Studies	1	2	1	1
		Civics	1	2	1	1
		Economics	1	2	1	1
		Geography	1	2	1	1
		History	1	2	1	1
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
		Sources of Information	1	1	1	1

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1 = All students statewide
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Assessment Type(s)
1 = Norm-referenced test
2 = Criterion-referenced test
3 = Writing assessment
4 = Performance assessment
5 = Portfolios
6 = Other

Item Type(s)
1 = Mulitple-choice, single correct answer
2 = Mulitiple-choice, multiple correct answer
3 = Mulitiple-choice, with student explanation
4 = Fill in the blank or cloze
5 = Short constructed response
6 = Extended constructed response
7 = Observation
8 = Examples of student work
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12 = Computer administered items
13 = Gridded
14 = Other

Assessment Administration
1 = All students take common test
2 = Multiple forms with common items (anchor)
3 = Multiple forms with no common items

Question 3.1.9

Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
OK	Oklahoma Core Curriculum Tests	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	4	6	1
		Science	1	2	1	1
		Geography	1	2	1	1
		History	1	2	1	1
		OK History - Grade 11	1	2	1	1
OR	Reading, Writing, and Mathematics Assessment	Mathematics	1	2,4	1,6	2
		Reading	1	2	1	2
		Writing	1	3	6	2
PA	Reading, Writing, Mathematics	Mathematics	1	1,4	1,6	2
		Reading	1	1,4	1,6	2
		Writing	6	3	6	3
PR	Prueba Puertorriquena de Competencias Escolares	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	2	1	1
		Science	1	2	1	1
		Social Studies	1	2	1	1
		Foreign Lang.	1	1	1	1
RI	English Lang. Arts & Math Performance Assessment	Mathematics	1	2	1,5,6	1
		Reading	1	2	1,5,6	1
		Writing	1	2	1,5,6	1
	Health Education Performance Assessment	Health Ed.	1	2	1, 5, 6	2
	MAT 7, Norm-Referenced	Mathematics	1	1	1	1
		Reading	1	1	1	1
	Writing Performance Assessment	Writing	1	3	6	1
SC	Basic Skills Assessment Program	Mathematics	1	2	1	1
		Reading	1	2	1	1
		Writing	1	2, 3	6	1
		Science	1	2	1	1

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State	Component		Student Groups	Test Types	Item Types	Assessment Administration
SC	Norm-Referenced Testing	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
SD	Stanford Achievement Test, Ninth Edition	Mathematics	1	1	1	2
		Reading	1	1	1	2
		Writing	1	3	6	2
		Other LA	1	1	1	2
		Science	1	1	1	2
		Social Studies	1	1	1	2
		Civics	1	1	1	2
		Economics	1	1	1	2
		Geography	1	1	1	2
		History	1	1	1	2
TN	Achievement Test - NRT	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
	Competency Test	Mathematics	1	2	4	1
		Other LA	1	2	4	1
	High School End of Course	Mathematics	1	1	1	1
	TCAP Writing Assessment	Writing	1	4	6	1
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	Mathematics	1	2	1	2
		Reading	1	2	1	2
		Writing	1	3	1,6	2
		Other LA	1	2,3	1,5,6	2
		Science	1	2	1	2
		Social Studies	1	2	1	2
		History	1	2	1	2
		Algebra I	1	2	1	2
UT	Core Assessment CRT Program	Mathematics	6	2	1	1
		Reading	6	2	1	1
		Writing	6	2	1	1

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Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
UT	Core Curriculum Testing (Perf. Assessment)	Mathematics	7	4	6	1
		Reading	7	4	6	1
		Writing	7	3	6	1
		Other LA	7	4	6	1
		Science	7	4	6	1
		Social Studies	7	4	6	1
		Civics	7	4	2	1
		Economics	7	4	6	1
		Geography	7	4	6	1
		History	7	4	6	1
		Visual Arts	7	4	6	1
	Norm-Referenced Testing	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Social Studies	1	1	1	1
VA	Standards of Learning (SOL) Assessment Program	Mathematics	1	2	1	2
		Reading	1	2	1	2
		Writing	1	2, 3	1, 6	2
		Science	1	2	1	2
		History	1	2	1	2
		Computer Skills	1	2	1	2
	Virginia Literacy Testing Program	Mathematics	1	2	1	1
		Reading	1	2	1, 4	1
		Writing	1	2, 3	6	1
	Virginia State Assessment Program	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
VI	Terra Nova Assessments Series	Mathematics	1	1	1,6	1
		Reading	1	1	1,6	1
		Other LA	1	1	1,6	1
		Science	1	1	1,6	1
		Social Studies	1	1	1, 6	1

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Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students. See the legend below for coded options.

State	Component		Student Groups	Test Types	Item Types	Assessment Administration
VT	Standard's Referenced Exams (NSRE and VT Assmt)	Mathematics	1	1, 2	1, 5, 6	1
		Reading	1	1, 2	1, 5, 6	1
		Writing	1	2	1, 6	1
		Science	1	1, 2	1, 5	1
	Vermont Developmental Reading Assessment	Reading	1	4	10	1
WA	Norm Referenced Testing	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Writing	1	1	1	1
	Second Grade Reading	Reading	2	2	7	3
	Washington Assessment of Student Learning	Mathematics	4th (1); 7th (7)	2	1,5,6	1
		Reading	4th (1); 7th (7)	2	1,5,6	1
		Writing	4th (1); 7th (7)	3	6	1
		Other LA	4th (1); 7th (7)	2	1,5,6	1
WI	Reading Comprehension	Reading	1	1, 2	1, 5	1
	Wisconsin Student Assessment System (WSAS)	Mathematics	1	1, 2	1, 5, 6	1
		Reading	1	1, 2	1, 5, 6	1
		Writing	1	3	6	1
		Other LA	1	3	3	1
		Science	1	1, 2	1, 5, 6	1
		Social Studies	1	1, 2	1, 5, 6	1
WV	ACT Explore	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1	1	1	1
		Career/Voc. Ed.	1	1	1	1
	ACT Work Keys	Employ. Skills	1	2	1	1

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State	Component		Student Groups	Test Types	Item Types	Assessment Administration
WV	Norm-referenced Testing	Mathematics	1	1	1	1
		Reading	1	1	1	1
		Other LA	1	1	1	1
		Science	1 (Grade 3-11)	1 (Grade 3-11)	1 (Grade 3-11)	1 (Grade 3-11)
		Social Studies	1 (Grade 3-11)	1 (Grade 3-11)	1 (Grade 3-11)	1 (Grade 3-11)
	Writing Assessment					
		Writing	1	3	6	1
WY	Carl Perkins Assessment					
		Employ. Skills	3	4	7	1
		Career/Voc. Ed.	3	4	7, 8	1

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Question 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

State	Component	Calculators allowed: Yes	No	N/A	A. If yes, how were the calculators supplied? by student	by school	supplied with the test materials and were collected	B. If yes, what kind of calculators were allowed? graphic	scientific	four function	C. Were there any sections of the test that students were not permitted to use the calculator? Yes	No	D. Are there any items on the asssessment that are "calculator dependent"? Yes	No
AK	AK Writing Assessment	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
AL	AL Direct Assessment of Writing	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama High School Basic Skills Exit Exam	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	End-of-Course Geometry Test	☑	☐	☐	☑	☐	☐	☑	☑	☑	☐	☑	☐	☑
	Stanford Achievement Test, 9th edition	☑	☐	☐	☑	☑	☐	☑	☑	☑	☑	☐	☐	☑
AR	Criterion Referenced Testing	☑	☐	☐	☑	☑	☐	☑	☑	☑	☑	☐	☐	☑
	Norm Referenced Testing	☑	☐	☐	☑	☑	☐	☐	☐	☐	☑	☐	☐	☑
AZ	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☑
	Golden State Exams	☑	☐	☐	☑	☑	☐	☑	☑	☐	☐	☑	☐	☑
	Physical Fitness Test	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
CO	Reading and Writing	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☑	☐	☑	☑	☑	☑	☐	☐	☑
	Connecticut Mastery Test (CMT)	☑	☐	☐	☐	☑	☐	☐	☐	☑	☑	☐	☐	☑
DE	Delaware Student Testing Program - Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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DE	Delaware Student Testing Program - Reading NRT	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☐	☐	☑	☐	☑	☑	☑	☑	☐	☑	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
DoDEA	CTB TerraNova Multiple Assessment	☑	☐	☐	☐	☑	☐	☐	☐	☑	☑	☐	☐	☑
	DoDEA Writing Assessment	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
FL	FL High School Competency Test	☑	☐	☐	☐	☐	☑	☐	☐	☑	☐	☑	☐	☑
	FL Writing Assessment Program	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
GA	Georgia High School Graduation Tests (GHSGT)	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☑	☐	☑
	Georgia Kindergarten Assessment Program (GKAP)	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☑	☐	☐	☐	☑	☐	☐	☐	☑	☑	☐	☐	☑
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
HI	Credit by Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Hawaii State Test of Essential Competencies	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test 8th Ed.	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS & ITED	☑	☐	☐	☐	☑	☑	☐	☐	☐	☑	☐	☐	☐

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State	Component	Calculators allowed: Yes	No	N/A	A. If yes, how were the calculators supplied? by student	by school	supplied with the test materials and were collected	B. If yes, what kind of calculators were allowed? graphic	scientific	four function	C. Were there any sections of the test that students were not permitted to use the calculator? Yes	No	D. Are there any items on the asssessment that are "calculator dependent"? Yes	No
ID	Math Assessment	☑	☐	☐	☑	☐	☐	☐	☐	☑	☐	☑	☐	☑
	Norm Referenced Test	☑	☐	☐	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑
	Writing Assessment	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
IL	Illinois Goal Assessment Program	☑	☐	☐	☑	☑	☐	☐	☐	☑	☐	☑	☐	☑
IN	Statewide Assessment	☑	☐	☐	☐	☐	☑	☐	☐	☐	☑	☐	☐	☐
KS	Kansas Assessment Program	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☑	☐	☑
KY	Alternate Portfolio	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐	☑
	KIRIS On-Demand	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☑	☐	☑
	National Norm Reference Test	☑	☐	☐	☑	☑	☐	☑	☑	☑	☑	☐	☐	☑
	Writing Portfolio Assessment	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐	☑
LA	Graduation Exit Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	LEAP Grades 3, 5, and 7 Criterion-Referenced Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment	☑	☐	☐	☑	☑	☐	☑	☑	☑	☑	☐	☑	☐
	Massachusetts Grade 3 Reading Test	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☐	☑	☑	☐	☐	☐	☑	☐	☑	☐	☑
	Maryland School Performance Assessment Program	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☐	☑	☐

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State	Component	Calculators allowed: Yes	No	N/A	A. If yes, how were the calculators supplied? by student	by school	supplied with the test materials and were collected	B. If yes, what kind of calculators were allowed? graphic	scientific	four function	C. Were there any sections of the test that students were not permitted to use the calculator? Yes	No	D. Are there any items on the asssessment that are "calculator dependent"? Yes	No
ME	Maine State Tests	☑	☐	☐	☑	☑	☑	☐	☐	☐	☑	☐	☑	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☐	☑	☑	☐	☑	☑	☑	☑	☐	☐	☑
	Grade 5 and 8 Science and Writing	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	MEAP High School Test	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☑	☐	☑
MN	Minnesota Comprehensive Assessments	☑	☐	☐	☐	☑	☐	☑	☑	☑	☑	☐	☐	☑
MO	MAP	☑	☐	☐	☑	☐	☐	☑	☑	☑	☑	☐	☐	☑
MS	Functional Literacy Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Subject Area Testing	☑	☐	☐	☐	☑	☐	☑	☐	☐	☑	☐	☑	☐
MT	Student Assessment Requirement	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☐	☐	☑	☑	☐	☑	☑	☑	☑	☐	☑	☐
	NC Testing Program - Competency Testing	☑	☐	☐	☑	☑	☐	☐	☑	☑	☑	☐	☐	☑
	NC Tests of Computer Skills	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☐	☑	☐	☐	☑	☑	☑	☑	☐	☐	☑
NE	No Statewide Assessment	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	☑	☑	☐	☐	☐	☑	☑	☐	☐	☑
NJ	Grade 11 High School Proficiency Test	☑	☐	☐	☐	☑	☐	☑	☑	☑	☑	☐	☐	☑

Question 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

State	Component	Calculators allowed: Yes	No	N/A	A. If yes, how were the calculators supplied? by student	by school	supplied with the test materials and were collected	B. If yes, what kind of calculators were allowed? graphic	scientific	four function	C. Were there any sections of the test that students were not permitted to use the calculator? Yes	No	D. Are there any items on the asssessment that are "calculator dependent"? Yes	No
NJ	Grade 8 Early Warning Test	☑	☐	☐	☐	☑	☐	☑	☑	☑	☑	☐	☐	☑
NM	NM Achievement Assessment	☑	☐	☐	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑
	NM High School Competency Exam	☑	☐	☐	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑
	NM Writing Assessment Program	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Reading Assessment for Grades 1 and 2	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grade 8	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	High School Proficiency Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	☐	☑	☐	☐	☐	☑	☑	☐	☐	☑
NY	Occupational Education Proficiency Examinations	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Preliminary Competency Tests (PCT)	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Pupil Evaluation Program (PEP)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Regents Competency Tests	☑	☐	☐	☑	☐	☐	☐	☐	☑	☐	☑	☐	☑
	Regents Examination Program	☑	☐	☐	☑	☑	☐	☐	☑	☐	☐	☑	☐	☑
	Second Language Proficiency Exams	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
OH	4th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☑	☐	☐	☑	☑	☐	☐	☐	☑	☐	☑	☐	☑
	9th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

State	Component	Calculators allowed: Yes	No	N/A	A. If yes, how were the calculators supplied? by student	by school	supplied with the test materials and were collected	B. If yes, what kind of calculators were allowed? graphic	scientific	four function	C. Were there any sections of the test that students were not permitted to use the calculator? Yes	No	D. Are there any items on the asssessment that are "calculator dependent"? Yes	No
OH	12th-Grade Proficiency Testing	☑	☐	☐	☑	☑	☐	☐	☑	☑	☐	☑	☐	☑
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☑	☐	☑
PA	Reading, Writing, Mathematics	☑	☐	☐	☐	☑	☐	☐	☐	☑	☐	☑	☐	☑
PR	Prueba Puertorriquena de Competencias Escolares	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☑
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	☑	☑	☐	☑	☑	☑	☐	☑	☑	☐
	Health Education Performance Assessment	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	MAT 7, Norm-Referenced	☑	☐	☐	☐	☑	☐	☐	☐	☑	☐	☑	☑	☐
	Writing Performance Assessment	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
SC	Basic Skills Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑
TN	Achievement Test - NRT	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	Competency Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	High School End of Course	☑	☐	☐	☑	☐	☐	☐	☐	☑	☐	☑	☐	☑
	TCAP Writing Assessment	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

State	Component	Calculators allowed:			A. If yes, how were the calculators supplied?			B. If yes, what kind of calculators were allowed?			C. Were there any sections of the test that students were not permitted to use the calculator?		D. Are there any items on the asssessment that are "calculator dependent"?	
		Yes	No	N/A	by student	by school	supplied with the test materials and were collected	graphic	scientific	four function	Yes	No	Yes	No
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	☑	☑	☐	☑	☐	☐	☐	☑	☐	☑
UT	Core Assessment CRT Program	☑	☐	☐	☑	☑	☐	☐	☐	☐	☑	☐	☑	☐
	Core Curriculum Testing (Perf. Assessment)	☑	☐	☐	☑	☑	☐	☐	☐	☐	☐	☑	☐	☑
	Norm-Referenced Testing	☑	☐	☐	☑	☑	☐	☐	☐	☐	☑	☐	☐	☑
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☐	☐	☐	☑	☑	☐	☑	☑	☐	☐	☑
	Virginia Literacy Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment Program	☑	☐	☐	☐	☐	☑	☐	☐	☑	☑	☐	☐	☑
VI	Terra Nova Assessments Series	☑	☐	☐	☑	☐	☐	☐	☑	☐	☐	☑	☐	☑
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	☐	☑	☐	☐	☑	☑	☑	☐	☑	☐	☑
	Vermont Developmental Reading Assessment	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
WA	Norm Referenced Testing	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐
	Second Grade Reading	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑	☐	☐	☑	☑	☐	☐	☐	☐	☑	☐	☐	☑
WI	Reading Comprehension	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Wisconsin Student Assessment System (WSAS)	☑	☐	☐	☑	☑	☐	☐	☐	☐	☑	☐	☐	☐
WV	ACT Explore	☑	☐	☐	☐	☑	☐	☐	☐	☑	☑	☐	☐	☑

Question 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

State	Component	Calculators allowed: Yes	No	N/A	A. If yes, how were the calculators supplied? by student	by school	supplied with the test materials and were collected	B. If yes, what kind of calculators were allowed? graphic	scientific	four function	C. Were there any sections of the test that students were not permitted to use the calculator? Yes	No	D. Are there any items on the asssessment that are "calculator dependent"? Yes	No
WV	ACT Work Keys	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing	☑	☐	☐	☐	☑	☐	☐	☐	☑	☑	☐	☐	☑
	Writing Assessment	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐
	Totals by State	43	20	21	29	32	5				30	22	9	35
	Totals by Component	63	29	29	41	45	6				38	28	10	54

Question 3.1.11 Were any manipulatives (e.g., math tiles, protractors, paper rulers) provided to students on any subjects assessed in this component?

State	Component	Yes	No	Not Applicable	If Yes, which manipulatives were provided?
AK	AK Writing Assessment	☐	☐	☐	
	Norm-Referenced Testing	☐	☑	☐	
AL	AL Direct Assessment of Writing	☐	☐	☑	
	Alabama High School Basic Skills Exit Exam	☐	☑	☐	
	End-of-Course Geometry Test	☑	☐	☐	
	Stanford Achievement Test, 9th edition	☑	☐	☐	Paper rulers
AR	Criterion Referenced Testing	☑	☐	☐	Ruler, pattern blocks, counters
	Norm Referenced Testing	☐	☑	☐	
AZ	Stanford Achievement Test, Ninth Edition	☐	☑	☐	
CA	Assessments in Career Education	☐	☑	☐	
	Golden State Exams	☐	☑	☐	
	Physical Fitness Test	☐	☐	☑	
	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	Paper rulers
CO	Reading and Writing	☐	☐	☑	
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	Paper rulers, science performance task items were provided
	Connecticut Mastery Test (CMT)	☑	☐	☐	Paper rulers
DE	Delaware Student Testing Program - Mathematics	☑	☐	☐	Rulers
	Delaware Student Testing Program - Reading NRT	☐	☐	☑	
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☐	Tiles, Rulers
	Delaware Student Testing Program - Standards-Based Reading	☐	☐	☑	

Question 3.1.11

Were any manipulatives (e.g., math tiles, protractors, paper rulers) provided to students on any subjects assessed in this component?

State	Component	Yes	No	Not Applicable	If Yes, which manipulatives were provided?
DE	Delaware Student Testing Program - Standards-Based Writing	☐	☐	☑	
DoDEA	CTB TerraNova Multiple Assessment	☑	☐	☐	Ruler, pattern shapes, protractor, etc.
	DoDEA Writing Assessment	☐	☐	☑	
FL	FL High School Competency Test	☐	☑	☐	
	FL Writing Assessment Program	☐	☐	☑	
GA	Georgia High School Graduation Tests (GHSGT)	☐	☑	☐	
	Georgia Kindergarten Assessment Program (GKAP)	☑	☐	☐	Tiles, counting objects
	Iowa Tests of Basic Skills, Complete Battery	☐	☑	☐	
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☑	☐	
HI	Credit by Examination	☐	☑	☐	
	Hawaii State Test of Essential Competencies	☐	☑	☐	
	Stanford Achievement Test 8th Ed.	☐	☑	☐	
IA	Standardized Testing ITBS & ITED	☐	☐	☐	
ID	Math Assessment	☑	☐	☐	Rulers, protractors, string, compass, etc.,
	Norm Referenced Test	☐	☐	☑	
	Writing Assessment	☐	☐	☑	
IL	Illinois Goal Assessment Program	☐	☑	☐	
IN	Statewide Assessment	☑	☐	☐	Paper, rulers, protractors, punch-out coins
KS	Kansas Assessment Program	☑	☐	☐	Manipulatives are available in classroom for math assessment.
KY	Alternate Portfolio	☐	☐	☑	
	KIRIS On-Demand	☑	☐	☐	Grade 5 Mathematics - ruler
	National Norm Reference Test	☑	☐	☐	Mathematics - Rulers

Question 3.1.11 Were any manipulatives (e.g., math tiles, protractors, paper rulers) provided to students on any subjects assessed in this component?

State	Component	Yes	No	Not Applicable	If Yes, which manipulatives were provided?
KY	Writing Portfolio Assessment	☐	☐	☑	
LA	Graduation Exit Examination	☐	☑	☐	
	LEAP Grades 3, 5, and 7 Criterion-Referenced Tests	☐	☑	☐	
	Norm-referenced Testing Program	☐	☑	☐	
MA	Massachusetts Comprehensive Assessment	☑	☐	☐	Grade 4: shapes, tiles, ruler. Grade 8: ruler. Grade 10: none.
	Massachusetts Grade 3 Reading Test	☐	☐	☑	
MD	High School Assessments	☐	☐	☐	
	Maryland Functional Tests	☐	☑	☐	
	Maryland School Performance Assessment Program	☑	☐	☐	Various science materials (trays, eyedroppers, stirrers, plastic knifes, measuring spoons etc.,) Equipment (balance and microscope) Consumables (plastic straw, markers, masking tape, string, paper towels etc.,) Support Materials (markers, masking tape, calculators, rulers, scissors etc.,)
ME	Maine State Tests	☑	☐	☐	Ruler, compass, or counters depending on the grade.
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☐	Acetate rulers, area grid, and protractors
	Grade 5 and 8 Science and Writing	☑	☐	☐	Science investigation materials.
	MEAP High School Test	☑	☐	☐	An acetate sheet with a protractor, 10 x 10 grid, ruler, formula sheet
MN	Minnesota Comprehensive Assessments	☐	☑	☐	
MO	MAP	☑	☐	☐	Punchout ruler, protractor, pattern blocks and coins
MS	Functional Literacy Examination	☐	☑	☐	
	Norm-Referenced Testing	☐	☑	☐	
	Subject Area Testing	☑	☐	☐	Straight edge
MT	Student Assessment Requirement	☐	☑	☐	

Question 3.1.11 **Were any manipulatives (e.g., math tiles, protractors, paper rulers) provided to students on any subjects assessed in this component?**

State	Component	Yes	No	Not Applicable	If Yes, which manipulatives were provided?
NC	NC Annual Testing Program	☑	☐	☐	Rulers, protractors for End-of-Grades 3-8.
	NC Testing Program - Competency Testing	☑	☐	☐	Rulers and protractors for the mathematics application section.
	NC Tests of Computer Skills	☐	☑	☐	
	Norm-Referenced Testing Program	☐	☑	☐	
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☐	Rulers, punch out manipulatives of different shapes and sizes.
NE	No Statewide Assessment	☐	☐	☐	
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	Math reference sheet; ruler, paper tiles, sheet of counters; squares, cuisienaire rods, definition of math terms.
NJ	Grade 11 High School Proficiency Test	☑	☐	☐	Rulers and geometric shapes
	Grade 8 Early Warning Test	☑	☐	☐	Rulers and geometric shapes
NM	NM Achievement Assessment	☑	☐	☐	Ruler, protractor, tangram, pattern blocks
	NM High School Competency Exam	☐	☑	☐	
	NM Writing Assessment Program	☐	☐	☑	
	Reading Assessment for Grades 1 and 2	☐	☐	☑	
NV	Direct Writing Assessment at Grade 8	☐	☐	☑	
	High School Proficiency Examination	☐	☑	☐	
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☐	Ruler
NY	Occupational Education Proficiency Examinations	☐	☑	☐	
	Preliminary Competency Tests (PCT)	☐	☐	☑	
	Program Evaluation Tests (PET)	☑	☐	☐	Secure information-manipulative skills test
	Pupil Evaluation Program (PEP)	☐	☑	☐	

Question 3.1.11 Were any manipulatives (e.g., math tiles, protractors, paper rulers) provided to students on any subjects assessed in this component?

State	Component	Yes	No	Not Applicable	If Yes, which manipulatives were provided?
NY	Regents Competency Tests	☐	☑	☐	
	Regents Examination Program	☐	☑	☐	
	Second Language Proficiency Exams	☐	☐	☑	
OH	4th-Grade Proficiency Testing	☐	☑	☐	
	6th-Grade Proficiency Testing	☐	☑	☐	
	9th-Grade Proficiency Testing	☐	☑	☐	
	12th-Grade Proficiency Testing	☐	☑	☐	
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☑	☐	
	Oklahoma Core Curriculum Tests	☐	☑	☐	
OR	Reading, Writing, and Mathematics Assessment	☐	☑	☐	
PA	Reading, Writing, Mathematics	☐	☑	☐	
PR	Prueba Puertorriquena de Competencias Escolares	☐	☑	☐	
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	A variety of manipulatives could be used although they are not provided with the tests. Standard and metric rulers are provided.
	Health Education Performance Assessment	☐	☐	☐	
	MAT 7, Norm-Referenced	☐	☑	☐	
	Writing Performance Assessment	☐	☑	☐	
SC	Basic Skills Assessment Program	☑	☐	☐	Rulers, protractors
	Norm-Referenced Testing	☐	☑	☐	
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	
TN	Achievement Test - NRT	☑	☐	☐	Paper rulers
	Competency Test	☐	☐	☐	
	High School End of Course	☐	☑	☐	

Question 3.1.11 Were any manipulatives (e.g., math tiles, protractors, paper rulers) provided to students on any subjects assessed in this component?

State	Component	Yes	No	Not Applicable	If Yes, which manipulatives were provided?
TN	TCAP Writing Assessment	☐	☐	☑	
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	Paper rulers for grade 8 science; formula charts for grades 3-8 math and 10 math
UT	Core Assessment CRT Program	☑	☐	☐	Counters (e.g. beans, tokens) at grades 1 and 2.
	Core Curriculum Testing (Perf. Assessment)	☑	☐	☐	Varies depending on exercise
	Norm-Referenced Testing	☑	☐	☐	Rulers and scratch paper
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☐	Compass, protractors, vinyl rulers
	Virginia Literacy Testing Program	☑	☐	☐	Dictionaries are provided during the writing test.
	Virginia State Assessment Program	☑	☐	☐	Rulers
VI	Terra Nova Assessments Series	☑	☐	☐	Protractors, paper rulers, math tiles
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	☐	Ruler
	Vermont Developmental Reading Assessment	☐	☐	☑	
WA	Norm Referenced Testing	☐	☑	☐	
	Second Grade Reading	☐	☐	☑	
	Washington Assessment of Student Learning	☑	☐	☐	None provided, some allowed, ie, rulers, compass, math tiles, protractors.
WI	Reading Comprehension	☐	☐	☑	
	Wisconsin Student Assessment System (WSAS)	☑	☐	☐	Grade 4: Geometrical shapes and cardboard ruler. Grades 8 & 10: Protractors and cardboard rulers.
WV	ACT Explore	☐	☑	☐	
	ACT Work Keys	☐	☑	☐	
	Norm-referenced Testing	☑	☐	☐	Rulers
	Writing Assessment	☐	☐	☑	

Question 3.1.11

Were any manipulatives (e.g., math tiles, protractors, paper rulers) provided to students on any subjects assessed in this component?

State	Component	Yes	No	Not Applicable	If Yes, which manipulatives were provided?
WY	Carl Perkins Assessment	☐	☐	☑	
	Totals by State	35	29		
	Totals by Component	47	47		

Question 3.1.12 **Were any reference materials (e.g., reference sheets, dictionaries, word lists) provided?**

State	Component	Yes	No	Not Applicable	If Yes, which reference materials were provided?
AK	AK Writing Assessment	☐	☐	☐	
	Norm-Referenced Testing	☐	☐	☐	
AL	AL Direct Assessment of Writing	☐	☑	☐	
	Alabama High School Basic Skills Exit Exam	☐	☑	☐	
	End-of-Course Geometry Test	☐	☑	☐	
	Stanford Achievement Test, 9th edition	☐	☑	☐	
AR	Criterion Referenced Testing	☑	☐	☐	Formula sheet, writer's checklist
	Norm Referenced Testing	☐	☑	☐	
AZ	Stanford Achievement Test, Ninth Edition	☐	☑	☐	
CA	Assessments in Career Education	☐	☑	☐	
	Golden State Exams	☐	☑	☐	
	Physical Fitness Test	☐	☐	☑	
	Standardized Testing and Reporting Program (STAR)	☐	☑	☐	
CO	Reading and Writing	☐	☐	☐	
CT	Connecticut Academic Performance Test (CAPT)	☐	☑	☐	
	Connecticut Mastery Test (CMT)	☐	☑	☐	
DE	Delaware Student Testing Program - Mathematics	☐	☑	☐	
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	☐	Formulas
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☐	

Question 3.1.12 **Were any reference materials (e.g., reference sheets, dictionaries, word lists) provided?**

State	Component	Yes	No	Not Applicable	If Yes, which reference materials were provided?
DE	Delaware Student Testing Program - Standards-Based Writing	☑	☐	☐	Dictionary, Thesaurus, Revision and Editing Checklist
DoDEA	CTB TerraNova Multiple Assessment	☐	☑	☐	
	DoDEA Writing Assessment	☐	☐	☑	
FL	FL High School Competency Test	☐	☑	☐	
	FL Writing Assessment Program	☐	☐	☑	
GA	Georgia High School Graduation Tests (GHSGT)	☑	☐	☐	Reference sheet - Science
	Georgia Kindergarten Assessment Program (GKAP)	☐	☐	☑	
	Iowa Tests of Basic Skills, Complete Battery	☐	☑	☐	
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☑	☐	
HI	Credit by Examination	☐	☑	☐	
	Hawaii State Test of Essential Competencies	☐	☑	☐	
	Stanford Achievement Test 8th Ed.	☐	☑	☐	
IA	Standardized Testing ITBS & ITED	☐	☐	☐	
ID	Math Assessment	☐	☑	☑	
	Norm Referenced Test	☐	☐	☑	
	Writing Assessment	☑	☐	☐	Classroom dictionaries, thesaurus
IL	Illinois Goal Assessment Program	☐	☑	☐	
IN	Statewide Assessment	☐	☐	☐	
KS	Kansas Assessment Program	☐	☑	☐	
KY	Alternate Portfolio	☐	☐	☑	
	KIRIS On-Demand	☑	☐	☐	Grades 8 and 11 Mathematics -- reference sheets

Question 3.1.12 **Were any reference materials (e.g., reference sheets, dictionaries, word lists) provided?**

State	Component	Yes	No	Not Applicable	If Yes, which reference materials were provided?
KY	National Norm Reference Test	☐	☑	☐	
	Writing Portfolio Assessment	☐	☐	☑	
LA	Graduation Exit Examination	☑	☐	☐	Yes, dictionaries were provided for the Written Composition test.
	LEAP Grades 3, 5, and 7 Criterion-Referenced Tests	☐	☑	☐	
	Norm-referenced Testing Program	☐	☑	☐	
MA	Massachusetts Comprehensive Assessment	☑	☐	☐	All grades: dictionaries for use with long composition only. Grades 8 and 10: reference sheets with formulas for mathematics.
	Massachusetts Grade 3 Reading Test	☐	☑	☐	
MD	High School Assessments	☐	☐	☐	
	Maryland Functional Tests	☐	☑	☐	
	Maryland School Performance Assessment Program	☑	☐	☐	Dictionaries, reference sheets, etc.,
ME	Maine State Tests	☐	☐	☐	
MI	Grade 4 and 7 Reading and Mathematics	☐	☑	☐	
	Grade 5 and 8 Science and Writing	☑	☐	☐	Science investigation journals.
	MEAP High School Test	☑	☐	☐	Math formula sheet, area grid, protractor, rulers
MN	Minnesota Comprehensive Assessments	☐	☑	☐	
MO	MAP	☑	☐	☐	
MS	Functional Literacy Examination	☐	☑	☐	
	Norm-Referenced Testing	☐	☑	☐	
	Subject Area Testing	☑	☐	☐	formula chart
MT	Student Assessment Requirement	☐	☑	☐	

Question 3.1.12 **Were any reference materials (e.g., reference sheets, dictionaries, word lists) provided?**

State	Component	Yes	No	Not Applicable	If Yes, which reference materials were provided?
NC	NC Annual Testing Program	☑	☐	☐	Formula sheets for math End-of-Grades 3-8.
	NC Testing Program - Competency Testing	☐	☑	☐	
	NC Tests of Computer Skills	☐	☑	☐	
	Norm-Referenced Testing Program	☐	☑	☐	
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☑	☐	
NE	No Statewide Assessment	☐	☐	☐	
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	Use of dictionary and thesaurus are permitted on writing sample.
NJ	Grade 11 High School Proficiency Test	☑	☐	☐	Mathematics reference sheet containing formulas, conversions, ruler, geometric shapes
	Grade 8 Early Warning Test	☑	☐	☐	Mathematics Reference Sheet which contained formulas, conversions, ruler, geometric shapes
NM	NM Achievement Assessment	☐	☑	☐	
	NM High School Competency Exam	☑	☐	☐	Dictionary and/or Thesaurus during writing of composition
	NM Writing Assessment Program	☑	☐	☐	Classroom reference materials.
	Reading Assessment for Grades 1 and 2	☐	☐	☑	
NV	Direct Writing Assessment at Grade 8	☑	☐	☐	Grade 8 allowed dictionaries.
	High School Proficiency Examination	☑	☐	☐	Formula table for math test.
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☑	☐	
NY	Occupational Education Proficiency Examinations	☐	☑	☐	
	Preliminary Competency Tests (PCT)	☐	☐	☑	

Question 3.1.12 **Were any reference materials (e.g., reference sheets, dictionaries, word lists) provided?**

State	Component	Yes	No	Not Applicable	If Yes, which reference materials were provided?
NY	Program Evaluation Tests (PET)	☐	☑	☐	
	Pupil Evaluation Program (PEP)	☐	☑	☐	
	Regents Competency Tests	☐	☑	☐	
	Regents Examination Program	☑	☐	☐	
	Second Language Proficiency Exams	☐	☐	☑	
OH	4th-Grade Proficiency Testing	☐	☑	☐	
	6th-Grade Proficiency Testing	☐	☑	☐	
	9th-Grade Proficiency Testing	☐	☑	☐	
	12th-Grade Proficiency Testing	☐	☑	☐	
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☑	☐	
	Oklahoma Core Curriculum Tests	☐	☑	☐	
OR	Reading, Writing, and Mathematics Assessment	☐	☑	☐	
PA	Reading, Writing, Mathematics	☑	☐	☐	Dictionary and Thesaurus
PR	Prueba Puertorriquena de Competencias Escolares	☐	☑	☐	
RI	English Lang. Arts & Math Performance Assessment	☑	☑	☐	
	Health Education Performance Assessment	☐	☑	☐	
	MAT 7, Norm-Referenced	☐	☑	☐	
	Writing Performance Assessment	☐	☑	☐	
SC	Basic Skills Assessment Program	☑	☐	☐	Reference sheets, dictionaries.
	Norm-Referenced Testing	☐	☑	☐	
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	
TN	Achievement Test - NRT	☐	☑	☐	

Question 3.1.12 **Were any reference materials (e.g., reference sheets, dictionaries, word lists) provided?**

State	Component	Yes	No	Not Applicable	If Yes, which reference materials were provided?
TN	Competency Test	☐	☑	☐	
	High School End of Course	☑	☐	☐	Reference sheets
	TCAP Writing Assessment	☐	☑	☐	
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	Dictionaries
UT	Core Assessment CRT Program	☐	☐	☑	
	Core Curriculum Testing (Perf. Assessment)	☐	☐	☐	
	Norm-Referenced Testing	☐	☑	☐	
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☐	Mathematics: formula sheets; Chemistry: Periodic table; Writing: Writers checklist, dictionary
	Virginia Literacy Testing Program	☐	☑	☐	
	Virginia State Assessment Program	☐	☑	☐	
VI	Terra Nova Assessments Series	☐	☑	☐	
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	☐	For MATH only, a formula sheet was provided, students could use other materials that were customarily in use.
	Vermont Developmental Reading Assessment	☐	☐	☑	
WA	Norm Referenced Testing	☐	☑	☐	
	Second Grade Reading	☐	☐	☑	
	Washington Assessment of Student Learning	☐	☑	☐	None provided, dictionaries, thesauruses allowed
WI	Reading Comprehension	☐	☑	☐	
	Wisconsin Student Assessment System (WSAS)	☐	☑	☐	
WV	ACT Explore	☐	☑	☐	
	ACT Work Keys	☐	☑	☐	
	Norm-referenced Testing	☐	☑	☐	

Question 3.1.12 **Were any reference materials (e.g., reference sheets, dictionaries, word lists) provided?**

State	Component	Yes	No	Not Applicable	If Yes, which reference materials were provided?
WV	Writing Assessment	☑	☐	☐	Dictionaries at grade 4 only.
WY	Carl Perkins Assessment	☐	☐	☑	
	Totals by State	25	40		
	Totals by Component	30	72		

Question 3.1.13

Was this component produced by or developed with the assisstance of external contractors? If yes, what kind of assessments are they, and what is the assessment name(s) and contractor?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
AK	AK Writing Assessment	☐	☐						
	Norm-Referenced Testing	☑	☐						
AL	AL Direct Assessment of Writing	☑	☐						
	Alabama High School Basic Skills Exit Exam	☑	☐						
	End-of-Course Geometry Test	☑	☐						
	Stanford Achievement Test, 9th edition	☑	☐		SEA selected subtests to be included				
AR	Criterion Referenced Testing	☑	☐					Data Recognition Corporation	Dr. Gayle Potter
	Norm Referenced Testing	☑	☐	Stanford Achievement Test, 9th Ed.				Harcourt Brace Educational Measurement	Doris Callahan
AZ	Stanford Achievement Test, Ninth Edition	☑	☐	Stanford Achievement Test, Ninth Edition				Harcourt Brace Educational Measurement	Kelly Powell
CA	Assessments in Career Education	☑	☐					Sacramento County Office of Education, West Ed	Richard Diaz
	Golden State Exams	☑	☐						
	Physical Fitness Test	☑	☐	Fitnessgram/Cooper Institute					
	Standardized Testing and Reporting Program (STAR)	☑	☐	Stanford Achievement Test Ninth Edition Form T				Harcourt Educational Measurement	1100 local contracts
CO	Reading and Writing	☑	☐		Use of multiple Item Sources			CTB-McGraw/Hill	
CT	Connecticut Academic Performance Test (CAPT)	☑	☐					Harcourt Brace Educational Measurement	Charlene Tucker

Question 3.1.13

Was this component produced by or developed with the assisstance of external contractors? If yes, what kind of assessments are they, and what is the assessment name(s) and contractor?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
CT	Connecticut Mastery Test (CMT)	☑	☐		Degrees of Reading Power developed by TASA			Harcourt Brace Educational Measurement	William Congero
DE	Delaware Student Testing Program - Mathematics	☑	☐	Stanford Achievement Test, 9th Edition (SAT9) - Problem Solving				Harcourt Brace	Dr. Wayne Barton
	Delaware Student Testing Program - Reading NRT	☑	☐	Stanford Achievement Test, 9th Edition (SAT9)				Harcourt Brace	Dr. Wayne Barton
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐					Harcourt Brace	Dr. Wayne Barton
	Delaware Student Testing Program - Standards-Based Reading	☑	☐					Harcourt Brace	Dr. Wayne Barton
	Delaware Student Testing Program - Standards-Based Writing	☑	☐					Harcourt Brace	Dr. Wayne Barton
DoDEA	CTB TerraNova Multiple Assessment	☑	☐	CTB TerraNova Multiple Assessment					
	DoDEA Writing Assessment	☑	☐				CTB/McGraw-Hill in collaboration with DoDEA		
FL	FL High School Competency Test	☑	☐		Florida item bank only			National Computer Systems, Inc.	Thomas H. Fisher
	FL Writing Assessment Program	☐	☑						
GA	Georgia High School Graduation Tests (GHSGT)	☑	☐					Measurement, Inc.	Joan M. Boorman
	Georgia Kindergarten Assessment Program (GKAP)	☑	☐					IOX Corporation	Cyndy Stephens
	Iowa Tests of Basic Skills, Complete Battery	☑	☐	Iowa tests of Basic Skills, Riverside Publishing				Riverside Publishing	Deborah Beckman
	Writing Assessments (Grades 3, 5, 8, 11)	☑	☐					Test Scoring and Reporting Services	Deborah Beckman

Question 3.1.13

Was this component produced by or developed with the assisstance of external contractors? If yes, what kind of assessments are they, and what is the assessment name(s) and contractor?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
HI	Credit by Examination	☑	☐					Varied, depending on test content	Selvin Chin-Chance
	Hawaii State Test of Essential Competencies	☐	☑						
	Stanford Achievement Test 8th Ed.	☑	☐	Stanford Achievement Test 8th Ed.				Harcourt Brace	Selvin Chin-Chance
IA	Standardized Testing ITBS & ITED	☐	☑						
ID	Math Assessment	☐	☑						
	Norm Referenced Test	☑	☐	ITBS and TAP form K				Riverside Publishers	Sally Tiel
	Writing Assessment	☐	☑						
IL	Illinois Goal Assessment Program	☑	☐				Illinois goal Assessment Program (IGAP)	Metritech, Inc.	
IN	Statewide Assessment	☑	☐					CTB McGraw-Hill	
KS	Kansas Assessment Program	☑	☐				Kansas University - Center for Educational Testing and Evaluation		Cheryl Mercer
KY	Alternate Portfolio	☑	☐				Kentucky Department of Education and University of Kentucky Institute for Human Development	University of Kentucky Institute for Human Development	C. Scott Trimble
	KIRIS On-Demand	☑	☐				KIRIS -- WestEd and Data Recognition Corporation	WestEd and Data Recognition Corporation	C. Scott Trimble

Question 3.1.13

Was this component produced by or developed with the assisstance of external contractors? If yes, what kind of assessments are they, and what is the assessment name(s) and contractor?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
KY	National Norm Reference Test	☑	☐		CTBS/5 Survey -- Reading Language Arts and Mathematics Only			CTB/McGraw Hill	C. Scott Trimble
	Writing Portfolio Assessment	☑	☐				WestEd, Data Recognition Corporation	Data Recognition Corporation	C. Scott Trimble
LA	Graduation Exit Examination	☑	☐				Developed by IOX; Administered by NCS.		
	LEAP Grades 3, 5, and 7 Criterion-Referenced Tests	☑	☐				Developed by IOX; Administered by National Computer Systems		
	Norm-referenced Testing Program	☑	☐	The Iowa Tests				Riverside Publishing	
MA	Massachusetts Comprehensive Assessment	☑	☐					Advanced Systems in Measurement and Evaluation, Inc	Lynn Bak
	Massachusetts Grade 3 Reading Test	☑	☐	Iowa Test of Basic Skills				Riverside Publishing Co.	Elisabeth Landt
MD	High School Assessments	☑	☐				High School Assessments, English I, Government, Algebra, Geometry, and Biology		Janet Bagsby
	Maryland Functional Tests	☐	☑						
	Maryland School Performance Assessment Program	☑	☐					CTB/McGraw Hill Measurement, Inc., MI (scoring)	Angeline Nanni
ME	Maine State Tests	☑	☐					Advanced Systems in Measurement Inc	
MI	Grade 4 and 7 Reading and Mathematics	☑	☐						

Question 3.1.13

Was this component produced by or developed with the assisstance of external contractors? If yes, what kind of assessments are they, and what is the assessment name(s) and contractor?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
MI	Grade 5 and 8 Science and Writing	☑	☐						
	MEAP High School Test	☑	☐						
MN	Minnesota Comprehensive Assessments	☑	☐					National Computer Systems	
MO	MAP	☑	☐		Abbreviated CTB McGraw-Hill TERRA NOVA			CTB McGraw-Hill	Orlo Shroyer
MS	Functional Literacy Examination	☑	☐				National Computer Systems		
	Norm-Referenced Testing	☑	☐	ITBS&TAP Survey Batteries and Riverside Performance Assessments (Riverside Publishing)					
	Subject Area Testing	☑	☐				Harcourt Brace Corp.		
MT	Student Assessment Requirement	☑	☐	Stanford, ITBS, CTBS - for grades 4, 8, and 11					
NC	NC Annual Testing Program	☐	☐						
	NC Testing Program - Competency Testing	☐	☑						
	NC Tests of Computer Skills	☐	☑						
	Norm-Referenced Testing Program	☐	☐					Riverside Corporation	Tammy Howard/Mildred Bazemore
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	TerraNova: Multiple Assessment & Complete Battery Plus					

Question 3.1.13

Was this component produced by or developed with the assisstance of external contractors? If yes, what kind of assessments are they, and what is the assessment name(s) and contractor?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
NE	No Statewide Assessment	☐	☐						
NH	NH Educational Improvement and Assessment Program	☑	☐					Advanced Systems in Measurement & Evaluation, Inc.	William B. Ewert
NJ	Grade 11 High School Proficiency Test	☑	☐					National Computer Systems; Iowa City, Iowa	Betty Hyde (NCS); Veronica Orsi (NJDOE)
	Grade 8 Early Warning Test	☑	☐					National Computer Systems; Iowa City, Iowa	Barbara Woods (NCS); Wendy Roberts (NJDOE)
NM	NM Achievement Assessment	☑	☐	CTBS 5/Terra Nova Survey Plus			Custom CRT supplement	CTB/McGraw-Hill	Theresa Watson
	NM High School Competency Exam	☑	☐				CRT with MC and PA items	CTB/McGraw-Hill	Jim Travelstead
	NM Writing Assessment Program	☐	☐				New Mexico Writing Assessment Program	Measurement, Inc.	Jim Travelstead
	Reading Assessment for Grades 1 and 2	☐	☑						
NV	Direct Writing Assessment at Grade 8	☑	☐				By teachers within state using NWREL model		
	High School Proficiency Examination	☑	☐					Multiple contracts for variety of item writers from schools and districts	Thomas Klein
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	TerraNova Complete Battery Plus - CTB/McGraw-Hill					
NY	Occupational Education Proficiency Examinations	☐	☑						
	Preliminary Competency Tests (PCT)	☑	☐					Reading - DRP from TASA	

Question 3.1.13

Was this component produced by or developed with the assisstance of external contractors? If yes, what kind of assessments are they, and what is the assessment name(s) and contractor?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
NY	Program Evaluation Tests (PET)	☐	☑						
	Pupil Evaluation Program (PEP)	☑	☐					DRP by TASA	
	Regents Competency Tests	☑	☐		DRP by TASA				
	Regents Examination Program	☐	☑						
	Second Language Proficiency Exams	☐	☑						
OH	4th-Grade Proficiency Testing	☑	☐					Riverside Publishing	Paula Mahaley
	6th-Grade Proficiency Testing	☑	☐					Riverside Publishing	Paula Mahaley
	9th-Grade Proficiency Testing	☑	☐					ACT	Tom Bulgrin
	12th-Grade Proficiency Testing	☐	☐					American College Testing (ACT)	Tom Bulgrin
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☑	☐	Iowa Tests of Basic Skills				Riverside Publishing Company	Katie Dunlap
	Oklahoma Core Curriculum Tests	☑	☐				Oklahoma Core Curriculum Tests	Harcourt Brace Educational Measurement	Katie Dunlap
OR	Reading, Writing, and Mathematics Assessment	☑	☐						Steve Slater
PA	Reading, Writing, Mathematics	☑	☐					Data Recognition Corp.	
PR	Prueba Puertorriquena de Competencias Escolares	☑	☐					Corporacion Psicometrica de Puerto Rico	Dr. Isidra Albino
RI	English Lang. Arts & Math Performance Assessment	☑	☐		New Standards Reference Exams with customized student demographic sheets			Harcourt Brace Education Measurements	Ellen Hedlund, Ph.D.
	Health Education Performance Assessment	☑	☐					Harcourt-Brace Education Measurements	Cynthia Corbridge

Question 3.1.13

Was this component produced by or developed with the assisstance of external contractors? If yes, what kind of assessments are they, and what is the assessment name(s) and contractor?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
RI	MAT 7, Norm-Referenced	☑	☐	Metropolitan Achievement Tests, Edition 7				Harcourt Brace Education Measurement	James P. Karon, Ph.D.
	Writing Performance Assessment	☐	☑						
SC	Basic Skills Assessment Program	☑	☐					Instructional Objectives Exchange	
	Norm-Referenced Testing	☑	☐						
SD	Stanford Achievement Test, Ninth Edition	☑	☐	Stanford Achievement Test, Ninth Edition				Harcourt Brace Educational Measurement	Gary Skoglund
TN	Achievement Test - NRT	☑	☐	TerraNova - Complete battery plus				CTB - McGraw-Hill	
	Competency Test	☐	☑						
	High School End of Course	☑	☐					CTB McGraw-Hill	
	TCAP Writing Assessment	☐	☑						
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐				TAAS, end-of-course	National Computer Systems, Harcourt Brace Educational Measurement, Measurement Incorporated	
UT	Core Assessment CRT Program	☑	☐						Dr. Barbara Lawrence, Coordinator, Eval. & Assessment
	Core Curriculum Testing (Perf. Assessment)	☑	☐						
	Norm-Referenced Testing	☑	☐						

Question 3.1.13

Was this component produced by or developed with the assisstance of external contractors? If yes, what kind of assessments are they, and what is the assessment name(s) and contractor?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
VA	Standards of Learning (SOL) Assessment Program	☑	☐				Criterion-referenced; Harcourt Brace Educational Meas	Harcourt Brace Educational Measurement	Cameron Harris
	Virginia Literacy Testing Program	☑	☐		Degrees of Reading Power Test, TASA, Inc.			TASA, Inc.	Shelley Loving-Ryder
	Virginia State Assessment Program	☑	☐		Stanford 9, Form TA, Abbreviated			Harcourt Brace Educational Measurement	Cameron Harris
VI	Terra Nova Assessments Series	☑	☐	Norm-referenced				CTB McGraw-Hill	DOE
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	New Standards Reference Exams			Vermont Science Assessment	CTB/McGraw Hill	Nicole Saginor (Vermont Institute for Science, Math, and Technology)
	Vermont Developmental Reading Assessment	☑	☐		Commercial Press: Developmental Reading Assessment				Sue Biggam
WA	Norm Referenced Testing	☑	☐						
	Second Grade Reading	☐	☐	Passages from oral reading assessments				Reading and assessment consultants assisted in the selection of the passages. Regional university research center assisted with collection of field test data.	Nancy Scott
	Washington Assessment of Student Learning	☑	☐				Washington Assessment of Student Learning	Riverside	Gordon Ensign
WI	Reading Comprehension	☑	☐				MetriTech, Inc. and Wisconsin educators		Vicki Fredrick
	Wisconsin Student Assessment System (WSAS)	☑	☐					(TerraNova) CTB McGraw-Hill, Monterey, CA.	Rajah Farah

Question 3.1.13

Was this component produced by or developed with the assisstance of external contractors? If yes, what kind of assessments are they, and what is the assessment name(s) and contractor?

State	Component	Yes	No	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed	External Contractor	SEA Contract Manager
WV	ACT Explore	☑	☐	ACT Explore				American College Testing Co.	
	ACT Work Keys	☑	☐	ACT Work Keys				American College Testing	
	Norm-referenced Testing	☑	☐	Stanford Achievement Test					
	Writing Assessment	☐	☑						
WY	Carl Perkins Assessment	☑	☐				Carl Perkins II Assessment, Region V BOCES Center for School Improvement	Region V BOCES Center for School Improvement	Terri Wigert
	Totals by State	50	11	27	11	1	38		
	Totals by Component	100	17	33	14	1	59		

Question 3.1.14 **Was this component scored with the assistance of external contractors?**

State	Component	Yes	No	External Contractor
AK	AK Writing Assessment	☐	☐	
	Norm-Referenced Testing	☐	☐	
AL	AL Direct Assessment of Writing	☑	☐	
	Alabama High School Basic Skills Exit Exam	☑	☐	
	End-of-Course Geometry Test	☑	☐	
	Stanford Achievement Test, 9th edition	☑	☐	Harcourt Brace Educational Measurement
AR	Criterion Referenced Testing	☑	☐	Data Recognition Corporation
	Norm Referenced Testing	☑	☐	Harcourt Brace
AZ	Stanford Achievement Test, Ninth Edition	☑	☐	Harcourt Brace Educational Measurement
CA	Assessments in Career Education	☑	☐	Sacramento County Office of Education, Education Data Systems
	Golden State Exams	☑	☐	Sacramento County Office of Education and Education Data Systems
	Physical Fitness Test	☑	☐	Educational Data Systems
	Standardized Testing and Reporting Program (STAR)	☑	☐	Harcourt
CO	Reading and Writing	☑	☐	CTB-McGraw/Hill
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	Harcourt Brace Educational Measurement
	Connecticut Mastery Test (CMT)	☑	☐	Harcourt Brace Educational Measurement, Measurement Incorporated
DE	Delaware Student Testing Program - Mathematics	☑	☐	Harcourt Brace
	Delaware Student Testing Program - Reading NRT	☑	☐	Harcourt Brace
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☐	Harcourt Brace
	Delaware Student Testing Program - Standards-Based Reading	☑	☐	Harcourt Brace
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	Harcourt Brace
DoDEA	CTB TerraNova Multiple Assessment	☑	☐	CTB/McGraw-Hill
	DoDEA Writing Assessment	☐	☐	

Question 3.1.14 **Was this component scored with the assistance of external contractors?**

State	Component	Yes	No	External Contractor
FL	FL High School Competency Test	☑	☐	National Computer Systems, Inc.
	FL Writing Assessment Program	☑	☐	National Computer Systems and hired readers
GA	Georgia High School Graduation Tests (GHSGT)	☑	☐	Test Scoring and Reporting Service
	Georgia Kindergarten Assessment Program (GKAP)	☑	☐	Test Scoring and Reporting Services
	Iowa Tests of Basic Skills, Complete Battery	☑	☐	Riverside Publishing
	Writing Assessments (Grades 3, 5, 8, 11)	☑	☐	Test Scoring and Reporting Services
HI	Credit by Examination	☐	☑	
	Hawaii State Test of Essential Competencies	☐	☑	
	Stanford Achievement Test 8th Ed.	☑	☐	Harcourt Brace
IA	Standardized Testing ITBS & ITED	☐	☐	
ID	Math Assessment	☐	☑	
	Norm Referenced Test	☑	☐	Riverside Publishers
	Writing Assessment	☐	☑	
IL	Illinois Goal Assessment Program	☑	☐	National Computer Systems and Measurement, Inc.
IN	Statewide Assessment	☐	☐	
KS	Kansas Assessment Program	☑	☐	Kansas University - Center for Educational Testing and Evaluation
KY	Alternate Portfolio	☑	☐	University of Kentucky Institute for Human Development
	KIRIS On-Demand	☑	☐	Data Recognition Corporation
	National Norm Reference Test	☑	☐	CTB/McGraw Hill
	Writing Portfolio Assessment	☐	☑	
LA	Graduation Exit Examination	☑	☐	NCS
	LEAP Grades 3, 5, and 7 Criterion-Referenced Tests	☑	☐	National Computer Systems
	Norm-referenced Testing Program	☑	☐	Riverside Publishing
MA	Massachusetts Comprehensive Assessment	☑	☐	Advanced Systems in Measurement and Evaluation, Inc.
	Massachusetts Grade 3 Reading Test	☑	☐	Riverside Publishing Co.
MD	High School Assessments	☑	☐	Measurement Incorporated

Question 3.1.14 **Was this component scored with the assistance of external contractors?**

State	Component	Yes	No	External Contractor
MD	Maryland Functional Tests	☑	☐	Measurement Incorporated (for Writing Test only)
	Maryland School Performance Assessment Program	☑	☐	Measurement, Inc.
ME	Maine State Tests	☐	☐	
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	NCS
	Grade 5 and 8 Science and Writing	☑	☐	NCS
	MEAP High School Test	☑	☐	NCS, Measurement Inc.
MN	Minnesota Comprehensive Assessments	☑	☐	National Computer Systems
MO	MAP	☑	☐	CTB McGraw-Hill
MS	Functional Literacy Examination	☑	☐	National Computer Systems
	Norm-Referenced Testing	☑	☐	Riverside Publishing
	Subject Area Testing	☑	☐	Measurement, Inc.
MT	Student Assessment Requirement	☑	☐	Publishers.
NC	NC Annual Testing Program	☐	☐	
	NC Testing Program - Competency Testing	☐	☑	
	NC Tests of Computer Skills	☑	☐	National Computer Systems (NCS)
	Norm-Referenced Testing Program	☑	☐	Riverside Corporation
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	CTB McGraw-Hill
NE	No Statewide Assessment	☐	☐	
NH	NH Educational Improvement and Assessment Program	☑	☐	Advanced Systems in Measurement & Evaluation, Inc.
NJ	Grade 11 High School Proficiency Test	☑	☐	Measurement, Inc., Durham, NC
	Grade 8 Early Warning Test	☑	☐	Measurement, Inc., Durham, NC
NM	NM Achievement Assessment	☑	☐	CTB/McGraw-Hill
	NM High School Competency Exam	☑	☐	CTB/McGraw-Hill
	NM Writing Assessment Program	☑	☐	Measurement, Inc.
	Reading Assessment for Grades 1 and 2	☐	☑	
NV	Direct Writing Assessment at Grade 8	☑	☐	Groups of teachers from within state

Question 3.1.14 **Was this component scored with the assistance of external contractors?**

State	Component	Yes	No	External Contractor
NV	High School Proficiency Examination	☐	☑	
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	CTB/McGraw-Hill
NY	Occupational Education Proficiency Examinations	☐	☑	
	Preliminary Competency Tests (PCT)	☐	☑	
	Program Evaluation Tests (PET)	☐	☑	
	Pupil Evaluation Program (PEP)	☐	☑	
	Regents Competency Tests	☐	☑	
	Regents Examination Program	☐	☑	
	Second Language Proficiency Exams	☐	☑	
OH	4th-Grade Proficiency Testing	☑	☐	National Computer Systems' subcontract to Measurement, Inc.
	6th-Grade Proficiency Testing	☑	☐	National Computer Systems' subcontract to Measurement, Inc.
	9th-Grade Proficiency Testing	☑	☐	National Computer Systems' subcontract to Measurement, Inc.
	12th-Grade Proficiency Testing	☑	☐	National Computer Systems subcontract with Measurement Incorporated
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☑	☐	Riverside Publishing Company
	Oklahoma Core Curriculum Tests	☑	☐	Harcourt Brace Educational Measurement
OR	Reading, Writing, and Mathematics Assessment	☐	☑	
PA	Reading, Writing, Mathematics	☑	☐	Data Recognition Corporation
PR	Prueba Puertorriquena de Competencias Escolares	☑	☐	Corporacion Psicometrica
RI	English Lang. Arts & Math Performance Assessment	☑	☐	Harcourt Brace Education Measurements
	Health Education Performance Assessment	☑	☐	Harcourt-Brace Education Measurements
	MAT 7, Norm-Referenced	☑	☐	Harcourt Brace Education Measurement
	Writing Performance Assessment	☑	☐	Harcourt Brace Education Measurements
SC	Basic Skills Assessment Program	☑	☐	
	Norm-Referenced Testing	☑	☐	

Question 3.1.14 **Was this component scored with the assistance of external contractors?**

State	Component	Yes	No	External Contractor
SD	Stanford Achievement Test, Ninth Edition	☑	☐	
TN	Achievement Test - NRT	☑	☐	CTB - McGraw-Hill
	Competency Test	☐	☑	
	High School End of Course	☑	☐	
	TCAP Writing Assessment	☑	☐	Harcourt-Brace-The Psychological Corporation
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	National Computer Systems
UT	Core Assessment CRT Program	☐	☐	
	Core Curriculum Testing (Perf. Assessment)	☐	☑	
	Norm-Referenced Testing	☐	☑	
VA	Standards of Learning (SOL) Assessment Program	☑	☐	Harcourt Brace Educational Measurement
	Virginia Literacy Testing Program	☑	☐	Data Recognition Corporation
	Virginia State Assessment Program	☑	☐	Harcourt Brace Educational Measurement
VI	Terra Nova Assessments Series	☑	☐	CTB McGraw-Hill
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	NSRE-Harcourt Educational Measurement, VTSCI-CTB/McGraw-Hill
	Vermont Developmental Reading Assessment	☑	☐	UNISCORE, Incorporated
WA	Norm Referenced Testing	☑	☐	CTB McGraw-Hill
	Second Grade Reading	☐	☑	
	Washington Assessment of Student Learning	☑	☐	NCS
WI	Reading Comprehension	☑	☐	MetriTech, Inc.
	Wisconsin Student Assessment System (WSAS)	☑	☐	CTB McGraw-Hill
WV	ACT Explore	☑	☐	American College Testing
	ACT Work Keys	☑	☐	American College Testing
	Norm-referenced Testing	☑	☐	Harcourt Brace - Grades 1 and 2 only
	Writing Assessment	☐	☑	
WY	Carl Perkins Assessment	☐	☑	

Question 3.1.15

In what way were teachers involved in the development and/or scoring of this component? Check all that apply.

State	Component	Teachers: developed items	edited items	piloted items	helped to select items	scored items
AK	AK Writing Assessment	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐
AL	AL Direct Assessment of Writing	☐	☑	☑	☐	☐
	Alabama High School Basic Skills Exit Exam	☑	☑	☑	☐	☐
	End-of-Course Geometry Test	☐	☑	☑	☐	☐
	Stanford Achievement Test, 9th edition	☐	☐	☐	☐	☐
AR	Criterion Referenced Testing	☑	☑	☐	☑	☐
	Norm Referenced Testing	☐	☐	☐	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☑	☑	☑	☑	☑
	Golden State Exams	☑	☑	☐	☐	☑
	Physical Fitness Test	☐	☐	☐	☐	☐
	Standardized Testing and Reporting Program (STAR)	☐	☐	☐	☐	☐
CO	Reading and Writing	☐	☑	☐	☑	☐
CT	Connecticut Academic Performance Test (CAPT)	☐	☑	☐	☑	☐
	Connecticut Mastery Test (CMT)	☐	☑	☐	☑	☐
DE	Delaware Student Testing Program - Mathematics	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☑	☑	☑	☑	☐
	Delaware Student Testing Program - Standards-Based Reading	☑	☑	☑	☑	☑
	Delaware Student Testing Program - Standards-Based Writing	☑	☑	☑	☑	☑

Question 3.1.15

In what way were teachers involved in the development and/or scoring of this component? Check all that apply.

State	Component	Teachers: developed items	edited items	piloted items	helped to select items	scored items
DoDEA	CTB TerraNova Multiple Assessment	☐	☐	☐	☐	☐
	DoDEA Writing Assessment	☑	☐	☐	☐	☑
FL	FL High School Competency Test	☐	☐	☐	☐	☐
	FL Writing Assessment Program	☑	☑	☐	☑	☐
GA	Georgia High School Graduation Tests (GHSGT)	☐	☑	☐	☑	☐
	Georgia Kindergarten Assessment Program (GKAP)	☑	☑	☑	☑	☐
	Iowa Tests of Basic Skills, Complete Battery	☐	☐	☐	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☑	☑	☑	☑	☑
HI	Credit by Examination	☑	☑	☑	☐	☐
	Hawaii State Test of Essential Competencies	☑	☑	☑	☐	☐
	Stanford Achievement Test 8th Ed.	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS & ITED	☐	☐	☐	☐	☐
ID	Math Assessment	☑	☑	☑	☑	☑
	Norm Referenced Test	☐	☐	☐	☐	☐
	Writing Assessment	☑	☑	☑	☑	☑
IL	Illinois Goal Assessment Program	☑	☑	☐	☑	☐
IN	Statewide Assessment	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☑	☑	☑	☑	☑
KY	Alternate Portfolio	☑	☑	☐	☑	☑
	KIRIS On-Demand	☑	☑	☐	☑	☐
	National Norm Reference Test	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☑	☑	☐	☑	☑
LA	Graduation Exit Examination	☐	☑	☑	☑	☐

Question 3.1.15

In what way were teachers involved in the development and/or scoring of this component? Check all that apply.

State	Component	Teachers: developed items	edited items	piloted items	helped to select items	scored items
LA	LEAP Grades 3, 5, and 7 Criterion-Referenced Tests	☐	☑	☑	☑	☐
	Norm-referenced Testing Program	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment	☑	☑	☐	☑	☑
	Massachusetts Grade 3 Reading Test	☐	☐	☐	☐	☐
MD	High School Assessments	☑	☑	☐	☐	☐
	Maryland Functional Tests	☑	☐	☐	☐	☑
	Maryland School Performance Assessment Program	☑	☐	☑	☐	☑
ME	Maine State Tests	☐	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☑	☑	☑	☐
	Grade 5 and 8 Science and Writing	☑	☑	☑	☑	☐
	MEAP High School Test	☑	☑	☑	☑	☐
MN	Minnesota Comprehensive Assessments	☐	☑	☐	☑	☐
MO	MAP	☑	☑	☑	☑	☑
MS	Functional Literacy Examination	☐	☑	☐	☑	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐
	Subject Area Testing	☑	☑	☐	☑	☐
MT	Student Assessment Requirement	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☑	☑	☑	☐
	NC Testing Program - Competency Testing	☑	☑	☑	☑	☐
	NC Tests of Computer Skills	☑	☑	☑	☑	☐
	Norm-Referenced Testing Program	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☐	☐	☐	☐

Question 3.1.15

In what way were teachers involved in the development and/or scoring of this component? Check all that apply.

State	Component	Teachers: developed items	edited items	piloted items	helped to select items	scored items
NE	No Statewide Assessment	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☑	☐	☑	☐
NJ	Grade 11 High School Proficiency Test	☐	☑	☐	☑	☐
	Grade 8 Early Warning Test	☐	☑	☐	☑	☐
NM	NM Achievement Assessment	☑	☑	☐	☑	☐
	NM High School Competency Exam	☑	☑	☐	☑	☐
	NM Writing Assessment Program	☐	☐	☐	☑	☐
	Reading Assessment for Grades 1 and 2	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grade 8	☑	☑	☑	☑	☑
	High School Proficiency Examination	☑	☑	☑	☑	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☐	☐	☐	☐
NY	Occupational Education Proficiency Examinations	☑	☑	☑	☑	☑
	Preliminary Competency Tests (PCT)	☑	☑	☑	☑	☑
	Program Evaluation Tests (PET)	☑	☑	☑	☑	☑
	Pupil Evaluation Program (PEP)	☑	☑	☑	☑	☑
	Regents Competency Tests	☑	☑	☑	☑	☑
	Regents Examination Program	☑	☑	☑	☑	☑
	Second Language Proficiency Exams	☑	☑	☑	☑	☑
OH	4th-Grade Proficiency Testing	☐	☑	☐	☑	☐
	6th-Grade Proficiency Testing	☐	☑	☐	☑	☐
	9th-Grade Proficiency Testing	☐	☑	☐	☑	☐
	12th-Grade Proficiency Testing	☐	☑	☐	☑	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☐	☐	☐	☐

Question 3.1.15

In what way were teachers involved in the development and/or scoring of this component? Check all that apply.

State	Component	Teachers: developed items	edited items	piloted items	helped to select items	scored items
OK	Oklahoma Core Curriculum Tests	☑	☑	☐	☑	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☑	☑	☑	☑
PA	Reading, Writing, Mathematics	☑	☑	☑	☑	☐
PR	Prueba Puertorriquena de Competencias Escolares	☑	☐	☑	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☐	☐	☐	☐
	Health Education Performance Assessment	☑	☑	☑	☐	☐
	MAT 7, Norm-Referenced	☐	☐	☐	☐	☐
	Writing Performance Assessment	☑	☑	☐	☑	☑
SC	Basic Skills Assessment Program	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☐	☐	☐	☐
TN	Achievement Test - NRT	☐	☐	☐	☐	☐
	Competency Test	☐	☐	☐	☐	☐
	High School End of Course	☑	☑	☑	☑	☐
	TCAP Writing Assessment	☑	☑	☑	☑	☑
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☑	☐	☑	☐
UT	Core Assessment CRT Program	☑	☐	☑	☑	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☐	☑	☐	☑
	Norm-Referenced Testing	☐	☐	☑	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☑	☑	☑	☐
	Virginia Literacy Testing Program	☐	☐	☑	☐	☐
	Virginia State Assessment Program	☐	☐	☐	☐	☐

Question 3.1.15

In what way were teachers involved in the development and/or scoring of this component? Check all that apply.

State	Component	Teachers: developed items	Teachers: edited items	Teachers: piloted items	Teachers: helped to select items	Teachers: scored items
VI	Terra Nova Assessments Series	☐	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☑	☑	☐	☐
	Vermont Developmental Reading Assessment	☐	☐	☑	☐	☑
WA	Norm Referenced Testing	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☐	☑	☐	☑
	Washington Assessment of Student Learning	☑	☑	☑	☑	☐
WI	Reading Comprehension	☑	☑	☑	☑	☐
	Wisconsin Student Assessment System (WSAS)	☑	☑	☑	☑	☑
WV	ACT Explore	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☐	☐	☐	☐
	Norm-referenced Testing	☐	☐	☐	☐	☐
	Writing Assessment	☑	☐	☑	☐	☑
WY	Carl Perkins Assessment	☐	☐	☐	☐	☑

Question 3.2.1

Were assessment results from this component used for instructional purposes? If Yes, check each purpose, and briefly describe who uses the results, and how they were applied.

State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district	Program evaluation	Identification of students at risk	Professional development	Other (Please specify:)
AK	AK Writing Assessment	☑	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐
AL	AL Direct Assessment of Writing	☑	☐	☐	☐	☑	☑	☑	☐	☐	☑	☐
	Alabama High School Basic Skills Exit Exam	☑	☐	☑	☐	☑	☐	☐	☐	☐	☐	☑ Graduation with an Alabama high school diploma
	End-of-Course Geometry Test	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑	☐
	Stanford Achievement Test, 9th edition	☑	☐	☐	☐	☐	☑	☑	☑	☑	☑	☐
AR	Criterion Referenced Testing	☑	☐	☑	☐	☑	☑	☑	☑	☑	☑	☐
	Norm Referenced Testing	☑	☐	☑	☐	☑	☑	☑	☑	☑	☑	☐
AZ	Stanford Achievement Test, Ninth Edition	☑	☑	☐	☐	☐	☑	☑	☑	☐	☑	☐
CA	Assessments in Career Education	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Local decision
	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Local uses
CO	Reading and Writing	☑	☐	☐	☐	☐	☑	☑	☑	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
	Connecticut Mastery Test (CMT)	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐
DE	Delaware Student Testing Program - Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program -	☑	☐	☑	☐	☑	☑	☑	☐	☐	☑	☐

Question 3.2.1

Were assessment results from this component used for instructional purposes? If Yes, check each purpose, and briefly describe who uses the results, and how they were applied.

State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district	Program evaluation	Identification of students at risk	Professional development	Other (Please specify:)
	Standards-Based Mathematics											
	Delaware Student Testing Program - Standards-Based Reading	☑	☐	☑	☐	☑	☑	☑	☐	☐	☑	☐
	Delaware Student Testing Program - Standards-Based Writing	☑	☐	☑	☐	☑	☑	☑	☐	☐	☑	☐
DoDEA	CTB TerraNova Multiple Assessment	☑	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑ School Improvement Process
	DoDEA Writing Assessment	☑	☐	☐	☐	☑	☑	☑	☑	☐	☑	☐
FL	FL High School Competency Test	☑	☐	☐	☐	☑	☑	☑	☐	☑	☐	☑ Individual student certification. Results may be used in school-and district-level evaluations
	FL Writing Assessment Program	☑	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑ Results may be used in school and district level evaluations
GA	Georgia High School Graduation Tests (GHSGT)	☑	☐	☑	☐	☑	☑	☑	☐	☑	☐	☐
	Georgia Kindergarten Assessment Program (GKAP)	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☑	☐	☑	☑	☑	☑	☐	☐	☐	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☑	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐
HI	Credit by Examination	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐
	Hawaii State Test of Essential Competencies	☑	☐	☑	☐	☑	☑	☑	☐	☑	☐	☐
	Stanford Achievement Test 8th Ed.	☑	☐	☑	☑	☐	☑	☑	☑	☑	☐	☐
IA	Standardized Testing ITBS & ITED	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ All of the above are local decisions

Question 3.2.1

Were assessment results from this component used for instructional purposes? If Yes, check each purpose, and briefly describe who uses the results, and how they were applied.

State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district	Program evaluation	Identification of students at risk	Professional development	Other (Please specify:)
ID	Math Assessment	☑	☐	☐	☐	☑	☑	☑	☑	☑	☑	☐
	Norm Referenced Test	☑	☐	☐	☐	☑	☑	☑	☑	☑	☑	☐
	Writing Assessment	☑	☐	☐	☐	☑	☑	☑	☑	☐	☑	☐
IL	Illinois Goal Assessment Program	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☑
IN	Statewide Assessment	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐
KS	Kansas Assessment Program	☑	☐	☑	☐	☑	☑	☑	☑	☑	☑	☐
KY	Alternate Portfolio	☑	☐	☐	☐	☑	☑	☑	☑	☐	☑	☐
	KIRIS On-Demand	☑	☐	☐	☐	☑	☑	☑	☑	☐	☑	☐
	National Norm Reference Test	☑	☐	☐	☐	☑	☑	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☑	☐	☐	☐	☑	☑	☑	☑	☐	☑	☐
LA	Graduation Exit Examination	☐	☐	☑	☐	☑	☐	☑	☐	☐	☐	☐
	LEAP Grades 3, 5, and 7 Criterion-Referenced Tests	☑	☐	☑	☐	☑	☐	☑	☐	☐	☐	☐
	Norm-referenced Testing Program	☑	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment	☑	☐	☑	☐	☑	☑	☑	☐	☑	☑	☐
	Massachusetts Grade 3 Reading Test	☑	☐	☑	☐	☑	☑	☑	☐	☑	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☑	☑	☑	☐	☐	☐	☑	☐	☑ Results are used by schools for decisions about remediation.
	Maryland School Performance Assessment Program	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
ME	Maine State Tests	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☑	☐	☑	☑	☑	☑	☐	☑	☐

Question 3.2.1

Were assessment results from this component used for instructional purposes? If Yes, check each purpose, and briefly describe who uses the results, and how they were applied.

State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district	Program evaluation	Identification of students at risk	Professional development	Other (Please specify:)
MI	Grade 5 and 8 Science and Writing	☑	☐	☑	☐	☑	☑	☑	☑	☐	☑	☑ The use of assessment results for instructional purposes is determined by the local school districts. MDE Staff use results to help with professional development materials and workshops to assist educators with instruction.
	MEAP High School Test	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑	☑ The use of the assessment results for instructional purposes is determined by the local school districts. MDE staff use results to help with professional development materials and workshops to assist educators with instruction.
MN	Minnesota Comprehensive Assessments	☑	☐	☐	☐	☐	☐	☑	☑	☐	☑	☐
MO	MAP	☑	☐	☑	☑	☑	☐	☑	☑	☑	☐	☐
MS	Functional Literacy Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☑	☑	☑	☑	☐	☐	☐
	Subject Area Testing	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
MT	Student Assessment Requirement	☑	☐	☐	☐	☐	☑	☑	☑	☐	☐	☑ Local decisions for use
NC	NC Annual Testing Program	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☐
	NC Testing Program - Competency Testing	☑	☐	☐	☐	☐	☑	☑	☑	☑	☑	☐
	NC Tests of Computer Skills	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills,	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑ Students are to use the

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State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district	Program evaluation	Identification of students at risk	Professional development	Other (Please specify:)
	2nd ed.											results to identify for themselves strengths and weaknesses. In addition many schools ask the students to interpret the results to the parents.
NE	No Statewide Assessment	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
NJ	Grade 11 High School Proficiency Test	☑	☐	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Grade 8 Early Warning Test	☑	☐	☑	☑	☑	☑	☑	☑	☑	☐	☐
NM	NM Achievement Assessment	☑	☐	☐	☐	☐	☑	☑	☑	☐	☐	☐
	NM High School Competency Exam	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	NM Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Reading Assessment for Grades 1 and 2	☑	☐	☑	☐	☑	☑	☑	☑	☐	☐	☑ Local option
NV	Direct Writing Assessment at Grade 8	☑	☐	☑	☐	☑	☑	☑	☐	☐	☑	☐
	High School Proficiency Examination	☑	☐	☑	☐	☑	☐	☑	☐	☑	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☑	☐	☐	☑	☐	☑	☐	☐	☐
NY	Occupational Education Proficiency Examinations	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Preliminary Competency Tests (PCT)	☑	☐	☐	☐	☑	☐	☑	☑	☑	☐	☐
	Program Evaluation Tests (PET)	☑	☐	☐	☐	☐	☑	☑	☑	☐	☐	☐
	Pupil Evaluation Program (PEP)	☑	☐	☐	☐	☑	☐	☐	☑	☑	☐	☐
	Regents Competency Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Regents Examination Program	☑	☐	☐	☐	☐	☑	☑	☑	☐	☐	☐

Question 3.2.1 Were assessment results from this component used for instructional purposes? If Yes, check each purpose, and briefly describe who uses the results, and how they were applied.

State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district	Program evaluation	Identification of students at risk	Professional development	Other (Please specify:)
	Second Language Proficiency Exams	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
OH	4th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☑	☑	☑	☑	☑	☐
	6th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☑	☑	☑	☐	☐	☐
	9th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☑	☑	☑	☐	☐	☐
	12th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☑	☑	☐	☐	☑	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Oklahoma Core Curriculum Tests	☑	☐	☑	☐	☑	☑	☑	☑	☐	☑	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
PA	Reading, Writing, Mathematics	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐
PR	Prueba Puertorriquena de Competencias Escolares	☑	☐	☑	☐	☑	☑	☑	☑	☑	☑	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑	☐
	Health Education Performance Assessment	☐	☑	☐	☐	☐	☑	☑	☐	☐	☑	☐
	MAT 7, Norm-Referenced	☑	☑	☑	☑	☐	☐	☑	☑	☑	☑	☐
	Writing Performance Assessment	☑	☐	☐	☐	☐	☑	☑	☐	☑	☑	☐
SC	Basic Skills Assessment Program	☑	☐	☑	☐	☐	☑	☐	☑	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☐	☑	☐	☑	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☑	☐	☑	☐	☑	☑	☑	☑	☐	☐	☐
TN	Achievement Test - NRT	☐	☐	☑	☐	☑	☑	☑	☐	☑	☑	☑ School improvement planning process
	Competency Test	☑	☐	☑	☐	☑	☑	☐	☐	☑	☐	☐

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Were assessment results from this component used for instructional purposes? If Yes, check each purpose, and briefly describe who uses the results, and how they were applied.

State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district	Program evaluation	Identification of students at risk	Professional development	Other (Please specify:)
TN	High School End of Course	☑	☐	☑	☐	☐	☐	☑	☐	☐	☑	☐
	TCAP Writing Assessment	☑	☐	☐	☐	☐	☑	☑	☑	☐	☐	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐
UT	Core Assessment CRT Program	☑	☐	☑	☑	☑	☑	☑	☑	☑	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☑	☐	☑	☐	☐	☑	☑	☑	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☑	☐	☑	☑	☑	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Virginia Literacy Testing Program	☑	☐	☑	☐	☑	☑	☑	☐	☑	☐	☐
	Virginia State Assessment Program	☑	☐	☑	☐	☑	☑	☑	☑	☑	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☑	☐	☐	☑	☑	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	☐	☐	☑	☑	☑	☑	☐	☐	☐
	Vermont Developmental Reading Assessment	☑	☐	☐	☐	☑	☑	☑	☑	☐	☐	☐
WA	Norm Referenced Testing	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Second Grade Reading	☑	☐	☐	☐	☑	☑	☑	☐	☑	☐	☐
	Washington Assessment of Student Learning	☑	☐	☑	☐	☑	☑	☑	☐	☐	☑	☐
WI	Reading Comprehension	☑	☐	☑	☑	☑	☐	☑	☑	☑	☐	☐
	Wisconsin Student Assessment System (WSAS)	☑	☐	☐	☐	☐	☐	☐	☑	☑	☐	☐
WV	ACT Explore	☑	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐

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State	Component	Yes	No	Student diagnosis	Student placement	Indiv. student instructional planning	Improvement of instruction for groups of students	Curriculum planning at the school/district	Program evaluation	Identification of students at risk	Professional development	Other (Please specify:)
WV	ACT Work Keys	☑	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐
	Norm-referenced Testing	☑	☐	☑	☐	☑	☑	☑	☑	☑	☐	☐
	Writing Assessment	☑	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐
WY	Carl Perkins Assessment	☑	☐	☐	☐	☑	☑	☑	☑	☐	☑	☐
	Totals by State	52	8	32	16	37	45	49	43	32	32	12
	Totals by Component	106	14	56	19	66	90	95	68	43	53	15

Question 3.2.2

Were assessment results from this component used for student accountability purposes? If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion/ retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement	Certificate of mastery	Required remediation	Other (Please specify:)
AK	AK Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Report to public
AL	AL Direct Assessment of Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama High School Basic Skills Exit Exam	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	End-of-Course Geometry Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
AR	Criterion Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Local decision
	Standardized Testing and Reporting Program (STAR)	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Local uses
CO	Reading and Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐
	Connecticut Mastery Test (CMT)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
DE	Delaware Student Testing Program - Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

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State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion/ retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement	Certificate of mastery	Required remediation	Other (Please specify:)
DE	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
DoDEA	CTB TerraNova Multiple Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	DoDEA Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
FL	FL High School Competency Test	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	FL Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
GA	Georgia High School Graduation Tests (GHSGT)	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	Georgia Kindergarten Assessment Program (GKAP)	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☑	☐	☐	☐	☐	☐	☑	☑	☐	☐	☐
HI	Credit by Examination	☑	☐	☐	☐	☐	☑	☐	☐	☐	☐	☑ Credit assigned as appropriate
	Hawaii State Test of Essential Competencies	☑	☐	☐	☐	☐	☐	☑	☑	☐	☐	☐
	Stanford Achievement Test 8th Ed.	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.2

Were assessment results from this component used for student accountability purposes? If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion/ retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement	Certificate of mastery	Required remediation	Other (Please specify:)
IA	Standardized Testing ITBS & ITED	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
ID	Math Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm Referenced Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
IL	Illinois Goal Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
IN	Statewide Assessment	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
KS	Kansas Assessment Program	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Student Classifications
KY	Alternate Portfolio	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	KIRIS On-Demand	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	National Norm Reference Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
LA	Graduation Exit Examination	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	LEAP Grades 3, 5, and 7 Criterion-Referenced Tests	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Massachusetts Grade 3 Reading Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	Maryland School Performance Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

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State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion/ retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement	Certificate of mastery	Required remediation	Other (Please specify:)
ME	Maine State Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Grade 5 and 8 Science and Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	MEAP High School Test	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Endorse the local issued high school transcript.
MN	Minnesota Comprehensive Assessments	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
MO	MAP	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐
MS	Functional Literacy Examination	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Subject Area Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑ Local districts may use for a locally specified purpose.
NC	NC Annual Testing Program	☑	☐	☑	☐	☑	☐	☐	☑	☐	☐	☐
	NC Testing Program - Competency Testing	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	NC Tests of Computer Skills	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☑	☐	☑	☐	☑	☑	☐	☐	☐	☑	☐
NE	No Statewide Assessment	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.2

Were assessment results from this component used for student accountability purposes? If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion/ retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement	Certificate of mastery	Required remediation	Other (Please specify:)
NJ	Grade 11 High School Proficiency Test	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	Grade 8 Early Warning Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	NM High School Competency Exam	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	NM Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Reading Assessment for Grades 1 and 2	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grade 8	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	High School Proficiency Examination	☑	☐	☐	☐	☐	☐	☐	☑	☐	☑	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
NY	Occupational Education Proficiency Examinations	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☑ Passing the course
	Preliminary Competency Tests (PCT)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Pupil Evaluation Program (PEP)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Regents Competency Tests	☑	☐	☐	☐	☐	☐	☐	☑	☐	☑	☐
	Regents Examination Program	☑	☐	☑	☐	☑	☑	☑	☑	☐	☐	☐
	Second Language Proficiency Exams	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ To earn 1 unit of high school credit in second language
OH	4th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.2

Were assessment results from this component used for student accountability purposes? If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion/ retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement	Certificate of mastery	Required remediation	Other (Please specify:)
OH	6th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	12th-Grade Proficiency Testing	☑	☐	☑	☐	☐	☑	☐	☐	☐	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐
PA	Reading, Writing, Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
PR	Prueba Puertorriquena de Competencias Escolares	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Health Education Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	MAT 7, Norm-Referenced	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
SC	Basic Skills Assessment Program	☑	☐	☐	☐	☑	☐	☐	☑	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
TN	Achievement Test - NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Competency Test	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
	High School End of Course	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.2

Were assessment results from this component used for student accountability purposes? If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion/ retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement	Certificate of mastery	Required remediation	Other (Please specify:)
TN	TCAP Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☑	☐	☐	☐	☐	☑	☐	☑	☐
UT	Core Assessment CRT Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☐	☐	☑	☐	☐	☑	☐	☐	☑ HS tests must be passed to verify course credit
	Virginia Literacy Testing Program	☑	☐	☑	☐	☑	☐	☐	☑	☐	☐	☐
	Virginia State Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Vermont Developmental Reading Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
WA	Norm Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
WI	Reading Comprehension	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Wisconsin Student Assessment System (WSAS)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
WV	ACT Explore	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.2

Were assessment results from this component used for student accountability purposes? If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	Student non-monetary awards/recognition	Student financial awards or scholarships	Student promotion/ retention	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement	Certificate of mastery	Required remediation	Other (Please specify:)
WV	ACT Work Keys	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing	☑	☐	☐	☐	☐	☐	☑	☐	☐	☑	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Totals by State	27	43	11	1	8	4	4	18	2	6	8
	Totals by Component	42	78	12	1	10	4	4	24	2	6	10

Question 3.2.3

Were assessment results from this component used for school accountability purposes? (affecting all people in the school building) If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	School non-monetary awards/recognition	School monetary awards	Exempt school from regulations	School accreditation	School performance reporting	High school skills guarantee	School improvement plans	Provide addnl. assistance to schools	Provide addnl. resources to low performing schools	Give warnings to schools	Put schools on probation/watch lists	School monetary penalties	Take over schools	Dissolve schools	Other (please specify)
AK	AK Writing Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ District report cards.
AL	AL Direct Assessment of Writing	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Alabama High School Basic Skills Exit Exam	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	End-of-Course Geometry Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☑	☑	☐	☑	☐	☐
AR	Criterion Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm Referenced Testing	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☑	☑	☐	☑	☑	☐
AZ	Stanford Achievement Test, Ninth Edition	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Local decision
	Standardized Testing and Reporting Program (STAR)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CO	Reading and Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☑	☑	☑	☐	☐	☐	☑ Assistance provided via Title I
	Connecticut Mastery Test (CMT)	☑	☐	☑	☑	☐	☐	☑	☐	☐	☑	☑	☑	☑	☐	☐	☐	☑ Assistance provided via Title I

Question 3.2.3

Were assessment results from this component used for school accountability purposes? (affecting all people in the school building) If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	School non-monetary awards/recognition	School monetary awards	Exempt school from regulations	School accreditation	School performance reporting	High school skills guarantee	School improvement plans	Provide addnl. assistance to schools	Provide addnl. resources to low performing schools	Give warnings to schools	Put schools on probation/watch lists	School monetary penalties	Take over schools	Dissolve schools	Other (please specify)
DE	Delaware Student Testing Program - Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
DoDEA	CTB TerraNova Multiple Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐
	DoDEA Writing Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
FL	FL High School Competency Test	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Used in identification of critically low performing schools
	FL Writing Assessment Program	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Used in identification of critically low performing schools in conjunction with other assessment results
GA	Georgia High School Graduation Tests (GHSGT)	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program (GKAP)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☑ Public dissemination of results via DOE website

Question 3.2.3

Were assessment results from this component used for school accountability purposes? (affecting all people in the school building) If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	School non-monetary awards/recognition	School monetary awards	Exempt school from regulations	School accreditation	School performance reporting	High school skills guarantee	School improvement plans	Provide addnl. assistance to schools	Provide addnl. resources to low performing schools	Give warnings to schools	Put schools on probation/watch lists	School monetary penalties	Take over schools	Dissolve schools	Other (please specify)
GA	Writing Assessments (Grades 3, 5, 8, 11)	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
HI	Credit by Examination	☑	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Hawaii State Test of Essential Competencies	☑	☐	☐	☐	☐	☑	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test 8th Ed.	☑	☐	☑	☐	☐	☑	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS & ITED	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
ID	Math Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm Referenced Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
IL	Illinois Goal Assessment Program	☑	☐	☑	☐	☑	☑	☑	☐	☑	☑	☑	☑	☑	☐	☐	☐	☐
IN	Statewide Assessment	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☐	☑	☐	☐	☐	☐
KS	Kansas Assessment Program	☑	☐	☐	☐	☐	☑	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
KY	Alternate Portfolio	☑	☐	☑	☑	☑	☐	☑	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐
	KIRIS On-Demand	☑	☐	☑	☑	☑	☐	☑	☐	☑	☐	☑	☐	☐	☐	☑	☐	☐
	National Norm Reference Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☑	☐	☑	☑	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
LA	Graduation Exit Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	LEAP Grades 3, 5, and 7 Criterion-Referenced Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.3

Were assessment results from this component used for school accountability purposes? (affecting all people in the school building) If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	School non-monetary awards/recognition	School monetary awards	Exempt school from regulations	School accreditation	School performance reporting	High school skills guarantee	School improvement plans	Provide addnl. assistance to schools	Provide addnl. resources to low performing schools	Give warnings to schools	Put schools on probation/watch lists	School monetary penalties	Take over schools	Dissolve schools	Other (please specify)
MA	Massachusetts Comprehensive Assessment	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐
	Massachusetts Grade 3 Reading Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland School Performance Assessment Program	☑	☐	☑	☑	☐	☐	☑	☐	☑	☑	☑	☑	☑	☐	☐	☐	☐
ME	Maine State Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☑ School Improvement
	Grade 5 and 8 Science and Writing	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☑ School improvement
	MEAP High School Test	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☑ School improvement
MN	Minnesota Comprehensive Assessments	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MO	MAP	☑	☐	☐	☐	☑	☑	☑	☐	☑	☑	☐	☑	☐	☐	☑	☑	☐
MS	Functional Literacy Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Subject Area Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☑ Scores reported publicly.
NC	NC Annual Testing Program	☑	☐	☑	☑	☐	☐	☑	☐	☐	☐	☑	☑	☑	☐	☑	☐	☑ Suspend school leadership.
	NC Testing Program - Competency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.3

Were assessment results from this component used for school accountability purposes? (affecting all people in the school building) If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	School non-monetary awards/recognition	School monetary awards	Exempt school from regulations	School accreditation	School performance reporting	High school skills guarantee	School improvement plans	Provide addnl. assistance to schools	Provide addnl. resources to low performing schools	Give warnings to schools	Put schools on probation/watch lists	School monetary penalties	Take over schools	Dissolve schools	Other (please specify)
NC	NC Tests of Computer Skills	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
NE	No Statewide Assessment	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
NJ	Grade 11 High School Proficiency Test	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐	☑	☑	☐	☑	☐	☐
	Grade 8 Early Warning Test	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐	☑	☑	☐	☑	☐	☐
NM	NM Achievement Assessment	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ SEA Accountability Report
	NM High School Competency Exam	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	NM Writing Assessment Program	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ Listed in state accountability report.
	Reading Assessment for Grades 1 and 2	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grade 8	☐	☑	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
	High School Proficiency Examination	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☑	☐	☑	☐	☐	☐	☑	☐	☑	☐	☑	☐	☑	☐	☑	☐	☐
NY	Occupational Education Proficiency Examinations	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Preliminary Competency Tests (PCT)	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☑	☑	☐	☑	☐	☐
	Program Evaluation Tests (PET)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.3

Were assessment results from this component used for school accountability purposes? (affecting all people in the school building) If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	School non-monetary awards/recognition	School monetary awards	Exempt school from regulations	School accreditation	School performance reporting	High school skills guarantee	School improvement plans	Provide addnl. assistance to schools	Provide addnl. resources to low performing schools	Give warnings to schools	Put schools on probation/watch lists	School monetary penalties	Take over schools	Dissolve schools	Other (please specify)
NY	Pupil Evaluation Program (PEP)	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☑	☑	☐	☑	☐	☐
	Regents Competency Tests	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☑	☐	☐	☐	☐
	Regents Examination Program	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Second Language Proficiency Exams	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
OH	4th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☐	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☑	☐	☑	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	12th-Grade Proficiency Testing	☑	☐	☐	☐	☐	☐	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☑	☐	☐	☐	☑	☐	☑	☐	☑	☑	☐	☑	☑	☐	☑	☑	☐
	Oklahoma Core Curriculum Tests	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
PA	Reading, Writing, Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
PR	Prueba Puertorriquena de Competencias Escolares	☑	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Health Education Performance Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	MAT 7, Norm-Referenced	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.3

Were assessment results from this component used for school accountability purposes? (affecting all people in the school building) If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	School non-monetary awards/recognition	School monetary awards	Exempt school from regulations	School accreditation	School performance reporting	High school skills guarantee	School improvement plans	Provide addnl. assistance to schools	Provide addnl. resources to low performing schools	Give warnings to schools	Put schools on probation/watch lists	School monetary penalties	Take over schools	Dissolve schools	Other (please specify)
RI	Writing Performance Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
SC	Basic Skills Assessment Program	☑	☐	☑	☑	☑	☐	☑	☑	☐	☐	☐	☑	☑	☐	☑	☐	☐
	Norm-Referenced Testing	☑	☐	☑	☑	☑	☐	☑	☐	☐	☑	☐	☑	☑	☐	☑	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
TN	Achievement Test - NRT	☑	☐	☑	☑	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
	Competency Test	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	High School End of Course	☑	☐	☐	☑	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
	TCAP Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☑	☐	☐	☑	☑	☑	☑	☐	☐	☐	☐	☑	☑	☐	☑	☑	☐
UT	Core Assessment CRT Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia Literacy Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question 3.2.3

Were assessment results from this component used for school accountability purposes? (affecting all people in the school building) If Yes, check each purpose and, briefly describe who uses the results, and how they were applied:

State	Component	Yes	No	School non-monetary awards/recognition	School monetary awards	Exempt school from regulations	School accreditation	School performance reporting	High school skills guarantee	School improvement plans	Provide addnl. assistance to schools	Provide addnl. resources to low. performing schools	Give warnings to schools	Put schools on probation/watch lists	School monetary penalties	Take over schools	Dissolve schools	Other (please specify)
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
	Vermont Developmental Reading Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
WA	Norm Referenced Testing	☑	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
WI	Reading Comprehension	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐
	Wisconsin Student Assessment System (WSAS)	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐
WV	ACT Explore	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing	☑	☐	☐	☐	☐	☑	☑	☑	☑	☐	☐	☐	☑	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☑	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
	Totals by State	41	26	11	7	7	9	36	2	24	20	10	14	15	0	11	4	9
	Totals by Component	75	45	14	11	10	15	68	2	35	25	12	21	22	0	14	4	114

Question 3.2.4 Were assessment results from this component used for staff accountability purposes (affecting individual staff)?

State	Component	Yes	No	Staff non-monetary awards/recognition (e.g., certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (ie., merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify:)
AK	AK Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
AL	AL Direct Assessment of Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Alabama High School Basic Skills Exit Exam	☐	☑	☐	☐	☐	☐	☐	☐	☐
	End-of-Course Geometry Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test, 9th edition	☐	☑	☐	☐	☐	☐	☐	☐	☐
AR	Criterion Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
AZ	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐
CA	Assessments in Career Education	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Golden State Exams	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Physical Fitness Test	☑	☐	☐	☐	☐	☐	☐	☐	☑ Local Decision
	Standardized Testing and Reporting Program (STAR)	☐	☑	☐	☐	☐	☐	☐	☐	☐
CO	Reading and Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐
CT	Connecticut Academic Performance Test (CAPT)	☑	☐	☐	☐	☐	☐	☐	☐	☑ Professional develo
	Connecticut Mastery Test (CMT)	☑	☐	☐	☐	☐	☐	☐	☐	☑ Professional Devel
DE	Delaware Student Testing Program - Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Reading NRT	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.2.4 Were assessment results from this component used for staff accountability purposes (affecting individual staff)?

State	Component	Yes	No	Staff non-monetary awards/recognition (e.g., certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (ie., merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify:)
DE	Delaware Student Testing Program - Standards-Based Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Reading	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Delaware Student Testing Program - Standards-Based Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐
DoDEA	CTB TerraNova Multiple Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	DoDEA Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
FL	FL High School Competency Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
	FL Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
GA	Georgia High School Graduation Tests (GHSGT)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Georgia Kindergarten Assessment Program (GKAP)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Iowa Tests of Basic Skills, Complete Battery	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Writing Assessments (Grades 3, 5, 8, 11)	☐	☑	☐	☐	☐	☐	☐	☐	☐
HI	Credit by Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Hawaii State Test of Essential Competencies	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Stanford Achievement Test 8th Ed.	☐	☑	☐	☐	☐	☐	☐	☐	☐
IA	Standardized Testing ITBS & ITED	☐	☑	☐	☐	☐	☐	☐	☐	☐
ID	Math Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.2.4 Were assessment results from this component used for staff accountability purposes (affecting individual staff)?

State	Component	Yes	No	Staff non-monetary awards/recognition (e.g., certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (ie., merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify:)
ID	Norm Referenced Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
IL	Illinois Goal Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
IN	Statewide Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
KS	Kansas Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
KY	Alternate Portfolio	☐	☑	☐	☐	☐	☐	☐	☐	☐
	KIRIS On-Demand	☐	☑	☐	☐	☐	☐	☐	☐	☐
	National Norm Reference Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Writing Portfolio Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
LA	Graduation Exit Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐
	LEAP Grades 3, 5, and 7 Criterion-Referenced Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
MA	Massachusetts Comprehensive Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Massachusetts Grade 3 Reading Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
MD	High School Assessments	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Maryland Functional Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Maryland School Performance Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.2.4 Were assessment results from this component used for staff accountability purposes (affecting individual staff)?

State	Component	Yes	No	Staff non-monetary awards/recognition (e.g., certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (ie., merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify:)
ME	Maine State Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐
MI	Grade 4 and 7 Reading and Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Grade 5 and 8 Science and Writing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	MEAP High School Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
MN	Minnesota Comprehensive Assessments	☐	☑	☐	☐	☐	☐	☐	☐	☐
MO	MAP	☐	☑	☐	☐	☐	☐	☐	☐	☐
MS	Functional Literacy Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Subject Area Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
MT	Student Assessment Requirement	☐	☐	☐	☐	☐	☐	☐	☐	☐
NC	NC Annual Testing Program	☑	☐	☑	☑	☐	☐	☐	☑	☐
	NC Testing Program - Competency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	NC Tests of Computer Skills	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
ND	TerraNova and Test of Cognitive Skills, 2nd ed.	☐	☐	☐	☐	☐	☐	☐	☐	☐
NE	No Statewide Assessment	☐	☐	☐	☐	☐	☐	☐	☐	☐
NH	NH Educational Improvement and Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
NJ	Grade 11 High School Proficiency Test	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.2.4 Were assessment results from this component used for staff accountability purposes (affecting individual staff)?

State	Component	Yes	No	Staff non-monetary awards/recognition (e.g., certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (ie., merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify:)
NJ	Grade 8 Early Warning Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
NM	NM Achievement Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	NM High School Competency Exam	☐	☑	☐	☐	☐	☐	☐	☐	☐
	NM Writing Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Reading Assessment for Grades 1 and 2	☐	☑	☐	☐	☐	☐	☐	☐	☐
NV	Direct Writing Assessment at Grade 8	☐	☑	☐	☐	☐	☐	☐	☐	☐
	High School Proficiency Examination	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing at Grades 4, 8, and 10	☐	☑	☐	☐	☐	☐	☐	☐	☐
NY	Occupational Education Proficiency Examinations	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Preliminary Competency Tests (PCT)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Program Evaluation Tests (PET)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Pupil Evaluation Program (PEP)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Regents Competency Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Regents Examination Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Second Language Proficiency Exams	☐	☑	☐	☐	☐	☐	☐	☐	☐
OH	4th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	6th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	9th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.2.4 Were assessment results from this component used for staff accountability purposes (affecting individual staff)?

State	Component	Yes	No	Staff non-monetary awards/recognition (e.g., certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (ie., merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify:)
OH	12th-Grade Proficiency Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
OK	Iowa Tests of Basic Skills - Norm-Referenced Component	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Oklahoma Core Curriculum Tests	☐	☑	☐	☐	☐	☐	☐	☐	☐
OR	Reading, Writing, and Mathematics Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
PA	Reading, Writing, Mathematics	☐	☑	☐	☐	☐	☐	☐	☐	☐
PR	Prueba Puertorriquena de Competencias Escolares	☐	☑	☐	☐	☐	☐	☐	☐	☐
RI	English Lang. Arts & Math Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Health Education Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	MAT 7, Norm-Referenced	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Writing Performance Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
SC	Basic Skills Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
SD	Stanford Achievement Test, Ninth Edition	☐	☑	☐	☐	☐	☐	☐	☐	☐
TN	Achievement Test - NRT	☑	☐	☐	☐	☐	☐	☑	☐	☐
	Competency Test	☐	☑	☐	☐	☐	☐	☐	☐	☐
	High School End of Course	☑	☐	☐	☐	☐	☐	☑	☐	☐
	TCAP Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.2.4 Were assessment results from this component used for staff accountability purposes (affecting individual staff)?

State	Component	Yes	No	Staff non-monetary awards/recognition (e.g., certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (ie., merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify:)
TX	Texas Assessment of Academic Skills (TAAS) and Texas end-of-course tests	☐	☑	☐	☐	☐	☐	☐	☐	☐
UT	Core Assessment CRT Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Core Curriculum Testing (Perf. Assessment)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Norm-Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
VA	Standards of Learning (SOL) Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Virginia Literacy Testing Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Virginia State Assessment Program	☐	☑	☐	☐	☐	☐	☐	☐	☐
VI	Terra Nova Assessments Series	☑	☐	☑	☐	☐	☐	☐	☐	☐
VT	Standard's Referenced Exams (NSRE and VT Assmt)	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Vermont Developmental Reading Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
WA	Norm Referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Second Grade Reading	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Washington Assessment of Student Learning	☐	☑	☐	☐	☐	☐	☐	☐	☐
WI	Reading Comprehension	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Wisconsin Student Assessment System (WSAS)	☐	☑	☐	☐	☐	☐	☐	☐	☐
WV	ACT Explore	☐	☑	☐	☐	☐	☐	☐	☐	☐
	ACT Work Keys	☐	☑	☐	☐	☐	☐	☐	☐	☐

Question 3.2.4 Were assessment results from this component used for staff accountability purposes (affecting individual staff)?

State	Component	Yes	No	Staff non-monetary awards/recognition (e.g., certificates)	Staff monetary awards (e.g., one-time bonuses)	Staff salary increases (ie., merit pay)	Staff monetary penalties	Staff evaluation or certification	Staff dismissal	Other (Please specify:)
WV	Norm-referenced Testing	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Writing Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
WY	Carl Perkins Assessment	☐	☑	☐	☐	☐	☐	☐	☐	☐
	Totals by State	5	48	2	1	0	0	1	1	2
	Totals by Component	7	113	2	1	0	0	2	1	3