ED 393 860   TM 024 463

AUTHOR   Bond, Linda Ann; And Others
TITLE   State Student Assessment Programs Database, June
                1995.
INSTITUTION   Council of Chief State School Officers, Washington,
                D.C.; North Central Regional Educational Lab., Oak
                Brook, IL.
SPONS AGENCY   Office of Educational Research and Improvement (ED),
                Washington, DC.
REPORT NO   NCREL-SSAP-B-95
PUB DATE   Jun 95
CONTRACT   RP91002007
NOTE   300p.; For related documents, see TM 024 462-464.
AVAILABLE FROM North Central Regional Educational Laboratory, 1900
                Spring Road, Suite 300, Oak Brook, IL 60181 ($29.95,
                order number SSAP-B-95).
PUB TYPE   Reports - Evaluative/Feasibility (142) --
                Tests/Evaluation Instruments (160)

EDRS PRICE   MF01/PC12 Plus Postage.
DESCRIPTORS   Databases; *Educational Assessment; *Elementary
                Secondary Education; Graduation Requirements;
                National Surveys; Performance Based Assessment;
                Program Evaluation; *State Programs; *Testing
                Programs; *Test Use; Writing Tests
IDENTIFIERS   Exit Examinations; State Student Assessment Program
                Database; Test Directors

ABSTRACT
                This document tabulates extensive and detailed
information about the assessment programs of each state. It is the
third edition of the database and remains the single best source for
information about the student assessments that states conduct. The
database is compiled from a survey completed by state directors of
assessment. The first section of the report contains the survey
itself, followed by a summary table providing a quick look at the
types of assessments conducted, the grades of subjects tested, the
purpose of the assessment, and the consequences to the school. A list
of names and addresses of state testing directors is followed by
survey responses. Responses for the section on general concerns
describing the programs are given in narrative form alphabetically by
state. For the sections on nontraditional assessment and writing
samples most data is in table form, although some narratives are
included. A similar blend of tabular and narrative data is used for
information on curriculum frameworks, high school graduation testing,
and program components. (Contains 89 tables.) (SLD)

State Student Assessment Programs Database

June 1995

Council of Chief State School Officers

NCREL

North Central Regional Educational Laboratory

The Council of Chief State School Officers
(CCSSO) is a non profit organization of the 57
public officials who head departments of public
education in every state, U.S. territory, and the
District of Columbia. CCSSO seeks its
members' consensus on major educational
issues and expresses their views to civic and
professional organizations, federal agencies,
Congress, and the public. Because the Council
represents the chief education administrator in
each state and territory, it has access to the
educational and governmental establishments
in each state, and the national influence that
accompanies this distinct position. CCSSO
forms coalitions with many other educational
organizations, including those organizations
that are active in assisting the nation and the
states in setting high standards for their
students and those that assess the performance
of students against these high standards.

The State Education Assessment Center
provides a central clearinghouse to improve
data acquisition, monitoring, and the
assessment of education. More recently, the
State Collaborative on Assessment and Student
Standards (SCASS) was formed to network
states and other groups to develop prototype
and complete assessment components for a
variety of content areas. Projects are taking
place in a number of areas. The goal in all of
these projects is to encourage the development
of higher quality student assessments at lower
cost to the states. The Council also supports
the Association of State Assessment
Programs (ASAP), an informal network of the
assessment staffs in the states.

The North Central Regional Educational
Laboratory (NCREL) helps education
professionals in a seven-state region support
school restructuring to promote learning for all
students, especially those most at risk.

One of ten federally supported educational
laboratories, NCREL responds to the needs of
educators in Illinois, Indiana, Iowa, Michigan,
Minnesota, Ohio, and Wisconsin in the critical
program areas of curriculum, instruction, and
assessment; early childhood and family
education; professional development; rural
education; and urban education.

NCREL's Regional Policy Information Center
(RPIC) connects research and policy by
providing federal, state, and local policymakers
with research-based information on such topics
as educational governance, technology policy,
and student assessment policy. RPIC publishes
Policy Briefs on a variety of topics including
charter schools, decentralization, interagency
collaboration. Policy Seminars are conducted
annually in cooperation with each state served.

NCREL also houses the Midwest Regional
Center for Drug-Free Schools and
Communities, one of five federally funded
centers that provide training, dissemination,
special products, and other activities to prevent
alcohol, tobacco, and other drug use among
youth.

3

NCREL

State Student Assessment Programs Database
June 1995

Linda Ann Bond, Director of Assessment
Arie van der Ploeg
David Braskamp
Regional Policy Information Center
NORTH CENTRAL REGIONAL EDUCATION LABORATORY

Edward Roeber, Director f S...dent Assessment Programs
COUNCIL OF CHIEF STATE SCHOOL OFFICERS

SSAP-B-95 $29.95

5

PREFACE

This is the third edition of the *State Student Assessment Programs Database,* a collaboration between the Council of Chief State School Officers (CCSSO) and the North Central Regional Educational Laboratory (NCREL). It is the single best source for information about the students assessment programs states conduct. Its content remains comprehensive, accurate, and up-to-date.

This document tabulates extensive and detailed information about each state's assessment programs. It is based on results from a survey developed for the Association of State Assessment Programs (ASAP), chaired by the CCSSO's Edward Roeber. The survey was mailed to the state directors of assessment in November 1994. They were asked to describe their state's assessment programs at the end of the 1993-1994 school year. Survey returns were received and processed from December 1994 through May 1995. This included clarification of entries and call-backs to fill in incomplete returns. Between February and June 1995, each assessment director received a copy of the information as it had been entered into the database for approval prior to publication. Any modifications were incorporated into the final product.

Most commonly, each question in the survey produced one data table, sometimes more. Some questions generated simple numeric or categorical responses. Others were open-ended and generated sometimes 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 1. Usually this will focus attention on related questions which may then be found by using the Table of Contents. When it is appropriate, this document provides bottom marginal entries which may contain frequency, count, or average data, as appropriate.

This edition plus the prior two provide a rich lode of information on the status of and trends in state assessment practice. A companion document *The Status of Statewide Student Assessment Programs* is available from NCREL or CCSSO. The data are also available in electronic form, as data sets and as electronic documents. An order form is appended to this document. Additional reports, one on the development of non-traditional assessment items, another on high school graduation testing, are forthcoming. Selected and updated information from the database and these and other documents is available at NCREL's World Wide Web site (http://www.ncrel.org) and gopher (gopher.ncrel.org) and on the CCSSO gopher (expected to be ready in fall 1995).

A document of this size and scope could not be produced without help. First, our gratitude extends to the 50 state directors of assessment. Each completed a 23-page survey! They also responded graciously to our nagging and our inability, at times, to understand what they were trying to tell us. To Deb Roeber goes the credit for assuring that all 50 states responded. Her skills on the telephone have become legendary. David Braskamp's work to keep the electronic database updated as additions and modifications came in from the assessment directors is deeply appreciated: without his careful data control efforts the SSAP's accuracy and comprehensiveness would be doubtful. David was also responsible for the gentler-on-the-eyes format of this year's tabulations. To Dina Czocher we extend, as always, our deep appreciation, for her gentle ability to keep us on task, on track, and mindful of budgets.

Arie van der Ploeg
Linda A. Bond
North Central Regional Educational Laboratory

Edward Roeber
Council of Chief State School Officers

Table of Contents

Part 2 Non-Traditional Assessment

Part 2-C   Curriculum Frameworks

Part 2-D   High School Graduation Testing

Part 3 Program Components

ANNUAL SURVEY
FALL 1994

Association of State Assessment Programs Annual Survey

Fall 1994

Council of Chief State School Officers and
North Central Regional Educational Laboratory

This year's survey should be even easier to complete than last year's. You should have received this blank survey form and a typescript which includes your responses from last year. You may respond on the blank survey form or edit the type-script using red pencil, whichever is easier for you. If you would prefer to receive a typescript on diskette, call Arie van der Ploeg, NCREL, at 800-35-NCREL.

New and revised questions are identified to the left on the paper form. A few items are in new locations.

Please complete the 1994 ASAP Survey considering the status of your assessment program(s) as of October 1, 1994. Start by identifying your state, its assessment director, and yourself. We again expect to have results from all 50 states and complete responses from all. If we do not understand your response to the survey, we will contact you for clarification.

State assessment director:			Person completing survey:		
Title:			Title:		
Address:			Address:		
City:	State:	Zip:	City:	State:	Zip:
Telephone:	Fax:		Telephone:	Fax:	

When completing Part 3, reply separately for each component of your state's assessment program. You will need to photocopy Part 3 for each of the components you identify. In determining the number of components you have, it may help to think about the purpose for your assessment. For example, if your state conducts a performance assessment, a norm-referenced test, and a high school graduation test, you would return three copies of Part 3, one for each component. In general, for the purpose of this summary, assessments requiring a different administration, response, or scoring format are best treated as distinct components.

Please return the completed survey (form or diskette) before January 13, 1995 to:

ASAP Survey
c/o Ed Roeber
Council of Chief State School Officers
1664 Algoma Drive
Okemos, MI 48864
Voice and Fax: (517) 347-1145

BEST COPY AVAILABLE

Part 1. General Concerns

1.1 Please give a brief description of your state's assessment programs,
who is tested, why, and how results are used.

_____

_____

_____

_____

_____

_____

1.2 What important changes, if any, occurred in your state assessment
programs since October 1993?

_____

_____

_____

_____

REVISED →

1.3 Are there changes you foresee occurring between November 1994
and October 1995 in your state's current assessment program? If
so, what are they and why are they likely to occur?

_____

_____

_____

_____

_____

REVISED ↲

1.4 What assessment projects, if any, does your state have under study,
in planning, or in development for the next 24 months?

_____

_____

_____

_____

BEST COPY AVAILABLE

1.5   Counting only permanent SEA employees, how many FTEs work o..
the assessment programs described in this survey, plus any
related developmental projects?

_____Professional FTEs
_____Support FTEs

REVISED →

1.6   Please indicate the total SEA and contractual budgets for the
assessment programs described in this survey plus any related
developmental projects.

SEA:
$_____

Contractual:
$_____

1.7   What is your state's overall policy for including or excluding specia'
needs students (those with IEPs or LEPs) in assessment? If they
are included, what special accommodations are made? (If a
formal statement exists, please provide a copy.)

_____

_____

_____

_____

_____

NEW →

1.8   If there are exceptions to this overall policy for different
assessment components, please explain.

_____

_____

_____

_____

_____

NEW →

1.9 What kind of accommodations are allowed for special education or limited English proficient students?

	Special Ed	LEP
Large print	_____	_____
Braille	_____	_____
Separate testing setting	_____	_____
Audiotaped or read instructions and questions	_____	_____
Audiotaped responses	_____	_____
Extra time	_____	_____
Word processor	_____	_____
Other languages (all but reading)	_____	_____
Other languages (all subjects)	_____	_____

In each column, check all that apply.

Other (please specify): _____

_____

_____

_____

NEW →

1.10 How is the decision about special accommodations made and who decides?

_____

_____

_____

_____

_____

REVISED →

1.11 Statewide, what percentage of the students tested are classified as LEP or as needing an IEP?

	IEP	LEP
Elementary	_____	_____
High school	_____	_____

Enter percentages, not counts.

1.12 What training or dissemination materials or techniques has your agency developed that other states could use? (Please enclose examples, especially for any non-traditional assessments.)

_____

_____

_____

1.13 Do students use calculators on your state's math or science tests?

Please place an "X" in those cells of the grid that best match your situation.

		Mathematics	Science
Use?	No		
	Yes		
Conditions of use?	Required		
	Encouraged		
	Permitted		
Degree of use?	Whole test		
	Parts		

NEW →

1.14 Do any of your state assessments include questions designed intentionally for calculator use?

Mark one.

____Yes
____No

REVISED →

1.15 Since 1986, has your state formulated explicit statements of learner outcomes? Which subjects?

Place an "X" in cells to describe your state's situation.

	Yes	In Progress	Planned	No
Math				
Reading				
Writing				
Other language arts				
Science				
Social studies				
Other				

1.16 Have any assessments been modified to align with these outcome statements?

Mark one.

____Yes
____No

1.17 Has your state set specific acceptable levels of performance on any state assessments (e.g. cut-scores, benchmarks, or proficiency levels)?

Mark one.

____Yes
____No

1.18 Since October 1993, has your state passed legislation affecting its assessment program(s)?

____Yes
____No

If yes, provide the title(s) of the legislation and describe how assessment was affected.

_____

_____

_____

_____

1.19 Since October 1993, have there been court decisions affecting your state assessment program(s)?

____Yes
____No

If *yes*, provide the title(s) of the decision(s) and how assessment was affected.

_____

_____

_____

_____

Please name the partners in collaborative efforts and their purpose. Generally, we would not expect you to name agencies you contracted as collaborative partners.

1.20 Who did your state collaborate with on assessment last year?

Who with: _____

_____

On what: _____

_____

_____

Who with: _____

_____

On what: _____

_____

_____

REVISED →

Mark all that apply.

1.21 Please identify the assessment services for which your state used contractors or consultants since October 1993.

_____a. Development
_____b. Administration
_____c. Scoring
_____d. Analysis
_____e. Reporting
_____f. Other. Please explain: _____

_____

1.22 Please identify the contractors or consultants used this past year, and the services they rendered.

Name: _____

Address: _____

_____

Service rendered: _____

Name: _____

Address: _____

_____

Service rendered: _____

Name: _____

Address: _____

_____

Service rendered: _____

Name: _____

Address: _____

_____

Service rendered: _____

Part 2-A. Non-Traditional Assessment

Please refer to the glossary at the end of the survey before beginning this section.

2.1   Has your agency created any non-multiple-choice exercises?

_____Yes
_____No

If not, does it plan to develop such items?
_____Yes
_____No

If you answered yes to either question, please complete the grid below. Otherwise, skip to Question 2.6 on page 10.

Below you will find options, with corresponding numbers, for each of the columns—Exercise Types, Status, Grades Served, and Availability— in the table. Please choose numbers from these options and mark them in the appropriate column. Add subjects as necessary.

Exercise Types
1=Enhanced multiple choice
2=Short-answer open-ended, constructed response
3=Extended response open-ended
4=Interview
5=Observation
6=Individual performance assessment
7=Group performance assessment
8=Portfolio or learning record
9=Project, exhibition, demonstration
10=Computer adaptive assessment
11=Other

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

Grades
Mark "K" for kindergarten, "P" for preschool, and use actual grade numbers for other grades.

Availability
1=Not available/secured
2=May be examined but not used
3=May be used
4=Some may be used
5=Will become available later

Subject	Exercise Types	Status	Grades Served	Availability
Math				
Reading				
Writing				
Other language arts				
Science				
Social studies				
History				
Geography				
Civics				
Economics				
Health Education				
Physical Education				
Music				
Visual Arts				
Dance				
Theater				
Foreign languages				
Career, vocational education				
Employability skills				
Other_____				

REVISED →　　　　　**2.2**　Did you encounter major difficulty in developing the non-traditional items or assessments?

Mark one.　　　　　　　＿＿Yes
　　　　　　　　　　　＿＿No

REVISED →　　　　　**2.3**　If *yes* to 2.2, mark the most significant problems.

　　　　　　　　　　　＿＿Insufficient time
Mark all that apply.　　　＿＿Insufficient financial resources
　　　　　　　　　　　＿＿Insufficient technical resources
　　　　　　　　　　　＿＿Unclear purpose(s) for assessment
　　　　　　　　　　　＿＿Inadequate theoretical framework
　　　　　　　　　　　＿＿Resistance to change to non-traditional methods from:
　　　　　　　　　　　　　　＿＿Teachers
　　　　　　　　　　　　　　＿＿Parents
　　　　　　　　　　　　　　＿＿Students
　　　　　　　　　　　　　　＿＿Legislature
　　　　　　　　　　　　　　＿＿Governor's Office
　　　　　　　　　　　　　　＿＿Lobbying groups (specify): ＿＿＿＿＿＿＿
　　　　　　　　　　　　　　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

REVISED →　　　　　**2.4**　For what purpose(s) are the new non-traditional assessments used?

Items have been grouped conceptually. Please mark all that apply to this component.

"High school graduation" means that students are awarded or denied diplomas based on performance on the assessment.

"Endorsed" diploma means a special seal on the diploma recognizes satisfactory performance on the assessment.

"Honors" diploma means a special diploma is awarded based on high performance on the assessment.

Instructional Process
　＿＿Kg/Grade 1 readiness
　＿＿Student diagnosis or placement
　＿＿High school skills guarantee
　＿＿Improvement of instruction, curriculum
　＿＿Program evaluation

Accountability: for students
　＿＿Student promotion
　＿＿High school graduation
　＿＿Endorsed diploma
　＿＿Honors diploma
　＿＿Student awards or recognition

Accountability: for schools
　＿＿School performance reporting (eg., school report cards)
　＿＿School accreditation
　＿＿School awards or recognition
　＿＿High school skills guarantee

Accountability: for staff
　＿＿Teacher evaluation or certification
　＿＿Teacher awards or recognition
　＿＿Other: ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
　　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

NEW →

2.5 Has your state carried out any studies to assess the validity of these non-traditional items/assessments?

Mark one.

_____ Yes
_____ No

If *yes*, please describe. _____

Mark all that apply.

_____

_____

_____

_____

_____

Part 2-B. Writing Samples

Questions 2.6 to 2.20 pursue issues related to writing assessment.

2.6 Does your state currently assess writing or is it considering doing so?

_____Yes, currently assess writing
_____Have writing assessment in development
_____No, but plan to do so within 5 years
_____No, and do not plan to do so in the near future
_____No, but did do so in the past

If your state does assess writing, please answer the following question. Otherwise, skip to question 2.21 in Part 2-C on page 13.

2.7 Which method does your state use to assess writing?

_____Assessments which do not require written work samples (e.g. multiple choice, cloze procedures, etc.)

_____Samples of classroom work (e.g. portfolios).
Who decides which work is included? _____
_____

_____Writing sample(s) in response to prompt(s):
Source of prompt:
_____ Commercial tests
_____SEA provided prompts
_____Other source: _____

_____Other process requiring written work.
Explain: _____

Continue this section only if _written_ samples of student work are evaluated. If not, skip to Part 2-C, question 2.21 on page 13.

2.8 In which grades does your state assess writing samples?

___1	___5	___9
___2	___6	___10
___3	___7	___11
___4	___8	___12

REVISED →

2.9 Within the assessed grades, who do you test?

_____All students are tested
_____Only a sample of students is tested
_____Testing is voluntary for students
_____Testing is voluntary for districts or schools

REVISED →

Mark all that apply.

2.10 Within the assessed grades, are items or prompts sampled?

_____All tested students see the same items or prompts
_____Items or prompts are sampled
_____Multiple forms are used
_____Locally determined

2.11 How many writing samples does your state assess per student per year?

_____

NEW →

Mark one.

2.12 Are revisions permitted?

_____Yes
_____No

REVISED →

Mark one.

2.13 Are revisions scored?

_____Yes, only final revision
_____Yes, two or more revisions
_____No

REVISED →

2.14 If the student is asked to produce a writing sample on demand (one set period of time), how many minutes are the students given?

_____Minutes

REVISED →

An extended response time is over a period of days or weeks.

2.15 If the student is given an extended response time to produce a sample, please describe the amount of time provided.

_____

_____

_____

2.16 What method is used for scoring?

Mark one.

_____Analytic
_____Holistic
_____Other method. Please explain: _____

2.17 How was the scoring rubric developed? _____

_____

_____

2.18 Who scores the writing samples?

Mark all that apply.

_____Teachers in state
_____Commercial company
_____Other. Please specify: _____

2.19 Describe the training the state provides for the scoring of the write samples.

_____

_____

_____

REVISED →

Mark all that apply.

2.20 In which content areas does your state assess writing or is it considering doing so?

Currently test writing in: Considering testing writing in:
_____Social studies   _____Social studies
_____Science   _____Science
_____Math   _____Math
_____Interdisciplinary   _____Interdisciplinary
_____Other (please specify)   _____Other (please specify)

_____   _____

26

Part 2-C. Curriculum Frameworks

REVISED →

Check boxes in the grid to describe your state.

2.21   Has your state developed curriculum frameworks? In what subjects?

	Yes	In development	Planned	No
Reading				
Math				
Writing				
Science				
Social Studies				
Other				

REVISED →

Check boxes in the grid to describe your state.

2.22   Is your state's assessment program aligned to the curriculum frameworks?

	Yes	In Progress	Planned	No
Reading				
Math				
Writing				
Science				
Social Studies				
Other				

NEW →

2.23   Describe any "opportunity to learn" standards or OTL measurement systems your state has developed or is developing.

_____

_____

_____

_____

_____

Part 2-D. High School Graduation Testing

Fill out this section only if students in your state must pass a high school graduation test or assessment in order to graduate from high school.

NEW →

2.24 Please briefly describe your state's high school graduation testing assessment requirement. (Please send along any written description you may have concerning this assessment program.)

_____

_____

_____

_____

_____

NEW →

2.25 Please complete the chart to describe the graduation assessment requirement:

Type of Assessment

NRT = Norm-referenced Test
CRT = Criterion-referenced Test
Pr = Performance Assessment
Pf = Portfolio Assessment
WS = Writing Sample

Please check marks in the grid to describe your state's situation.

Subjects	Grade Levels						Type of Assessment				
	7	8	9	10	11	12	NRT	CRT	Pr	Pf	WS
Mathematics											
Reading											
Writing											
Other Language Arts											
Social Studies											
Science											
Other _____											
Other _____											
Other _____											

2.26 Do students have to pass all or part of the test in order to graduate?

Check one.

____All
____Part
Which part?_____

NEW →

Enter a percentage.

2.27 According to the most recent data, about what percentage of high school students in your state fail to graduate from high school because they failed the high school test? _____

If you collect these data by race, gender or special education status, please include the percentage of these groups that fail to graduate from high school because they fail the high school test.

	Female	Male	Combined
White	____	____	____
African American	____	____	____
Hispanic American	____	____	____
Asian American	____	____	____
Native American	____	____	____
Special Education	____	____	____
Limited English Proficient	____	____	____

Enter percentages, if
the data are
available.
Otherwise, leave
blank.

NEW →

2.28 How often may students re-take the exam?

_____

NEW →

2.29 What kinds of formal assistance are offered to students who do not pass the exam the first time?_____

_____

_____

_____

_____

_____

NEW →

2.30 Does the state provide extra funds to schools or students to support this assistance?

_____

NEW →

Mark one.

2.31 Are schools held accountable for the passing rates of their students?

____Yes
____No

If *yes*, please explain: _____

_____

_____

_____

NEW →   2.32 Does your state (or do local districts) follow up with your students after graduation from high school?

	Yes	No
Mark one for each.

State _____ _____

Local Districts _____ _____

Mark all that apply.   If so, which students?:
_____High School Drop-outs
_____High School Graduation Test Failures
_____College Student
_____All Students
_____Other: please specify _____

_____

_____

NEW →   2.33 How are the assessment results reported to the public, and by who

_____

_____

_____

NEW →   2.34 What is the intended impact of high school graduation testing on:

Standards?_____

_____

_____

_____

Students?_____

_____

_____

_____

Educators?_____

_____

_____

_____

Curriculum and Instruction? _____

_____

_____

_____

Schools? _____

_____

_____

_____

30

NEW →

2.35 What have been the unintended consequences on:

Standards?_____

_____

_____

_____

Students?_____

_____

_____

_____

Educators?_____

_____

_____

_____

Curriculum and Instruction? _____

_____

_____

_____

Schools? _____

_____

_____

_____

NEW →

2.36 Has any research or evaluation study been performed to assess the impact of the high school graduation test on students or schools?

Mark one.

____Yes
____No

If *yes*, what were the findings? (Please attach a copy of the report if available).

_____

_____

_____

_____

_____

Part 3. Program Components

Pages 18 through 22 are intended to provide greater detail about each component of your state's testing program. Please copy these pages as often as needed.

Two primary factors determine components for this survey: purpose and format. If these vary markedly, please complete a separate description for each variation.

Give the name.

Program Component: _____

_____

Contact Person: _____

Phone: _____

Briefly describe why this assessment component exists and what it is expected to do.

3.1 Purposes of Component: _____

_____

_____

REVISED →

3.2 Subjects, grades, and numbers of students tested:

In the second row of the matrix, write in each subject assessed in this program. Below these entries, indicate the number of students tested in this program at each grade. Please give exact answers or reasonable approximations. If you know students are tested at certain grades but are uncertain how many, please insert ? in the cell.

	Number of students assessed			
Fill in subject→				
Grade: Kg				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

3.3   When was this assessment component, in basically this form, first used in schools?

Give calendar year.

Year _____

3.4   When was this assessment component most recently substantially revised?

Give calendar year.

Year _____

3.5   Who initially authorized the creation of this assessment component?

Mark one.

____Legislative mandate
____State board action
____SEA decision
____Other. Please explain. _____

_____

3.6   What groups were most instrumental in the process that led to the initial authorization of this assessment component?

Mark all that apply.

____Administrative groups
____Advocacy groups
____Business community
____Governor's office
____Judiciary
____Legislators
____Parent groups
____State board of education
____Chief state school officer
____State education agency
____Teacher groups
____Other; explain:_____

3.7   What method determines which students are assessed in this component?

Mark all that apply.

____All students in designated grades are tested
____Students are sampled
____Assessment is voluntary for students
____Assessment is voluntary for schools or districts

3.8   What test items are given to students?

Mark all that apply.

____All tested students see the same items
____Items are sampled
____Multiple forms are used
____Locally determined

3.9   What types of tests or assessments are used?

_____Norm-referenced, multiple-choice (NRT)
_____Criterion-referenced, multiple-choice (CRT)
_____Performance testing
_____Portfolio assessment
_____Writing samples
_____Others. Please explain. _____

3.10   Are the tests normed?

_____Yes
_____No

If yes, what norms are used to report scores?

_____National
_____State
_____Regional
_____Local
_____Categorical (e.g. urban, rural, etc.)

REVISED →

3.11   Does the state report, or require districts or schools to report the assessment results separately for LEP students or students with IEPs?

	IEP	LEP
Yes	_____	_____
Local option	_____	_____
No	_____	_____

3.12   Does this component include commercial assessment instruments?

_____Yes
_____No

If yes, what kind are they?

_____Off-the-shelf
_____Customized off-the-shelf
_____Built from commercial item banks
_____Custom developed

Please name the instruments. _____

_____

_____

3.13   Does this component include SEA developed assessments?

_____Yes
_____No

If *yes*, from whom, if anyone, did your state receive assisstance in developing this assessment component?
_____Universities
_____Consultants
_____Commercial testing firms
_____Other. Please explain. _____

REVISED →

3.14   What uses are made of the results of the assessment?

Instructional Process
_____Kg/Grade 1 readiness
_____Student diagnosis or placement
_____High school skills guarantee
_____Improvement of instruction, curriculum
_____Program evaluation

Items have been grouped conceptually. Please mark all that apply to this component.

"High school graduation" means that students are awarded or denied diplomas based on performance on the assessment.

"Endorsed" diploma means a special seal on the diploma recognizes satisfactory performance on the assessment.

"Honors" diploma means a special diploma is awarded based on high performance on the assessment.

Accountability: for students
_____Student promotion
_____High school graduation
_____Endorsed diploma
_____Honors diploma
_____Student awards or recognition

Accountability: for schools
_____School performance reporting (eg., school report cards)
_____School accreditation
_____School awards or recognition
_____High school skills guarantee

Accountability: for staff
_____Teacher evaluation or certification
_____Teacher awards or recognition
_____Other: _____
_____

REVISED →

Mark all that apply.

3.15 Does this assessment component have consequences of the following sort?

FOR SCHOOLS
____Funding gain
____Funding loss
____Accreditation loss
____Exemption from regulations
____Probation, watch lists
____Warnings
____Takeover
____Dissolution
____Other: _____

FOR STAFF

____Certification status gain
____Certification status loss
____Financial rewards
____Financial penalties
____Probation
____Other: _____

NEW →

Mark one.

3.16 Are the results of the assessment reported publicly?

____Yes
____No

If *yes*, at what level are they reported and by whom: _____

_____

_____

_____

_____

NEW →

Check as appropriate.

3.17 If the assessment results are reported publicly, are they reported for categories of students?

	Yes	No
Race	____	____
Gender	____	____
SES	____	____
IEP Status	____	____
LEP Status	____	____

Glossary for Use With Association of State Assessment Prgrams
Annual Survey

Component: To determine the number of components you have, it may help to think about the purpose for your assessment. For example, if your state conducts a performance assessment, a norm-referenced test, and a high school graduation test, you would return three copies of Part 3, one for each component. In general, assessments requiring a different administration, response, or scoring format are best treated as distinct components for the purpose of this summary. One component may contain multiple assessment, if these share similar administrative, data collection and scoring procedures and formats. If they share dissimilar elements, a common example is an extended writing sample attached to a multiple-choice assessment, it is best for this survey to treat these each as one component.

FTE: Full time equivalent

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

> **Computer-adaptive testing:** any assessment, that requires the student to respond to the assessment items or task with the aid of a computer where the software selects next problem or task based on the student's prior responses.

> **Enhanced multiple-choice:** any multiple-choice question that requires more than the selection of one correct response. Often, the task requires the students to explain their responses.

> **Extended-response, open-ended:** any item or task that requires the student to produce an extended written response to an item or task that does not have one right answer (for example, an essay or laboratory report).

> **Group performance assessment:** any assessment which requires the students to perform the assessment task in a group setting. (For example, a performance assessment, as defined in individual performance assessment, becomes a group performance assessment when the task is performed in a group and the individual's rating is based on his performance as part of the group).

> **Individual performance assessment:** any assessment that requires the student to perform (in a way that can be observed) an assessment task by him- or herself. (For example, students may be asked to perform a laboratory experiment or carry out a community service project, and write up results. The performance of the laboratory experiment and the community service project makes this an individual performance assessment vs. an extended-response when the quality of the performance itself, and not just the quality of the writing, is rated).

> **Interview:** an assessment technique where the student responds to verbal questions from the assessor.

> **Observation:** an assessment technique that requires the student to perform a task while being observed and rated using an agreed-upon set of scoring criteria.

> **Portfolio:** an accumulation of a student's work over time which demonstrates growth toward the mastery of specific performance.

> **Project, exhibition, or demonstration:** a complex task over time which requires the demonstration of the mastery of a variety of desired outcomes, each with its own performance criteria. which can be assessed within the one project, exhibition, or demonstration.

> **Short-answer, open-ended:** any item or task that requires the production of a short written response on the part of the respondent. Most often, there is a single right answer (for example, a fill-in-the blank or short written response to a question). "Constructed" response items, where the student grids the answer directly (not picking from a list) are included in this definition.

Opportunity to learn: the presence of educational approaches necessary to provide students with appropriate instruction on which they will be assessed; "opportunity to learn" standards hold the school accountable for providing these learning opportunities.

SEA: State education agency.

SUMMARY TABLE

SUMMARY TABLE: STATE ASSESSMENT PROGRAMS, AS OF OCTOBER 1994

Grades .... Subjects ...... Test Type .... Assessment Purpose .... School Consequences ....

Note: CO and MA suspended their assessment programs in 1993-94.

--- CELL CONTENTS ---
A=All are tested
S=Sample is tested
V=Voluntary for
  students, schools,
  or districts
Y=Purpose applies to
  at least one
  component

NCOM=Number of components

---- SUBJECTS ----
L =Language arts,
   including reading
M =math
W =writing
Ss =social studies
Sc =Science
Voc=Vocational
Ap =Aptitude
Rd =Readiness

--- TEST TYPE ------
NRT=Norm-referenced
   test
CRT=Criterion-
   referenced test
Per=Performance
   testing
Prt=Portfolio
   assessment
WS =Writing samples

--- ASSESSMENT PURPOSE ----
Kg1=Kg or Grade 1
   Readiness
Std=Student diagnosis,
   placement
Imp=Improvement of
   instruction
PE =Program evaluation
StP=Student promotion
Gr =HS graduation
ED =endorsed diploma
HO =Honors diploma
StA=Students awards,
   recognition
SPR=School perform-
   ance reporting
Ac=School
   accreditation
ScA=School awards,
   recognition
SK =HS skills guarantee

-- SCHOOL CONSEQUENCES -
FG =Funding gain
FL =Funding loss
AL =Accreditation loss
ER =Exemption from
   regulations
PWL=Probation, watch
   lists
W =Warnings
T =Takeover
D =Dissolution
Oth=Other

STATE ASSESSMENT DIRECTORS

State Assessment Director

AK Name: Bob Silverman
             Administrator, Office of Standards and Assessment
       Address: Alaska Department of Education
             801 W. 10th Ave.
             Juneau   AK 99801
       Phone: 907-465-8680   Fax: 907-463-5279

AL Name: Dr. Gloria Turner
             Coordinator, Student Assessment Section
       Address: 50 N. Ripley St., Room 3304
             Montgomery   AL 36130
       Phone: 334-242-8038   Fax: 334-242-0482

AR Name: Gayle Potter
             Lead Planner, Research and Design Team
       Address: #4 State Capitol Mall, 106A
             Little Rock   AR 72201
       Phone: 501-682-4558   Fax: 501-682-4886

AZ Name: Dr. Charles Wiley
             Director of Assessment, Evaluation
       Address: Arizona Dept. of Education
             1535 W. Jefferson
             Phoenix   AZ 85007
       Phone: 602-542-3759   Fax: 602-542-5388

CA Name: Dr. Dale Carlson
             Assistant Superintendent
       Address: Assessment and Testing, CA Department of Education
             P.O. Box 944272, 721 Capitol Mall, 4th Floor
             Sacramento   CA 95814
       Phone: 916-657-3011   Fax: 916-657-4964

CO Name: Wayne Martin
             Assessment Director
       Address: Colorado Department of Education
             201 E. Colfax Ave.
             Denver   CO 80203
       Phone: 303-866-6850   Fax: 303-830-0793

CT Name: Dr. Douglas A. Rindone
             Chief, Bureau of Evaluation and Student Assessment
       Address: Connecticut State Department of Education
             P.O. Box 2219
             Hartford   CT 06145
       Phone: 203-566-1684   Fax: 203-566-1625

State Assessment Director

DE Name: Larry C. Gabbert
           Education Associate
     Address: Delaware Department of Public Instruction
              Townsend Building
              Dover   DE 19903
     Phone: 302-739-2768   Fax: 302-739-3092

FL Name: Dr. Thomas H. Fisher
           Administrator, Student Assessment Services
     Address: 701 Florida Education Center
              325 W. Gaines St.
              Tallahassee   FL 32399
     Phone: 904-488-8198   Fax: 904-487-1889

GA Name: Dr. Stan Bernknopf
           Director, Division of Research
     Address: Georgia Department of Education
              1870 Twin Towers East
              Atlanta   GA 30334
     Phone: 404-656-2668   Fax:

HI Name: Selvin Chin-Chance
           Administrator, Testing Office
     Address: Hawaii Department of Education
              3430 Leahi Ave., Bldg. D
              Honolulu   HI 96815
     Phone: 808-733-9003   Fax: 808-733-4841

IA Name: Leland Tack
           Administrator
     Address: Iowa Department of Educaiton
              Grimes State Office Building
              Des Moines   IA 50319
     Phone: 515-281-5293   Fax: 515-242-5988

ID Name: Sally Tiel
           Coordinator: Guidance/Assessment/Evaluation
     Address: 650 W. State St. P.O. Box 83720
              Len B. Jordan Bldg.
              Boise   ID 83720
     Phone: 208-334-2113   Fax: 208-334-2228

IL Name: Mervin M. Brennan
           Manager
     Address: Illinois State Board of Education
              100 N. First St.
              Springfield   IL 62777
     Phone: 217-782-4823   Fax: 217-782-6097

State Assessment Director

IN Name: Rick Peters
            Director, Division of School Assessment
       Address: State House
            Room 229
            Indianapolis   IN   46204
       Phone: 317-232-9050   Fax: 317-232-9121

KS Name: Dr. Ann Harrison
            Director; Planning, Research, Evaluation
       Address: Kansas Department of Education
            120 S.E. 10th Ave.
            Topeka   KS   66612
       Phone: 913-296-3605   Fax: 913-296-7933

KY Name: Betty Edwards
            Director of Division of Curriculum and Assessment Developmen
       Address: Kentucky Department of Education
            500 Mero St.
            Frankfort   KY   40601
       Phone: 502-564-2106   Fax: 502-564-6470

LA Name: Rebecca Christian
            Director, Pupil Accountability
       Address: LA Dept. of Education
            P.O. Box 94064
            Baton Rouge   LA   70804
       Phone: 504-342-3748   Fax: 504-342-3684

MA Name: Jeff Nellhaus
            Administrator
       Address: MA Department of Education
            350 Main St.
            Malden   MA   02148
       Phone: 617-388-3300   Fax: 617-388-3392

MD Name: Steve Ferrara
            Director of Student Assessment
       Address: Maryland State Department of Education
            200 W. Baltimore St.
            Baltimore   MD   21201
       Phone: 410-767-0080   Fax: 410-333-0052

ME Name: Dr. Brud Maxcy
            Coordinator, Maine Educational Assessment
       Address: Maine Department of Education
            State House Station #23
            Augusta   ME   04333
       Phone: 207-287-5996   Fax: 207-287-5995

State Assessment Director

MI Name: Dr. Diane Smolen
                    Supervisor, Educational Assessment Program
        Address: Michigan Department of Education/MEAP
                    P.O. Box 30008
                    Lansing   MI   48909
        Phone: 517-373-8393   Fax: 517-335-1186

MN Name: Bill McMillan
                    Assessment and Evaluation
        Address: Minnesota State Department of Education
                    550 Cedar St.
                    St. Paul   MN 55101
        Phone: 612-296-6002   Fax: 612-296-3775

MO Name: Mr. James L. Friedebach
                    Director, Assessment Section
        Address: Missouri Department of Elementary and Secondary Ed
                    P.O. Box 480
                    Jefferson City   MO 65102
        Phone: 314-751-3545   Fax: 314-751-9434

MS Name: Dr. Cynthia Ward
                    Director, Student Assessment
        Address: State Department of Education
                    P.O. Box 771
                    Jackson   MS 39205
        Phone: 601-359-3052   Fax: 601-359-2471

MT Name: Dori Nielson
                    Sr. Education Analyst
        Address: State Capitol
                    Box 202501
                    Helena   MT 59620
        Phone: 406-444-3656   Fax: 406-444-3924

NC Name: Chris P. Averett
                    Director of Testing
        Address: Department of Public Instruction
                    301 N. Wilmington St.
                    Raleigh   NC 27603
        Phone: 919-715-1207   Fax: 919-715-1204

ND Name: Dr. David L. Lee
                    Director: Counseling, Testing, DFS, etc.
        Address: North Dakota Dept. of Public Instruction
                    600 E. Boulevard Ave.
                    Bismarck   ND 58505
        Phone: 701-328-2269   Fax: 701-328-4770

State Assessment Director

NE   Name: Jack Gilsdorf
                 Director of Assessment and Evaluation
       Address: 301 Centennial Mall South
                 P.O. Box 94987
                 Lincoln   NE 68509
       Phone: 402-471-2444   Fax: 402-471-0117

NH   Name: William B. Ewert
                 Director
       Address: NH Educational Improvement and Assessment Program
                 101 Pleasant Street
                 Concord   NH 03301
       Phone: 603-271-2298   Fax: 603-271-1953

NJ   Name: Dr. Gerald E. DeMauro
                 Director, Bureau of Assessment
       Address: New Jersey Department of Education
                 CN500
                 Trenton   NJ 08625
       Phone: 609-292-5180   Fax: 609-984-6032

NM   Name: Dr. Carroll L. Hall
                 State Director
       Address: State Department of Education
                 Education Building
                 Santa Fe   NM 87501
       Phone: 505-827-6524   Fax: 505-827-6696

NV   Name: Dr. Thomas W. Klein
                 Coordinator, Nevada Profic. Exam. Program
       Address: Capitol Complex
                 400 W. King St.
                 Carson City   NV 89710
       Phone: 702-687-3913   Fax: 702-687-5660

NY   Name: Carolyn D. Byrne
                 Director
       Address: New York State Education Department
                 Washington Ave., Room 770 EBA
                 Albany   NY 12234
       Phone: 518-474-5902   Fax: 518-474-1989

OH   Name: E. Roger Trent
                 Director
       Address: Division of Assessment and Evaluation
                 65 S. Front St., Room 202
                 Columbus   OH 43215
       Phone: 614-466-3224   Fax: 614-644-5960

State Assessment Director

OK Name: Position is currently vacant.
                 Director of Student Assessment
       Address: Oklahoma State Department of Education
                 2500 N. Lincoln Blvd.
                 Oklahoma City   OK 73105
       Phone: 405-521-3341   Fax: 405-521-6205

OR Name: Barbara Wolfe
                 Coordinator, Assessment and Evaluation
       Address: Oregon Department of Education
                 255 Capitol St., NE
                 Salem   OR 97310
       Phone: 503-378-8004   Fax: 503-373-7968

PA Name: James Hertzog
                 Chief, Division of Evaluation and Reports
       Address: 333 Market St.
                 Pennsylvania Department of Education
                 Harrisburg   PA 17126
       Phone: 717-787-4234   Fax: 717-783-6642

RI Name: Dr. Pat DeVito
                 Director, Outcomes and Assessment
       Address: Rhode Island Department of Education
                 22 Hayes St.
                 Providence   RI 02908
       Phone: 401-277-3126   Fax: 401-277-4979

SC Name: Susan A. Agruso
                 Director, Office of Assessment
       Address: S.C. Department of Education/Policy
                 604 Rutledge Building
                 Columbia   SC 29201
       Phone: 803-734-8298   Fax: 803-734-8886

SD Name: Gary Skoglund
                 Director, Testing and Guidance
       Address: South Dakota Department of Education
                 700 Governors Dr.
                 Pierre   SD 57501
       Phone: 605-773-5229   Fax: 605-773-6139

TN Name: Fretta M. Bunch, Ed. D.
                 Director, State Testing and Evaluation Center
       Address: University of Tennessee
                 1914 Andy Holt Ave.
                 Knoxville   TN 37996
       Phone: 615-974-5385   Fax: 615-974-5461

47

State Assessment Director

TX Name: Keith Cruse
          Senior Director
       Address: 1701 N. Congress
          Division of Student Assessment
          Austin   TX 78701
       Phone: 512-463-9536   Fax: 512-463-9302

UT Name: Dr. David E. Nelson
          Director of Evaluation and Assessment
       Address: Utah State Office of Education
          250 East 500 South
          Salt Lake City   UT 84111
       Phone: 801-538-7810   Fax: 801-538-7521

VA Name: Dr. Doris Redfield
          Chief of Research, Planning, Evaluation, Assessment and Acct
       Address: Virginia Department of Education
          P.O. Box 2120
          Richmond   VA 23216
       Phone: 804-225-2102   Fax: 804-371-8978

VT Name: Susan Rigney
          Director of Educational Policy and Planning
       Address: Vermont Department of Education
          120 State St.
          Montpelier   VT 05620
       Phone: 802-828-3353   Fax: 802-828-3146

WA Name: Duncan MacQuarrie, Ed.D.
          Supervisor, Curriculum and Assessment
       Address: P.O. Box 47200
          Old Capitol Building
          Olympia   WA 98504
       Phone: 206-753-3449   Fax: 206-586-2728

WI Name: Dr. B. Darwin Kaufman
          Director, Office for Educational Accountability
       Address: Wisconsin Department of Public Instruction
          P.O. Box 7841
          Madison   WI 53707
       Phone: 608-267-9111   Fax: 608-266-8770

WV Name: Karen Nicholson
          Assistant Director
       Address: Building 6, Room B-057
          1900 Kanawha Blvd.
          Charleston   WV 25305
       Phone: 304-558-2651   Fax: 304-558-1613

State Assessment Director

WY   Name: Jim Lendino
            Consultant
     Address: Wyoming Department of Education
            Hathaway Bldg.
            Cheyenne   WY 82002
     Phone: 307-777-6268   Fax: 307-777-6234

PART 1
GENERAL CONCERNS

Part 1.1   Please give a brief description of your state's assessment programs, who is tested, why, and how the results are used.

ST	Response
AK	1. Testing in grades 4, 6, and 8 using the ITBS, Form G, in reading, math, and language arts. 2. Voluntary direct writing assessment in grades 5 and 10.
AL	Students in grades 2 through 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.
AR	A norm-referenced test, The Stanford Achievement Test, 8th Edition, is given to all students in grades 4, 7, and 10. The results are used to evaluate curricula and educational programs. We are developing a criterion-referenced test in English/language arts, math and direct writing for grades 4, 8, 11, and 12. The assessment at grades 4 and 8 will be used for program evaluation and individual diagnosis. The assessment at grades 11 and 12 will eventually be used as a diploma requirement.
AZ	Statewide initiative for higher curricular standards and increased achievement for all. Performance-based authentic assessment correlated with 100 percent of state curriculum framework in reading, writing, and mathematics. All third-, eighth-, and twelfth-grade students participate. Assessments written in both English and Spanish, mediation provided for selected individual assessment plans.
CA	During the 1994-95 academic year, state assessment in California will have five major functions: 1. Reporting the 1994 scheduled, on-demand assessments. All California students in grades 4, 5, 8, and 10 took scheduled, on-demand performance assessments in mathematics and English-language arts in 1994. School-level data will be provided for grades 4, 8, and 10. All students in grade 5 were assessed in history/social science and science in 1994. School-level data will be provided for the history/social science assessments and district-level data will be provided for science. 2. Voluntary end-of-course examinations. The Golden State Examinations (GSE) program offers high school and middle grades the opportunity to be voluntarily assessed at the end of key high school courses to earn recognition for academic achievement. In 1994-95, GSE exams will be offered in algebra, geometry, U.S. History, economics, chemistry, biology, and coordinated science. New exams in composition and integrated mathematics I/II will be field tested. 3. Continuing developmental efforts on career technical assessments. 4. Review and approval of published assessments for local use. 5. Portfolio assessment pilots. A significant number of schools will be piloting alternative models of portfolio assessment during the 1994-95 academic year. Some of these schools will pilot content specific portfolios in language arts, mathematics, history, and science. Others will pilot "full vision" models at particular grade levels. Finally, some of the schools will work with existing networks and models, especially the California Learning Record, K-4 Full Vision Pilot, and the New Standards portfolio pilots. In 1994, California Learning Assessment System tests were administered to all public schools having grades 4, 5, 8, and 10. School districts and state results in reading, writing, mathematics, history/social science, and science will be produced and reported based on the percentage of students at or above each of six performance levels in each subject area. School reports include detailed information on the performance of students within each school. Standard errors for percentages of students at or above each performance level have been computed based on formulas proposed by Lee Cronback that incorporate measurement error.
CO	The Colorado Student Assessment Program was designed to provide state-level information, based on statewide samples of students, generally in grades 4, 7, and 10. A variety of instruments is used on a rotating basis: ITBS/TAP in year one, writing assessment in year two, math/science in year three. The cycle is repeated to measure change over time. NAEP trial state assessment is also part of the program.

Part 1.1 Please give a brief description of your state's assessment programs, who is tested, why, and how the results are used.

ST	Response

The Colorado Student Assessment Program was suspended for the 1993-1994 and 1994-1995 school years. A new program will be developed, based on content standards for grades 4, 8, and 10, beginning with the 1996-1997 school year. The learning areas include reading, writing, mathematics, science, history and geography. Art, music, civics, foreign languages, and physical education will also be included. An assessment budget is being used to develop content standards for all 11 areas. The new assessment program will probably be a mixture of traditional and non-traditional measures.

To provide an initial anchor for the new program, Colorado will continue to participate in the state assessment component of NAEP and will participate, as a state, in the Third International Mathematics and Science Study (TIMSS) for population 1 (third and fourth graders).

CT Connecticut has a two-pronged approach to assessment: The Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT).

The CMT is a criterion-referenced test given every fall to every Connecticut fourth-, sixth- and eighth-grade student. It assesses mathematics and language arts. Language arts includes reading and writing. The second generation of the CMT includes open-ended and performance items.

The CAPT was administered for the first time in the spring of 1994 to all grade 10 students. In addition to traditional item formats, it also has several performance components. The areas tested include mathematics, science, language arts, and an interdisciplinary test. A certification of mastery is awarded to each student passing each section of the test.

DE Performance assessments in reading, writing, math at grades 3, 5, 8, and 10. Norm-referenced assessment in reading and math at same grades.

FL Grade Ten Assessment Test (GTAT):

The GTAT is a standardized, norm-referenced achievement test. The GTAT consists of two 40-minute multiple-choice subtests that measure the performance of Florida tenth-grade students in the subject areas of reading comprehension and mathematics. The results provide useful information for instructional improvement. They are intended to supplement teacher judgments and to be used in conjunction with other information about students' achievement in the classroom. In April 1994, the GTAT was administered to grade ten high school students enrolled in 449 schools in Florida's 67 counties; the test results reflected the achievement of over 99,000 tenth-grade students.

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, writing, and mathematics in everyday life situations and is first administered to regular high school students in the eleventh grade. The HSCT may be taken up to five times during the eleventh and twelfth grades. The students may retake the HSCT during an additional year of high school or as an adult as many times as is neccessary. Results of the HSCT are reported using an equated scale score; a minimum scale score of 700 is required for passing each of two sections of the HSCT. The test results 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 require additional instruction.

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. Students' writing may be in the form of a story, essay, or letter. The writing is then

Part 1.1 Please give a brief description of your state's assessment programs, who is tested, why, and how the results are used.

ST	Response

scored 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 1994-95, the writing assessment involves a census assessment in grades 4, 8, and 10. Results from each assessment provide useful information to classroom teachers and school district administrators about students' writing achievement.

Grade 4 and 8 Norm-Referenced Tests:

The Department of Education collects data resulting from norm-referenced tests (NRTs) administered by local districts in grades 4 and 8. Specifically, districts submit scores in reading and mathematics for all students in grades 4 and 8. The data are compiled by the Department and results for each school and district are reported in the school profile report produced by the Department.

GA   The Georgia Student Assessment program includes the Georgia Kindergarten Assessment Program (GKAP) individually administered throughout the kindergarten year; Curriculum-Based Assessments (CBAs) via matrix sampling in grades 3, 5, and 8 in mathematics, language arts, reading, science, social studies, and health and in grade 11 for all students for graduation purposes; writing assessments for individual students in grades 3, 5, and 8; norm-referenced testing via matrix sampling in grade 11; and graduation assessment addressing higher-order skills and problem solving including writing in grade 11. Norm-referenced tests (NRTs) include the Iowa Test of Basic Skills (ITBS) and the Tests of Achievement and Proficiency (TAP), which are commercially developed and published. The CBAs, writing assessments, and the GKAP are state-developed assessments by Georgia educators.

Results are used to provide information for instructional planning, provide feedback to students and parents, assist in the evaluation of the effectiveness of educational programs, and determine achievement standards and state-level information. The writing assessments, GKAP, the NRTs at grades 3, 5, and 8, and the graduation assessment also provide individual student data. Also schools and systems have the option to administer supplemental CBAs to obtain individual student data.

HI   The Hawaii statewide testing program consists of the following:

1. Stanford Achievement Test (8th Ed.) administered to all eligible students in grades 3, 6, 8, and 10 to provide comparative national data at the class, school, district, and state level.

2. Hawaii State Test of Essential Competencies (HSTEC) to students in grades 10 through 12 to assess attainment of 15 Essential Competencies for diploma certification purposes. Students are allowed multiple attempts.

3. The Essential Competencies Certification Center, which is an open-ended response version of the HSTEC above, provided as an option to students who did not pass the state test on their first attempt.

4. Credit by examination, which allows students to earn course credit by passing selected content area tests.

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.

ID   Idaho's current assessment program consists of a Direct Writing Assessment for grades 4, 8, and 11 and standardized testing for grades 4 and 8 using the Iowa Tests of Basic Skills (form K) and the Tests of Achievement and Proficiency for grade 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 new performance mathematics assessment for grades 4 and 8 and interdisciplinary assessments for grades 9

Part 1.1 Please give a brief description of your state's assessment programs, who is tested, why, and how the results are used.

ST	Response

through 12. These assessments are optional at this time.

IL All students in 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 state level, they are used for accountability, school designations and recognition status, and policymaking. At the school level they are used for program evaluation and school improvement planning.

IN Students in grades 2, 3, 6, 8, and 9 are tested. Purposes include accountability, student diagnostic information, remediation or retention decisions, policymaking information regarding programs, and overall "health" of education in Indiana.

KS In order to prepare students for the 21st century, we are focusing on process as well as product in all of our assessments. Measurement of higher-order skills has taken the place of basic skills assessment. We are including a performance-based format in all areas. Where multiple choice is still a necessity, questions focus on cognitive processes and greater care is given to measuring problem solving and critical thinking.

KY The Kentucky Instructional Results Information System (KIRIS) assessment comprises three components: open-response, performance events, and portfolios in mathematics and writing. All fourth, eighth, and eleventh graders participate. The program is administered as the cognitive component of a "high-stakes" school building and local school district accountability requirement.

LA The Louisiana Educational Assessment Program includes a kindergarten developmental readiness screening program; criterion-referenced tests that are administered in grades 3, 5, and 7 in math and language arts and written composition that is administered in grade 7 that are based on state curricular standards; a Graduation Exit Examination in the subjects of English/language arts, written composition, math, science, and social studies that must be passed to receive a state diploma; and a norm-referenced test administered at grades 4 and 6.

MA MA is beginning to develop the Massachusetts Comprehensive Assessment System (MCAS). This will be an annual assessment of students at grades 4, 8, and 10. Individual student results will be reported. At the time of this survey, many policy decisions had not yet been made.

MD 1. Grades 7 through 12: the Maryland Functional Tests are a high school graduation requirement that uses multiple choice CRTs in reading, mathematics, and citizenship. These tests are administered by pencil and paper, as well as computer adaptive.

2. Grades 7 through 12: the Maryland Writing test is also a high school graduation requirement that uses two writing samples, narrative and expository.

3. Samples of students in grades 3, 5, 8: A norm-referenced testing program uses the CTBS/4 in math, reading comprehension, and language for state- and district-level reporting.

4. Grades 3, 5, and 8: the Maryland School Performance Assessment Program uses criterion-referenced performance assessments for school, district, and state reporting and school performance accountability in reading, writing, language usage, math, science and social studies.

ME Since the 1985 school year, all fourth, eighth, and eleventh graders are assessed in reading, writing, mathematics, science, social studies, and arts and humanities. Both common and matrix sampled items are used to produce individual results in reading, writing, and mathematics and school and district results in all six subject areas. In 1994 a health assessment was initiated in grade 4 and expanded to grade 8 in 1995. The primary use of the MEA results are for program improvement at the school- and district-, and state-level policy analysis. Individual results are reported directly to parents, and school-level results are reported publicly through the news media.

MI The Michigan Educational Assessment Program (MEAP) assesses all fourth, seventh, and tenth graders in

Part 1.1 Please give a brief description of your state's assessment programs, who is tested, why, and how the results are used.

ST	Response

mathematics and reading, and all fifth, eighth, and eleventh graders in science. The tests are objective-referenced and measure predescribed state goals and objectives. The state also assesses other subject areas on a sampling basis.

MN We conduct statewide, local assessment and item bank programs. Samples of students are tested in seven curriculum areas in four-year cycles. All students are tested on a four-year cycle at the district level. Results are used for accountability and improvement at the state and local levels.

MO The Missouri Mastery and Achievement Test, a criterion-referenced, multiple-choice achievement test based on the Missouri Core Competencies and Key Skills, is available for use by the local districts in grades 2 through 10. The state collects a state sample for grades 8 and 10 and provides a yearly report. The state conducts a writing sample for grades 5, 8, and 11.

MS The statewide testing program includes three compoanents:

1. Students in grades 4 through 9 are administered a norm-referenced test, The Iowa Tests of Basic Skills (grades 4 through 8) and Tests of Academic Proficiency (grade 9).

2. The Functional Literacy Examination (FLE) is a criterion-referenced minimum competency test administered in grade 11. A passing score on the FLE is required for a standard high school diploma.

3. The subject area testing program (SATP) consists of criterion-referenced tests that target content in selected high school courses, currently Algebra I.

Test results serve as a measure of accountability and provide data for national comparison. Norm-referenced assessment results in reading, mathematics, and language are used with criterion-referenced test results to determine school district accreditation levels.

MT Any standardized, norm-referenced test for grades 4, 8, and 11 that districts annually select from a list of 5 published tests. The scores are summarized at the state level. In addition, accreditation requires districts to develop assessment methods for each program area curriculum.

NC Grades 1 and 2 are assessed by observation. Grades 3 through 8 take multiple choice and open-ended tests in reading, math, science, and social studies. Students in high school are tested on 11 courses. Writing is assessed at grades 4, 6, 8, and 10. Results of the 3 through 8 and high school tests are used for accountability and program improvement at the state and local levels. In addition, a norm-referenced test (ITBS) is given to a sample of students at grades 5 and 8. The state funds one administration of the PSAT for college bound students. Foreign language assessments are given on a volunteer basis in grades 3 and high school.

ND Beginning in the spring of 1990 and each spring since then, we have tested all students in grades 3, 6, 8, and 11; 1990 was the first year we administered a statewide test. Legislators, educators, and citizens in North Dakota wanted to know how our students compared with students in other states. Statewide reports, as well as disaggregated data, are disseminated. Schools receive student, classroom, school, and district results. Some areas of strengths and weaknesses can be identified. We also participated in the 1990, 1992 and 1994 NAEP Trial State assessments.

NE State requires all school districts to provide norm-referenced testing at least once in grades 4 through at least grade 6, once in grades 7 through 9, and once in grades 10 through 12. Criterion-referenced testing in reading, writing, and mathematics must begin at least in grade 5 and continue according to local district plan. All approved or accredited schools or school systems must includce in their annual reports to their patrons the following: student achievement, demographic information, climate studies, graduation follow-up studies, and, in the case of public schools, financial information.

NH By May 1996, all public school third-grade students will be tested in English/language arts and mathematics; sixth and tenth graders will be assessed in English/language arts, mathematics, science, and social studies.

Part 1.1 Please give a brief description of your state's assessment programs, who is tested, why, and how the results are used.

Results are used for educational improvement and as a measure of school accountability.

NJ New Jersey's students are tested annually. However, the state conducts two tests, one to identify students in need of possible remediation and the other to certify high school diplomas. The grade 8 "Early Warning" test identifies students below state standards in reading, mathematics, and writing; these students may be in jeopardy of not passing the grade 11 High School Proficiency Test (HSPT). The grade 11 HSPT became the graduation test in the fall of 1993.

NM 1. A norm-referenced standardized test (ITBS) for grades 3, 5, and 8 for accountability.
2. A writing portfolio for grades 4 and 6 and optionally at grade 8 for instructional improvement and accountability.
3. A high school competency examination, a criterion-referenced exit test for diploma, is offered to tenth graders with the option to retake at grade 11 or 12 if unsuccessful.
4. Districts must design reading assessments for grades 1 and 2 and report the to the SEA.

NV 1. Census norm-referenced testing in reading and mathematics at grades 4 and 8 using the CTBS.

2. Census norm-referenced testing in language at grade 4.

3. Census direct writing assessment at grade 8 that is analytic-trait scored.

4. Census high school proficiency examinations at grade 11, required for graduation. Students who do not pass the examinations at grade 11 have up to four opportunities to take examinations not yet passed at grade 12. These tests include norm-referenced tests of reading and mathematics and direct writing assessment that is holistically scored.

NY Pupil Evaluation Program (PEP): Reading and mathematics tests, grades 3 and 6; writing test, grade 5. Annual spring administration: All pupils, public and nonpublic. Purpose: identification of students needing remediation; school assessment.

Program Evaluation Tests: Social studies, grades 6 and 8; science, grade 4. Annual spring administration: All pupils, public and nonpublic. Purpose: School assessment.

Preliminary Competency Tests: Reading and writing, grade 8 or 9. Annual administration to pupils scoring below median on last PEP test in subject. Purpose: identification of pupils needing remediation.

Regents Competency Tests: Reading and writing, grade 11-12; mathematics, grade 9; science, grade 9; global studies, grade 10; U.S. history and government, grade 11. Offered under secure conditions in January, June, and August. Purpose: Demonstration of competencies required for local high school diploma.

Second Language Proficiency Examinations: French, German, Italian, Latin, and Spanish, grades 7, 8, or 9. Purpose: Permit students to earn high school credit for the study of a second language in elementary or middle school.

Occupational Education Proficiency Examinations: Achievement tests in Introduction to Occupations, technology, home economics, health occupations, and business, grades 9 through 12. Offered under secure conditions in January, June, and August. Purpose: Establish and maintain standards in occupational education; demonstrate competencies required for high school diploma for occupational education majors; marking and grading.

Regents Examinations: Achievement tests in 16 high school subjects. Offered under secure conditions in January, June, and August. Purpose: marking and grading, eligibility for Regents Diploma; demonstration of competencies required for local diploma.

Part 1.1 Please give a brief description of your state's assessment programs, who is tested, why, and how the results are used.

ST Response

Test Development: Reading tests (Degrees of Reading Power) purchased from Touchstone Applied Science Associates; all other tests developed in-house with cooperation of classroom teachers.

Assessment Reports: A Comprehensive Assessment Report summarizing all state test data and other information, such as dropout and attendance rates, for the past three years, is produced annually for each school and district.

OH Norm-referenced achievement tests in reading, language arts, and mathematics are selected by districts from an approved list of tests. Tests are administered at grades 6 and 8, and results are reported to the state. This program which was initiated in 1989-90, will be phased out in 1994-95. Fourth-, ninth-, and twelfth-grade proficiency tests in reading, writing, mathematics and citizenship are administered annually. Sixth-grade tests in these same areas and science tests at all four grades will be administered beginning next year. Results go to schools for planning and are reported to the public.

OK NRT: Achievement--Grades 3 and 7
CRT: Implemented: Reading and Writing Assessment--Grade 8 (2 separate tests); Math and Science--Grades 5, 8, and 11
Field-tested: Reading test and writing assessment-- grades 5 and 11
Developing: U.S. History and Government for Grades 5, 8 and 11

OR Oregon tests all students annually in reading and mathematics at grades 3, 5, 8, and 11. All students are tested annually in writing at two grades: 3 and 8 or 5 and 11 (alternating yearly). The tests are developed from state-mandated curriculum goals and the purposes include program evaluation, school improvement, public accountability, and reporting of 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 complete a writing sample in one-third of the schools each year as a program evaluation. Reports go to schools for planning and public dissemination.

RI Census testing occurs at grades 4, 8, and 10 using the Metropolitan Achievement Test (MAT) subtests of reading comprehension and mathematics concepts/problem solving, and at grades 4 and 8 for a writing assessment. There is a voluntary grade 12 merit recognition program using a combination of multiple-choice and performance testing in over 20 subject areas. Significant performance assessment and portfolio development work is under way. Testing has multiple purposes and applications.

SC The South Carolina state assessment system has three main parts: (1) authentic assessment, (2) criterion-referenced tests (Basic Skills Assessment Program), and (3) norm-referenced tests (Stanford-8).

Authentic assessment: Teachers in the 36 schools associated with the 12 Schools Project, a state initiative to train teachers in authentic assessment, are developing performance-based assessments and assisting in the development and implementation of the state's curriculum frameworks. In addition, about 250 teachers are developing and implementing portfolios for classroom assessment of mathematics, language arts, and science. The teachers in these projects are developing and using performance tasks and portfolios to improve instruction and learning in their classrooms.

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, 11, and 12. The grades 10, 11, and 12 level test is an exit requirement for a high school diploma.

Norm-referenced program: A norm-referenced test, currently the Metropolitan Achievement Test-7, is used to

Part 1.1 Please give a brief description of your state's assessment programs, who is tested, why, and how the results are used.

ST	Response

assess all students at the end of grades 4, 5, 7, 9, and 11.

SD   State-mandated achievement and ability testing at grades 4, 8, and 11, and interest and aptitude testing at grade 9.

TN   Tennessee's mandated testing program includes an achievement test for students in grades 2 through 8 and grade 10 and a minimum competency graduation test. Results from the achievement test are for diagnostic and accountability purposes. The competency test is a graduation requirement. A writing assessment is mandated in grades 4, 8, and 11. Results are to be used diagnostically.

TX   The Texas Assessment of Academic Skills (TAAS), a criterion-referenced program, tests reading and mathematics at grades 3 through 8 and at grade 10. Science and social studies are tested at grade 8. There are end-of-course exams for Algebra I and biology.

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 and performance assessments tests 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 aggegate 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   The Virginia Assessment System has three components:

1. The Virginia State Assessment Program (VSAP) at this time consists of a norm-referenced achievement test battery that is given to all students in grades 4, 8, and 11. The VSAP is primarily given for state, district, and school reporting purposes. Individual student results may be used locally for instructional planning purposes. Currently the VSAP consists of the Iowa Test of Basic Skills (ITBS) at grades 4 and 8 and the Tests of Achievement and Proficiency (TAP) at grade 11.

2. The Literacy Passport Testing Program (LPT) currently is implemented in the form of criterion-referenced tests in reading, writing, and mathematics. The LPT is administered to first-time takers in grade 6. It is also administered twice annually to transfer students and to other students in grades 7 and beyond who have not previously earned a literacy passport (i.e., passed each of the three tests). Acquiring a passport is required for high school membership and for award of a standard high school diploma. The LPT is intended to ensure that students are academically prepared to benefit from secondary school work and to ensure the integrity of the high school diploma. Currently we are using the Degrees of Reading Power (DRP) 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 for the writing test.

3. The Standards of Learning (SOL) Assessment Resource Materials, based on Virginia's SOL curriculum frameworks (developed in 1981 and revised in 1988-89) consist of sets of learner objectives in nine subject areas (language arts, mathematics, social studies, science, health, physical education, music, art, and foreign languages) in grades K through 12. The reading, writing, and mathematics SOLs serve as the basis for the LPT. SOL resource materials, including assessments, are available for classroom teachers' instructional use. The use of these resource materials is not mandated by the state. The SOLs in mathematics, science, social studies, and English/language arts are currently under revision and will be used as the basis for Virginia's new assessment, accountability, and accreditation programs. The new SOLs are slated for completion in 1995.

Part 1.1   Please give a brief description of your state's assessment programs, who is tested, why, and how the results are used.

ST	Response

VT   Portfolios, including student-selected best piece, and standardized assessment data maintained and scored by teachers for the purpose of supporting improved instruction and providing authentic assessment data for program evaluation and public accountability. Portfolio and standardized component at grades 4 and 8 for mathematics and grades 5 and 8 for writing. Portfolio scored individually at classroom level, but statewide sample scored centrally each year.

WA   Annual testing of every student at grades 4, 8, and 11 in reading, mathematics, language, science, and social studies. Purpose is public reporting, school accountability, and allocation of compensatory funds.

WI   Wisconsin Student Assessment System (WSAS) will eventually be comprised of three components. Currently, the Knowledge and Concepts tests are mathematics, science, social science, reading, and English assessments administered to all eighth and tenth graders in the state. The tests currently include multiple choice, short answer, two writing essays, and a career interest inventory. The results are to provide information to students, parents, schools, and also identify low performing districts. By 1996, along with the implementation of Performance assessments and local option Portfolio Assessments, the Knowledge and Concepts test will transition to a limited response, objective-referenced, test at fourth, eighth, and tenth grades.

The purposes of the program are to (1) provide clear expectations or standards for student learning; (2) provide student achievement data relative to the expectations; (3) use assessment methods that promote high quality curriculum and instruction; (4) provide feedback to students to assist in educational planning;   By 1996, the Wisconsin Student Assessment System, as it is currently envisioned, will provide a profile of pupil, district, and statewide assessment information.

An additional statewide assessment, Wisconsin's Third Grade Reading Test measures the reading performance of third graders in order to (1) identify the reading level of students with respect to a statewide performance standard; (2) provide districts with information that will help them evaluate the effectiveness of their primary reading programs; and (3) allow schools to compare the performance of their students with state performance levels. The third grade test uses high-quality, authentic, longer passages or excerpts of books and is administered in a consumable booklet. The questions check prior knowledge; use a multiple- choice format; and in future tests, will also include open-ended questions. The reading ability of students who do not score above the state performance standard on this test will be reviewed further within the school district to see if they need remedial reading assistance. Parents may participate in the decision regarding the need for remedial reading instruction. Districts with less than 80 percent proficient students must develop a formal remediation plan.

The assessment programs are based on Wisconsin's educational goals and measurable learner outcomes. The goals are of three types: learner goals, institutional goals, and societal goals. Learner goals refer to what students should know and be able to do as a result of th ʳ time in the educational system.

WV   1. A norm-referenced test, the CTBS, is administered to all students in grades 3, 6, 9, and 11.
2. Writing assessment is administered to all students in grades 8 and 10.
3. Criterion-referenced tests are administered to all students in grades 1 through 8 in reading, math, and composition.

WY   We do not have a state assessment program.

Part 1.2 What important changes, if any, occurred in your state assessment programs since October 1993?

ST	Response
AK	None.
AL	Continued development of end-of-course test.
AR	The Arkansas Minimum Performance Test is no longer a part of the assessment system.
AZ	Assessments were administered to all third, eighth and twelfth grade students assessing reading, mathematics, and writing in one booklet with bridging activity between the three content areas. State form measures 25 percent of essential skills each year. Districts submit both assessment plan and skill completion report. Report card is then disseminated.
CA	More than a million students were assessed by California Learning Assessment System (CLAS) assessments during the spring of 1994. Thirty-five hundred California teachers participated in summer scoring sessions at regional sites across the state. Thirty-two hundred teachers working at 61 regional sites scored the reading, writing, mathematics, history/social sciences and sciences assessments. Hundreds of high school teachers scored more than 300,000 essays, open-ended responses, and laboratory activities associated with the Golden State Examinations. In addition, the Department of Education has conducted a series of special pilot studies in which students completed pilot tests of the grade 4 CLAS assessments in Spanish and other languages.
CO	The addition of foreign languages to the content areas to be included under the provisions of standards-based education.
CT	
DE	Added second writing prompt. Also scored extended reading exercise for both reading and writing.
FL	A revised version of the High School Competency Test (HSCT, 1994 version) was administered to eleventh-grade students for the first time in October 1994. This 1994 HSCT assessed student performance at a higher skill level in mathematics and at a higher reading level, using intact passages, in the communications section of the test. For the mathematics section of the 1994 HSCT, the state provided a calculator for every student to use during the test.
GA	None.
HI	Student Performance Standards promulgated by the legislatively created Commission on Performance Standards have been adopted by our State Board of Education. These serve as the basis for future assessment development.
IA	An assessment oversight component was added to provisions for home schooling in 1992. The mandate provides alternatives for assessment programs but all must be reviewed by designated personnel. The department was also given funds to establish a State Assessment Center in 1993-94 to promote research and development of local assessments.
ID	We used a new scoring standard for our state writing assessment at grades 8 and 11. It hadn't been changed for seven years. We have a new scoring standard for fourth grade writing, a scoring standard for the new mathematics assessment, and standards for each of the interdisciplinary assessments.
IL	None.
IN	None.
KS	Both narrative and expository prompts were given to all grade levels tested in reading. The mathematics examination did not change in 1994; however, in 1995, the estimation and knowledge base sections will be "folded in" to other subscales. Science was tested in the spring of 1994 and again in fall of 1994. Grades 5, 8, and 11 took both an objective component and a performance component. The performance component consisted of a group project at fifth grade, an individual project at eighth grade, and open-ended questions at eleventh grade. Social studies will be tested at grades 5, 8, and 11 in the spring of 1995. This assessment includes both an objective component and an individual project. The writing assessment, conducted in the

ST	Response

spring of 1994, was required of all students in grades 5, 8, and 10.

KY   From 1991-1993 KIRIS included open-response and multiple-choice items in reading, math, science, social studies, arts and humanities, vocational studies, practical living, and writing prompts; the KIRIS performance events in math, science, arts and humanities, vocational studies, practical living, and social studies using a matrix sampling design; and writing and mathematics portfolios. Results for the KIRIS accountability program were totally based on open-ended items, performance events, and writing portfolio data. During 1994-95 and 1995-96 multiple-choice items will not be administered. Also, a mathematics portfolio will be added to the accountability index in elementary school. Finally, a pretest is included to field test items.

LA   Louisiana received an Eisenhower curriculum and assessment framework grant from the U.S. Department of Education which will help transition LEAP towards a more performance based approach in mathematics and science.

MA   None.

MD   None.

ME   Extended open-response questions now account for approximately 50 percent of the school scores. The scoring of writing has been refined utilizing a holistic process with analytical anotations for each student. Plans are pending to increase the use of open-response questions.

MI   The high school tests are now being used as criteria for awarding state endorsement on high school diploma. The graduates of 1994 are the first group to receive endorsements in mathematics, science and reading.

MN   Significant improvements in the use of CD technology.

MO   The writing assessment is now scored using a 4-point holistic rubric, as opposed to a 6-point rubric. All other elements remain essentially the same as they were in October 1993.

MS   Basic core skills from the Mississippi Curriculum Structure were not tested as an evaluation of the instructional program. The Superintendent's Task Force on Assessment for Accountability and Learning have recommended standardized, large-scale performance assessment in grades 3, 5, 8, and 11; classroom assessment in grades K through 12; norm-referenced testing in grades 4 through 9; high school exit assessment in grade 10; and grade 12 workplace competencies assessment. State contracts with (1) NOCTI - Occupational Skills Assessment; (2) ACT - Workplace Competencies Assessment; (3) Psychological Corporation - Revise & Expand Subject Area Test Program (SATP).

MT   The first year the above assessment was required was 1992. As of 1995 grade 4 test results will be reported rather than grade 3; for 1993 and 1994 either grades 3 or 4 were reported.

NC   North Carolina statutes were changed to promote curriculum-referenced, state-developed tests and performance measures to replace nationally normed tests. Significant funding increases were also provided. These tests were implemented for the first time in the spring of 1993.

ND   None.

NE   During the 1992 legislative session, the Nebraska legislature mandated the creation of an Accountability Commission to be appointed by the Governor and within a four year time period to create curriculum frameworks, establish standards, and develop an accountability system that would include assessment, evaluation, and reporting. That process is currently under development. There has been no change in the timelines, but the Commission was not provided with adequate resources to complete the task.

Science and mathematics curriculum frameworks will be completed by May 1, 1994. The social studies frameworks project will be sponsored during the summer of 1994. Reading and language arts will be attempted should the legislature appropriate funds during the 1995 (January through May) legislative session. The planning of the Accountability Commission continues. The Commission acknowledged that standards

61

Part 1.2 What important changes, if any, occurred in your state assessment programs since October 1993?

ST	Response

projects would not be completed by September 1, 1994. The Commission deferred in that process to the new Goals 2000 Panel, which will appoint committees to complete that work. Social studies curriculum frameworks project is to be completed by the summer of 1995 for dissemination and public feedback. It is scheduled to be formally approved by the State Board of Education in the spring of 1996. No work begun on the Reading/language arts piece.

A draft document for a schools accountability system will be completed for general dissemination in late spring of 1995. When and if it will ever be implemented is yet to be determined.

NH Results from the first round of the third grade assessment test were released in November 1994. Sixth and tenth grade instruments will be piloted in May 1995.

NJ The state established upgraded standards of academic proficiency by administering the Grade 11 High School Proficienty Test, a graduation requirement for all NJ public school students.

NM Moved from the CTBS (Form 4), to the ITBS (Form J), because ITBS better met the criteria in our RFP. Moved from direct writing assessment to a portfolio-based writing assessment. Piloted short-answer questions that will be scored holistically for the High School Competency Exam (HSCE). HSCE written composition scored holistically on a scale of 1-6 (six being high).

NV 1993-1994. The lower grades at which state-mandated proficiency examinations are required were changed from 3, 6, and 9 to 4 and 8. The minimum passing score for the writing examination was increased from 6 to 7 on a 12-point scale for the class in grade 11 in 1993-94.

NY None.

OH Effective in 1993-1994, high schools are required to administer twelfth-grade proficiency tests in reading, writing, mathematics, and citizenship. Districts have the option of giving the ninth-grade tests initially in March of eighth grade.

Effective in the 1994-95 school year, ESL students are allowed additional time and are permitted to use translation dictionaries to take the fourth-, sixth-, ninth-, and twelfth-grade tests. Students who are seniors, meet all other criteria, and have not yet passed the ninth-grade tests are eligible to take the tests orally in reading, mathematics, or citizenship. ESL students who qualify may request the assistance of an interpreter. Schools begin administering the fourth-grade tests in 1994-95. State legislature delayed for two years (to 2001) the science test as a requirement for graduation.

OK CRTs were mandated for development over the next five years (i.e., mandate to go through final implementation in 1998-99). Grades: 5, 8 and 11. Subjects: Math, Science, Reading, Writing, History Constition and Government of the United States, Geography and Oklahoma History and Arts (i.e., 7 tests).

OR Oregon added a constructed-response mathematics assessment for all students in grades 4 and 8, scored using a four-dimension rubric.

PA Pennsylvania added constructed-response tasks to the reading and mathematics assessments to help encourage performance assessments in the classroom. Individual results are now provided to increase student motivation. To boost the validity of school scores, student names will be collected and student scores in reading and mathematics will be reported to parents, teachers, guidance counselors, and principals. For equity in the assessment program, all students in grades 5, 8, and 11 will be assessed annually. All selected-response items are enhanced by a required performance activity before the response can be chosen.

RI Elimination of multiple-choice testing in health and elimination of physical fitness assessment. Expansion of writing assessment to grade 10 (field test). Introduction of new performance-based assessments at grade 4 in mathematics and health (field tests). Major expansion of student "inclusion" in new assessments.

SC The early Childhood and Academic Assistance Act of 1993 and a proviso to the state budget authorized changes to the state assessment system. Specifically, the Basic Skills Assessment Program reading and

Part 1.2 What important changes, if any, occurred in your state assessment programs since October 1993?

ST	Response
	mathematics tests for grades 1, 2, and 6 were again eliminated by proviso during 1994-95. The State Department of Education is pilot testing a continuous assessment system for students from kindergarten through grade 3.
SD	Requirement of calculators at grades 4, 8, and 11.
TN	The TCAP writing assessment was mandated for grades 4, 8, and 11. The first full administration was in October of 1994.
TX	Reading and mathematics tests have been added at grades 3, 5, and 6 to form a comprehensive system of assessing grades 3 through 8, providing information about annual student progress. Spanish-version instruments are under development. Performance assessment activities in science and social studies have been shifted to staff development.
UT	Completed development of performance assessment exercises in five subject areas. Development of new editions of criterion-referenced tests in elementary math and science to accompany the revised core curriculum in those areas. Completed a state model for combining career guidance and student planning with documentation of student accomplishments through portfolios.
VA	Addition of fall administration of the Literacy Passport Test for students who transfer to a Virginia Public School in grades 7 through 12 and for students who previously have failed one or more of the tests.
VT	1. Network training for grades 4 and 8 teachers redesigned. 2. Statewide results produced by centralized scoring of sample rather than aggregated from classrooms.
WA	Established preliminary proficiency levels at grade 11. Teachers were convened and involved in a modified Angoff procedure to establish "proficient," and "not proficient" categories. No graduation or other consequences were attached to the standards.
WI	The department awarded a three-year contract to The Psychological Corporation, which will provide an abbreviated from of the Stanford Achievement Test, open-ended questions form their Goals program, and two writing prompts at each grade level. The knowledge and concepts tests are administered in the fall to allow for timely planning of students' high school programs. This Knowledge and Concepts component will serve as a bridging test until WSAS Performance Assessment are fully implemented.
WV	Criterion-referenced grade 8 is being added in 1994-95. Composition is being assessed in grades 1 through 7 in 1994-95 as part of the criterion-referenced tests.
WY	We do not have a state assessment program.

Part 1.3 Are there changes you foresee occurring between November 1994 and October 1995 in your state's current assessment program? If so, what are they and why are they likely to occur?

ST	Response
AK	Adoption of new NRT. New testing with a short form of an NRT in grades 4, 8, and 11.
AL	Additional clarification on test security issues at the state and school levels. Additional training on appropriate test preparation strategies.
AR	1. Development at Exit Exam and Benchmark exam at grades 4, 8, and 11 through 12. 2. Move to fall testing on norm referenced test. 3. Continued state support for portfolio development as classroom level assessment.
AZ	Piloted (spring 1992) 67 assessments - 18 third grade, 23 eight grade, and 26 twelfth grade in reading, writing, and mathematics; over 115,000 students were assessed; assessments scored by over 500 AZ teachers; annual report prepared and published. District required to submit District Assessment Plan by June 30, 1992. In spring 1995, one of three districts will administer one of three forms available using random sampling.
CA	In 1995, the California Learning Assessment System (CLAS) will provide individual student results from the middle grades performance assessments in mathematics, reading, and writing. CLAS will also expand its assessments to include science and history/social science assessment for grade 5 and continue its active pilot testing of performance assessments in all major subject areas. Work will also continue on the implementation of "full vision" models, which will include local portfolio assessments. The CLAS grade- level assessments will last be administered in 1995. New assessment legislation is expected to be enacted within the year.
CO	The development of assessment frameworks for the first six content areas (reading, writing, mathematics, science, history, and geography), which will serve as the blueprints for the development of the new assessments.
CT	None.
DE	
FL	A school improvement and accountability program is being implemented in Florida. An assessment system is also being designed as an integral part of this program. Specific assessment strategies will be identified and prototypes developed this coming year. Current assessment programs will continue during a transitional period.
GA	Possible tryouts of short answer or open-ended response items on multiple-choice tests due to a trend for performance-based assessments at various grades. Possible tryouts of integrated items covering materials from across content areas due to whole language/integrated content approaches. Field testing of SCASS-developed assessment exercises. Graduation assessment to be phased in with health as a subject dropped. First graduating class under more stringent test requirements in June 1995.
HI	
IA	There will be continued emphasis on working with local school districts in the development of performance standards (in conjunction with content standards). Expectations: Each school or school district will develop, through informed dialogue with its community, a clear set of learning expectations for students in their districts and standards for student performance. Assessment: All schools and school districts will use a variety of assessment methods to determine student progress on performance standards.
ID	The addition of standardized testing at grades 3, 6, 7, and 9 in October 1995.
IL	Physical development, health, and fine arts items will be assessed in the 1995 administration of the state assessment. These two learning areas will be assessed on a statewide representative sample, rather than census basis.

Part 1.3   Are there changes you foresee occurring between November 1994 and October 1995 in your state's current assessment program? If so, what are they and why are they likely to occur?

ST	Response
IN	1. Voluntary diagnostic assessments for classroom use were added because of a legislative mandate. 2. State guidelines published for mandatory portfolios for students (legislative mandate). 3. Depending on legislative decisions, the newly proposed assessment program may be implemented in the fall of 1995.
KS	The current plan is to stay the course with reading and mathematics tested every year, as well as science and social studies in odd-numbered years and writing in even-numbered years.
KY	Grade 12 transitional assessments will be given to grade 11. Grade four mathematics portfolios will be moved to grade 5. These changes were enacted to equalize assessment time.
LA	Changes are expected in the approach to assessing mathematics and science as a result of the Eisenhower grant to develop new curriculum and assessment frameworks for mathematics and science. Alternative approaches that are developed will serve as a model for other curricular areas.
MA	To design and begin implementation of the new Massachusetts Comprehensive Assessment System (MCAS).
MD	High school assessment system for school performance and required for graduation is being piloted. Two likely components are (1) assessment of "Essential Content Knowledge" in English, math, science, and social studies, probably primarily multiple-choice and (2) assessment of "Measurable Enabling Skills" (e.g., problem solving, communication, use of technology), probably interdisciplinary problem solving tasks, other performance-based components contained in a portfolio. Choosing a new NRT to replace the CTBS/4, beginning in March, 1995.
ME	Beginning with the 1995 school year all the MEA assessment tests will be composed entirely of extended-open response questions. In addition, performance reporting added to the reading, writing, and mathematics questions of the MEA. Development of performance-level definitions and standard setting were completed in 1994.
MI	The test results are being tied to the accreditation process and Governor's Report Card. Stakes are increasing with the legislative process linking scores to accountability.
MN	Major department restructing will have an unknown impact.
MO	Over the next few years, Missouri will be transitioning to an assessment system that is primarily performance-based. Options for using both on-demand performance tasks and ongoing local assessments (such as portfolios) within the context of the statewide assessment system are being explored. Changes are occurring in response to new legislation.
MS	The assessment program will involve maintaining the current program of accountability while developing an assessment program that encompasses both large-scale assessment and individual student assessment. Emphasis will be on the development and assessment of higher-order thinking skills as measured by non-traditional, alternative types of assessment. Possible recommendation of specific assessment to replace high school exit test. The original assessment is in need of revision/upgrade.
MT	Additional changes to the standardized testing rule are expected, but will evolve in conjunction with federal and state legislation.
NC	1993 was the norming year for our state-developed tests and local scoring system. The coming years will see refinements. Standards and Accountability Commission continues its study of the need for EXIT tests to replace minimum competency tests. SBE adopted a higher standard test for graduation to be used in the interim before the exit outcomes defined by the Standards and Accountability commission. Expansion of item bank and short curriculum-based tests used locally on a voluntary basis for diagnostic and grading purposes.
ND	No.
NE	The same legislation mentioned above indicated that the accountability system was to begin to be implemented

Part 1.3 Are there changes you foresee occurring between November 1994 and October 1995 in your state's current assessment program? If so, what are they and why are they likely to occur?

ST	Response

in May 1993 and to be completely in place by May 1996. It is doubtful that it will begin to be in place by May of 1996. It is unlikely that Nebraska will have its first statewide testing by 1996 in math, science, and social studies. Reading-language arts will probably be at least a year later. It is unlikely that any type of statewide assessment will occur before then. Current thinking is that Nebraska is unlikely to begin actual statewide testing until perhaps 1998 or 1999 at the earliest. Standards development and staff development are planned to occur before the actual implementation of assessment.

NH

NJ The state is likely to develop a testing program that will assess all fourth graders beginning in spring 1997 in reading, math, and writing as we do now do with our eighth and eleventh graders. State regulation, as promulgated by the State Board of Education, requires that fourth graders be tested beginning in the 1993-1994 school year; however budget cuts have delayed the implementation of this new regulation. The state also anticipates expanding student testing to include science and social studies in addition to current testing in reading, mathematics, and writing.

NM Yes. We will be offering performance-based assessment items that suit the needs of the recently adopted competency framework and our move to Standards for Excellence accreditation. Adding short-answer response items to HSCE. Offering portfolio approach to written composition for High School Competency Exam as an alternative to the secure prompt.

NV 1995-96. Direct writing assessment using analytic-trait scoring will replace the current norm-referenced test of language administered at grade four.

NY 1994-1995 School Year: Present testing program remains the same. Also new Regents assessments are being developed and pilot tested.

OH Fourth grade tests in reading, writing, mathematics, and citizenship will be given in 1994-1995. Sixth-grade tests are added in 1995-1996. Science will be added at all four grades in 1995-1996. NRTs will be phased out: fourth grade in 1994-1995, sixth and eighth in 1995-1996. Nonpublic high schools that are chartered by the state are required to administer ninth-grade tests for the first time, effective fall 1995.

OK Legislative Mandate:
CRT-- continue to implement and follow as described above.

Adding Constitution to History and Government of the United States to be field tested in Spring of 1996 and implemented in Spring of 1997. For grades 5, 8, and 11.

Adding OK history with Geography at the 11th grade only, to be field tested in Spring 1997 and implemented in Spring 1998

OR

PA Schools will be developing portfolio assessment models to fulfill State Board of Education regulations in a move to outcome-based performance with the abandonment of Carnegie Units and required course hours for high school graduation.

RI First introduction of a statewide science assessment (development work). Continued development of performance-based assessments in mathematics, health, and reading. Inclusion of all students will be a goal in all new assessments. Development of strategies for a statewide portfolio assessment.

SC A proposal to change our current testing program. If passed, this legislation will result in the implementation of a classroom-based ongoing assessment system in grades K, 1, 2, and 3; state-administered standardized assessments in mathematics, language arts, and science at the end of grades 3, 6, and 8; and a revised exit assessment in mathematics, language arts, and science. The proposed legislation raises standards for all assessments and eliminates the grade 1 readiness test and state-administered standardized assessments prior to

Part 1.3 Are there changes you foresee occurring between November 1994 and October 1995 in your state's current assessment program? If so, what are they and why are they likely to occur?

ST	Response
	grade 3.
SD	We will be doing a pilot program using the Metropolitan Achievement Test Series 7 for 52 percent of the students.
TN	High school subject matter tests are scheduled for development for accountability purposes.
TX	Initial piloting of end-of-course examinations in chemistry and geometry and a Spanish-version writing test at grade 4, as well as field testing of an oral language proficiency component of a Spanish III end-of-course exam. Spanish-version tests in reading and math for grades 3 and 4 are planned.
UT	Continued development of new CRTs.
VA	No. However, there will be changes once the new Standards of Learning (SOLs) criterion-referenced tests are in place.
VT	State board adoption of Vermont Common Core of Learning will be basis for expanded assessment plan. Writing portfolio collection moved to grade 5. Implementation of high school math portfolio scheduled for fall 1995.
WA	Changes will include indentifying essential learning outcomes and developing and field testing performance measures to supplement multiple-choice, paper-and-pencil tests. We will also be working with some of our New Standards Project districts to field test some of the items developed by the NSP national effort.
WI	The WSAS Knowledge and Concepts examinations will be administered during the fall of the year to allow for timely planning of students' high school programs. An RFP will be issued for scoring, reporting and dissemination of the performance assessment in language arts and mathematics.
WV	No.
WY	We do not have a state assessment program.

Part 1.4 What assessment projects, if any, does your state have under study, in planning, or in development for the next 24 months?

ST	Response
AK	Design of new assessment program.
AL	Under study: (1) Language, mathematics, science, and social studies at grades 3, 5, and 7; (2) language (writing) at grade 11; and (3) End-of-Course assignments in science and social studies.
AR	1. Exit and benchmarks exam in English/language arts, math and writing at grades 4, 8, and 11-12. 2. Continued development of portfolio assessment.
AZ	Complete writing, field testing of Spanish form B & C available to all districts to use as instruction or assessment. Disseminate to districts. Both social studies and science will be field tested.
CA	Field testing of the GSE in integrated mathematics I/II and composition will continue this year. All developmental work on the grade-level statewide assessment is on hold.
CO	New assessments for reading, writing, mathematics, science, history, and geography, beginning with assessment frameworks for each.
CT	None.
DE	Planning to develop a Comprehensive Assessment System for implementation in 1997-98.
FL	1. Continued investigation in the use of portfolios in statewide assessment. 2. Investigation into the possible assessment of forms of writing such as writing in response to literature and "best writing." 3. Continued investigation into the adequacy of reporting writing results for schools using a polytomous IRT school-level scale.
GA	Described in Part 1.3. In addition, Georgia is hoping to develop training materials, possibly in video format, to assist local systems in better understanding and use of test results.
HI	Continued development of the Hawaii Writing Assessment (HWA) instrument that aligns curriculum and assessment, supports effective writing instruction, brings clarity about what students ought to know and be able to do, and provides useful information about students as writers and their writing. Continued pilot testing of performance based instruments in the social sciences (American history and Hawaiian social studies) in grades 4, 5, 7 and 10. This is a joint project with CRESST.
IA	1. Funding of a pilot project at Area Education Agency #2 that focuses on the relationship among curriculum, instructional strategy, assessment, learning, and professional development. 2. Expanded involvement in the New Standards Project with an emphasis on portfolio assessment
ID	1. Fourth grade direct writing assessment. 2. Fourth and eighth grade performance math assessment. 3. Interdisciplinary performance assessment for grades 9 through 12. 4. Fine tuning the assessments that are in place and updating scoring standards, if necessary.
IL	Locally, schools will be required to develop outcomes to address the 34 State Goals for Learning in six fundamental learning areas [language arts, science, math, social studies, physical development/health and fine arts]. They must also develop an assessment system of reliable/valid/fair instruments and procedures (traditional and nontraditional) to assess student performance towards each outcome. Performance-based assessment items for mathematics, social science, science, and reading are under study. A statewide assessment of English proficiency in reading and writing for students in bilingual ed. programs in grades 3 through 12 who are currently exempt from Illinois Goals Assessment Program (IGAP). Begins March 1996.
IN	Indiana is currently beginning to implement two pieces of legislation that require an assessment system composed of mandatory state tests, including an "exit test," voluntary local assessments, and portfolios. This year, the state has selected a contractor and continue to operationalize the components of the new laws.
KS	All content areas will have some new item development in the next 24 months. No major changes in structure

Part 1.4   What assessment projects, if any, does your state have under study, in planning, or in development for the next 24 months?

ST	Response

are planned at this time.

KY   1. Content standards being developed by the Division of Curriculum and Assessment Development will allow the development staff and advisors to know what content teachers are expected to cover prior to the assessment administration. First drafts of these documents were distributed in the fall of 1994. Revision of content guidelines will be completed by August 1995 and redistributed.

2. Kentucky is conducting a major review of types of evidence desired to assess our academic expectations.

LA   Louisiana has teams that are currently developing new curriculum and assessment frameworks for mathematics and science. The assessment model established as a result will provide assessment prototypes for classroom teacher use. A long range plan will enhance LEAP with performance-based tasks across all curricular areas currently assessed.

MA   1. Partner in the New Standards Project.
2. Participate in SCASS.
3. Begin development of new Massachusetts Comprehensive Assessment System (MCAS) assessments.

MD   High school assessment system for school performance and required for graduation is being piloted. Primary Assessment Systems testing readiness at first grade will be piloted.

ME   Consideration is being given to adding common question in the science, social studies, and arts and humanities. Currently only reading, writing and mathematics have common questions to produce individual student results. All areas use matrix sampled items to produce school and district results.

MI   1. There will be a new science assessment, grades 5 and 8, that reflects the goals and objectives. Implementation is planned for fall 1995.
2. Development is also beginning on a new writing assessment, grades 5 and 8, that reflects the goals and objectives in writing. Michigan has not had a writing assessment. Implementation is planned for fall, 1995.
3. High school proficiency tests are under development in mathematics, reading, writing and science. Implementation is planned for fall, 1995.
4. An employability skills assessment, which is part of a portfolio process, was developed in 1992-93 and is being piloted during 1993-94. A sample has been drawn from which to report, statewide, the employability skills of eleventh graders.
5. New social studies test to be developed for implementation Fall 1997.
6. Certification of advanced mastery is part of future plans.

MN   Graduation standards are being developed.

MO   Committees of educators have begun to develop performance standards and curriculum frameworks in the areas of communications, mathematics, science, social sciences, fine arts and health. Missouri has also established 73 pilot sites to begin incorporating performance-based assessment and instruction.

MS   The development of an assessment system that will measure workplace competencies and produce an employability profile for exiting twelfth grade students. In spring 1995, Mississippi will pilot a workplace competencies assessment and an occupational skills assessment. In fall 1995, Mississippi will administer a norm-referenced assessment. In spring 1996, Mississippi will pilot a Subject Area Test assessment in U.S. History and adminster a revised Subject Area Test assessment in Algebra I, a workplace competency assessment, an occupational skills assessment, and develop a biology assessment.

MT   Assessment inservice opportunities for school personnel were delivered to school district via telecommunications.

NC   1. Completion of development of computer skills test with both multiple-choice and performance components.
2. Completion of linkage of grade 8 test with NAEP with district reporting on NAEP scale.
3. Development of school-based report cards/accountability program in addition to district wide report cards.
4. Expansion of item banks with multiple-choice, open-ended, and performance items to be used as local

ST	Response

option.

5. Development of Viewing/Video literacy test for high school.
6. Expansion of software and training efforts in using data locally.

ND   Continuation of the development of curriculum frameworks.

NE   Curriculum frameworks (an integrated math-science curriculum frameworks project) have been written in mathematics and science. During the summer of 1994 teacher teams will be trained to use these frameworks to develop district curriculum. The intermediary educational units (ESUs: Educational Service Units) will assist with these projects. The actual district curricula should be completed by the end of the 1994-95 school year. During 1995-96 work proceeds on the dissemination of performance assessments for instructional purposes. Also model assessments (authentic, task performance) will be developed during the 1994-95 school year for dissemination throughout the state. Subsequent statewide testing may utilize such type of assessments. Social studies curriculum frameworks are to be developed during the summer of 1995. They will serve as the basis for development of local district curricula during the 1995-96 school year. Development of authentic assessments (models for teacher and student use) will be developed during the 1996-97 school year. Curriculum frameworks in reading-language arts will be contingent upon additional funding, but will be scheduled for the 1995-96 school year, with dissemination/teacher training and assessment components following.

NH   Release of data from the second round of third grade assessment in November 1995. Release of third round of third grade data in October 1996. Release of first round of sixth and tenth grade data in November 1996. Work with local school districts on interpreting and developing educational improvement plans.

NJ   We are reviewing our administrative code that pertains to assessment. We intend to eliminate annual assessments of all students in grades 3 through 11 on a standardized test instrument, relying on state tests for grades 4, 8, and 11 and local assessments at the other grades.

NM   Looking into more portfolio assessment in math and science and the humanities.

NV   1994-95. We will begin to develop criterion-referenced tests of reading and mathematics for the exit examination administered at grades 11 and 12. Assessment frameworks will be completed during the 1994-95 academic years.

NY   Portfolios in social studies, science, and English/language arts. Pilot testing in English/language arts, mathematics, and science and technology.

OH   Ohio continues development of tasks for use in the fourth-grade, ninth-grade, and twelfth-grade tests. Development of the sixth-grade tests and science tests at all four grades is under way and these tests will be administered statewide in the 1995-96 school year.

OK   Will administer first CRT's (math and science for grades 5, 8 and 11 and reading and writing at Grade 8) in 1994-95; will field test reading and writing for Grades 5 and 11 during 1994-95.

Will be developing history, constitution and government of the United States and will field test history, constitution and government of the United States for Grades 5, 8 and 11 in Spring of 1996.

Will be developing geography for grades 5, 8 and 11 and Oklahoma history for grade 11 only during 1995 and 1996 and field-testing geography in the Spring of 1997.

OR   Recent legislation (1991) proposes that students attain a Certificate of Initial Mastery by approximately grade 10 using performance assessment. We are beginning to develop the assessment system that will by used for this program. Oregon also is a participant in the CCSSO State Collaborative on Assessment and Student Standards (SCASS) for science assessment, health education assessment, and arts assessment.

PA   We are mandated to formulate a plan to develop assessments for other areas beyond reading, writing, and mathematics. We will probably begin with science and social studies.

70

Part 1.4 What assessment projects, if any, does your state have under study, in planning, or in development for the next 24 months?

ST	Response

RI   Generally, the development of performance-based assessments in mathematics, science, reading, and health. Expansion of the writing assessment to grade 10. Development of a statewide grade 4 portfolio assessment needed. Adaptation of the current, voluntary merit assessment program for seniors to a broader program integrated with Certificate of Initial Mastery objectives.

SC   Development and implementation of classroom-based alternative assessments, including on-demand performance tasks and portfolios, by teachers in the 12-school project and classroom portfolio assessment project. South Carolina will be revising its exit exam to raise standards for graduation.

SD   None.

TN   High school subject matter tests in the subject areas of math and science are in development. Piloting of items will take place in the spring of 1995 with implementation in spring of 1996. On going piloting of competency test items.

TX   Field testing of Spanish-version reading and mathematics at grades 3-6 and writing at grades 4 and 8 as well as piloting of reading and writing components of Spanish III, geometry and chemistry EOC, computer-based technology, U.S. and world history, and world geography are planned.

UT   Revision of CRTs

VA   The new Standards of Learning (SOLs) are slated for completion in 1995. In 1995-96, Virginia will be re-designing the statewide assessment system with the first new assessments slated for field testing in 1996 or 1997 and the accompanying State "report card" one year later.

VT   1. Arts assessment: Dance, Music, Theater, and Visual Arts.
        2. High school mathematics portfolio.
        3. Service learning assessment.

WA   Washington is planning to work with our state New Standards Consortium to field test some of the items being developed. We are developing prototype performance assessment items to match the Essential Academic Learning Requirements in reading, writing, math, and communications.

WI   The performance assessment component of the WSAS is being developed under contract with the Wisconsin Center for Educational Research at the University of Wisconsin-Madison. These assessments are being developed in mathematics, science, and language arts for grades 4, 8, and 10.

      A sampler of performance assessment tasks at the eighth grade level will be printed in February 1995 and disseminated to introduce examples of future performance assessments. Additionally, state teams are discussing the reauthorization, "Improving America's Schools Act," as it relates to the state assessment program.

WV   The RFP for Eighth Grade Test of Reading and Math in the Criterion Referenced Test

WY   We do not have a state assessment program.

Part 1.5   Counting only permanent SEA employees, how many FTEs work on the assessment programs described in this survey, plus any related developmental projects?

Part 1.6   Please indicate the total SEA and contractual budgets for the assessment programs described in this survey plus any related developmental projects.

ST	Professional FTEs	Support FTEs	SEA Budget	Contractual Budget
AK	25.00	10.00	$40,000	$70,000
AL	6.00	2.00	$600,000	$1,600,000
AR	13.00	5.00		
AZ	4.00	3.00		$700,000
CA	6.00	1.00		
CO	2.50	2.00	$450,000	$140,000
CT	9.00	2.00	$593,000	$2,260,830
DE	5.00	4.00	$200,000	$700,000
FL	8.00	1.00		$6,000,000
GA	6.00	3.00		$4,000,000
HI	4.00	1.00	$275,000	
IA	1.00	0.25		
ID	3.00	3.00	$471,500	$131,000
IL	12.00	3.00		
IN	3.50	2.00	$200,000	$2,000,000
KS	2.00	1.00	$100,000	$830,000
KY	20.00	4.00		$7,000,000
LA	8.00	2.00	$612,000	$850,000
MA	6.00	2.00		
MD	20.00	6.00		
ME	1.00	0.00	$200,000	$1,200,000
MI	8.00	3.00	$1,207,826	$2,143,500
MN	3.00	1.00		
MO	5.00	2.00	$300,000	$750,000
MS	5.00	2.00	$8,500,000	$800,000
MT	0.20	0.10	$3,000	$3,000
NC	18.00	5.00		
ND	1.00	0.50		$68,000
NE	0.00	0.00		
NH	2.00	0.25	$250,000	$1,100,000
NJ	13.00	3.00		$3,500,000
NM	4.00	1.00		$70,000
NV	2.00	1.50	$178,850	$75,007
NY	26.00	69.00		
OH	6.00	1.50		
OK	5.00	2.00	$276,000	$904,339
OR	5.00	2.50	$236,000	$929,000
PA	12.00	3.00	$1,550,000	$2,700,000
RI	8.00	3.00	$450,000	$570,000
SC	8.00	2.00	$144,089	$1,931,006
SD	1.00	5.00	$180,500	
TN	15.00	36.00	$2,500,000	$1,000,000
TX	26.00	4.00	$1,500,000	$16,300,000
UT	3.00	3.50		
VA	7.00	2.00	$1,635,000	
VT	3.60	1.00	$856,000	
WA	2.00	1.00	$125,000	$450,000
WI	9.00	1.00		
WV	2.00	4.00	$600,000	$300,000
WY	0.00	0.00	$0	$0

Minimum	0.00	0.00	$0	$0
Maximum	26.00	69.00	$8,500,000	$16,300,000
Average	7.30	4.34		

Part 1.7 What is your state's overall policy for including or excluding special needs students (those with IEPs or LEPs) in assessment? If they are included, what special accomodations are made?

ST	Response
AK	The policy is that a student does not have to take a standardized norm-referenced test if (1) the student is eligible for special education and related services under 4 AAC 52.130 and the student's child study team has determined that the test results would not accurately reflect the student's achievement level; (2) if the student's current individualized education program (IEP) under 4 AAC 52.140 contains recommendations regarding group standardized testing, those recommendations apply and a new determination is unnecessary; (3) the student is identified in language dominance category A or B under 4 AAC 34.050 and the student, for less than three full school years immediately preceding the test dates, has been in a classroom where instruction is predominantly in English.
AL	All decisions about whether to include special needs students in testing are made by IEP/LEP/504 committees. Provisions are made to include students with IEPs/504 plans in the assessment program, while no accomodations are made for LEP students.
AR	The legislation and testing policy recognize special needs by allowing exemption and/or exclusion based on the recommendations of the IEP. IEP students may also be excluded from testing.
AZ	Only students whose IEPs specify exclusion are excused from participation. Assessments available in Spanish. Mediation available according to guidelines.
CA	Special education students who are enrolled in special day classes or centers are not required to be assessed. Students with a physical disability that prevents their taking the assessment in the same manner in which it is administered to other students are not required to be assessed. Alternatively, special education students who attend a regular class for the majority of the school day (even though the student may have an IEP) are required to be assessed. This includes students who participate in pull-out programs such as resource specialist programs. Students indentified with learning disabilities, but enrolled in a regular classes, are required to be assessed.
CO	To be developed for the new state assessment program.
CT	Statutes permit exclusion of (1) special education students exempted by a Planning and Placement Team decision; (2) students enrolled in an ESL program for three years or less; or (3) students enrolled in a bilingual program for three years or less. In each case, the decision is made at the district- or school-level. For those special needs students included in testing, a number of modifications are allowed. The Department has published a document titled "Guidelines for Administering Student Assessments," which is available upon request.
DE	All students are to be assessed unless specifically excluded by IEP, Section 504 team, or LEP. Accommodations are allowed.
FL	Certain students with active IEPs (in categories Educatable Mentally Handicapped, Trainable Mentally Handicapped, Hearing Impaired, Specific Learning Disabled, Emotionally Handicapped, Profoundly Handicapped, or Physically Impaired, or whose ability to communicate orally or in writing is seriously impaired) are not required to take the GTAT or participate in the Writing Assessment Program. Such students may also be exempted from taking the HSCT; they would not qualify for a standard high school diploma, but would possibly pursue special high school diploma requirements. LEP students may be exempted from taking state tests during their first two years of attendance in English-speaking schools. LEP students are ultimately not exempted from the requirement to pass the graduation test in order to receive a standard high school diploma.
GA	Local decision.
HI	IEP students indicating full-time self-contained or integrated self-contained. Stanford (8th edition) allows Braille, large print, and or signed version. Graduation test (HSTEC) allows Braille, large print, audiotape, and signed version. LEP students with less than one continuous year of schooling in Hawaii are exempt.

Part 1.7   What is your state's overall policy for including or excluding special needs students (those with IEPs or LEPs) in assessment? If they are included, what special accomodations are made?

ST	Response
IA	Since Iowa has no mandated state assessment program, these policies are determined at the local level.
ID	IEP students mainstreamed 50 percent of academic day participate unless their IEP states otherwise. Other IEP students may participate if IEP team deems it appropriate. LEP students in English-speaking schools more than two years (not including bilingual) participate.
IL	All IEP and LEP students are to be included unless they are justifiably excluded. IEP and LEP students may only be excluded by official signatory after legally bonafide staffings recommended exclusion. Criteria will be further specified by legislative rules and State Board policies to be developed in the next two years. A statewide assessment of English proficiency in reading and writing for students in bilingual ed. programs in grades 3 through 12 who are currently exempt from IGAP is planned for March 1996.
IN	LEP students are exempt until they develop English proficiency. Special education students are tested or not according to IEP.
KS	The only students excluded in 1994 were those whose IEP called for exclusion from the assessments. In 1995, two options will be available to districts: Option 1--Use last years plan which allows for exclusion only with an IEP. Option 2--Include all students at their chronological grade level. Option 2 is available only to students in a regular curriculum.
KY	Virtually all students are included in assessment for accountability purposes. Most participate in regular assessment activities with adaptations consistent with the normal delivery of instructional services. Adaptations may not be solely for the purpose of state-mandated assessment activities. Those students with more severe disabilities, students who--with all instructional adaptations and assistive devices--cannot function within the regular curriculum, may participate in an "alternate portfolio" assessment. All data is considered in the accountability process. Students are exempt only if they are nonactive English speaking in a United States school for less than two years or if they are a foreign exchange student. Students with special instructional guidelines indicated on the IEPs may apply those same guidelines to the assessment (e.g., if course work is read to them, the assessment will be read to them).
LA	1. Special education students are included on the basis of IEP -- modification for test must also be stated on IEP. 2. LEP students are identified and may receive appropriate test modifications. 3. Handicapped students according to Section 504 of the Federal Rehabilitation Act are also identified for test modifications. Disabilities and modifications must be documented at the school- and district-level.
MA	The MA Education Reform Law of 1993 states that the new assessment system will "comply with federal requirements for accomodating children with special needs."
MD	Unless students have an IEP that outlines schooling outcomes different from regular students, they are to be included in testing. Accommodations include reading and/or transcribing for the student, extended time periods, small group administrations, use of a word processor, use of a calculator, and Braille and large print editions. LEP students can be exempted only once.
ME	A state modification and procedures document is used as a basis for making local PET decision.
MI	If a student received 50 percent or more of his or her mathematics or reading instruction in the general education classes, then the student must be tested in the MEAP. Accomodations include large print, Braille, and audiotaped versions of the tests. This policy will be revised for 1995-96 test year. All students will be tested, with the results of studies used for accreditation and other accountability measures.
MN	Included at school discretion and identification on answer form.
MO	Students are excluded from testing program, or receive a modified test administration based on the IEP Committee's decision.

Part 1.7 What is your state's overall policy for including or excluding special needs students (those with IEPs or LEPs) in assessment? If they are included, what special accomodations are made?

ST	Response

MS Any accommodations are provided which are consistent with classroom use.

MT Districts may exclude special education students from the reporting of standardized test scores in the areas where students receive Special Education services.

NC We assume that an LEA will test 95 percent of its ADM. Generally, mentally handicapped students are not expected to be tested, although these students may be included if there is a testing provision in the IEP. A full range of modifications to the testing processes are offered to make the testing of exceptional children approximate with the instruction practices used.

ND All LEP students are to take the tests. Students' IEPs and LEPs are to code this on their answer documents. Students with IEPs that address norm-referenced testing are to follow what is in the IEP. If the IEP does not address norm-referenced testing, then the student is to be tested and results included in the school and state averages provided the student is mainstreamed 50% or more in the courses being addressed. If a student with an IEP has the test administered in a non-standard manner (according to the IEP) then the student is to be excluded from the school, district, and state averages.

NE Since all such decisions are made locally, there is no state policy governing such decisions. Some districts include some of the special needs students, some include all, some exclude all in their summary reports.

NH Exclusion shall be chosen only after fully exploring the various types of modifications available. Exclusion shall be appropriate only if the assessment tool will not yield a valied indication of how a student functions in a given content area.
Educationally Disabled Students Requiring Assessment Modifications: An Individualized Education Program (IEP) team meeting shall be conducted for each student with an identified educational disability who is enrolled in eafch grade level tested. This may be scheduled as part of a meeting held to discuss other IEP issues and may be scheduled any time prior to the student's testing date. The IEP team shall examine what modifications, if any, are necessary to meet the student's needs during the assessment process.
Assessment modifications shall be consistent with those modifications already being employed in the student's program.
Other Students Needing Assessment Modifications: There may be some students who, even though they do not have an identified educadtional disability, may need some sort of test modification, such as a student with a temporary disability such as a broken arm, or certain ESL students. Modifications and exclusions shall be made for ESL students based on their levels of English language proficiency. Non-English-Proficient (NEP) students shall be excluded from the assessment. Limited-, transitional-, and fluent-English-proficinet students shall participate in the assessment with modifications as needed. In keeping with the State Board's policy to have decisions regarding modifications made by a group at the local level, an Assessment Modification Team (AMT) shall meet to discuss and recommend any modifications for a student who does not have an identified educational disability. The AMT shall include one of the student's classroom teachers, the building principal, related services personnel, and , whenever possible, the student's parents. If it is not feasible for the student's parents to attend the meeting, they shall be notified of the committee's recommendations before the assessment. Assessment modifications shall be consistent with those modifications already being employed in the student's program.
Accounting for Students with Assessment Modifications and Exclusions: All test modifications made for individual students shall be documented and reported to Advanced Systems. A Completed Roster of Modifications shall serve as thius documentation in both instances. This Roster whall be returned tro Advanced Systems along with all testing materials, and shall be signed by the principal or special education director.
All students excluded from the assessment shall be documented and reported to Advanced Systems. The Department of Education will monitor district's exclusion rates.

NJ All students take the tests unless their IEP specifically exempts them. The child study team may also approve modifications to the tests, e.g., extended testing time, Braille or large print materials, small group testing, etc.

Part 1.7 What is your state's overall policy for including or excluding special needs students (those with IEPs or LEPs) in assessment? If they are included, what special accomodations are made?

ST	Response
	A new policy for testing of LEP students exists, too, which allows these pupils to be exempted from testing if they have been in a bilingual or ESL program for less than two years prior to testing and score below 133 on the Maculaitis test.
NM	For all testing programs, we allow modifications, waivers, and exemptions for special needs students.
NV	At grades 4 and 8, participation of special needs students in the Nevada Proficiency Examination Program is determined by the guidelines furnished by the publisher of the norm-referenced tests administered at grades 4 and 8. In general, students mainstreamed in the subject area tested would take the examinations. Participation at these grade levels is determined by the student's IEP committee.
	Students of limited English proficiency are administered the Language Assessment Scales in lieu of the CTBS at grades 4 and 8 when their skills in English are judged to be inadequate to provide a reasonable expectation that the student could pass the standard examinations.
	All students, regardless of status, must pass the high school proficiency examinations in order to earn a standard high school diploma. Specified testing accommodations may be allowed for students whose educational programs are governed by an IEP. Students of limited English proficiency may be given up to twice as much time to complete the examinations as is given regular students.
NY	Sections 100.2 and 200.4 of the Regulations of the Commissioner of Education require that the Individualized Education Program (IEP) for each student with a disability list those testing modifications which are necessary to permit the student an equitable opportunity to demonstrate abilities and competencies, and that such modifications are to be consistently implemented in the recommended educational program. In a similar manner, students determined to have a disability pursuant to Section 504 of the Rehabilitation Act of 1973, who may not require special education or related services, are also entitled to receive testing modifications based on their Section 504 Accommodation Plan.
OH	Students with disabilities are required to take the tests unless specifically exempted by the IEP. Provisions for accomodations may be made, but only through the IEP. ESL/LEP students must eventually pass all ninth-grade tests in order to graduate from high school. ESL/LEP students may have additional time and use translation dictionaries. ESL/LEP students who qualify may take an oral administration of the ninth-grade tests and may have the assistance of an interpreter.
OK	IEP's can be exempted by (1) recommendation of the IEP Team and (2) parental permission. LEPs (where there is a need) can be exempted through written request by the parent. An LEP child, to be considered for exemption, must fit Federal LEP definition and must be enrolled in special classes for LEP students. LEP students can only be considered for exemption during the first 3 years enrollment in OK (this began with school year 1994-5). Accommodations are provided as necessary.
OR	Oregon's policy is to be as inclusive as possible. State guidelines are developed but decisions are made locally. All students are encouraged to participate. If students are taking the basic curriculum, they are to take the test. Otherwise, the school's multidisciplinary team determines whether they can take an adapted test (which is not included in the school's reported results) or not take the test.
PA	Most students are included in the assessment. Students with IEPs may be excused from the assessment when requested by the IEP team for such reasons as emotional stress caused by the assessment process or lack of environmental awareness on the part of the student. Students who don't understand, speak, read, or write any English and have been in United States school systems less than three years should be excused from the assessment. Extra time, large print, Braille, and any other accomodations are allowed short of reading the reading passages to the students.
RI	On the MAT and writing assessments, generally students who receive special education services for less than

Part 1.7 What is your state's overall policy for including or excluding special needs students (those with IEPs or LEPs) in assessment? If they are included, what special accomodations are made?

ST	Response

half the school day are assessed. Students in LEP programs are tested if they have been educated in the United States for at least two years. On all of the new performance-based assessments, all students are to be assessed with rare exceptions.

SC The local IEP committee meets and determines whether the test is appropriate and what available accommodations are appropriate for each student. All students are included unless they have an IEP or 504 plan that specifically states that the testing programs are inappropriate for the students. Non-English Speaking students are not required to take the tests if the local administration feels that valid results cannot be obtained because of the language barrier. NRT large print, loose leaf, hearing handicapped oral administration, sign language, and Braille forms are available. Students can dictate answers or compositions, type, or use methods appropriate for their disabilities.

SD Local decision to test or not. If tested, must be under normal conditions and included in total results.

TN Tennessee students are tested in the mandated programs unless they have been excluded by an IEP. LEP students may also be excluded. Additional modifications are allowable if they do not invalidate scores.

TX Admission, review and dismissal (ARD) committees decide whether special education students test and what modifications are received; language proficiency committees (LPAC) decide whether LEP students test.

Spanish versions of the criterion-referenced tests at Gardes 3 and 4 will be administered by 1995 and at Grades 5 and 6 by 1996. Until Spanish versions of the criterion-referenced tests are available, a limited English proficient student in a state-approved bilingual program whose native language is Spanish may be exempted by the LPAC from the criterion-referenced instrument for no longer than three consecutive years, after which time the student provisions shall be subject to penalties under Section 101.4(b) of this title (relating to Security and Confidentiality).

UT Basically the same as NAEP inclusion/exclusion criteria. For the statewide testing program, IEP students are excluded if they are mainstreamed less than 50 percent of the time.

VA Special needs students are included in the reports of the Virginia State Assessment Program (VSAP, the NRT testing program) if they take the test under standard conditions. However, special needs students are included in Literacy Passport Testing program results unless specifically exempted or postponed by IEP. Accomodations are allowed as specified in students' IEPs, consistent with usual classroom assessment accommodations. Results of testing with accommodations that result in changes in the construct being assessed (e.g., listening, in place of reading) are flagged.

VT Accommodations in assessment setting expected to match accommodations in instructional setting. Special needs students may be excluded from standardized test component but not from portfolio.

All public school students have the right to participate in the Vermont Assessment Program. Students may NOT be excluded if such exclusion is contrary to their desire to participate or their parent's/guardian's desire that they participate. Within each school participating in the Vermont Assessment Program, every student who is in a grade level being assessed (4 and 8) and who does not meet the criteria for Students Eligible for Exclusion from the Uniform Assessment is to participate in the Uniform Assessment, and every student's portfolio is eligible for selection as part of the statewide portfolio sample.

Students who are repeating a grade in which they were tested last year should be included in the assessment again this year.

Parent/Guardian Request: A student may also be excluded from the Uniform Assessment at the request of a parent/guardian. The parent/guardian should be directed to submit their request in writing to the school principal on or before the school's first day of testing.

Part 1.7   What is your state's overall policy for including or excluding special needs students (those with IEPs or LEPs) in assessment? If they are included, what special accomodations are made?

ST   Response

Reporting Students Not Tested: The school assessment coordinator is responsible for completing and forwarding a Students Not Tested Report with the materials returned for scoring. Each student who is purposefully excluded (Special Education or Limited English Proficiency) from the assessment and each student eligible for testing but not included because of parent/guardian request, student refusal, absence, or other reasons must be reported on the Students Not Tested Report.

WA   Special needs students are excluded if required by IEP. Otherwise the decision is made on a case-by-case basis dependent upon expectations for students in regular classroom. Some test administration accomodations are allowed, e.g., large print or Braille, individual testing, marking answers for students.

WI   Exceptional Educational Needs (EEN) students and Limited-English speaking students (LES) should be given the opportunity to acquire and demonstrate their competence. Therefore, whenever possible, these students are to be included in the statewide assessments. The IEP must include a statement, consistent with the student's instructional program and the match with the content and formats of tests, and the student's inclusion or exclusion or modifications required for participation in district testing programs. Decisions should be explained to parents, and districts should be able to document parental understanding.

WV   The IEP dictates if the student participates.

WY   We do not have a state assessment program.

Part 1.8 If there are exceptions to this overall policy (IEP or LEP exclusions, of Part 1.7) for different assessment components, please explain.

ST	Response
AK	
AL	
AR	
AZ	None.
CA	
CO	
CT	
DE	
FL	
GA	
HI	NRT has more relaxed rules. CRT graduation test has more stringent rules.
IA	
ID	
IL	
IN	
KS	These 1994 and 1995 guidelines apply to all subject area assessments.
KY	
LA	
MA	Still under design.
MD	
ME	
MI	
MN	
MO	Districts/buildings are instructed to include all student in the Missouri Writing Assessment.
MS	Due to restrictions in standardization of norm-referenced tests, many students who participate in this assessment have results that are excluded for summary data.
MT	
NC	
ND	
NE	
NH	
NJ	
NM	

Part 1.8 If there are exceptions to this overall policy (IEP or LEP exclusions, of Part 1.7) for different assessment components, please explain.

ST	Response
NV	
NY	See Questions 1.9 and 1.10.
OH	
OK	
OR	
PA	All components follow the same guidelines.
RI	On the MAT and writing assessments, generally students who receive special education services for less than half the school day are assessed. Students in LEP programs are tested if they have been educated in the U.S. for at least two years. On all of the new performance-based assessments, all students are to be assessed with rare exceptions.
SC	
SD	
TN	
TX	LEP students cannot be exempted from exit (graduation) test.
UT	For core assessment, the district makes the decision.
VA	
VT	Because portfolio activities occur as part of regular classroom instruction, all students are expected to have a portfolio that includes examples of their learning activities. Every student portfolio is eligible for selection as part of the statewide portfolio sample.
WA	
WI	In addition, district scores are provided with both special population student scores included and also without those scores.
WV	
WY	

Part 1.9A What kind of accommodations are allowed for special education students?

ST	Large Print	Braille	Separate Testing Setting	Read Instructions	Audiotaped Responses	Extra Time	Word Processor	Other Languages (all but reading)	Other Languages (all subjects)
AK									
AL	Y	Y	Y	Y		Y	Y		
AR	Y	Y	Y	Y					
AZ	Y	Y	Y	Y		Y	Y		Y
CT	Y	Y	Y	Y		Y	Y		
DE	Y	Y	Y	Y	Y	Y	Y		
FL	Y	Y	Y	Y		Y			
GA	Y	Y	Y	Y	Y	Y	Y		Y
HI	Y	Y	Y	Y	Y	Y			
ID	Y	Y	Y	Y		Y	Y		
IL	Y	Y	Y	Y	Y	Y			
KS	Y	Y	Y	Y	Y	Y	Y	Y	Y
KY	Y	Y	Y	Y		Y	Y		
LA	Y	Y	Y	Y		Y	Y		
ME	Y	Y	Y	Y		Y	Y		
MN									
MO	Y	Y	Y	Y	Y	Y	Y	Y	Y
MS									Y
MT									
NC	Y	Y	Y	Y	Y	Y	Y		
ND	Y								
NH	Y	Y	Y	Y	Y	Y	Y		
NJ	Y	Y	Y	Y		Y	Y		
NM	Y	Y	Y	Y	Y	Y	Y		
NV	Y	Y	Y	Y		Y	Y		
NY	Y	Y	Y	Y	Y	Y	Y		
OH									
OK	Y	Y	Y	Y	Y	Y			
OR	Y	Y	Y	Y		Y			
PA	Y	Y	Y	Y		Y			
RI	Y	Y	Y	Y		Y	Y	Y	Y
SC	Y	Y	Y	Y	Y	Y			
SD	Y	Y							
TN	Y	Y	Y	Y			Y		
UT	Y	Y				Y			
VA									
WA	Y	Y	Y	Y					
WI		Y	Y			Y	Y		
WV									
Totals	31	31	29	28	12	27	20	3	6

Note: The states of CO, IA, MA, NE, and WY did not implement a statewide assessment program in 1993-94.

Part 1.9B What kind of accommodations are allowed for limited English proficient students?

ST	Large Print	Braille	Separate Testing Setting	Read Instructions	Audiotaped Responses	Extra Time	Word Processor	Other Languages (all but reading)	Other Languages (all subjects)
AK									
AL									
AR									
AZ									
CT			Y	Y					
DE								Y	Y
FL			Y			Y			
GA									
HI									
ID	Y	Y	Y	Y		Y	Y		
IL									
KS									
KY									
LA			Y	Y					
ME						Y	Y		
MN									
MO	Y	Y	Y	Y	Y	Y	Y	Y	Y
MS									Y
MT									
NC									
ND									
NH						Y		Y	
NJ									
NM			Y			Y	Y	Y	
NV			Y	Y		Y			
NY	Y		Y	Y			Y	Y	
OH						Y			
OK									
OR			Y	Y		Y		Y	
PA	Y	Y	Y	Y		Y			
RI	Y	Y	Y	Y		Y	Y	Y	Y
SC									Y
SD									
TN			Y	Y			Y		
UT									
VA									
WA	Y	Y	Y	Y					
WI									
WV									
Totals	6	5	13	11	1	11	7	7	5

Note: The states of CO, IA, MA, NE, and WY did not implement a statewide assessment program in 1993-94

82

Part 1.9C   If respondent marked "Other" accommodation in Part 1.9A or Part 1.9B, the explanation appears here.

ST	Response
AL	Different time with rest breaks; with magnifying equipment, with noise buffers; abacus; recording of answers by proctor; by special education teacher.
FL	English to heritage language reference book.
GA	Directions in other languages but not test content.
LA	Repeated instructions; English/Native language word list for LEP students.
MD	Maryland has a variety of scheduling, setting, equipment, presentation and response accommodations for each of the testing programs. All students are included to the fullest extent possible in all statewide programs. Accommodations must not invalidate the assessment for which they are granted.
ME	Transcription (except in writing).
MI	LEP--Native English dictionaries.
MS	Any accommodation that is consistent with classroom use.
MT	Appropriate accommodations may be made.
ND	If extra time is allowed (according to an IEP) or any other nonstandardized procedure is utilized, then the student is to be excluded from the school and state averages. Most of the special education students (those with IEPs) are included in the school and state averages.
NJ	Proctor may "bubble in" responses to test questions.
OH	Special Education: Any accomodations that are specified in the student's IEP. Limited English Proficient: Translation dictionaries may be used for any test. Seniors may take an oral exam (nineth grade test) in reading, math, or citizenship with assistance of an interpreter.
OK	Teacher marked responses in presence of monitor.
PA	Anything used for instruction.
TN	Flexible setting/scheduling.

Part 1.10   How is the decision about special accommodations made and who decides?

ST	Response
AK	
AL	IEP/504 committees make the decision in accordance with SDE guidelines.
AR	LEA Decision.
AZ	Team decision at local district/school level.
CA	The school decides for an individual student, based on state approved accomodations.
CO	In development.
CT	The state department issues guidelines and criteria. Each district applies these on a case-by-case basis. Guidelines are available on request.
DE	Using state guidelines, school personnel decide.
FL	Decisions are made at the local level following guidelines set forth in the test administration manuals.
GA	IEP or 504 accommodation plan must specify and parents sign off.
HI	Special district teams review IEP documentation, plus any other evidence and makes decision on accommodations.
IA	Determined at local level.
ID	Made by child study-team, noted on IEP, and necessary consultation with building principal and SDE.
IL	Decisions about accommodations are made locally within the context of the IEP staffing meeting.
IN	For special education students, the case conference committee and IEP. As noted in Section 1.7, LEP students are exempt from testing until they develop proficiency. Once developed they would not need special accommodations.
KS	This is a local decision in Kansas.
KY	Decisions are made after consultation with the Disabilites & Diversities Advisory Committee.
LA	Special Education: IEP Committee. Limited English Proficient: Test Administrator, School Test Coordinator, and ESL Teacher. 504: School Building Level Committee.
MA	Not yet decided.
MD	The student's IEP team decides.
ME	PET process or group decision involving principal, teacher, or other significant person.
MI	Local decision made with state guidelines.
MN	Teacher--if more than 50 percent of classroom time is spent in special education, they do not need to take the test.
MO	A committee of the school principal, the LEP student's teacher, and an assessment expert determines the appropriateness of an LEP student's participation in the Assessment Program.
MS	Decision is made at the local district level primarily by the teacher.
MT	District personnel make that decision.
NC	IEP committee.
ND	The decision about special accomodations is to be made by those who develop the IEP. The state has done it

Part 1.10 How is the decision about special accommodations made and who decides?

ST	Response
	this way since the start of statewide assessment in 1990.
NE	
NH	Decisions are made at the local level using procedures established in the enclosed guidelines.
NJ	Child study team for SE pupils decides.
NM	Local districts decide, with approval from SEA.
NV	Student's IEP Committee.
NY	The building principal may authorize changes.
OH	IEP by local IEP team. State approves the appeal for an oral exam with assistance of interpreter.
OK	State Testing Director and IEP team.
OR	Local educators decide, based on guidelines provided in the test administration manual.
PA	State guidelines with final decision by local school districts.
RI	Policy is in review.
SC	By committee established by local school district.
SD	Local decision.
TN	Local decision for most accommodations; audio and computer use must be pre-approved.
TX	ARD and/or LPAC committees make the decision based on regular classroom modifications.
UT	District decision for Special Ed Extra time; large print and braille are for CRT only.
VA	
VT	Decision made locally.
WA	At state-level, recommendations from advisory group-State Assessment staff decide. At district-level, case by case basis--local professional staff.
WI	District Assessment Coordinator and the local test administrator decide appropriate accommodations per special student's IEP.
WV	The IEP dictates accommodations.
WY	We do not have a state assessment program.

Part 1.11   Statewide, what percentage of the students tested are classified as LEP or needing an IEP?

ST	% Elementary LEP	% High School LEP	% Elementary IEP	% High School IEP
AK	8.00		8.00	
AL				
AR				
AZ	1.10	1.10	2.50	2.50
CA	20.00	11.50		
CO				
CT	1.40	0.40	10.50	5.00
DE	3.00	2.00	11.00	5.00
FL				
GA	0.90	0.80	11.00	7.00
HI	6.00	6.00	9.00	10.00
IA				
ID				
IL				
IN			97.00	97.00
KS	1.80	0.75	7.00	3.00
KY				
LA	1.00	1.00	6.00	6.00
MA	2.00	2.00	8.00	7.00
MD	1.80	1.80	11.70	11.70
ME				
MI				
MN				
MO	0.40	0.40	10.00	12.00
MS				
MT	5.00	3.00	13.00	8.00
NC	1.00	1.00	12.00	10.00
ND	1.00	1.00	7.00	6.00
NE ·				
NH	1.00		12.00	
NJ	3.00	3.00	9.00	9.00
NM				
NV				
NY	2.00	2.00	10.00	10.00
OH				
OK	3.00	3.00	14.00	10.00
OR	1.20	0.70	11.20	9.10
PA	1.00	1.00	7.80	7.80
RI	6.00	4.00	14.00	12.00
SC				
SD	1.00	2.00	10.00	5.00
TN			8.00	8.00
TX	12.00	7.00	13.00	11.00
UT				
VA	1.00	1.00		
VT				
WA				
WI			7.86	6.21
WV			11.00	7.80
WY				

Note: Many respondents could not complete this question, often because their states' reporting system used different classifications.

CCSSO and NCREL urge users to be extremely cautious when interpreting this table.

Part 1.12 What training or dissemination materials or techniques has your agency developed that other states could use?

ST	Response
AK	Writing assessment procedures--not unique to others, pretty standard.
AL	Alabama Student Assessment Program Policies and Procedures for Students of Special Populations, Bulletin 1993, No. 49.
AR	Alternative assessment training of trainers is being implemented currently.
AZ	Materials available--contact state director.
CA	Contact the assessment office at (916) 657-3011 for a full listing of materials. In addition, teacher scoring guides are available in each subject area of the GSE. Educational Television Network (ETN) programs on new elementary, middle, and high school assessment (13 programs in 1992-93). Assessment samplers for elementary, middle and high school assessment in each subject tested. Each of these documents contains scoring guides and samples of student work.
CO	
CT	Samples are enclosed.
DE	
FL	GTAT: manuals, information brochure, interpretive guide, results, videotape, regional workshops. HSCT: manuals, information brochure, item specifications, instructional materials, practice tests, all reports. Writing: manuals, publications, regional workshops.
GA	"Teacher Guides in Writing" for grades 3, 5, 8, and 11. (Some guides for grades 6 and 10 are still available.)
HI	
IA	
ID	Test coordinator guide--updated each year.
IL	Manuals, sample test booklets, videotapes, telecommunication conferences, and summary diskettes with school level data.
IN	Guide to Test Interpretation, Test Program Manual.
KS	A variety of documents that support the new K through 12 accreditation based upon the School Improvement Process.
KY	Kentucky has placed emphasis on training strategies designed to facilitate portfolio assessment on a statewide basis. Materials are available describing the writing and math portfolio procedures. Released open-response items and performance events are available for public view.
LA	Instructional strategy guides and test interpretive materials are made available to teachers and administrators.
MA	1992 Description of Proficiency Levels report.
MD	Public release tasks for MSPAP; sample tasks; scoring guides; brief anecdotes to help students, teachers, and principals; and exemplars, which are classroom instructional guides with exemplar lessons and performance assessment activities. The state also has a video on scoring performance assessment.
ME	Procedure for modifications. Performance level guides being released by grade level during 1995 school year.
MI	1. Use of mathematics assessment results. 2. Reading assessment training. 3. Working on materials for writing.
MN	Videos on the conduct of performance assessment.

Part 1.12   What training or dissemination materials or techniques has your agency developed that other states could use?

S·	Response
MO	Missouri's MAP 2000 initiative has produced a variety of training models and resource materials pertaining to performance-based assessment. Missouri has also developed training materials for administering and scoring direct writing assessment.
MS	Test administration manuals, test coordinator's handbook, annual summary report of test results, guides to assessment results and a composite test data listing with summary.
MT	A series of monographs has been developed to assist districts with a variety of assessment issues. No new ones were developed in the past year.
NC	Training workshops available for 1. The interdependence of testing and instruction; 2. Improving curriculum through assessment; 3. Assessing higher order thinking skills; 4. Reducing test anxiety; 5. Reviewing and developing test items; 6. Guides for assessing/scoring writing at grades 4, 6, 8, and 10; 7. Scoring guides for open-ended items in reading, math, and social studies in grades 3 through 8, Algebra I, English I, Biology, and U.S. History; 8. Guides for local standard setting and hand scoring.
ND	A "Test Interpretation Video" as to how to correctly use norm-referenced test results as well as how norm-referenced tests fit into a comprehensive assessment system.
NE	
NH	
NJ	Open-ended scoring techniques in reading and math and registered holistic methods in writing manuals and workshops. HSPT (HS proficiency) institutes--instructional strategies for teaching basic and higher-order thinking skills.
NM	The state provides technical assistance at a school's or district's request. There are statewide meetings in regard to pretest and posttest matters. New Mexico uses consultants from its vendors. Statewide Student Assessment Requirements brochure.
NV	Analytic-Trait and Holistic Rubrics and scoring guides for scoring direct writing assessments and manuals for the organization of scoring sessions.
NY	None. All are designed for use with the state's testing program.
OH	Ohio's training materials are designed specifically for Ohio's testing programs.
OK	We have Pre-test and Post-test Inservice Manuals. However these are developed through SEA/Contractor cooperation. Our contractors hold the copyrights on NRT. The State of OK holds Copyrights on CRT.
OR	Newsletters, reports, teleconferences, videotapes.
PA	Developed training program for performance assessment working with state's primary teachers' union--PSEA.
RI	None.
SC	1. Videotapes for test administration training. 2. Pre- and posttest workshop materials. 3. Visits from other states to observe writing training and scoring. 4. Copies of testing reports. 5. LEP and special education rubrics could be used by other states. Other states cannot use our nontraditional assessments because of security.

Part 1.12   What training or dissemination materials or techniques has your agency developed that other states could use?

ST	Response
SD	Posttest workshops are held across the state yearly in October.
TN	Our staff conducts local inservice at the regional-, system-, and school-level at the request of the system. A folder of materials is provided to each participant. The most frequently requested topics are score interpretation and holistic scoring training.
TX	Objectives and measurement specifications documentation; written composition handbooks for elementary and high schools.
UT	Most of our training material is unique to our program. Writing assessments, proficiency-based credit.
VA	Training in the scoring rubric used for our five-domain writing assessment on the Literacy Passport Testing.
VT	Network training materials, scoring guides and benchmark papers for writing and math, grades 4 and 8.
WA	Graphic reporting packages using "Five number summaries" to construct box-and-whisker plots describing distributions of student performances. Requires Macintosh and Hypercard. Contractor modified existing reports to include 5 number summariesw and to include box plots in their report.
WI	The Department of Education is issuing a performance "sampler" in February 1995 that contains domain descriptions for content/grades assessed. During the voluntary assessment in 1996, training materials will be provided for scoring, administering, and interpreting performance assessment results.
WV	Not any developments except copies of the WV-STEP Test.
WY	We do not have a state assessment program.

Part 1.13A Do students use calculators on your state's math tests?

ST	Calculator Use	Conditions of Use	Degree of Use
AK	No		
AL	Yes	Permitted	Whole test
AR	No		
AZ	Yes	Encouraged	Parts
CA	Yes	Encouraged	Whole test
CT	Yes	Encouraged	Parts
DE	No		
FL			Parts
GA	Yes	Permitted	Whole test
HI	No		
ID	Yes	Permitted	Whole test
IL	Yes	Permitted	Whole test
IN	No		
KS	Yes	Encouraged	Parts
KY	Yes	Required	Whole test
LA	No		
MD	Yes	Required	Parts
ME	Yes	Encouraged	Parts
MI	Yes	Encouraged	Parts
MN	Yes	Required	Parts
MO	Yes	Encouraged	Whole test
MS	No		
MT	No		
NC	Yes	Permitted	Parts
ND	No		
NH	No		
NJ	Yes	Required	Parts
NM	Yes	Encouraged	
NV	No		
NY	Yes	Required	Whole test
OH	Yes	Permitted	Whole test
OK	No		
OR	Yes	Permitted	Parts
PA	Yes	Permitted	Whole test
RI	Yes	Permitted	Parts
SC	No		
SD	Yes	Required	Parts
TN	No		
TX	Yes	Required	Whole test
UT	Yes	Encouraged	Parts
VA	No		
VT	Yes	Permitted	Whole test
WA	Yes	Permitted	Parts
WI	Yes	Permitted	Whole test
WV	Yes	Permitted	Parts

Totals	Yes=29	Required=7	Whole test=13
	No=14	Encouraged=9	Parts=16
		Permitted=13	

Note: The states of CO, IA, MA, NE, and WY did not implement a statewide assessment program in 1993-94.

Part 1.13B   Do students use calculators on your state's science tests?

ST	Calculator Use	Conditions of Use	Degree of Use
AK			
AL	No		
AR	No		
AZ	No		
CA	Yes	Encouraged	
CT	No		
DE	No		
FL	No		
GA	Yes	Permitted	Whole test
HI	No		
ID	No		
KS	No		
KY	Yes	Permitted	
LA	No		
MD	Yes	Encouraged	Whole test
ME	No		
MO	Yes	Encouraged	Whole test
MS	No		
MT	No		
NC	Yes	Permitted	Whole test
ND	No		
NH	No		
NJ			
NM	No		
NV	No		
NY	Yes	Encouraged	Whole test
OK	No		
OR	Yes	Permitted	Whole test
PA			
RI	No		
SC	No		
SD	No		
TN	No		
TX	No		
UT	No		
VA	No		
VT			
WA	No		
WV	No		

Totals   Yes=11   Required=0   Whole test=7
         No=29   Encouraged=5   Parts=2
                       Permitted=6

Note: The states of CO, IA, MA, NE, and WY did not implement a statewide assessment program in 1993-94.

Part 1.14   Do any of your state assessments include questions designed intentionally for calculator use?

ST	Response
AK	No
AL	No
AR	No
AZ	No
CT	No
DE	No
FL	No
GA	No
HI	No
ID	No
IL	Yes
KS	No
KY	No
LA	No
ME	Yes
MN	No
MO	No
MS	No
MT	
NC	Yes
ND	No
NH	No
NJ	Yes
NM	No
NV	No
NY	Yes
OH	No
OK	No
OR	No
PA	No
RI	No
SC	No
SD	No
TN	No
UT	Yes
VA	No
WA	No
WI	Yes
WV	

Totals   Yes=8
              No=34

Note: The states of CO, IA, MA, NE, and WY did not implement a statewide assessment program in 1993-94.

Part 1.15   Since 1986, has your state formulated explicit statements of learner outcomes? In which subjects?

ST	Math	Reading	Writing	Other Language Arts	Science	Social Studies	Other Subjects
AK	Y	Y	Y	Y	Y	Y	Y
AL	Y	Y	Y	N	Y	Y	Y
AR	Y	Y	Y	Y	Y	Y	Y
AZ	Y	Y	Y	N	N	N	N
CA							
CO	Y	Y	Y		Y		Y
CT	Y	Y	Y		Y	Y	
DE	Y	Y	Y	N	N	N	N
FL	I	I	I	I	Y	I	I
GA	Y	Y	Y	Y	Y	Y	Y
HI	Y	Y	Y	Y	Y	Y	N
IA							
ID	Y	N	N	Y	Y	Y	N
IL	Y	Y	Y	Y	Y	Y	Y
IN	Y	Y	Y	Y			
KS	Y	Y	Y	Y	Y	Y	N
KY	Y	Y	Y		Y	Y	Y
LA	I				I		
MA	I	I	I		I	I	I
MD	Y	Y	Y		Y	Y	
ME	Y	Y	Y		Y	Y	Y
MI	Y	Y	Y	Y	Y	Y	Y
MN							
MO	I	I	I	I	I	I	I
MS							
MT	N	N	N	N	N	N	N
NC	Y	Y	Y		Y	Y	
ND	Y	Y	Y	Y	Y	Y	Y
NE	N	N	N	N	N	N	N
NH	Y	I	I	I	Y	I	
NJ	Y	Y	Y	N	P	P	N
NM							
NV	N	N	N	N	N	N	N
NY	I	I	I	I	I	I	I
OH	Y	Y	Y	I	Y	Y	I
OK	Y	Y	Y		Y	Y	Y
OR	Y	Y	Y	Y	Y	Y	Y
PA	Y	Y	Y	Y	Y	Y	Y
RI	Y	I	I	I	I	N	
SC	N	N	N	N	N	N	N
SD	I	I			I	I	
TN	P	P	I	P	P	P	
TX	I	I	I	I	I	I	I
UT	Y	Y	Y	Y	Y	Y	Y
VA	I	I	I	I	I	I	
VT	Y	N	Y	Y	Y	Y	Y
WA	Y	Y	Y	P	I	I	I
WI	Y			Y	Y	Y	Y
WV	Y	Y	Y	N	Y	N	
WY							
Totals	Y=31	Y=26	Y=27	Y=15	Y=26	Y=22	Y=16
	I=8	I=9	I=9	I=8	I=9	I=9	I=7
	P=1	P=1	P=0	P=2	P=2	P=2	P=0
	N=4	N=6	N=5	N=9	N=6	N=8	N=10

Key: Y=Yes; I=In Progress; P=Planned; N=No

Part 1.16   Have any assessments been modified to align with these outcome statements?

ST	Have assessments been modified?
AK	
AL	Yes
AR	No
AZ	Yes
CA	
CO	
CT	Yes
DE	No
FL	No
GA	
HI	No
IA	
ID	No
IL	Yes
IN	
KS	Yes
KY	Yes
LA	Yes
MA	
MD	Yes
ME	Yes
MI	Yes
MN	Yes
MO	No
MS	No
MT	No
NC	Yes
ND	No
NE	No
NH	Yes
NJ	Yes
NM	
NV	
NY	No
OH	Yes
OK	Yes
OR	Yes
PA	Yes
RI	Yes
SC	No
SD	No
TN	Yes
TX	No
UT	Yes
VA	No
VT	No
WA	No
WI	Yes
WV	Yes
WY	

Totals Yes=22
      No=17

Part 1.17 Has your state set specific acceptable levels of performance on any state assessments (e.g., cut-scores, benchmarks, or proficiency levels)?

ST	Have acceptable levels of performance been set?
AK	No
AL	Yes
AR	No
AZ	No
CA	No
CO	Yes
CT	Yes
DE	Yes
FL	Yes
GA	Yes
HI	Yes
IA	No
ID	Yes
IL	Yes
IN	
KS	Yes
KY	Yes
LA	Yes
MA	No
MD	Yes
ME	
MI	Yes
MN	Yes
MO	Yes
MS	Yes
MT	No
NC	Yes
ND	No
NE	No
NH	Yes
NJ	Yes
NM	Yes
NV	Yes
NY	Yes
OH	Yes
OK	Yes
OR	No
PA	Yes
RI	Yes
SC	Yes
SD	No
TN	Yes
TX	Yes
UT	Yes
VA	Yes
VT	Yes
WA	Yes
WI	Yes
WV	Yes
WY	

Totals Yes=35
No=11

Part 1.18   Since October 1993, has your state passed legislation affecting its assessment program(s)?

ST	Response	If yes, provide the title(s) and describe how assessment was affected.
AK	No	State Board has adopted new regulations. Legislature has not changed any laws. NRT is now in grades 4, 8, and 11, beginning in 1995-96. Purposes for assessment targeted toward measuring new state standards.
AL	No	
AR	Yes	Act 846. To provide a comprehensive outcome-based assessment program for evaluating performance in the public schools. Students will have to demonstrate their competency in academic subjects and higher-order thinking skills.
AZ	No	
CA	No	
CO	Yes	HB 93-1313 - "Concerning Standards-based Education"
CT	Yes	Connecticut General Statute 10-14m-r. The statute requires a certification of initial mastery based on the 10th grade CAPT.
DE	No	
FL	No	
GA	No	
HI	Yes	Omnibus Education Bill
IA	No	
ID	Yes	In the spring of 1994 the legislature funded the new testing program through support of an SDE decision unit of $471,500. This allowed us to change our standardized testing to grades 4, 8 and 11, add optional 4th grade writing, 4th and 8th grade mathematics, and high school interdisciplinary assessments.
IL	No	
IN	Yes	Public Law 19-1992, Public Law 39-1993: Tested grades altered (3, 4, 8, 10, 12); High school graduation test to be implemented. State tests to include open-ended items. Local diagnostic test to be offered/portfolio guidelines to be developed.
KS	No	
KY	Yes	It was legislated that grade 12 transitional assessments will be moved to grade 11.
LA	No	
MA	No	
MD	Yes	
ME	Yes	The task force on learning results created by this legislation will issue a report on standards in December of 1995.
MI	Yes	P.A. 175, 1993. The legislation changed the consequence of the proficiency test from diploma denial to endorsement in each of the content areas. In addition the legislation removed the option for special education students to be exempted from the legislatively specified tests for endorsement and provided for an alternative assessment for students graduating in 1994, 1995 and 1996. December legislation placed the original option for alternative assessment for

Part 1.18 Since October 1993, has your state passed legislation affecting its assessment program(s)?

ST	Response	If yes, provide the title(s) and describe how assessment was affected.
		special education students back in place for 1994, 1995, and 1996.
MN	Yes	1993 Omnibus Education Act. As of fall 1996, Planning, Evaluating, and Reporting (PER) Act will no longer be used. The Minnesota new graduation rule will now be implemented.
MO	Yes	Senate Bill 380 (The Outstanding Schools Act) - Mandates the development of Performance Standards and a new primarily performance-based system to measure student progress toward the standards.
MS	Yes	Added two staff development training days to the minimum annual teacher contract for orientation to innovative teaching methods and assessment models of the assessment system.
MT	No	
NC	Yes	A study commission will determine the need for standards and exit exams at strategic grades and for graduation. This study is on-going to date.
ND	No	
NE	No	
NH	Yes	RSA 193:C Establishing the NHEIAP was passed in June 1993. Goal: There is established within the department of education a statewide education improvement and assessment program. Aims of program: Define what students should know and be able to do. Since the program is not a minimum competency testing program, assessment instruments should be designed to reflect the range of learning exhibited by students. The assessment portion of the program shall consist of a variety of assessment tasks which can be objectively scored. The assessment instruments shall include, but not be limited to: a) Constructed response items which require students to produce ansewers to questions rather than to select from an array of possible answers; b) a writing sample; c) other open-ended performance tasks.
NJ	No	
NM	No	
NV	Yes	S.B. 67. Changed the grade levels at which proficiency examinations are required. See Part 1.2 for details. S.B. 553. Provided for proficiency testing at grade 9 for 1993-94 only.
NY	No	
OH	Yes	Amended Substitute House Bill 152--Requires all chartered non-public schools to administer the ninth-grade tests as a graduation requirement beginning in 1995-1996. Permits schools to administer the ninth-grade tests initially in March of eighth grade instead of fall of ninth grade. Amended Substitute House Bill 552--Delayed for two years the requirement to pass the science test to graduate from high school. Established provisions for adults age 22 and older who have disabilities to be evaluated and possibly exempted from passing the ninth-grade tests to earn a diploma. Amended Substitute House Bill 715--Made provisions for foreign exchange students who do not intend to remain in this country to be exempted from passing the citizenship test (nineth grade) as a graduation requirement. Waived the requirement for districts to report norm-referenced achievement test results for eighth-grade students if a majority of these students took the ninth-grade tests. House Bill 1441 (Signed by Governor in May 1995). Added: Constitution and Oklahoma

Part 1.18 Since October 1993, has your state passed legislation affecting its assessment program(s)?

ST	Response	If yes, provide the title(s) and describe how assessment was affected.
OK	Yes	History to testing schedule.

"The Board shall develop a series of criterion-referenced tests designed to indicate whether competencies Oklahoma public school students are expected to have attained in grades five, eight and twelve in mathematics, science, reading and writing of English, history, constitution and government of the United States, geography, and culture and the arts, and in grade twelve, Oklahoma history, as defined by the Board, have been mastered. The tests shall measure academic competencies and shall be designed and implemented in correlation with the implementation of the curricula standards adopted
by the Board pursuant to Section 11-103.6 of this title. The series of tests shall be field-tested and implemented by the following schedule:

Subject	Field-Tested	Implemented
Mathematics	1993-4	1994-5
Science	1993-4	1994-5
R/W of Eng	1994-5	1995-6
Hi/Con/Gov	1995-6	1996-7
Geo/OK His	1996-7	1997-8
Cult/Arts	1997-8	1998-9

ST	Response	
OR	No	
PA	Yes	State Board of Education Regulation Chapters 3 and 5; authorized the Pennsylvania System of School Assessment as described above.
RI	Yes	More flexibility in which grades to assess in health assessment.
SC	Yes	One year proviso to eliminate Reading and Mathematics testing in grades 1, 2, and 6.
SD	No	
TN	Yes	The state competency test requirement can no longer be met through screening on the 8th grade achievement test. Students (9th grade) may now take the competency test for the first time in the fall of 1996 beginning in the 95/96 school year.
TX	No	
UT	No	
VA	Yes	Amendment to 22.1-254.1 of the Code of Virginia: Home-schooled students under the age of 6, as of the beginning of the school year, now are exempted from the requirement that their parents provide the school district superintendent by August 1 following the school year in which the child received home instruction with either (i) evidence that the child has attained a composite score in or above the fourth stanine on a battery of achievement test approved by the Board of Education for use in the public schools or (ii) an evaluation or assessment which, in the judgement of the superintendent, indicates that the child is achieving an adequate level of educational growth and progress. Home-schooled students tested with a battery of achievement tests must now achieve a composite score "in or above the fourth stanine", instead of "at or above the fortieth percentile".

1992-94 Budget as adopted by the General Assembly: An additional $.4 million was included in 93-94 for a new equating study for the writing portion of the Literacy Passport Test (LPT). An additional $.4 million is also included for a second annual administration of the LPT to be held in the Fall of the year.

Literacy Passport Test exemption (HB 1962) Exempts students for whom English is not the first or native language, who have been identified as having limited English proficiency, and

Part 1.18 Since October 1993, has your state passed legislation affecting its assessment program(s)?

ST	Response	If yes, provide the title(s) and describe how assessment was affected.
		who have been enrolled in a public school in the Commonwealth for less than three years, from the requirement to obtain the Literacy Passport in order to be classified as a ninth grader. To remain classified as a ninth grader or above, such students identified as having limited English proficiency must achieve passing scores on the first literacy test administered after three years of enrollment in a public school in the Commonwealth. The amendments of this bill will expire on July 1, 1994, unless proposed by the Board of Education in their amendments to the Standards of Quality. Such an amendment is being proposed.
VT	No	
WA	Yes	RCW 28A. 150. 210. Established "Essential Academic Learning Requirements," develops a system of student performance assessments, and creates a Certificate of Initial Mastery.
WI	Yes	Parental waiver for 8 and 10th grade students for the knowledge and concepts tests. In addition, the '95-'97 Biennial Budget will shape the implementation of the WSAS, which was initiated in 1992 by S.118.30 (WI state).
WV	No	
WY		
Totals	Yes=24 No=24	

Part 1.19   Since October 1993, have there been court decisions affecting your assessment program(s)?

ST	Response	If yes, provide the title(s) and describe how assessment was affected.
AK	No	
AL		Legislation is currently being drafted which addresses changes in the assessment program. The legislature is responding to a decision made in an equity lawsuit.
AR	No	
AZ	No	
CA	Yes	Several cases in progress. Assessment has been found not to violate prohibition against inquiring into students' or parents' beliefs and practices in sex, religion and morality, or family life.
CO		None
CT	No	
DE	No	
FL	No	
GA	No	
HI	No	
IA	No	
ID	No	
IL	No	
IN	No	
KS	No	
KY	No	
LA	Yes	A Louisiana district court found that the Lousiana Graduation Exit Examination, as a graduation requirement of all public school students but not all private school students, was a violation of the 14th amendment rights of public school students. The LA Dept of Ed appealed the lower court's decision to State Court of Appeals which overturned the 1993 district court ruling. The appeal court said the U.S. Constitution prevents the state from dictating the curriculum or setting exit exam requirements for nonpublic schools. The LA supreme court refused to hear the appeal.
MA	No	
MD	No	
ME	No	
MI	No	
MN	No	
MO	No	
MS	No	
MT	No	
NC	No	

100

Part 1.19   Since October 1993, have there been court decisions affecting your
assessment program(s)?

ST	Response	If yes, provide the title(s) and describe how assessment was affected.
ND	No	
NE	No	
NH	No	
NJ	No	
NM	No	
NV	No	
NY	No	
OH	Yes	The Federal District Court in Cleveland, Ohio signed a settlement agreement on May 13, 1994, leaving intact the requirement for all students in the State to pass proficiency tests to graduate from high school. (Reed v. Rhodes--Settlement of Motions for Preliminary Injunctions on the Proficiency Tests)
OK	No	
OR	No	
PA	No	
RI	No	
SC	No	
SD	No	
TN	No	
TX	No	
UT	No	
VA	No	
VT	No	
WA	No	
WI	No	
WV	No	
WY		
Totals	Yes=3	
	No=43	

102

Part 1.20   Who did your state collaborate with on assessment last year?

AK   Who with: CCSSO
On what: Health SCASS

AL   Who with: SERVE
On what: Assessment issues of concern to the Southeastern states.

Who with: CCSSO
On what: Technical Guidelines

AR   Who with: SCASS
On what: Comprehensive Health and Arts

Who with: New Standards Project
On what: Math, English Language Arts, and Science Assessment.

Who with: Paul LeMahieu
On what: Portfolio Assessments

CA   Who with: NAEP
On what: All assessments administered

Who with: New Standards Project
On what: Reference assessments; portfolios; equity issues; and articulating standards

Who with: CCSSO
On what: SCASS projects

CO   Who with: New Standards Project
On what: English Language Arts, Mathematics, & Science

CT   Who with: The professional educational organizations within the state, CCSSO, New Standrads Project
On what: State assessments in mathematics, science and language arts.

FL   Who with: Chief Council of State School Officers, State Collaborative on Assessment and Student Standards
On what: Limited-English proficiency, science, primary-level assessment, technical guidelines for performance assessment

GA   Who with: SCASS collaboratives
On what: Health, Science, Art and Technical guidelines

HI   Who with: CRESST
On what: Social Studies, Hawaiian History

ID   Who with: Northwest Regional Lab
On what: Developing our Interdisciplinary Performance Assessment model for grades 9-12.

IL   Who with: Assessment Advisory Committee-subcommittees deal with state-wide policy issues of assessment and with technical issues (scoring, equating, score reporting)
On what:

Who with: Content Area Assessment Advisory Committees (comprised of teachers, administrators and University personnel) in each fundamental learning area
On what: Test blueprint construction, standard setting, test equating, item and bias review

IN   Who with: Educators

102

On what: Content issues, logistics

Who with: Various psychometricians/assessment experts
On what: mostly psychometric issues, including scaling of constructed response items.

KY   Who with: Classroom teachers, administrators, university personel
      On what: Design, production, and implementation of KIRIS

LA   Who with: Maryland DOE
      On what: Field testing of Maryland grade 8 performance-based math/science program

      Who with: LA Systemic Initiative Program
      On what: Math and Science curriculum and assessment frameworks

      Who with: CCSSO and other states
      On what: SCASS Workplace Readiness Assessment

      Who with: CCSSO and other states
      On what: SCASS technical guidelines for performance assessment

      Who with: Group of Southeastern States
      On what: Study the impact of reform in mathematics and science

MA   Who with: New Standards Project
      On what:

      Who with: Advanced Systems in Measurement and Evaluation, Inc.
      On what: sub-contractor

MD   Who with: Local school system staff.
      On what: Development, administration, scoring, reporting for MSPAP

      Who with: CTB
      On what: Printing, scaling, data processing for MSPAP

      Who with: DDD
      On what: distribution of the functional reading, math, and citizenship tests

      Who with: Lucas Printing
      On what: printing the functional reading, math, and citizenship tests

      Who with: NCS
      On what: printing, distribution, scanning, and processing for the Maryland Writing Test

      Who with: Westat
      On what: proficiency level setting and descriptions

      Who with: MI
      On what: scoring MSPAP and the Maryland Writing Test

ME   Who with: Maine uses committees of teachers and representatives from higher education to update the MEA annually.
      On what: All subjects -- item development

MI   Who with: CCSSO
      On what: Science, Employability Skills, Health.

Part 1.20   Who did your state collaborate with on assessment last year?

MO   Who with: Developing/piloting assessments in health, fine arts & science

      Who with: New Standards Project
      On what: Piloting tasks & developing training models

MS   Who with: Mississippi Public School Forum
      On what: Development of Workplace Competencies

MT   Who with: CCSSO
      On what: SCASS Health Project

NC   Who with: SCASS
      On what: Arts

      Who with: Georgia
      On what: Exchange of test items

      Who with: Vermont
      On what: Providing test items.

      Who with: SCASS
      On what: Technical Guidelines for Performance Assessment

ND   Who with: Educators in North Dakota
      On what: Language Arts

NH   Who with: Teachers, administrators, State Board of Education, Legislature, business people, parents
      On what: All phases of assessment program

NJ   Who with: test contractor
      On what: 8th & 11th grade tests

NY   Who with: New Standards Project
      On what: Performance tasks, portfolios in math, English Language arts, science at grades 4, 8, and 10.

      Who with: CCSSO
      On what: Primary Level Assessment System; Health Education; Arts Education

OH   Who with: NCREL, six other states in the region, and selected teacher educators.
      On what: Assessment literacy training components for math and science.

      Who with: CCSSO, a number of other states, selected school districts, expert consultants, and vendors'
             representatives.
      On what: Development of a primary level assessment system and of prototype assessment tasks and related
             training components for science and Health Education in grades 1-12, as well as, development and
             operations contracts for the 4th-, 9th-, and 12th-grade tests and development for the 6th-grade tests.

OR   Who with: The New Standards Project
      On what: Literacy and math assessment, applied learning.

      Who with: Council of Chief State School Officers
      On what: SCASS projects on science, health, the arts, and technical guidelines in performance assessment.

PA   Who with: CCSSO

Part 1.20   Who did your state collaborate with on assessment last year?

On what: Research support for performance assessment

Who with: Ron Meade
On what: Technical aspects of scoring

RI   Who with: Statewide Outcomes and Assessment Team
On what: Statewide Outcomes.

Who with: Rhode Island Consortium on Writing
On what: Writing Assessment

SC   Who with: New Standards Project
On what: Performance assessment system is mathematics, English/Language arts, and science

Who with: CCSSO, SCASS in K-3
On what: Primary level assessment system/pilot

TN   Who with: State advisory committees; teachers; state department personnel
On what: All assessments

TX   Who with: New Standard Project
On what: portfolio development, establishing performance standards

Who with: CCSSO
On what: various projects

UT   Who with: School districts
On what: Development and implementation of CRTs and performance assessments

Who with: State curriculum directors and subject matter specialists
On what: Development of CRT and performance assessments

VA   Who with: New Standards Project
On what: Development of language arts and math assessments.

Who with: CCSSO-SCASS (Science)
On what: Science and Alternative Assessment Research consortia.

Who with: CCSSO-SCASS (technical)
On what: Technical issues

Who with: CCSSO/Far West Lab/Crest/Various states and LEAs
On what: Workplace Readiness Consortium

VT   Who with: CCSSO
On what: Arts Assessment

Who with: New Standards
On what: Math & English/Language Arts Portfolio

Who with: CCSSO
On what: Technical issues in performance assessment

WA   Who with: CTB McGraw/Hill
On what: Basic skills assessment

Who with: New Standards

Part 1.20 Who did your state collaborate with on assessment last year?

    On what: Math reference exam

WI   Who with: Wisconsin Center for Educational Research-University of Wisconsin
      On what: Development of Performance Assessment Instruments in Math, Language Arts, and Science

      Who with: Various CCSSO Assessment Consortia
      On what: Workplace Readiness Assessment, Arts, and Technical Issues in Performance Assessment SCASS

      Who with: The Psychological Corporation
      On what: an interim Knowledge & Concepts instrument in math, reading/english, writing, science, social studies and a career interest inventory

WV   Who with: Riverside Publishing
      On what: WV-STEP

Part 1.21A Please identify the assessment services for which your state used contractors or consultants since October 1993.

ST	Development	Administration	Scoring	Analysis	Reporting	Other
AK			Y		Y	Y
AL	Y		Y	Y	Y	
AR	Y	Y	Y	Y	Y	
AZ	Y		Y	Y	Y	
CA	Y	Y	Y	Y	Y	Y
CO						
CT	Y	Y	Y	Y	Y	
DE	Y	Y	Y	Y	Y	
FL	Y	Y	Y	Y		Y
GA	Y	Y	Y	Y	Y	
HI	Y	Y	Y	Y	Y	Y
IA						
ID	Y		Y	Y	Y	
IL	Y	Y	Y	Y	Y	
IN	Y	Y	Y	Y	Y	
KS	Y		Y	Y	Y	Y
KY	Y	Y	Y	Y	Y	
LA		Y	Y	Y	Y	Y
MA	Y	Y	Y	Y	Y	
MD			Y	Y		Y
ME	Y	Y	Y	Y	Y	
MI	Y	Y	Y	Y	Y	
MN						Y
MO			Y	Y	Y	
MS	Y		Y	Y	Y	
MT						
NC	Y	Y	Y	Y	Y	
ND			Y		Y	
NE						
NH	Y	Y	Y	Y	Y	
NJ	Y	Y	Y	Y	Y	Y
NM	Y	Y	Y	Y	Y	
NV						Y
NY	Y					
OH	Y		Y	Y	Y	Y
OK	Y	Y	Y	Y	Y	
OR	Y	Y	Y		Y	
PA	Y	Y	Y	Y	Y	
RI	Y	Y	Y	Y	Y	
SC		Y	Y	Y	Y	Y
SD			Y		Y	
TN	Y		Y			
TX	Y		Y	Y	Y	Y
UT	Y					Y
VA	Y		Y	Y	Y	
VT	Y		Y	Y	Y	
WA	Y		Y		Y	
WI	Y	Y	Y	Y	Y	
WV	Y					
WY						
Totals	36	24	40	34	37	14

Part 1.21B   If respondent marked "other" assessment service in Part 1.21A, the explanation appears here.

ST	Response
AK	Evaluation of assessment program
CA	Pilot testing and research; printing and distribution
FL	technical studies
HI	Staff development
KS	Standard-Setting
LA	Annual technical evaluation of the LEAP
MD	Standard setting
MN	Teachers to score performance assessments
NJ	Studies to validate the appropriateness of the tests and how well the 8th grade test determines those in need of remediation for passing 11th grade graduation test.
NV	Clerical Assistance and computer scoring program development and teachers to organize and score writing examinations
OH	We have operations contracts for each grade level tests that include development and printing of ancillary materials, distribution and collection of all materials, serially numbering and tracking all secure materials, etc. in addition to scoring, analysis, and reporting.
SC	Printing of test administration materials and test booklets.
TX	printing, distribution, shipping
UT	Training in implementation

108

Part 1.22   Please identify the contractors or consultants used this past year, and the services they rendered.

AK   Name: Riverside
      Address:
      Service: Materials and scoring

      Name: Interwest
      Address:
      Service: Third party evaluation

AL   Name: CTB MacMillan/McGraw Hill
      Address: 2500 Garden Rd., Monterey, CA 93940
      Service: scoring, analysis, and reporting

      Name: Data Recognition Corporation
      Address: 5900 Baker Rd., Minnetonka, MN 55345
      Service: scoring, analysis, reporting

      Name: The Psychological Corporation
      Address: 555 Academic Ct., San Antonio, TX 78204-0327
      Service: scoring, analysis, reporting, development

AR   Name: Data Recognition Corporation
      Address: 5900 Baker Rd., Minnetonka, MN 55345
      Service: Scoring Writing prompt development

      Name: The Psychological Corporation
      Address: 555 Academic Ct., San Antonio, TX 78204-0327
      Service: Training and Scoring

AZ   Name: Riverside Publishing Co.
      Address: 8420 Bryn Mawr Ave. Chicago, IL 60631
      Service: Norm-referenced test reporting, scoring, analysis

      Name: Riverside Publishing Co.
      Address: 8420 Bryn Mawr Ave. Chicago, IL 60631
      Service: Studies: Validity, reliability

      Name: Riverside Publishing Co.
      Address: 8420 Bryn Mawr Ave. Chicago, IL 60631
      Service: Test Development

      Name: Measurement Inc.

Part 1.22   Please identify the contractors or consultants used this past year, and the services they rendered.

Address: 1058 W. Club Blvd.   Durham, NC 27701

Service: Training for scoring, scanning score sheets, preparing reports

CA   Name: Riverside Publishing Corp.
      Address:
      Service: Assistance with research design and development

      Name: Educational Testing Service
      Address:
      Service: Completion of portfolio assessment project

      Name: CTB/Macmillan McGraw-Hill
      Address:
      Service: Data analysis, design and reporting of results for grades 4, 8, and 10

      Name: San Diego County Educational Office
      Address:
      Service: Design and coordination of history assessment at grades 5, 8, and 10

      Name: Los Angeles County Educational Office
      Address:
      Service: Design and coordination of science assessment at grades 5, 8, and 10

      Name: Sacramento County Educational Office
      Address:
      Service: Design and coordination of testing at grades 4, 8, and 10 and GSE

      Name: Questar Data Systems, Inc.
      Address:
      Service: Distribution of test materials for grades 4, 5, 8, and 10   •

CO   Name: WESTAT, Inc.
      Address: 1650 Research Blvd.   Rockville, MD 20850
      Service: TIMSS (Sampling, Administration, Scoring & Printing, Analysis, & Reporting)

CT   Name: The Psychological Corporation
      Address: 555 Academic Ct.   San Antonio, TX 78204-2498
      Service: Development, administration, scoring, analysis, reporting

      Name: Measurement Incorporated
      Address: Durham, NC

Part 1.22 Please identify the contractors or consultants used this past year, and the services they rendered.

Service: Scoring performance items.

DE   Name: Riverside Publishing

Address: Chicago, IL

Service: Development, Scoring, Analysis, Reporting

Name: Measurement Inc.

Address: Durham, NC

Service: Scoring, Analysis, Reporting

FL   Name: Riverside Publishing Company

Address: Chicago, IL

Service: GTAT development

Name: National Computer Systems

Address: Iowa City, IA

Service: GTAT: scoring, analysis, reporting; Writing: printing and distributing test materials, scoring, and reporting

Name: University of Florida

Address: Gainesville, FL

Service: HSCT: analysis, reporting

Name: Florida State University

Address: Tallahassee, FL

Service: HSCT: analysis, reporting, technical studies; Writing: technical studies

Name: Data Recognition Corporation

Address: Minnetonka, MN

Service: HSCT: printing and distributing test materials, scoring, and reporting

Name: Measurement Incorporated

Address: Durham, NC

Service: Writing: scoring and reporting

GA   Name: Georgia State University, Georgia Assessment Project (GAP)

Address: 1 Park Pl., Ste. 650 Atlanta, GA 30303

Service: Development

Name: Measurement Incorporated

Address: 2408 Reichard St. Durham, NC 27705

Part 1.22   Please identify the contractors or consultants used this past year, and the services they rendered.

Service: Development

Name: University of Georgia, Test Scoring and Reporting Services
Address: 2085 S. Milledge Ave. Athens, GA 30605
Service: Development, scoring, analysis and reporting

Name: National Computer Systems
Address: P.O. Box 30 Iowa City, IA 52244
Service: Test administration and printing

Name: Riverside Publishing Company
Address: 5925 Peachtree Industrial Blvd. Chamblee, GA 30341
Service: Test administration, scoring, analysis, and reporting

Name: Insite, Inc.
Address: 3300 Harrison Rd. Columbia, SC 29204
Service: Training program for teachers in writing assessment.

HI Name: The Psychological Corporation
Address: 555 Academic Ct. San Antonio, TX
Service: Administer, score, and report the Stanford Achievement Test; staff development.

Name: CRESST
Address: UCLA Los Angels, CA
Service: Development of performance based social studies tests.

ID Name: Riverside Publishing Company
Address: 8420 Bryn Mawr Ave. Chicago, IL 60631-3476
Service: Assistance with workshops, scoring, reporting

IL Name: MetriTech, Inc.
Address: 111 N. Market St. Champaign, IL 61820
Service: Assessment development; technical position.

Name: Measurement Incorporated
Address: 2408 Reichard St. Durham, NC 27705
Service: Scoring of writing and other open-ended assessments

Name: National Computer Systems
Address: 1820 Boyrum Rd. Iowa City, IA 52240
Service: Testing and scoring services

112

Part 1.22   Please identify the contractors or consultants used this past year, and the services they rendered.

IN   Name: CTB/MacMillan/McGraw-Hill

       Address: 20 Ryan Ranch Rd. Monterey, CA 93940

       Service: Development, administration, scoring, analysis, reporting

KS   Name: Center for Educational Testing and Evaluation

       Address: 101B Bailey Hall University of Kansas, Lawrence, KS 66045

       Service: Consulting, printing, validation, development, scoring, and analysis reporting

KY   Name: Advanced Systems in Measurement and Evaluation

       Address: Dover, NH

       Service:

LA   Name: Dr. Craig Mills

       Address: 111 N. Harding Ave. Morrisville, PA 19067

       Service: Annual technical evaluation

       Name: CTB McGraw-Hill

       Address: 20 Ryan Ranch Rd. Monterey, CA 93940

       Service: Support for mathematics assessment framework.

       Name: NCS Information Services

       Address: 2510 Dodge St. Iowa City, IA 52240

       Service: scoring, reporting, and analysis; support services for development, distribution

       Name: CTB McMillan McGraw Hill

       Address: 20 Ryan Ranch Rd. Monterey, CA 93940

       Service: scoring, reporting, and analysis; support services for distribution

MA   Name: ASME

       Address: Dover, NH

       Service: dev, admin, scoring, analysis, reporting

MD   Name: CTB-McMillan McGraw-Hill

       Address:

       Service: Analysis, reporting

       Name: Westat, Inc

       Address:

       Service: Proficiency level descriptions and standard setting

       Name: Measurement Incorporated

Part 1.22 Please identify the contractors or consultants used this past year, and the services they rendered.

Service: Scoring, using teachers and SEA staff

Name: NCS
Address:
Service: printing, distribution, scanning, and processing for the Maryland Writing Test

ME   Name: Advanced Systems
Address: Watson Road., Dover, NH
Service:

MI   Name: ACT
Address: Iowa City, IA
Service: Development

Name: CTB McGraw Hill
Address: Monterey, CA
Service: Development

Name: National Computer Systems
Address: Iowa City, IA
Service: Test administration, Scoring and Reporting.

MN   Name: NCS
Address: Owatonna
Service: NCS-Computer forms/scan sheets

Name: University of Minnesota
Address: Minneapolis
Service: Printing test booklets

MO   Name: Educational Development Project
Address: R.D. 4, Box 198A Columbia, MO 65201
Service: Assisting to provide teachers with professional development in the use of performance assessments.

Name: Center for Educational Assessment
Address: Columbia, MO 65211
Service: Scoring and reporting of the MMAT, compilation of Missouri Writing Assessment data

MS   Name: University of Alabama Evaluation & Assessment Laboratory
Address: 121 Graves Hall Tuscaloosa, AL 35487
Service: Technical assistance and advise, test development and analysis

Part 1.22 Please identify the contractors or consultants used this past year, and the services they rendered.

MS Name: National Computer Systems

    Address: 2510 N. Dodge Iowa City, IA 52250

    Service: development, scoring, reporting, and providing technical advise and support

    Name: The Psychological Corporation - Spring 94 only

    Address: 555 Academic Ct. San Antonio, TX 78204

    Service: scoring and reporting

    Name: Riverside Publishing Company

    Address: Chicago, IL

    Service: scoring, reporting

NC Name: Center for Urban Affairs and Community Services

    Address: North Carolina State University Raleigh, NC 27695-7401

    Service: Item writing, data analysis, training and research, operations

    Name: Paragon Forms, Inc.

    Address: 6820 Shingle Creek Pkwy. Brooklyn Center, MN 55430

    Service: Print tests and answer sheets

    Name: Data Recognition Corporation

    Address: 5900 Baker Rd. Minnetonka, MN 55345

    Service: Produce, distribute, scan, score, report grades 4, 6, 8 writing

    Name: National Computer Systems

    Address: P.O. Box 30 Iowa City, IA 52244

    Service: Produce, distribute, scan, score, report English II assessment

    Name: The College Board

    Address: 45 Columbus Ave. New York, NY 10023-6992

    Service: Produce, distribute, score, and report PSAT statewide

    Name: L. L. Thurstone Psychometric Laboratory

    Address: University of North Carolina at Chapel Hill Chapel Hill, NC 27599-3270

    Service: Research in equating, scale development, linkage with NAEP

ND Name: CTB-McGraw Hill

    Address: 20 Ryan Ranch Rd. Monterey, CA 93940

    Service: Tests, scoring, research & reporting

NH Name: Advanced Systems in Measurement and Evaluation, Inc.

Part 1.22 Please identify the contractors or consultants used this past year, and the services they rendered.

Address: P.O. Box 1217
Dover, NH 03820

Service: Administration of third grade assessment; piloting of 6 and 10 grade instruments

NJ Name: National Computer Systems

Address: P.O. Box 30 Iowa City, IA 52244

Service: Grade 8 EWT, grade 11 HSPT

NM Name: CTB MacMillan/McGraw-Hill

Address: 2500 Garden Rd. Monterey, CA 93940

Service: High School Competency Examination

Name: Riverside Publishing Company

Address: 8420 Bryn Mawr Ln. Chicago, IL 60631

Service: ITBS, form J

Name: Measurement Incorporated

Address: 1058 W. Club Blvd., Office Area 1 Durham, NC

Service: Portfolio Writing Assessment

NV Name: Various-Approximately 350 Teachers

Address: Various

Service: organize writing scoring sessions and score writing examinations

NY Name: TASA Inc.

Address: Fields Lane, P.O. Box 382 Brewster, NY 10509

Service: Development of Reading Passages

OH Name: ACT

Address: Iowa City, IA

Service: Continuing 12th grade test development; Continuing 9th grade development; and science at 9th and 12th

Name: Riverside Publishing Company

Address: 8420 Bryn Mawr Ave. Chicago, Il 60631

Service: Development of 4th and 6th grade tests, including science

Name: American Printing House

Address: Louisville, KY

Service: Production of braille and large-print test booklets and instructions for administering.

Name: CTB/McGraw Hill

Part 1.22 **Please identify the contractors or consultants used this past year, and the services they rendered.**

Address: Monterey, CA

Service: Scoring, analysis, reporting, and operations (4th grade)

Name: National Computer Systems

Address: Iowa City, IA

Service: Test scoring, analysis, reporting, and operations (9th & 12th grades)

OK Name: The Psychological Corporation

Address: 555 Academic Court
San Antonio, TX 78024

Service: CRT development of first eight tests mandated by legislature; field testing and actual testing.

Name: Riverside Publishing Company

Address: 8420 Bryn Mawr Avenue
Chicage, IL 60631

Service: NRT Achievement tests for grades 3 and 7.

OR Name: Portland Public Schools

Address: P.O. Box 3107 Portland, OR 97208

Service: Science Test Development

Name: Data Recognition Corporation

Address: 5900 Baker Rd. Minnetonka, MN 55345

Service: Test printing, distribution, scoring and reporting

PA Name: Data Recognition Corporation

Address: 5900 Baker Rd. Minnetonka, MN 55345

Service: Production, distribution, scoring, reporting 1993-1994

RI Name: Advanced Systems in Measurement and Evaluation

Address: Dover, New Hampshire

Service: Development, administration, scoring, analysis, reporting

Name: The Psychological Corporation

Address: San Antonio, TX

Service: Scoring, administration

SC Name: Data Recognition Corporation

Address: 5900 Baker Rd., Minnetonka, MN 55345

Service: Printing and scoring Basic Skills Assessment Program tests

Name: The Psychological Corporation

Part 1.22   Please identify the contractors or consultants used this past year, and the services they rendered.

	Address:	555 Academic Ct., San Antonio, TX 78204-0952
	Service:	Printing and scoring of Stanford 8
	Name:	University of South Carolina (Huynh Huynh)
	Address:	College of Education, Columbia, SC
	Service:	Technical aspects of Basic Skills Assessment Program

SD   Name: The Psychological Corporation
         Address: San Antonio, TX
         Service: Scoring, materials

TN   Name: Measurement Incorporated
         Address: Durham, NC
         Service: Career Ladder (Teacher Evaluation) Writing Assessment Scoring

         Name: CTB MacMillan/McGraw Hill
         Address: Monterey, CA
         Service: Customized Achievement Test

         Name: The Psychological Corporation
         Address: San Antonio, TX
         Service: Writing Scoring

TX   Name: National Computer Systems
         Address: 5538 Olympic Ct. Iowa City, IA 52240
         Service: administration materials, printing, scanning, scoring and reporting

         Name: The Psychological Corporation
         Address: 555 Academic Ct. San Antonio, TX 78204
         Service: item writing and test development

         Name: Measurement Inc.
         Address: 2201 Donley Dr. Austin, TX 78745
         Service: scoring written compositions, performance tests in science and social studies, Spanish Oral Language Proficiency tapes

UT   Name: Institutes for Behavior Research (IBRIC)
         Address: 1570 South 1100 East Salt Lake City, UT 84105
         Service: Development of new CRTs and Portfolio Projects.

         Name: Profiles Corporation

Part 1.22 Please identify the contractors or consultants used this past year, and the services they rendered.

Address: 507 Highlands Ave. Iowa City, IA 52240

Service: Development of performance assessments

VA Name: Touchstone Applied Science Associates (TASA)

Address: Fields Lane, Box 382 Brewster, NY 10509 (914) 277-8100 Phone (914) 277-3548 Fax

Service: Development of special Degrees of Reading Power (DRP) forms each year for the LPT.

Name: Uniscore, Inc.

Address: Commerce Square 450 Veterans Dr. Burlington, NJ 08016 (609) 296-8737 Phone (609) 387-0997 Fax

Service: Machine scoring and reporting results from the Virginia State Assessment Program (VSAP, NRT).

Name: Riverside Publishing Company

Address: 8420 Bryn Mawr Ave. Chicago, IL 60631

Service: Provide materials for the Virginia State Assessment Program (VSAP)

Name: Data Recognition Corporation

Address: 5900 Baker Rd. Minnetonka, MN 18008262368

Service: Scoring of LPT assessments (hand scoring of writing assessment and machine scoring of reading and math assessments.

VT Name: Insite, Inc.

Address: 3300 Harrison Rd. Columbia, SC 29204

Service: Test development, scoring, analysis, reporting

WA Name: CTB McGraw-Hill

Address: 2500 Garden Rd., Monterey, CA 93940

Service: Instruments, scoring and reporting

WI Name: Wisconsin Center for Educational Research

Address: University of Wisconsin-Madison, 1025 W. Johnson St. Madison, WI 53706

Service: Performance Assessment development in mathematics, language arts, and science.

Name: The Psychological Corporation

Address: 555 Academic Ct. San Antonio, TX 78204

Service: Provision of modified shelf tests, scoring, reporting and dissemination of Knowledge & Concepts 8th and 10th grade instruments

Name: Questar Data Systems

Address: 2905 W. Service Rd. Eagan, MN 55121

Service: Scoring and Reporting, Third Grade Reading Test

Part 1.22   Please identify the contractors or consultants used this past year, and the services they rendered.

Name: MeriTech, Inc.

Address: 111 N. Market St. Champaign, IL 61820

Service: Test Development, Third Grade Reading Test

WV   Name: Riverside Publishing

Address: Chicago

Service: Developed WV-STEP

PART 2
NON-TRADITIONAL ASSESSMENT

Part 2.1A Has your agency created any non-multiple-choice exercises?
If not, does it plan to develop such items?

ST	Created?	Plan To?
AK	Yes	
AL	Yes	
AR	Yes	Yes
AZ	Yes	
CA	Yes	.
CO	No	Yes
CT	Yes	
DE	Yes	Yes
FL	Yes	
GA	Yes	
HI	Yes	
IA	No	No
ID	Yes	
IL	Yes	
IN	Yes	
KS	Yes	
KY	Yes	
LA	Yes	
MA	Yes	
MD	Yes	
ME	Yes	Yes
MI	Yes	
MN	Yes	
MO	Yes	
MS	Yes	
MT	No	
NC	Yes	
ND	No	Yes
NE	No	
NH	Yes	
NJ	Yes	
NM	Yes	
NV	Yes	
NY	Yes	
OH	Yes	
OK	Yes	
OR	Yes	
PA	Yes	
RI	Yes	
SC	Yes	
SD	No	
TN	Yes	
TX	Yes	
UT	Yes	
VA	Yes	Yes
VT	Yes	
WA	No	
WI	Yes	Yes
WV	Yes	
WY	No	No

Totals   Yes=42   Yes=7
           No=8   No=2

120

Part 2.1B   If your state has created or plans to create any non-multiple-choice items, please complete the grid below.

ST	Subject	Exercise Types	Status	Grades	Availability
AK	Writing	Extended response open-ended	In use	5, 10	May be used
AL	Math	Enhanced multiple choice	In use	9,10	Not available/secured
AL	Math	Short-answer open-ended, constructed response	In use	9,10	Not available/secured
AL	Reading	Extended response open-ended	In use	2	May be examined but not used
AL	Science	Enhanced multiple choice	Ready for use	3	Not available/secured
AL	Science	Extended response open-ended	Ready for use	3	Not available/secured
AL	Science	Short-answer open-ended, constructed response	Ready for use	3	Not available/secured
AL	Writing	Extended response open-ended	In use	2, 5, 7	May be examined but not used
AR	Civics	Enhanced multiple choice	In use	4,7,10	Not available/secured
AR	Economics	Enhanced multiple choice	In use	4,7,10	Not available/secured
AR	Geography	Enhanced multiple choice	In use	4,7,10	Not available/secured
AR	History	Enhanced multiple choice	In use	4,7,10	Not available/secured
AR	Language Arts	Enhanced multiple choice	In use	4,7,10	Not available/secured
AR	Math	Enhanced multiple choice	In use	4,7,10	Not available/secured
AR	Math	Portfolio or learning record	Plan to develop	4,7,10	Not available/secured
AR	Reading	Enhanced multiple choice	In use	4,7,10	Not available/secured
AR	Reading	Portfolio or learning record	Plan to develop	4,7,10	Not available/secured
AR	Science	Enhanced multiple choice	In use	4,7,10	Not available/secured
AR	Social Studies	Enhanced multiple choice	In use	4,7,10	Not available/secured
AR	Writing	Extended response open-ended	In use	4,7,10	Not available/secured
AR	Writing	Portfolio or learning record	Plan to develop	4,7,10	Not available/secured
AZ	Math	Short-answer open-ended, constructed response	In use	3,8,12	Not available/secured
AZ	Reading	Short-answer open-ended, constructed response	In use	3,8,12	Not available/secured
AZ	Writing	Short-answer open-ended, constructed response	In use	3,8,12	Not available/secured
CA	Biology	Enhanced multiple choice	Ready for use	9,10,11,12	Some may be used
CA	Biology	Extended response open-ended	Ready for use	9,10,11,12	Some may be used
CA	Biology	Individual performance assessment	Ready for use	9,10,11,12	Some may be used
CA	Biology	Portfolio or learning record	Ready for use	9,10,11,12	May be used
CA	Biology	Short-answer open-ended, constructed response	Ready for use	9,10,11,12	Some may be used
CA	Chemistry	Enhanced multiple choice	In use	9,10,11,12	Some may be used
CA	Chemistry	Extended response open-ended	In use	9,10,11,12	Some may be used
CA	Chemistry	Individual performance assessment	In use	9,10,11,12	Some may be used
CA	Chemistry	Portfolio or learning record	In use	9,10,11,12	May be used
CA	Chemistry	Short-answer open-ended, constructed response	In use	9,10,11,12	Some may be used
CA	Economics	Enhanced multiple choice	In use	12	Some may be used
CA	Economics	Individual performance assessment	In use	12	Some may be used
CA	Economics	Short-answer open-ended, constructed response	In use	12	Some may be used
CA	History	Enhanced multiple choice	Piloted, being refined	5, 8, 10	Some may be used

Part 2.1B   If your state has created or plans to create any non-multiple-choice items, please complete the grid below.

ST	Subject	Exercise Types	Status	Grades	Availability
CA	History	Enhanced multiple choice	Ready for use	11	Some may be used
CA	History	Extended response open-ended	In use	5, 8, 10	Some may be used
CA	History	Extended response open-ended	Ready for use	11	Some may be used
CA	History	Group performance assessment	Piloted, being refined	5, 8, 10	Some may be used
CA	History	Individual performance assessment	Piloted, being refined	5, 8, 10	Some may be used
CA	History	Individual performance assessment	Ready for use	11	Some may be used
CA	History	Short-answer open-ended, constructed response	Piloted, being refined	5, 8, 10	Some may be used
CA	History	Short-answer open-ended, constructed response	Ready for use	11	Some may be used
CA	History	Enhanced multiple choice	Ready for use	4, 8, 10	Some may be used
CA	Math	Extended response open-ended	In use	4, 8, 10	Some may be used
CA	Math	Group performance assessment	Piloted, being refined	4, 8, 10	Some may be used
CA	Math	Individual performance assessment	Piloted, being refined	4, 8, 10	Some may be used
CA	Math	Portfolio or learning record	Piloted, being refined	4, 8, 10	Some may be used
CA	Math	Short-answer open-ended, constructed response	In use	4, 8, 10	Some may be used
CA	Physical Education	Individual performance assessment	In use	5, 7, 9	May be used
CA	Reading	Enhanced multiple choice	In use	8	May be used
CA	Reading	Enhanced multiple choice	Piloted, being refined	4, 10	May be used
CA	Reading	Individual performance assessment	In use	4, 8, 10	May be used
CA	Reading	Portfolio or learning record	Piloted, being refined	4, 8, 10	May be used
CA	Science	Enhanced multiple choice	Piloted, being refined	5, 8, 10	Some may be used
CA	Science	Extended response open-ended	Piloted, being refined	5, 8, 10	Some may be used
CA	Science	Individual performance assessment	Piloted, being refined	5, 8, 10	Some may be used
CA	Science	Short-answer open-ended, constructed response	Piloted, being refined	5, 8, 10	Some may be used
CA	Writing	Extended response open-ended	In use	4, 8, 10	May be used
CT	Interdisciplinary	Other	In use	10	Some may be used
CT	Math	Enhanced multiple choice	In use	4, 6, 8, 10	Some may be used
CT	Math	Extended response open-ended	In use	4, 6, 8, 10	Some may be used
CT	Math	Short-answer open-ended, constructed response	In use	4, 6, 8, 10	Some may be used
CT	Reading	Extended response open-ended	In use	4, 6, 8, 10	Some may be used
CT	Reading	Short-answer open-ended, constructed response	In use	4, 6, 8, 10	Some may be used
CT	Science	Extended response open-ended	In use	10	Some may be used
CT	Science	Group performance assessment	In use	10	Some may be used
CT	Science	Individual performance assessment	In use	10	Some may be used
CT	Science	Short-answer open-ended, constructed response	In use	10	Some may be used
CT	Writing	Extended response open-ended	In use	4, 6, 8, 10	Some may be used
CT	Writing	Other	Piloted, being refined	10	Some may be used
DE	Math	Enhanced multiple choice	Completed development	3, 5, 8, 10	
DE	Math	Short-answer open-ended, constructed response	Ready for use	3, 5, 8, 10	
DE	Reading	Enhanced multiple choice	Completed development	3, 5, 8, 10	

12.3

art 2.1B   If your state has created or plans to create any non-multiple-choice items, please complete the grid below.

ST	Subject	Exercise Types	Status	Grades	Availability
DE	Reading	Short-answer open-ended, constructed response	Ready for use	3, 5, 8, 10	
DE	Writing	Extended response open-ended	Ready for use	3, 5, 8, 10	May be used
FL	Math	Other	Begun development	11	May be examined but not used
FL	Writing	Extended response open-ended	In use	4, 8, 10	Not available/secured
GA	Health	Short-answer open-ended, constructed response	Begun development	11	Not available/secured
GA	Language Arts	Individual performance assessment	Ready for use	K	May be examined but not used
GA	Language Arts	Observation	Ready for use	K	May be examined but not used
GA	Math	Individual performance assessment	Ready for use	K	May be examined but not used
GA	Math	Observation	Ready for use	K	May be examined but not used
GA	Math	Short-answer open-ended, constructed response	Begun development	11	Not available/secured
GA	Reading	Individual performance assessment	Ready for use	K	May be examined but not used
GA	Reading	Observation	Ready for use	K	May be examined but not used
GA	Reading	Short-answer open-ended, constructed response	Begun development	11	Not available/secured
GA	Science	Short-answer open-ended, constructed response	Begun development	11	Not available/secured
GA	Social Studies	Short-answer open-ended, constructed response	Begun development	11	Not available/secured
GA	Writing	Individual performance assessment	Begun development	8, 11	Not available/secured
GA	Writing	Individual performance assessment	Ready for use	3, 5	Not available/secured
HI	Health	Short-answer open-ended, constructed response	Completed development	10, 11, 12	May be examined but not used
HI	Language Arts	Interview	Completed development	10, 11, 12	May be examined but not used
HI	Language Arts	Observation	Completed development	10, 11, 12	May be examined but not used
HI	Math	Short-answer open-ended, constructed response	Completed development	10, 11, 12	May be examined but not used
HI	Reading	Short-answer open-ended, constructed response	Completed development	10, 11, 12	May be examined but not used
HI	Social Studies	Short-answer open-ended, constructed response	Completed development	10, 11, 12	May be examined but not used
HI	Vocational Education	Short-answer open-ended, constructed response	Completed development	10, 11, 12	May be examined but not used
HI	Writing	Short-answer open-ended, constructed response	Completed development	10, 11, 12	May be examined but not used
ID	Geography	Project, exhibition, demonstration	Begun development	9, 10, 11, 12	Will become available later
ID	History	Project, exhibition, demonstration	Begun development	9, 10, 11, 12	Will become available later
ID	Language Arts	Individual performance assessment	Completed development	9, 10, 11, 12	Will become available later
ID	Language Arts	Project, exhibition, demonstration	Completed development	9, 10, 11, 12	Will become available later
ID	Math	Extended response open-ended	Completed development	4, 8	May be examined but not used
ID	Math	Individual performance assessment	Completed development	9, 10, 11, 12	Will become available later
ID	Math	Project, exhibition, demonstration	Completed development	9, 10, 11, 12	Will become available later
ID	Science	Individual performance assessment	Completed development	9, 10, 11, 12	Will become available later
ID	Science	Project, exhibition, demonstration	Completed development	9, 10, 11, 12	Will become available later
ID	Social Studies	Individual performance assessment	Completed development	9, 10, 11, 12	Will become available later
ID	Social Studies	Project, exhibition, demonstration	Completed development	9, 10, 11, 12	Will become available later
ID	Writing	Individual performance assessment	Completed development	4	Will become available later
ID	Writing	Individual performance assessment	In use	8, 11	Will become available later

12t

Part 2.1B   If your state has created or plans to create any non-multiple-choice items, please complete the grid below.

ST	Subject	Exercise Types	Status	Grades	Availability
IL	Math	Portfolio or learning record	Plan to develop	3, 6, 8, 10	Not available/secured
IL	Reading	Enhanced multiple choice	Ready for use	3, 6, 8, 10	Not available/secured
IL	Science	Computer adaptive assessment	Plan to develop	4, 7, 11	Not available/secured
IL	Social Studies	Short-answer open-ended, constructed response	Begun development	4, 7, 11	Not available/secured
IN	Language Arts	Enhanced multiple choice	Piloted, being refined	3, 4, 8, 10, 12	Not available/secured
IN	Language Arts	Extended response open-ended	Piloted, being refined	3, 4, 8, 10, 12	Not available/secured
IN	Language Arts	Short-answer open-ended, constructed response	Piloted, being refined	3, 4, 8, 10, 12	Not available/secured
IN	Math	Enhanced multiple choice	Piloted, being refined	3, 4, 8, 10, 12	Not available/secured
IN	Math	Extended response open-ended	Piloted, being refined	3, 4, 8, 10, 12	Not available/secured
IN	Math	Short-answer open-ended, constructed response	Piloted, being refined	3, 4, 8, 10, 12	Not available/secured
IN	Reading	Enhanced multiple choice	Piloted, being refined	3, 4, 8, 10, 12	Not available/secured
IN	Reading	Extended response open-ended	Piloted, being refined	3, 4, 8, 10, 12	Not available/secured
IN	Reading	Short-answer open-ended, constructed response	Piloted, being refined	3, 4, 8, 10, 12	Not available/secured
IN	Writing	Enhanced multiple choice	Piloted, being refined	3, 4, 8, 10, 12	Not available/secured
IN	Writing	Extended response open-ended	Piloted, being refined	3, 4, 8, 10, 12	Not available/secured
IN	Writing	Short-answer open-ended, constructed response	Piloted, being refined	3, 4, 8, 10, 12	Not available/secured
KS	Math	Enhanced multiple choice	In use	4, 7, 10	Not available/secured
KS	Math	Extended response open-ended	In use	4, 7, 10	Not available/secured
KS	Math	Individual performance assessment	In use	4, 7, 10	Not available/secured
KS	Math	Short-answer open-ended, constructed response	In use	4, 7, 10	Not available/secured
KS	Reading	Enhanced multiple choice	In use	3, 7, 10	Not available/secured
KS	Reading	Short-answer open-ended, constructed response	In use	3, 7, 10	Not available/secured
KS	Science	Enhanced multiple choice	In use	5, 8, 11	Not available/secured
KS	Science	Extended response open-ended	In use	5, 8, 11	Not available/secured
KS	Science	Group performance assessment	In use	5, 8, 11	Not available/secured
KS	Science	Project, exhibition, demonstration	In use	5, 8, 11	Not available/secured
KS	Science	Short-answer open-ended, constructed response	In use	5, 8, 11	Not available/secured
KS	Social Studies	Enhanced multiple choice	In use	5, 8, 11	Not available/secured
KS	Social Studies	Project, exhibition, demonstration	In use	5, 8, 11	Not available/secured
KS	Writing	Extended response open-ended	In use	5, 8, 10	Not available/secured
KS	Writing	Individual performance assessment	In use	5, 8, 10	Not available/secured
KY	Arts & Humanities	Group performance assessment	Ready for use	4, 8, 11	Some may be used
KY	Arts & Humanities	Short-answer open-ended, constructed response	Ready for use	4, 8, 11	Some may be used
KY	Math	Group performance assessment	Ready for use	4, 8, 11	Some may be used
KY	Math	Portfolio or learning record	Ready for use	4, 8, 11	Some may be used
KY	Math	Short-answer open-ended, constructed response	Ready for use	4, 8, 11	Some may be used
KY	Other	Group performance assessment	Ready for use	4, 8, 11	Some may be used
KY	Other	Short-answer open-ended, constructed response	Ready for use	4, 8, 11	Some may be used

Part 2.1B If your state has created or plans to create any non-multiple-choice items, please complete the grid below.

ST	Subject	Exercise Types	Status	Grades	Availability
KY	Reading	Short-answer open-ended, constructed response	Ready for use	4, 8, 11	Some may be used
KY	Science	Group performance assessment	Ready for use	4, 8, 11	Some may be used
KY	Science	Short-answer open-ended, constructed response	Ready for use	4, 8, 11	Some may be used
KY	Social Studies	Group performance assessment	Ready for use	4, 8, 11	Some may be used
KY	Social Studies	Short-answer open-ended, constructed response	Ready for use	4, 8, 11	Some may be used
KY	Vocational Education	Group performance assessment	Ready for use	4, 8, 11	Some may be used
KY	Vocational Education	Short-answer open-ended, constructed response	Ready for use	4, 8, 11	Some may be used
KY	Writing	Extended response open-ended	Ready for use	4, 8, 11	Some may be used
KY	Writing	Portfolio or learning record	Ready for use	4, 8, 11	Some may be used
LA	Math	Extended response open-ended	Begun development	7	May be examined but not used
LA	Math	Short-answer open-ended, constructed response	Begun development	7	May be examined but not used
LA	Reading	Extended response open-ended	Want to develop	3, 5, 7, 10	Not available/secured
LA	Reading	Short-answer open-ended, constructed response	Want to develop	3, 5, 7, 10	Not available/secured
LA	Science	Extended response open-ended	Plan to develop	5, 7, 11	
LA	Science	Short-answer open-ended, constructed response	Plan to develop	5, 7, 11	
LA	Social Studies	Extended response open-ended	Want to develop	11	
LA	Social Studies	Short-answer open-ended, constructed response	Want to develop	11	
LA	Writing	Extended response open-ended	In use	10	Not available/secured
MA	Math	Portfolio or learning record	Begun development	4, 8, 10	Not available/secured
MA	Reading	Portfolio or learning record	Begun development	4, 8, 10	Not available/secured
MA	Writing	Portfolio or learning record	Begun development	4, 8, 10	Not available/secured
MD	Math	Extended response open-ended	Ready for use	3, 5, 8	May be used
MD	Math	Individual performance assessment	Ready for use	3, 5, 8	May be used
MD	Math	Short-answer open-ended, constructed response	Ready for use	3, 5, 8	May be used
MD	Reading	Extended response open-ended	Ready for use	3, 5, 8	May be used
MD	Reading	Individual performance assessment	Ready for use	3, 5, 8	May be used
MD	Reading	Short-answer open-ended, constructed response	Ready for use	3, 5, 8	May be used
MD	Science	Individual performance assessment	Ready for use	3, 5, 8	May be used
MD	Science	Short-answer open-ended, constructed response	Ready for use	3, 5, 8	May be used
MD	Social Studies	Individual performance assessment	Ready for use	3, 5, 8	May be used
MD	Social Studies	Short-answer open-ended, constructed response	Ready for use	3, 5, 8	May be used
MD	Writing	Extended response open-ended	Ready for use	3, 5, 8	May be used
MD	Writing	Individual performance assessment	Ready for use	3, 5, 8	May be used
MD	Writing	Short-answer open-ended, constructed response	Ready for use	3, 5, 8	May be used
ME	Arts & Humanities	Extended response open-ended	Ready for use	4, 8, 11	May be used
ME	Health	Extended response open-ended	Ready for use	4, 8	May be used
ME	Math	Extended response open-ended	Ready for use	4, 8, 11	May be used
ME	Reading	Extended response open-ended	Ready for use	4, 8, 11	May be used

Part 2.1B   If your state has created or plans to create any non-multiple-choice items, please complete the grid below.

ST	Subject	Exercise Types	Status	Grades	Availability
ME	Science	Extended response open-ended	Ready for use	4, 8, 11	May be used
ME	Social Studies	Extended response open-ended	Ready for use	4, 8, 11	May be used
ME	Writing	Extended response open-ended	Ready for use	4, 8, 11	May be used
MI	Math	Short-answer open-ended, constructed response	Piloted, being refined	11	Not available/secured
MI	Reading	Extended response open-ended	Piloted, being refined	11	Not available/secured
MI	Science	Short-answer open-ended, constructed response	Piloted, being refined	5, 8, 10	Not available/secured
MI	Social Studies	Short-answer open-ended, constructed response	Plan to develop	5, 8, 11	
MI	Writing	Extended response open-ended	Ready for use	5, 8, 10	Not available/secured
MN	Math	Short-answer open-ended, constructed response	In use	5, 8, 11	May be used
MN	Music	Extended response open-ended	Ready for use	3, 7, 11	May be used
MN	Music	Short-answer open-ended, constructed response	Ready for use	3, 7, 11	May be used
MN	Science	Individual performance assessment	Ready for use	6, 9, 11	May be used
MN	Visual Arts	Short-answer open-ended, constructed response	Ready for use	5, 8, 11	May be used
MN	Writing	Individual performance assessment	Ready for use	6, 9, 11	May be used
MO	Math	Individual performance assessment	In use	P, K, 1	May be used
MO	Math	Observation	In use	P, K, 1	May be used
MO	Reading	Individual performance assessment	In use	P, K, 1	May be used
MO	Reading	Observation	In use	P, K, 1	May be used
MO	Writing	Individual performance assessment	In use	5, 8, 11	May be used
MS	History	Enhanced multiple choice	Begun development	11	
MS	History	Short-answer open-ended, constructed response	Begun development	11	
MS	Math	Enhanced multiple choice	Begun development	8, 12	Not available/secured
MS	Math	Enhanced multiple choice	Piloted, being refined	4, 9	Not available/secured
MS	Math	Short-answer open-ended, constructed response	Begun development	8, 12	Not available/secured
MS	Math	Short-answer open-ended, constructed response	Piloted, being refined	4, 9	Not available/secured
MS	Reading	Enhanced multiple choice	Piloted, being refined	4, 9	Not available/secured
MS	Reading	Short-answer open-ended, constructed response	Piloted, being refined	4, 9	Not available/secured
MS	Science	Enhanced multiple choice	Plan to develop	8, 12	Not available/secured
MS	Science	Short-answer open-ended, constructed response	Plan to develop	8, 12	
MS	Writing	Enhanced multiple choice	Completed development	11	Not available/secured
MS	Writing	Enhanced multiple choice	Piloted, being refined	4, 9	Not available/secured
MS	Writing	Extended response open-ended	Completed development	11	Not available/secured
MS	Writing	Extended response open-ended	Piloted, being refined	4, 9	Not available/secured
MS	Writing	Short-answer open-ended, constructed response	Completed development	11	Not available/secured
MS	Writing	Short-answer open-ended, constructed response	Piloted, being refined	4, 9	Not available/secured
NH	Civics	Short-answer open-ended, constructed response	Begun development	6, 10	Will become available later
NH	Economics	Short-answer open-ended, constructed response	Begun development	6, 10	Will become available later

Part 2.1B   If your state has created or plans to create any non-multiple-choice items, please complete the grid below.

ST	Subject	Exercise Types	Status	Grades	Availability
NH	Geography	Short-answer open-ended, constructed response	Begun development	6, 10	Will become available later
NH	History	Short-answer open-ended, constructed response	Begun development	6, 10	Will become available later
NH	Language Arts	Short-answer open-ended, constructed response	Begun development	6, 10	Will become available later
NH	Math	Short-answer open-ended, constructed response	Begun development	6, 10	Will become available later
NH	Math	Short-answer open-ended, constructed response	Completed development	3	Some may be used
NH	Reading	Short-answer open-ended, constructed response	Begun development	6, 10	Will become available later
NH	Reading	Short-answer open-ended, constructed response	Completed development	3	Some may be used
NH	Science	Short-answer open-ended, constructed response	Begun development	6, 10	Will become available later
NH	Social Studies	Short-answer open-ended, constructed response	Begun development	6, 10	Will become available later
NH	Writing	Extended response open-ended	Begun development	6,10	Will become available later
NH	Writing	Extended response open-ended	Completed development	3	Some may be used
NJ	Math	Extended response open-ended	In use	8, 11	May be examined but not used
NJ	Math	Other	In use	8, 11	May be examined but not used
NJ	Math	Short-answer open-ended, constructed response	In use	8, 11	May be examined but not used
NJ	Reading	Extended response open-ended	In use	8, 11	May be examined but not used
NJ	Reading	Short-answer open-ended constructed response	In use	8, 11	May be examined but not used
NJ	Writing	Extended response open-ended	In use	8, 11	May be examined but not used
NM	Language arts	Enhanced multiple choice	Ready for use	10	Not available/secured
NM	Language arts	Short-answer open-ended, constructed response	Ready for use	10	Not available/secured
NM	Math	Enhanced multiple choice	Ready for use	10	Not available/secured
NM	Math	Short-answer open-ended, constructed response	Ready for use	10	Not available/secured
NM	Reading	Enhanced multiple choice	Ready for use	10	Not available/secured
NM	Reading	Short-answer open-ended, constructed response	Ready for use	10	Not available/secured
NM	Science	Enhanced multiple choice	Ready for use	10	Not available/secured
NM	Science	Short-answer open-ended, constructed response	Ready for use	10	Not available/secured
NM	Social Studies	Enhanced multiple choice	Ready for use	10	Not available/secured
NM	Social Studies	Short-answer open-ended, constructed response	Ready for use	10	Not available/secured
NM	Writing	Extended response open-ended	In use	10	Not available/secured
NM	Writing	Portfolio or learning record	In use	4, 6, 8	May be used
NV	Writing	Extended response open-ended	Ready for use	8, 11, 12	May be used
NY	Foreign Languages	Individual performance assessment	In use	8, 11	May be used
NY	Foreign Languages	Short-answer open-ended, constructed response	In use	8, 11	May be used
NY	History	Extended response open-ended	In use	10, 11	May be used
NY	Math	Extended response open-ended	In use	9, 10, 11, 12	May be used
NY	Physical Education	Individual performance assessment	In use	K thru 12	May be used
NY	Physical Education	Project, exhibition, demonstration	In use	K thru 12	May be used
NY	Science	Extended response open-ended	In use	4, 9, 10, 11, 12	May be used
NY	Science	Individual performance assessment	In use	4, 9, 10, 11, 12	May be used

13!

Part 2.1B If your state has created or plans to create any non-multiple-choice items, please complete the grid below.

ST	Subject	Exercise Types	Status	Grades	Availability
NY	Science	Portfolio or learning record	In use	4,9,10,11,12	May be used
NY	Science	Short-answer open-ended, constructed response	In use	4,9,10,11,12	May be used
NY	Social Studies	Extended response open-ended	In use	0,8	May be used
NY	Social Studies	Group performance assessment	In use	0,8	May be used
NY	Social Studies	Interview	In use	0,8	May be used
NY	Social Studies	Observation	In use	0,8	May be used
NY	Social Studies	Project, exhibition, demonstration	In use	0,8	May be used
NY	Writing	Extended response open-ended	In use	5,8,9,11	May be used
OR	Math	Extended response open-ended	In use	4,8	Some may be used
OR	Math	Short-answer open-ended, constructed response	In use	4,8	Some may be used
OR	Reading	Short-answer open-ended, constructed response	Piloted, being refined	4,7,10	May be examined but not used
OR	Science	Short-answer open-ended, constructed response	Piloted, being refined	3,5,8,11	Will become available later
OR	Writing	Extended response open-ended	In use	3,5,8,11	May be used
PA	Math	Enhanced multiple choice	In use	5,8,11	Will become available later
PA	Math	Extended response open-ended	In use	5,8,11	Will become available later
PA	Reading	Enhanced multiple choice	In use	5,8,11	Will become available later
PA	Reading	Extended response open-ended	In use	5,8,11	Will become available later
PA	Reading	Short-answer open-ended, constructed response	In use	5,8,11	Will become available later
PA	Science	Individual performance assessment	Want to develop	5,8,11	Will become available later
PA	Writing	Group performance assessment	In use	6,9	Will become available later
RI	Foreign Languages	Enhanced multiple choice	In use	12	Will become available later
RI	Foreign Languages	Individual performance assessment	In use	12	Will become available later
RI	Health	Extended response open-ended	Completed development	4	Will become available later
RI	Math	Extended response open-ended	Completed development	4	Will become available later
RI	Math	Enhanced multiple choice	In use	12	Will become available later
RI	Music	Individual performance assessment	In use	12	Will become available later
RI	Music	Individual performance assessment	Plan to develop	4,8,10	Will become available later
RI	Reading	Extended response open-ended	Plan to develop	4,8,10	Will become available later
RI	Reading	Extended response open-ended	In use	12	Will become available later
RI	Science	Enhanced multiple choice	In use	12	Will become available later
RI	Social Studies	Individual performance assessment	In use	12	Will become available later
RI	Social Studies	Enhanced multiple choice	In use	12	Will become available later
RI	Visual Arts	Individual performance assessment	In use	12	Will become available later
RI	Visual Arts	Enhanced multiple choice	In use	12	Will become available later
RI	Vocational Education	Individual performance assessment	In use	12	Will become available later
RI	Vocational Education	Extended response open-ended	In use	4,8	Will become available later
RI	Writing	Extended response open-ended	Piloted, being refined	10	Will become available later
RI	Writing				
SC	Language Arts	Enhanced multiple choice		3,6,8,10	Not available/secured
SC	Language Arts	Extended response open-ended		3,6,8,10	Not available/secured

BEST COPY AVAILABLE

Part 2.1B   If your state has created or plans to create any non-multiple-choice items, please complete the grid below.

ST	Subject	Exercise Types	Status	Grades	Availability
SC	Language Arts	Individual performance assessment		3, 6, 8, 10	Not available/secured
SC	Language Arts	Short-answer open-ended, constructed response		3, 6, 8, 10	Not available/secured
SC	Math	Enhanced multiple choice	Plan to develop	3, 6, 8, 10	Not available/secured
SC	Math	Extended response open-ended	Plan to develop	3, 6, 8, 10	Not available/secured
SC	Math	Individual performance assessment	Plan to develop	3, 6, 8, 10	Not available/secured
SC	Math	Short-answer open-ended, constructed response	Plan to develop	3, 6, 8, 10	Not available/secured
SC	Science	Enhanced multiple choice	Plan to develop	3, 6, 8, 10	Not available/secured
SC	Science	Extended response open-ended	Plan to develop	3, 6, 8, 10	Not available/secured
SC	Science	Individual performance assessment	Plan to develop	3, 6, 8, 10	Not available/secured
SC	Science	Short-answer open-ended, constructed response	Plan to develop	3, 6, 8, 10	Not available/secured
TN	Writing	Individual performance assessment	In use	4, 8, 11	Not available/secured
TX	Algebra	Short-answer open-ended, constructed response	Plan to develop	9, 10, 11, 12	Not available/secured
TX	Computer-Based Technology	Individual performance assessment	Piloted, being refined	6, 7, 8	Not available/secured
TX	Foreign Languages	Individual performance assessment	Piloted, being refined	9, 10, 11, 12	Not available/secured
TX	Science	Individual performance assessment	Piloted, being refined	4, 8	
TX	Social Studies	Individual performance assessment	Piloted, being refined	4, 8	Not available/secured
TX	Writing	Extended response open-ended	In use	4, 8, 10	Not available/secured
UT	Math	Group performance assessment	In use	1, 2, 3, 4, 5, 6	May be examined but not used
UT	Reading	Group performance assessment	In use	1, 2, 3, 4, 5, 6	May be examined but not used
UT	Science	Group performance assessment	In use	1, 2, 3, 4, 5, 6	May be examined but not used
UT	Social Studies	Group performance assessment	In use	1, 2, 3, 4, 5, 6	May be examined but not used
UT	Writing	Group performance assessment	In use	1, 2, 3, 4, 5, 6	May be examined but not used
UT	Visual Arts	Portfolio or learning record	Piloted, being refined	1 thru 12	
UT	Vocational Education	Project, exhibition, demonstration	Piloted, being refined	1 thru 12	
UT	Vocational Education	Other	In use	1 thru 12	May be used
VA	Writing	Individual performance assessment	In use	6	Not available/secured
VT	Math	Individual performance assessment	In use	4, 8	May be used
VT	Writing	Extended response open-ended	In use	5, 8	May be used
WA	Math	Short-answer open-ended, constructed response	Funded, not started	7, 8	Will become available later
WA	Reading	Enhanced multiple choice	Funded, not started	3, 4	Will become available later
WA	Writing	Extended response open-ended	Funded, not started	10	Will become available later
WI	Language Arts	Individual performance assessment	Piloted, being refined	4, 8, 10	Some may be used
WI	Math	Extended response open-ended	Piloted, being refined	4, 8, 10	Some may be used
WI	Math	Individual performance assessment	Piloted, being refined	4, 8, 10	Some may be used
WI	Math	Enhanced multiple choice	Begun development	3	Will become available later
WI	Reading	Extended response open-ended	Begun development	4, 8, 10	Will become available later
WI	Science				

art 2.1B   If your state has created or plans to create any non-multiple-choice items, please complete the grid below.

ST	Subject	Exercise Types	Status	Grades	Availability
WI	Science	Individual performance assessment	Begun development	4, 8, 10	Will become available later
WI	Social Studies	Extended response open-ended	Want to develop	4, 8, 10	Will become available later
WI	Social Studies	Individual performance assessment	Want to develop	4, 8, 10	Will become available later
WI	Writing	Extended response open-ended	In use	8, 10	Not available/secured
WV	Language Arts	Enhanced multiple choice	In use	1, 2, 3, 4, 5, 6, 7	Not available/secured
WV	Language Arts	Extended response open-ended	In use	1, 2, 3, 4, 5, 6, 7	Not available/secured
WV	Language Arts	Individual performance assessment	In use	1, 2, 3, 4, 5, 6, 7	Not available/secured
WV	Language Arts	Short-answer open-ended, constructed response	In use	1, 2, 3, 4, 5, 6, 7	Not available/secured
WV	Math	Enhanced multiple choice	In use	1, 2, 3, 4, 5, 6, 7	Not available/secured
WV	Math	Extended response open-ended	In use	1, 2, 3, 4, 5, 6, 7	Not available/secured
WV	Math	Individual performance assessment	In use	1, 2, 3, 4, 5, 6, 7	Not available/secured
WV	Math	Short-answer open-ended, constructed response	In use	1, 2, 3, 4, 5, 6, 7	Not available/secured
WV	Reading	Enhanced multiple choice	In use	1, 2, 3, 4, 5, 6, 7	Not available/secured
WV	Reading	Extended response open-ended	In use	1, 2, 3, 4, 5, 6, 7	Not available/secured
WV	Reading	Individual performance assessment	In use	1, 2, 3, 4, 5, 6, 7	Not available/secured
WV	Reading	Short-answer open-ended, constructed response	In use	1, 2, 3, 4, 5, 6, 7	Not available/secured
WV	Writing	Individual performance assessment	In use	1, 2, 3, 4, 5, 6, 7	Not available/secured
WV	Writing	Short-answer open-ended, constructed response	In use	1, 2, 3, 4, 5, 6, 7	Not available/secured

Part 2.2   If your state has created or is planning to create any non-multiple-choice exercises, did you encounter any major difficulty in developing them?

ST	Encounter Difficulty?
AK	
AL	No
AR	No
AZ	No
CA	Yes
CO	
CT	Yes
DE	Yes
FL	No
GA	
HI	Yes
ID	No
IL	
IN	Yes
KS	No
KY	Yes
LA	Yes
MA	No
MD	Yes
ME	Yes
MI	Yes
MN	No
MO	Yes
MS	
NC	Yes
ND	Yes
NH	No
NJ	Yes
NM	Yes
NV	No
NY	No
OH	Yes
OK	
OR	Yes
PA	Yes
RI	No
SC	Yes
TN	No
TX	Yes
UT	No
VA	Yes
VT	Yes
WI	Yes
WV	No

Totals   Yes=23
No=15

141

Part 2.3A   If your state encountered major difficulties in developing non-traditional items or assessments, mark the most significant problems.

ST	Time	Financial Resources	Technical Resources	Unclear Purposes	Theoretical Framework
CA		Y			
CT	Y	Y			
DE		Y			
HI		Y			
IN					
KY	Y				
LA	Y	Y	Y	Y	Y
MD	Y				
ME		Y			
MI	Y	Y	Y		
MO		Y	Y		
NC	Y	Y			
ND		Y			
NJ	Y	Y	Y		
NM	Y	Y	Y		
OH					
OR		Y			
PA	Y				
SC	Y				
TX			Y		
VA	Y	Y	Y		
VT			Y		
WI	Y	Y	Y		

Totals   12   15   9   1   1

1 (: (:

Part 2.3B   If you encountered major difficulty in developing non-traditional items or assessments, please mark those groups that resisted the change to non-traditional methods.

ST	Teachers	Parents	Students	Legislature	Governor's Office	Lobbying Groups
IN		Y		Y		Y
KY	Y	Y	Y			
MD	Y					
MI	Y		Y	Y	Y	Y
MO	Y	Y		Y		
ND				Y		
NM	Y	Y				
OH	Y	Y				
PA		Y				
TX	Y					
Totals	7	6	2	4	1	2

Note: Only those states which reported resistance by these groups are listed in this table.

Part 2.4 For what purpose(s) are the new non-traditional items or assessments used?

ST	K1	SD	Imp	PE	SP	Gr	ED	HD	StA	A	Ac	ScA	Sk	TE	TA	Oth
AK		Y	Y													
AL			Y	Y						Y						
AR		Y		Y												
AZ			Y	Y						Y						
CA			Y					Y	Y							
CO																
CT		Y	Y	Y						Y						Y
DE			Y	Y						Y						
FL			Y						Y	Y						
GA	Y															
HI						Y				Y						
ID			Y							Y						
IL			Y	Y						Y	Y	Y				
IN		Y	Y	Y		Y				Y	Y	Y	Y			
KS			Y	Y							Y					
KY		Y	Y	Y						Y		Y			Y	
LA																
MA			Y			Y				Y						
MD			Y							Y						
ME				Y					Y	Y						
MI			Y				Y		Y	Y						
MN			Y													
MO			Y													
MS			Y	Y						Y						
NC				Y						Y						
ND																
NH			Y							Y						
NJ		Y	Y			Y				Y						
NM			Y							Y						
NV		Y	Y							Y						
NY																
OH			Y							Y						
OK																
OR			Y	Y						Y						
PA			Y	Y						Y						
RI		Y	Y	Y						Y						
SC		Y	Y	Y	Y	Y				Y			Y			
TN		Y	Y	Y												
TX			Y	Y						Y	Y	Y				
UT		Y	Y													
VA					Y	Y				Y						
VT				Y						Y						
WI			Y							Y			Y			Y
WV			Y	Y						Y						
Totals	1	11	32	20	2	6	1	1	4	30	4	4	3	0	1	2

Key: **Instructional Process**

K1=Kg/Grade 1 Readiness
SD=Student diagnosis or placement
Imp=Improvement of instruction, curriculum
PE=Program Evaluation

Accountability for students

SP=Student Promotion
Gr=High school graduation
ED=Endorsed diploma
HD=Honors diploma
StA=Student awards or recognition

Accountability for schools or staff

A=School performance reporting
Ac=School accreditation
ScA=School awards or recognition
Sk=High school skills guarantee
TE=Teacher evaluation or certification
TA=Teacher awards or recognition
Oth=Other staff accountabiliity

BEST COPY AVAILABLE

Part 2.5 Has your state carried out any validity studies to assess the validity of these non-traditional assessments?

ST	Response	If "Yes," please describe.
AK		
AL	No	
AR	No	
AZ	Yes	Validity and Reliability studies conducted by contractor
CA	Yes	Ongoing technical analysis of state assessment data
CO		
CT	Yes	Research papers available on request.
DE	No	
FL	No	
GA	No	
HI	Yes	content review by curriculum specialists
ID	No	
IL	Yes	Validity studies for writing
IN	Yes	In Process
KS	Yes	Correlational Studies: Correlations with traditional objective and attitudinal measures.
KY	Yes	See Kentucky Bicaiwa & Technical Manual
LA		
MA	No	
MD	Yes	Have done two Generalizability studies, factor analysis, and in 1991 produced a multi-method matrix with teacher ratings and CTBS/4 scores.
ME		In progress
MI		
MN	Yes	Content Validation
MO	No	
MS		
NC		
ND		
NH	No	
NJ	Yes	field testing of items before their use on the real tests
NM		
NV	No	
NY		
OH		

145

Part 2.5   Has your state carried out any validity studies to assess the validity of these non-traditional assessments?

ST	Response	If "Yes," please describe.
OK		
OR	Yes	Predictive validity and construct validity studies
PA	No	
RI	No	
SC		
TN		
TX	Yes	Studies were done to assess validity of the scoring rubrics for the performance component of the science and social studies field tests. The writing test has been in place for 15 years and carries with it all necessary validity checks and balances for maintaining the program and for equating.
UT		
VA	Yes	Scorer reliability and generalizability studies
VT	No	Pending - Not Completed
WI	Yes	Public, parents, business, & educators validation of "meets the standard" performance. Additional studies are planned.
WV	No	
Totals	Yes=15 No=14	

PART 2-B
WRITING SAMPLES

Part 2.6 Does your state currently assess writing or is it considering doing so?

ST	Response
AK	Yes, currently assess writing
AL	Yes, currently assess writing
AR	Yes, currently assess writing
AZ	Yes, currently assess writing
CA	Yes, currently assess writing
CO	No, but plan to do so within 5 years
CT	Yes, currently assess writing
DE	Yes, currently assess writing
FL	Yes, currently assess writing
GA	Yes, currently assess writing
HI	Have writing assessment in development
IA	
ID	Yes, currently assess writing
IL	Yes, currently assess writing
IN	No, but plan to do so within 5 years
KS	Yes, currently assess writing
KY	Yes, currently assess writing
LA	Yes, currently assess writing
MA	No, but plan to do so within 5 years
MD	Yes, currently assess writing
ME	Yes, currently assess writing
MI	No, and do not plan to do so in the near future
MN	Yes, currently assess writing
MO	Yes, currently assess writing
MS	Yes, currently assess writing
MT	No, and do not plan to do so in the near future
NC	Yes, currently assess writing
ND	No, but plan to do so within 5 years
NE	No, but plan to do so within 5 years
NH	Yes, currently assess writing
NJ	Yes, currently assess writing
NM	Yes, currently assess writing
NV	Yes, currently assess writing
NY	Yes, currently assess writing
OH	Yes, currently assess writing
OK	Yes, currently assess writing
OR	Yes, currently assess writing
PA	Yes, currently assess writing
RI	Yes, currently assess writing
SC	Yes, currently assess writing
SD	No, and do not plan to do so in the near future
TN	Yes, currently assess writing
TX	Yes, currently assess writing
UT	Yes, currently assess writing
VA	Yes, currently assess writing
VT	Yes, currently assess writing
WA	No, but plan to do so within 5 years
WI	Yes, currently assess writing
WV	Yes, currently assess writing
WY	No, and do not plan to do so in the near future

Totals Yes, currently assess writing=38
Have writing in development=1
No, but plan to do so within five years=5
No, and do not plan to do so in the near future=4
No, but did so in the past=0

Part 2.7A   If your state is currently assessing writing, which method does your state use to assess writing?

ST	Non-Alternative	Samples of Classroom Work	Writing Samples	Other Process
AK			Y	
AL			Y	
AR			Y	
AZ			Y	
CA			Y	
CT	Y		Y	Y
DE			Y	
FL			Y	
GA		Y	Y	Y
ID			Y	
IL			Y	
KS			Y	
KY		Y	Y	
LA			Y	
MA			Y	
MD			Y	
ME			Y	
MN			Y	
MO			Y	
MS	Y		Y	
NC			Y	
NH			Y	
NJ	Y		Y	
NM			Y	
NV			Y	
NY			Y	
OH			Y	
OK			Y	
OR			Y	
PA			Y	
RI			Y	
SC			Y	
TN			Y	
TX	Y		Y	
UT			Y	
VA			Y	
VT		Y	Y	
WI			Y	Y
WV			Y	
Totals	4	3	39	3

Note: Survey response categories corresponding to the table column heads were:

Non-Alternative -- Assessments which do not require written work samples (e.g., multiple choice,
                    cloze procedures, etc.)
Samples of Classroom Work -- Samples of classroom work (e.g., portfolios).
Writing Samples -- Writing sample(s) in response to prompt(s).
Other Process -- Other process requiring written work.

Note: See Part 2 7B for details about source of writing prompt and Part 2.7C for details about who decides which
       classroom work is included and other processes that require written work.

Part 2.7B If your state is currently assessing writing and uses a writing prompt, what is the source(s) of the writing prompt(s)?

ST	Commercial Tests	SEA Provided Prompts	Other Source	Q2.7 Writing Other Source
AK		Y		
AL		Y		
AR		Y		
AZ			Y	State Dept. curriculum specialists plus development contractor team
CA		Y		
CT		Y	Y	Primary source documents
DE		Y		
FL		Y		
GA			Y	
ID		Y		
IL		Y		
KS		Y	Y	Student or teacher
KY		Y	Y	
LA		Y		
MA		Y		
MD		Y	Y	
ME		Y	Y	
MN			Y	
MO		Y		
MS			Y	
NC		Y		
NH		Y		
NJ		Y		
NM		Y		
NV		Y		
NY		Y		
OH		Y		
OK	Y		Y	Educator Committees and Test Contractor
OR		Y		
PA		Y	Y	Committees of teachers
RI		Y		
SC		Y		
TN		Y		
TX			Y	prompts are developed by the contractor and approved by SEA
UT		Y	Y	
VA		Y		
VT		Y		
WI	Y			
WV		Y		
Totals	2	32	13	

Part 2.7C   If your state assesses writing with classroom work samples, who decides
what work is included?

ST	Response
GA	teacher
KY	
MI	Student
VT	Student with advice from teacher

Part 2.7D If your state assesses with a process other writing prompts or classroom work samples, please explain?

ST	Response
AZ	
CT	SEA Developed
GA	GA educators with contractor (TSARS)
KS	
KY	Contractor provided
MD	
ME	Custom Developed
MI	
MN	Teacher-In state development
MS	Subcontractor
OK	
PA	
TX	
UT	

Part 2.8 If your state assesses written samples of student work, in which grades does your state assess them?

ST	Grades											
	1	2	3	4	5	6	7	8	9	10	11	12
AK					Y					Y		
AL		Y			Y		Y					
AR					Y				Y		Y	
AZ			Y					Y				Y
CA				Y				Y		Y		
CT				Y		Y		Y		Y		
DE			Y		Y			Y		Y		
FL				Y				Y		Y		
GA			Y		Y			Y				
ID				Y				Y			Y	
IL			Y			Y		Y		Y		
KS					Y			Y		Y		
KY				Y				Y			Y	Y
LA							Y			Y		
MA				Y				Y		Y		
MD			Y		Y		Y	Y	Y			
ME				Y				Y			Y	
MI					Y			Y			Y	
MN						Y			Y		Y	
MO					Y			Y			Y	
MS											Y	Y
NC				Y		Y		Y		Y		
NH			Y			Y				Y		
NJ								Y			Y	
NM				Y		Y		Y		Y		
NV								Y			Y	Y
NY					Y			Y	Y		Y	
OH				Y					Y			Y
OK					Y			Y			Y	
OR			Y		Y			Y			Y	
PA						Y			Y			
RI				Y				Y				
SC						Y		Y		Y		
TN				Y				Y			Y	
TX				Y				Y		Y	Y	Y
UT												
VA						Y						
VT				Y				Y				
WI								Y		Y		
WV								Y		Y		
Totals	0	1	7	9	12	14	3	29	6	16	15	6

Part 2.9   If your state assesses written samples of student work, who do you test within the assessed grades?

ST	All Students	Samples of Students	Voluntary for Students	Voluntary for Districts or Schools
AK			Y	
AL	Y			
AR	Y	Y		
AZ	Y			
CA	Y		Y	
CT	Y			
DE	Y			
FL	Y		Y	
GA	Y			
ID	Y			
IL	Y			
KS	Y			
KY	Y			
LA	Y			
MA	Y			
MD	Y		Y	
ME	Y			
MI	Y			
MN		Y		
MO		Y		
MS	Y			
NC	Y			
NH	Y			
NJ	Y			
NM	Y			
NV	Y			
NY	Y			
OH	Y			
OK	Y			
OR	Y		Y	
PA	Y		Y	Y
RI	Y			
SC	Y			
TN	Y			
TX	Y			
UT				Y
VA	Y			
VT	Y			
WI	Y			
WV	Y			
Totals	36	3	2	2

154

Part 2.10 If your state assesses written samples of student work, are items or prompts sampled within the assessed grades?

ST	Same Items or Prompts	Items or Prompts Are Sampled	Multiple Forms	Locally Determined
AK		Y	Y	
AL		Y		
AR	Y			
AZ	Y			
CA			Y	
CT	Y			
DE	Y			
FL		Y	Y	
GA	Y			
ID				
IL	Y			
KS	Y			
KY	Y			
LA	Y			
MA		Y		
MD		Y	Y	
ME	Y			
MI	Y			
MN	Y			
MO		Y		
MS	Y			
NC	Y			
NH	Y			
NJ	Y			
NM	Y			
NV	Y			
NY	Y			
OH	Y			
OK	Y			
OR		Y	Y	
PA			Y	
RI	Y			
SC	Y			
TN	Y			
TX	Y			
UT				Y
VA	Y			
VT	Y			
WI	Y			
WV	Y			
Totals	29	7	6	1

156

127

Part 2.11   If your state assesses written samples of student work, how many writing samples does your state assess per student per year?

ST	Response
AK	1
AL	1
AR	3
AZ	1
CA	1 or 2
CT	1
DE	2 prompts + 1 integrated reading/writing tests
FL	1
GA	1
ID	1
IL	1 at grade 3, 2 at grades 6, 8, 10
KS	1
KY	7--6 portfolios, 1 on demand
LA	1
MA	12
MD	2
ME	1
MI	1 or 3
MN	1
MO	1
MS	1
NC	1 for each grade level 2 in grade 10
NH	1
NJ	1
NM	1
NV	1 at grade 8, 2 at grade 11/12
NY	2 or 3
OH	2
OK	1
OR	1
PA	1
RI	1
SC	1
TN	1
TX	1
UT	
VA	1 per test administration, test is administered 2ce per year for students who do not pass on the first administration
VT	1
WI	2
WV	1

Part 2.12   If your state assesses written samples of student work, are revisions permitted?

Part 2.13   If your state assesses written samples of student work, are revisions scored?

ST	Are Revisions Permitted?	Are Revisions Scored?
AK	Yes	Yes, only final revision
AL	No	
AR	No	No
AZ	Yes	Yes, only final revision
CA	No	
CT	No	
DE	No	No
FL	No	No
GA	No	
ID	No	No
IL	Yes	Yes, only final revision
KS	Yes	Yes, only final revision
KY	Yes	Yes, only final revision
LA	Yes	Yes, only final revision
MA	No	No
MD	No	
ME	Yes	Yes, only final revision
MI	Yes	Yes, only final revision
MN	No	No
MO	Yes	No
MS		
NC		
NH	Yes	Yes, only final revision
NJ	No	
NM	Yes	Yes, only final revision
NV	Yes	Yes, only final revision
NY	Yes	Yes, only final revision
OH	Yes	Yes, only final revision
OK	Yes	Yes, only final revision
OR	Yes	No
PA	Yes	No
RI	Yes	Yes, only final revision
SC	Yes	No
TN	Yes	Yes, only final revision
TX	Yes	Yes, only final revision
UT		
VA	Yes	Yes, only final revision
VT	Yes	No
WI	No	
WV	Yes	Yes, only final revision
Totals	Yes=23 No=13	Yes, only final revision=18 Yes, two or more revisions=0 No=11

157

129

Part 2.14 If your state assesses written samples of students' work and the student is asked to produce a writing sample on demand (one set period of time), how many minutes is the student given?

ST	Response
AK	3 Class periods
AL	Grade 2-30 minutes Grade 5-50 minutes Grade 7-60 minutes
AR	60
AZ	60
CA	45
CT	45 for grades 4, 6, & 8; 90 for grade 10, but there is also a great deal of reading
DE	60
FL	45
GA	75
ID	90
IL	40 minutes for each prompt
KS	N/A
KY	90 minutes plus extra time if needed
LA	70
MA	untimed
MD	For the MSPAP (grades 3, 5, and 8) the students have 40 minutes to draft and 50 minutes to write.
ME	90
MI	3 class periods grades 5 and 8 as much as 110 minutes at grade 11
MO	135
MS	untimed
NC	50-70
NJ	60 minutes for HSPT11, 40 minutes for EWT
NM	90
NV	30 minutes per prompt at grade 11/12, 70 minutes (one prompt) at grade 8
NY	Grade 5 - 120 minutes per piece; Grades 8, 9, and 11 - 60 minutes per piece
OH	150 minutes total, including revision.
OK	50
OR	N/A
PA	80 minutes two days
TN	grades 4 & 8=35 minutes grade 11=25 minutes
TX	untimed

Part 2.14   If your state assesses written samples of students' work and the student is asked to produce a writing sample on demand (one set period of time), how many minutes is the student given?

ST	Response
VA	untimed
VT	90
WI	30
WV	60

Part 2.15 If your state assesses written samples of students work and the student is given an extended period of time to produce a sample, please describe the amount of time provided.

ST	Response
KS	The student may use all the time he or she needs.
KY	The student initially is given 90 minutes, but if he or she requests more time they may have up to one instructional day.
MD	For the MWT, the time is essentially unlimited (it must be completed in a day).
MI	Day 1: 30 minutes Day 2: 40 minutes Day 3: 110 minutes
MN	Three class periods on consecutive days
MO	Students are given three 45-minute class periods to complete the assessment. They are engaged in pre-writing, peer editing, and producing an individual final draft.
NH	All students have up to 70 minutes to complete writing sample in normal testing setting; students who are still working are provided with an unlimited amount of additional time.
NV	At grade 8--Response to single prompt is composed during two 35-minute periods on two consecutive days where use of process writing is encouraged.
OH	Schools typically schedule 1.5-2.0 hrs. for the test. However, they are required to permit any student who needs additional time up to 2.5 hrs. total, including revisions. In grade 9, writing assessments are administered four times during the year.
OR	Approximately 45-minutes per day, over three days. The student produces a first draft and then revises it. Only the final copy is scored.
RI	Forty-five minutes on each of two consecutive days
SC	Time is only limited by length of school day
VA	Untimed--but within the course of a single sitting
WI	The Language Arts Performance Assessments under development will collect students thinking, communication, and centerpiece writing over five class periods.

Part 2.16 If your state assesses written samples of student work, what method is used for scoring?

ST	Analytic	Holistic	Other Method	Please Expain
AK	Y			
AL	Y	Y		
AR				Registered Holistic (5 domains)
AZ		Y		
CA		Y		
CT		Y		
DE	Y	Y		
FL		Y		
GA	Y	Y		
ID		Y		
IL			Y	Integrated Holistic/Analytic. We use a 6-32 point scale.
KS	Y			
KY		Y		
LA			Y	Dimension model – combine holistic and analytic methods
MA		Y		
MD		Y		
ME	Y	Y		
MI	Y	Y	Y	This is debated at this point, if used only for students who are not proficient.
MN		Y		
MO		Y		
MS	Y	Y		
NC		Y		
NH	Y	Y		
NJ		Y		
NM	Y	Y		
NV	Y	Y		
NY		Y		
OH		Y	Y	Analytic scoring is used on paper which failed using holistic scoring.
OK				
OR	Y			
PA		Y		
RI		Y		
SC	Y	Y		
TN		Y		
TX			Y	Papers not meeting minimum expectations are scored analytically. These writing expectations are scored holistically.
UT	Y			
VA			Y	Domain Scoring: Each of 5 domains (composing, style, sentence formation, usage, mechanics)
VT	Y			
WI		Y		
WV	Y	Y		
Totals	16	29	6	

Part 2.17 If your state assesses written samples of student work, how was the scoring rubric developed?

ST	Response
AK	The state used Oregon's rubric
AL	By a committee of Alabama professionals and reviewed by a selected sample of grade-level teachers.
AR	SEA assisted Data Recognition Corporation in making decisions.
AZ	Content area specialists, teachers
CA	By assessment development teams made up of California teachers.
CT	By the state with advisory committees.
DE	With Delaware teachers
FL	State Advisory Committee
GA	Georgia educators with contractor (TSARS)
ID	Developed and refined by a groups of language arts teachers in the state.
IL	By SEA staff with contractor and teachers
KS	Northwest Regional Educational Laboratories in Portland, Oregon
KY	Committees of content advisors (teachers) and contractor (Advanced Systems)
LA	The scoring model consists of five dimensions that comprise the general skill-construct of written composition. The written composition model was developed by a written composition advisory task force.
MA	teachers and contractor
MD	By MSDE in conjunction with local system educators.
ME	Cooperative effort of Maine SEA and Contractor
MI	By the development team.
MN	Teacher developed in state
MO	The scoring rubric was developed by looking at samples of student work to help determine the characteristics of quality writing.
MS	By English teachers contracted with by the subcontractor to score writing samples and validated by a committee of Mississippi English teachers.
NC	Developed by department staff using committees of teachers, curriculum specialists etc.
NH	By testing contractor working with SEA staff and state-level content committee.
NJ	
NM	Teachers, SEA, scoring contractor
NV	Holistic: Developed by State Advisory Committee. Analytic-Trait: Developed from Beaverton, Oregon's model.
NY	SEA in consultation with teachers, university, staff, and researchers.
OH	By a committee of Ohio teachers working with the Department of Education and the scoring contractor.
OK	Analytic and Holistic developed by the Psychological Corporation with Oklahoma Educator Committees' input.
OR	During the early 1980s, increasing numbers of writing teachers began calling for a way of assessing writing that would allow them to cite specific strengths and weaknesses in students' writing. The Oregon Six-Trait

Part 2.17 If your state assesses written samples of student work, how was the scoring rubric developed?

ST	Response
	Analytical Model was developed during 1984-1985 by a group of Oregon teachers to better reflect the characteristics of good writing and provide more specific feedback to students than the holistic model offered. It was first used with a statewide sample of students in 1985 and has been refined over the years. A seventh score, reflecting proficiency in a given mode of writing (descriptive, expository, imaginative, narrative, and persuasive) was added in 1991.
PA	Committee of teachers developed with contractor (Advanced Systems) and SEA guidance.
RI	Using a committee of teachers.
SC	By state committee of teachers and writing specialist
TN	Writing Advisory Committee
TX	The first step in the original development rubrics in 1980 for the statewide writing assessment was to bring together a representative group of Texas teachers to identify the attributes of successful writing. The assessment staff, in conjunction with the curriculum staff, transformed these attributes into criteria on which student responses were assessed. Later these criteria, which reflected the attributes of successful writing, became part of the state-mandated curriculum for English/language arts. Educator committees have participated throughout.
UT	Contracted to Northwest Lab - they provided a model and training for districts to develop their own model
VA	The rubic was developed by an outside contractor in collaboration with language arts and testing staff of the Virginia Department of Education. It reflects the emphases of the Standards of Learning objectives.
VT	By Vermont teachers
WI	By the scoring contractor, The Psychological Corporation (current testing)
WV	By the Standards Committee.

.

Part 2.18 If your state assesses written samples of student work, who scores the writing samples?

ST	Teachers in State	Commercial Company	Other	Please Specify
AK	Y			
AL		Y		
AR	Y			
AZ	Y	Y		
CA	Y	Y		
CT		Y		
DE		Y		
FL		Y		
GA	Y	Y		
ID	Y			
IL		Y		
KS	Y			
KY	Y	Y		
LA		Y		
MA	Y		Y	1/2 by ASME
MD	Y	Y		Teachers in the state score the MSPAP. A commercial company scores teh MWT.
ME	Y			
MI			Y	up for bid
MN	Y			
MO	Y			
MS			Y	Scorers employed by the subcontractor
NC		Y		
NH		Y		
NJ		Y		
NM		Y		
NV	Y			
NY	Y		Y	RCT in Writing: All students paper 50 and above are rerated by SED
OH		Y		
OK		Y		
OR	Y		Y	Others with an English BA
PA	Y	Y		
RI	Y			
SC		Y		
TN		Y		
TX		Y		
UT			Y	Whoever the district designates
VA		Y		
VT	Y	Y		
WI		Y		
WV	Y			
Totals	20	24	6	

136

Part 2.19 If your state assesses written samples of student work, describe the training the state provides for the scoring of the samples?

ST	Response
AK	One-day training, followed by scoring and retraining as needed.
AL	Two-three day training conducted by the contractor.
AR	
AZ	All scorers must pass four of five pre-scored (expert) observations to be certified for scoring.
CA	Training follows procedures developed by the College Entrance Examination Board and the Educational Testing Service. Scorers, working at tables with six to eight other scorers and a table leader are trained intensively in the use of the scoring guide by applying it to dozens of samples of student papers preselected to represent the range of performances at each score point and the particular kinds of problematic papers that scorers are likely to encounter. Training occupies most the first day at a registered scoring site. Table leader and readers are required to calibrate prior to reading "live" papers. Reliability checks include check reads, double-blind reads, and read behinds, conducted throughout the scoring week.
CT	Extensive training, with "marker sets" and qualifying rounds.
DE	
FL	The contractor under Department direction will conduct a three-day reader training session for each type of writing at each grade level.
GA	Extensive with instructional manuals.
ID	All readers attend training sessons in Boise. Readers are directed by SEA people and trained table leaders. Check for understanding every 50 minutes during scoring.
IL	Extensive participant scoring, plus validity papers and retraining to criterion.
KS	One week intensive training and scoring session is provided for scorers.
KY	Cluster leaders are trained in the use of the holistic scoring guide. All teachers who score portfolios are trained via a train-the-trainer approach. Training manuals include instructions, student samples, benchmarks. Additional support is offered through video training through the state's satellite educational television channel, for which each school has a receiver.
LA	The state currently provides training for the scoring of the writing samples. A state team sets the standards for training and range finding. The contractor provides training for scorers.
MA	Trainer-of-trainer model
MD	Typical hiring, training, and qualifying procedures.
ME	Approximately one-half day for each scoring session. Uses the rubric plus selected anchor papers from Maine students.
MI	Training will begin for scoring with Michigan teachers this spring for the grades 5 and 8 assessment. ACT will provide the training modules and training. Just beginning to formulate state plans for ranging and scoring for 1995 testing year.
MN	Extensive training in Holistic Scoring. Chief scorer hired-done by grade level.
MO	The state provides a 4-hour training session using anchors and training papers to calibrate teachers to the rubric. Teachers must be certified at a rate of 70 percent exact matches before scoring student papers.
MS	Subcontractor meets with a committee of English teachers to validate the standard setting criteria.
NC	DPI staff train the contractor's staff and oversee the contractor's training sessions
NH	

Part 2.19 If your state assesses written samples of student work, describe the training the state provides for the scoring of the samples?

ST	Response
NJ	
NM	
NV	Approximately eight hours of instruction in the scoring model and rubric followed by 8 hours of on-the-job training.
NY	Turnkey training to staff from Boards of Cooperative Educational Services who in turn train teachers. Also by written documents.
OH	Training is conducted by contractor using procedures agreed to by state's advisory committee for writing. Representatives of the ODE and of the advisory committee observe the training, as well as the scoring.
OK	
OR	Novice readers receive two days of training, focusing on the meaning of the six traits and five modes of writing and providing practice scoring sample student papers from the current assessment. Experienced readers receive one day of training, including a review of the traits and modes and practice scoring. All readers must pass a "qualifying packet" of five paperswith seven scores per paper with at least 90 percent of scores within one point of scores assigned by a panel of scoring directors (on a six-point rating scale). Each day during the actual scoring, readers are given personalized feedback on the extent of their agreement with others reading the same papers. Also, each day brief "refresher packets" are scored by the group to maintain scoring consistency.
PA	One-day extensive training, application of the scoring guide through standards based on student performance, resulting in at least 90 percent agreement with periodic recalibration during scoring process.
RI	Two and one-half hours of training with anchor papers.
SC	Two trainers, one from the writing committee, using training guide, training sets, and qualifying sets with writing criteria. The papers are pre-scored by the state writing committee.
TN	Extensive statewide workshops are offered. We contracted with a consultant from Greensboro College in NC to oversee range-finding process. Teachers from all over the states were brought in to assist with the anchor setting.
TX	The written composition component of the TAAS is scored by Measurement Incorporated. Readers are organized into teams and are coordinated by team leaders. All readers and team leaders go through extensive training with materials related specifically to the writing prompts for each administration. Through various training and practice sessions readers demonstrate complete understanding of the scoring process and must agree with a priori scores on the training papers. They must grade for two qualifying rounds for a total of 40 papers in which they must score with 80 percent accuracy on one of these rounds. In all, readers see at least 113 sample papers. During the actual scoring of student essays, sets of validation papers are systematically distributed to the readers to check on consistency and scoring drift.
UT	Training materials for the entire process (including scoring) were furnished to districts, and training of trainers is done periodically.
VA	The readers are introduced to the rubric through a set of annotated anchor papers selected to illustrate each score point in each domain. Readers then score four sets of training papers with "true" scores discussed after each set. After the training set, readers must qualify to read by meeting predetermined agreement rates on the papers in two qualifying sets.
VT	Ongoing regional network training. Four sessions per year. Plus training at start of central scoring session.
WI	Currently conducted by The Psychological Corporation.
WV	The standards committee does a half-day training on scoring session.

Part 2.20A If your state assesses written samples of student work, in which content areas does your state currently assess writing?

ST	Social Studies	Science	Math	Interdisciplinary	Other	Specify 'Other'
AK						
AL	Y	Y	Y			General topics familiar to all students
AR						
AZ						
CA						
CT				Y	Y	Language Arts
DE						
FL						
GA						
ID				Y		
IL						
KS						
KY					Y	Writing samples from areas other than English must be included in the writing portfolios.
LA						
MA	Y	Y	Y			
MD	Y	Y	Y	Y		
ME						
MI		Y	Y		Y	reading
MN						
MO						
MS						
NC	Y		Y			
NH						
NJ						
NM						
NV						
NY	Y	Y				
OH						
OK					Y	Common everyday life experiences--grade appropriate.
OR						
PA						
RI						
SC						
TN						
TX						
UT						
VA						
VT			Y			
WI					Y	Language Arts
WV						
Totals	5	5	6	3	5	

Part 2.20B   If your state assesses written samples of student work, in which content areas is your state considering assessing writing?

ST	Social Studies	Science	Math	Interdisciplinary	Other	Specify 'Other'
AK	Y	Y	Y			
AL						
AR						
AZ						
CA	Y	Y				
CT						
DE				Y		
FL						
GA						
ID			Y	Y		
IL	Y	Y	Y			
KS						
KY						
LA				Y		
MA	Y	Y	Y	Y		
MD						
ME	Y	Y	Y			
MI					Y	reading
MN		Y				
MO				Y		
MS						
NC		Y				
NH						
NJ						
NM						
NV						
NY			Y	Y		
OH						
OK						
OR						
PA	Y	Y				
RI						
SC		Y	Y			
TN						
TX						
UT						
VA						
VT						
WI	Y				Y	Language Communication
WV						
Totals	7	9	7	6	2	

183

PART 2-C
CURRICULUM FRAMEWORKS

Part 2.21   Has your state developed curriculum frameworks? In what subjects?

ST	Reading	Math	Writing	Science	Social Sciences	Other
AK	I	I	I	I	I	I
AL	N	N	N	N	N	N
AR	Y	Y	Y	Y	Y	
AZ	Y	Y	Y	I	I	Y
CA	Y	Y	Y	Y	Y	Y
CO	N	N	N	N	N	N
CT	Y	Y	Y	Y	Y	Y
DE	Y	Y	Y	Y	Y	N
FL	I	I	I	Y	I	I
GA	Y	Y	Y	Y	Y	Y
HI	Y	Y	Y	Y	Y	N
IA	P	P	P	P	N	I
ID	Y	Y	Y	Y	Y	Y
IL	Y	Y	Y	Y	Y	Y
IN	Y	Y	Y	N	N	Y
KS	Y	Y	Y	Y	Y	
KY	Y	Y	Y	Y	Y	Y
LA				I		
MA	I	I	I	I	I	
MD	Y	Y	Y	Y	Y	Y
ME	I	I	I	I	I	I
MI						
MN	N	N	N	N	N	N
MO	I	I	I	I	I	I
MS	N	Y	N	I	Y	P
MT	N	N	N	N	N	N
NC	Y	Y	Y	Y	Y	Y
ND	Y	Y	Y	Y	Y	Y
NE	P	Y	P	Y	Y	I
NH	Y	Y	Y	Y	I	
NJ	I	I		I	I	I
NM	Y	Y	Y	Y	Y	Y
NV	Y	Y	Y	Y	Y	
NY	I	I	I	I	I	I
OH	Y	Y	Y	Y	Y	I
OK						
OR	Y	Y	Y	Y	Y	N
PA	Y	Y	Y	Y	Y	Y
RI	I	Y	I	I	N	
SC	Y	Y	Y	I	P	Y
SD	I	Y	I	Y	I	I
TN	Y	Y	Y	I	Y	Y
TX	Y	Y	Y	Y	Y	Y
UT	Y	Y	Y	Y	Y	Y
VA		Y		Y	Y	Y
VT						Y
WA	Y	Y	Y	I	I	I
WI		Y		Y	I	Y
WV	Y	Y	Y	Y	N	N
WY	N	N	N	N	N	N

Totals	Y=27	Y=33	Y=27	Y=27	Y=24	Y=20
	I=9	I=7	I=8	I=13	I=12	I=11
	P=2	P=1	P=2	P=1	P=1	P=1
	N=6	N=5	N=6	N=6	N=9	N=9

Key: Y=Yes; I=In development; P=Planned; N=No

1'/()

Part 2.22 Is your state's assessment program aligned to the curriuculum frameworks?

ST	Reading	Math	Writing	Science	Social Sciences	Other
AK	Y	P	P	P	P	P
AL	N	N	N	N	N	N
AR	I	I	I	P	P	
AZ	Y	Y	Y	I	I	Y
CA	Y	Y	Y	Y	Y	Y
CO	N	N	N	N	N	N
CT	Y	Y	Y	Y		
DE	I	I	I	N	N	N
FL						
GA	Y	Y	Y	Y	Y	Y
HI	I	I	I	I	I	N
IA						
ID	I	Y	Y	I	I	N
IL	Y	Y	Y	Y	Y	Y
IN	Y	Y	Y			Y
KS	Y	Y	Y	Y	Y	
KY	Y	Y	Y	Y	Y	Y
LA	N	I	N	I	N	
MA	P	P	P	P	P	
MD						
ME	I	I	I	I	I	I
MI						
MN						
MO	P	P	P	P	P	P
MS	N	I	N	I	I	N
MT						
NC	Y	Y	Y	Y	Y	Y
ND	N	N	N	N	N	N
NE	P	N	N	Y	Y	N
NH	Y	Y	Y	Y	Y	
NJ	P	P		P	P	P
NM	Y	Y	Y	Y	Y	Y
NV	I	I	Y			
NY	I	I	I	I	I	I
OH	Y	Y	Y	Y	Y	N
OK						
OR	Y	Y	Y	Y	P	
PA	Y	Y	Y	Y	Y	Y
RI	P	Y	P	P		
SC	N	Y	N	N	N	N
SD	N	Y	N	Y	N	N
TN	Y	Y	Y	I	I	P
TX	Y	Y	Y	Y	Y	Y
UT	Y	Y	Y	Y	Y	Y
VA		P		P	P	P
VT						I
WA	I	I	I	P	P	P
WI		Y		Y		Y
WV	Y	Y	Y	N	N	N
WY	N	N	N	N	N	N
Totals	Y=19	Y=23	Y=20	Y=17	Y=13	Y=12
	I=8	I=9	I=6	I=8	I=7	I=3
	P=5	P=5	P=4	P=8	P=8	P=6
	N=8	N=5	N=9	N=7	N=9	N=13

Key: Y=Yes; I=In Progress; P=Planned; N=No

Part 2.23 Describe any "opportunity to learn" standards or OTL measurement systems your state has developed or is developing.

ST	Response
AK	None

AL OTL standards have been incorporated in the state's accreditation system. They read as follows: 1B - Staff members shall meet certification requirements as established by the State Board of Education in their areas of assignment. 2B - Each school system shall ensure a safe environment for the day-to-day operation of schools. 3B - Each school system shall ensure a clean environment for the day-to-day operation of schools. 4B - Each teacher's daily schedule shall include at least one period for planning. In the event of exceptionally compelling problems caused by this standard, the weekly equivalent of one period daily can be substituted. 5B - The maximum number of students enrolled in a class (except band, chorus, and physical education) shall be as follows: Grades K-3 - 25; Grades 4-8 - 32; Grades 9-12 35. The maximum number of students taught by any teacher in Grades 7-12 shall not exceed 150 per day except in band, chorus, and physical education. The pupil-adult ratio in any physical education class in Grades K-6 shall be as follows: Grades K-2 with fewer than 26, the number of certified physical education teachers is 1 and the number of aides is 0; grades K-2 with 26-50 the number of certified physical education teachers is 1 and the number of aides is 1; grades 3-6 with fewer than 33, the number of certified physical education teachers is 1 and the number of aides is 0; grades 3-6 with 33-64 the number of certified physical education teachers is 1 and the number of aides is 1. Class sizes that exceed the above prescribed numbers must secure an exemption from the State Superintendent of Education and guarantee order, safety, and attainment of course objectives. The maximum number of students taught in physical education classes in grades 7-12 shall not exceet 250 per day or 1250 per week. 6B: Each school system shall supplement the required state testing program and measure students' attainment of course objectives by using a variety of assessments such as - a. Assessments that evaluate critical thinking skills. b. Performance tests that focus on the application of skills learned. c. Collections of observations and products that display progression and development (e.g., portfolios, journals, logs, videotapes). d. Projects that indicate the extent of comprehension, synthesis, and application. e. Checklists that provide for the systematic recording of observable behaviors. 7B: Each local board of education shall maintain a current written policy manual to govern the operation of the school system. This manual shall contain policies required by federal and state laws and regulations; the State Board of Education; and be revised as needed. 8B The school system shall maintain a written plan for utilization of educational technology that as a minimum includes: a. What technological hardware and software is currently available. b. What instructional use is currently made of this technology. c. What plans are made for future purchases and uses. 9B: Each school system shall implement a plan of remediation for all students who fail any subject area test on the 'High School Basic Skills Exit Exam'. 'Opportunity to Learn Standards Checked by SDE' 1C: a. Language Arts b. Reading C. Mathematics d. Science e. Social Studies f. Physical Education g. Exploratory Vocational Experiences (grade 7 and/or 8) h. Health i. Art (grades K-6) j. Music (grades K-6) k. Computer Education 2C: The curricular and delivery systems in special programs (i.e., Special Education, Vocational Education, Chapter 1) are adapted to the needs of students and are consistent with programmatic guidelines. 3C: Each school system shall implement a comprehensive, developemental counseling and guidance program. 4C: Each school system shall implement a comprehensive library media program. 5C: Each school system must have a local board policy that describes criteria to be used in promotion/retention decisions affecting the placement of student.

AR None yet.

AZ Embedded in essential skill documents. (curriculum framework above).

CA OTL is measured by questions to teachers and students on the state assessment materials

CO

CT The SEA produces profile reports on every school and district in the state. The primary goal of the Strategic School Profiles is to improve schoold through informed decision making. The Strategic School Profiles have two basic purposes: (1) to serve as an accountability system which informs the public about what is happening in Connecticut schools; and (2) to stimulate school improvement through shared information. The broad areas of the report include indicators of: (1) student needs---factors which may place a student at risk educationally; (2) school resources---those which have been purchased and are available for

Part 2.23 Describe any "opportunity to learn" standards or OTL measurement systems your state has developed or is developing.

ST	Response
	use in a school; (3) school performance---school programs and activities which translate resources into outcomes; (4) student performance---the results of the instructional process.
DE	In discussion now
FL	
GA	We surveyed teachers for the high school graduation test to ensure "instructional validity"
HI	Student surveys in grades 6, 8, and 10 to all students tested
IA	Iowa is not working on OTL systems in dependentty. We are partners in the New Standards Project and will analyze any OTL systems that emerge from this project.
ID	
IL	Do students have access to school, books, classroom & the teacher?
IN	
KS	N/A
KY	
LA	
MA	None
MD	Currently, we use our MSPAP student survey (under revision) as one way to look at OTL. Outcomes are being worked on by the GOALS 2000 task force.
ME	Development in progress as part of task force on learning results
MI	
MN	None
MO	Planned, but not yet in progress.
MS	
MT	Keeping classroom size to a minimum. Access to a library and councels. Minimum of number of school days.
NC	
ND	
NE	
NH	
NJ	
NM	None
NV	None
NY	
OH	Minimum standards for elementary and secondary schools were adopted in 1982. Proposed new standards are being reviewed and discussed presently.
OK	

Part 2.23 Describe any "opportunity to learn" standards or OTL measurement systems your state has developed or is developing.

ST	Response
OR	
PA	None
RI	None yet
SC	None
SD	None
TN	
TX	All assessments are correlated directly to the "essential elements" - Texas' mandated curriculum.
UT	Effective schools literature-work with schools on improving schools by implementing change recommended. Assistent effort to inservice curriculum.
VA	
VT	OTL standards are being developed to replace current accreditation requirement. Specifics in area of mathematical problem solving are also being developed.
WA	None
WI	
WV	None
WY	None

PART 2-D
HIGH SCHOOL GRADUATION
TESTING

Part 2.24   Please briefly describe your state's high school graduation testing assessment requirement.

ST	Response
AK	None
AL	Three subject areas are tested: reading, mathematics, and language. Test consists of multiple choice items and is untimed. Students are given multiple attempts at passing the test, beginning in the fall semester of 11th grade. To receive a diploma, students must pass all three test subjects and meet state and local requirements regarding Carnegie units.
AR	None
AZ	None
CA	All students meet the district minimum proficiency exam prior to graduation.
CO	None
CT	None
DE	None
FL	The High School Competency Test (HSCT) is a multiple-choice test of the application of basic skills in mathematics and communications to everyday life situations. All students must pass both the mathematics and communications sections of the HSCT to receive a standard Florida high school diploma. The HSCT is administered for the first time to grade 11 students.
GA	The graduation class of 1995 will be the first class affected by a graduation requirement. These students will be required to pass English/Language Arts, writing, and math assessments. The graduating class of 1997 will also be required to pass assessments in social studies. The graduating class of 1998 will required to also pass science assessments. The first opportunity to be assessed is in 11th grade with a total of five opportunies to pass all of the tests.
HI	Students must demonstrate mastery of 16 essential conpetencies beginning in grade 10. Multiple opportunities are given. Brochures available on request.
IA	High school graduation test not required.
ID	None
IL	None
IN	Public law 19-1992 provides for a 10th grade "exit" exam. However, until a legislative decision has been made regarding an implementation date and funding, this part of the survey cannot be completed.
KS	None
KY	None
LA	Louisiana has a high school graduation requirement that was first used in 1988-1989. Students are first assessed in grade eleven in science, math, social studies, writing, and language arts. Criterion-referenced multiple-choice tests and performance testing are the methods used to assess the students.
MA	New educational reform law requires a high school "competency determination". The law states: The "competency determination" shall be based on the academic standards and curriculum frameworks for tenth graders in the areas of mathematics, science and technology, history and social science, and English, and shall represent a determination that a particular student has demonstrated mastery of a common core of skills, competencies and knowledge in these areas, as measured by the assessment instruments described in section one l. Satisfaction of the requirements of the competency determination shall be a condition for high school graduation. If the particular student's assessment results for the tenth grade do not demonstrate the required level of competency, the student shall have the right to participate in the assessment program the following year or years.

Part 2.24   Please briefly describe your state's high school graduation testing assessment requirement.

ST	Response
MD	Maryland has the functional testing program in reading, writing, math, and citizenship which all students must pass to receive a high school diploma. The test is offered twice a year, beginning in grade 7, as a paper and pencil option, and students may take it two more times outside the testing window using the computer adaptive versions.
ME	None
MI	There are three content and students can receive an endorsement on any or all of the three content areas. The three content areas are math, reading and science.
MN	None
MO	None
MS	Passing scores in Reading, Writing, Math or overall score.
MT	None
NC	New requirement to pass 8th grade reading and math test before graduating. Current standard is quite high for 8th grade with only 60-70% passing.
ND	None
NE	None.
NH	None
NJ	We assess all 11th grade students as one of their criteria for attaining a state-endorsed diploma. We test Math, Reading and Writing with multiple-choice items, short-answer, and extended response items. If students fail to pass on their first attempt, a portfolio is created to assess students by alternative means. These students are still required to retake the test during three more standard administrations.
NM	In order to graduate with a diploma, students must pass the six subtests at the high school competency examination.
NV	All tested in grade 11 in reading, writing, and math. These who do not pass have up to four opportunities to retake & pass in grade 12.
NY	Students are required to pass the the Regents Competency Tests in order to earn a high school diploma. Students are assessed in social studies, math, science, reading, and writing. The state administers criterion-referenced multiple choice tests and uses writing samples.
OH	First time at 9th grade and many possible retakes in reading, writing, math and citizenship. Reading, citizenship and math are multiple-choice; writing is assessed by two writing prompts.
OK	None .
OR	No requirement.
PA	Locally determined assessment for students to achieve 52 state academic performance outcomes plus local outcomes.
RI	None
SC	Exit exam in Reading, Writing, Mathematics. See enclosed booklet
SD	None
TN	Competency test passage is required for regular high school diploma. Test assess math and language arts objectives and may be taken as often as necessary.

Part 2.24 Please briefly describe your state's high school graduation testing assessment requirement.

ST	Response
TX	The state legislature enacted legislation to require that students must demonstrate satisfactory performance on state-approved, criterion-referenced tests in reading, writing, and mathematics before certification of graduation.
UT	None
VA	Literacy Passport Test. See description in Question 1.1
VT	None
WA	None
WI	None. However, the 10th grade Gateway concept allows local districts to provide local "Stakes" for students.
WV	None
WY	None

172

Part 2.25 If your state has a high school graduation assessment requirement, please specify the type of assessment, the subjects, and grades assessed.

For Part 2.25 to Part 2.36, only states which report having a graduation requirement are presented.

ST	Subject	Grades						Type of Test				
		7	8	9	10	11	12	Norm-Referenced Test	Criterion-Referenced Test	Performance Assessmemt	Portfolio	Writing Sample
AL	Mathematics					Y	Y		Y			
AL	Other Language Arts					Y	Y		Y			
AL	Reading					Y	Y		Y			
FL	Mathematics					Y	Y		Y			
FL	Reading					Y	Y		Y			
GA	Writing					Y						Y
GA	Mathematics					Y			Y			
GA	Other Language Arts					Y			Y			
GA	Reading					Y			Y			
HI	Mathematics								Y			
HI	Reading								Y			
HI	Social Studies								Y			
HI	Writing								Y			
LA	Science					Y						
LA	Social Studies					Y			Y			
LA	Writing			Y								Y
LA	Mathematics			Y					Y			
LA	Other Language Arts			Y					Y			
LA	Reading			Y					Y			
MD	Writing	Y	Y	Y	Y	Y	Y					Y
MD	Mathematics	Y	Y	Y	Y	Y	Y		Y			
MD	Reading	Y	Y	Y	Y	Y	Y		Y			
MD	Social Studies	Y	Y	Y	Y	Y	Y		Y			
MI	Mathematics				Y				Y	Y		
MI	Reading				Y				Y	Y		
MI	Science				Y				Y	Y		
MS	Mathematics								Y			
MS	Reading								Y			
MS	Writing								Y			Y
NC	Mathematics		Y						Y			
NC	Reading		Y						Y			
NJ	Writing					Y			Y			Y
NJ	Mathematics					Y			Y	Y		
NJ	Reading					Y			Y	Y		

Part 2.25 If your state has a high school graduation assessment requirement, please specify the type of assessment, the subjects, and grades assessed.

For Part 2.25 to Part 2.36, only states which report having a graduation requirement are presented.

ST	Subject	7	8	9	10	11	12	Norm-Referenced Test	Criterion-Referenced Test	Performance Assessment	Portfolio	Writing Sample
NM	Writing				Y							Y
NM	Mathematics				Y				Y			
NM	Other Language Arts				Y				Y			
NM	Reading				Y				Y			
NM	Science				Y				Y			
NM	Social Studies				Y				Y			
NV	Writing					Y	Y					Y
NV	Mathematics					Y	Y	Y				
NV	Reading					Y	Y	Y				
NY	Reading				Y				Y			
NY	Writing				Y				Y			Y
NY	Social Studies			Y	Y				Y			Y
NY	Mathematics			Y	Y	Y			Y			
NY	Science			Y	Y	Y	Y		Y		Y	
OH	Writing			Y								Y
OH	Mathematics			Y					Y			
OH	Reading			Y					Y			
OH	Social Studies			Y					Y			
SC	Mathematics				Y				Y			
SC	Reading				Y				Y			
SC	Writing				Y				Y			Y
TN	Mathematics			Y					Y			
TN	Reading			Y					Y			
TX	Mathematics				Y				Y			
TX	Reading				Y				Y			
TX	Writing				Y				Y	Y		
VA	Mathematics								Y			
VA	Reading								Y			
VA	Writing								Y			Y

Part 2.26   If your state has a high school graduation assessment requirement, do students have to pass all or part of the test to graduate?

ST	All or Part?	Which Part?
AL	All	
FL	All	
GA	All	
HI	All	
LA	All	
MD	All	
MI		
MS	All	
NC	All	
NJ	All	
NM	All	
NV	All	
NY	All	
OH	All	
SC	All	
TN	All	
TX	All	
VA	All	

Totals   All=17
   Part=0

Part 2.27 According to the most recent data, about what percentage of high school students in your state fail to graduate from high school because they failed the high school test?
If you collect these data by race, gender or special education status, please include the percentage of these groups that fail to graduate from high school because they fail the high school test.

ST	Overall Percentage	White %			African American %		
		Female	Male	Overall	Female	Male	Overall
AL							
FL							
GA							
HI	5.0						
LA	2.5						
MD							
MI							
MS							
NC	2.0						
NJ							
NM	3.0						
NV	2.0						
NY	2.0						
OH	3.0						
SC	3.0	0.3	0.4	0.6	1.2	1.2	2.3
TN	1.0						
TX	5.0						
VA							

Note: This question was poorly designed. Respondents typically provided only the overall percentage or provided figures that did not match the categories used by the question. This table provides only the data that was consistent with the question.

Part 2.28   If your state has a high school graduation assessment requirement, how often may students retake the exam?

ST	Response
AL	Two attempts at grade 11; two attempts at grade 12; unlimited after grade 12.
FL	Each October, January, March, and July, and until they pass the test.
GA	Four times.
HI	Up to five times.
LA	Students have up to six times for tenth grade tests. Four times for eleventh grade tests.
MD	Students may retake until passing. There are two administrations during the school year for grades 7 through 12. Moreover, there is one summer administration of the tests. A student may take the test during the testing windows, which would equal three paper and pencil versions of the test. If a student chooses, the student can take three computer adaptive versions of a test during a year including on administration outside the testing window during the school year, and again once in summer.
MI	Retakes are given twice a year.
MS	Up to five years.
NC	Four-five times
NJ	Two times per year in grades 11 and 12. Retained 10th graders may also take the test.
NM	Once in grade eleven, twice in grade twelve, and as necessary afterward.
NV	up to 4 times in grade 12.
NY	Until they are 21 years old.
OH	As many as needed; it is offered four times a year
SC	Four
TN	Everytime that it is offered. The test is offered three times a year.
TX	Initial testing is in the spring of the tenth-grade year. They may test each time test is administered. Typically, they have 8 opportunities before scheduled graduation.
VA	Once as a 6th-grader; twice per year thereafter.

Part 2.29 If your state has a high school graduation assessment requirement, what kinds of formal assistance are offered to students who do not pass the exam the first time?

ST	Response
AL	Local education agencies provide remediation/instruction.
FL	Each school district is required to provide remediation.
GA	Remedial summer school program. Local systems have other options for remedial help.
HI	schools must provide remediation
LA	Districts can use state remediation money according to their own needs.
MD	For all areas, remediation is required before retesting. Remediaqtion must be documented.
MI	District determined.
MS	remediation at the school level
NC	remediaiton funds sent to LEAs for assisting failing students
NJ	School districts decide how to remediate
NM	Districts are responsible for setting up remediation programs.
NV	Districts are supposed to have remedial programs for these students.
NY	Remediation is required; however, the extent and duration of remediation is the decision of the school
OH	Varies by school districts. Project PASS is a state initiative intended to ensure that each student who fails a test receives appropriate intervention to pass.
SC	required some type of remediation
TN	School sytems remediate as they see fit.
TX	According to state law, districts must offer an intensive program of instruction for students who did not perform satisfactorily on an assessment instrument.
VA	Varies according to individual student's "Literacy Development Plans," but may include summer school, extra-curricular tutoring, special placements, etc.

Part 2.30   If your state has a high school graduation assessment requirement, does the state provide extra funds to schools or students to support this assistance?

ST	Response
AL	No
FL	
GA	Yes, the state supports summer school.
HI	Yes
LA	Yes
MD	No
MI	No
MS	
NC	Yes
NJ	Indirectly. Students considered "at risk" generate additional state education aid.
NM	No
NV	No
NY	No
OH	Yes
SC	Depends on type of remediation-locally determined
TN	No
TX	It is funded through compensatory education funds.
VA	No

Part 2.31 If your state has a high school graduation assessment requirement, are schools held accountable for the passing rates of their students?

ST	Response	If yes, please explain
AL.	Yes	Included in the state's accreditation standards.
II.		
GA	No	
HI	Yes	
IA	No	
MD	Yes	There are state standards associated with the functional tests.
MI	Yes	It is part of the accreditation process.
MS	Yes	used in assigning accreditation levels
NC	Yes	Reported on LEA Report Card
NJ	Yes	A school report card is generated. A state summary report is generated. Is part of district certification standards. A passing rate of 85% is required for school district certification.
NM	No	
NV	No	
NY	Yes	Along with other criteria may determine if school is designated a low performing school.
OH	Yes	
SC	Yes	Funding tied to performance
TN	Yes	The results are published in local newspapers.
TX	Yes	These results are part of the Academic Excellence Indicator System used as a measure of institutional accountability.
VA	No	Except that School level results are reported publicly
Totals	Yes=12 No=5	

186

Part 2.32A If your state has a high school graduation assessment requirement, does your state (or do local districts) follow up with your students after graduation from high school?

ST	State?	Local Districts?
AL	Yes	Yes
FL		
GA	No	No
HI	Yes	
LA		
MD		
MI	Yes	
MS		
NC		
NJ		
NM		
NV		
NY		Yes
OH	No	Yes
SC	Yes	
TN		
TX		Yes
VA		

Part 2.32B If your state has a high school graduation assessment requirement, which students does your state (or do local districts) follow up after graduation from high school?

ST	HS Dropouts	Test Failures	College Students	All Students	Other	Specify 'Other'
AL					Y	Vocational - job placement
FL						
GA						
HI					Y	cyclical schedule of surveying students-consequently only a sample of students surveyed.
LA			Y			
MD						
MI						
MS						
NC						
NJ						
NM						
NV						
NY						
OH					Y	
SC						
TN						
TX		Y				
VA					Y	The State Council on Higher Education in Virginia does a college freshman report; Some localities may follow graduates
Totals	0	1	1	0	4	

Part 2.33   If your state has a high school graduation assessment requirement, how are the assessment results reported to the public and by whom?

ST	Response
AL	State and local results reported by the State Superintendent. Local results reported by local superintendents.
FL	school-level: Florida School Report Card; state-level: publication of results
GA	By local systems and there is a state summary
HI	State average passing/Testing Office
LA	We provide press releases for summary information. Local districts may provide more detailed information.
MD	Results are reported to students by individual report, the schools get a copy, and there is a state level report, the Maryland State Performance Report.
MI	State summaries are available to district and public.
MS	annual report card released by State Dept. of Education
NC	LEA Report Card by the State
NJ	Local school board report to local newspaper at newspapers request State Board of Ed releases state summary.
NM	State summary report and local newspaper publish results. Each district also has to publish "report card"
NV	First by districts in "Report Cards" then by state in statewide and district summaries
NY	The school's Comprehensive Assessment Report by the superintendent
OH	Media briefing to all print and electronic media, reports available on request, data available on request
SC	Local School District Level report produced by SEA.
TN	State releases summary reports. Results are often printed inlocal newspapers (% passing).
TX	They are released to schools, legislature, and media. In addition a comprehensive statewide report is prepared and published every 2 years.
VA	Via the outcomes Accountability Project report, released annually by the State Department of Education

Part 2.34   If your state has a high school graduation assessment requirement, what is the intended impact of high school graduation testing on:

AL	Students	To assure that students meet or exceed identified basic competencies.
GA	Curriculum and Instruction	The test seeks to alert and encourage curriculum and instructional leaders to develop and support instructional practice that reflects state-mandated standards.
	Educators	The test seeks to alert and encourage educators to teach the mandated curriculum in an effective manner.
	Schools	The test seeks to ensure that schools teach the state-mandated curriculum and that students are adequately prepared for post-secondary choices. The test seeks to encourage early identification of students who may be at risk of failing the graduation test and to support remedial efforts directed toward those students.
	Standards	The test seeks to insure that schools teach the state-mandated curriculum, i.e., that state standards are met.
	Students	The test seeks to insure that students have the knowledge and skills specified in the state-mandated curriculum. The test seeks to insure that students are prepared after high school, to successfully pursue post-secondary education or training, or to enter the job market.
HI	Curriculum and Instruction	Provides focus for curriculum and instruction
	Students	Raise student achievement levels
NC	Students	to ensure a minimum level of performance for each graduate
NJ	Curriculum and Instruction	Change instructional practices
	Educators	Help improve curriculum
	Schools	At district level, provides accountability and makes districts possibly change their curriculum and construction.
	Standards	Raises standards
	Students	Makes HS diploma meaningful, offers systematic remediation
NM	Curriculum and Instruction	encourage alignment to high standards
	Educators	encourage higher order thinking
	Standards	encourage high standards
	Students	encourage higher order thinking
NV	Curriculum and Instruction	Improvement
	Educators	Increased attention to marginal students
	Schools	Attention to individual needs
	Standards	To insure minimum standards are met
	Students	Certification of students' basic comptence
NY	Curriculum and Instruction	Tests are based on the curriculum; This helps to ensure that material in curriculum is covered in class.
	Educators	Makes them accountable
	Schools	Keep them accountable

Part 2.34 If your state has a high school graduation assessment requirement, what is the intended impact of high school graduation testing on:

NY	Standards	Raise them
	Students	Students would achieve an acceptable level of knowledge and skills in the subject areas tested.
OH	Schools	Hold schools accountable
	Students	To ensure that every student has demonstrated a bottom-line level of academic proficiency.
SC	Curriculum and Instruction	Modify instruction and curriculum to promote high standards & high expectations
	Educators	Raise standards and expectations for students
	Schools	Improve student learning and be accountable for student performance to the community
	Standards	Set high expectations for all students
	Students	Hold them accountable for achieving high standards
TN	Curriculum and Instruction	to ensure that the curriculum is being by the students.
	Educators	to ensure that the curriculum is being taught and mastered.
	Students	to ensure minimum competency in math and language arts
TX	Curriculum and Instruction	Serve as a statewide measure of the mandated curriculum
	Educators	Hold educators accountable for the instruction of their students
	Schools	Hold schools accountable for the performance of their students
	Standards	Set and maintain a high consistent standard for all students
	Students	Certify that students leaving Texas public schools posses the requisite skills to succeed in the real world.
VA	Curriculum and Instruction	To assure that certain skills are taught
	Educators	To assure that certain skills are taught
	Schools	Provide insights into problem areas
	Students	To document that certain skills are mastered

Part 2.35   If your state has a high school graduation assessment requirement, what have been the unintended consequences on:

GA	Standards	This spring (1995) is the first time that students' diplomas may be affected by the new graduation test. It is too soon to discern or discuss any unintended consequences of the test.
NC	Standards	Old Standards (1978) seen as too low, subject to public ridicule.
SC	Standards	Initially raised standards to basic skills level, but standards have not been increased beyond this & results have stagnated.
GA	Students	This spring (1995) is the first time that students' diplomas may be affected by the new graduation test. It is too soon to discern or discuss any unintended consequences of the test.
OH	Students	Preponderance of data suggests that the negative effects normally associated with such tests has not occurred in Ohio.
SC	Students	High percentage meet basic skills standard, but this standard is no longer sufficient.
TX	Students	Some students receiving excessive practice on specific areas assessed
VA	Students	Allegations of "cheating."
GA	Educators	This spring (1995) is the first time that students' diplomas may be affected by the new graduation test. It is too soon to discern or discuss any unintended consequences of the test.
SC	Educators	Emphasis on test scores.
TX	Educators	In some cases has caused anxiety among educators and focus on test preparation
VA	Educators	Allegations of "cheating."
GA	Curriculum and Instruction	This spring (1995) is the first time that students' diplomas may be affected by the new graduation test. It is too soon to discern or discuss any unintended consequences of the test.
NV	Curriculum and Instruction	Remediation tends to be late "Cram Courses" for those who have failed one or more tests at least twice
SC	Curriculum and Instruction	Narrows curriculum and focuses instruction on the tests.
TX	Curriculum and Instruction	In some cases instruction has focused on objectives assessed on state test
GA	Schools	This spring (1995) is the first time that students' diplomas may be affected by the new graduation test. It is too soon to discern or discuss any unintended consequences of the test
SC	Schools	Emphasis on test scores
TX	Schools	Pressure on schools to raise scores
VA	Schools	Allegations of "cheating."

Part 2.36 If your state has a high school graduation assessment requirement, has any research or evaluation study been performed to assess the impact of the high school graduation test on students or schools?

ST	Response	If yes, please explain
AL	No	
FL		
GA	No	
HI	No	
LA	Yes	
MD		
MI	No	
MS		
NC		We are just transitioning to new program.
NJ	Yes	Not available yet.
NM	No	
NV	No	
NY	Yes	It raises standards
OH	Yes	Legislative report is available on request. Student interview studies are also available.
SC	No	
TN	No	
TX	No	
VA	No	
Totals	Yes=4 No=9	

PART 3
PROGRAM COMPONENTS

Part 3.1   Program Components, contact persons, and component purposes.

St	Component, contact, and purpose(s)

AK   Program Component: Norm-Referenced Testing
Contact(s): Bob Silverman
Phone: 907-465-8680
Purpose(s):
Accountability

AK   Program Component: Writing
Contact(s): Dorothy MacKnight
Phone: 907-465-8681
Purpose(s):
Program improvement.

AL   Program Component: Alabama Basic Competency Tests
Contact(s): Miriam Byers
Phone: 334-242-8038
Purpose(s):
To assess students' mastery of content defined as "basic". To provide checkpoints for the High School Basic Skills Exit Examination.

AL   Program Component: Alabama Direct Assessment of Writing
Contact(s): Ann Moody
Phone: 334-242-8038
Purpose(s):
To assess the writing performance of students in grades 5 and 7. Narrative, descriptive, and expository modes of discourse are tested in grade 5. Narrative, descriptive, expository, and persuasive modes of discourse are tested in grade 7.

AL   Program Component: Differential Aptitude Test w/Career Interest
Contact(s): Phyllis Bobo
Phone: 334-242-8038
Purpose(s):
To compare individual and group performance to the performance of the norming group. To predict subsequent performance in future educational and career activities. To assess whether students' educational plans, aptitudes and preferences for school subjects are consistent with their occupational interests.

AL   Program Component: High School Basic Skills Exit Exam
Contact(s): Dorothy DeMars
Phone: 334-242-8038
Purpose(s):
To determine students' mastery of required minimum skills in reading, mathematics, and language necessary for earning a high school diploma.

AL   Program Component: Integrated Reading/Writing Assessment, Gr. 2
Contact(s): Randall Gull
Phone: 334-242-8308
Purpose(s):
To assess students' reading comprehension, composing, and conventions of writing in "real life" reading and

Part 3.1 Program Components, contact persons, and component purposes.

St	Component, contact, and purpose(s)

writing situations.

AL Program Component: Math End-of Course Test (Algebra I and Geometry)
Contact(s): Dorothy DeMars
Phone: 334-242-8038
Purpose(s):
To assess students' understanding of concepts and skills in math as outlined in the "Alabama Course of Study: Mathematics," thus encouraging consistency of learning in math classes across the state.

AL Program Component: Stanford Achievement Test
Contact(s): Phyllis Bobo
Phone: 334-242-8308
Purpose(s):
To compare individual and group performance to performance of norming group.

AR Program Component: Stanford Achievement Test
Contact(s): Vicki Gray
Phone: 501-682-4559
Purpose(s):
Provide norm-referenced data for schools and school districts to use as one evaluation component.

AR Program Component: Writing Assessment
Contact(s): Gayle Potter
Phone: 501-682-4558
Purpose(s):

AZ Program Component: Norm-Referenced Tests
Contact(s): Dr. Charles Wiley
Phone: 602-542-3759
Purpose(s):
National comparison test of general achievement; Federal Programs.

AZ Program Component: Statewide Performance-Based Assessments
Contact(s): Dr. Charles Wiley
Phone: 602-542-3759
Purpose(s):
Audit statewide student achievement of the essential skills in reading, writing, and mathematics.

CA Program Component: Career-Technical Assessment Program (C-TAP)
Contact(s): Susan Reese
Phone: 916-657-2532
Purpose(s):
To determine a student's readiness to enter workforce in a specific career area or to embark on post-secondary study. To assess generic workplace skills to all secondary students.

Part 3.1   Program Components, contact persons, and component purposes.

St	Component, contact, and purpose(s)

CA   Program Component: Golden State Exams

Contact(s): Dale Carson or Sue Bennett

Phone: 916-657-3011

Purpose(s):

1. Awards program for students   2. Motivate students to take rigorous coursework   3. May be required in some districts

CA   Program Component: Performance Assessments, Grades 4, 5, 8, & 10

Contact(s): Dale Carlson or Sue Bennett

Phone: 916-657-3011

Purpose(s):

On-demand component of grade-level assessment   supports curriculum frameworks, models good instruction, and provides accountability.

CT   Program Component: Connecticut Academic Performance Test (CAPT)

Contact(s): Naomi Wise

Phone: 202-566-8526

Purpose(s):

Accountability; Feedback on student strengths, weaknesses; Guide instruction, curriculum

CT   Program Component: Connecticut Mastery Test (CMT)

Contact(s): William Congero

Phone: 203-566-4001

Purpose(s):

Accountability; Identication of student achievement; (State goal) Guide instruction and curriculum

DE   Program Component: Interim Assessment-Norm-Referenced Component

Contact(s): Larry Gabbert

Phone: 302-739-2768

Purpose(s):

Chapter 1 reporting and research

DE   Program Component: Interim Assessment-Performance-Based Component

Contact(s): Larry Gabbert

Phone: 302-739-2768

Purpose(s):

Accountability

FL   Program Component: Florida Writing Assessment Program

Contact(s): Mark Heidorn or Lani Dunthorn

Phone: 904-488-8198

Purpose(s):

Provide information about writing achievement of students in grades 4, 8, 10

FL   Program Component: Grade Ten Assessment Test (GTAT)

Contact(s): Mark Heidorn or Virginia Sasser

Part 3.1 Program Components, contact persons, and component purposes.

St	Component, contact, and purpose(s)

Phone: 904-488-8198

Purpose(s):

Measure performance of grade 10 students in reading comprehension and mathematics

FL Program Component: High School Competency Test (HSCT)

Contact(s): Mark Heidorn or Virginia Sasser

Phone: 904-488-8198

Purpose(s):

Required to pass test in order to receive a standard diploma

GA Program Component: Curriculum-Based Assessments (CBA)

Contact(s): Ms. Sandra Baxley

Phone: 404-656-2668

Purpose(s):

Accountability at state, system, and local level on implementation of Georgia's Quality Core Curriculum (QCC)

GA Program Component: High School Graduation Tests (GHSGT)

Contact(s): Dr. Angelika Pohl

Phone: 404-656-2661

Purpose(s):

Accountability for individual, school, system, and state. Passing the GHSGT is one requirement for receiving a high school diploma.

GA Program Component: Kindergarten Assessment Program (GKAP)

Contact(s): Dr. Laura Henderson

Phone: 404-656-2668

Purpose(s):

One of multiple sources of information used in assessing readiness for developmentally appropriate first grade.

GA Program Component: Norm-Referenced Testing

Contact(s): Ms. Elizabeth Creech

Phone: 404-656-2661

Purpose(s):

To show the level at which a student, school, or system is performing in comparison to the national average.

GA Program Component: Norm-Referenced Testing (HS)

Contact(s): Ms. Elizabeth Creech

Phone: 404-656-2661

Purpose(s):

To show the level at which the school, system, or state is performing in comparison to the national average for the year in which the test was normed.

GA Program Component: Writing assessment

Contact(s): Ms. Sandra Baxley

Phone: 404-656-2668

Purpose(s):

Part 3.1   Program Components, contact persons, and component purposes.

St	Component, contact, and purpose(s)

Provide individual, school, and state level data on the status of writing in Georgia.

HI   Program Component: Credit by Examination (CbyE)
Contact(s): Selvin Chin-Chance
Phone: 808-733-9003
Purpose(s):
To provide students with the opportunity to earn course credits by taking a content area examination

HI   Program Component: Stanford Achievement Test
Contact(s): Selvin Chin-Chance
Phone: 808-733-9003
Purpose(s):
To provide individual, class, school, district, and state basic skills achievement data using a nationally normed standardized achievement test.

HI   Program Component: Test of Essential Competencies (HSTEC)
Contact(s): Selvin Chin-Chance
Phone: 808-733-9003
Purpose(s):
To provide a means to certify student attainment of 15 Essential Competencies (ECs) by the Board of Education. Students must also meet other course and credit requirements. The ECs cover basic and functional life skills.

ID   Program Component: Direct Writing Assessment
Contact(s): Sally Tiel or Lynette Hill
Phone: 208-334-2113
Purpose(s):
To the assess the writing abilities of students in Idaho

ID   Program Component: Norm-Referenced Testing
Contact(s): Sally Tiel
Phone: 208-334-2113
Purpose(s):
To appraise student progress toward the achievement of widely accepted curriculum goals in content areas.

IL   Program Component: Illinois Goal Assessment Program (IGAP)
Contact(s): Dennis Goedecke
Phone: 217-782-4823
Purpose(s):
All students at specified grade levels for school accountability

IN   Program Component: Statewide Assessment
Contact(s): Dr. Rick Peters
Phone: 317-232-9050
Purpose(s):
Accountability; Diagnosis; Remediation/Retention; Policy Making; Educational "Health"

Part 3.1   Program Components, contact persons, and component purposes.

St	Component, contact, and purpose(s)

KS   Program Component: Kansas Assessment Program

Contact(s): Kim Gattis (Math), Kim Young (Reading), Greg Schnell (Science), Mel Riggs (Writing)

Phone: 913-296-3851

Purpose(s):

To assess math achievement with reference to Kansas state standards.

To assess reading comprehension, science, and writing for accountability and instructional improvement.

KY   Program Component: KIRIS Transitional Assessment

Contact(s): C. Scott Trimbell

Phone: 502-564-4394

Purpose(s):

KY   Program Component: Performance events

Contact(s): C. Scott Trimble

Phone: 502-564-4394

Purpose(s):

KY   Program Component: Portfolio Assessment

Contact(s): C. Scott Trimble

Phone: 502-564-4394

Purpose(s):

LA   Program Component: Kindergarten Develop. Readiness Screen. Prog.

Contact(s): Jimmie Steptoe

Phone: 504-342-3752

Purpose(s):

Screening data on all children entering kindergarten

LA   Program Component: LA Educational Assessment Program (LEAP)

Contact(s): Claudia Davis

Phone: 504-342-6310

Purpose(s):

Evaluate grade appropriate state curricular skills, consideration in grade promotion decision, and student eligibility for state funded remediation.

LA   Program Component: LA Graduation Exit Examination

Contact(s): Jimmie Steptoe

Phone: 504-342-3752

Purpose(s):

Evaluate certification for high school diploma, improvement of instruction and accountability grade appropriate state curricular skills, and student eligibility for state funded remediation.

LA   Program Component: LA Statewide Norm-Referenced Testing Program

Part 3.1   Program Components, contact persons, and component purposes.

St   Component, contact, and purpose(s)

Contact(s): Jimmie Steptoe

Phone: 504-342-3752

Purpose(s):

Provide national comparison, school accountability, program evaluation, and individual student diagnostic information.

MD   Program Component: Maryland Functional Testing Program

Contact(s): Steve Ferrara

Phone: 410-767-0080

Purpose(s):

Qualify for high school diploma. The systems decide the appropriate grade level for the first administration. Furthermore, the numbers reported account for the students who take the paper and pencil versions of the test only, not computer adaptive administrations.

MD   Program Component: Maryland School Performance Assessment Program

Contact(s): Steve Ferrara

Phone: 410-767-0080

Purpose(s):

School accountability and improvement.

ME   Program Component: State Tests

Contact(s): Dr. Horace P. Maxcy Jr.

Phone: 207-287-5996

Purpose(s):

Program Evaluation

MI   Program Component: Elementary School Component of MEAP

Contact(s): Christine Scham (Math), Dr. Pat Buczynski (Science), Peggy Dutcher (Reading)

Phone: 517-373-8393

Purpose(s):

Assessing the curriculum and what is being taught.

MI   Program Component: High School Component of MEAP

Contact(s): Christine Scham (Math), Dr. Pat Buczynski (Science), Peggy Dutcher (Reading)

Phone: 517-373-8393

Purpose(s):

Assessing the curriculum and what is being taught.
Students may also earn an endorsed diploma after completing these assessments.

MN   Program Component: Minnesota Testing Program

Contact(s): William McMillian

Phone: 612-296-6002

Purpose(s):

Curriculum improvement for planning, evaluating, and reporting.

MO   Program Component: Missouri Mastery and Achievement Test (MMAT)

Contact(s): Jim Friedebach or Greg Stuewe-Portnoff

Part 3.1 Program Components, contact persons, and component purposes.

St   Component, contact, and purpose(s)

Phone: 314-751-6731

Purpose(s):
Improve instruction and inform the State of the performance of the average Missouri student.

MO   Program Component: Writing Assessment
      Contact(s): Lolanda Allison or Charlotte O'Brien
      Phone: 314-751-3545
      Purpose(s):
      Improve instruction of writing in the state of Missouri.

MS   Program Component: Functional Literacy Examination (FLE)
      Contact(s): Gloria Beal
      Phone: 601-359-3052
      Purpose(s):
      Required as a high school exit exam and to ensure that high school graduates are functionally literate.

MS   Program Component: ITBS/TAP
      Contact(s): Elizabeth West
      Phone: 601-359-3052
      Purpose(s):
      An accountability measure of student achievement in reading, mathematics, and language, including comparison to representative national sample of students in each of the grades tested.

MS   Program Component: Subject Area Testing Program (SATP)
      Contact(s): James Harris
      Phone: 601-359-3052
      Purpose(s):
      To assess curriculum and instructional effectiveness in school districts.

MT   Program Component: Student Assessment Requirement
      Contact(s): Dori Nielson
      Phone: 406-444-3656
      Purpose(s):
      State Board of Public Education established rules, OPI compiles and reports the summarized data.

NC   Program Component: North Carolina Testing Program
      Contact(s): Dr. Robert Evans
      Phone: 919-733-5024
      Purpose(s):
      Accountability

ND   Program Component: Standardized Achievement and Ability Testing
      Contact(s): Gaylynn L. Becker
      Phone: 701-328-2755
      Purpose(s):
      1. Statewide achievement of students 2. To help schools identify some strengths and weaknesses of their

171   202

Part 3.1   Program Components, contact persons, and component purposes.

St   Component, contact, and purpose(s)

curriculum 3. To help schools meet accreditation standards 4. To help assess student achievement of parts of our state mathematics curriculum frameworks

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

NJ   Program Component: Grade 11 High School Proficiency Test
Contact(s): Calla Smorodin
Phone: 609-292-8736
Purpose(s):
Graduation testing requirement for those entering high school September 1991 and beyond.

NJ   Program Component: Grade 8 Early Warning Test
Contact(s): Wendy Roberts
Phone: 609-777-3672
Purpose(s):
Identify students in need of remediation in skill areas assessed by grade 11 HSPT.

NM   Program Component: High School Competency Examination
Contact(s): Assessment and Evaluation
Phone: 505-827-6524
Purpose(s):
Accountability; graduation with diploma

NM   Program Component: Norm-Referenced Standardized Testing Program
Contact(s): Assessment and Evaluation
Phone: 505-827-6524
Purpose(s):
Accountability

NM   Program Component: Reading Assessment for Grades 1 and 2
Contact(s): Assessment and Evaluation
Phone: 505-827-6524
Purpose(s):
School and district accountability

NM   Program Component: Writing Assessment
Contact(s): Assessment and Evaluation
Phone: 505-827-6524
Purpose(s):
Accountability, instructional tool Direct writing is used in grades 4 and 6 for all students; in grade 8 portfolio writing is used and is optional.

Part 3.1   Program Components, contact persons, and component purposes.

St   Component, contact, and purpose(s)

NV   Program Component: CTBS
       Contact(s): Dr. Thomas W. Klein
       Phone: 702-687-3913
       Purpose(s):
       To assess students' progress in basic skills.

NV   Program Component: High School Proficiency Examination - Writing
       Contact(s): Dr. Thomas W. Klein
       Phone: 702-687-3913
       Purpose(s):
       Exit Examination - Required for standard high school diploma

NV   Program Component: High School Proficiency Examination Program
       Contact(s): Dr. Thomas W. Klein
       Phone: 702-687-3913
       Purpose(s):
       Requirement to earn a standard high school diploma.

NV   Program Component: Writing Proficiency Examination
       Contact(s): Dr. Thomas W. Klein
       Phone: 702-687-3913
       Purpose(s):
       To assess students' progress in basic skills.

NY   Program Component: Occupational Education Proficiency Examinations
       Contact(s): Carolyn Byrne
       Phone: 518-474-5902
       Purpose(s):
       Establish and maintain standards in occupational education; demonstration of competencies required for high
       school diploma by occupational education majors; marking and grading.

NY   Program Component: Preliminary Competency Tests
       Contact(s): Carolyn Byrne
       Phone: 518-474-5902
       Purpose(s):
       Identification of pupils needing remediation.

NY   Program Component: Program Evaluation Tests
       Contact(s): Carolyn Byrne
       Phone: 517-474-5902
       Purpose(s):
       School Assessment

NY   Program Component: Pupil Evaluation Program Tests
       Contact(s): Carolyn Byrne

Part 3.1 Program Components, contact persons, and component purposes.

St	Component, contact, and purpose(s)

Phone: 517-474-5902

Purpose(s):

Identification of pupils needing remediation; school assessment.

NY Program Component: Regents Competency Tests

Contact(s): Carolyn Byrne

Phone: 518-474-5902

Purpose(s):

Demonstration of competencies required for local high school diploma.

NY Program Component: Regents Examination Programs

Contact(s): Carolyn Byrne

Phone: 518-474-5902

Purpose(s):

Making and grading; eligibility for Regents diploma; demonstration of competencies required for local diploma. This component has been used to assess students for many years and the assessments are updated every time changes are made in the specific curriculum the test is assessing.

NY Program Component: Second Language Proficiency Examinations

Contact(s): Carolyn Byrne

Phone: 518-474-5902

Purpose(s):

Permit students to earn high school credit for the study of a second language in elementary or middle school.

OH Program Component: Fourth-Grade Proficiency Testing

Contact(s): Janet Crandell

Phone: 614-466-0223

Purpose(s):

Improvement of curriculum, instruction; and student intervention

OH Program Component: Ninth-Grade Proficiency Testing

Contact(s): Janet Crandell

Phone: 614-466-0223

Purpose(s):

Graduation requirement.

OH Program Component: Norm-Referenced Achievement Tests

Contact(s): Janet Crandall

Phone: 614-466-0223

Purpose(s):

Accountability

OH Program Component: Twelfth-Grade Proficiency Testing

Contact(s): Janet Crandell

Phone: 614-466-0223

Purpose(s):

Part 3.1 Program Components, contact persons, and component purposes.

St	Component, contact, and purpose(s)

Program improvement, student recognition

OK Program Component: Criterion-Referenced Writing Assessment
Contact(s): Clairita Goodwin
Phone: 405-521-4514
Purpose(s):
To improve writing instruction progress for grades 5, 8 and 11. To provide data for indicator studies.

OK Program Component: Norm Referenced Tests
Contact(s): Clairita Goodwin
Phone: 405-521-4514
Purpose(s):
To achieve a measure of student's academic achievement

OR Program Component: Reading and Mathematics
Contact(s): Barbara Wolfe
Phone: 503-378-8004
Purpose(s):
Program evaluation, school improvement. public accountability.

OR Program Component: Writing
Contact(s): Barbara Wolfe
Phone: 503-378-8004
Purpose(s):
Program evaluation, school improvement. and accountability.

PA Program Component: Reading/Math State Assessment
Contact(s): James Hertzog
Phone: 717-787-4234
Purpose(s):
State Board regulation mandates this school program assessment to provide data to schools and districts for strategic planning and school improvement.

PA Program Component: Writing/State Assessment
Contact(s): James Hertzog
Phone: 717-787-4234
Purpose(s):
State Board regulation mandates this school program assessment to provide data to schools and districts for strategic planning and school improvement. (every 3 years)

RI Program Component: Health
Contact(s): Cynthia Corbridge
Phone: 401-277-3126
Purpose(s):
Assess health knowledge. Note: 1994-95 is a moratorium in the history of this program as we transition to new instruments, beginning at grade 4.

Part 3.1 Program Components, contact persons, and component purposes.

St	Component, contact, and purpose(s)

RI Program Component: Norm-Referenced Reading and Math
Contact(s): James Karon
Phone: 401-277-3126
Purpose(s):
Assess reading comprehension and higher order math skills.

RI Program Component: Writing
Contact(s): Tom Izzo
Phone: 401-277-3126
Purpose(s):
Assess Writing.

SC Program Component: Basic Skills Assessment Program
Contact(s): Dr. Vana Dabney
Phone: 803-734-8285
Purpose(s):
Kindergarten and grade 1 readiness, student diagnosis and placement, student promotion, high school graduation, improvement of instruction and curriculum, program evaluation, school performance reporting, school accountability, school awards or recognition, impaired district identification

SC Program Component: Norm-Referenced Program
Contact(s): Elizabeth Jones
Phone: 803-734-8266
Purpose(s):
Student diagnosis and placement, student promotion, improvement of instruction and curriculum, program evaluation, school performance reporting, accountability, school awards or recognition, impaired district identification.

SD Program Component: Achievement and Ability Testing
Contact(s): Gary Skoglund
Phone: 605-773-5229
Purpose(s):
Gives schools an opportunity to compare themselves to the state average.

SD Program Component: Career Assessment Program
Contact(s): Kim Compelin
Phone: 605-224-6287
Purpose(s):
Career Interest and Aptitude Assessment

TN Program Component: Proficiency Test
Contact(s): Fretta Bunch, Ed.D.
Phone: 615-974-5385
Purpose(s):
Graduation

Part 3.1   Program Components, contact persons, and component purposes.

St	Component, contact, and purpose(s)

TN   Program Component: TCAP Achievement Test - CRT
Contact(s): Fretta Bunch, Ed.D.
Phone: 615-974-5385
Purpose(s):
Logitudinal growth, diagnostic use, accountability.

TN   Program Component: TCAP Achievement Test - NRT
Contact(s): Fretta Bunch, Ed.D.
Phone: 615-974-5385
Purpose(s):
Longitudinal growth, diagnostic use, accountability.

TN   Program Component: Writing
Contact(s): Fretta Bunch, Ed.D.
Phone: 615-974-5385
Purpose(s):
Diagnostic use.

TX   Program Component: Texas Assessment of Academic Skills
Contact(s): Keith Cruse
Phone: 512-463-9536
Purpose(s):
Institutional Accountability

UT   Program Component: Core Curriculum Criterion-Referenced Program
Contact(s): David E. Nelson
Phone: 801-538-7810
Purpose(s):
Improve instruction. (At grades 1-6, students are tested each spring. In grades 7-12, exams are administered at end of relevant course).

UT   Program Component: Core Curriculum Performance Assessment Program
Contact(s): David E. Nelson
Phone: 801-538-7810
Purpose(s):
Improve instruction. Legislation requires the core curriculum be assessed in grades 1-12. USOE makes available performance assessments to schools. Most schools use these but these are not exact counts.

UT   Program Component: Statewide Testing Program
Contact(s): David E. Nelson
Phone: 801-538-7810
Purpose(s):
Public Accounting; Accountability

VA   Program Component: Literacy Passport Test
Contact(s): Shelley Loving-Ryder

Part 3.1   Program Components, contact persons, and component purposes.

St	Component, contact, and purpose(s)

Phone: 804-225-2102

Purpose(s):

To assure readiness for high school and the integrity of the high school diploma

VA   Program Component: Virginia State Assessment Program

Contact(s): Cameron Harris

Phone: 804-225-2102

Purpose(s):

Aid teachers and other school personnel to identify general academic areas. Compare academic achievement of Virginia's students to that of students across the nation.

VT   Program Component: Portfolio

Contact(s): Sue Rigney

Phone: 802-828-3353

Purpose(s):

Support instructional improvement and monitor student performance against benchmarks.

VT   Program Component: Uniform Assessment

Contact(s): Sue Rigney

Phone: 802-828-3353

Purpose(s):

Monitor portfolio scoring provide school level comparative data

WA   Program Component: Basic Assessment Program

Contact(s): Dr. Gordon B. Ensign, Jr.

Phone: 206-753-3449

Purpose(s):

Student reporting and school accountability

WI   Program Component: Knowledge & Concepts Component of the WSAS

Contact(s): Rajah Farah, Education Program Specialist

Phone: 608-267-9283

Purpose(s):

Knowledge and skills component of the "Wisconsin Student Assessment System" which together with performance and portfolio components is proposed to lead into 1Jth grade gateway tests.

WI   Program Component: Third Grade Reading Test (TGRT)

Contact(s): Vicki Fredrick, Education Program Specialist

Phone: 608-267-7268

Purpose(s):

Measures reading performance of all third grade students in Wisconsin. The test: identifies the reading level of individual students with respect to a statewide performance standard; provides districts with information that will help them evaluate the effectiveness of their primary reading programs; and allows school districts to compare the performance of their students with a state performance level.

WV   Program Component: Criterion-Referenced Tests

Contact(s): Karen Nicholson

Part 3.1   Program Components, contact persons, and component purposes.

St	Component, contact, and purpose(s)
	Phone: 304-558-2651
	Purpose(s):
	Assess instructional program.
WV	Program Component: Norm-Referenced Tests
	Contact(s): Karen Nicholson
	Phone: 304-558-2651
	Purpose(s):
	Assess instructional program.
WV	Program Component: Writing Assessment
	Contact(s): Karen Nicholson
	Phone: 304-558-2651
	Purpose(s):
	Assess instructional program.

Part 3.2   Number of students tested by assessment component, subject, and grade

ST	Component	Subject	Kg	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
AK	Norm-Referenced Testing	Language Arts					9000		8500		8500				
AK	Norm-Referenced Testing	Math					9000		8500		8500				
AK	Norm-Referenced Testing	Reading					9000		8500		8500				
AK	Writing	Writing						1000					1500		
AL	Alabama Basic Competency Tests	Language Arts				52499			53260			51345			
AL	Alabama Basic Competency Tests	Math				52499			53260			51345			
AL	Alabama Basic Competency Tests	Reading				52499			53260			51345			
AL	Alabama Direct Assessment of Writing	Writing						54260		54000					
AL	Differential Aptitude Test w/Career Interest	Aptitudes									51000				
AL	High School Basic Skills Exit Exam	Language Arts												42000	42000
AL	High School Basic Skills Exit Exam	Math												42000	42000
AL	High School Basic Skills Exit Exam	Reading												42000	42000
AL	Integrated Reading/Writing Assessment, Gr. 2	Reading			53451										
AL	Integrated Reading/Writing Assessment, Gr. 2	Writing			53451										
AL	Math End-of-Course Test (Algebra I and Geometry)	Geometry								30000					
AL	Math End-of-Course Test (Algebra I and Geometry)	Algebra I								35368					
AL	Stanford Achievement Test	Language Arts					52173				48125				
AL	Stanford Achievement Test	Math					52173				48125				
AL	Stanford Achievement Test	Reading					52173				48125				
AL	Stanford Achievement Test	Science					52173				48125				
AL	Stanford Achievement Test	Social Studies					52173				48125				
AR	Stanford Achievement Test	Language Arts					34000			34000			34000		
AR	Stanford Achievement Test	Math					34000			34000			34000		
AR	Stanford Achievement Test	Reading					34000			34000			34000		
AR	Stanford Achievement Test	Science					34000			34000			34000		
AR	Stanford Achievement Test	Social Studies					34000			34000			34000		
AR	Writing Assessment	Writing						3000				3000		34000	
AZ	Norm-Referenced Tests	Language Arts					51330			47821				34501	
AZ	Norm-Referenced Tests	Math					51330			47821				34501	
AZ	Norm-Referenced Tests	Reading					51330			47821				34501	
AZ	Statewide Performance-Based Assessments	Math				50903					41485				23681
AZ	Statewide Performance-Based Assessments	Reading				50903					41485				23681
AZ	Statewide Performance-Based Assessments	Writing				50903					41485				23681
CA	Career-Technical Assessment Program (C-TAP)	Industrial and Technology													1500
CA	Career-Technical Assessment Program (C-TAP)	Health Careers													2000
CA	Career-Technical Assessment Program (C-TAP)	Business Education													2300

BEST COPY AVAILABLE

Part 3.2 Number of students tested by assessment component, subject, and grade

ST	Component	Subject	Kg	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
CA	Career-Technical Assessment Program (C-TAP)	Home Economics													2500
CA	Career-Technical Assessment Program (C-TAP)	Agriculture													3300
CA	Golden State Exams	Economics													
CA	Golden State Exams	Chemistry												30500	
CA	Golden State Exams	Biology											48000		
CA	Golden State Exams	U.S. History											50000		
CA	Golden State Exams	Geometry											69000		
CA	Golden State Exams	Algebra										100000			
CA	Performance Assessments, Grades 4, 5, 8, & 10	Science						350000							
CA	Performance Assessments, Grades 4, 5, 8, & 10	Social Sciences						350000							
CA	Performance Assessments, Grades 4, 5, 8, & 10	Math					300000				300000		280000		
CA	Performance Assessments, Grades 4, 5, 8, & 10	Reading					300000				300000		280000		
CA	Performance Assessments, Grades 4, 5, 8, & 10	Writing					300000				300000		280000		
CT	Connecticut Academic Performance Test (CAPT)	Math											27548		
CT	Connecticut Academic Performance Test (CAPT)	Interdisciplinary											27617		
CT	Connecticut Academic Performance Test (CAPT)	Science											27657		
CT	Connecticut Academic Performance Test (CAPT)	Literature											27930		
CT	Connecticut Mastery Test (CMT)	Writing					34877		33138		30664				
CT	Connecticut Mastery Test (CMT)	Language Arts					35067		32940		30493				
CT	Connecticut Mastery Test (CMT)	Reading					35312		33353		31060				
CT	Connecticut Mastery Test (CMT)	Math					35457		33343		30586				
DE	Interim Assessment-Norm-Referenced Component	Math				7500		7500			7500		7500		
DE	Interim Assessment-Norm-Referenced Component	Reading				7500		7500			7500		7500		
DE	Interim Assessment-Performance-Based Component	Math				7500		7500			7500		7500		
DE	Interim Assessment-Performance-Based Component	Reading				7500		7500			7500		7500		
DE	Interim Assessment-Performance-Based Component	Writing				7500		7500			7500		7500		
FL	Florida Writing Assessment Program	Writing					160000				140000		120000		
FL	Grade Ten Assessment Test (GTAT)	Math											115000		
FL	Grade Ten Assessment Test (GTAT)	Reading											115000		
FL	High School Competency Test (HSCT)	Math												127000	
FL	High School Competency Test (HSCT)	Reading												127000	
FL	High School Competency Test (HSCT)	Writing												127000	
GA	Curriculum-Based Assessments (CBA)	Health									87000				
GA	Curriculum-Based Assessments (CBA)	Language Arts				95000		93000		87000					
GA	Curriculum-Based Assessments (CBA)	Math				95000		93000		87000					
GA	Curriculum-Based Assessments (CBA)	Science				95000		93000		37000					

BEST COPY AVAILABLE

Part 3.2   Number of students tested by assessment component, subject, and grade

ST	Component	Subject	Kg	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
GA	Curriculum-Based Assessment (CBA)	Social Studies				95000		93000			87000				
GA	High School Graduation Tests (OHSGT)	Language Arts												70000	
GA	High School Graduation Tests (OHSGT)	Math												70000	
GA	High School Graduation Tests (OHSGT)	Science												70000	
GA	High School Graduation Tests (OHSGT)	Social Studies												70000	
GA	High School Graduation Tests (OHSGT)	Writing												70000	
GA	Kindergarten Assessment Program (GKAP)	Communication	102000												
GA	Kindergarten Assessment Program (GKAP)	Logical/Math	102000												
GA	Kindergarten Assessment Program (GKAP)	Personal/Physical	102000												
GA	Kindergarten Assessment Program (GKAP)	Social	102000												
GA	Norm-Referenced Testing	Math				93000		93000			87000				
GA	Norm-Referenced Testing	Reading				93000		93000			87000				
GA	Norm-Referenced Testing (HS)	Language Arts												5000	
GA	Norm-Referenced Testing (HS)	Math												5000	
GA	Norm-Referenced Testing (HS)	Science												5000	
GA	Norm-Referenced Testing (HS)	Social Studies												5000	
GA	Writing assessment	Writing				95000		93000			87000				
HI	Credit by Examination (CbyE)	Foreign Languages									232				
HI	Credit by Examination (CbyE)	Algebra									913				
HI	Stanford Achievement Test	Language Arts							13500		12500		12500		
HI	Stanford Achievement Test	Math				13500			13500		12500		12500		
HI	Stanford Achievement Test	Reading				13500			13500		12500		12500		
HI	Test of Essential Competencies (HSTEC)	Essential Competencies											13000	4000	2500
ID	Direct Writing Assessment	Writing					17755				18843			15390	
ID	Norm-Referenced Testing	Language Arts					17755				18843			15390	
ID	Norm-Referenced Testing	Mathematics					17755				18843			15390	
ID	Norm-Referenced Testing	Reading					17755				18843			15390	
IL	Illinois Goal Assessment Program (IGAP)	Science					122000			117000				103000	
IL	Illinois Goal Assessment Program (IGAP)	Social Studies					122000			117000				103000	
IL	Illinois Goal Assessment Program (IGAP)	Math				125000			125000		115000		115000		
IL	Illinois Goal Assessment Program (IGAP)	Reading				125000			125000		115000		115000		
IL	Illinois Goal Assessment Program (IGAP)	Writing				125000			125000		115000		115000		
IN	Statewide Assessment	Science				68000			67800		64000				
IN	Statewide Assessment	Social Studies				68000			67800		64000				
IN	Statewide Assessment	Language Arts			67500	68000			67800		64000	63000			
IN	Statewide Assessment	Math			67500	68000			67800		64000	63000			

21

216

art 3.2   Number of students tested by assessment component, subject, and grade

ST	Component	Subject	Kg	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
KS	Kansas Assessment Program	Writing						28428				28516	20893		
KS	Kansas Assessment Program	Science						34976			32619			25749	
KS	Kansas Assessment Program	Math					34035			34488			27800		
KS	Kansas Assessment Program	Reading				34003				34437			27921		
KY	KIRIS Transitional Assessment	Arts & Humanities					45000								
KY	KIRIS Transitional Assessment	Math					45000				45000			45000	
KY	KIRIS Transitional Assessment	Prac. Liv./Voc. Stud.					45000				45000			45000	
KY	KIRIS Transitional Assessment	Reading					45000				45000			45000	
KY	KIRIS Transitional Assessment	Science					45000				45000			45000	
KY	KIRIS Transitional Assessment	Social Studies					45000				45000			45000	
KY	KIRIS Transitional Assessment	Writing					45000				45000			45000	
KY	Performance events	Arts & Humanities					-1				-1			-1	
KY	Performance events	Math					-1				-1			-1	
KY	Performance events	Prac. Living/Voc. Stud.					-1				-1			-1	
KY	Performance events	Science					-1				-1			-1	
KY	Performance events	Social Studies					-1				-1			-1	
KY	Portfolio Assessment	Math					45000				45000				45000
KY	Portfolio Assessment	Writing					45000				45000				45000
LA	Kindergarten Develop. Readiness Screen. Prog.	Developmental Areas	54500												
LA	LA Educational Assessment Program (LEAP)	Math				62000		59000		58000					
LA	LA Educational Assessment Program (LEAP)	Language Arts				62000		59500		58000					
LA	LA Graduation Exit Examination	Science												39000	
LA	LA Graduation Exit Examination	Social Studies												39000	
LA	LA Graduation Exit Examination	Writing												43000	
LA	LA Graduation Exit Examination	Language Arts												43500	
LA	LA Graduation Exit Examination	Math												43500	
LA	LA Statewide Norm-Referenced Testing Program	Language Arts					54000		53000						
LA	LA Statewide Norm-Referenced Testing Program	Math					54000		53000						
LA	LA Statewide Norm-Referenced Testing Program	Reading					54000		53000						
LA	LA Statewide Norm-Referenced Testing Program	Science					54000		53000						
LA	LA Statewide Norm-Referenced Testing Program	Social Studies					54000		53000						
MD	CTBS/4	Language Arts				33000		23000			14000				
MD	CTBS/4	Math				33000		23000			14000				
MD	CTBS/4	Reading				33000		23000			14000				
MD	Maryland Functional Testing Program	Citizenship									1351	24922	19051	3896	1807
MD	Maryland Functional Testing Program	Writing								20760	14213	42334	6720	2724	1436
MD	Maryland Functional Testing Program	Math								22519	18128	28082	7989	1812	1263

art 3.2   Number of students tested by assessment component, subject, and grade

ST	Component	Subject	Kg	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
MD	Maryland Functional Testing Program	Reading								41888	7248	23399	2874	1619	812
MD	Maryland School Performance Assessment Program	Language Arts				51830		50917			43818				
MD	Maryland School Performance Assessment Program	Math				52937		52283			46097				
MD	Maryland School Performance Assessment Program	Science				53240		52497			46041				
MD	Maryland School Performance Assessment Program	Social Studies				53423		52497							
MD	Maryland School Performance Assessment Program	Reading				53550		53587			48157				
MD	Maryland School Performance Assessment Program	Writing				54843		53949			47544				
ME	State Tests	Reading					16893							13256	
ME	State Tests	Writing					16893							13256	
ME	State Tests	Health					16893				15693			13256	
ME	State Tests	Humanities					16893				15693			13256	
ME	State Tests	Math					16893				15693			13256	
ME	State Tests	Science					16893				15693			13256	
ME	State Tests	Social Studies					16893				15693			13256	
MI	Elementary School Component of MEAP	Science						114812			112749				
MI	Elementary School Component of MEAP	Reading					117193			114974					
MI	Elementary School Component of MEAP	Math					117333			115086					
MI	High School Component of MEAP	Science												92271	
MI	High School Component of MEAP	Reading											102608		
MI	High School Component of MEAP	Math											102721		
MN	Minnesota Testing Program	Writing							6100			5700		5300	
MN	Minnesota Testing Program	Social Studies							8000			7300		6300	
MN	Minnesota Testing Program	English Conventions							9000						
MN	Minnesota Testing Program	Reading							10000			9100		8700	
MN	Minnesota Testing Program	Science							10000			9500		7700	
MN	Minnesota Testing Program	Visual Arts						4100			3700			3100	
MN	Minnesota Testing Program	Math						9500			6600			5000	
MN	Minnesota Testing Program	Music					4700				4700			3300	
MN	Minnesota Testing Program	Health					7200				6600			5000	
MO	Missouri Mastery and Achievement Test (MMAT)	Science				45000	45000	45000	45000	45000	45000	45000	45000		
MO	Missouri Mastery and Achievement Test (MMAT)	Social Studies				45000	45000	45000	45000	45000	45000	45000	45000		
MO	Missouri Mastery and Achievement Test (MMAT)	Language Arts			45000	45000	45000	45000	45000	45000	45000	45000	45000		
MO	Missouri Mastery and Achievement Test (MMAT)	Math			45000	45000	45000	45000	45000	45000	45000	45000	45000		
MO	Writing Assessment	Writing						6000			6000			6000	
MS	Functional Literacy Examination (FLE)	Written Communication												24625	

Number of students tested by assessment component, subject, and grade

	Component	Subject	Kg	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
S	Functional Literacy Examination (FLE)	Math												24686	
S	Functional Literacy Examination (FLE)	Reading												24692	
S	ITBS/TAP	Language Arts					38000	40000	39000	40000	35000	40000			
S	ITBS/TAP	Math					38000	40000	39000	40000	35000	40000			
S	ITBS/TAP	Reading					38000	40000	39000	40000	35000	40000			
S	Subject Area Testing Program (SATP)	Algebra I										31002			
T	Student Assessment Requirement	Language Arts					13000				13200			11500	
T	Student Assessment Requirement	Math					13000				13200			11500	
T	Student Assessment Requirement	Reading					13000				13250			11500	
T	Student Assessment Requirement	Science					13000				13200			11500	
T	Student Assessment Requirement	Social Studies					13000				13200			11500	
NC	North Carolina Testing Program	Science										80000	40000		12000
NC	North Carolina Testing Program	Algebra/Geometry									10000	65000	55000	2500	
NC	North Carolina Testing Program	Math				85000	85000	85000	85000	85000	85000				
NC	North Carolina Testing Program	Social Studies				85000	85000	85000	85000	85000	85000	80000		75000	
NC	North Carolina Testing Program	Reading				85000	85000	85000	85000	85000	85000	80000	75000		
ND	Standardized Achievement and Ability Testing	Language Arts				9500			10000		9500			8000	
ND	Standardized Achievement and Ability Testing	Math				9500			10000		9500			8000	
ND	Standardized Achievement and Ability Testing	Reading				9500			10000		9500			8000	
ND	Standardized Achievement and Ability Testing	Science				9500			10000		9500			8000	
ND	Standardized Achievement and Ability Testing	Social Studies				9500			10000		9500			8000	
NH	NH Educational Improvement and Assessment Prog.	Language Arts				15585									
NH	NH Educational Improvement and Assessment Prog.	Math				15800									
NJ	Grade 11 High School Proficiency Test	Math												65000	15000
NJ	Grade 11 High School Proficiency Test	Reading												65000	15000
NJ	Grade 11 High School Proficiency Test	Writing												65000	15000
NJ	Grade 8 Early Warning Test	Math									80000				
NJ	Grade 8 Early Warning Test	Reading									80000				
NJ	Grade 8 Early Warning Test	Writing									80000				
NM	High School Competency Examination	Writing											22000		
NM	High School Competency Examination	Language Arts											22000		
NM	High School Competency Examination	Math											22000		
NM	High School Competency Examination	Reading											22000		
NM	High School Competency Examination	Science											22000		

art 3.2   Number of students tested by assessment component, subject, and grade

ST	Component	Subject	Kg	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
NM	High School Competency Examination	Social Studies											22000		
NM	Norm-Referenced Standardized Testing Program	Math				23634		23437			20868				
NM	Norm-Referenced Standardized Testing Program	Reading				23634		23437			20868				
NM	Norm-Referenced Standardized Testing Program	Spelling				23634		23437			20868				
NM	Norm-Referenced Standardized Testing Program	Vocabulary				23634		23437			20868				
NM	Reading Assessment for Grades 1 and 2	Reading		25000	25000										
NM	Writing Assessment	Writing					23500		23500		-1				
NV	CTBS	Language Arts					16500								
NV	CTBS	Math					16500				15000				
NV	CTBS	Reading					16500				15000				
NV	High School Proficiency Examination - Writing	Writing												11500	2000
NV	High School Proficiency Examination Program	Math												11500	2500
NV	High School Proficiency Examination Program	Reading												11500	2500
NV	Writing Proficiency Examination	Writing									15000			14761	
NY	Occupational Education Proficiency Examinations	Bus Analysis/Bus Comp											2205		
NY	Occupational Education Proficiency Examinations	Health Occupations											11560		
NY	Occupational Education Proficiency Examinations	Technology											19303		
NY	Occupational Education Proficiency Examinations	Home Economics										64778			
NY	Occupational Education Proficiency Examinations	Intro to Occupations									174100	17142			
NY	Preliminary Competency Tests	Writing									176667	16824			
NY	Preliminary Competency Tests	Reading									179607				
NY	Program Evaluation Tests	Social Studies							194100						
NY	Program Evaluation Tests	Science					205474								
NY	Pupil Evaluation Program Tests	Writing						205360							
NY	Pupil Evaluation Program Tests	Reading				214673			202738						
NY	Pupil Evaluation Program Tests	Math				217059			203982						
NY	Regents Competency Tests	Reading												87650	
NY	Regents Competency Tests	Writing												99782	
NY	Regents Competency Tests	Social Studies											123204	87516	
NY	Regents Competency Tests	Science										143579			
NY	Regents Competency Tests	Math										162496			
NY	Regents Examination Programs	Foreign Languages												100720	
NY	Regents Examination Programs	English												125673	
NY	Regents Examination Programs	Social Studies											130741	115451	
NY	Regents Examination Programs	Science										79313	119338	81441	40140
NY	Regents Examination Programs	Math										157067	123127	85397	
NY	Second Language Proficiency Examinations	Foreign Languages									36093	6956			

224

Part 3.2 Number of students tested by assessment component, subject, and grade

ST	Component	Subject	Kg	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
OH	Fourth-Grade Proficiency Testing	Citizenship					125000								
OH	Fourth-Grade Proficiency Testing	Math					125000								
OH	Fourth-Grade Proficiency Testing	Reading					125000								
OH	Fourth-Grade Proficiency Testing	Writing					125000								
OH	Ninth-Grade Proficiency Testing	Citizenship									50000	127000			
OH	Ninth-Grade Proficiency Testing	Math									50000	127000			
OH	Ninth-Grade Proficiency Testing	Reading									50000	127000			
OH	Ninth-Grade Proficiency Testing	Writing									50000	127000			
OH	Norm-Referenced Achievement Tests	Language Arts							126000						
OH	Norm-Referenced Achievement Tests	Math							126000		70000				
OH	Norm-Referenced Achievement Tests	Reading							126000		70000				
OH	Twelfth-Grade Proficiency Testing	Citizenship													90000
OH	Twelfth-Grade Proficiency Testing	Math													90000
OH	Twelfth-Grade Proficiency Testing	Reading													90000
OH	Twelfth-Grade Proficiency Testing	Writing													90000
OK	Criterion-Referenced Writing Assessment	Writing						48350			47731			45278	
OK	Norm Referenced Tests	Language Arts				42639				41730					
OK	Norm Referenced Tests	Math				42639				41730					
OK	Norm Referenced Tests	Reading				42639				41730					
OK	Norm Referenced Tests	Science				42639				41730					
OK	Norm Referenced Tests	Social Studies				42639				41730					
OR	Reading and Mathematics	Math				38000		39000			37000			28000	
OR	Reading and Mathematics	Reading				38000		39000			37000			28000	
OR	Writing	Writing				38000					37000				
PA	Reading and Math Assessment	Math						135000			135000			120000	
PA	Reading and Math Assessment	Reading						135000			135000			120000	
PA	Writing Assessment	Writing							50000			50000			
RI	Health	Health					10000								
RI	Norm-Referenced Reading and Math	Math					10000				10000		10000		
RI	Norm-Referenced Reading and Math	Reading					10000				10000		10000		
RI	Writing	Writing					10000				10000				
SC	Basic Skills Assessment Program	Writing							48089		46479		38255		
SC	Basic Skills Assessment Program	Reading				47359					47143		38363		
SC	Basic Skills Assessment Program	Science				47388			48132		46509		38309		
SC	Basic Skills Assessment Program	Math				47673					47194		38175		

Part 3.2 — Number of students tested by assessment component, subject, and grade

ST	Component	Subject	Kg	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
NC	Norm-Referenced Program	Language Arts					47265	47285		48477		50233		33343	
NC	Norm-Referenced Program	Math					47265	47285		48477		50233		33343	
NC	Norm-Referenced Program	Reading					47265	47285		48477		50233		33343	
SD	Achievement and Ability Testing	Math					11400				11300			8600	
SD	Achievement and Ability Testing	Reading					11400				11300			8600	
SD	Achievement and Ability Testing	Science					11400				11300			8600	
SD	Achievement and Ability Testing	Social Studies					11400				11300			8600	
SD	Career Assessment Program	Aptitudes										10000			
SD	Career Assessment Program	Career Interest										10000			
TN	Proficiency Test	Language Arts										12110	12110	12110	12110
TN	Proficiency Test	Math										12110	12110	12110	12110
TN	TCAP Achievement Test - CRT	Language Arts			66207	64588	64702	65876	65209	65898	63322				
TN	TCAP Achievement Test - CRT	Math			66207	64588	64702	65876	65209	65898	63322				
TN	TCAP Achievement Test - NRT	Language Arts			66207	64588	64702	65876	65209	65898	63322				
TN	TCAP Achievement Test - NRT	Math			66207	64588	64702	65876	65209	65898	63322				
TN	TCAP Achievement Test - NRT	Reading			66207	64588	64702	65876	65209	65898	63322				
TN	TCAP Achievement Test - NRT	Science			66207	64588	64702	65876	65209	65898	63322				
TN	TCAP Achievement Test - NRT	Social Studies			66207	64588	64702	65876	65209	65898	63322				
TN	Writing	Writing					64800				62500			49700	
TX	Texas Assessment of Academic Skills	Social Studies									218993				
TX	Texas Assessment of Academic Skills	Science									220428				
TX	Texas Assessment of Academic Skills	Writing				219794	217166				224845		186565	18247	6382
TX	Texas Assessment of Academic Skills	Reading				219738	216775		230463	228732	221152		187618	27825	10330
TX	Texas Assessment of Academic Skills	Math				220613	217533	223363	230977	229238	221610		189072	47148	17445
UT	Core Curriculum Criterion-Referenced Program	Science		8000		8000	9000	8600	9700	13500	13500	13500	13500	13500	13500
UT	Core Curriculum Criterion-Referenced Program	Math		21000	17000	18000	18500	19000	19600	15300	15300	15300	15300	15300	15300
UT	Core Curriculum Criterion-Referenced Program	Reading		24300	25000	21000	22000	23000							
UT	Core Curriculum Performance Assessment Program	Math		-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
UT	Core Curriculum Performance Assessment Program	Reading		-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
UT	Core Curriculum Performance Assessment Program	Science		-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
UT	Core Curriculum Performance Assessment Program	Social Studies		-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
UT	Core Curriculum Performance Assessment Program	Visual Art	-1												
UT	Statewide Testing Program	Language Arts						38000			36000			30000	
UT	Statewide Testing Program	Mathematics						38000			36000			30000	
UT	Statewide Testing Program	Reading						38000			36000			30000	

22c

Part 3.2   Number of students tested by assessment component, subject, and grade

230

ST	Component	Subject	Kg	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
UT	Statewide Testing Program	Science						38000			36000			30000	
UT	Statewide Testing Program	Social Studies						38000			36000			30000	
VA	Literacy Passport Test	Writing							79605	10207		2246	1380		
VA	Literacy Passport Test	Math							79795	8459	4634	2079	1210		
VA	Literacy Passport Test	Reading							79795	10827	5619	2357	1395		
VA	Virginia State Assessment Program	Using Information												58195	
VA	Virginia State Assessment Program	Writing												58195	
VA	Virginia State Assessment Program	Social Studies					75770								
VA	Virginia State Assessment Program	Language Arts					75770				73780				
VA	Virginia State Assessment Program	Vocabulary					75770				73780				
VA	Virginia State Assessment Program	Work Study Skills					75770				73780				
VA	Virginia State Assessment Program	Math					75770				73780			58195	
VA	Virginia State Assessment Program	Reading					75770				73780			58195	
VA	Virginia State Assessment Program	Science					75770				73780			58195	
VT	Portfolio	Math					1800				1800				
VT	Portfolio	Writing					1800				1800				
VT	Uniform Assessment	Writing						8500			7500				
VT	Uniform Assessment	Math					8500				7500				
WA	Basic Assessment Program	Language Arts					70000				70000				
WA	Basic Assessment Program	Math					70000				70000			50000	
WA	Basic Assessment Program	Reading					70000				70000			50000	
WA	Basic Assessment Program	Science					70000				70000			50000	
WA	Basic Assessment Program	Social Studies					70000				70000			50000	
WI	Knowledge & Concepts Component of the WSAS	Social Studies									56596		55677		
WI	Knowledge & Concepts Component of the WSAS	Writing									56848		56059		
WI	Knowledge & Concepts Component of the WSAS	Math									57077		56100		
WI	Knowledge & Concepts Component of the WSAS	Science									57149		56245		
WI	Knowledge & Concepts Component of the WSAS	Reading									57338		56617		
WI	Knowledge & Concepts Component of the WSAS	Language Arts													
WI	Third Grade Reading Test (TGRT)	Reading				59182									
WV	Criterion-Referenced Tests	Math		25000	25000	24000	24000	26000	24000	23000					
WV	Criterion-Referenced Tests	Reading		25000	25000	24000	24000	26000	24000	23000					
WV	Criterion-Referenced Tests	Writing		25000	25000	24000	24000	26000	24000	23000					
WV	Norm-Referenced Tests	Math				24000			25000						
WV	Norm-Referenced Tests	Language Arts				24000			25000			23000		22000	

art 3.2   Number of students tested by assessment component, subject, and grade

ST	Component	Subject	Kg	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
NV	Norm-Referenced Tests	Reading				24000			25000			23000		22000	
NV	Norm-Referenced Tests	Science				24000			25000			23000		22000	
NV	Norm-Referenced Tests	Social Studies				24000			25000			23000		22000	
NV	Norm-Referenced Tests	Spelling				24000			25000			23000		22000	
NV	Norm-Referenced Tests	Study Skills				24000			25000			23000		22000	
NV	Writing Assessment	Writing									24000		23000		

Part 3.3   When was this assessment component, in basically this form, first used in schools?

ST	Program Component	Response
AK	Norm-Referenced Testing	1989-1990
AK	Writing	1989-1990
AL	Alabama Basic Competency Tests	1983-1984
AL	Alabama Direct Assessment of Writing	1992-1993
AL	Differential Aptitude Test w/Career Interest	1990-1991
AL	High School Basic Skills Exit Exam	1985
AL	Integrated Reading/Writing Assessment, Gr. 2	1991-1992
AL	Math End-of Course Test (Algebra I and Geometry)	1992-1993
AL	Stanford Achievement Test	1965
AR	Stanford Achievement Test	1980
AR	Writing Assessment	1991-92
AZ	Norm-Referenced Tests	1985
AZ	Statewide Performance-Based Assessments	1993-1994
CA	Career-Technical Assessment Program (C-TAP)	1992-1993
CA	Golden State Exams	1987
CA	Performance Assessments, Grades 4, 5, 8, & 10	1992-1993
CT	Connecticut Academic Performance Test (CAPT)	1993-1994
CT	Connecticut Mastery Test (CMT)	1985
DE	Interim Assessment-Norm-Referenced Component	1993
DE	Interim Assessment-Performance-Based Component	1993
FL	Florida Writing Assessment Program	1991-1992
FL	Grade Ten Assessment Test (GTAT)	1991-1992
FL	High School Competency Test (HSCT)	1977-1978
GA	Curriculum-Based Assessments (CBA)	1991-1992
GA	High School Graduation Tests (GHSGT)	1992-1993
GA	Kindergarten Assessment Program (GKAP)	1990-1991
GA	Norm-Referenced Testing	1971
GA	Norm-Referenced Testing (HS)	1971
GA	Writing assessment	1986-1987
HI	Credit by Examination (CbyE)	1979
HI	Stanford Achievement Test	1975-1976
HI	Test of Essential Competencies (HSTEC)	1979
ID	Direct Writing Assessment	1979
ID	Norm-Referenced Testing	1985
IL	Illinois Goal Assessment Program (IGAP)	1988-1989
IN	Statewide Assessment	1986-1987
KS	Kansas Assessment Program	1990-1991

Part 3.3 When was this assessment component, in basically this form, first used in schools?

ST	Program Component	Response
KY	KIRIS Transitional Assessment	1991-1992
KY	Performance events	1991-1992
KY	Portfolio Assessment	1991-1992
LA	Kindergarten Develop. Readiness Screen. Prog.	1987-1988
LA	LA Educational Assessment Program (LEAP)	1988-1989
LA	LA Graduation Exit Examination	1988-1989
LA	LA Statewide Norm-Referenced Testing Program	1987-1988
MD	Maryland Functional Testing Program	1981
MD	Maryland School Performance Assessment Program	1991
ME	State Tests	1985-1986
MI	Elementary School Component of MEAP	1986
MI	High School Component of MEAP	1986
MN	Minnesota Testing Program	1986-1987
MO	Missouri Mastery and Achievement Test (MMAT)	1987
MO	Writing Assessment	1989-1990
MS	Functional Literacy Examination (FLE)	1988-1989
MS	ITBS/TAP	1987-1988
MS	Subject Area Testing Program (SATP)	1990-1991
MT	Student Assessment Requirement	1992
NC	North Carolina Testing Program	1992-1993
ND	Standardized Achievement and Ability Testing	1990 (Spring)
NH	NH Educational Improvement and Assessment Prog.	1994
NJ	Grade 11 High School Proficiency Test	1993
NJ	Grade 8 Early Warning Test	1991
NM	High School Competency Examination	1987-1988
NM	Norm-Referenced Standardized Testing Program	1976-1977
NM	Reading Assessment for Grades 1 and 2	1987-1988
NM	Writing Assessment	1986-1987
NV	CTBS	1979-1980
NV	High School Proficiency Examination - Writing	1978-1979
NV	High School Proficiency Examination Program	1979-1980
NV	Writing Proficiency Examination	1979-1980
NY	Occupational Education Proficiency Examinations	1988
NY	Preliminary Competency Tests	1979
NY	Program Evaluation Tests	1987
NY	Pupil Evaluation Program Tests	1965

Part 3.3   When was this assessment component, in basically this form, first used in schools?

ST	Program Component	Response
NY	Regents Competency Tests	1979
NY	Regents Examination Programs	1865
NY	Second Language Proficiency Examinations	1989
OH	Fourth-Grade Proficiency Testing	1994-95
OH	Ninth-Grade Proficiency Testing	1990-1991
OH	Norm-Referenced Achievement Tests	1989-1990
OH	Twelfth-Grade Proficiency Testing	1993-94
OK	Criterion-Referenced Writing Assessment	1987
OK	Norm Referenced Tests	1986
OR	Reading and Mathematics	1990-1991
OR	Writing	1984-1985
PA	Reading/Math State Assessment	1991-1992
PA	Writing/State Assessment	1991-1992
RI	Health	1986
RI	Norm-Referenced Reading and Math	1986
RI	Writing	1987
SC	Basic Skills Assessment Program	1979
SC	Norm-Referenced Program	1977
SD	Achievement and Ability Testing	1985
SD	Career Assessment Program	1984-1985
TN	Proficiency Test	1981
TN	TCAP Achievement Test - CRT	1990
TN	TCAP Achievement Test - NRT	1990
TN	Writing	1991
TX	Texas Assessment of Academic Skills	1990
UT	Core Curriculum Criterion-Referenced Program	1993-1994
UT	Core Curriculum Performance Assessment Program	1993-1994
UT	Statewide Testing Program	1990-1991
VA	Literacy Passport Test	1989-90
VA	Virginia State Assessment Program	1987
VT	Portfolio	1991-1992
VT	Uniform Assessment	1991-1992
WA	Basic Assessment Program	1985
WI	Knowledge & Concepts Component of the WSAS	1992
WI	Third Grade Reading Test (TGRT)	1989
WV	Criterion-Referenced Tests	1990

Part 3.3　When was this assessment component, in basically this form, first used in schools?

ST	Program Component	Response
WV	Norm-Referenced Tests	1962
WV	Writing Assessment	1985

Part 3.4 When was this assessment component most recently substantially revised?

ST	Program Component	Response
AK	Norm-Referenced Testing	
AK	Writing	
AL	Alabama Basic Competency Tests	1989-1990
AL	Alabama Direct Assessment of Writing	1992-1993
AL	Differential Aptitude Test w/Career Interest	1990
AL	High School Basic Skills Exit Exam	1989
AL	Integrated Reading/Writing Assessment, Gr. 2	1991-1992
AL	Math End-of Course Test (Algebra I and Geometry)	1992-1993
AL	Stanford Achievement Test	1990-1991
AR	Stanford Achievement Test	1991
AR	Writing Assessment	
AZ	Norm-Referenced Tests	
AZ	Statewide Performance-Based Assessments	
CA	Career-Technical Assessment Program (C-TAP)	1993-94
CA	Golden State Exams	1994
CA	Performance Assessments, Grades 4, 5, 8, & 10	
CT	Connecticut Academic Performance Test (CAPT)	
CT	Connecticut Mastery Test (CMT)	1993-1994
DE	Interim Assessment-Norm-Referenced Component	
DE	Interim Assessment-Performance-Based Component	1994
FL	Florida Writing Assessment Program	1995-1996
FL	Grade Ten Assessment Test (GTAT)	
FL	High School Competency Test (HSCT)	1984-1985
GA	Curriculum-Based Assessments (CBA)	
GA	High School Graduation Tests (GHSGT)	
GA	Kindergarten Assessment Program (GKAP)	1993
GA	Norm-Referenced Testing	1991
GA	Norm-Referenced Testing (HS)	1991
GA	Writing assessment	
HI	Credit by Examination (CbyE)	
HI	Stanford Achievement Test	
HI	Test of Essential Competencies (HSTEC)	
ID	Direct Writing Assessment	1992
ID	Norm-Referenced Testing	
IL	Illinois Goal Assessment Program (IGAP)	1993

Part 3.4 When was this assessment component most recently substantially revised?

ST	Program Component	Response
IN	Statewide Assessment	
KS	Kansas Assessment Program	1992-1993
KY	KIRIS Transitional Assessment	1994-95
KY	Performance events	
KY	Portfolio Assessment	
LA	Kindergarten Develop. Readiness Screen. Prog.	1990
LA	LA Educational Assessment Program (LEAP)	
LA	LA Graduation Exit Examination	
LA	LA Statewide Norm-Referenced Testing Program	1993
MD	Maryland Functional Testing Program	
MD	Maryland School Performance Assessment Program	
ME	State Tests	1995
MI	Elementary School Component of MEAP	1991
MI	High School Component of MEAP	1991
MN	Minnesota Testing Program	
MO	Missouri Mastery and Achievement Test (MMAT)	1991
MO	Writing Assessment	1992
MS	Functional Literacy Examination (FLE)	
MS	ITBS/TAP	1994
MS	Subject Area Testing Program (SATP)	1995
MT	Student Assessment Requirement	
NC	North Carolina Testing Program	
ND	Standardized Achievement and Ability Testing	1990
NH	NH Educational Improvement and Assessment Prog.	continually revised
NJ	Grade 11 High School Proficiency Test	1988, the state legislature raised the standard in the graduation test from ninth to eleventh grade.
NJ	Grade 8 Early Warning Test	
NM	High School Competency Examination	1994-95
NM	Norm-Referenced Standardized Testing Program	
NM	Reading Assessment for Grades 1 and 2	
NM	Writing Assessment	
NV	CTBS	1989-1990
NV	High School Proficiency Examination - Writing	1987-1988

Part 3.4 When was this assessment component most recently substantially revised?

ST	Program Component	Response
NV	High School Proficiency Examination Program	1990-1991
NV	Writing Proficiency Examination	1989-1990
NY	Occupational Education Proficiency Examinations	
NY	Preliminary Competency Tests	
NY	Program Evaluation Tests	
NY	Pupil Evaluation Program Tests	1983
NY	Regents Competency Tests	
NY	Regents Examination Programs	1878
NY	Second Language Proficiency Examinations	
OH	Fourth-Grade Proficiency Testing	
OH	Ninth-Grade Proficiency Testing	
OH	Norm-Referenced Achievement Tests	1991-1992
OH	Twelfth-Grade Proficiency Testing	
OK	Criterion-Referenced Writing Assessment	1992-1993
OK	Norm Referenced Tests	19945-95
OR	Reading and Mathematics	
OR	Writing	1990-1991
PA	Reading/Math State Assessment	1994-1995
PA	Writing/State Assessment	1994-1995
RI	Health	1994
RI	Norm-Referenced Reading and Math	1993
RI	Writing	
SC	Basic Skills Assessment Program	
SC	Norm-Referenced Program	
SD	Achievement and Ability Testing	1988
SD	Career Assessment Program	1991
TN	Proficiency Test	
TN	TCAP Achievement Test - CRT	
TN	TCAP Achievement Test - NRT	
TN	Writing	
TX	Texas Assessment of Academic Skills	1994 - other grades added
UT	Core Curriculum Criterion-Referenced Program	Elementary Math--1994/1995 Elementary Science -- currently under revision
UT	Core Curriculum Performance Assessment Program	
UT	Statewide Testing Program	

Part 3.4 When was this assessment component most recently substantially revised?

ST	Program Component	Response
VA	Literacy Passport Test	
VA	Virginia State Assessment Program	1987
VT	Portfolio	1994
VT	Uniform Assessment	1993
WA	Basic Assessment Program	1991
WI	Knowledge & Concepts Component of the WSAS	a new form is administered and released each year
WI	Third Grade Reading Test (TGRT)	A new form is administered and released each year.
WV	Criterion-Referenced Tests	1993
WV	Norm-Referenced Tests	1990
WV	Writing Assessment	

Part 3.5 Who initially authorized the creation of this assessment component?

ST	Program Component	Response
AK	Norm-Referenced Testing	State board action
AK	Writing	SEA decision
AL	Alabama Basic Competency Tests	State board action
AL	Alabama Direct Assessment of Writing	SEA decision
AL	Differential Aptitude Test w/Career Interest	State board action
AL	High School Basic Skills Exit Exam	State board action
AL	Integrated Reading/Writing Assessment, Gr. 2	State board action
AL	Math End-of Course Test (Algebra I and Geometry)	State board action
AL	Stanford Achievement Test	SEA decision
AR	Stanford Achievement Test	Legislative mandate
AR	Writing Assessment	State board action
AZ	Norm-Referenced Tests	Legislative mandate
AZ	Statewide Performance-Based Assessments	Legislative mandate
CA	Career-Technical Assessment Program (C-TAP)	SEA decision
CA	Golden State Exams	Legislative mandate
CA	Performance Assessments, Grades 4, 5, 8, & 10	Legislative mandate
CT	Connecticut Academic Performance Test (CAPT)	Legislative mandate
CT	Connecticut Mastery Test (CMT)	Legislative mandate
DE	Interim Assessment-Norm-Referenced Component	SEA decision
DE	Interim Assessment-Performance-Based Component	State board action
FL	Florida Writing Assessment Program	Legislative mandate
FL	Grade Ten Assessment Test (GTAT)	Legislative mandate
FL	High School Competency Test (HSCT)	Legislative mandate
GA	Curriculum-Based Assessments (CBA)	Legislative mandate
GA	High School Graduation Tests (GHSGT)	Legislative mandate
GA	Kindergarten Assessment Program (GKAP)	Legislative mandate
GA	Norm-Referenced Testing	Legislative mandate
GA	Norm-Referenced Testing (HS)	Legislative mandate
GA	Writing assessment	Legislative mandate
HI	Credit by Examination (CbyE)	State board action
HI	Stanford Achievement Test	SEA decision
HI	Test of Essential Competencies (HSTEC)	State board action
ID	Direct Writing Assessment	State board action
ID	Norm-Referenced Testing	State board action
IL	Illinois Goal Assessment Program (IGAP)	Legislative mandate
IN	Statewide Assessment	Legislative mandate

Part 3.5   Who initially authorized the creation of this assessment component?

ST	Program Component	Response
KS	Kansas Assessment Program	State board action
KY	KIRIS Transitional Assessment	Legislative mandate
KY	Performance events	Legislative mandate
KY	Portfolio Assessment	Legislative mandate
LA	Kindergarten Develop. Readiness Screen. Prog.	Legislative mandate
LA	LA Educational Assessment Program (LEAP)	Legislative mandate
LA	LA Graduation Exit Examination	Legislative mandate
LA	LA Statewide Norm-Referenced Testing Program	Legislative mandate
MD	Maryland Functional Testing Program	State board action
MD	Maryland School Performance Assessment Program	State board action
ME	State Tests	Legislative mandate
MI	Elementary School Component of MEAP	Legislative mandate
MI	High School Component of MEAP	Legislative mandate
MN	Minnesota Testing Program	Legislative mandate
MO	Missouri Mastery and Achievement Test (MMAT)	Legislative mandate
MO	Writing Assessment	SEA decision
MS	Functional Literacy Examination (FLE)	Legislative mandate
MS	ITBS/TAP	Legislative mandate
MS	Subject Area Testing Program (SATP)	State board action
MT	Student Assessment Requirement	Legislative mandate
NC	North Carolina Testing Program	Legislative mandate
ND	Standardized Achievement and Ability Testing	Other
NH	NH Educational Improvement and Assessment Prog.	Other
NJ	Grade 11 High School Proficiency Test	Legislative mandate
NJ	Grade 8 Early Warning Test	Legislative mandate
NM	High School Competency Examination	Legislative mandate
NM	Norm-Referenced Standardized Testing Program	Legislative mandate
NM	Reading Assessment for Grades 1 and 2	Legislative mandate
NM	Writing Assessment	Legislative mandate
NV	CTBS	Legislative mandate
NV	High School Proficiency Examination - Writing	Legislative mandate
NV	High School Proficiency Examination Program	Legislative mandate
NV	Writing Proficiency Examination	Legislative mandate
NY	Occupational Education Proficiency Examinations	State board action

Part 3.5   Who initially authorized the creation of this assessment component?

ST	Program Component	Response
NY	Preliminary Competency Tests	State board action
NY	Program Evaluation Tests	State board action
NY	Pupil Evaluation Program Tests	State board action
NY	Regents Competency Tests	State board action
NY	Regents Examination Programs	State board action
NY	Second Language Proficiency Examinations	State board action
OH	Fourth-Grade Proficiency Testing	Legislative mandate
OH	Ninth-Grade Proficiency Testing	Legislative mandate
OH	Norm-Referenced Achievement Tests	Legislative mandate
OH	Twelfth-Grade Proficiency Testing	Legislative mandate
OK	Criterion-Referenced Writing Assessment	Legislative Mandate
OK	Norm Referenced Tests	Legislative Mandate
OR	Reading and Mathematics	Legislative mandate
OR	Writing	Legislative mandate
PA	Reading/Math State Assessment	State board action
PA	Writing/State Assessment	State board action
RI	Health	State board action
RI	Norm-Referenced Reading and Math	Legislative mandate
RI	Writing	State board action
SC	Basic Skills Assessment Program	Legislative mandate
SC	Norm-Referenced Program	Legislative mandate
SD	Achievement and Ability Testing	State board action
SD	Career Assessment Program	State board action
TN	Proficiency Test	Legislative mandate
TN	TCAP Achievement Test - CRT	State board action
TN	TCAP Achievement Test - NRT	State board action
TN	Writing	State board action
TX	Texas Assessment of Academic Skills	Legislative mandate
UT	Core Curriculum Criterion-Referenced Program	SEA decision
UT	Core Curriculum Performance Assessment Program	SEA decision
UT	Statewide Testing Program	Legislative mandate
VA	Literacy Passport Test	Legislative mandate
VA	Virginia State Assessment Program	
VT	Portfolio	State board action
VT	Uniform Assessment	State board action
WA	Basic Assessment Program	Legislative mandate

Part 3.5 Who initially authorized the creation of this assessment component?

ST	Program Component	Response
WI	Knowledge & Concepts Component of the WSAS	Legislative mandate
WI	Third Grade Reading Test (TGRT)	Legislative mandate
WV	Criterion-Referenced Tests	Legislative mandate
WV	Norm-Referenced Tests	State board action
WV	Writing Assessment	State board action

Totals by Component

Legislative mandate=61
State Board action=36
SEA decision=9
Other=2

Totals by State

Legislative mandate=31
State Board action=16
SEA decision=7
Other=2

Part 3.6 What groups were most instrumental in the process that led to the initial authorization of this assessment component?

ST	Program Component	Adm	Adv	Bus	Gov	Jud	Leg	Par	SBE	CSO	SEA	Tch	Oth
AK	Norm-Referenced Testing						Y		Y				
AK	Writing												Y
AL	Alabama Basic Competency Tests			Y					Y	Y			
AL	Alabama Direct Assessment of Writing								Y				
AL	Differential Aptitude Test w/Career Interest								Y				
AL	High School Basic Skills Exit Exam			Y						Y	Y		
AL	Integrated Reading/Writing Assessment, Gr. 2								Y				
AL	Math End-of Course Test (Algebra I and Geometry)								Y				
AL	Stanford Achievement Test								Y				
AR	Stanford Achievement Test				Y		Y		Y				
AR	Writing Assessment				Y				Y		Y		
AZ	Norm-Referenced Tests						Y						
AZ	Statewide Performance-Based Assessments	Y		Y			Y	Y	Y	Y	Y	Y	
CA	Career-Technical Assessment Program (C-TAP)	Y		Y									
CA	Golden State Exams												
CA	Performance Assessments, Grades 4, 5, 8, & 10												
CT	Connecticut Academic Performance Test (CAPT)	Y		Y			Y		Y	Y	Y		
CT	Connecticut Mastery Test (CMT)			Y			Y		Y	Y	Y		
DE	Interim Assessment-Norm-Referenced Component								Y	Y	Y		
DE	Interim Assessment-Performance-Based Component								Y	Y	Y		
FL	Florida Writing Assessment Program												
FL	Grade Ten Assessment Test (GTAT)												
FL	High School Competency Test (HSCT)						Y						
GA	Curriculum-Based Assessments (CBA)												
GA	High School Graduation Tests (GHSGT)												
GA	Kindergarten Assessment Program (GKAP)												
GA	Norm-Referenced Testing												
GA	Norm-Referenced Testing (HS)												
GA	Writing assessment												
HI	Credit by Examination (CbyE)												
HI	Stanford Achievement Test												Y
HI	Test of Essential Competencies (HSTEC)								Y				

Key: Adm=Administrative groups Jud=Judiciary CSO=Chief state school officer
      Adv=Advocacy groups Leg=Legislators SEA=State education agency
      Bus=Business groups Par=Parent groups Tea=Teacher groups
      Gov=Governor's office SBE=State board of education Oth=Other

Part 3.6 What groups were most instrumental in the process that led to the initial authorization of this assessment component?

ST	Program Component	Adm	Adv	Bus	Gov	Jud	Leg	Par	SBE	CSO	SEA	Tch	Oth
ID	Direct Writing Assessment	Y					Y	Y	Y	Y	Y	Y	
ID	Norm-Referenced Testing							Y	Y	Y	Y	Y	
IL	Illinois Goal Assessment Program (IGAP)						Y						
IN	Statewide Assessment				Y		Y		Y	Y			
KS	Kansas Assessment Program						Y		Y	Y			
KY	KIRIS Transitional Assessment		Y				Y		Y				
KY	Performance events		Y				Y		Y				
KY	Portfolio Assessment		Y		Y	Y	Y		Y				
LA	Kindergarten Develop. Readiness Screen. Prog.						Y		Y				
LA	LA Educational Assessment Program (LEAP)	Y					Y		Y				
LA	LA Graduation Exit Examination	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	
LA	LA Statewide Norm-Referenced Testing Program	Y		Y	Y		Y		Y	Y	Y	Y	
MD	CTBS/4									Y			
MD	Maryland Functional Testing Program												
MD	Maryland School Performance Assessment Program				Y		Y		Y				Y
ME	State Tests			Y	Y		Y		Y				
MI	Elementary School Component of MEAP		Y				Y		Y				
MI	High School Component of MEAP		Y				Y		Y				
MN	Minnesota Testing Program												
MO	Missouri Mastery and Achievement Test (MMAT)				Y		Y						
MO	Writing Assessment								Y			Y	
MS	Functional Literacy Examination (FLE)				Y		Y						
MS	ITBS/TAP				Y		Y						
MS	Subject Area Testing Program (SATP)								Y				Y
MT	Student Assessment Requirement						Y				Y		Y
NC	North Carolina Testing Program		Y						Y				
ND	Standardized Achievement and Ability Testing				Y		Y			Y	Y		
NH	NH Educational Improvement and Assessment Prog.			Y	Y		Y		Y	Y	Y		
NJ	Grade 11 High School Proficiency Test				Y		Y		Y				Y

Key:
Adm=Administrative groups
Adv=Advocacy groups
Bus=Business groups
Gov=Governor's office

Jud=Judiciary
Leg=Legislators
Par=Parent groups
SBE=State board of education

CSO=Chief state school officer
SEA=State education agency
Tea=Teacher groups
Oth=Other

Part 3.6   What groups were most instrumental in the process that led to the initial authorization of this assessment component?

ST	Program Component	Adm	Adv	Bus	Gov	Jud	Leg	Par	SBE	CSO	SEA	Tch	Oth
NJ	Grade 8 Early Warning Test				Y		Y		Y				Y
NM	High School Competency Examination												
NM	Norm-Referenced Standardized Testing Program												
NM	Reading Assessment for Grades 1 and 2												
NM	Writing Assessment												
NV	CTBS						Y						
NV	High School Proficiency Examination - Writing						Y						
NV	High School Proficiency Examination Program						Y						
NV	Writing Proficiency Examination						Y						
NY	Occupational Education Proficiency Examinations		Y	Y					Y				
NY	Preliminary Competency Tests		Y	Y					Y				
NY	Program Evaluation Tests		Y	Y					Y				
NY	Pupil Evaluation Program Tests			Y			Y		Y				
NY	Regents Competency Tests		Y	Y					Y				
NY	Regents Examination Programs												Y
NY	Second Language Proficiency Examinations		Y						Y				
OH	Fourth-Grade Proficiency Testing						Y		Y	Y	Y		
OH	Ninth-Grade Proficiency Testing			Y			Y		Y	Y	Y		
OH	Norm-Referenced Achievement Tests	Y					Y		Y				
OH	Twelfth-Grade Proficiency Testing			Y			Y		Y				
OK	Criterion-Referenced Writing Assessment						Y		Y				
OK	Norm Referenced Tests						Y		Y				
OR	Reading and Mathematics			Y	Y		Y		Y				
OR	Writing			Y	Y		Y		Y				
PA	Reading and Math Assessment				Y				Y				
PA	Writing Assessment				Y				Y				
RI	Health								Y				
RI	Norm-Referenced Reading and Math								Y				
RI	Writing								Y				
SC	Basic Skills Assessment Program						Y		Y				Y
SC	Norm-Referenced Program						Y		Y				Y
SD	Achievement and Ability Testing								Y				

Key: Adm=Administrative groups   Jud=Judiciary   CSO=Chief state school officer
         Adv=Advocacy groups   Leg=Legislators   SEA=State education agency
         Bus=Business groups   Par=Parent groups   Tea=Teacher groups
         Gov=Governor's office   SBE=State board of education   Oth=Other

Part 3.6 What groups were most instrumental in the process that led to the initial authorization of this assessment component?

ST	Program Component	Adm	Adv	Bus	Gov	Jud	Leg	Par	SBE	CSO	SEA	Tch	Oth
SD	Career Assessment Program								Y				
TN	Proficiency Test	Y		Y	Y		Y		Y				
TN	TCAP Achievement Test - CRT	Y		Y				Y	Y			Y	
TN	TCAP Achievement Test - NRT	Y		Y				Y	Y			Y	
TN	Writing	Y		Y			Y		Y			Y	
TX	Texas Assessment of Academic Skills	Y		Y			Y		Y	Y	Y	Y	
UT	Core Curriculum Criterion-Referenced Program	Y										Y	
UT	Core Curriculum Performance Assessment Program	Y										Y	
UT	Statewide Testing Program			Y	Y		Y						
VA	Literacy Passport Test				Y		Y		Y				
VA	Virginia State Assessment Program						Y		Y				
VT	Portfolio								Y			Y	
VT	Uniform Assessment								Y				
WA	Basic Assessment Program			Y			Y						Y
WI	Knowledge & Concepts Component of the WSAS	Y		Y	Y						Y	Y	
WI	Third Grade Reading Test (TGRT)		Y		Y		Y				Y	Y	
WV	Criterion-Referenced Tests						Y						
WV	Norm-Referenced Tests								Y				
WV	Writing Assessment								Y				
	Totals by Component	16	13	27	24	1	54	6	70	19	19	15	11
	Totals by State	10	6	15	17	1	33	4	33	12	13	9	9

Key: Adm=Administrative groups   Jud=Judiciary   CSO=Chief state school officer
Adv=Advocacy groups   Leg=Legislators   SEA=State education agency
Bus=Business groups   Par=Parent groups   Tea=Teacher groups
Gov=Governor's office   SBE=State board of education   Oth=Other

Part 3.7   What method determines which students are assessed in this component?

ST	Program Component	All Students	Students are Sampled	Voluntary for Students	Voluntary for Schools/Districts
AK	Norm-Referenced Testing	Y			
AK	Writing				Y
AL	Alabama Basic Competency Tests	Y			
AL	Alabama Direct Assessment of Writing	Y			
AL	Differential Aptitude Test w/Career Interest	Y			
AL	High School Basic Skills Exit Exam	Y			
AL	Integrated Reading/Writing Assessment, Gr. 2	Y			
AL	Math End-of Course Test (Algebra I and Geometry)	Y			
AL	Stanford Achievement Test	Y			
AR	Stanford Achievement Test	Y			
AR	Writing Assessment	Y	Y		
AZ	Norm-Referenced Tests	Y			
AZ	Statewide Performance-Based Assessments	Y			
CA	Career-Technical Assessment Program (C-TAP)				Y
CA	Golden State Exams			Y	
CA	Performance Assessments, Grades 4, 5, 8, & 10	Y			
CT	Connecticut Academic Performance Test (CAPT)	Y			
CT	Connecticut Mastery Test (CMT)	Y			
DE	Interim Assessment-Norm-Referenced Component	Y			Y
DE	Interim Assessment-Performance-Based Component	Y			
FL	Florida Writing Assessment Program	Y			
FL	Grade Ten Assessment Test (GTAT)	Y			
FL	High School Competency Test (HSCT)	Y			
GA	Curriculum-Based Assessments (CBA)	Y			
GA	High School Graduation Tests (GHSGT)	Y			
GA	Kindergarten Assessment Program (GKAP)	Y			
GA	Norm-Referenced Testing	Y			
GA	Norm-Referenced Testing (HS)		Y		
GA	Writing assessment	Y			
HI	Credit by Examination (CbyE)			Y	
HI	Stanford Achievement Test	Y			
HI	Test of Essential Competencies (HSTEC)	Y			
ID	Direct Writing Assessment	Y			
ID	Norm-Referenced Testing	Y			
IL	Illinois Goal Assessment Program (IGAP)	Y			
IN	Statewide Assessment	Y			

Part 3.7 What method determines which students are assessed in this component?

ST	Program Component	All Students	Students are Sampled	Voluntary for Students	Voluntary for Schools/Districts
KS	Kansas Assessment Program	Y			
KY	KIRIS Transitional Assessment	Y			
KY	Performance events		Y		
KY	Portfolio Assessment	Y			
LA	Kindergarten Develop. Readiness Screen. Prog.	Y			
LA	LA Educational Assessment Program (LEAP)	Y			
LA	LA Graduation Exit Examination	Y			
LA	LA Statewide Norm-Referenced Testing Program	Y			
MD	Maryland Functional Testing Program	Y			
MD	Maryland School Performance Assessment Program	Y			
ME	State Tests	Y			
MI	Elementary School Component of MEAP	Y			
MI	High School Component of MEAP	Y			
MN	Minnesota Testing Program		Y		
MO	Missouri Mastery and Achievement Test (MMAT)		Y		
MO	Writing Assessment		Y		
MS	Functional Literacy Examination (FLE)	Y			
MS	ITBS/TAP	Y			
MS	Subject Area Testing Program (SATP)	Y			
MT	Student Assessment Requirement	Y			
NC	North Carolina Testing Program	Y			
ND	Standardized Achievement and Ability Testing	Y			
NH	NH Educational Improvement and Assessment Prog.	Y			
NJ	Grade 11 High School Proficiency Test	Y			
NJ	Grade 8 Early Warning Test	Y			
NM	High School Competency Examination	Y			
NM	Norm-Referenced Standardized Testing Program	Y			
NM	Reading Assessment for Grades 1 and 2	Y			
NM	Writing Assessment	Y			
NV	CTBS	Y			
NV	High School Proficiency Examination - Writing	Y			
NV	High School Proficiency Examination Program	Y			
NV	Writing Proficiency Examination	Y			
NY	Occupational Education Proficiency Examinations			Y	

Part 3.7   What method determines which students are assessed in this component?

ST	Program Component	All Students	Students are Sampled	Voluntary for Students	Voluntary for Schools/Districts
NY	Preliminary Competency Tests	Y			
NY	Program Evaluation Tests	Y			
NY	Pupil Evaluation Program Tests	Y			
NY	Regents Competency Tests			Y	
NY	Regents Examination Programs			Y	
NY	Second Language Proficiency Examinations			Y	
OH	Fourth-Grade Proficiency Testing	Y			
OH	Ninth-Grade Proficiency Testing	Y			
OH	Norm-Referenced Achievement Tests	Y			
OH	Twelfth-Grade Proficiency Testing	Y			
OK	Criterion-Referenced Writing Assessment	Y			
OK	Norm Referenced Tests	Y			
OR	Reading and Mathematics	Y			
OR	Writing	Y			
PA	Reading/Math State Assessment	Y			
PA	Writing/State Assessment				Y
RI	Health	Y			
RI	Norm-Referenced Reading and Math	Y			
RI	Writing	Y			
SC	Basic Skills Assessment Program	Y			
SC	Norm-Referenced Program	Y			
SD	Achievement and Ability Testing	Y			
SD	Career Assessment Program	Y			
TN	Proficiency Test	Y			
TN	TCAP Achievement Test - CRT	Y			
TN	TCAP Achievement Test - NRT	Y			
TN	Writing	Y			
TX	Texas Assessment of Academic Skills	Y			
UT	Core Curriculum Criterion-Referenced Program				Y
UT	Core Curriculum Performance Assessment Program				Y
UT	Statewide Testing Program	Y			
VA	Literacy Passport Test	Y			
VA	Virginia State Assessment Program	Y			
VT	Portfolio				Y
VT	Uniform Assessment				Y
WA	Basic Assessment Program	Y			

Part 3.7   What method determines which students are assessed in this component?

ST	Program Component	All Students	Students are Sampled	Voluntary for Students	Voluntary for Schools/Districts
WI	Knowledge & Concepts Component of the WSAS	Y			
WI	Third Grade Reading Test (TGRT)	Y			
WV	Criterion-Referenced Tests	Y			
WV	Norm-Referenced Tests	Y			
WV	Writing Assessment	Y			

Totals by Component		93	6	6	8
Totals by State		42	5	3	6

Part 3.8   What test items are given to students?

ST	Program Component	Same Items	Items are Sampled	Multiple Forms	Locally Determined
AK	Norm-Referenced Testing				
AK	Writing			Y	
AL	Alabama Basic Competency Tests				
AL	Alabama Direct Assessment of Writing			Y	
AL	Differential Aptitude Test w/Career Interest				
AL	High School Basic Skills Exit Exam			Y	
AL	Integrated Reading/Writing Assessment, Gr. 2			Y	
AL	Math End-of Course Test (Algebra 1 and Geometry)			Y	
AL	Stanford Achievement Test				
AR	Stanford Achievement Test				
AR	Writing Assessment			Y	
AZ	Norm-Referenced Tests				
AZ	Statewide Performance-Based Assessments			Y	
CA	Career-Technical Assessment Program (C-TAP)				Y
CA	Golden State Exams			Y	
CA	Performance Assessments, Grades 4, 5, 8, & 10			Y	
CT	Connecticut Academic Performance Test (CAPT)				
CT	Connecticut Mastery Test (CMT)				
DE	Interim Assessment-Norm-Referenced Component				
DE	Interim Assessment-Performance-Based Component				
FL	Florida Writing Assessment Program			Y	
FL	Grade Ten Assessment Test (GTAT)				
FL	High School Competency Test (HSCT)			Y	
GA	Curriculum-Based Assessments (CBA)	Y	Y		
GA	High School Graduation Tests (GHSGT)			Y	
GA	Kindergarten Assessment Program (GKAP)				
GA	Norm-Referenced Testing				
GA	Norm-Referenced Testing (HS)	Y	Y		
GA	Writing assessment			Y	
HI	Credit by Examination (CbyE)				
HI	Stanford Achievement Test				
HI	Test of Essential Competencies (HSTEC)				
ID	Direct Writing Assessment				
ID	Norm-Referenced Testing				
IL	Illinois Goal Assessment Program (IGAP)				
IN	Statewide Assessment	Y	Y		
KS	Kansas Assessment Program				
KY	KIRIS Transitional Assessment	Y	Y	Y	

Part 3.8   What test items are given to students?

ST	Program Component	Same Items	Items are Sampled	Multiple Forms	Locally Determined
KY	Performance events	Y	Y		
KY	Portfolio Assessment			Y	
LA	Kindergarten Develop. Readiness Screen. Prog.				Y
LA	LA Educational Assessment Program (LEAP)				
LA	LA Graduation Exit Examination				
LA	LA Statewide Norm-Referenced Testing Program				
MD	Maryland Functional Testing Program				
MD	Maryland School Performance Assessment Program			Y	
ME	State Tests	Y	Y		
MI	Elementary School Component of MEAP				
MI	High School Component of MEAP				
MN	Minnesota Testing Program	Y	Y		
MO	Missouri Mastery and Achievement Test (MMAT)			Y	
MO	Writing Assessment				
MS	Functional Literacy Examination (FLE)				
MS	ITBS/TAP				
MS	Subject Area Testing Program (SATP)				
MT	Student Assessment Requirement				
NC	North Carolina Testing Program			Y	
ND	Standardized Achievement and Ability Testing				
NH	NH Educational Improvement and Assessment Prog.			Y	
NJ	Grade 11 High School Proficiency Test				
NJ	Grade 8 Early Warning Test				
NM	High School Competency Examination				
NM	Norm-Referenced Standardized Testing Program				
NM	Reading Assessment for Grades 1 and 2				Y
NM	Writing Assessment				
NV	CTBS				
NV	High School Proficiency Examination - Writing				
NV	High School Proficiency Examination Program			Y	
NV	Writing Proficiency Examination				
NY	Occupational Education Proficiency Examinations				
NY	Preliminary Competency Tests				
NY	Program Evaluation Tests				
NY	Pupil Evaluation Program Tests				
NY	Regents Competency Tests				
NY	Regents Examination Programs				
NY	Second Language Proficiency Examinations				

254

Part 3.8   What test items are given to students?

ST	Program Component	Same Items	Items are Sampled	Multiple Forms	Locally Determined
OH	Fourth-Grade Proficiency Testing				
OH	Ninth-Grade Proficiency Testing				
OH	Norm-Referenced Achievement Tests				Y
OH	Twelfth-Grade Proficiency Testing				
OK	Criterion-Referenced Writing Assessment				
OK	Norm Referenced Tests				
OR	Reading and Mathematics			Y	
OR	Writing			Y	
PA	Reading/Math State Assessment			Y	
PA	Writing/State Assessment			Y	
RI	Health			Y	
RI	Norm-Referenced Reading and Math				
RI	Writing				
SC	Basic Skills Assessment Program				
SC	Norm-Referenced Program				
SD	Achievement and Ability Testing				
SD	Career Assessment Program				
TN	Proficiency Test			Y	
TN	TCAP Achievement Test - CRT				
TN	TCAP Achievement Test - NRT				
TN	Writing				
TX	Texas Assessment of Academic Skills				
UT	Core Curriculum Criterion-Referenced Program				Y
UT	Core Curriculum Performance Assessment Program				Y
UT	Statewide Testing Program				
VA	Literacy Passport Test			Y	
VA	Virginia State Assessment Program				
VT	Portfolio				Y
VT	Uniform Assessment			Y	
WA	Basic Assessment Program				
WI	Knowledge & Concepts Component of the WSAS				
WI	Third Grade Reading Test (TGRT)				
WV	Criterion-Referenced Tests				
WV	Norm-Referenced Tests				
WV	Writing Assessment				
	Totals by Component	71	7	28	7
	Totals by State	35	5	19	6

Part 3.9   What types of tests or assessments are used?

ST	Program Component	Norm-Referenced Test	Criterion-Referenced Test	Performance Testing	Portfolio Assessment	Writing Samples	Other
AK	Norm-Referenced Testing	Y					
AK	Writing					Y	
AL	Alabama Basic Competency Tests		Y				
AL	Alabama Direct Assessment of Writing					Y	
AL	Differential Aptitude Test w/Career Interest	Y					
AL	High School Basic Skills Exit Exam		Y				
AL	Integrated Reading/Writing Assessment, Gr. 2					Y	
AL	Math End-of-Course Test (Algebra I and Geometry)		Y				
AL	Stanford Achievement Test	Y					
AR	Stanford Achievement Test	Y					
AR	Writing Assessment	Y				Y	
AZ	Norm-Referenced Tests	Y					
AZ	Statewide Performance-Based Assessments			Y		Y	
CA	Career-Technical Assessment Program (C-TAP)			Y	Y	Y	Y
CA	Golden State Exams	Y	Y	Y	Y	Y	Y
CA	Performance Assessments, Grades 4, 5, 8, & 10			Y	Y	Y	Y
CT	Connecticut Academic Performance Test (CAPT)		Y	Y		Y	
CT	Connecticut Mastery Test (CMT)		Y	Y		Y	
DE	Interim Assessment-Norm-Referenced Component	Y					
DE	Interim Assessment-Performance-Based Component			Y		Y	
FL	Florida Writing Assessment Program					Y	
FL	Grade Ten Assessment Test (GTAT)	Y					
FL	High School Competency Test (HSCT)		Y				
GA	Curriculum-Based Assessments (CBA)		Y				Y
GA	High School Graduation Tests (GHSGT)		Y				Y
GA	Kindergarten Assessment Program (GKAP)		Y	Y			Y
GA	Norm-Referenced Testing	Y					
GA	Norm-Referenced Testing (HS)	Y					
GA	Writing assessment				Y	Y	
HI	Credit by Examination (CbyE)		Y				
HI	Stanford Achievement Test	Y					
HI	Test of Essential Competencies (HSTEC)		Y				
ID	Direct Writing Assessment					Y	
ID	Norm-Referenced Testing	Y					
IL	Illinois Goal Assessment Program (IGAP)	Y	Y	Y		Y	
IN	Statewide Assessment	Y	Y				
KS	Kansas Assessment Program	Y		Y		Y	

     256

Part 3.9   What types of tests or assessments are used?

ST	Program Component	Norm-Referenced Test	Criterion-Referenced Test	Performance Testing	Portfolio Assessment	Writing Samples	Other
KY	KIRIS Transitional Assessment			Y	Y	Y	Y
KY	Performance events			Y			
KY	Portfolio Assessment				Y		
LA	Kindergarten Develop. Readiness Screen. Prog.	Y		Y			
LA	LA Educational Assessment Program (LEAP)		Y			Y	
LA	LA Graduation Exit Examination		Y			Y	
LA	LA Statewide Norm-Referenced Testing Program	Y					
MD	CTBS/4	Y					
MD	Maryland Functional Testing Program		Y			Y	
MD	Maryland School Performance Assessment Program		Y	Y		Y	
ME	State Tests				Y	Y	Y
MI	Elementary School Component of MEAP		Y				
MI	High School Component of MEAP		Y				
MN	Minnesota Testing Program		Y	Y		Y	
MO	Missouri Mastery and Achievement Test (MMAT)		Y				
MO	Writing Assessment					Y	
MS	Functional Literacy Examination (FLE)		Y			Y	
MS	ITBS/TAP	Y		Y			
MS	Subject Area Testing Program (SATP)		Y	Y			
MT	Student Assessment Requirement	Y					
NC	North Carolina Testing Program		Y			Y	Y
ND	Standardized Achievement and Ability Testing	Y					
NH	NH Educational Improvement and Assessment Prog.		Y			Y	Y
NJ	Grade 11 High School Proficiency Test		Y	Y		Y	Y
NJ	Grade 8 Early Warning Test		Y	Y		Y	Y
NM	High School Competency Examination		Y			Y	
NM	Norm-Referenced Standardized Testing Program	Y					
NM	Reading Assessment for Grades 1 and 2	Y	Y	Y	Y	Y	Y
NM	Writing Assessment				Y	Y	
NV	CTBS	Y					
NV	High School Proficiency Examination - Writing					Y	
NV	High School Proficiency Examination Program	Y					
NV	Writing Proficiency Examination					Y	
NY	Occupational Education Proficiency Examinations		Y				Y
NY	Preliminary Competency Tests		Y	Y		Y	Y
NY	Program Evaluation Tests		Y	Y			Y

Part 3.9 What types of tests or assessments are used?

ST	Program Component	Norm-Referenced Test	Criterion-Referenced Test	Performance Testing	Portfolio Assessment	Writing Samples	Other
NY	Pupil Evaluation Program Tests		Y	Y		Y	Y
NY	Regents Competency Tests		Y			Y	Y
NY	Regents Examination Programs		Y	Y		Y	Y
NY	Second Language Proficiency Examinations		Y	Y		Y	
OH	Fourth-Grade Proficiency Testing		Y	Y		Y	
OH	Ninth-Grade Proficiency Testing		Y			Y	
OH	Norm-Referenced Achievement Tests	Y					
OH	Twelfth-Grade Proficiency Testing		Y			Y	Y
OK	Criterion-Referenced Writing Assessment			Y		Y	
OK	Norm Referenced Tests	Y					
OR	Reading and Mathematics		Y				
OR	Writing					Y	
PA	Reading and Math Assessment		Y	Y			
PA	Writing Assessment					Y	
RI	Health			Y			
RI	Norm-Referenced Reading and Math	Y					
RI	Writing					Y	
SC	Basic Skills Assessment Program		Y	Y		Y	
SC	Norm-Referenced Program	Y					
SD	Achievement and Ability Testing	Y					
SD	Career Assessment Program	Y					
TN	Proficiency Test		Y				
TN	TCAP Achievement Test - CRT		Y				
TN	TCAP Achievement Test - NRT	Y					
TN	Writing			Y		Y	
TX	Texas Assessment of Academic Skills		Y			Y	Y
UT	Core Curriculum Criterion-Referenced Program		Y				
UT	Core Curriculum Performance Assessment Program			Y		Y	
UT	Statewide Testing Program	Y					
VA	Literacy Passport Test		Y			Y	Y
VA	Virginia State Assessment Program	Y					
VT	Portfolio				Y		
VT	Uniform Assessment		Y	Y		Y	
WA	Basic Assessment Program	Y	Y				
WI	Knowledge & Concepts Component of the WSAS	Y				Y	
WI	Third Grade Reading Test (TGRT)		Y				

Part 3.9   What types of tests or assessments are used?

ST	Program Component	Norm-Referenced Test	Criterion-Referenced Test	Performance Testing	Portfolio Assessment	Writing Samples	Other
WV	Criterion-Referenced Tests		Y	Y		Y	
WV	Norm-Referenced Tests	Y					
WV	Writing Assessment					Y	
	Totals by Component	38	52	34	10	55	22
	Totals by State	31	31	24	6	38	12

Part 3.10   Are the tests normed? If yes, what norms are used to report scores?

ST	Program Component	Normed?	National	State	Regional	Local	Categorical
AK	Norm-Referenced Testing	Yes	Y				
AK	Writing	No					
AL	Alabama Basic Competency Tests	No					
AL	Alabama Direct Assessment of Writing	No					
AL	Differential Aptitude Test w/Career Interest	Yes	Y				
AL	High School Basic Skills Exit Exam	No					
AL	Integrated Reading/Writing Assessment, Gr. 2	No					
AL	Math End-of Course Test (Algebra I and Geometry)	No					
AL	Stanford Achievement Test	Yes	Y	Y			
AR	Stanford Achievement Test	Yes	Y	Y	Y		
AR	Writing Assessment	No					
AZ	Norm-Referenced Tests	Yes	Y				
AZ	Statewide Performance-Based Assessments	No					
CA	Career-Technical Assessment Program (C-TAP)	No					
CA	Golden State Exams	No					
CA	Performance Assessments, Grades 4, 5, 8, & 10	Yes		Y			
CT	Connecticut Academic Performance Test (CAPT)	No					
CT	Connecticut Mastery Test (CMT)	No					
DE	Interim Assessment-Norm-Referenced Component	Yes	Y	Y			
DE	Interim Assessment-Performance-Based Component	No					
FL	Florida Writing Assessment Program	No					
FL	Grade Ten Assessment Test (GTAT)	Yes	Y				
FL	High School Competency Test (HSCT)	No					
GA	Curriculum-Based Assessments (CBA)	No					
GA	High School Graduation Tests (GHSGT)	No					
GA	Kindergarten Assessment Program (GKAP)	No					
GA	Norm-Referenced Testing	Yes	Y				
GA	Norm-Referenced Testing (HS)	Yes	Y				
GA	Writing assessment	No					
HI	Credit by Examination (CbyE)	No					
HI	Stanford Achievement Test	Yes	Y	Y			
HI	Test of Essential Competencies (HSTEC)	No					
ID	Direct Writing Assessment	No					
ID	Norm-Referenced Testing	Yes	Y	Y			
IL	Illinois Goal Assessment Program (IGAP)	Yes	Y	Y			
IN	Statewide Assessment	Yes	Y				
KS	Kansas Assessment Program	No					

Part 3.10 Are the tests normed? If yes, what norms are used to report scores?

ST	Program Component	Normed?	National	State	Regional	Local	Categorical
KY	KIRIS Transitional Assessment	Yes		Y			
KY	Performance events	Yes		Y			
KY	Portfolio Assessment	No					
LA	Kindergarten Develop. Readiness Screen. Prog.	Yes	Y				
LA	LA Educational Assessment Program (LEAP)	Yes		Y			
LA	LA Graduation Exit Examination	Yes		Y			
LA	LA Statewide Norm-Referenced Testing Program	Yes	Y	Y			
MD	CTBS/4	Yes	Y				
MD	Maryland Functional Testing Program	No					
MD	Maryland School Performance Assessment Program	No					
ME	State Tests	Yes		Y			
MI	Elementary School Component of MEAP	No					
MI	High School Component of MEAP	No					
MN	Minnesota Testing Program	Yes		Y	Y	Y	
MO	Missouri Mastery and Achievement Test (MMAT)	Yes		Y			
MO	Writing Assessment	No					
MS	Functional Literacy Examination (FLE)	Yes		Y			
MS	ITBS/TAP	Yes	Y				
MS	Subject Area Testing Program (SATP)	Yes		Y			
MT	Student Assessment Requirement	Yes	Y				
NC	North Carolina Testing Program	Yes		Y			
ND	Standardized Achievement and Ability Testing	Yes	Y				
NH	NH Educational Improvement and Assessment Prog.	No					
NJ	Grade 11 High School Proficiency Test	No					
NJ	Grade 8 Early Warning Test	No					
NM	High School Competency Examination	No					
NM	Norm-Referenced Standardized Testing Program	Yes	Y				
NM	Reading Assessment for Grades 1 and 2	No					
NM	Writing Assessment	No					
NV	CTBS	Yes	Y				
NV	High School Proficiency Examination - Writing	No					
NV	High School Proficiency Examination Program	Yes		Y			
NV	Writing Proficiency Examination	No					
NY	Occupational Education Proficiency Examinations	No					
NY	Preliminary Competency Tests	No					
NY	Program Evaluation Tests	No					

Part 3.10 Are the tests normed? If yes, what norms are used to report scores?

ST	Program Component	Normed?	National	State	Regional	Local	Categorical
NY	Pupil Evaluation Program Tests	No					
NY	Regents Competency Tests	No					
NY	Regents Examination Programs	No					
NY	Second Language Proficiency Examinations	No					
OH	Fourth-Grade Proficiency Testing	No					
OH	Ninth-Grade Proficiency Testing	No					
OH	Norm-Referenced Achievement Tests	Yes	Y	Y			Y
OH	Twelfth-Grade Proficiency Testing	No					
OK	Criterion-Referenced Writing Assessment	No					
OK	Norm Referenced Tests	Yes	Y	Y		Y	
OR	Reading and Mathematics	Yes	Y	Y			
OR	Writing	No					
PA	Reading and Math Assessment	Yes		Y			
PA	Writing Assessment	Yes		Y			
RI	Health	Yes		Y			
RI	Norm-Referenced Reading and Math	Yes	Y				
RI	Writing	Yes		Y			
SC	Basic Skills Assessment Program	No					
SC	Norm-Referenced Program	Yes	Y	Y			
SD	Achievement and Ability Testing	Yes	Y	Y			
SD	Career Assessment Program	Yes	Y				
TN	Proficiency Test	No					
TN	TCAP Achievement Test - CRT	No					
TN	TCAP Achievement Test - NRT	Yes	Y				
TN	Writing	No					
TX	Texas Assessment of Academic Skills	No					
UT	Core Curriculum Criterion-Referenced Program	No					
UT	Core Curriculum Performance Assessment Program	No					
UT	Statewide Testing Program	Yes	Y	Y			
VA	Literacy Passport Test	No					
VA	Virginia State Assessment Program	Yes	Y				
VT	Portfolio	Yes		Y			
VT	Uniform Assessment	Yes		Y			
WA	Basic Assessment Program	Yes	Y	Y	Y	Y	Y
WI	Knowledge & Concepts Component of the WSAS	Yes	Y	Y		Y	
WI	Third Grade Reading Test (TGRT)	No					

Part ∴.10   Are the tests normed? If yes, what norms are used to report scores?

ST	Program Component	Normed?	National	State	Regional	Local	Categorical
WV	Criterion-Referenced Tests	No					
WV	Norm-Referenced Tests	Yes	Y				
WV	Writing Assessment	No					

Totals by Component	Yes=52 No=60	34	33	3	4	2
Totals by State	Yes=38 No=30	30	25	4	4	2

Part 3.11 Does the state report, or require districts or schools to report the assessment results separately for LEP students or students with IEPs?

ST	Program Component	IEP	LEP
AK	Norm-Referenced Testing	Local option	Local option
AK	Writing	No	No
AL	Alabama Basic Competency Tests	Yes	Yes
AL	Alabama Direct Assessment of Writing	No	No
AL	Differential Aptitude Test w/Career Interest	No	No
AL	High School Basic Skills Exit Exam	Yes	Yes
AL	Integrated Reading/Writing Assessment, Gr. 2	No	No
AL	Math End-of-Course Test (Algebra I and Geometry)	Yes	Yes
AL	Stanford Achievement Test	No	No
AR	Stanford Achievement Test	Local option	
AR	Writing Assessment	No	No
AZ	Norm-Referenced Tests	Yes	Yes
AZ	Statewide Performance-Based Assessments	Yes	Yes
CA	Career-Technical Assessment Program (C-TAP)	No	No
CA	Golden State Exams		
CA	Performance Assessments, Grades 4, 5, 8, & 10	Yes	Yes
CT	Connecticut Academic Performance Test (CAPT)	No	No
CT	Connecticut Mastery Test (CMT)	No	No
DE	Interim Assessment-Norm-Referenced Component	No	No
DE	Interim Assessment-Performance-Based Component	No	No
FL	Florida Writing Assessment Program	No	No
FL	Grade Ten Assessment Test (GTAT)	No	No
FL	High School Competency Test (HSCT)	No	No
GA	Curriculum-Based Assessments (CBA)	No	No
GA	High School Graduation Tests (GHSGT)		
GA	Kindergarten Assessment Program (GKAP)	No	No
GA	Norm-Referenced Testing	No	No
GA	Norm-Referenced Testing (HS)	No	No
GA	Writing assessment	No	No
HI	Credit by Examination (CbyE)	No	No
HI	Stanford Achievement Test	No	No
HI	Test of Essential Competencies (HSTEC)	No	No
ID	Direct Writing Assessment	No	No
ID	Norm-Referenced Testing	No	No
IL	Illinois Goal Assessment Program (IGAP)	No	No
IN	Statewide Assessment	Local option	Local option

20·1

Part 3.11   Does the state report, or require districts or schools to report the assessment results separately for LEP students or students with IEPs?

ST	Program Component	IEP	LEP
KS	Kansas Assessment Program	No	No
KY	KIRIS Transitional Assessment	No	No
KY	Performance events	No	No
KY	Portfolio Assessment	No	No
LA	Kindergarten Develop. Readiness Screen. Prog.	No	No
LA	LA Educational Assessment Program (LEAP)	Yes	Yes
LA	LA Graduation Exit Examination	Yes	Yes
LA	LA Statewide Norm-Referenced Testing Program	No	No
MD	CTBS/4	No	No
MD	Maryland Functional Testing Program	Local option	Local option
MD	Maryland School Performance Assessment Program	No	No
ME	State Tests		
MI	Elementary School Component of MEAP	Local option	Local option
MI	High School Component of MEAP	Local option	Local option
MN	Minnesota Testing Program		
MO	Missouri Mastery and Achievement Test (MMAT)	No	No
MO	Writing Assessment	No	No
MS	Functional Literacy Examination (FLE)	No	No
MS	ITBS/TAP	No	No
MS	Subject Area Testing Program (SATP)	Yes	Yes
MT	Student Assessment Requirement	No	No
NC	North Carolina Testing Program	Yes	Yes
ND	Standardized Achievement and Ability Testing	No	No
NH	NH Educational Improvement and Assessment Prog.	Yes	Yes
NJ	Grade 11 High School Proficiency Test	Yes	Yes
NJ	Grade 8 Early Warning Test	Yes	Yes
NM	High School Competency Examination	Yes	Yes
NM	Norm-Referenced Standardized Testing Program	No	No
NM	Reading Assessment for Grades 1 and 2	No	No
NM	Writing Assessment	Yes	Yes
NV	CTBS	No	No
NV	High School Proficiency Examination - Writing	No	No
NV	High School Proficiency Examination Program	No	No
NV	Writing Proficiency Examination	No	No

Part 3.11 Does the state report, or require districts or schools to report the assessment results separately for LEP students or students with IEPs?

ST	Program Component	IEP	LEP
NY	Occupational Education Proficiency Examinations	Yes	Yes
NY	Preliminary Competency Tests	Yes	Yes
NY	Program Evaluation Tests	Yes	Yes
NY	Pupil Evaluation Program Tests	Yes	Yes
NY	Regents Competency Tests	Yes	Yes
NY	Regents Examination Programs	No	No
NY	Second Language Proficiency Examinations	Yes	Yes
OH	Fourth-Grade Proficiency Testing	Yes	Yes
OH	Ninth-Grade Proficiency Testing	Yes	Yes
OH	Norm-Referenced Achievement Tests	Local option	Local option
OH	Twelfth-Grade Proficiency Testing	Yes	Yes
OK	Criterion-Referenced Writing Assessment	No	No
OK	Norm Referenced Tests	No	No
OR	Reading and Mathematics	No	No
OR	Writing	No	No
PA	Reading and Math Assessment	No	No
PA	Writing Assessment	No	No
RI	Health	No	No
RI	Norm-Referenced Reading and Math	Yes	Yes
RI	Writing	Yes	Yes
SC	Basic Skills Assessment Program	No	No
SC	Norm-Referenced Program	No	No
SD	Achievement and Ability Testing	No	No
SD	Career Assessment Program	No	No
TN	Proficiency Test	Yes	Yes
TN	TCAP Achievement Test - CRT	Yes	Yes
TN	TCAP Achievement Test - NRT	Yes	Yes
TN	Writing	Yes	Yes
TX	Texas Assessment of Academic Skills	Yes	Yes
UT	Core Curriculum Criterion-Referenced Program	No	No
UT	Core Curriculum Performance Assessment Program	No	No
UT	Statewide Testing Program		
VA	Literacy Passport Test	Yes	Yes
VA	Virginia State Assessment Program	No	No
VT	Portfolio	No	No
VT	Uniform Assessment	No	No

Part 3.11 Does the state report, or require districts or schools to report the assessment results separately for LEP students or students with IEPs?

ST	Program Component	IEP	LEP
WA	Basic Assessment Program	Local option	Local option
WI	Knowledge & Concepts Component of the WSAS	No	No
WI	Third Grade Reading Test (TGRT)	Yes	No
WV	Criterion-Referenced Tests	No	No
WV	Norm-Referenced Tests	No	No
WV	Writing Assessment	No	No

Totals by Component
Yes=33   Yes=32
Local option=9   Local option=8
No=66   No=67

Totals by State
Yes=16   Yes=15
Local option=8   Local option=7
No=33   No=33

Part 3.12A Does this component include commercial assessment instruments? If yes, what kind are they?

ST	Program Component	Yes/No	Off-the-Shelf	Customized off-the-Shelf	Commercial Item Banks	Custom Developed
AK	Norm-Referenced Testing	Yes	Y			
AK	Writing	No				
AL	Alabama Basic Competency Tests	No				
AL	Alabama Direct Assessment of Writing	No				
AL	Differential Aptitude Test w/Career Interest	Yes	Y			
AL	High School Basic Skills Exit Exam	No				
AL	Integrated Reading/Writing Assessment, Gr. 2	No				
AL	Math End-of Course Test (Algebra I and Geometry)	No				
AL	Stanford Achievement Test	Yes	Y			
AR	Stanford Achievement Test	No				
AR	Writing Assessment	No				
AZ	Norm-Referenced Tests	Yes		Y		
AZ	Statewide Performance-Based Assessments	Yes				Y
CA	Career-Technical Assessment Program (C-TAP)	No				
CA	Golden State Exams	No				
CA	Performance Assessments, Grades 4, 5, 8, & 10	No				
CT	Connecticut Academic Performance Test (CAPT)	No				
CT	Connecticut Mastery Test (CMT)	Yes		Y		
DE	Interim Assessment-Norm-Referenced Component	Yes	Y			
DE	Interim Assessment-Performance-Based Component	Yes		Y		
FL	Florida Writing Assessment Program	No				
FL	Grade Ten Assessment Test (GTAT)	Yes				Y
FL	High School Competency Test (HSCT)	No				
GA	Curriculum-Based Assessments (CBA)	No				
GA	High School Graduation Tests (GHSGT)	No				
GA	Kindergarten Assessment Program (GKAP)	No				
GA	Norm-Referenced Testing	Yes	Y			
GA	Norm-Referenced Testing (HS)	Yes	Y			
GA	Writing assessment	No				
HI	Credit by Examination (CbyE)	No				
HI	Stanford Achievement Test	Yes	Y			
HI	Test of Essential Competencies (HSTEC)	No				
ID	Direct Writing Assessment	No				
ID	Norm-Referenced Testing	Yes	Y			
IL	Illinois Goal Assessment Program (IGAP)	No				
IN	Statewide Assessment	Yes		Y		

Part 3.12A Does this component include commercial assessment instruments? If yes, what kind are they?

ST	Program Component	Yes/No	Off-the-Shelf	Customized off-the-Shelf	Commercial Item Banks	Custom Developed
KS	Kansas Assessment Program	Yes				Y
KY	KIRIS Transitional Assessment	Yes				Y
KY	Performance events	Yes				Y
KY	Portfolio Assessment	Yes				Y
LA	Kindergarten Develop. Readiness Screen. Prog.	Yes	Y			
LA	LA Educational Assessment Program (LEAP)	No				
LA	LA Graduation Exit Examination	No				
LA	LA Statewide Norm-Referenced Testing Program	Yes	Y			
MD	Maryland Functional Testing Program	No				
MD	Maryland School Performance Assessment Program	No				
ME	State Tests	No				
MI	Elementary School Component of MEAP	No				
MI	High School Component of MEAP	No				
MN	Minnesota Testing Program	No				
MO	Missouri Mastery and Achievement Test (MMAT)	No				
MO	Writing Assessment	No				
MS	Functional Literacy Examination (FLE)	No				
MS	ITBS/TAP	Yes	Y			
MS	Subject Area Testing Program (SATP)	No				
MT	Student Assessment Requirement	Yes	Y			
NC	North Carolina Testing Program	No				
NL	Standardized Achievement and Ability Testing	Yes	Y			
NH	NH Educational Improvement and Assessment Prog.	No				
NJ	Grade 11 High School Proficiency Test	No				
NJ	Grade 8 Early Warning Test	No				
NM	High School Competency Examination	No				
NM	Norm-Referenced Standardized Testing Program	Yes	Y			
NM	Reading Assessment for Grades 1 and 2					
NM	Writing Assessment	No				
NV	CTBS	Yes	Y			Y
NV	High School Proficiency Examination - Writing	No				
NV	High School Proficiency Examination Program	No				
NV	Writing Proficiency Examination	Yes		Y		

Part 3.12A   Does this component include commercial assessment instruments?
If yes, what kind are they?

ST	Program Component	Yes/No	Off-the-Shelf	Customized off-the-Shelf	Commercial Item Banks	Custom Developed
NY	Occupational Education Proficiency Examinations	No				
NY	Preliminary Competency Tests	Yes				Y
NY	Program Evaluation Tests	No				
NY	Pupil Evaluation Program Tests	Yes				Y
NY	Regents Competency Tests	Yes				Y
NY	Regents Examination Programs	No				
NY	Second Language Proficiency Examinations	No				
OH	Fourth-Grade Proficiency Testing	No				
OH	Ninth-Grade Proficiency Testing	No				
OH	Norm-Referenced Achievement Tests	Yes	Y			
OH	Twelfth-Grade Proficiency Testing	No				
OK	Criterion-Referenced Writing Assessment	Yes	Y			
OK	Norm Referenced Tests	Yes	Y			
OR	Reading and Mathematics	No				
OR	Writing	No				
PA	Reading/Math State Assessment	No				
PA	Writing/State Assessment	No				
RI	Health	No				
RI	Norm-Referenced Reading and Math	Yes	Y			
RI	Writing	No				
SC	Basic Skills Assessment Program	No				
SC	Norm-Referenced Program	Yes	Y			
SD	Achievement and Ability Testing	Yes	Y			
SD	Career Assessment Program	Yes	Y			
TN	Proficiency Test	No				
TN	TCAP Achievement Test - CRT	Yes			Y	Y
TN	TCAP Achievement Test - NRT	Yes		Y		
TN	Writing	No				
TX	Texas Assessment of Academic Skills	No				
UT	Core Curriculum Criterion-Referenced Program	No				
UT	Core Curriculum Performance Assessment Program	No				
UT	Statewide Testing Program	Yes	Y			
VA	Literacy Passport Test	Yes		Y		
VA	Virginia State Assessment Program	Yes	Y			
VT	Portfolio	No				
VT	Uniform Assessment	Yes				Y

Part 3.12A Does this component include commercial assessment instruments?
If yes, what kind are they?

ST	Program Component	Yes/No	Off-the-Shelf	Customized off-the-Shelf	Commercial Item Banks	Custom Developed
WA	Basic Assessment Program	Yes	Y	Y		
WI	Knowledge & Concepts Component of the WSAS	Yes		Y		
WI	Third Grade Reading Test (TGRT)	No				
WV	Criterion-Referenced Tests	No				
WV	Norm-Referenced Tests	Yes	Y			
WV	Writing Assessment	No				
	Totals by Component	Yes=45 No=65	26	9	1	12
	Totals by State	Yes=31 No=34	21	9	1	8

27.

Part 3.12B   If you use commercially available instruments, please name them?

ST	Program Component	Instruments
AK	Norm-Referenced Testing	ITBS, Form 6
AL	Differential Aptitude Test w/Career Interest	
AL	Stanford Achievement Test	Stanford Achievement Test, Eighth Edition
DE	Interim Assessment-Norm-Referenced Component	Riverside's ITBS/TAP
GA	Norm-Referenced Testing	Iowa Tests of Basic Skills (ITBS), Form K
GA	Norm-Referenced Testing (HS)	Tests of Achievement and Proficiency (TAP)
HI	Stanford Achievement Test	Stanford Achievement Test
ID	Norm-Referenced Testing	Iowa Test of Basic Skills, Form K, Levels 10 and 14, for grades 4 and 8 and Tests of Achievement & Proficiency Level 17, grade 11
LA	Kindergarten Develop. Readiness Screen. Prog.	Developmental Skills Checklist; Chicago Early Assessment
LA	LA Statewide Norm-Referenced Testing Program	California Achievement Test/CAT 5
MD	CTBS/4	CTBS/4
MS	ITBS/TAP	ITBS Survey Battery and Performance Assessments
MT	Student Assessment Requirement	CAT, MAT, Stanford, ITBS, CTBS - for grades 4, 8, and 11
ND	Standardized Achievement and Ability Testing	CTBS/4 & TCS
NM	Norm-Referenced Standardized Testing Program	Iowa Test of Basic Skills, Form J
NV	CTBS	Comprehensive Test of Basic Skills/Fourth Edition, Forms A and B
OH	Norm-Referenced Achievement Tests	Districts select from a list of nine state-approved tests.
OK	Norm Referenced Tests	Currently using ITBS at grades 3 and 7.
RI	Norm-Referenced Reading and Math	Metropolitan Achievement Test, 7th Edition
SC	Norm-Referenced Program	Metropolitan Achievement Tests, Seventh Edition
SD	Achievement and Ability Testing	Stanford Achievement Test, Series 8; Metropolitan Achievement Test, Series 7
SD	Career Assessment Program	ACT Career Planning Program
UT	Statewide Testing Program	Stanford Achievement Test, 8th Edition
VA	Virginia State Assessment Program	Grades 4 & 8: Iowa Test of Basic Skills Grade 11: Tests of Achievement & Proficiency

Part 3.12B If you use commercially available instruments, please name them?

ST	Program Component	Instruments
WA	Basic Assessment Program	Comprehensive Tests of Basic Skills (CTBS), 4th edition, and Curricular Frameworks Assessment
WV	Norm-Referenced Tests	CTBS

Part 3.13 Does this component include SEA developed assessments?
If yes, from whom, if anyone, did your state receive assistance in developing this assessment component?

ST	Program Component	Response	Universities	Consultants	Commercial testing firms	Other
AK	Norm-Referenced Testing	No				
AK	Writing	Yes		Y		Y
AL	Alabama Basic Competency Tests	Yes	Y	Y		
AL	Alabama Direct Assessment of Writing	Yes			Y	Y
AL	Differential Aptitude Test w/Career Interest	No				
AL	High School Basic Skills Exit Exam	Yes	Y	Y		Y
AL	Integrated Reading/Writing Assessment, Gr. 2	Yes			Y	Y
AL	Math End-of Course Test (Algebra I and Geometry)	Yes		Y	Y	
AL	Stanford Achievement Test	No				
AR	Stanford Achievement Test	No				
AR	Writing Assessment	Yes			Y	
AZ	Norm-Referenced Tests	No				
AZ	Statewide Performance-Based Assessments	No				
CA	Career-Technical Assessment Program (C-TAP)	Yes				Y
CA	Golden State Exams	Yes			Y	Y
CA	Performance Assessments, Grades 4, 5, 8, & 10	Yes				Y
CT	Connecticut Academic Performance Test (CAPT)	Yes	Y	Y	Y	Y
CT	Connecticut Mastery Test (CMT)	Yes	Y	Y	Y	Y
DE	Interim Assessment-Norm-Referenced Component	No				
DE	Interim Assessment-Performance-Based Component	Yes			Y	Y
FL	Florida Writing Assessment Program	Yes				Y
FL	Grade Ten Assessment Test (GTAT)	No				
FL	High School Competency Test (HSCT)	Yes		Y		
GA	Curriculum-Based Assessments (CBA)	Yes	Y	Y		Y
GA	High School Graduation Tests (GHSGT)	Yes	Y	Y		Y
GA	Kindergarten Assessment Program (GKAP)	Yes	Y	Y		Y
GA	Norm-Referenced Testing	No				
GA	Norm-Referenced Testing (HS)	No				
GA	Writing assessment	Yes	Y	Y		Y
HI	Credit by Examination (CbyE)	Yes				
HI	Stanford Achievement Test	No				
HI	Test of Essential Competencies (HSTEC)	Yes		Y		
ID	Direct Writing Assessment	Yes		Y		
ID	Norm-Referenced Testing	No				
IL	Illinois Goal Assessment Program (IGAP)	Yes	Y	Y	Y	Y
IN	Statewide Assessment	Yes			Y	

Part 3.13   Does this component include SEA developed assessments?
If yes, from whom, if anyone, did your state receive assistance in developing this assessment component?

ST	Program Component	Response	Univer-sities	Consul-tants	Commercial testing firms	Other
KS	Kansas Assessment Program	Yes		Y		
KY	KIRIS Transitional Assessment	Yes	Y	Y	Y	
KY	Performance events	Yes	Y	Y	Y	
KY	Portfolio Assessment	Yes	Y	Y	Y	
LA	Kindergarten Develop. Readiness Screen. Prog.	No				
LA	LA Educational Assessment Program (LEAP)	Yes	Y	Y		Y
LA	LA Graduation Exit Examination	Yes	Y	Y		Y
LA	LA Statewide Norm-Referenced Testing Program	No				
MD	Maryland Functional Testing Program	Yes			Y	
MD	Maryland School Performance Assessment Program	Yes			Y	Y
ME	State Tests	Yes	Y	Y	Y	
MI	Elementary School Component of MEAP	Yes	Y	Y		Y
MI	High School Component of MEAP	Yes	Y	Y	Y	Y
MN	Minnesota Testing Program	Yes	Y		Y	Y
MO	Missouri Mastery and Achievement Test (MMAT)	Yes	Y			
MO	Writing Assessment	Yes	Y			
MS	Functional Literacy Examination (FLE)	Yes		Y	Y	Y
MS	ITBS/TAP	No				
MS	Subject Area Testing Program (SATP)	Yes		Y	Y	Y
MT	Student Assessment Requirement	No				
NC	North Carolina Testing Program	Yes	Y	Y		
ND	Standardized Achievement and Ability Testing	No				
NH	NH Educational Improvement and Assessment Prog.	Yes	Y	Y	Y	Y
NJ	Grade 11 High School Proficiency Test	Yes		Y	Y	Y
NJ	Grade 8 Early Warning Test	Yes		Y	Y	Y
NM	High School Competency Examination	Yes		Y	Y	Y
NM	Norm-Referenced Standardized Testing Program	No				
NM	Reading Assessment for Grades 1 and 2					
NM	Writing Assessment	Yes		Y	Y	Y
NV	CTBS	No				
NV	High School Proficiency Examination - Writing	Yes			Y	Y
NV	High School Proficiency Examination Program	Yes			Y	Y
NV	Writing Proficiency Examination	Yes				Y
NY	Occupational Education Proficiency Examinations	Yes				Y

Part 3.13 Does this component include SEA developed assessments?
If yes, from whom, if anyone, did your state receive assistance in developing this assessment component?

ST	Program Component	Response	Univer-sities	Consul-tants	Commercial testing firms	Other
NY	Preliminary Competency Tests	Yes				Y
NY	Program Evaluation Tests	Yes				Y
NY	Pupil Evaluation Program Tests	Yes				Y
NY	Regents Competency Tests	Yes				Y
NY	Regents Examination Programs	Yes				Y
NY	Second Language Proficiency Examinations	Yes				Y
OH	Fourth-Grade Proficiency Testing	Yes		Y	Y	Y
OH	Ninth-Grade Proficiency Testing	Yes		Y	Y	Y
OH	Norm-Referenced Achievement Tests	No				
OH	Twelfth-Grade Proficiency Testing	Yes		Y	Y	Y
OK	Criterion-Referenced Writing Assessment	No				
OK	Norm Referenced Tests	No				
OR	Reading and Mathematics	Yes		Y		
OR	Writing	Yes		Y		
PA	Reading/Math State Assessment	Yes				Y
PA	Writing/State Assessment	Yes				Y
RI	Health	Yes		Y		Y
RI	Norm-Referenced Reading and Math	No				
RI	Writing	Yes	Y	Y		Y
SC	Basic Skills Assessment Program	Yes			Y	Y
SC	Norm-Referenced Program	No				
SD	Achievement and Ability Testing	No				
SD	Career Assessment Program	No				
TN	Proficiency Test	Yes		Y		Y
TN	TCAP Achievement Test - CRT	Yes			Y	Y
TN	TCAP Achievement Test - NRT	No				
TN	Writing	Yes		Y		Y
TX	Texas Assessment of Academic Skills	Yes	Y	Y	Y	Y
UT	Core Curriculum Criterion-Referenced Program			Y		
UT	Core Curriculum Performance Assessment Program	Yes		Y		
UT	Statewide Testing Program	No				
VA	Literacy Passport Test	Yes	Y	Y	Y	
VA	Virginia State Assessment Program	No				
VT	Portfolio	Yes				
VT	Uniform Assessment	Yes		Y		

Part 3.13 Does this component include SEA developed assessments?
If yes, from whom, if anyone, did your state receive assistance in developing this assessment component?

ST	Program Component	Response	Univer-sities	Consul-tants	Commercial testing firms	Other
WA	Basic Assessment Program	No				
WI	Knowledge & Concepts Component of the WSAS	No				
WI	Third Grade Reading Test (TGRT)	Yes				Y
WV	Criterion-Referenced Tests	No				
WV	Norm-Referenced Tests	No				
WV	Writing Assessment	Yes				

	Totals by Component	Yes=76 No=33	25	45	34	52
	Totals by State	Yes=39 No=26	15	26	22	25

Part 3.14 What uses are made of the results of assessment?

ST	Program Component	K1	SD	Imp	PE	SP	Gr	ED	HD	StA	A	Ac	ScA	Sk	TE	TA	Oth
AK	Norm-Referenced Testing		Y	Y	Y						Y						
AK	Writing			Y													
AL	Alabama Basic Competency Tests		Y	Y							Y						Y
AL	Alabama Direct Assessment of Writing			Y							Y						Y
AL	Differential Aptitude Test w/Career Interest		Y														
AL	High School Basic Skills Exit Exam		Y	Y			Y				Y						Y
AL	Integrated Reading/Writing Assessment, Gr. 2			Y													
AL	Math End-of Course Test (Algebra I and Geometry)			Y							Y						Y
AL	Stanford Achievement Test			Y							Y						Y
AR	Stanford Achievement Test		Y	Y	Y												
AR	Writing Assessment			Y	Y												
AZ	Norm-Referenced Tests		Y	Y	Y						Y						
AZ	Statewide Performance-Based Assessments			Y	Y						Y						
CA	Career-Technical Assessment Program (C-TAP)			Y	Y					Y							
CA	Golden State Exams			Y						Y							
CA	Performance Assessments, Grades 4, 5, 8, & 10			Y	Y						Y		Y				
CT	Connecticut Academic Performance Test (CAPT)		Y	Y	Y					Y	Y			Y			
CT	Connecticut Mastery Test (CMT)		Y	Y	Y						Y						
DE	Interim Assessment-Norm-Referenced Component				Y												
DE	Interim Assessment-Performance-Based Component			Y	Y						Y						
FL	Florida Writing Assessment Program			Y						Y	Y						
FL	Grade Ten Assessment Test (GTAT)			Y	Y						Y						
FL	High School Competency Test (HSCT)						Y				Y						
GA	Curriculum-Based Assessments (CBA)			Y	Y						Y						
GA	High School Graduation Tests (GHSGT)						Y										
GA	Kindergarten Assessment Program (GKAP)	Y	Y	Y													
GA	Norm-Referenced Testing		Y	Y	Y						Y		Y				
GA	Norm-Referenced Testing (HS)			Y							Y						
GA	Writing assessment		Y	Y	Y		Y				Y						
HI	Credit by Examination (CbyE)																Y
HI	Stanford Achievement Test		Y	Y	Y						Y						
HI	Test of Essential Competencies (HSTEC)						Y				Y						
ID	Direct Writing Assessment			Y							Y						
ID	Norm-Referenced Testing			Y							Y						
IL	Illinois Goal Assessment Program (IGAP)										Y	Y					Y

Key:

Instructional Process
K1=Kg/Grade 1 Readiness
SD=Student diagnosis or placement
Imp=Improvement of instruction, curriculum
PE=Program Evaluation

Accountability for students
SP=Student Promotion
Gr=High school graduation
ED=Endorsed diploma
HD=Honors diploma
StA=Student awards or recognition

Accountability for schools or staff
A=School performance reporting
Ac=School accreditation
ScA=School awards or recognition
Sk=High school skills guarantee
TE=Teacher evaluation or certification
TA=Teacher awards or recognition
Oth=Other staff accountabiliity

Part 3.14   What uses are made of the results of assessment?

ST	Program Component	K1	SD	Imp	PE	SP	Gr	ED	HD	StA	A	Ac	ScA	Sk	TE	TA	Oth
IN	Statewide Assessment		Y	Y	Y	Y					Y	Y	Y				
KS	Kansas Assessment Program			Y	Y						Y	Y					
KY	KIRIS Transitional Assessment			Y	Y						Y						
KY	Performance events			Y	Y						Y						
KY	Portfolio Assessment			Y	Y						Y						
LA	Kindergarten Develop. Readiness Screen. Prog.	Y	Y	Y													
LA	LA Educational Assessment Program (LEAP)		Y	Y		Y					Y						
LA	LA Graduation Exit Examination		Y	Y			Y				Y			Y			
LA	LA Statewide Norm-Referenced Testing Program		Y	Y	Y						Y						
MD	CTBS/4			Y	Y												
MD	Maryland Functional Testing Program		Y	Y	Y		Y				Y	Y		Y			
MD	Maryland School Performance Assessment Program			Y	Y						Y		Y				
ME	State Tests			Y	Y					Y	Y						
MI	Elementary School Component of MEAP			Y						Y	Y	Y	Y				
MI	High School Component of MEAP			Y				Y		Y	Y		Y	Y			
MN	Minnesota Testing Program			Y	Y						Y						
MO	Missouri Mastery and Achievement Test (MMAT)			Y	Y							Y					
MO	Writing Assessment			Y													
MS	Functional Literacy Examination (FLE)			Y	Y		Y				Y			Y			
MS	ITBS/TAP			Y	Y						Y						
MS	Subject Area Testing Program (SATP)			Y	Y						Y	Y					
MT	Student Assessment Requirement																Y
NC	North Carolina Testing Program		Y	Y	Y	Y	Y				Y	Y					Y
ND	Standardized Achievement and Ability Testing		Y	Y	Y					Y	Y						
NH	NH Educational Improvement and Assessment Prog.			Y							Y						
NJ	Grade 11 High School Proficiency Test		Y	Y	Y		Y				Y	Y					
NJ	Grade 8 Early Warning Test		Y	Y	Y						Y	Y					
NM	High School Competency Examination			Y	Y		Y				Y			Y			
NM	Norm-Referenced Standardized Testing Program				Y						Y						
NM	Reading Assessment for Grades 1 and 2	Y	Y	Y	Y	Y					Y						
NM	Writing Assessment		Y	Y	Y						Y						
NV	CTBS		Y								Y						
NV	High School Proficiency Examination - Writing		Y	Y			Y				Y			Y			

Key:

Instructional Process
K1=Kg/Grade 1 Readiness
SD=Student diagnosis or placement
Imp=Improvement of instruction, curriculum
PE=Program Evaluation

Accountability for students
SP=Student Promotion
Gr=High school graduation
ED=Endorsed diploma
HD=Honors diploma
StA=Student awards or recognition

Accountability for schools or staff
A=School performance reporting
Ac=School accreditation
ScA=School awards or recognition
Sk=High school skills guarantee
TE=Teacher evaluation or certification
TA=Teacher awards or recognition
Oth=Other staff accountability

Part 3.15A   Does this assessment component have consequences for schools?

ST	Program Component	FG	FL	AL	ER	PWL	W	T	D	Oth
AK	Norm-Referenced Testing									
AK	Writing									
AL	Alabama Basic Competency Tests			Y						
AL	Alabama Direct Assessment of Writing			Y						
AL	Differential Aptitude Test w/Career Interest									
AL	High School Basic Skills Exit Exam									
AL	Integrated Reading/Writing Assessment, Gr. 2									
AL	Math End-of Course Test (Algebra I and Geometry)			Y						
AL	Stanford Achievement Test			Y						
AR	Stanford Achievement Test					Y	Y			
AR	Writing Assessment									
AZ	Norm-Referenced Tests									
AZ	Statewide Performance-Based Assessments									
CA	Career-Technical Assessment Program (C-TAP)									
CA	Golden State Exams									
CA	Performance Assessments, Grades 4, 5, 8, & 10									
CT	Connecticut Academic Performance Test (CAPT)									
CT	Connecticut Mastery Test (CMT)									
DE	Interim Assessment-Norm-Referenced Component	Y	Y							
DE	Interim Assessment-Performance-Based Component									
FL	Florida Writing Assessment Program									
FL	Grade Ten Assessment Test (GTAT)									
FL	High School Competency Test (HSCT)									
GA	Curriculum-Based Assessments (CBA)				Y					
GA	High School Graduation Tests (GHSGT)									
GA	Kindergarten Assessment Program (GKAP)									
GA	Norm-Referenced Testing									
GA	Norm-Referenced Testing (HS)									
GA	Writing assessment									
HI	Credit by Examination (CbyE)									
HI	Stanford Achievement Test	Y								
HI	Test of Essential Competencies (HSTEC)									
ID	Direct Writing Assessment									
ID	Norm-Referenced Testing									

Key: FG=Funding gain   ER=Exemption from regulations   T=Takeover
       FL=Funding loss   PWL=Probation, watch lists   D=Dissolution
       AL=Accreditation loss   W=Warnings   Oth=Other

Part 3.15A Does this assessment component have consequences for schools?

ST	Program Component	FG	FL	AL	ER	PWL	W	T	D	Oth
IL	Illinois Goal Assessment Program (IGAP)			Y		Y				
IN	Statewide Assessment			Y				Y		
KS	Kansas Assessment Program									
KY	KIRIS Transitional Assessment	Y	Y			Y	Y			
KY	Performance events	Y	Y			Y	Y			
KY	Portfolio Assessment	Y	Y			Y				
LA	Kindergarten Develop. Readiness Screen. Prog.									
LA	LA Educational Assessment Program (LEAP)	Y	Y							
LA	LA Graduation Exit Examination	Y	Y							
LA	LA Statewide Norm-Referenced Testing Program									
MD	CTBS/4									
MD	Maryland Functional Testing Program									
MD	Maryland School Performance Assessment Program	Y		Y		Y				
ME	State Tests									
MI	Elementary School Component of MEAP		Y	Y			Y	Y		
MI	High School Component of MEAP		Y	Y			Y	Y		
MN	Minnesota Testing Program									
MO	Missouri Mastery and Achievement Test (MMAT)									
MO	Writing Assessment									
MS	Functional Literacy Examination (FLE)			Y	Y	Y				
MS	ITBS/TAP			Y	Y	Y				
MS	Subject Area Testing Program (SATP)			Y	Y	Y				
MT	Student Assessment Requirement									
NC	North Carolina Testing Program			Y	Y	Y				
ND	Standardized Achievement and Ability Testing									
NH	NH Educational Improvement and Assessment Prog.									
NJ	Grade 11 High School Proficiency Test			Y		Y		Y		
NJ	Grade 8 Early Warning Test			Y		Y		Y		
NM	High School Competency Examination									
NM	Norm-Referenced Standardized Testing Program									
NM	Reading Assessment for Grades 1 and 2									

Key: FG=Funding gain ER=Exemption from regulations T=Takeover
FL=Funding loss PWL=Probation, watch lists D=Dissolution
AL=Accreditation loss W=Warnings Oth=Other

Part 3.15A Does this assessment component have consequences for schools?

ST	Program Component	FG	FL	AL	ER	PWL	W	T	D	Oth
NM	Writing Assessment									
NV	CTBS									
NV	High School Proficiency Examination - Writing									
NV	High School Proficiency Examination Program									
NV	Writing Proficiency Examination									
NY	Occupational Education Proficiency Examinations									Y
NY	Preliminary Competency Tests					Y				Y
NY	Program Evaluation Tests									Y
NY	Pupil Evaluation Program Tests					Y				Y
NY	Regents Competency Tests					Y				Y
NY	Regents Examination Programs									Y
NY	Second Language Proficiency Examinations									Y
OH	Fourth-Grade Proficiency Testing									
OH	Ninth-Grade Proficiency Testing					Y	Y			
OH	Norm-Referenced Achievement Tests									
OH	Twelfth-Grade Proficiency Testing									
OK	Criterion-Referenced Writing Assessment									
OK	Norm Referenced Tests			Y	Y	Y	Y	Y	Y	
OR	Reading and Mathematics									
OR	Writing									
PA	Reading and Math Assessment									
PA	Writing Assessment									
RI	Health									
RI	Norm-Referenced Reading and Math									
RI	Writing									
SC	Basic Skills Assessment Program	Y	Y			Y	Y			
SC	Norm-Referenced Program	Y	Y			Y	Y			
SD	Achievement and Ability Testing									
SD	Career Assessment Program									
TN	Proficiency Test									
TN	TCAP Achievement Test - CRT									
TN	TCAP Achievement Test - NRT	Y				Y	Y	Y		
TN	Writing									
TX	Texas Assessment of Academic Skills			Y	Y	Y	Y	Y	Y	

Key: FG=Funding gain   ER=Exemption from regulations   T=Takeover
     FL=Funding loss   PWL=Probation, watch lists   D=Dissolution
     AL=Accreditation loss   W=Warnings   Oth=Other

Part 3.15A   Does this assessment component have consequences for schools?

ST	Program Component	FG	FL	AL	ER	PWL	W	T	D	Oth
UT	Core Curriculum Criterion-Referenced Program									
UT	Core Curriculum Performance Assessment Program									
UT	Statewide Testing Program									
VA	Literacy Passport Test									Y
VA	Virginia State Assessment Program									
VT	Portfolio									
VT	Uniform Assessment									
WA	Basic Assessment Program	Y								Y
WI	Knowledge & Concepts Component of the WSAS									
WI	Third Grade Reading Test (TGRT)									Y
WV	Criterion-Referenced Tests									
WV	Norm-Referenced Tests			Y						
WV	Writing Assessment									

	FG	FL	AL	ER	PWL	W	T	D	Oth
Totals by Component	12	10	18	7	21	11	8	2	10
Totals by State	8	5	11	4	13	8	6	2	4

Key: FG=Funding gain   ER=Exemption from regulations   T=Takeover
       FL=Funding loss   PWL=Probation, watch lists   D=Dissolution
       AL=Accreditation loss   W=Warnings   Oth=Other

Part 3.15B   Does this assessment component have consequences for school staff?

ST	Program Component	CSG	CSL	FR	FP	PR	Oth
AK	Norm-Referenced Testing						
AK	Writing						
AL	Alabama Basic Competency Tests						
AL	Alabama Direct Assessment of Writing						
AL	Differential Aptitude Test w/Career Interest						
AL	High School Basic Skills Exit Exam						
AL	Integrated Reading/Writing Assessment, Gr. 2						
AL	Math End-of Course Test (Algebra I and Geometry)	Y					
AL	Stanford Achievement Test						
AR	Stanford Achievement Test						
AR	Writing Assessment						
AZ	Norm-Referenced Tests						
AZ	Statewide Performance-Based Assessments						
CA	Career-Technical Assessment Program (C-TAP)						
CA	Golden State Exams						
CA	Performance Assessments, Grades 4, 5, 8, & 10						
CT	Connecticut Academic Performance Test (CAPT)						
CT	Connecticut Mastery Test (CMT)						
DE	Interim Assessment-Norm-Referenced Component						
DE	Interim Assessment-Performance-Based Component						
FL	Florida Writing Assessment Program						
FL	Grade Ten Assessment Test (GTAT)						
FL	High School Competency Test (HSCT)						
GA	Curriculum-Based Assessments (CBA)						
GA	High School Graduation Tests (GHSGT)						
GA	Kindergarten Assessment Program (GKAP)						
GA	Norm-Referenced Testing						
GA	Norm-Referenced Testing (HS)						
GA	Writing assessment						
HI	Credit by Examination (CbyE)						
HI	Stanford Achievement Test						
HI	Test of Essential Competencies (HSTEC)						
ID	Direct Writing Assessment						
ID	Norm-Referenced Testing						
IL	Illinois Goal Assessment Program (IGAP)						

Key: CSG=Certification status gain   FP=Financial penalties
      CSL=Certification status loss   Pr=Probation
      FR=Financial rewards   Oth=Other

Part 3.15B Does this assessment component have consequences for school staff?

ST	Program Component	CSG	CSL	FR	FP	PR	Oth
IN	Statewide Assessment						
KS	Kansas Assessment Program						
KY	KIRIS Transitional Assessment			Y	Y	Y	
KY	Performance events			Y	Y	Y	
KY	Portfolio Assessment			Y	Y	Y	
LA	Kindergarten Develop. Readiness Screen. Prog.						
LA	LA Educational Assessment Program (LEAP)						
LA	LA Graduation Exit Examination						
LA	LA Statewide Norm-Referenced Testing Program						
MD	CTBS/4						
MD	Maryland Functional Testing Program						
MD	Maryland School Performance Assessment Program						
ME	State Tests						
MI	Elementary School Component of MEAP						
MI	High School Component of MEAP						
MN	Minnesota Testing Program						
MO	Missouri Mastery and Achievement Test (MMAT)						
MO	Writing Assessment						
MS	Functional Literacy Examination (FLE)						
MS	ITBS/TAP						
MS	Subject Area Testing Program (SATP)						
MT	Student Assessment Requirement						
NC	North Carolina Testing Program			Y			
ND	Standardized Achievement and Ability Testing						
NH	NH Educational Improvement and Assessment Prog.						
NJ	Grade 11 High School Proficiency Test						
NJ	Grade 8 Early Warning Test						
NM	High School Competency Examination						
NM	Norm-Referenced Standardized Testing Program						
NM	Reading Assessment for Grades 1 and 2						
NM	Writing Assessment						
NV	CTBS						

Key: CSG=Certification status gain   FP=Financial penalties
　　　 CSL=Certification status loss   Pr=Probation
　　　 FR=Financial rewards   Oth=Other

Part 3.15B Does this assessment component have consequences for school staff?

ST	Program Component	CSG	CSL	FR	FP	PR	Oth
NV	High School Proficiency Examination - Writing						
NV	High School Proficiency Examination Program						
NV	Writing Proficiency Examination						
NY	Occupational Education Proficiency Examinations	L	L	L	L	L	L
NY	Preliminary Competency Tests	L	L	L	L	L	L
NY	Program Evaluation Tests	L	L	L	L	L	L
NY	Pupil Evaluation Program Tests	L	L	L	L	L	L
NY	Regents Competency Tests	L	L	L	L	L	L
NY	Regents Examination Programs	L	L	L	L	L	L
NY	Second Language Proficiency Examinations	L	L	L	L	L	L
OH	Fourth-Grade Proficiency Testing						
OH	Ninth-Grade Proficiency Testing						
OH	Norm-Referenced Achievement Tests						
OH	Twelfth-Grade Proficiency Testing						
OK	Criterion-Referenced Writing Assessment						
OK	Norm Referenced Tests						
OR	Reading and Mathematics						
OR	Writing						
PA	Reading and Math Assessment						
PA	Writing Assessment						
RI	Health						
RI	Norm-Referenced Reading and Math						
RI	Writing						
SC	Basic Skills Assessment Program						
SC	Norm-Referenced Program						
SD	Achievement and Ability Testing						
SD	Career Assessment Program						
TN	Proficiency Test						
TN	TCAP Achievement Test - CRT						
TN	TCAP Achievement Test - NRT						
TN	Writing						
TX	Texas Assessment of Academic Skills						
UT	Core Curriculum Criterion-Referenced Program						
UT	Core Curriculum Performance Assessment Program						
UT	Statewide Testing Program						

Key: CSG=Certification status gain   FP=Financial penalties
      CSL=Certification status loss   Pr=Probation
      FR=Financial rewards   Oth=Other

Part 3.15B   Does this assessment component have consequences for school staff?

ST	Program Component	CSG	CSL	FR	FP	PR	Oth
VA	Literacy Passport Test						
VA	Virginia State Assessment Program						
VT	Portfolio						
VT	Uniform Assessment						
WA	Basic Assessment Program						
WI	Knowledge & Concepts Component of the WSAS						
WI	Third Grade Reading Test (TGRT)						
WV	Criterion-Referenced Tests						
WV	Norm-Referenced Tests						
WV	Writing Assessment						

Totals by component		1	0	4	3	3	0
Totals by state		1	0	2	1	1	0

Note: New York gives local districts the option to use their tests for all of the staff consequences listed in this table.

Key: CSG=Certification status gain   FP=Financial penalties
CSL=Certification status loss   Pr=Probation
FR=Financial rewards   Oth=Other

Part 3.16 Are the results of this assessment reported publicly? If yes, at what level are they reported and by whom?

ST	Program Component	Response	If yes, how and by whom?
AK	Norm-Referenced Testing	Yes	District level by the district and state
AK	Writing		
AL	Alabama Basic Competency Tests	Yes	State and local results by State Superintendent. Local results by local superintendents.
AL	Alabama Direct Assessment of Writing	Yes	State and local results by the State Superintendent; local results by local superintendents and the State Superintendent.
AL	Differential Aptitude Test w/Career Interest	No	Local level.
AL	High School Basic Skills Exit Exam	Yes	State and local results by the State Superintendent
AL	Integrated Reading/Writing Assessment, Gr. 2	Yes	State and local results by State Superintendent; local results by local superintendents.
AL	Math End-of Course Test (Algebra 1 and Geometry)	Yes	State and local results by the State Superindentent. Local results by the local superintendents & State Superintendent.
AL	Stanford Achievement Test	Yes	State and local results by State Superindentent. Local results by local superintendents and State Superintendents.
AR	Stanford Achievement Test	Yes	Results are released by the state department. Results are reported by district.
AR	Writing Assessment	Yes	
AZ	Norm-Referenced Tests	Yes	Reported at school district. State level results released by State Superintendent.
AZ	Statewide Performance-Based Assessments	Yes	Reported at school, district, county, district level. State Superintendent releases test score information.
CA	Career-Technical Assessment Program (C-TAP)	No	
CA	Golden State Exams	No	
CA	Performance Assessments, Grades 4, 5, 8, & 10	Yes	School district and state level by state
CT	Connecticut Academic Performance Test (CAPT)	Yes	The SEA issues reports to all students, schools, districts.
CT	Connecticut Mastery Test (CMT)	Yes	The SEA issues reports to all students, schools and districts.
DE	Interim Assessment-Norm-Referenced Component	No	
DE	Interim Assessment-Performance-Based Component	Yes	SEA reports by school, district, and state
FL	Florida Writing Assessment Program	Yes	school-level: Florida School Report Card; state-level: publication of results
FL	Grade Ten Assessment Test (GTAT)	Yes	school-level: Florida School Report Card; state-level: publication of results
FL	High School Competency Test (HSCT)	Yes	school-level: Florida School Report Card; state-level: publication of results
GA	Curriculum-Based Assessments (CBA)	Yes	Reported at the state, system and school level by the Georgia Department of Education.
GA	High School Graduation Tests (GHSGT)	Yes	Annual state summary report of mean scores for high schools at the system level
GA	Kindergarten Assessment Program (GKAP)		

Part 3.16 Are the results of this assessment reported publicly? If yes, at what level are they reported and by whom?

ST	Program Component	Response	If yes, how and by whom?
GA	Norm-Referenced Testing	Yes	State reports system (district) level in an annual summary; systems are required to make school level data available to the public.
GA	Norm-Referenced Testing (HS)	Yes	State releases a statewide summary of system (district) level results; systems are required to make school level data available to the public.
GA	Writing assessment	Yes	The state reports state, system and school level summaries.
HI	Credit by Examination (CbyE)		
HI	Stanford Achievement Test		
HI	Test of Essential Competencies (HSTEC)		
ID	Direct Writing Assessment	Yes	Reported at State level by the SDE. Districts may also report their data at either district or building level.
ID	Norm-Referenced Testing	Yes	Reported by SDE at the State level. Districts may release district results of ITBS & TAP and usually are called on by the media for this information.
IL	Illinois Goal Assessment Program (IGAP)	Yes	school, district, and state schools/districts provide parents with a school report card. State and local assessment results are to be reported in local newspapers.
IN	Statewide Assessment	Yes	School, corporation, and state reported by the Indiana D.O.E.
KS	Kansas Assessment Program	Yes	By Commissioner of Education to State Board, legislature, superintendents, principals, and patrons.
KY	KIRIS Transitional Assessment	Yes	School, District, & State Levels by KDE.
KY	Performance events	Yes	School, District, & State by KDE
KY	Portfolio Assessment	Yes	School, District, & State Levels by KDE
LA	Kindergarten Develop. Readiness Screen. Prog.	Yes	The SEA reports district level results.
LA	LA Educational Assessment Program (LEAP)	Yes	The LA Department of Education reports results of the state, district, school, and individual student levels. Individual student results are not reported publicly.
LA	LA Graduation Exit Examination	Yes	The LA Department of Education reports results of the state, district, school, and individual student levels. Individual student results are not reported publicly.
LA	LA Statewide Norm-Referenced Testing Program	Yes	The results are reported at the state, district, and school levels by the State Department of Education staff. Local Education Agencies also release their results.
MD	CTBS/4	Yes	Local and state level by state
MD	Maryland Functional Testing Program	Yes	The state reports the state and lea levels, and the leas report school and send out individual student reports.

Part 3.16 Are the results of this assessment reported publicly? If yes, at what level are they reported and by whom?

ST	Program Component	Response	If yes, how and by whom?
MD	Maryland School Performance Assessment Program	Yes	The results are reported by the state at the state, local and school level. Piloting will be done on individual students reports, most probably, this will be a local option.
ME	State Tests	Yes	Reported for all schools and districts at grades 4, 8, 11
MI	Elementary School Component of MEAP	Yes	State level by SEA districts often report in annual reports
MI	High School Component of MEAP	Yes	State level by SEA districts report in their annual reports
MN	Minnesota Testing Program	Yes	to local district constituents
MO	Missouri Mastery and Achievement Test (MMAT)	Yes	At the state level, by the State Department of Education
MO	Writing Assessment	Yes	At the state level, upon request, by the State Department of Education.
MS	Functional Literacy Examination (FLE)		
MS	ITBS/TAP		
MS	Subject Area Testing Program (SATP)		
MT	Student Assessment Requirement	Yes	Summary report, by grade, tested subject area, and test - to the Montana Board of Public Education.
NC	North Carolina Testing Program	Yes	
ND	Standardized Achievement and Ability Testing	Yes	State level reports local level results are released only at the local level.
NH	NH Educational Improvement and Assessment Prog.	Yes	By state at the school, district and state levels.
NJ	Grade 11 High School Proficiency Test	Yes	Percent pass/fail and mean scores reported by the state DOE.
NJ	Grade 8 Early Warning Test	Yes	same as HSPT except has 3 levels - level 3 being failing.
NM	High School Competency Examination	Yes	
NM	Norm-Referenced Standardized Testing Program	Yes	state & district by SEA & LEAs
NM	Reading Assessment for Grades 1 and 2	No	
NM	Writing Assessment	Yes	State & local districts, by SEA & LEAs
NV	CTBS	Yes	By districts in "Report Card" for district & schools then by state for state and districts
NV	High School Proficiency Examination - Writing	Yes	Reported by districts as part of "Report Card" for district & schools then reported by state for state & districts
NV	High School Proficiency Examination Program	Yes	Reported by districts as part of "Report Card" for district and schools then reported by state for state and districts.
NV	Writing Proficiency Examination	Yes	By districts in "report card" for districts and schools. Then by state for state and districts.
NY	Occupational Education Proficiency Examinations	Yes	School building, School district & state by state superintendent

Part 3.16 Are the results of this assessment reported publicly? If yes, at what level are they reported and by whom?

ST	Program Component	Response	If yes, how and by whom?
NY	Preliminary Competency Tests	Yes	School building, school district & state by state superintendent
NY	Program Evaluation Tests	Yes	School building, school district & state by state superintendent
NY	Pupil Evaluation Program Tests	Yes	School building, school district & state by state superintendent
NY	Regents Competency Tests	Yes	School building, school district, State by superintendent of schools.
NY	Regents Examination Programs	Yes	School building, School District, State by Superintendent of schools
NY	Second Language Proficiency Examinations	Yes	School building, school district & state by state superintendent
OH	Fourth-Grade Proficiency Testing	Yes	By the state at the building and district levels.
OH	Ninth-Grade Proficiency Testing	Yes	The state reports results by building and district.
OH	Norm-Referenced Achievement Tests	Yes	at the building and district levels by the state
OH	Twelfth-Grade Proficiency Testing	Yes	By state for each building and district
OK	Criterion-Referenced Writing Assessment	Yes	Building, district, and state
OK	Norm Referenced Tests	Yes	District level by Okla State Department of Education.
OR	Reading and Mathematics	Yes	School, district, and state levels, reported by Dept. of Education
OR	Writing	Yes	School, district and state; reported by Dept. of Education
PA	Reading and Math Assessment	Yes	Frequency distributions by school are reported by school districts
PA	Writing Assessment	Yes	Frequency Distributions by school are reported by school district officials.
RI	Health	Yes	By the state. Reported at school, district and state levels.
RI	Norm-Referenced Reading and Math	Yes	By the state. Reported at school, district and state levels.
RI	Writing	Yes	By the state. Reported at school, district and state levels.
SC	Basic Skills Assessment Program	Yes	Local School District
SC	Norm-Referenced Program	Yes	School District
SD	Achievement and Ability Testing		
SD	Career Assessment Program	No	
TN	Proficiency Test	Yes	System level by State Board of Education
TN	TCAP Achievement Test - CRT	Yes	Percentage of mastery, partial-mastery, and non-mastery for each domain tested. Reported by State Board of Education.
TN	TCAP Achievement Test - NRT	Yes	System level by State Board of Education
TN	Writing	Yes	System level by State Board of Education

Part 3.16   Are the results of this assessment reported publicly? If yes, at what level
are they reported and by whom?

ST	Program Component	Response	If yes, how and by whom?
TX	Texas Assessment of Academic Skills	Yes	Report to Legislature. State releases results after each administration. Districts must report to local boards after testing.
UT	Core Curriculum Criterion-Referenced Program	Yes	At the district level in District Performance Reports (most districts)
UT	Core Curriculum Performance Assessment Program	No	
UT	Statewide Testing Program	Yes	Reports are reported at the building, district & state levels by the State Off. of Ed.
VA	Literacy Passport Test	Yes	school, district, & state levels by the state
VA	Virginia State Assessment Program	Yes	Reported at school, district, and state levels by the state
VT	Portfolio	Yes	State & supervisory union school reports voluntary for 94-95.
VT	Uniform Assessment	Yes	State, supervisory union & school. State results released by state. Local results released locally but available upon request from state.
WA	Basic Assessment Program	Yes	Local & state reporting by districts and state Superintendent's office
WI	Knowledge & Concepts Component of the WSAS	Yes	School, district & student data are reported to each district, plus an alphabetical list is generated for district mean scores both with and without EEN students tested. Scores are included in the "School Performance Report" (state-wide report card) data.
WI	Third Grade Reading Test (TGRT)	Yes	Each school district receives student, school, and district scores. An alphabetical list of district results indicate % of students meeting the standard.
WV	Criterion-Referenced Tests	Yes	In annual report card by Dept. of Ed.
WV	Norm-Referenced Tests	Yes	Dept. of Ed. reports in annual report card
WV	Writing Assessment	Yes	Scores by school, county & state reported annually

Totals by Component   Yes=96
No=7

Totals by State   Yes=42
No=7

Part 3.17 If the assessment results are reported publicly, are they reported for categories of students?

ST	Program Component	Race	Gender	SES	IEP	LEP
AK	Norm-Referenced Testing				Yes	Yes
AK	Writing					
AL	Alabama Basic Competency Tests	No	No	No	Yes	No
AL	Alabama Direct Assessment of Writing	No	No	No	No	No
AL	Differential Aptitude Test w/Career Interest	No	No	No	No	No
AL	High School Basic Skills Exit Exam	No	No	No	Yes	No
AL	Integrated Reading/Writing Assessment, Gr. 2	No	No	No	No	No
AL	Math End-of Course Test (Algebra I and Geometry)	No	No	No	No	No
AL	Stanford Achievement Test	No	No	No	No	No
AR	Stanford Achievement Test	Yes	Yes			
AR	Writing Assessment	Yes	Yes			
AZ	Norm-Referenced Tests	Yes	Yes	No	Yes	Yes
AZ	Statewide Performance-Based Assessments	Yes	Yes	No	Yes	Yes
CA	Career-Technical Assessment Program (C-TAP)					
CA	Golden State Exams	No	No	No	No	No
CA	Performance Assessments, Grades 4, 5, 8, & 10	Yes	Yes	Yes	No	Yes
CT	Connecticut Academic Performance Test (CAPT)	No	No	No	No	No
CT	Connecticut Mastery Test (CMT)	Yes	Yes	Yes	No	No
DE	Interim Assessment-Norm-Referenced Component					
DE	Interim Assessment-Performance-Based Component	Yes	Yes	No	No	No
FL	Florida Writing Assessment Program	Yes	Yes	No	No	No
FL	Grade Ten Assessment Test (GTAT)	Yes	Yes	No	No	No
FL	High School Competency Test (HSCT)	Yes	Yes	No	No	No
GA	Curriculum-Based Assessments (CBA)					
GA	High School Graduation Tests (GHSGT)	No	No	No	No	No
GA	Kindergarten Assessment Program (GKAP)					
GA	Norm-Referenced Testing	No	No	No	No	No
GA	Norm-Referenced Testing (HS)	No	No	No	No	No
GA	Writing assessment	No	No	No	No	No
HI	Credit by Examination (CbyE)					
HI	Stanford Achievement Test					
HI	Test of Essential Competencies (HSTEC)					
ID	Direct Writing Assessment	No	No	No	No	No
ID	Norm-Referenced Testing	No	No	No	No	No
IL	Illinois Goal Assessment Program (IGAP)	No	No	No	No	No
IN	Statewide Assessment	No	No	No	No	No

Part 3.17 If the assessment results are reported publicly, are they reported for categories of students?

ST	Program Component	Race	Gender	SES	IEP	LEP
KS	Kansas Assessmer.' Program	Yes	Yes			
KY	KIRIS Transitiona! Assessment	Yes	Yes	No	No	No
KY	Performance events	No	No	No	No	No
KY	Portfolio Assessment	No	No	No	No	No
LA	Kindergarten Develop. Readiness Screen. Prog.	No	No	No	No	No
LA	LA Educational Assessment Program (LEAP)	No	No	No	Yes	Yes
LA	LA Graduation Exit Examination	Yes	Yes	No	Yes	Yes
LA	LA Statewide Norm-Referenced Testing Program					
MD	CTBS/4	Yes	Yes	No	No	No
MD	Maryland Functional Testing Program	Yes	Yes			
MD	Maryland School Performance Assessment Program	Yes	Yes			
ME	State Tests		Yes		Yes	Yes
MI	Elementary School Component of MEAP	Yes	Yes	No	No	No
MI	High School Component of MEAP	Yes	Yes	No	No	No
MN	Minnesota Testing Program					
MO	Missouri Mastery and Achievement Test (MMAT)	No	No	No	No	No
MO	Writing Assessment	No	No	No	No	No
MS	Functional Literacy Examination (FLE)					
MS	ITBS/TAP					
MS	Subject Area Testing Program (SATP)					
MT	Student Assessment Requirement	No	No	No	No	No
NC	North Carolina Testing Program	Yes	Yes	Yes	Yes	Yes
ND	Standardized Achievement and Ability Testing	Yes	Yes	No	Yes	Yes
NH	NH Educational Improvement and Assessment Prog.	No	Yes	Yes	No	Yes
NJ	Grade 11 High School Proficiency Test	No	No	Yes	No	No
NJ	Grade 8 Early Warning Test	No	No	Yes	No	No
NM	High School Competency Examination	Yes	Yes		Yes	
NM	Norm-Referenced Standardized Testing Program	Yes	Yes			
NM	Reading Assessment for Grades 1 and 2					
NM	Writing Assessment	No	No	No	No	No
NV	CTBS	No	No	No	No	No
NV	High School Proficiency Examination - Writing	No	No	No	No	No
NV	High School Proficiency Examination Program	No	No	No	No	No
NV	Writing Proficiency Examination	No	No	No	No	No

Part 3.17 If the assessment results are reported publicly, are they reported for categories of students?

ST	Program Component	Race	Gender	SES	IEP	LEP
NY	Occupational Education Proficiency Examinations		Yes			
NY	Preliminary Competency Tests		Yes		Yes	
NY	Program Evaluation Tests		Yes		Yes	Yes
NY	Pupil Evaluation Program Tests		Yes		Yes	Yes
NY	Regents Competency Tests		Yes		Yes	Yes
NY	Regents Examination Programs		Yes			
NY	Second Language Proficiency Examinations		Yes			
OH	Fourth-Grade Proficiency Testing	Yes	Yes	No	Yes	No
OH	Ninth-Grade Proficiency Testing	Yes	Yes	No	Yes	No
OH	Norm-Referenced Achievement Tests	No	No	No	No	No
OH	Twelfth-Grade Proficiency Testing	Yes	Yes	No	Yes	No
OK	Criterion-Referenced Writing Assessment	No	No	No	No	No
OK	Norm Referenced Tests	No	No	No	No	No
OR	Reading and Mathematics	Yes	Yes	No	No	No
OR	Writing	Yes	Yes	No	No	No
PA	Reading and Math Assessment	No	No	No	No	No
PA	Writing Assessment	No	No	No	No	No
RI	Health	No	No	No	No	No
RI	Norm-Referenced Reading and Math	Yes			Yes	Yes
RI	Writing	Yes	No	No	Yes	Yes
SC	Basic Skills Assessment Program	Yes	Yes	Yes	Yes	No
SC	Norm-Referenced Program	Yes	Yes	Yes	Yes	No
SD	Achievement and Ability Testing					
SD	Career Assessment Program					
TN	Proficiency Test	No	No	No	Yes	No
TN	TCAP Achievement Test - CRT	No	No	No	Yes	No
TN	TCAP Achievement Test - NRT	No	No	Yes	Yes	No
TN	Writing	No	No	No	Yes	No
TX	Texas Assessment of Academic Skills	Yes	Yes	Yes	No	No
UT	Core Curriculum Criterion-Referenced Program					
UT	Core Curriculum Performance Assessment Program					
UT	Statewide Testing Program	Yes	Yes	Yes	No	No
VA	Literacy Passport Test	Yes	Yes		Yes	Yes
VA	Virginia State Assessment Program	Yes	Yes			
VT	Portfolio	No	No	No	No	No
VT	Uniform Assessment	No	No	No	No	No

253 295

Part 3.17   If the assessment results are reported publicly, are they reported for categories of students?

ST	Program Component	Race	Gender	SES	IEP	LEP
WA	Basic Assessment Program	Yes	Yes	No	No	No
WI	Knowledge & Concepts Component of the WSAS	Yes	Yes		Yes	
WI	Third Grade Reading Test (TGRT)	Yes	Yes			
WV	Criterion-Referenced Tests	No	No	No	No	No
WV	Norm-Referenced Tests	No	No	No	No	No
WV	Writing Assessment	No	No	No	No	No

Totals by Component   Yes=38 Yes=45 Yes=11 Yes=28 Yes=16
                                       No=47 No=47 No=62 No=55 No=64

Totals by State   Yes=23 Yes=25 Yes=9 Yes=11 Yes=15
                        No=22 No=21 No=28 No=30 No=29

Part 3.18   Is this assessment program audited? That is, is it reviewed for proper procedure and technical integrity?
Is this assessment program evaluated? That is, is it reviewed for technical quality and consequential validity?

ST	Program Component	Audited?	Evaluated?
AK	Norm-Referenced Testing	No	Yes
AK	Writing	No	No
AL	Alabama Basic Competency Tests	Yes	Yes
AL	Alabama Direct Assessment of Writing	Yes	Yes
AL	Differential Aptitude Test w/Career Interest	Yes	Yes
AL	High School Basic Skills Exit Exam	Yes	Yes
AL	Integrated Reading/Writing Assessment, Gr. 2	Yes	Yes
AL	Math End-of-Course Test (Algebra I and Geometry)	Yes	Yes
AL	Stanford Achievement Test	Yes	Yes
AR	Stanford Achievement Test		
AR	Writing Assessment		
AZ	Norm Referenced Tests	Yes	Yes
AZ	Statewide Performance-Based Assessments	Yes	Yes
CA	Career Technical Assessment Program (C-TAP)	No	Yes
CA	Golden State Exams	Yes	Yes
CA	Performance Assessments, Grades 4, 5, 8, & 10	Yes	Yes
CT	Connecticut Academic Performance Test (CAPT)	Yes	Yes
CT	Connecticut Mastery Test (CMT)	Yes	Yes
DE	Interim Assessment-Norm-Referenced Component		
DE	Interim Assessment-Performance-Based Component		
FL	Florida Writing Assessment Program	No	Yes
FL	Grade Ten Assessment Test (GTAT)	No	Yes
FL	High School Competency Test (HSCT)	No	Yes
GA	Curriculum-Based Assessments (CBA)	Yes	Yes
GA	High School Graduation Tests (GHSGT)	Yes	Yes
GA	Kindergarten Assessment Program (GKAP)		
GA	Norm-Referenced Testing	Yes	Yes
GA	Norm-Referenced Testing (HS)	Yes	Yes
GA	Writing assessment	Yes	Yes
HI	Credit by Examination (CbyE)	Yes	Yes
HI	Stanford Achievement Test	Yes	Yes
HI	Test of Essential Competencies (HSTEC)	Yes	Yes
ID	Direct Writing Assessment	No	No
ID	Norm-Referenced Testing	No	No
IL	Illinois Goal Assessment Program (IGAP)	Yes	Yes
IN	Statewide Assessment	No	No

Part 3.18   Is this assessment program audited? That is, is it reviewed for proper procedure and technical integrity?
Is this assessment program evaluated? That is, is it reviewed for technical quality and consequential validity?

ST	Program Component	Audited?	Evaluated?
KS	Kansas Assessment Program	Yes	No
KY	KIRIS Transitional Assessment	Yes	Yes
KY	Performance events	Yes	Yes
KY	Portfolio Assessment	Yes	Yes
LA	Kindergarten Develop. Readiness Screen. Prog.	Yes	No
LA	LA Educational Assessment Program (LEAP)	Yes	Yes
LA	LA Graduation Exit Examination	Yes	Yes
LA	LA Statewide Norm-Referenced Testing Program	Yes	Yes
MD	Maryland Functional Testing Program	Yes	Yes
MD	Maryland School Performance Assessment Program	Yes	Yes
ME	State Tests	Yes	Yes
MI	Elementary School Component of MEAP	Yes	No
MI	High School Component of MEAP	Yes	No
MN	Minnesota Testing Program	Yes	Yes
MO	Missouri Mastery and Achievement Test (MMAT)	Yes	Yes
MO	Writing Assessment	Yes	Yes
MS	Functional Literacy Examination (FLE)	Yes	Yes
MS	ITBS/TAP	Yes	Yes
MS	Subject Area Testing Program (SATP)	Yes	Yes
MT	Student Assessment Requirement	No	No
NC	North Carolina Testing Program	Yes	Yes
ND	Standardized Achievement and Ability Testing		
NH	NH Educational Improvement and Assessment Prog.		
NJ	Grade 11 High School Proficiency Test	No	Yes
NJ	Grade 8 Early Warning Test	No	Yes
NM	High School Competency Examination	Yes	Yes
NM	Norm-Referenced Standardized Testing Program	Yes	Yes
NM	Reading Assessment for Grades 1 and 2	LO	LO
NM	Writing Assessment	Yes	Yes
NV	CTBS	No	Yes
NV	High School Proficiency Examination - Writing	No	Yes
NV	High School Proficiency Examination Program	No	Yes
NV	Writing Proficiency Examination	Yes	Yes

256

2 9 2

Part 3.18   Is this assessment program audited? That is, is it reviewed for proper procedure and technical integrity?
Is this assessment program evaluated? That is, is it reviewed for technical quality and consequential validity?

ST	Program Component	Audited?	Evaluated?
NY	Occupational Education Proficiency Examinations	Yes	Yes
NY	Preliminary Competency Tests	Yes	Yes
NY	Program Evaluation Tests	Yes	Yes
NY	Pupil Evaluation Program Tests	Yes	Yes
NY	Regents Competency Tests	Yes	Yes
NY	Regents Examination Programs	Yes	Yes
NY	Second Language Proficiency Examinations	Yes	Yes
OH	Fourth-Grade Proficiency Testing	Yes	Yes
OH	Ninth-Grade Proficiency Testing	Yes	Yes
OH	Norm-Referenced Achievement Tests	No	No
OH	Twelfth-Grade Proficiency Testing	Yes	Yes
OK	Criterion-Referenced Writing Assessment	Yes	Yes
OK	Norm Referenced Tests	Yes	Yes
OR	Reading and Mathematics	Yes	Yes
OR	Writing	Yes	Yes
PA	Reading/Math State Assessment	No	Yes
PA	Writing/State Assessment	No	No
RI	Health	Yes	Yes
RI	Norm-Referenced Reading and Math	Yes	Yes
RI	Writing	Yes	Yes
SC	Basic Skills Assessment Program	No	Yes
SC	Norm-Referenced Program	No	Yes
SD	Achievement and Ability Testing	No	No
SD	Career Assessment Program		
TN	Proficiency Test	Yes	Yes
TN	TCAP Achievement Test - CRT	Yes	Yes
TN	TCAP Achievement Test - NRT	Yes	Yes
TN	Writing	Yes	Yes
TX	Texas Assessment of Academic Skills		
UT	Core Curriculum Criterion-Referenced Program	No	Yes
UT	Core Curriculum Performance Assessment Program	No	Yes
UT	Statewide Testing Program	Yes	Yes
VA	Literacy Passport Test		
VA	Virginia State Assessment Program		
VT	Portfolio	No	Yes
VT	Uniform Assessment		Yes

257

Part 3.18   Is this assessment program audited? That is, is it reviewed for proper procedure and technical integrity?
Is this assessment program evaluated? That is, is it reviewed for technical quality and consequential validity?

ST	Program Component	Audited?	Evaluated?
WA	Basic Assessment Program	Yes	Yes
WI	Knowledge & Concepts Component of the WSAS	Yes	No
WI	Third Grade Reading Test (TGRT)	Yes	Yes
WV	Criterion-Referenced Tests	No	Yes
WV	Norm-Referenced Tests	No	Yes
WV	Writing Assessment	No	Yes

Totals by Component   Yes=71   Yes=86
                        No=27   No=13

Totals by State   Yes=28   Yes=33
                        No=15   No=11

Note: New Mexico gives districts the local option to audit and evaluate its Reading Assessment for Grades 1 and 2 tests.

3 0