State Educational Testing Practices

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STATE EDUCATIONAL TESTING PRACTICES

Background Paper

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STATE EDUCATIONAL TESTING PRACTICES

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INTRODUCTION

Testing as an indicator of educational attainment is a characteristic of the American educational system. While there are many questions surrounding the use of tests for various purposes, when American public policy turns periodically to focus on public education, tests tend to increase. We are currently in such a period.

To give an indication of the present level of activity, OTA has compiled information that offers two approaches to understanding the current climate for testing. First, OTA supported a survey of the states to identify the extent of two types of testing now in wide use — testing for assessment purposes and tests to determine minimum competency. The survey data was compiled by the Northwest Regional Educational Laboratory in 1985. Second, eight states were selected, and people active in testing were asked to describe, in their own words, the forces behind increased testing, and some of the results of those forces.

Thus, this document offers two ways to observe trends. A large number of states have incorporated minimum competency testing into their requirements, either for passage into a higher grade or for graduation from high school. The object of this testing is to establish certain standards of learning that should be mastered by all students and to ensure that objective criteria are used to measure basic achievement. A related effect is to influence curriculum through specifying certain material that by definition must be covered. Testing for assessment, a less familiar term, has come into use as a method for understanding comparative achievement by groups of students, and by schools or school districts. Assessment testing is considered to be more insightful and give more useful information to educators than comparison based simply on traditional achievement tests.

As in any study of American education, aggregate data cover a wide variety of different circumstances. Most decisions on testing are still made at the level of the states or the school district. Increasingly, however, decisions are shifting to the state level. This trend is consonant with increased belief by state legislatures and citizens that a broad responsibility for producing well educated citizens requires state-level action. This trend is often coupled with increasing interest in competitiveness and a related belief that a state cannot do well in attracting employment without a strong educational base. Many of the state "vignettesM reveal this philosophy.

Examination of the state vignettes, the explanatory notes on testing data, and the raw data, will provide a snapshot of a certain type of testing in wide use in the mid-1980s. As with any survey data, exact numbers of figures, particularly dollar amounts, are difficult to compare across states. The tables should be read as general indicatorsof trends.

ANALYSIS OF OTA SURVEY OF STATE TESI'ING

Introduction

The Office of Technology Assessment (OTA) commissioned a survey of state-mandated standardized testing programs in each of the 50 states and the District of Columbia. The purpose of the survey was to update information secured in earlier studies conducted by the Education Commission of the states and the Center for the Study and Evaluation at UCLA. *

The following is a list of the tables used to report the data received:

State Assessment

Table I	Authorization and Purposes of State Assessment Program
Table 11	Program Characteristics
Table 111	Uses of State Assessment Data
Table IV	Variables Used to Aid Interpretation of Data
Table V	Test Construction
Table VI	Reporting Test Scores
Table VII	Effects of Program
Table VIII	Functions of Technical Staff
Table 1X	Staffing and Expenditures for Program, 1984-85
Table X	Testing Time Required (Minutes per Student)
Table XI	Changes in state Assessment Program

A telephone survey of 50 state education agencies (SEAS) and the District of Columbia in June and July. of 1985 was conducted under the supervision of Dr. Gary D. Estes, Director of the Assessment and Evaluation Program of Northwest Regional Educational Laboratory. The difficulty of securing reliable and precise data by telephone on subjects as complex as these is apparent, but every effort was made to secure and report information that did not exceed the limitations of the method.

Minimum Competency

Table 1 Characteristics of Programs

Table U Testing Programs

Table 111 Reporting Practices of Testing Programs

Table IV Examples of Changes in State and Local Educational Programs and Practices Resulting From State Minimum Competencies Program

Table V Functions of Technical Staff and Failure Rates

Table VI Testing Time Required (Minutes per Student)

Table VII Changes in Minimum Competency Program

STATE ASSESSMENT PROGRAMS

Table I

Authorization and Purposes of State Assessment Program

As of 1985, state legislatures had authorized state assessment programs in 19 states. In three of these states state education agency authorization preceded the legislative mandate. The state education agency was the sole authorizing agency in three additional states. Three more states reported authorization without specifying whether it was legislative, state education agency, or some other source. h at least four states the state board of education was named as the authorizing body.

The movement to introduce or to improve state assessment programs has gained momentum recently. Between 1983 and 1985, six states (Alaska, Colorado, Indiana, Iowa, Idaho, and South Dakota) authorized new programs, and 19 additional states introduced major changes in existing programs.

As of summer 1985, 13 states reported they had no state assessment program. Not only do the authorizing bodies differ among states, but the stated purposes for which assessment programs were established differ from state to state and reflect little common content across states. The Connecticut program, for example, was authorized by the state board of education as a vehicle by which it could carry out its legislative responsibility for "determining the efficiency and efficacy of education programs." This program, first implemented in 1971, was changed in 1985 using a testing program designed to reflect mastery of a uniform curriculum.

In most states, laws providing for the establishment of state assessment programs specify the type of students to be tested and areas to be measured but often do not define the state's purposes for implementing the programs. Some do specify the purposes of state assessment. Indiana states its program is in place to identify students needing remediation so the state can allocate funds to assist schools having such students. Kentucky's program is designed to provide diagnostic and analytical information for use

in improving curricula at local levels. Maryland collects normative data at the school, district and state levels to insure accountability. Minnesota uses state assessment data in local district planning and evaluating, and in state education agency planning, evaluating and reporting to the state legislature. Mississippi reports it uses state assessment data for decision making in education generally. South Carolina says the state assessment program provides data school advisory councils use in developing improvement plans. Louisiana's program provides state, district and schools with data useful in the diagnosis of educational needs of individual students. South Dakota states the purpose of its program is to fulfill the need for information indicating the educational status of the state.

State	Au Leck	by	Other name)		i m	G latemt major ch	Wording, SEA rules, regulations	Comments
Alabama (A)	N	N	.B. E.					
Alaska (A)	Legis. ve tenl	N	,. B.E.	L		1985		
Ar Lzona (A)	Y	N	N			1985 : mting Ianged abnut e~ tar; rw lriab 1('e added	Jot stated.	
Mbnsae (A)	Y	N	u			1985-E	Hill admm&ster a standardize schievemantest.	
Ca 11 fornla (A)	Y	N	N			1984-8	State Board required :0 uniformally test pupils annually in reading, languaq arts and math.	
Colorado No stat program							Year #1 of pilot:3,6,9,11 will be tested using standardized tests; all regular students, excludlng spec~al ed. Year #2 of pilot:-k at instruments with samples	ilot program began U~y 1, 1985
:onnectlcut (A)	N	N	S.B .E,			1984-85 Connect i cut Mastery Program	State Board of Educat~on shall determine the efficiency and efficacy of education program.	astery Program LS new eparate proqram, start eptember 1985.
(A) '>t.ato mandate	.s t	R) kc	(If)t i(			St. (C)	-callyseLocted/constructed	rdt(s) .

SawE : Data @mpilad for the Office of ~chnology Asseeoent by Northwest Regional Educationel LakOrato~, 1985

Table I
Authorization and Purposes of State Assesment Program

Statm	Authorized by: Legis	SEA Admin.	Other (name)	Year auth-orized	Year imple-mented	Year latest major changes	Wording, SEA rules, regulations	Comments
Delaware (A)	Y	N	N	1978	1978	1985	they put out manuals for who, when; not regulations.	
District of Columbia (A)	Y	N	N	NR	1971		Board will approve superintendent testing program annually for criterion-referenced test and norm-referenced test.	
Floria(a)								Combined withHi Competency under student Assment (SSAT 1 & 2); no comment under Mi Competency
korqla (A		N	S.B.E.	NA	1971	1985	Do not have.	
Hawaii (A)		Y	N	id 60's	Mid 60's	1981	Department will conduct assessment in achievament, aptitude and competency areas.	
Idaho		N	S.B.E.	984	1905	April, 1985	NA	
Illinois (A)	NA	NA	NA	None	1976	1985	Will be after July 1, 1985.	
Indiana (A)	3/2/84	1976	N	3/2/84 Legis-lated	1978	1984	Competency testing and remediation program to identify lowest percentage of students for remediation 1978 Board ruling required districts to report achievement results to Board	1984 appropriate for lowest 15 pe of third grade population. 1978 proqram had funds.

TableI I
Authorization and Purposes of State Asme!asment Program

State	Au Les	)rized by: SEA ldmin.	other name)	rear auth- orized	Year imple- lented	Year latest major changes	wordinq, SEA rules, regulations	Caments
iowa - No state proqram	985 eqls- ?ltior	N	N	1985 Mcdels b e develp 1.	possible program to begin *in 1987*		State Board of Education in conjunction with state education agency will develop mmodels for procedures for testing; models for higher order thinking skills and critical thinking skills at ,7,10,11 by January 1987.	‘cry loose, nothinq undated.
Kansam (A)	Y	N	N	1979	1981		Desiqied to determine the level of minimum comtence of students in grades 2,4,6, & 10. Focus of *tests* in grades 2,4,6 *to determine* students’ competence in reading and math. Students in grades & 10 are also tested in reading and math but “to asses their ability to function comptently in adult society.	
Kentucky (A)	‘f	*N*	N	1978	1979	1984	To provide diagnostic and analytic information to be used to improve curriculum at local level	
Louisiana (A)	Y	*N*	N	1976	1978	None	to provide state, districts and school-level data for diagnostic information on students.	
Maine (A)	Y	*N*	N	1976	1976	1984	Requires proqram to assess on a regular basis 4,8,11, public elementary and secondary schools approved for tuition purposes.	1976 programaseessed fourth gradeonly.
Maryland (A)	Y	*N*	N	1971	1971		For purposes of accountable] to the State Board of Education; will collect normative data at school, district and state levels.	

Table I
Authorization and Purposes of State Assessment Program

stat.e	Authorized by: Legis	SEA admin.	Other (name)	Year auth-orized	Year imple-mented	Year latest major changes	Wordinq, SEA rules, reqlations	cOmments
assachusetts - No state proqram (Bill currently in legislature)								
Michigan (A)	1970	1969	N	1969	1969	1979	stablished that State Board f Education shall conduct annual assessment of 4 & 7 rades in math, language and as they deem appropriate.	Law did not spe purposes.
Minnesota (A)	1976	1970	N	1970	1970	1904-85	Planning, ● valuating and ● portinq legislation: provides for local control f state assessment (optional n item bank; technical assistance and mastery in comsnunication and math. Districts need to plan and evaluate.	
Mississppi *A)*	Y	N	N	1982	1984		State program purposes for *testing are for* decisionmaking.	
Missouri (A)	Y	N	N	1975	1975	1985	1975 was a voluntary program requiring periodic assessment in Enqlish, reading, social studies, science, language arts, civics , and math usinq NAEP model. 1985 program mandated assessment by state.	
Montana - No state program								
Nebraska - No stat *program*								

Table I
Authorization and Purposes of State Assessment Program

State	Authorized by			Year auth-rizad	Year imple-mented	Year latest major changes	Wording, SEA rulee, regulations	comments
	L	SEA admin.	Other name)					
!Jevada - No state proqram								
New Hampshire - No state program								Has no state assessment. In 1978 and 1980 they sampled about 6,000 students in 5-10 district in grades 5,8, and 11.
New Jersey - No state program								
New Mexico (A)	N	N	S.B.E.	1972	1972	1981	Provide for the evaluation of student performance, both during and upon completion of the program.	
New York (A)	NA	NA	NA	NA	Regents exam: 1978 PEP test 1965 Comp: 1979	NA	Purposo not ● xplicitly tated--just stipulates what will be tested: Reqents exam program tests proximately 1 million students in qrades 9-12: here are 22 different subject exams taken over our years.	major *Changes:* in tests themselves # different subjects decreased over years, original tests were ess only, now use objective 6 essay questions. methods of development oriqinally by SEA staff now claasroom teachers develop tests amount of local latitude • originally run from SEA now LEA's do most of th scoring, recordkeepinq & issue reqents diploma now a cooperative proqr between SEA & LEA's.
North Carolina (A	1977	N	N	1977	1977-78	1983	*NA*	
North Dakota (C) No state program								NDL

NDL: There is no mendated state-wide assesament in North Dakota. Each fall, LEA's test qrades 3,5,7,9 and 11 at their option. About 66 percent of the students are tested. Host use SRA.

State Education Department is being reorganized. A new director with an emphasis in testinq and curriculum development is coming in. Changes may occur then.

Tabe I
Authorisation and Purposes *of* State Assesment Program

Stato	Authorized by: Leg.	SEA admin.	other	Year auth-rized	Year imple-mented	Year latest major changes	Wording, SEA reading, reqlation	Comments
Ohio - No state program								OH1 OH2
Oklahoma - No state program								
Oregon (B)	Y	N	N	1974	1974		Not specified in state law.	
Pennsylvania (A)	NA	NA	N	1965*	1970 as a service to district	1985	Orginally had been to build curriculum around goals and lot based on subject matter: critics said too general, ranted ● pacificity; ● ffectiva .985-86 change to satisfy critics of SEA administration	Field testinq 1965-67 to decide direction o program; 1967-69'.to develop instruments.
Rhode Island (A)	Y	N	N	1966	1975	1985	SEA shall conduct achievement and aptitude testinq in a *inform* testing proqram.	1985-back to ● very pu tested as before 1975 July 1985-3,6,8,10 to be tested across subj tested.
South Carolina (A)	1977	1971	N	1971	1971	1977	1977 Education & Finance Act School advisory councils shall conduct needs assessment and school improvement programs and use state testing data for improvement plans.	
south Dakota (A)	N	N	S.B.E.	1984	1985		Intention is to get an indication of educational status of State.	Unable to get exact wording of policy.
Tennessee	*Not*	availble	" f o r	view				
Texas - No state *program*								
Utah (A)	*N*	N	S.B.E.	1975	1975	1984	NR	

OHI: Ohio pp● rently requires LEA's 3 test 1-12 in *reading* ing, math and writing each *year. This began* in 1983 from *a* State Board decision of 1982. 'Test results are used primarily for local curriculum development. No data are given to the State. The SEA does provide technical assistance in administration and interpretation.

Two million students are tested at a cost of $5,000,000--all of which is appropriated by the legislature to go directly to the districts. Of that, $2,000,000 was spent to buy new tests this year.

Each year, there is a move in the legislature to begin collecting state-wide data. Chances look better each year, but it has yet to pass.

OH2: Competency Based Education Program requires continuous monitoring of stadent progress K-12 which can be construed as a state testinq program. In addition, each district is required to give the three tests deecribed in footnote OH4.

State A8memament

Table I
Authorization and Purposes of State Assessment Program

State	Authorized by: L	SEA admin.	Other (name)	Year auth-rized	Year imple-mented	Year latest major changes	Wording, SEA rules, regulations	Coments
'.Jennont- Yo stat(p roqram								
'Jirqlnla (A)	Y	N	N	1950	1950	1972	From time to time, State Board of Education should administer tests to measure progress of students in schools (later law specified norm-referenced tests) .	
Washlnqton (A)	Y	N	N	1976	1976	1985	Superintendent (SPI) shall conduct basic skills assessment with assistance of local districts.	
West Virginia (A)	Y	N	N	1962	1962	1985	NR	Respondent is fairly new to the department, so he was not clear on historical lnformat;-
Wisconsin	Not	availabl	for interview	.View.				
Wyoming (B)	N	Y	N	NA	1984		Voluntary proqram; no law. Funds are allocated by legislature.	

Table II

Program Characteristics

Tabulation of the grade levels at which subjects are tested in the various states reveals little uniformity of practice. The subjects of reading, math and language arts are most generally tested. Grade levels most often tested are 3 or 4, 8 and 11. Arizona tests students every year from first grade through twelfth, Kentucky K-12. Thirty-four states reported having an assessment program test in reading. Of these states, all but Wyoming which requires a writing test, also have a math test. Twenty-four states include language arts in their testing programs. Writing is tested in 16 states.

Somewhat less than half as many districts administer science, social studies and writing tests as administer reading, math and language usage or language arts tests. A few states include subjects such as citizenship, critical thinking, personal or life-skills, business and career education, art and music, reference skills, computer literacy, environment, energy and health as part of the state assessment program.

A few states have multiple subject-area tests across several grade levels. Alabama, for example, tests reading in grades 1, 2, 4, 5, 7, 8 and 10; math at levels 2, 4, 5, 8 and 10; language arts at 1, 2, 4, 5, 7, 8 and 10; science at 2, 5, 8 and 10 and social studies in grades 2, 5, 8 and 10.

Sources of testing instruments used in the state assessment program were the state education agency in 13 cases, the state education agency through a contractor in 8 cases, and a publisher% standardized test in 19 cases. The majority of states administer tests to all students in grade levels to be tested in a particular year rather than using sampling procedures. In most cases, testing of particular grade levels year after year is followed. However, in a few cases the tests are administered to different students in different subjects from year to year so that the impact of the program is spread over several years.

State Assessment

Table II
Program Characteristics

State	Subjects tested	Grade levels	Instruments: custom developed SEA)	Instruments: custom developed SEA thru contractor	Instruments: Publ. Stan. dardized	Instruments: ed amp	Instruments: Ot	Approx. . tested (84-85), all subjects	Matrix sample	Random or stratified sample	All students in grade levels tested	Notes
Alabama	Reading Math Language Arts Science Social Studies	1,2,4,5,7,8,1 2,4,5,8,10 1,2,4,5,7,8,1 2,5,8,10 2,5,8,10		N	SAT SAT SAT SAT SAT			385,000	N	N	Y	Add grade 1,4,7 to Science and Social Studies in 1986. Switched to CAT and SAT in 1984.
Alaska	Reading Math	4.8 4.8	N	Item bank also	N			15,000	N	N	Y	1985 changed Voluntary program to mandatory. required reporting by district.
Arizona	Reading Math Languaqe Arts Writing	1-12 1-12 1-12 4,8,11	N	N	I T B S SAT 9-12	from 1984 N NAEP ETS doing sorln$		461,000	N	N	Y	Specified speicial education students included.
Arkansas	Reading Math Language Arts	4,7,10 4,7,10 4,7,10	N	N	SRA	N	N	100,000 In grades 4,7, 10	N	N	Y	
California	Reading Math Lanquaqe Arts Social Studies Critical Thinking	3,6,8,12 3,6,8,12 3,6,8,12 8 8	Y	N	N	Pilot test scored analytically & primary trait	Advisory Degrees of reading 12th grade test (Combining published	ry 1.1 Million combination of published items)	Y	N	Y	Social Studies (Critical Thinking added 84/85. Grade 8 testing added 84/85. Fall 85 (Grade 8 12) writing sample to be added.

SOURCE; Data Complied for the Office of Technology Assessment by Northwest Regional Educational Laboratory, 1985.

state Assessment

Table 11
Program Characteristics

State	Subjects tested	Grade levels	Instruments led: Custom developed SEA thru Contractor	Publ. standardize(	Writing sample	Other	Approx. no. tested ['84-85), all subjects	Matrix sample	[illegible]	[illegible] levels tested	Notes
Colorado	To be determined		NA	NA	N	N	N			Y	Legislatur specified pilot prog grades 3,6 9,11.
	Life Skills will be tested	11th									life Skill. n grade 1
Connecticut											
A. State Assessment	reading	4,8,11	Y	N	N	Holistic and analytical and P.T	N L	7-OK	[illegible]	N	N	Testing roted ye o-year.
	math	4,8,11									
	language Arts	4,8,11									
	Writing	4,8,11									
	Science	4,8,11									
	Social Studies	$,8,11									
	Business Ed.	12									
	Career Ed.	4,8,11									
	Art & Music	4,8,11									
B. Mastery Proqram	Reading	4 In Fall 85					Degrees, E war	40,000 per grade	[illegible]	N	Y	his is a new program
	Math	36: add									
	Language arts	grades 4,6,									
	Writinq										
	Critical Thinking										
Delaware	Reading	1-8, 11	N	N	CTBs	Scored holistically analtically	N lly call	60,000 (std'd) 7,5(30 (writinq)	[illegible]	N	Y	All regula sudents a most speci education students.
	lath	1-8, 11									
	Language Arts	1-8, 11									
	Writing	9									
	Science	11									
	Social Studies	11									
D.C.	Reading NRT	3,6,8,9,11									
	Math NRT	3,6,8,9,11									
	Lang. Arts NRT	3,6,8,9,11									
	Science NRT	3,6,8,9,11									
	Social St. NRT	3,6,8,9,11									
	Other	3,6,8,9,11									
	CRT in Reading math, Science Lanquaqe Arts	1-6	RT	CRT	CTBS			39,000	N	N	Y	
Florida											Combined wiht M.C. under SSAT 62.

Table 11
Program Characteristics

State	Subjects tested	Grade levels	Instr comments: Custom developed SEA	Custom developed thru Contractoe	Publ. standardized	Bed: Writing Sample	Bed: Other	Approx. no. tested ('84-85), all subjects	[illegible]	[illegible] stratified sample	All students in grade levels tested	Notes
Georqla	Reading, Math	1,3,6,8,10	Y'	N	N	985-86 piloting holistlc with some rrimary trait or grades 6,8,10	N	320,000	*	N	Y	Use Georgia teachers to rite all test. goes through contranct with Gorgia St. Univ. (acts as fiscal agent to do item writing) SEA copy-Right tests
Hawaii	Readinq, Math Wring Science Critical Tkq. Athletics/P. E Health Social Studies	2,3,6,8,10 3,6 3 3 3	Y	Y	SAT (at all grade levels)	SAT (holistic analytical		88,000	I	N	Y	Moved test from 4th to 3rd grade.
Idaho	Reading, Math, Lanuage Arts, Writing, Science, Social Studies	Grade 11 Grade 11	N	N	Test of Achievement and Proficiency	N 'Y	N	11,917	N	N	Y	For those takinq all subtests.
Illinois	Reading Math Lanquaqe Arts Writing science Social Studies ote: This varies year and subject subject area-t subjects each	4,8,11 4,8,11 4,8,11 4,8,11 4,8,11 4,8,11 es year-to area-to-they cycle year.	Y	N	N	N	N	7,500 (note comment columns lard 2)	N	N	Y	
Indiana	Readlnq, Math Writing	3 3,6	'i	Y	For pilot	Holisti and P.T	N	63,100	N	N	Y	Another qrade to be determlned.

State Assessment

Table 11

Program Characteristics

State	Subjects tested	Grade levels	In custom developed SEA thru Contractor	Publ. stan-dardize	Writing Sample	other	Approx. no. tested ('84-85), all Subjects	Random or stratified sample	All students in grade	Notes
IOWA - No state program										
Kansas	Reading, Math	2,4,6,8,10	Y	N	N	N	150,000	N	Y	
Kentucky	Reading, Math Language Arts Spelling, Reference Skills	K-12 (4/85	CTBS sub-contract	CTBS T.C,'s	N	N	710,000	N	Y	
Lousian	Reading, Math Writing	7,10	Y	N	N	N	120,000	N	Y	
Maine	Reading, Math Language Arts Writing, Science, Social Studies	4,8,11	Y	N	N	N	48,000	Y c	Y and Studies	s
maryryLa	Reading, Math Language Arts	3,5,8	N	CAT	N	N	175,000		Y	
Massachusetts No. state proqram										
Migchigan	Reading, Math Writing, Science, Social Studies Other	4,7,10	N	N	N	N	330,000		N and	10th grade added in ' ona volum basis. La in '79 provided fundinq.

State Assessment

Table II
Program Characteristics

State	Subjects tested	Grade levels	Instruments led: custom developed SEA	custom developed SEA thru contractor	Publ. standardize<	Writing sample	the]	Approx. tested (84-85), all subjects	Matrix sample	Random or stratified sample	Not students in state levels tested	Notes
Minnesota	Reading Math Languaqe Arts Writing Science Social Studies Computer Lit. Personal Skill Enerqy Health	4,7,8,11, 12 3,4,8,11 4,8, 11 6,9,11 4,8,11 4,8,11 8,11 10-12 6,9,12 6,9,11	Y	N	N	Analytic for Rehetorical ling Ian tie	N rehtorical inquistic	270,000	N	Y	N	Added in 1984-85.
Mississippi	Reading Math Lanquage Arts Other	L-4 L-4 1-4 3-12	N	Y	N	Holistdally analytilly below tandard)	Holistical 85 to		N	Y	N	Added 6 & 8 to NRT in '87 Othrr subject areas tested by *87 a qood Possibllity.
Missouri	'Reading Math, Other, Science, Social Studies	6 & 12[4]* 6 & 12 6-12 6-12	Y	N	N	N	N	17,000	Y	N	N	• Grades to be determined for '85 program. • Language Arts included in '85.
Montana - No state program												
Nebraska - No state program												
Nevada - No state program												
New Hampshire - No state prog ram												
New Jersey - No state program												

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State	Subjects tested	Grad. levels	Instruments Developed: Custom SEA	Instruments Developed: Custom SEA thru Contractor	Instruments: Publ. standardized	Instruments Developed: Writing Sample	Instruments Developed: Other	Approx. no. tested ('84-85), all subjects	Matrix sample	Random or [illegible]	[illegible] grades levels tested	Notes
New Mexico	Reading, Math Languaqe Arts	3,5,8	N	N	CTBS	N	N	55,000	N	N	Y	95 of LEA give Scien and Social Studies which are optional.
New York .	English , Math Social studies , Science, Foreign Language, few in Business Education, Writing	3,6 5,8,8,11,12	N		N	N	lass room each	Up to LEAs - did not have s inf<	N	N	N	
North Carolina	Readinq Math Language Arts Writing Science	1,2 ,3,6,9 1 ,2,3,6,9 1,2,3 ,6,9 6,9 3,6,9	Wri cl	ng N ce	CAT : Reading math Langauge	Focused holistic ccore scale ··4	N	475,000	N	N	Y	
North Dakota - Stat •program												
ohio - No state pragram									-			
oklahoma - No State program												
Oregon	Reading, Math Writing	8	Y	N	N	na ly	lly degree f Reading power	25,000	(	Y	N	84/85 char from grade 4,7,11
Pennsylvania	Reading(, Math Language Arts Science, Social Studies Critical TKg. Citezenship usage,arts and humanties	5,8,11 ten		N	N	N	Commit “or	ees .20,000/) qrade objectives each evel develop	Y G l.	de	5,8	voluntary proqram; n, year to fi better wit comp. test)11 1 test grades 6,7 11 will f test a grade instrument 10 not kno subject art will be the same as

Stata Asse*~t

Table II
Program Characteristics

State	Sub]ecte tested	Grade levels	Ins uments ad: SEA	custom tveloped :EA thru 'ontractor	Publ . stan- ardizac	Iri tint Ss?!Y?L		Approx. no. tested '84-85), all subjects	Mentira sample	Random or stratefied sample	levels tested	Notes
?Jmde Is Land	leadlng, Math anguage Arts)ther	3,6,8,10	N	.ife Skill: eet 8, 10	ITBS 3,6,8	Ar~alyti :oring 7-79)-83 >list i 35 tee >be tandar Led	N	1,400	[illegible]	Y	/8	● 1985 - Metro. Achievement Test to be given in gradee 366 in writinq only becauae of budget limitation.
South Carol ina	taading Iath , languaqe Uts , Writing, ;cience, ioc la 1 ,tud les , Othe r	4,5,7,10 4,-1,10	N	N	CTBS	N	N	200,000	N	N	Y	5th grad. readinq added in '84. Plan to add 9, drop 10 in '86: 4.5,7,9
South Dakota	Readlnq, Xa th Ianquaqe Arts Sc I ence , Soc la 1 stud Le	4,8,11	N	N	SAT	N	N	21,000	[illegible]	[illegible]	[illegible]	● SD1
. !,],eswe - Not i .ra L 1 ah le for ,,* ! r ,) i t?w ,: x.3 > - No state r).1 ram												
') t ah	Reading, Math Language Arts Critical Tkg. ?ther	5,11	Y	N	CTBS	N	N	7,500	[illegible]	Y	N	
'/e rmont - No state program												
~J L rg In la	Reading. Math Language Arts , Science , Social Stud~e:	4,8,11	N	N	SRA	N	N	200,000	N	N	Y	
.+ash Lnq ton	Readiny, Math Languaqe Arts	4,8, 11	N	N	CAT	N	Xgre >f Read] 3th q lamp]	s 110,000 g Power ade r	N	Y 11	Y [4,	

Scl : State test LS Ln Ats first year. This year Lt 1s not mandatory. (1985 86 Lt WL1l ~.) ll?st LS thus be= qlven to a non-random non-stratified sample of the 21,000 eligible pupils.

Tablo II
Program Characteristics

State	Sub]ects tested	Grade levels	Instruments Used: Custom weloped Sw	Custom weloped 5EA th~ :ontractor	F'ubl. stan-dardize	Writim SSmpl(	3the]	Approx. tested (~4-85), al. subjects	Maxtrix sample	[illegible]	[illegible]	Notoa
West Virginia	leading, Math, ktnguage Arts, ;clence, locial Studies	3,6,9,11	u	N	CTBS	N	N	115,000	N	N	Y	
Wisconsin - Not avmlable for interview												
Wyoming	teadinq, kiting	4,8,11	N	N	Yrs :oncurr Iith Iationa :esting 'prlmar .rait)	N	N	0,000	N	0! f ,E 1	N	

Table III

Uses of State Assessment Data

Most of the 38 states that have assessment testing programs report multiple uses of them. The number of states reporting *various* uses of state assessment data is as follows, in order of frequency of use: public accountability (34), curriculum improvement at the state level (33), monitoring student achievement trends (30), informing educational policy (27), making comparisons with national norms (28), making comparisons among districts within the state (17), making comparisons among regions in the state (13), incentives and sanctions (8), and rating of schools (2), with another contemplated for the near future (Georgia).

There is little evidence that state assessment data is being used for purposes of giving *or* denying funds to school districts on the basis of student performance, but there are selective uses of this type in a few states. For example, California has established an educational improvement fund based on improvement of 12th grade scores over the previous year. Connecticut is phasing in a mastery testing program which wili be used to identify schools needing additional money based on mastery level statistics. Michigan, which dropped a program *in* 1974 that withheld funds from districts not showing improvement in state assessment results, now bases funding for compensatory education on these results. South Carolinats 1984 law identifies districts where the quality of education is seriously impaired, and it is anticipated that sanctions may be used where such instances are found. These sanctions may not be monetary. Washington provides remedial assistance for percentages of students scoring in the lowest quartile in grade 4. Since 1980, Virginia has provided a system for allocating funds for remedial education based on state assessment data. Florida employs a system of funding compensatory education programs based on state assessment data.

In Alabama and New York, the legislature and the State Board of Regents, respectively, work with the state education agencies to see that deficiencies in the school systems, as revealed by state assessment data, are addressed by state education agencies using resources other than financial.

District level curriculum improvement was the most frequently mentioned local use of state assessment information. Comparison of results among schools was also mentioned several times.

California and Pennsylvania have developed sophisticated systems of data analysis and reporting. California groups schools according to socioeconomic status (SES), aid to families with dependent children (AFDC) and English proficiency measures in an effort to make more justifiable the comparisons of performance among schools. A more complete accounting of the variables used by the different states in aiding interpretation of test results is found in the discussion of Table IV.

State Assessment

Table III
Uses of State Assessment Data

State	STATE USES: Curriculum improvement	Finance: Sanctions	Finance: Incentives	Monitor ach. trends	Comparisons: Nation	Comparisons: Regions in state	Comparisons: Districts in state	Inform educ. policy	Public accountability	Rate teachers, schools	Notes/ Other	Local Use Notes
Alabama	Y	N	N	Y	Y	Y	Y	N	Y	N	In 1979-Legislature determined schools with greatest need. State Dept. provides assistance.	
Alaska	Y	N	N	N	N	Y	starts 198	*	*	N		District level curriculum improvement; public accountability.
Arizona	N	N	N	Y	Y		Y	*	Y	N	Y: AZ	District level curriculum improvement. Compare schools within district. Evaluate performance of teachers/administrators. For Chapter 1 & initial screening of gifted.

SOURCE: Data Compiled for the Office of Technology Assessment by Northwest Regional Educational Laboratory, 1985.

AZ1: State Board Rule & Regulation: In order to be promoted from the 8th grade, student must be able to read, write, and compute at a 6th grade level-prior to graduation from high school student must be able to read at a 9th grade level. LEA's may determine what is meant by 9th grade level

Law: All school districts must develop a continuous uniform evaluation system for K-12; LEA's had to come up with objectives for reading, writing, math and a means for measuring them; record keeping system to show whether students have mastered objectives, a parent reporting system, and development of alternative learning plans for students who had not mastered objectives.

State Assessment

[illegible] of State Assessment Data

STATE USES

State	Curriculum improvement	Finance: Sanctions	Finance: Incentives	Monitor ach. trends	Comparisons: Nation	Comparisons: Regions in state	Comparisons: Districts in state	Inform educ. policy	Public account-ability	Rate teachers/ schools	Notes/ Other	Local Use Notes
Arkansas	Y	N	N	Y	Y	Y	N	Y	Y	N	Most looking at baseline data in 1980 and trends within the state since that time.	
California	Y	N	Y As of 84/5, Ed. Improvement Incentive used. If 12th gr. scores went up, 93% of students in class tested, school could acquire add'l funding.	Y	Y NAEP	Y	Y Use state wide percentile ranks for 1st time.	N	Y	N	Use comparison score bands for schools with similar [illegible]. AFDC, Eng[illegible] Prof. program.	
Colorado - No State Program												

State Assessment

Table III
Uses of State Assessment Data

STATE USES

	Curriculum improvement	Sanct[141]	ives	Monitor ach. trend	I.s1 at[21]	om	D[1551]	Inform educ. policy	Public account-ability	Rate teachers/ schools	Notes/ Other	Local Use Notes
Connecticut A. State Assmt Program	Y	N		Y	Y		N	Y	Y	N		istrict level curriculum mprovement. unding allocations. omparison within district. ublic accountability.
B. Mastery Prog	Y	N		N	N		Y	Y	Y	N	Mastery program wil give money based on need.	
Delaware	Y			Y	Y		*	N	Y	N	Some say there is to much emphasis on basic skills.	District level curriculum improvement. Compare schools within the district. Public accountability.
District of Columbia	Y	N		Y	Y		N	Y	Y	N		Compare school within district. Public accountability.

State Assessment

Table III
Uses of State Assessment Data

STATE USES

	imp	Finance: ions	Finance: Incentives	Monitor ach. trends	omp s s: Nation	omp s s: R g s s	omp s s: D s ricts state	Inform educ. policy	Public account-ability	Rate teachers/ schools	Notes/ Other	Local Use Notes
Florida			Y Compensetory education program.	Y	Y		Y	Y	Y	Y To label deficient school programs	FL1	District level curriculum improvement. Compare schools with district. Public accountability.
Georgia	Y		N	Y	Y		Y	Y	Y	Future use anticipated for schools & teachers	Negative consequences: ranking of school districts based on test scores and negative press that goes with that.	District level curriculum improvement. Funding allocations for remedial purposes. Compare schools within district. Evaluations performance tchrs/admin's: future use anticipated as part of Gen. Assembly Ac . e.g., career ladders for teachers. Plan staff development programs.

2: To enhance teaching of minimum, but no programs as such come from legislature; primary education program put into motion to ensure that students in 1, 2, and 3 [illegible] mastered [illegible] emphasis on output.

State A e me

Table III
Uses of State Assessment Data

State	STATE USES											Local Use Notes
	Curriculum improvement	Finance		Monitor ach. trends	Comparisons			Inform educ. policy	Public account-ability	Rate teachers/ schools	Notes/ Other	
		Sanctions	Incentives		Nation	Regions in state	Districts in state					
Hawaii	Y	N	N	Y	Y	N	Y	Y	Y	N	School level improvement. Student disgnosis. Program evaluation.	Districts get additional funding [illegible]. but there is no formula. Tests used for student diagnosis. improvement also.
Idaho	Y	N	N	N	Y	N	N	N	Y	N		[illegible] level curriculum improvement. They rec. that counselors use it for placement and advisement
Illinois	N	N	N	Y	N	N	N	Y	N	N		

State Assessment

Table III
Uses of State Assessment Data

	STATE USES											
	Curriculum improvement	Finance		Monitor ach. trends	Comparisons			Inform educ. policy	Public accountability	Rate teachers/schools	Notes/ Other	Local Use Notes
		Sanctions	Incentives		Nation	Regions in state	Districts in state					
Indiana	Y	N	Y	Y	Y	N	Y	*	Y	N	State provides funds for additional remedial instruction.	Curriculum improvement.
Iowa no state program												
Kansas	Y	N	N	Y	N	N	N	Y	Y	N		District level Curriculum improvement. Public accountability.
Kentucky	Y	N	N	Y	Y	N	N	Y	Y	N	Same as before 1985.	Comparison to schools within district. A change in '85. Required annual perf report.

State Assessment

Table III
Uses of State Assessment

	Curriculum improvement	Finance		Monitor ach. trends	Comparis			Inform educ. policy	Public account-ability	Rate teachers/ schools	Notes/ Other	Local Use Notes
		Sanctions	Incentives		Nation	Regions in state	Districts in state					
Louisiana	Y	N	N	Y	Y	N	N	N	Y	N	None.	LEA's use data for curriculum improvement.
Maine	Y	N	N	Y	Limited comparison with NAEP items.	Y	Y	Y	Y	N	1984 legislation provides for comparison within regions and among districts.	Parental reports.
Maryland	Y	N	N	Y	Y	N	Y	Y	Y	N		Curriculum improvement. Compare within district. Public accountability.

Table III
Uses of State Assessment Data

State	STATE USES											Local Use Notes
	Curriculum improvement	Finance		Monitor ach. trends	Comparisons			Inform educ. policy	Public account-ability	Rate teachers, schools	Notes/ Other	
		Sanctions	Incentives		Nation	Regions in state	Districts in state					
Massachusetts - No state program												
Michigan	Y	N	Compensatory education (in 1974 dropped withholding funds for district not showing improvement	Y	N	N	N	Y	Y	N		
Minnesota	Y	N	N	Y	Y	Y	By strata	Y	Y	N		nclude of testing, affected iring and assignent o teachers.
Mississippi	Y	N	N	N	N	N	N	Y	Y	N		

Table III
Uses of State Assessment Data

	STATE USES											
	Curriculum improvement	e Sanct	ives	Mo h d	Compar s s N I al	Regions in sta	D s s s e	Inform educ. policy	Public account-ability	Rate teacher/ schools	Notes/ Other	Local Use Notes
M ssouri	Y	N				N	N	N	N	N	1985 program will change this.	Identify trends.
I a program												
Nebraska - No state program												
Nevada - No state program												
Hampshire - state program												

State Assessment

Table II-E
Uses of State Assessment Data

State	STATE USES: Curriculum improvement			Mo h re d	Comparisons: Nation	Comparisons: Regions in state	Comparisons: Districts in state	Inform educ. policy	ub ab y	Ra e che s/ schoo s	Notes/ Other	Local Use Notes
New Jersey H No stat a progra												
New Mexico	Y				Y	Y	N	N		N	Accreditation	NM1
New Yor x	Y				Y	Y	Y	y[1]		N [1]	Regents in some are instrumental changes, e.g., extra help.	Data used to compar schools within a district, for pub accountab lity & program effective ness.

NM1: Accred tation is ased in part on student scores CTBS-4 This policy obviously ffects district curriculum by the fact that accreditors monitor the progress/trends of each district and the districts have become sensitive to drops in student scores.

State Assessment

Table III
Uses of State Assessment Data

	STATE USES											
	Curriculum improvement	Finance: Sanctions	Finance: Incentives	Monitor ach. trend	Comparisons: Nation	Comparisons: Regions in state	Comparisons: Districts in state	Inform educ. policy	Public account-ability	Rate teacher/school	Notes/ Other	Local Use Notes
North Carolina	Y District: Used as part of accreditation process; monitor achievement of specific objectives. State: Progress in GLE's and percentile by subtest areas.	N	N	Y	Y	Y There are 8 educ'l regions and all are compared to one another	Y All school systems within region & across state are compared; do not rank school system.	Y State level account-ability mechanism	Y Public accountability achieved by reporting student data to parents. School system scores made available to media-wk. with TV and radio in interpreting what scores mean.	Y		District can look at strengths and weaknesses. Compare schools within district.
North Dakota - NO state program												

State Assessment

Table III
Uses of State Assessment Data

STATE USES

	Cu imp m	m i s e	e ves	Monitor ach. trends	Comparisons: Nation	Comparisons: Regions in state	Comparisons: Districts in state	Inform edu. policy	Public account-ability	Rate teachers schools	Notes/ Other	Local Use Notes
Ohio - No state program												
Oklahoma - No state program												
Oregon				N	Y	N	N	Y	Y	N		

State Assessment

Table III
Uses of State Assessment Data

State	STATE USES: Curriculum improvement	Finance: Sanctions	Finance: Incentives	Monitor ach. trends	Comparisons: Nation	Comparisons: Regions in state	Comparisons: Districts in state	Inform educ. policy	Public account-ability	Rate teachers/ schools	Notes/ Other	Local Use Notes
Pennsy o	To examine curriculum overtime e.g., cours content, also looke at staffin - if over- tim schoo has low scores; teachers m r ned o l t ired data also used to add a new schoo . Primary dat e.g., Title	N base for IV; a so	N developin ong-range	Y arious anning	N rograms,	Y Built int regressio to predict school sh given cer cators, e of resour ing like given cer character	Y o model - -use data where ould score tain indi- g., amoun ces; compa- districts tain demog stics.	N	Up to discret of dist	chools	chool effectiveness rogram.	rvey done by SEA occasion taps LEA e of assessment ta - SEA generates report.
Rhode Island	n	N	N	Y	Y	1985	1	Y	1985	N		985 - will use for tudent placement & dentification.

State Assessment

Table III
Uses of State Assessment

State	STATE USES											Notes/ Other	Local Use Notes
	Curriculum improvement	Finance		Mo ch re d	Comp s s			Inform educ. policy	Pub co ab y	Ra e eache schoo s			
		Sanctions	Incent		ation	R g s s a e	D s icts state						
South Carolina	Y	'84 law could lead to sanctions	N		Y	N	N	Y		N	'84 law identifies districts where qua ity of education is seriously impaired. Possible removal of superintendent is possible.		
Sou h Dakota	Y	N	N		Y	N		N		N	None.		District curriculum improvement.
Tennessee - Not available for interview													
Texas - No state program													

State Assessment

Table I*
Uses of State Assessment Data

STATE USES

	Curriculum mprovement	Finance Sanct ons	Finance Incenti	Mo ch t d	Comparisons N on	Comparisons Regions in state	Comparisons Districts in state	Inform educ. policy	Public account-ability	Rate teacher: schools	Notes/ Other	Local Use Notes
	Y	N	N			N	N	Y	Y	N	None.	Non-representative sample prevents school-to-school comparison. Some schools compare thei scores to state and nation norms.
m -No stat rogram												
Virgini	N	N	Y (VA1)			N	N	Y	Y	N	In 1972 test was changed and scores dropped. Public outcry affected state education policy.	District curriculum improvement, measure progress of students, programs.

VA1: In 1980, the State Board approved special funding for remedial education staff to be provided to districts with low scores. This move was to head off similar activities in the legislature. Many people are now trying to reverse the ruling.

State Assessment

Table III
Uses of State Assessment Data

State	STATE USES: Curriculum improvement	Finance: Sanctions	Finance: Incentives	Monitor ach. trends	Comparisons: Nation	Comparisons: Regions in state	Comparisons: Districts in state	Inform educ. policy	Public account-ability	Rate teachers/ schools	Notes/ Other	Local Use Notes
Washington	Y	N	Y[1]	N	Y	N	Y			N		[1]There is remediation assistance program percent of student scoring in lowest quartile.
West Virginia	N	N	N	N	N	N	N	N	N	N		District curriculum improvement-primary purpose of tests.
Wisconsin - Not available for interview												

State Assessment

Tabl I
Uses of State Assessment Data

State	STATE USES											Local Use Notes
	Curriculum improvement	Finance		Monitor ach. rends	Comparisons			Inform educ. policy	Public account-ability	Rate teachers/ schools	Notes/ Other	
		Sanctions	Incentives		N	Regions in state	Districts in state					
Wyoming	Y	N	N	in 85	Y	N	N	Y	Y	N	Districts can piggyback upon state and set up their area testing program ω th ETS. 31 out of 9 ⊂ last year	

Table IV

Variables Used to Aid Interpretation of Data

Efforts to compare the performance of students, classes, schools, and school districts on tests lead naturally to questions regarding the validity of such comparisons. A number of states now collect student demographic data and school/district variable data in order to assist users of state assessment data in making more valid comparisons and judgments. Student variable data now collected by states include the following in order of frequency of states collecting the data: sex (20), race/ethnicity (17), amount of homework (10), family income (9) type of handicap (8), television viewing time (7), number of parents (6), and validity of student performance as judged by the teacher (4). Other student variables reported include parental education, family occupation of head of household, community type, access to libraries, number of times residence changed, number of siblings, order of birth, home reading materials, ESL Bilingual information, student/teacher/principal attitudes toward the testing program, textbooks used, teacher load (both of the above relating to a specific subject), repeater status, migrancy, and a smattering of pupil/teacher attitudinal variables.

School/district variables in order of frequency mentioned by states include: Title 1 or socioeconomic status data (14), district and school size (17), and urban/suburban/rural classifications (4). Other school district variables mentioned include per capita income; per pupil costs; class size; pupil: teacher ratio; Chapter 1, remedial, compensatory, and bilingual status; dropout rate; attendance rate; pupil mobility data; participating in gifted child programs; and eligibility for free and reduced lunches.

Table IV
Variables Used to Aid Interpretation of Data

State	Student Variables									School/District Variables			Notes/ Other
	Family income	Number parents	Race/ ethnicity	TV viewing time	Amount homework	Type handi-cap	Teacher-validity of performance	Sex	Other	Title I or SES	School/ District size	Urban, suburban, rural	
Alabama	N	N	N	N	N	Y	N	N	N	N	N	N	
Alaska	N	N	Y	N	N	N	N	Y	Biling	1 N	Y	N	
Arizona	N	N	Y	N	N	Y	N	Y	See Notes	Y	Y		Primary language, limited English proficiency, participation in Chapter 1, participation in Chapter 1 Migrant, participation in gifted program. Next yr.: State required to collect--as part of test data--characteristics of effective classrooms, schools and school districts.
Arkansas	N	N	N	N	N	N	N	N	See notes.	N	N	N	Up to LEA's if they want to use this data.

SOURCE: Data Compiled for the Office of Technology Assessment by Northwest Regional Educational Laboratory, 985.

State Assessment

Table IV
Variables Used to Aid Interpretation of Data

	Student Variables									School/District Variables			
State	Family income	Number parents	Race/ ethnicity	TV viewing time	Amount homework	Type handi-capp	Teacher-validity of performance	Sex	[illegible]	Title I or SES	School/ District size	Urban, suburban, rural	Notes/ Other
California	3,6	N	X	6,8,12 Grade 8: reading & TV	6,8,12 # of writing assignments	N	N	Y	Y Parent Ed (8,12)	Y	Y	N	Amount of program funding received.
Colorado - No state program													
Connecticut A.	N	N	N	Y	Y	N	Y	Y	See Notes	Optional	Optional	N	Student, teacher, principal questionnaire to measure attitudes regarding program.
B	N	N	*	N	N	N		Y	N	Optional	Optional	N	
D aware	N	N	N	N	N	N	N	N	N Only report test data	N	N	N	Depends on each LEA: they prepare own reports for their boards.

Table IV
Variables Used to Aid Interpretation of Data

State	Student Variables									School/District Variables			Notes/ Other
	Family income	Number parents	Race/ ethnicity	TV viewing time	Amount homework	Type handi-capp	Teacher-validity of performance	Sex	Other	Title I or SES	School/ District size	Urban, suburban, rural	
District of Columbia	N	N	N	N	N	N	N	N	N	N	N	N	
Florida	N	N	Y	N	N	Y	N	Y	N	N	N	N	Number of students eligible for free and reduced lunch.
Georgia	N	N	N	N	N	N	N	N	N Do not formally collect this info.	Y:SES	Y	N	North, middle and south Georgia.
Hawaii	Y	Y	Y	N	N	Y	N	Y	N	Y	Y	N	Ethnic breakdown.
Idaho	N	N	N	Included next year.	Included next year.	Included next year	N	Included next year	Y[1]	N	N	N	[1]Coursework in high school; attitudes toward coursework. Up to LEA's if they want to use these data.

State Assessment

Table IV
Variables Used to Aid Interpretation of Data

State	Student Variables									School/District Variables			Notes
	Family income	Number parents	Race/ ethnicity	TV viewing time	Amount homework	Type handicapp	Teacher-validity of performance	Sex	Other	Title I or SES	School/ District size	Urban, suburban, rural	Other
Illinois	N	Y	Y	Y	Y	N	*	Y	Y[1]	N		Y	[1] Continuing motivation; exposure and opportunity to learn; parental influence on achievement; expectations standard; perceived value of achievement. NOTE: Proportion of free and reduced lunches; region; by courses offered at 8th grade & 11th grade (breadth of opportunity to learn).
Indiana	Y[1]	Y[1]	N	Y[1]	Y[1]	N	N	Y[1]	N	*	*	N	[1] To be included next year; also pupil/teacher ratio.
Iowa - No state program													

Table IV
Variables Used to Aid Interpretation of Data

State	Student Variables									School/District Variables			Notes/ Other
	Family income	Number parents	Race/ ethnicity	TV viewing time	Amount homework	Type handicapp	Teacher-validity of performance	Sex	Other	Title I or SES	School/ District size	Urban, suburban, rural	
Kansas	Y	Y	N	N	N	N	N	N	N	N	N	N	
Kentucky	N	N	N	N	N	N	N	N	N	N	N	N	
Louisiana	Y	N	Y	N	N	N	N	N	Y: SES	N	N	N	In 1978 (first year), did use additional variables.
Maine	Y: 1985	Y: 1985	Y: 1985	Y	*	Y	Y		*	Y	Y	N	Class size and funds available for instruction; assessed wealth of district.
Maryland	N	N	N	N	N	N	N	N	N	N	N	N	
Massachusetts - No state program													

Table IV
Variables Used to Aid Interpretation of Data

State	Student Variables									School/District Variables			Notes/ Other
	Family income	Number parents	Race/ ethnicity	TV viewing time	Amount homework	Type handi-capp	Teacher-validity of performance	Sex	Other	Type of school	School/ District size	Urban, suburban, rural	
Michigan	N	N	N	N	N	N	N	Y	1985: Will use ESL & handicapped	N	N	N	
Minnesota	N	N	N	N	N	N	N	Y	Textbook, teacher load specific to subject.	N	Y	N	Four strata, strat refers to "out-state" areas.
Mississippi	Y	N	Y	N	N	*	N	Y	N	N	N	N	
Missouri	N	N	N	N	N	N	N	N	N	N	N	N	
Montana - No state program													

Table IV
Variables Used to Aid Interpretation of Data

State	Student Variables									School/District Variables			Notes/ Other
	Family income	Number parents	Race/ ethnicity	TV viewing time	Amount homework	Type handicapp	Teacher-validity of performance	Sex	Other	Title I or SES	School/ District size	Urban, suburban, rural	
Nebraska - No state program													
Nevada - No state program													
New Hampshire - No state program													
New Jersey - No state program													
New Mexico	N	N	Y	N	N	N	N	N	See Notes	N	Y	N	Data is analyzed by race, language spoken at home, bilingual education status, and number of years in New Mexico schools.

State Assessment

Table IV
Variables Used to Aid Interpretation of Data

	Student Variables									School/District Variables			
State	Family income	Number parents	Race/ ethnicity	TV viewing time	Amount homework	Type handi-capp	Teacher-validity of performance	Sex	h	Title I or SES	School/ District size	Urban. suburb rura	Notes/ Other
New York	N	N	N	N	N	N	N	N	N Do E	Y	Y	N	Race, ethnicity, dropout rate, annual attendance rates, number of students with limited English proficiency, ratio of students to support staff, pupil mobility data.
North Caro	N	N	Y	N	Y	N	N	Y	N	Y	Y	N	Participation in Chapter 1 program participation in Migrant program.
North Dakota - No state program													
Ohio - No state program													

State Assessment

Variables Used to Aid Interpretation of Data

State	Student Variables									School/District Variables			Notes/ Other
	Family income	Number parents	Race/ ethnicity	TV viewing time	Amount homework	Type handi-capp	Teacher-validity of performance	Sex	Other	Title I or SES	School/ District size	Urban, suburban, rural	
Oklahoma - No state program													
Oregon	N	N	N	N	N	N	N	Y	Y: If language other than English	Y	Y	N	
Pennsylvania	N	N	Y	Y	*	N	N	Y	Y: PA1	Y: # low income student	Y: Grade enrollment figure	N	PA2
Rhode Island	Y	Y	Y	Y	Y	N	Y	Y	N	1985	1985	1985	Per capita i
South Carolina	Y	Y	N	N	N	Y	N	N	Y: Repeater status	Y	N	N	Chapter I and/or state funded remedial program.

PA1: Family occupation, education (grade 11-occupation desired and occupation expected); type of community; access to library; number of times changed residence; number of siblings in family, first born. Also in grades 8 and 11: perception of parents' interest in school; perception of teacher's expectations of their level of achievement; self-report of reading materials at home.

PA2: Class size tuition; per pupil expenditure; teacher data (on teacher questionnaire)--where graduated high school, teacher satisfaction with parents, teacher education level, teacher experience, involvement with activities outside classroom and is that a problem, perceptions about involvement in school. relationship with students, parents and teachers, factors disruptive to teachers, influence on instructional decisions, staff's interpersonal relationship with other staff, discipline problems in school.

State Assessment

Table IV
Variables Used to Aid Interpretation of Data

State	Student Variables									School/District Variables			Notes/ Other
	Family income	Number parents	Race/ ethnicity	TV viewing time	Amount homework	Type handi-capp	Teacher-validity of performance	x	Other	Title I or SES	School/ District size	Urban. suburban, rural	
South Dakota	N	N	N	N	N	N	N	N	N	N	Y	N	
Tennessee	Not available for interview.												
Texas - No state program													
Utah	Y	N	Y	N	Y	N	N	*	Y	*	Y	Y	
Vermont - No state program													
Virginia	N	N	N	N	N	N	N	N	N	N	N	N	Some was done in the 1960's, but no longer.

State Assessment

Table IV
Variables Used to Aid Interpretation of Data

State	Student Variables									School Variables			Notes/ Other
	Family income	Number parents	Race/ ethnicity	TV viewing time	Not homework	Type handi-capp	Teacher-validity of performance	Sex	Other	Title I or SES	School/ District size	Urban, suburban, rural	
Washington	N	N	Y	N	N	Y	N	N	N	Y	N	N	If in bilingual program, state remediation program, Indian education.
West Virginia	N	N	N	N	N	N	N	Y	Y: career interests	N	N	N	Sex information used in-house only.
Wisconsin	Not available for interview.												
Wyoming	N	N	Y	Y	Y		N	Y	Y: NAEP questions	N	N	N	

Table V

Test Construction

The majority of states with assessment programs have employed formal procedures to avoid bias in test items for both race and sex. More than half of the states surveyed reported using pretested and statistically analyzed items. Fourteen states reported tests that use item calibration related to item response theory (IRT). This is a significant development of the past several years that indicates growing acceptance of the values of IRT in testing construction. Some of these states used IRT calibration on only part of the tests used.

The movement toward IRT and the introduction of matrix sampling in a few states seemed to be the chief changes in test construction technology occurring in state programs.

Very little change was reported in norming practices, except for some movement toward criterion referenced testing (CRT) measurement in the 1970s and a return to norm-referenced testing (NRT) or a combination of both CRT and NRT in the 1980s. Pennsylvania reported a move from district to school norming information.

Few changes in reporting practices were noted except for references to "more sophisticated" forms of reporting. This probably refers to the increased use of variables as discussed under Table IV for both students and schools in the reporting and interpretation of test results, and the continuing trend away from reporting grade level equivalents.

Table V
Temt Construction

State	Formal Procedure. to Avoid Bias		Test Corstriction Items pretested items analyzed	Construction Items calibrated using IRT	Significant Changes Since Program Began in: Construction	Norming	
Alabama	Y	Y	N	Y	Switched CAT to SAT in 1984	N	DId away with grade equilvalance in 84, 85
Alaska	Y	Y	Y	N	N	Expected in 85/86	1985 - Start updating my district for comparative purposes
A rizona	Y	Y	Y	N	Y	Y	Y
					Changing from CAT to present tests.		
Arkansas	Y those included as part of test development	Y	Item selection I part of the test selection	Y : With MAT	Y	I Y With new test and norms	Y: Expanded
California	Y	Y	Y	Y	1972 matrix sample and state developed tests	N	Percent correct to scale scores 3,6,9
Colorodo state program							
Connecticut	Y	Y	Y	n samr te	Matrix sampling added in 1981	N	Used business program to set performance standards on Business Exam only - 1984
Delaware	Y Note CTBS manual for specification	Y	Y	Y	Y Started with CAT and last year switched to CTBS: CTBS uses IRT and CAT did not.	Y	Y
District of Columbia	N	N	or CAT	N	N	N (me\ t to change the N.R.T.)	N
Florida (Combined with M C. under SSAT 1 2 note M.C. comments.)	N	N	N	N	N	N	N
Georgia	Y Bias review panel and measurment statistics	Y	Y	Y: Rasch	Y: Switched to IRT calibration	N	Y: Added scale scores to scoring system.

SOURCE: Data Complied for the Office of Technology Assessment by Northwest Regional Educational Laboratory, 1985.

Table V
Test Construction

State	Formall Procedures to Avoid Racial Bias?		Test Items	Construction Items pretested, analyzed	Items calibratm using IRT	Significant Change Since Program Began: Construction	Nothing	Reporting
Hawaii	Y	Y		Commercial tests		N	N	N
Idaho	Y	Y	Y		Y	Y	Y	N
	Done through published standardization process.					Test publisher updating from 82-85 norm		
Illinois	Y	Y	Y		Y: Logist		Y	Y
	Items are always reviewed by commities even If they are technically appropriate. LOgist analysis is formal procedure.							
Indiana	Y	Y	Y		Y	1: 1984 change to competency testing program has a l-year cycle.	N	N
Iowa - No state program								
Kansas	N	N	Y		N	N	N	N
Kentucky	Y	Y	Y		N	1985 test [Approach to whole assessment changed In 1985)	NR and CRT in 1985	
Louisina	Y	Y	Y		N	N	N	N
Maine	Y	Y	Y		N	N	N	N
Maryland	Y	Y	Y		N	N	N	N
Massachusetts - No state program								
Michigan	Y	Y	Y		N	N	In 1972 switched to CRT	N
Minnesota	Y	Y	Y		N	Test analysis has Become more psychometric over the years.	Y	More sophisticate

Tabla V
Test Construction

State	Formal Procedures to Avoid Bias: Racia1	Formal Procedures to Avoid Bias: Sex	Test Construction: tame pretested, items analyzed	Test Construction: terns calibrated using IRT	Significant Changes Since Program Began in: Construction	I	Norming	I	Reportinq
Mississippi	Y	Y	N	N	N		N		N
Missouri	N	N	Y	N	N		Random sampling In 1984/85 1905 test anticipated to look at item difficulty, score reporting, etc.		N
Montana - No state program									
Nebraska - No state program									
Nevada - No state program									
New *Hampshire* - *No state* program									
New Jersey - No ate program									
New mexico	NA	NA	NA	NA	NA		NA		Y
New York	Y Exam committee	Y	Y	Reading items are calibrated usinq an IRT model.	N		N		N
North carolina	Y By test publisher; for science no; for writing a general *com-* mittee that developed prompts looked at and did not find bias	I Y	Y	': Current CAT used IRT	Depends on change in test edition, L.c. test publisher may change test with each new edition: in writinq and science new tests constructed - no norminq,				N
North Dakota - state program									
Ohio - No statep rogram									
Oklahoma - No st te proqram									
Oreqon	N	Y		Y	N		First time have normed test.		N
Pennsylvania	Y look at ltems and how ethnic groups respond; items read by different groups.	Y	Y: Field tested	N	techniques looking at bias, item selection technique and item writing techniques.		y: Moved from district basis to school basis.	(:	More comprehensive, better layout.

State Assessment

Table V

Test Construction

State	Formal Procedure to Avoid Bias?		Test Construction [tame pretested, items analyzed	Items calibrate using IRT	Significant Changes Since Program Began in: Construct ion	Norming	Reporting
Rhude Is 1 and			‘[	N	N	Y: 1975 [new program will use standarized test)	Will improve.
South Carolina	Y Using standarized test.	Y	Not appriate -- using standarized test		Changed test	N	More sophisticate
South Dakota	NA	NA	NA	NA	State test is in Its First year. Thiss year It is not mandatory. (1985-86 lt Will be) . Test is thus being given to non-random non-tratified sample of the 21,000 eligb e pupils.	NA	State test is in a first year. This year it is not man datory. (1985-86 will be) . Test is thus being given t a non-random non-stratified sample of the 21,000 eligib e pupils.
Tennessee - No interview							
Texas - No state program							
Until	Y	Y	Y	N	N		N
No state program							
Virginia	NA	NA	NA	NA	NA	NA	NA
Washington	Y	Y	Y	N	N	N	N
West Virginia	NA	NA	NA	NA	NA	NA	NA
Wisconsin - Not available for Interview							
Wyoming	Y	Y	Y	Y	N		N

Table VI

Reporting Test Scores

The methods for reporting assessment testing data varies widely from state to state. Assessment test scores are summarized for the entire state in 32 states, for individual schools in 31, by districts in 32, and by individual classes in 21 states. Individual student or group reports are prepared for state education agency curriculum personnel in 32 states, the media and public through a state education agency report in 32, principals and superintendents in 34, for state boardsof education in 33, students and teachers in 29, legislatures in 31, and the general public in 31 states.

In addition, sample questions from the assessment instruments are made available to those requesting them in 20 states. Hawaii reported that this practice took place initially. Alabama reported that it made items available only to teachers and educators.

The formats for the score reporting also varies considerably from state to state. Some states report raw scores (21), some percentiles (23), standard scores (21), grade level equivalents (6) and IRT scale scores (4). Stanines and percent correct data were reported by 5 states and NCE data by 7. In several cases, states indicated that they use different types of score reporting for different tests and/or more than one type for the same test.

The diversity in methods of test score reporting in individual states is one of the things that makes across-state comparisons difficult even when the same tests are used.

State Assessment

Table VI

Reporting Test Scores

State	Scores Summarized: School	[illegible]	State	Test Results Received by: Indicate Individual (I) or Group Summary (GS): Students/ teachers	Superin- tendents	b	[illegible] of education	Legislature	[illegible] public (SEA report)	Pub (as req)	[illegible] questions	Notes/ Other (specify)	Types of Score Reported: Raw scores	I an	[illegible]	[illegible] level equivalent	au	Notes/ Other (specify
Alabama	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y 'o teac and educ	rs ors	Y		Y	Drop- ped in 34/85		
Alaska	N		Y	Y	Y	Y	Y	Y	Y	Y	Y		N			N	N	
Arizona	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Did not indicate if I or GS.	Y	i		N	N	Grade equivalent, ICE, stanines, S.D.
Arkansas	Y		Y	Y	Y	Y	Y	Y	Y	Y	N	Did not know *if* I or GS.	Y	Y	Y	Y	N	tanine normal urve equivalent NCE) .
California	Y		Y	Y	Y	Y	Y	Y	Y	Y	N	*Region* (county).	N			N	3,6,8	Report percent correct.
Colorado - [illegible] state program																		
Connecticut	N	N	Y	Local option	Y	Y	Y	Y	Y	Y	Y	urban, rural, suburban. mastery test will apply to all categories.	Y Pe co	N en ec	N	N	N	Mastery test will report correct; number and of objectives mastered Degrees of Reading power unit score. Holistic writing score.
Delaware	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Did not indicate if I or GS.	N	Y	Y	N	N	NCE
D.C.	Y	Y	N	Y	Y	N	Y	N	N	Y	N		N	N	Y	Y	N	
Florida	Y	Y	Y	See	notes.	--	---	-	-------	----	---	----------.	--		.	-----	----	See test M.c. comments: combined with M.C.
Georgia	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Did not indicate f I or GS.	N	grd ,3 ,8 0		N	N	report obj . mastery for grades 1,3,6,0

SOURCE: Data Compiled for the Office of Technology Assessment by Northwest Regional Educational Laboratory, 1985.

S t a t e

Table VI
Reporting Test Scres

State	Scores Summarized			Test Results Received by Indicate Individual									Types Scores Reported				
				Students/ teachers	Superin-		State board of education	Legislature	Media public (SEA report)	Public (as eq	Sample questions	Notes/ Other (specify)	Ra	Standard scores	Grade level equi	RT scale score	Notes/ Other (specify)
Hawaii	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y: lit:	lly	Y	Y	N	N	Stanines.
Idaho	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Do not know if 1 or GS.	N	Y	N	N	Stanine normal curve equivalent (NCE) .
Illinois	Y	N	Y	N	Y*	N	N	N	N	N	N	● Did not indicate if or GS.		Y	N	N	
Indiana	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y		Y	Y	Y	N	
Iowa - No state proqram																	
Kansas	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Do not know if [or GS.	N	Y	N	N	
Kentucky	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	N	N	
Lousiana	Y		Y	I	GS	GS	GS	GS	Gs	GS	N	Anyone who wants it.		N	N	N	
Maine	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Parents.		N	N	Y	1985.
Maryland	Y		Y	Y	Y	Y	Y	Y	Y	Y	N			N	Y	N	
Machusetts No state proqram																	
Michigan	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Parents.		N	N	N	CRT: Items pas I of items passe, !tc.
Minnesota	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y			N (depend st.)	N	N	.ocal assessment Iata is provided my way they wanl
Mississippi	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N			Y	N	N	
Missouri	N	Y	N	N	Y	N	Y	N	N	N	N			N	N	N	1985: by distrl knd state correct.

State Aeoos,ent

Table VI
Reporting Test Scores

state	Scores Summarized by: Class		Test Results Received by: Indicate Individual (I) or Group Summary (GS) Students/ teachers	Superintendents	SEA	State board of education	Legislature	Media & public (SEA report)	Public (as eg	Sample questions	Notes/ Other (spepecify)	Types of Scores Reported: Raw	Norm	Grade level equivalent	IRT scale score	Notes/ Other (specify)
Montana - NO state program																
Nebraska - No state program																
Nevada - state program																
New Hampshire re No state program																
New Jersey No state pragram																
new mexico	Y	Y	I	GS	GS	GS		GS	GS	Y Publ	her)		r	N	N	
New York	Y		Y	Y	Y	Y		Y	Y	Y	Districts requir(to present comprehensive assessment report :0 the local boards at a public meting.		N	N	N	Pass/ fail.
North Carolina		I	Y	Y	Y	Y		Y	Y	Y	Do not know if I ir GS.		'A'	CAT	N	Writing : focused holistic score scale .
Nort h Dakota No state program																
Ohio - No sta																
oklahoma - No state program																
			Y	Y	Y	Y		Y	Y	Y			I	N idin	N only .	
pensylvainia			Y: teaches	N only	Y	Y		Y	Y: EA epor s	Y	o not know if or Gs.			N	N	Stanine .

State Assessment

Table VI
Reporting Test Scores

State	Scores Summarized				Test Results Received by Indicate Individual (I) or Group Summ (GS)								Types of scores Reported					
					Principals Superin-	SEA	State board ed	eq	Media public (SEA	Public (as eq	Sample questions	Notes/ Other (specify)	Ra	Standard		Grade level equ	IRT scale score	Notes/ Other (specify)
Rhode Island	Y		Y	Y	Y	Y	Y		Y	Y	Y	Parents.		N		N	N	1985 program wil do it all.
South Carolina	Y		Y	Y	Y	Y	Y		Y	Y	N		N	Y		Y	Y	NCE.
South Dakota	Y		Y	1	GS	GS	GS		GS	GS	Y	Report includes results by school size.	Y	Y		N	N	
Tennessee - Not available for Interveiw																		
TEXAS state program	Y		Y	[	GS	GS	Gs		GS	GS	N			Y		N	N	
...mont - No ...e progra																		
Virginia	Y		·	•I	GS	GS	Gs	GS	Gs	Gs	N	'At LEA discretion.	r	*Y	*Y	*Y	N	Y (NCE).
Washington	Y			Y	Y	Y	Y		Y	Y	Y		Y	Y		N	N	Y: NCE.
West Virginia,	Y			1	GS	GS	gs	GS	Gs	GS	Y	Publisher has items readily available.	Y	Y		N	N	
Wisconsin - Not available for interview																		
Wyoming	N			N	Y	Y	Y		Y	Y	N	ETS piggyback= tests. Go directly to district for comparision with nation.	N	Y		N	Y	

Table VII

Effects of Program

The changes reported in state educational policy that resulted from state assessment may be summarized as follows:

1. A move away from testing a sample of students to the testing of all students in grade levels and subjects tested.

2. A trend toward identifying and providing assistance to school systems showing specific educational needs.

3. A move toward mandatory as opposed to optional or voluntary testing.

4. A tendency to expand the areas and grade levels covered by the state assessment tests.

5. The linking of state assessment programs to state school improvement programs.

Examples of changes in local programs and practices revealed that the state assessment program was affecting local curricula by bringing them into line with the objectives of the state assessment tests, by identifying skills needed to teach to state assessment objectives, by causing reexamination of certification requirements for teachers in areas tested, and by bringing increased attention to the teaching of writing.

In general, state education agency personnel interviewed did not appear well informed regarding the effects of state assessment programs on local programs and practices. Pennsylvania's practice of the state education agency surveying and reporting on local uses of state assessment data is a noteworthy effort to enlighten state personnel and others on local uses of test results.

The development of state curricula was attributed to the state assessment program by a number of state personnel. A number of state curriculum guides have been changed to reflect inclusion of skills tested in the state assessment programs.

State Assement

Table VII

Effect of Program

State	Change in State Education Policy	Examples of Changes in Local Programs and Practices	Changes in State Required Curriculum
Alabama	Emphasis on needy systems.	Instructional alignment of test drawn into curriculum.	N
Alaska	Reporting of results by district mandatory grograms.	Local attempts to align curriculum with test.	N
Arizona	N	Y: in some LEA'S tests lead curriculum.	N
Arkansa8	Y: part of current legislation came from test results.	Yon change of use of results: LEA's using results to analyze curriculum, summer schools (those who need remediation).	N
California	1983-84 mandate upgrading of assessments, include more grades and critical thinking.	Writing emphasis.	Model curriculum developed. New graduation requirements.
Colorado - NO state program			
Connecticut	Addition of mastery program--new trend for state.	Continuous program of change based upon results.	N
D.C.	N	N	N
Delaware	N	N	N
Florida			Combined with M.C.--see M.C. cements.
Georgia	added standards for student achievement (note M.C. comments)	N	Y: curriculum guides changed to reflect inclusion of skills tested.
Hawaii	Massive emphasis to change curriculum.	Basic skills emphasis.	Appropriation Increased significantly in last five years'.
Idaho	Too soon to tell.	Too soon to tell.	Too soon to tell.
Illinois	Y: school size issue.	Y: writing (analytical scoring scale) .	Y: assessment is driving curriculum.
Indiana	1984 leqislation.	N	N
Iowa - No state program			
Kansas	N	N	N

SOURCE: Data Compiled for the Office of Technology Assessment by Northwest Regional Educational Laboratory, 1985.

Tablo VII
Effects of Proqram

state	Changes in State Education Policy	Examples *of changes* in Local Programs and Practices	Changes in State Required Curriculum
Kentucky	1985 -- all grades tested K-12. Changed type of test from CTBS standardized to CRT and NRT in all grades to test pre-identified skills in five areas. Required annual performance report. Sanctions are *now* a possibility.	List of skills Identified. Local districts mandated to teach to these.	See policy.
Lousiana	N	N	N
Maine	1985 school improvement plan requires districts to meet needs as indicated by state assessment data.	School improvement plan.	N
Maryland	N	Varies with school.	Development of a state curriculum framework.
Massachusetts - No state program			
Michigan	Research *on* Effective Schools based on MI assessment; focus of assistance based on model.	Changes in certification code regarding who teaches math and science.	N
Minnesota	1984 -- local control optional program.	Program for teaching fractions came from need.	Y: but big Impact at local level.
Mississippi	N	Early Childhood Education proqram.	More precise.
Missouri	1985 - mandated program, regular assessment, Language Arts included.	Y	N
Montana - No state program			
Nebraska - No state program			
Nevada - NO state program			
New Hampshire - No state program			

Table VII
Effects of Program

State	*Changes* in State Education Policy	Examples of Changes in Local Programs and Practices	Changes in State Required Curriculum
New Jersey - No state program			
New Mexico	N	Y: No specific details given.	N
New York	N	Teaching of writing now emphasized in schools as a result of test.	N
North Carolina	Y: previously no district comparisons for accountability; test results now routinely go home to parents *(now a* policy).	Y: test helped to brinq a focus on curriculum-awareness level increased; however, no specific program changes.	N
North Dakota - No state program			
ohio - No state program			
Oklahoma - No state program			
Oregon	Pendinq: census rather than sample testinq.	Emphasis on writinq resultinq improved writing scores.	Have state curriculum now.
Pennsylvania	Y: refer to Table III.	Y: refer to Table III.	N
Mode Island	More active interest in promoting basic skills. Mandated program in 1985. Every pupil tested across all subjects listed.	N	N
South Carolina	School Improvement Plan added 2.5 Million in 1985. NOW mandatory. Sample now universal	N	N
South Dakota	State test is in Its first year. is thus being given to a non-ran	*This year it* is not *mandatory.* non-stratified sample of the	985-86 it will be.) *Test 000* ellgible pupils.
Tennessee - Not available for *Interview*			

Tsble VII
Effects of Program

State	changes in State Education Policy	Examples of changes in Local Program end *Practice*	Change in State Required Curriculum
Texas - No state program			
Utah	State and district graduation reguirements have been changed.	N	Assessment showed poor math ability. lath curricula have been changed.
Vermont - No state program			
Virginia	Big shakeup in 1972. Caused mainly by *improper* administration of norm-referenced tests.	Minor changes in response to test outcomes.	N
Washlnqton	Established remediation assistance program.	N	Y state guidelines currently *being* developed.
West Virginia	N	N	N
!41scone.in - Not available for Interview			
Wyoming	Not yet.	Not yet.	Not yet.

Table VIII

Functions of Technical Staff

Thirteen states reported they employ their own technical staffs who conduct and upgrade the assessment programs they use. The state assessment technical staff offers assistance to local school districts in interpreting scores in 32 states, and assistance in administering tests in 27 states. Most states also provide services to such individuals as local education agency administrators (30), principals (26), and teachers (22).

State Assesment

Table VIII
Functions of Technical Staff

State	Technical Staff Employed to:	Local Assistance Given by		Groups Receiving Assistance		
	Upqrade tests	Administer tests	Interpret scores using results	Teachers	Principals	LEA admin.
Alabama	Y	Y	Y	Y	Y	
Alaska	Y	Witten guidelines	Upon request	N	Y	Y
Arizona	N	Pretest workshops	Y	Y	Y	Y
Arkansas	N	Y	Y	For interpreting scores/using results	y: For interpreting scores/using results	Y: For administering test then they provide inservice for teachers
California	y	N	Y	Y	Y	Y
Colorado- No state						
Connecticut A. and B.	Y	Y	Y	Y	Y	Y
D.C.	N	Y	Y	Y	Y	Y
Delaware	Staff looks at Technical specifications but does not upgrade tests.	N	Y	Y	Y	Y
Florida - Combined with M.C.						
Georgia		Workshops	Y	Y	Y	Y
Hawaii		Y	Y	Y	Y	N
Idaho		Y	Y	Y: Also test administration and counselors	N	N

SOURCE: Data Compiled for the Office of Technology Assesment by Northwest Regional Education Laboratory, 1985.

State Assessment

Table VIII
Functions of Technical Staff

State	Technical Staff Employed to:	Local Assistance Gen		Groups Receiving Assistance		
	Upgrade tests	Administer tests	Interpret scores using results	Teachers	Principles	LEA admin.
Illinois	Y	N	Y: Regional workshops throughout State"	Y	Y	Y
Indiana	Y	Y	Y	N	N	Y
Iowa - No state program						
Kansas	N	N	Y	N	Y	
Kentucky.	Change tests	Y	Y	N	N	Y
Louisiana	N	Y	Y	Y	Y	Y
Maine		Y	Y	Y	Y	Y
Maryland	N	Y	Y	Y	Y	
Massachusetts - No state program						
Michigan	N	Y	Y	Y	Y	Y
Minnesota	Y	Y	Y	Y	Y	Y
Mississippi	N	N	N	N	N	N
Missouri	Initially, then decreased	Y	Y	N	N	Y
montana - No state program						
Nebraska - No state program						

T a b l e
Functions of Technical Staff

State	Technical Staff Employed to:	Local Assistance		Groups Receiving Assistance		
	Upqrade test	Administer tests	Interpret scores using results	Teachers	Principals	LEA admin.
Nevada - No state program						
New Hampshire - No state program						
New Jersey - No state program						
New Mexico	N	Y	Y	N	Y	Y
New York	N	N	Y: If ~ ' s request it	N	N	Y
North Carolina	N	Y	Y	Y	Y	Y
North Dakota - No state program						
Ohio - No state program						
Oklahoma - No state program						
Oregon	N	N	Y	Y	Y	Y
Pennsylvania	Y	Workshops	Y	N	Currculum directors	N
Rhode Island	Y: In 1985	In 1985	In 1985	In 1905	In 1985	Y In 1985
South Carolina	Y	Y	Y	N	N	Y
South Dakota	N	Y	Y	N	N	Counselors

Table VIII
Functions of Technical Staff

State	Technical Staff Employed to:	Local Assistance Gi		Groups Receiving Assistance		
	Upqrade tests	Administer tests	Interpret scores using results	Teachers	Principals	LEA admin.
Tenessee	Not available for int	view				
Texas - No state program						
Utah	Y (2)	Y	Y	N	Y	Y
Vermont - No state proqram						
Virg nia	N	Y	Y	N	N	Testing directo
Wash nqton	N	Y	Y	Y	Y	Y
West Virqinia	N	Y	Y	Y	Y	Test coordinato
Wisconsin	Not available for int	view				
Wyominq	N	Y: In 1985	Y: In 1985	In 1985	Y: In 1985	y In 1985

Table IX

Staffing and Expenditures for Program, 1984-85

Extreme caution is advised in interpreting the information in this table. For many reasons it is not reasonable to compare costs among states because of the difference in the size of programs, the numbers of students served, the number of areas tested, and the size of the population of the state itself. In some instances staffing costs could not be accurately reflected in the budget to the complexity of the programs or departmental structure. In a few cases it appears that assessment total budget figures also include costs of the minimum competency program. Also, some states do their own scoring and did not count this cost; others have booklets already produced and in the schools and did not report these costs. And, finally, some districts reported usually large budgets this year because they are involved in developmental work.

Perhaps the most useful statistic in the table is the one relating to the budgeted amount per pupil for the state assessment program. Since it is arrived at by a division of the total budgeted amount by the total number of students tested, it provides a basis for interpreting the state per pupil investment. Even here, factors not named above might also contribute to the wide differences in reported costs: 1) state use of its own tests, in which case the cost of development may not be reflected in the current budget; 2) administration of whole batteries of tests to the same students as compared with matrix sampling or rotation of subjects and grade levels from year to year; 3) size of the state, in which case the maintenance of the staff and program may be somewhat more costly than in states with larger numbers of students; 4) the use of outside contractors when the entire testing process is simply reported in the contract costs, excluding state personnel costs; 5) and perhaps most important, the character and scope of the program itself. For example, programs with large writing components obviously have higher scoring costs.

Staffing of assessment offices is also variable, and is generally, but not always, related to the size and scope of the program offered. Size of staff varies considerably among states having comparable budgets. For example, Kentucky, with a budget of $1.5 million has a staff of 1.5, whereas Michigan with a budget of $1.25 million has a staff of six. Another contrast is Mississippi which administers $200,000 budget with one staff member and Missouri, which has six staff members administering a budget of $124,000. It would be difficult to evaluate the meaning of these differences without detailed information on the history and current status of these programs and the reasons money is budgeted as it is.

Wide differences in expenditures for scoring, purchasing, and developing tests were also encountered. This is to beexpected in view of the fact that many states score their own tests and do not have this expenditure broken out.

Apparently, accounting for the cost of development of tests in the states is difficult, for very few states were able to provide these costs unless they were in a development year, with a specific budget for this. New York and Michigan were the only states providing them for the 1984-85 school year.

In general, changes in expenditures for state assessment have not changed radically over the past 4 years, or in the most recent 2 years. There are exceptions to this. For example, California has increased 250 percent in the past 4 years and 175 percent in the past 2 years and Hawaii has increased 300 percent over the past 4 years. Minnesota showed an increase of 500 percent over a 7-year period. Washington increased its expenditures 100 percent over the past 2 years while Oklahoma had an increase of 90 percent in that same period. Other states reported modest increases or budgets that remained the same or declined somewhat over these periods.

Table IX
Staffinq and Expenditures for Proqram, 1984-85

State	Total S.A. budget, 1984-85[1]	Total S A. staff	Total SEA curriculum staff	Total students tested 1984-85[3]	Budgeted per pupil	1984-B Expenditures for: Scoring	Purchasing/ Developing cost	Approximate Change in Expanditures for S.A. .980-81 to 1984-85	1982-83 to 1984-85
Alabama	$770 ,000	B	45 'Separate but work closely)	385,000	S2.00	385,000	$385.000	Increase	90% increase.
A L as ka	S50-60K	1	3	15.000	S3.67 usinq 55K	S5,000	N	50% decrease.	50% decresae.
Arizona	S795 ,4652 (Excludinq personnel		0	461,000	14A	440,000 std'd) 9,500 " wr.)	S274,000 (std'd) $500.00 (wr.)	18.5	31.6
Arkansas	$190,000 (Includes scoring; cost is mostly scoring since test booklets In schools	4 nq ALREADY		100,000	$1.90	Note column.	information in first	↑2-3%	Stayed same.
California	3 Million	11	35 50-65 for comparabe group)	1,100 Million	S2.73	560,000	N	50% increase	1759 increase Added 5th grade. Includes cash for CAP proctors.)
CoLorado - NO state proqram									
Conneticut	S100,000	1.5	2	7,500	NA	NA	NA	increase 10% year.	Increase 10.
Mastery Proqram:	1.4 MILLION over 3 years startING	1 1984	2	40,000	NA	NA	NA	New funded separate	New.
Deleware	$140,522 (std'd) $36,000 (writinq)	2	N	60,000 (std'd) 7,500 (wr.)	$2.34 (std'd) $4.80 (wr.)	71,900 std'd) Do not have figures or dying or scoring writing.	NA	↑5%	↑5%

[1] SA and MC program may be combined, thus breakdown of mete may inex~ or SA andf4Cproqraamay b. ne and the s&me.
[2] SA and MC program may be combined or one and the same, thus figure may reflect a combined SA and MC staff.
[3] Students tested, not number of tests administered.

Table IX
Staffing and Expenditures for Proqram, 1984-85

State	Total S.A budget, 1984-85[1]	Total S A staff	Total SE curriculum staff	Total student tested. 1984-85[3]	Budgeted per pupil	1984- Scoring[2]	Expenditures for: Purchasing/ Developinq cost	Approximate xpenditures for 980-81 1984-85	1982-83 1984-
D.C.	$300,000	11	Not part discussion	39,000 NRT' 45,000 CRT	$2.00	$150,00(	$150,000	Same (Doing less.)	Same ! with
Florida	Combined	w i t h	M.C. c	comments next to	ate.				
Georgia	$720,000 Including personnel)	3.5	31	320,000	$1.80	$I.50/ student	S250,000	%	
Hawii	,200,000	2	N	88,000	$2.27	N	$200,000	3009 increase	same
Idaho	$21,000	.5	8	11,917	S1.76	Note in	in first column.		
Illnois	200,000	5	NA	7,500	$26.67	54,000	NA	- 7 .	
Indiana	229,900	2	NR	80,500	$3.69	NA	NR		ch e, s
Iowa - No state proqram									s c
Kansas	$230,000	1	2	150,000	NA	NA	NA		
Kentucky	.5 Millio	1.5	15	710,000	*$2.11*	$500K	1 Million	Same	s crea: in 198
Louisiana	$240,000	7	45	120,000	$2.00	NR	NR		%
Maine	$830,000	6	17	48,000	10.40	Contract develop new test scoring high.	includes test lt and scoring for Writing test costs are signifia		reasc a 5(past r .
Maryland	Local system to pay all costs.	12 n all pograms. in this program.)	35	175,000	N	/1		o state	Its.

[1] SA and MC program may be combined, t s breakdc of costs may' be inexact thus figure may reflect a

[3] Students tested,

aae.

State Assessment

Table IX
staffing and Expenditures for Program, 1984-85

State	Total S.A. budqet, 1984-85[1]	total S.A. staff[2]	Total SEA curriculum staff	Total students tested 1984-85[3]	Budgeted per pupil[1]	1984-8 Scoring	Expenditures for: Purchasing/ Developing cost	Approximate Change in Expenditures for 1980-81 to 1984-85	S.A 1982-83 1984-85
Massachusetts state program	.								
Michigan	1.25 Mil.	6	7	330,000	3.79	$300K	$150,000	2 0 %	↑ 10%
Minnesota	$265,000	7	0 .	270,000	1.10 Local assmt.. .98 [State assmt. cost is less.)	$ .98 per pupil	N	5 0 0 % over 7 ye r s	Increase Big increse in 985.
M ississppi	$200,000	1	0	140,000	1.43	. 75/p Available	booklets. for grades 3 $ 4.	Deacrease Gone to M.C.T.	Decrease
Missouri	$ 24,000	6	6	17,000	7.29	$1.58 per		N	Anticipate Increase 1985.
Montana - No state program									
Nebraska - No state program									
Nevada - No State program									
New Hampshire No state program									
New Jersey - No state program									
New Mexico	NA	7	37	55,000	NA	NA	Local COSts.	NA	NA

[1] SA and MC prc am may be combined, thus breakdownt n of costs ma be inex t or SA and MC program may be and the same.
[2] SA and MC program may be combined or one and the same, thus figure may reflect a combined SA and MC staff.
[3] Students tested, not numner of tests administered.

State Assesnent

Table IX
Staffinq and Expenditures for Program, 1984-85

State	total S.A budget, 1984-85	Total S A staff	Total SEA curriculum staff	Total student tested 1984-853	Budgeted per pupil	1984-I Scoring	Expenditures for: Purchasing/ Developing cost	Approximate Change in Expenditures for 1980-61 t 1984-85	A. 1982-83 to 1 9 8 4
New York	$21O ,000	10 test develors 4 prof. editors; 4 admis's spread over several programs.	NA	Info. available from LEA's only	NA	Local cost	$21O,OOO	Approx. 7 Same as inflation increase,	Approx. 7 Same as inflation (increase) .
North Carolina	$1 .1 Mil	1; pro-rated portion 16 others for this testing program.	NA	475,000	NA	80 of total budget.	NA	decreased in price over year until added science writing.	note comment in previous column.
North Dakota - No state program									
Oklhoma-No state program									
oregon	$100, 000	2	8	25,000	$4.00	$65K	N	25%	same
Pennsylvaina	$550 - $600 ,000	9 Also includes l.c.	NA	150,000 428,000 (M.C. 578,000 Total	$3.04	NA	NA	Stayed the	same.
Rhode Island	$45,000	1	o	1,300	$34.62	$1,200	$10,000 *Admin. $20,000*	Same	Expected Increase 300 in ,985.
South Carolina	S420K (1.2 Mil budget, combined SA&MC)	14 Includes C. staff units *in one.*	NA	300,000 (M.C.) .75,000 (SA)	$2.18	$OOK	*$60K in 84/85 because of* addition of 5th grade.	Same	Same with basic skills no part of program.

'SA and MC program may be combined, a breakdown of costs may or SA and MC program may be one and the Same.
SA and UC program may be combined or one and the came. thus figure may reflect a combined SA and MC staff.
Students tested, not number of tests administered.

Table IX
Staffing and Expenditures for *Program, 1984-85*

State	Total S.A. budget, 1984-651	Total S.A. staff[2]	Total SEA Curriculum staff	Total students tested 1984-85[3]	Budgeted per Pupil	1984-[Scoring	Expenditures for: Purchasing/ Developing cost	Approximate Change in Expenditures for .980-81 to 1984-85	Approximate Change in Expenditures for A. ,982-83 to 1984-85
South Dakota	S70,000	1	9	21,000	$3.33	NR	NR	$ 7 0 K	$ 7 0 K
Tennessee - Not available for interview									
Texas - No state program									
Utah .	S100,000	1	40	7,500	$3.08	15,250	$10,000 (Special purchase in 1984-85.)	15 1 5	5
Vermont - No state program									
Virginia	$1,600,00(	6	40	200,000	NR	95,000	N	Increase N R .	*I n c r e a s e* NR.
Washington	3150,000	1.5	NA They play no role in assmt.	110,000	$1. 36	$100,000	N	Increase 5 - 10	Increase 0 0 cover 8 grade *c e n s*
West Vigirnia	NR	1		115,000	NR	NR		NR	NR
W i s c o n s i n available for interview									
"Wyoming	$ 100K	0	3	8,0000	$12.50	18K	$71K to ETS	NA	*NA* Budget will increase by 10 in 5/86.

[1] SA and MC proc may be combined, ts breakdown of costs may *e x a c t* or SA MC program may be e and the same.
[2] SA and MC program may be combined or one and the game. true figure may reflect a combined SA and MC *staff.*
[3] Students tested, not number of tests administered.

Table X

Testing Time Required (Minutes Per Students)

The information in Table X has been reordered in Table Xa to show a frequency distribution of testing times required by subject. States such as Hawaii that indicated a range of times are not included in the frequency distribution table, and States such as Delaware, that show a range of times by grade levels, are included but counted only once where times are duplicated for a frequency interval. Most of the indicated times are estimates.

The mid-point and spread of the distribution for each subject is easily seen in Table Xa. Time of testing seems to be about the same for reading, math, and language arts, probably because these subjects are included in batteries with each test in the battery taking approximately the same amount of time. For these subjects the mid-point of testing time is in the category of 50 to 59 minutes for math and language usage and 60 to 69 minutes for reading. There is greater variation in the time of writing tests administered, and in general the time devoted to testing in writing tests is greater than in each of the other three basic skills subjects. The shortness of the science and social studies test is more a reflection of the poor definition of the curricular requirements of these fields than an indication of the amount of time required to test student knowledge in these subjects. It is unlikely that information of much value can be secured on student knowledge of these fields in the small amounts of testing time being devoted to them.

Table X
Testing Time Required [Minutes per Student)

State	Reading	Math	Language Arts	Writing	Science	social Studies	Critical Thinking	Other/Notes
Alabama	4.5 grade : 60 10th grade: 30	4th , 5th 60 10th 30	4th , 5th 60 10th 30	N ,	4th ,5th 30 10th : 15	4th ,5th 30 10th : 15	N	
Alaska	60	60	N	N	N	N	N	
Arizona		Y	Y[1]	Y'	N	N	N	'Varies by grade level and specific test used; ranges from 2'15" h.s. to 4'4" elementary.
Arkansas			Y'	N	N	N	N	"4-5 hours total time.
California	50minutes				N	2 Class periods	N	
Colorado - No state program								
Conneticut	60	60	60	art of L.A.	N	N	N	60 for all other tests.
Mastery progrom	120	90	30	40	Y	N	N	1985 program.
Delaware	Grd 1, 65 2 : 64 3 : 70 4 : 60 5-6, 60 7 -8 : 60 11, 60	Grd 1 : 34 2 : 44 3, 56 4 : i-, d 5-6, 64 7-0 : 64 11, 64	Grd 1: 20 2: 46 3: 42 4: 47 5-6: 47 7-8: 47 11: 47	Grd. 9: . 2 45-rein. classes	Grd. 11: 40 min.	Grd. 11: 40 min.	N	Spelling / Ref. skills Grd 2: 14 -o- 3: 13 -o- 4: 12 15 5-6: 12 15 7-8: 12 15 11: 12 15
D. C.	60 60	60 60	60 60	N	60 60	N	N	
Florida	•	•			•	. *	•	Combined with M.C. Note comments under M.c
Georqia	min.	135 min.		Did not know-- just piloting	N	N	N	
Hawii	125 min 130 '* 160 " 125 " 95	Gr. 2: 70 min 3 :75 " 6 :95 " 8:95 " 10: 40 "	N	30	Gr.3: 20-2!	Grd.3: 25	NA	Testing times for esthetics, P.E., • health not available.
Idaho	40	40	40	N	40	40	N	he test is a speed est.
Illinois	1 hour	1/2 hour	N	1 1/2 hour	N	N	N	

This varies from year-to-year and subject area-to-subject area (They cycle subject each year, ar.)

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Table X
Tooting Time Required (Minutes per Student)

State	Reading	Math	Language Art	Writing	Science	social studies	Critical Thinking	Other/notes
Indiana	7-I	44	N	50	N	N	N	
Iowa - No state program								
Kansas	70	70	N	N	N	N	N	
Kentucky	NA	NA	NA	NA	NA	NA	NA	
Louisiana	120	120	N	120	N	N	N	
Maine	60	60	N	75	15	N	N	
Maryland	40	40	40	N	N	N	N	
Massachusetts - No state program								
Michigan	8 0 Untimed	180 Untimed	N	60 timed	NA	NA	N	
Minsota	45	45	45	135	45	N	N	
Mississipip	80	80	80	N	N	N	N	
Missouri	75	75	N	N	N	N	N	
Montana - No state program								
Nebraska - No state program								
Nevada - No State program								
New Hampshire - No state program								
New Jersey - No State program								
New Mexico •	50	50	50	N	Not required 50	Not required 50	N	Standard
New York	Y'	Y'	Y[1]	Y	Y[1]	Y[L]	Y[1]	Regents exams--approximately 3 in length ,oth l 1/2 hours.

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Table X

Testing Time Required (Minutes per Student)

state	Reading	math	Languageo Arts	Writing	Science	social Studies	Crical Thinking	Other/Noters
North Carolina	Grd 1: 57 2: 59 3: 69 6: 45 9: 45	Grd 1: 44 2: 52 3: 55 6, 60 9: 60	Grd 1: 12 2: 32 3: 31 6: 38 9: 38	50	50	N	N	
North Dakota - No state program								
Ohio - No state proqram								
Oklahoma - NO state program								
Oreqon	65	50	N	90	N	N	N	
Pennsylvania	•	•	•	•	•		•	Matrix sampling total package grades 5,8,11: 2-2 1/2 hours.
Rhode Island	45	45*	45*	N	N	N	N	●45 minute Iowa Test time.
South Carolina	45*	45	45	45	45	45	N	*Standard CTBS test times.
South Dakota	30	15	95	N	30	30	N	
Tennessee - Not available for interview								
Texas - No state program								
Utah	50	50	50	N	N	N	50	
Vermont - No state program								
Virginial								*State uses SPA Test.
Washington	Grd 468: 45 : 57	Grd 4&8: 60 1: 44	rd. 4&8: 8 11: 1:	N	N	N	N	

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Table X
Testing Time Required (Minute For Student)

State	Reading	Math	Language Arts	Writing	science	social Studies	critical Thinking	Other/Notes
West Virginia	50	50	50	N .	50	50	N	
Wisconsin - Not available for interview								
Wyominq	60 min. for reading and writing combined	N	N	See reading columm.	N	N	N	

Table Xa

Frequency Distributions
of Testing Time Required by Subject

	Reading	Math	Language Arts	Writing	Science	Social Studies	Critical Thinking
10-19					2	1 1	1
20-29							
30-39	1	2 1	1	1	1 2	1 2	1
40-49	5	1 7	1 6	2	4	1 3	1
50-59	4	8 1	4 1	2	1 1	1 1	1 1
60-69	10	5 1	4 1		1		
70-79	3	1 2		1			
80-89		1 1	1 1	1			
90-99	1	1 3	1 2 1	3			
100-109						1	1
110-119							
120-129	1			1			
130-139	1			1			
140-149							
150-159							
160-169							
170-179							
180 189		2					

Table XI

Changes in State Assessment programam

Major changes in assessment programs have occurred in this decade. Changes that occurred in the 1970s were mainly changes in tests (often switching from one standardized test to another) and changes in subjects and grade levels tested. Of special interest is the fact that several states moved from norm-referenced to criterion-referenced testing during this period, a trend which has been reversed in the 1980s. Although matrix sampling was introduced in California in the 1970s, it was not introduced until the 1980s in other states adopting this procedure. At this time, however, the shift is definitely away from sampling of any kind to testing all students in the subjects and grades to be tested.

In general, the movement appears to be toward increased use of standardized tests, accompanied by more sophisticated methods of reporting scores that enable comparisons to be made that take into account differences in socioeconomic levels, types of districts, racial composition of schools, etc. This may be contrasted with a few situations in which different approaches are being used that have some interesting features. For example, Minnesota has moved to a local option testing program backed by a strong program of technical assistance, and availability of tests in a wide range of subjects. Oregon plans to make available a list of approved tests requiring that districts select from among them while using results of an equating study to accumulate results and make comparisons among districts. Kentucky is moving to a mandatory testing of all students in all grade levels K-12, using custom designed tests that can produce both national norm and criterion-referenced information.

Major Changes in the 1970s

California — Moved from commercial to locally developed tests. Introduced comparison score bands (SES, etc.); matrix sampling.

Hawaii — Introduced use of tests for certification as well as achievement; introduced technical support for schools which doubled with new tests.

Michigan — Added 10th grade tests; moved from sanctions to school improvement program; moved to CR testing; changed certification codes (to include competencies measured by SA tests).

Minnesota — Based the hiring and assignment of new teachers on needs derived from test data; added subject tests.

Washington – Changed from CTBS to CAT (1979).

Virginia — Changed to SRA (1972); major changes responding to improper local administration of tests.

West Virginia — Changed to CTBS (1973).

Utah — Dropped science, added reading (1978).

Georgia — Changed from NRT to CRT (1 976).

Illinois — Evaluation and Assessment programs merged (1978).

Major Changes in the 1980s

California — Added social studies, grade 8; piloted writing, grade 8; more grades added; critical thinking added; Instruction and Improvement Fund incentive plan introduced.

Hawaii — Introduced improved tests, expanded program.

Oregon — Moved from sampling, grades 4, 7, 11 to census, grade 8, but using local option from state approved list of tests; equating of test norms from approved list underway.

Alabama — Tests changed, improved; "needy" system identified for legislature, SEA assistance; GLE reporting eliminated; moved from sampling to census.

Alaska — Moved from sampling to census.

Colorado — Piloted new program for grades 3, 6, 9, 11 with standard tests.

Connecticut — Mastery testing program added to SA program; matrix sampling introduced for SA program.

Indiana — Moved to mandatory program; legislature provided funds for remediation in districts identified by SA as needing help.

Kentucky — Changed from CTBS to CTB custom tests yielding both NR and CR information; testing at all grade levels K-12 introduced.

Maine — SA tied to state improvement plan, matrix sampling introduced; technical support to local districts introduced; parent reports added; all students tested, grades 6, 8, 11.

Michigan — None.

Minnesota — Moved to local option testing with strong technical support; expanded tests available from department (personal skills, energy).

Missouri — Moved to mandated program; language arts added.

Rhode Island — Moved to mandated program; moved from sampling to testing all pupils in grades tested.

South Carolina — School improvement plan introduced with SA; moved to mandatory programs; moved from sample to census testing of grade levels included; identification of districts where education seriously impaired — could lead to sanctions.

New Mexico — Dropped grades 6, 11; added grade 3.

Virginia — Introduced funding for remedial education based on SA results.

West Virginia — Dropped cognition ability test.

Utah — Change in SA funding from Title IV to state legislature.

Illinois — Changed in areas tested; types of tests used in reading, writing, and science; types of scores reported (added norm scores).

Several states have introduced item response procedures that should result in improved test construction and scales for the interpretation of results.

Connecticut has introduced a mastery testing program in addition to its state assessment program.

Sanctions have not been extensively used, but where they have, the trend is to drop this approach in favor of tying state assessment results to systems of identifying needy school districts for purposes of state support, or tying results to state or local school improvement programs as in Michigan and Maine. Finally, in the 1980s there is a decided trend toward making state assessment testing mandatory (as opposed to optional) for local school districts.

Approximately half of the states reporting state assessment programs have now had them in effect for ten or more years, reflecting the tendency of programs to remain in place once established. However, major changes have been noted by most of these districts over a period of years, and even by a number of established for shorter times.

State education agencies were asked in the OTA survey to indicate changes that are currently being contemplated in state assessment programs. Information submitted for the most part confirms the directions that have been established in the 1980s, including the movement toward norm-referenced measurement, expansion of subject and grade levels being measured, mandatory testing on the part of local districts, testing all students instead of samples of students in grade levels tested, introduction of more variables to assist in interpretation of test scores, and greater provision of technical assistance to local districts. Nothing submitted suggests that significant, innovative changes are being planned in the technology of testing, or in the philosophy, purposes or objectives of these programs.

State Assessment

Table XI
Changes in State Assessment Program

State	Years program in Place	Current Program			Agencies and Organ. Worked for Change: SBE	EA	Legislature	Teacher Organ.	Admin. Organ.	Pr.	other	Currently Contemplated Changes	Agencies and Organ. Working for Change: SBE	SBE	Legislature	Teacher	Organ.	Pr.	Other
Alabama	19		N	D Switched from CAT to SAT in 1984, D Emphasis on "needy systems" receiving attention of legislature and assistance from SE o Eliminated grade equivalence in tee reporting in 1984, Increased funding	Y							Add grades 1,4, & 7 to science and social studies in 1986	Y	Y					Table II Table 111 Table V
Alaska	10	Y	N	1981 from sample o census								1985 - mandatory reporting by district	Y		Y				Tables IT, v
Arizona	5	N	Y	Areas tested and grade levels: change from had been in 197 writing added in grades 4, 8, 11 in 198															
Arkasas	5	u	Y	Grad. levels changed 1980 -3.6,8 1981 -4,5,6,8 1982-4,6, 7,8 1983-4,7, 10								Will change next yea to go from SRA to MAT; will keep grade levels the same: add science and social studies as mandatory (have been optional) change in contractor at end of 5 years built into program							
California	13	N	Y	1972-Move from commercial to locally eve loped tests; use matrix sampling. 975-Reporting. Use comparison Score Band push for quailty indicators and target dates for districts. 983-F34-More grades added; critical thinking added .							citizen	Is o subtests. Science APP 85/86 Grade 8 85/36 Writing oGrade 12 test, APP oMore critical thinking o Add science and social studies to grade 6							

SOURCE: Data Compiled for the Office of Technology Assessment by North~st Regional Educational Laboratory, 1985.

State Assessment

Table

Changes in State Assessment Progr-

State	Years Program in Place	Current Program	Change	Major Changes	Agencies and Organ. Worked f				Agencies and Organ. Changes		Currently Contemplated Changes	Agencies and Organ. Working for Change				
					Tec	EA	[illegible]	Admin.	Other			SBE	SEA	Legislature	Teacher	Admin. Organ. PTA Other
California (Con	(Continued)			1984-85-Add social studies to grade 8; pilot writing, grad 8; introduceed. improvement												t
Colorado - No state program				Pilot program for 1985-86 in grades 3,6,9 6 11, using standardized tests							Nothing anticipated until pilot proqram underway					
Connecticut	14	Y	Y	1984-New mastery proqram added different than stat assessment ~-Matrix sampling					Contractors advanced systems		ctor Entire program being rethought; 1986-Grades 4, 6 & 8 added in Mastery Test Proqram	Y				
elaware	7	N	Y	Added writinq this year; Changed tests fro CAT to CTBS							Do not anticipate major chanqes may change test (securit a biq issue)					
District of Columbia	14	Y	Y	None							About to chanqe N.R.		Y			
Florida - Combined d with Minimum Compet Minimum Compet		comnets														
Georqia	14	N	Y	› Areas tested; addinq writing › Changed in 1976 from N.R.T. to C.R.T. and have added grades › Changed reportinq methods to reflect type of test	Y						Adding several grades of N.R.T. beqinninq next year		Y			

State Assesment

Table XI

Changes in State Assessment Program

State	Years program in Place	Current program: First	Current program: Second	Major Changes	Agencies and Organ. Working for Change: SBE	EA	Le	o	dm	C o C	PTA	ther	Currently contemplated changes	Agencies and Organ. Working for Change: $		Adm	organ	PT	Other
Hawaii	10	N	Y	1975-Tests obsolete, high error rates, student attitude pro 1979-Add competence: used tests for certification, not just achievement: include technical support since 1979 - has doubled due to new tests in 1981 1981-Added writing, affective domain, grade 3, dropped 4th: New areas for grade 3-science, social science decisionmaking; attitud tests optional now.								ofc.of Instruct Students	o Expansion of funding (refused for competency o Want to add grades 8 $ 10 0 May shorten grade 3 testing (comp. 24 hrs. achiev. 7 hrs.						
Idaho - This is first year	he																		
Illinois	9	N		In 1978 changed everything-evaluation and assessment merged: o Areas tested 1983 0 Types of tests Reading changed 1981 Writing changed 1983 Science changed 1981 o Reporting methods changed, original just reported p va u									Changes are anticipated after July 1	Y		Y	Y		Statewide Comisslons
Indiana	9	N		19134-Legislature provided funds for remediation. Mandato r	Y								additional grades to be tested in 1986. 10 other changes planned for this 3 year program (1984-87	Y					
Iowa - No stat program				1985-Develop models for procedures for testing									no funds. Jan. 1987 models to be develop						
Kansas - comb 1 with Minimum Compe ncy, s Minimum Compe ncy no	9																		

Table XI
Changes in State Assessment Program

state	Years program in Place	Current Program: First	Current Program: Change	Major Changes	Agencies and Organ. That Worked for Change: EA	Legislature	Teacher	Admin.	PTA	Other	Currently Contemplated Changes	Agencies and Organ. Working for Change: SBE	SEA	Legislature	Organ. PTA	Other
Kentucky	6	N	Y	1984-State policy changed, all grades tested (K-12) ; required curricula; type of test change possible sanctions.							1986-A1l five areas will be tested, writing included		Y			
Louisiana	8	Y	N	None							None					
Maine	8	N	Y	1984-State improvement plan matrix sample technical support) report to parents all students in qrades 6,8 6 11			Re			ations with Educat	None r's , ion)					
Maryland	15	Y	N	None							None					
Massachusetts (No state prog	n															
Michigan	16	Y	N	1972-Switched to C.R.T ,changes in certification code 1974-Until then sane were used, after 1974 school imp. plan 1977-qrade 10 added 1979-Law for funding added							› 1986-Plan to add science on every pupil basis; would like a cycle of 4 subjects on an every pupil basis › Increasing of students passing tests; legislative funding for 1985-86 to find ways to challenge students	Y	Y			
Minnesota - The trend in the state is for Legislature to support the SEA in providing letter for local account	15	N	1980	○ Increase use of testing ○ Hiring and assignment of teachers based on needs from data ○ Moved from NR program to classroom testing with 3 parallel samples ○ Added new subject 1984-Moved to local option system with state technical support (See Table VII)			Y	Y	Y	Y	New legislation says to continue what SEA is *doing. New for* .985 are item bank and technical assistance					

State Assessment

Table XI
Changes in State Assessment Program

State	Years Program in Place	Current Program: First	Current Program: Change	Major Changes	Agencies and Orqan. Working for Change: SBE	SEA	Legislature	Teacher organ.	Admin. organ.	PTA	Other	Currently Contemplated Changes	Agencies and Orqan. Working for Change: SBE	SEA	Legislature	Teacher organ.	Admin. organ.	PTA	Other
Mississippi	2	Y	N	o Early childhood ed added o Curriculum more precise			Y					For 1987: o Instruction will be changed o Add grades 6 & 8 with norm-reference tests o Subject areas tested o Analytic scoring for those below 40 o Bias to be studied by committee	Y	Y					
Missouri	10	N	Y	1984-85-Random sampling added 1985-Mandated program regular assessment; language arts assessr change in instruction cultural bias to be included		1	Y					Add language arts assessment in 1985							
Montana - No state program												Proposed by State Superintendent, mandatory testing at grades 3, 6, 8 & 11. Districts chose 1 of 6 tests, S.E.E. has not passed. Possible chances within 18 months.							
Nebraska-No state program, no planned changes																			
Nevada - No state program																			
New Hampshire No state program												Considering testing grades 4, 8 & 11, beginning 1985-86		Y					
New Jersey - No State program, no problem changes																			

state Assessment

Table XI

Changes in State Assessment Program

State	Years programs ran in P 1 ace	current rogram: First	current rogram: Change	Major Changes	Agencies and Organ. Worke for Change: SBE	EA	dm	organ.	PTA	Other	Currently Contemplated Change	Agencies Organ. Working for Change: b a	organ.	Adm	organ	PT	other
New Mexico	13	N	Y	1981-Dropped grade added grade 3							'Exit competencies" are designated for minimum competency test. plan to add items to CTBS testing progress towards these competencies in grades 3, 5 & 8	I					
New York	Since 1878	N	Y	Regents Exam. Program in tests themselves 0 # different subjects decreased over yea s 0 original were essay , now use objective and essay question method of development o originally by SEA staff, now classroom teachers develop t s amount of local latitu o originally run from SEA, now LEA's do most of the scoring, record keeping and i regents diploma; now							Minor realigning of subjects - nothinq of great significant	Y					Reqents
north carolinia	8	N	Y	Areas tested expande science 1984-85 writing 1983-84 Types of tests used changed Reportinq methods changed when type of test changed						Annual TeStill Commisions ap ate by' co'vernor ad es S. . al theIrs support rt it							
North Dakota No state program no planned changes	1, changes,																
Ohio - No State program, no planned changes O H																	
Oklahoma - No state program no planned ch	qes																

There is nomadated state-wide fall, M A's test qrades 3,5,7,9 and 11 At their option 66 percent of the students are tested. Most use SRA.

State Education Department is beinq reorqanized. A new director with an emphisis in testing and curriculum development is coming in. Chanqes may occur then.

OH 1 : Ohio apparently reuires LEA's to test 1-12 in reading, math and writinq each year. This began in 1983 from a State Board decision of 1982. Test results are used primarily for local curriculum development. No data are given to the State. The SEA does provide technical assistance in administration and interpretation.

Two million students are tested at a cost of $5,000,000--all of which is appropriated by the legislature to go directly to the districts. Of that, $2,000,000 was spent to buy new tests this year.

Each year there is a move in the legislature to begin collecting state-wide data. Chances look better each year, but It has yet to pass.

Table XI
Changes in State Assessment Program

State	Years Program in Place	Current Program: First	Current Program: Change	Major Changes	Agencies and Organ. Worked for: Other	Change: Other	Currently contemplated Changes	Agencies and Organ. Working for: Other	Change: Other
Oreqon	11	N	Y	Initially reading and math. This assessment changed reading and math; tests currently specify appropriate tests to district and gather data from all districts in reading and math. Changad testinq from grades 4,7 & 11 to grade 8 only.	content		o To add more grade levels (3,5,8 & 10) 0 Change tests to match state goals 0 Make tests available to districts for full district testing		
Pennsylvania		Y	N	P A	Y		Grade level shifts	Y	
Rhode Island	10	N	Y	1985-Every pupil tested with a standardized test.	Y		3,6,8 & 10 tested across subject listed		
South Carolina	5	N	Y	1984-Ident~fles districts where quality of education seriously impaired o Mandatory testing o Sample to universe o 5th grade reading o Could lead to sanctions not for districts not showing improvement	Y		.986-Drop 10th grade add grade, Sequence will be 4,5,7 6 9 in reading, math, language arts and social science	Y	
South Dakota	1	Y	N	Brand new program			Next year mandatory for all LEA's; will add interest and aptitude tests	Y	
Tenessee	Not			r interview					

PAl: 1985 variables to aid Interpretation of data:

Student variables

Sex
Parent's education
Type of community
Race
Mobility-frequency of sch. chg.
Students perception of parents' interest in school
TV viewing habits
Parents' expectations of education
Reading materials in home
Students' report how much time spent reading at home
Students' report how often required to write in school

School variables

Grade enrollment
Low income
Tuition
School climate

?Al: (Continued)

School variables

Teacher questionaire Items:
Relationship with parents
Education level
Supervision in school
Class size
Number times classroom observed for instructional purposes
Perception of buuildint leadership
Teacher initiated environment
Freedom from disruption
Perception of discipline
Involvement in planning

"Condition variables"

Students perception of ability to do homework
Students report amount of timee to do math assignments
Students report how often tested
Students report how quick tests returned to them (grades 8 $ 11)
Students perception to classroom discipline (grades 8 11)
Number hours students employed per week (grade 11)
How often receive direct instruction for math, English, science, social studies (grades 8 & 11)
Percent of students taking math, science, English, social studies (grades 8 & 11)
Interest in school all grades
Percent academic college preparation students (grade 11)

Stat. Assessment

Table XI
Changes in State Assessment Program

State	Years Program in Place	Current Program: First	Current Program:	Major Changes	Agencies and Organ. Worked for change: SBE	SEA	Le	Teacher organ.	Admin.	PTA	other	Currently Contemplated Changes	Agencies and Organ. Working for Change: SBE	SEA	Legislature	Teacher organ.	Admin. organ.	PTA	Other
Texas - No stat program				Exit level to be administered 1st to llth grades in 1985-86								1966-will sample students and test wi a normed test to compared with new TEAMS test and provide a comparison base fo the future			Y				
Utah	10	N	Y	1978-droppod science added reading 1984-added language critical think & other Title IV money until 1981, then Legislature appropriated funds		Y Y						Desire to ● xpand grades and subjects further, no firm plans		Y					
Vermont - No state proqram, yo expected changes	changes																		
Virginia	35	N	Y	1972-Chanqed to SRA 1980-Began financial provision for remedi ed.	Y	Y		Y	Y			None							
Washington	9	Y	N	First 3 years used CTB 1979-Changed to CAT 1984-Test all 8th grades vs. sample		Y						Appropriate for 198!5: o Census in 4,8 & 10 o Sample at grade 11 (4,8 6 10-FIAT vs CAT) Addinq more demographic data		Y	Y				WA Roundtabl Committee
West Virginia	23	N	Y	1973-Changed to CTBS 1985-Dropped cognit abilitles test		Y					LEA's	Pilot test 1985 for writing starting 1986 (analytic/holistic scorinq)	Y		Y				LEA's
Wisconsin	not		for	interview															
Wyoming		Y	N	None								None							

MINIMUM COMPETENCY TESTING PROGRAMS

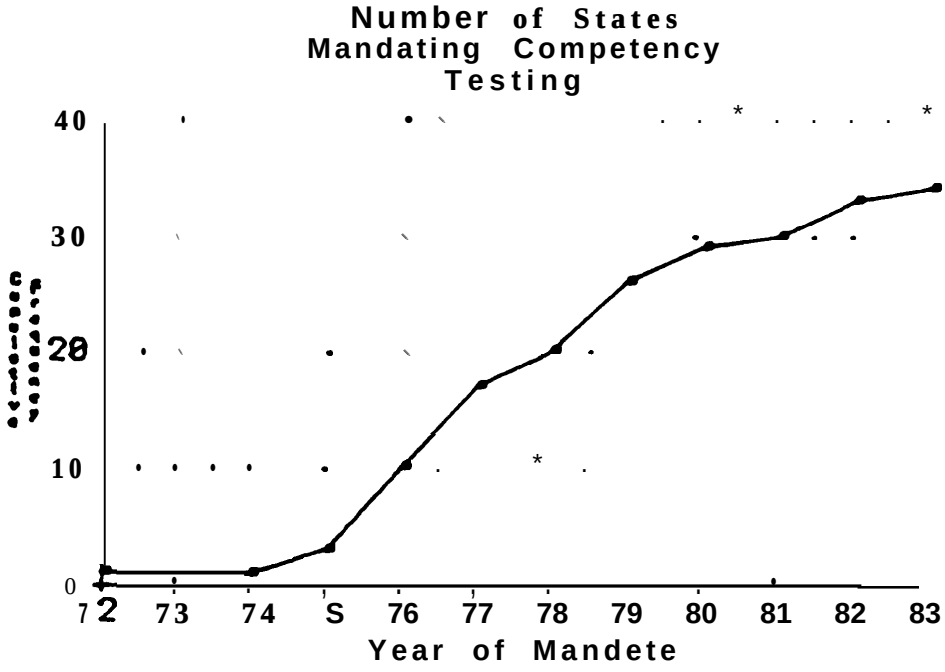
Introduction

The peak growth period for statewide competency testing was 1975-77. As Figure 1 shows, this growth leveled off *in* 1982. Although a few states will be phasing out competency testing, most states are maintaining their current programs with some of these states making changes. Typical changes are adding new skills to be tested or adjusting the cutoff score that students must exceed.

Currently 11 states require high school students to pass competency tests in order to get a diploma. Four additional states have plans to add a competency test requirement for high school graduation. Figure 2 shows the different purposes of competency testing.

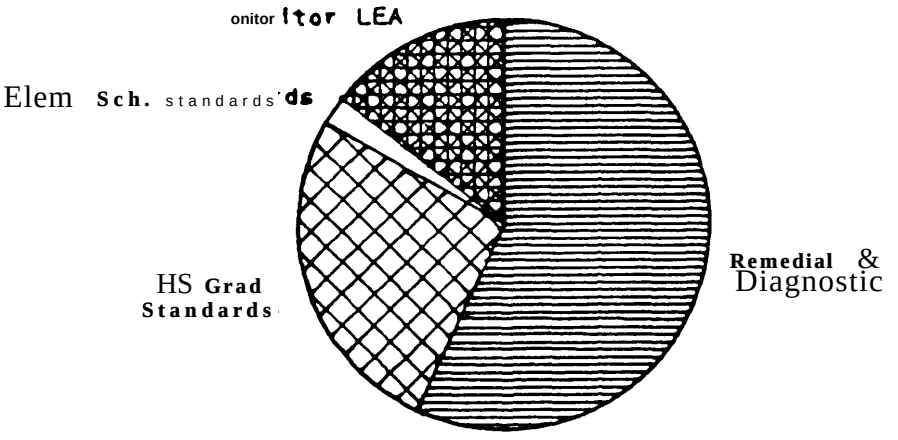
As is the case with assessment testing, minimum competency testing programs vary widely from state to state. Nine states reported their minimum competency programs were tied to the state assessment programs. Sixteen states reported responsibility for administering the minimum competency program rests with the state agency. Eighteen states said the program is mandated by the state, but administered by the local districts, often with the local school district defining both the competencies to be measured and the standards to be met. The diversity of these programs is evident by the data in Table 1, a summary of which follows.

FIGURE 1



SOURCE : OTA.

FIGURE 2
PURPOSES OF STATE MANDATED
COMPETENCY TESTING PROGRAMS



SOURCE : OTA .

Table I

Characteristics of Programs

Responsibility for administering the minimum competency programs was found to be about evenly split between state education agencies and local education agencies. Broad areas of competence to be measured normally are defined by state education agencies, but responsibility for the specific definition of competencies is about evenly split between the two agencies.

The purposes states give for the competency testing are: remedial/diagnostic (27 states), standards for high school graduation (16 states, plus 4 more to be added in future years), monitoring of local education agencies educational programs (11), elementary graduation standards(l).

More states reported using state-produced tests for their minimum competency program than any other type of test. Seventeen reported using state-approved or prescribed tests, 9 reported that local education agencies were given the option of producing their own tests, and 6 reported that local education agencies were to produce their own tests by state mandate.

Most minimum competency testing is confined to the areas of reading, math, language arts, and writing. The even spread of number of states reporting use of minimum competency tests at each grade level above grade 2 reveals that minimum competency programs have been designed to track student progress over a period of years so that any need for remediation can be identified at intervals along the way. Typically, the tests are administered periodically as in grades 3, 6, 9 and 11 or some similar configuration. In a number of states, tests are administered in every grade within given ranges, and in 2 states, Kentucky and Vermont, they are administered in every grade, K-12.

Minimum Competency

Table I
Characteristics of Programs

State	Responsibility for Administering: SEA	Responsibility for Administering: LEA	Combined with S.A.	Definition of Competencies: Specific: SEA	Definition of Competencies: Specific: LEA	Purposes and Implementation Dates: Gr. 8 Prom.	Purposes and Implementation Dates: Gr. 12 Grad.	Purposes and Implementation Dates: Rem./ Diag.	Purposes and Implementation Dates: Monitor LEA Program	Standards Set: SEA	Standards Set: LEA	Measurement Instruments Used: State Prescribed	Measurement Instruments Used: State Produced	Measurement Instruments Used: LEA Produced (Mand.)	Measurement Instruments Used: LEA Produced (Optional)	Measurement Instruments Used: Other	Subjects and Grade: Reading	Subjects and Grade: Math	Subjects and Grade: Language Arts	Subjects and Grade: Writing	Other/Notes
Alabama	Y	N	Y	Y	N	N	Y	Y	N	Y	N	N	Y	N	N	N	3,6, 9,11	3,6, 9,11	3,6,9, 11	3,6,9	Grade 11 added in 1983 for graduation purposes. First affected class, Spring 1985.
Alaska - No state progra																					
Arizona	N	Y	NA	N	Y	Y AZ1	Y AZ1	Y AZ1	Y AZ1	N	Y	N	N	Y	N	N	Rule 8,12 Law K-12	Rule 8 Law K-12		Rule 8 Law K-12	
Arkansas	N	Y	Y		N	1978-79	N	1979	N	Y[2]	N	N	Y	N	N	N	3,6, 8	3,6, 8	6,8		[1] Teachers involved in development of objects; they made rec's to SEA & rec's were pretty much followed

SOURCE: Da Compiled for the Office of Technology Assessment by Northw Regional Educational Laboratory, 1985.

State Board Rule and Regulation, 1975
In order to be promoted from the 8th grade, students must be able to read, write and compute at a 6th grade level; prior to graduation from high school, students must be able to read at a 9th grade level; LEA's determine what is meant by a 9th grade level.

Law, 1975:
All school districts must develop a continuous, uniform evaluation sys for K-12; LEA's had to come up with objectives for reading, writing an math and a means for measuring them (e.g., C.R.T. or N.R.T.), record keeping systems to show whether students have mastered objectives, a parent reporting system, and develop alternative learning plans for students who had not mastered objectives.

Minimum Competency

Table I
Characteristics of Programs

	Responsibility for Administe		ombined with S.A.			Purposes and mplementation Dates				Standards Set By		Measurement Instruments Used					Subjects and Grades				Other/Notes
	SEA					Gr. 8 Prom.	Gr. 12 Grad.	Rem./ Diag.	Monitor LEA Program	SEA	LEA	State Prescribed	State Produced	LEA Produced (Mand.)	LEA Produced (Optional)	Other	Reading	Math	Language Arts	Writing	
Arkansas (Con nued)																					[2] By Board of Education with rec. by local school district personnel [3] Grades 6,8- social studies and science
Califor [3]	[2]	Y	[2]			[2]	1979	N	N	N	Y	N	N		N	N	Y	Y	Y	time 4-6 7-9 [4] time 0-11	In 1977 added grades 4-6
Colorado	[2]	Y	[2]			[2]	Y	Y	N	N	Y	N	N	[2]	Y	N	9-12	9-12	9-12	9-12	9-12 if applicabl
Connecti [1]	[2]	Y	[2]			[2]	N	Reme- dial only	Y	Y	N	Y	Y	[2]	N	N	9	9	9	9	

Minimum Competency

Cha [illegible] Programs

State	Responsibility for Administering: SEA	Responsibility for Administering: LEA	Combined with S.A.	Definition of Competencies Specific: SEA	Definition of Competencies Specific: LEA	Dates: Gr. 8 Prom.	Dates: Gr. 12 Grad.	Dates: Rem./ Diag.	Monitor LEA Program	Standards Set By: SEA	Standards Set By: LEA	Measurement Instruments Used: State Prescribed	Measurement Instruments Used: State Produced	Measurement Instruments Used: LEA Produced (Mand.)	Measurement Instruments Used: LEA Produced Optional	Measurement Instruments Used: Other	Subjects and Grades: Reading	Subjects and Grades: Math	Subjects and Grades: Language Arts	Subjects and Grades: Writing	Other/Notes
Delaware	N	Y	NA	N	Y	DE1	DE1	DE1	DE1	N	Y	N	N	N	Y	N	Y*	Y*	Y*		*Optional, local decision, State Board prescribed reading, language and math in broad, general terms.
District of Columbia	Y	N	Y	Y	N	N	N	Y	N	Y	N	N	N	N	N	N	N	N	N	N	Life skills test at 10th grade. If failed, student takes course which she/he must pass.
Florida	Y	N	Y	Y	N		FL1	FL1	FL1	SSAT2	SSAT1	Y	Y	N	N	N	3,5, 8,10 *	3, 5, 8, 10		1,5,* 10 *	Also, grades 3, 5,8 & 10 economic understanding; writing production. *Reading and writing combined and called communication.

DE1: In 1979, the State Board wanted to get rid of social promotion and base promotion on specific criteria. LEA's put together their own promotion policies and procedures. The decision was made for LEA's to develop promotion/retention policies.

SSAT1: basic skills in grades 3, 5, 8 and 10; a C.R.T.. LEA provides remedial and determines if student has mastered objectives and is ready to go on. The standards are set by SEA, ultimate decision by LEA.

application of basic skills; grade 10 only; required for graduation by State. LEA cannot override decision.

Minimum Competency

Table I
Characteristics of Programs

State	Responsibility for Administering: SEA	Responsibility for Administering: LEA	Combined with S.A.	Definition of Competencies: Specific: SEA	Definition of Competencies: Specific: LEA	Purposes and Implementation Dates: Gr. 8 Prom.	Purposes and Implementation Dates: Gr. 12 Grad.	Purposes and Implementation Dates: Rem./ Diag.	Purposes and Implementation Dates: Monitor LEA Program	Standards Set By: SEA	Standards Set By: LEA	Measurement Instruments Used: State Prescribed	Measurement Instruments Used: State Produced	Measurement Instruments Used: LEA Produced (Mand.)	Measurement Instruments Used: LEA Produced (Optional)	Measurement Instruments Used: Other	Subjects and Grades: Reading	Subjects and Grades: Math	Subjects and Grades: Language Arts	Subjects and Grades: Writing	Other/Notes
Georgia	Y	N	N	Y	Y	Y[1]	Y[1]	Y[1]	N	Y	Y	Y	Y	N	Y: If LEA's choose	N	8,10 For sch.yr. 1985-86 this will be a mandatory C.R.T.	8,10		Piloted this yr. will go into effect sch.yr. 1987-88 grd. 10	[1]Test s first dmin. at grd 10; studen s must pass p ior to gradua ion. As wel , test will b admin at grd 3; studen s do not pa s cannot go on to grd 4, pilote this yr. & ill go into effec spring 1986.
Hawai	Y	N	N	Y	N	N	Y	Y	N	N	N	N	Y	N	N	N	3,9 12	3,9 12	3,9, 2	3	Grade 9 required to take; take until they pass

Table I
Characteristics of Programs

State	Responsibility for Administering		Combined with S.A.	Definition of Competencies Specific		Purposes and Implementation Dates				Standards Set By		Measurement Instruments Used					Subjects and Grades				Other/Notes
	SEA	LEA		SEA	LEA	Gr. 8 Prom.	12 ad.	Rem./ Diag.	Monitor LEA Program	SEA	LEA	State Prescribed	State Produced	LEA Produced (Mand.)	LEA Produced (Optional)	Other	Reading	Math	Language Arts	Writing	
Idaho	NA	NA	Y: For reporting purposes; Admin. independently	Y	N	N	N	Y	Y	Y:In collab. with LEA's		Y[1]	Y	N	N	N	8	8	8	8	Also spelling grade 8 [1] If LEA going to participa then only one ns =
Illinois - Not applicable although LEA's can implement MC program; major changes expected after July 1 after General Assembly meets, moving toward a state and school accountability program.																					
Indiana - No program																					
Iowa - No program																					
Kansas	Y	N	Are one and the same	Y	N	N	N	Possibly	Y	Y	N	Y	Y	N	N	N	2,4,6,8,10	2,4,6,8,10			

Minimum Competency

Table I
Characteristics of Programs

State	Responsibility for Administering		Combined with S.A.	Definition of Competencies Specific		Purposes and Implementation Dates				Standards Set By		Measurement Instruments Used					Subjects and Grades				Other/Notes
	SEA	LEA		SEA	LEA	Gr. 8 Prom.	Gr. 12 Grad.	Rem./ Diag.	Monitor LEA Program	SEA	LEA	State Prescribed	State Produced	LEA Produced (Mand.)	LEA Produced (Optional)	Other	Reading	Math	Language Arts	Writing	
Kentucky	N	Y	Y	Y	N	N	1986-Legislation expected	Y	N	Y	N	Y	N	N	N	N	K-12	K-12	K-12	K-12	For many districts, this is their state assessment program
Louisiana	Y	N	N	Y	N	N	N	1981	N	Y	N	Y	Y	N	N	N	N	2-5	2-5	N	Used for promotion in grades 2-5; Language arts includes reading and writing
Maine - No program																					
Maryland	N	Y	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y	N	N	N	7 9-2 if fai ed)	7,9*	7,9*		Validated by 12,000 citizens. *Since 1982 in reading; 1989 in math & writing; 1988 in citize ship

Table I
Characteristics of Programs

State	Responsibility for Admin = ring SEA	Responsibility for Admin = ring LEA	Combined with S.A.	Definition of Competencies Specific SEA	Definition of Competencies Specific LEA	Purposes and Implementation D. Gr. 8 Prom.	Purposes and Implementation D. Gr. 12 Grad.	Purposes and Implementation D. g	Purposes and Implementation D. Mo LE	Standards Set By SEA	Standards Set By LEA	Measur ent Instruments Us l State Prescribed	Measur ent Instruments Us l State	Measur ent Instruments Us l LEA Produced (Mand.)	Measur ent Instruments Us l LEA Produced (Optional)	Measur ent Instruments Us l Other	ubjects and rades Reading	ubjects and rades Math	ubjects and rades Language Arts	ubjects and rades Writing	Other/Notes
Massachusetts	N	Y	N	At secondary level	At elementary level	N	N			N	Y	MAI	M.	MAI	MAI		Y[1]	Y[1]	N	Y[1]	[1] LEA chooses grade(s) to be tested at each of 3 levels: elem. intermed., secondary. Also test listening.
Michigan - No program																					
Minnesota - No program																					
Mississippi	Y	N	N	Y	N	N	1989			Y	N	N	'	N	N	N	3,5 8,1	.n .l	3,5, 8,11	11	Grade 11 functional literacy and math

At Secondary Level
Districts have three options:
1. State developed tests,
2. Commercial test approved by State, and
3. Test developed by self and approved by State

At Elementary Level
Districts may use any test

Minimum Competency

Table I
Characteristics of Programs

State	Responsibility for Administering		Combined with S.A.	Definition of Competencies Specific		Purposes and Implementation Dates				Standards Set By		Measurement Instruments Used					Subjects and Grades				Other/Notes
	SEA	LEA		SEA	LEA	Gr. 8 Prom.	Gr. 12 Grad.	Rem./ Diag.	Monitor LEA Program	SEA	LEA	State Prescribed	State Produced	LEA Produced (Mand.)	LEA Produced (Optional)	Other	Reading	Math	Language Arts	Writing	
Missouri	Y	N	N	Y	N	N	As of 1986[1]	Y	N	Y	Y[2]	N	Y	N	N	N	8	8			Grade 8-other [1] As of 1986, will withhold grades of 9th graders until passed. [2] Also locally scored by objective
Montana - No program																					
Nebraska	N	Y	N	N	Y	N	N	1976	N	Y	N	NA	NA	NA	NA	NA	5		N	5	NE1, NE2, NE3, NE4
Nevada	At Secondary	At Elem.	N	Y	N	N	1982 class	Primarily at high schools	N	Y	N	Y	Y	N	N	N	3,6, 9,11	3,6 9,1	3,6, 9,11	9,11	Test must be administered 4 times before end of 12th grade. State administers test at high schools & coordinates testing at elementary. Results sent by districts to state.

N Accreditation is contingent on presence of test ng program. Actual results do not affect accreditation.

N s are required to not use test results for promotion or ret<

NE3: Choice of instruments is up to LEA. State Department of Education developed a test which is used in about 80 percent of districts.

NE4: Testing is required in reading, math and writing. Other subject areas are at local discretion. Testing begins in fifth grade and continues until passing or graduation. A student has no limit on how many times

Table I
Characteristics of Programs

State	Responsibility for Administering SEA	Responsibility for Administering LEA	Combined with S.A.	Definition of Competencies Specific SEA	Definition of Competencies Specific LEA	Purposes and Implementation Dates: Gr. 8 Prom.	Gr. 12 Grad.	Rem./ Diag.	Monitor LEA Program	Standards Set By SEA	Standards Set By LEA	Measurement Instruments Used: State Prescribed	State Produced	LEA Produced (Mand.)	LEA Produced (Optional)	Other	Subjects and Grades: Reading	Math	Language Arts	Writing	Other/Notes
New Hampshire No program																					
New Jersey	N	Y	N	Y	N	N	1976	1976	1976	Y	N	Y	Y	N	N	N	9	9	N	N	
New Mexico	Y	N	N	Y	N	N	N	1978	1978	Y	N	Y	Y	Y;Writ. only	N	N	10	10	10	10	NM3, NM4, NM5, NM6, NM7
New York*	Y	N	Y	Y	N	N	NY1	NY1	NY1	Y	N	Y	N	NA	NA	N	3,6, 8or9 11or 12**	3,6, 9 NY2	N	5,8 or 9,11 or 12 **	*There are 3 major progs: 1. Pupil Eval. Prog.-fits into competencies & identifies who needs remediati 2. HS Regents Exams-2 are used in competency testing 3. Regents Comp. Test-preliminary comp. tests. **Can repeat as often as need t taken initially in grade 11.

NM3: Minimum competency test is cal d a Proficiency Exam. It was developed to fit in with the "New Mexico asic Skills Plan, adopted in 1977. The "Plan" refers o exit comp encies required f graduation. Though this test measures basic skill it does not dire ly measure the exit competencies.

NM4: High school graduation is not contingent on passing the Proficiency Exam. Students passing the exam get a gold seal on their diploma.

The writing test is locally developed. All other sections are developed by the State. State test is a variation of an Adult Performance Test developed by State in 1977. All items are changed each year, with new versions of test statistically linked to previous versions.

NM6: Test total score is based on scores in health, consumer economics, community resources, government and law, and occupational knowledge. Scores in reading, math, language arts, social studies, science, and writing are scored separately as subscales, but do not count in total Test has 10 subject areas (plus writing) with 200 items (plus writing

N Tests are gi n 10th grade to all student Retest ng is available in 11th and grades.

NY1: Regents Comp. Testing Program
Reg's for thi program, adopted in 1979, 2 kinds:
1. Tests t identify students who need remediation in lower grades, and
Impl tes for high school diploma

NY2: Gra 9 may be taken at any grade in high school after completing course in eneral math and repeated as often as needed.

Minimum Competency

Table I
Characteristics of Programs

State	Responsibility for		Combined with S.A.	Definition of Competencies Specific		Purposes and Implementation Dates				Standards Set By		Measurement Instruments Used					Subjects and				Other/Notes
		LE		SEA	LEA	Gr. 8 Prom.	Gr. 12 Grad.	Rem./ Diag.	Monitor LEA Program	SEA	LEA	State Prescribed	State Produced	LEA Produced	LEA Produced (Optional)	Other	Reading	Math	Language Arts		
North Carolin			N	Y	N	N	N	Y[1]	Done at school level	Y	N	Y	Y	N	N	N	11[2]	11[2]		×	[1]At student level; students not passing exam receive ass ance. [2]Next year, grade 10.
North Dakota No program																					
Oh o			N	N	Y	N OH3	N	1983	N .	N	Y	N	N	N	Y	N	OH4	OH4	OH4	OH4	OH5, OH2 OH6, OH7
Oklahoma - No program																					
Oregon			Y	N	Y	N	1978	N	N	N	Y	N	N	Y	N	N	Y	Y	Y	Y	Grade level selected by district

Competency Based Education Program requires continuous monitoring of student progress K-12 which can be construed as a state testing program In addition each district is required to give the three test described in OH4.

OH3: Grade level promotion based on test results is a local option.

OH4: Testing is in reading, math and writing. Three tests are required between 1st and 12th grades--one in grades 1-4, one in grades 5-8, and one in grades 9-12. Other subjects are optional.

OH5: State program is included in "Minimum Standards for Elementary and Secondary Schools." Pupil performance objectives were developed. Testing is to assess these objectives. Specific objectives and their assessment are a local choice. Performance objectives do give a degree of

OH6: Implementation of the 2 year old Competency Based Education Program being done by grade and subject. Not all grades or subjects are yet included. Full implementation will be in 1989.

OH7: Results of tests are not provided to the State (including pass/fail rates) on an annual basis. SEA evaluates 1/5 of all districts each year for accreditation. (All districts every 5 years.) Part of evaluation is to check to see that minimum standards of competency are in compliance. This evaluation includes examining test results. Program is too new for any useful data from accreditation reviews.

Table I
Characteristics of Programs

State	Responsibility for Administering: SEA	Responsibility for Administering: LEA	Combined with S.A.		Purposes and Implementation Dates: Gr. 8 Prom.	Purposes and Implementation Dates: Gr. 12 Grad.	Purposes and Implementation Dates: Rem./ Diag.	Purposes and Implementation Dates: Monitor LEA Program	Standards Set By: SEA	Standards Set By: LEA	Measurement Instruments Used: State Prescribed	Measurement Instruments Used: State Produced	Measurement Instruments Used: LEA Produced (Mand.)	Measurement Instruments Used: LEA Produced (Optional)	Measurement Instruments Used: Other	Subjects and Grades: Reading	Subjects and Grades: Math	Subjects and Grades: Language Arts	Subjects and Grades: Writing	Other/Notes
Pennsylvania	Y	N	N		N	N	Y[2]	N	Y	N	Y	Y	N	N	N	3,5,8	3,5,8			[1] Objectives at grades 3,5,8 established by committees across the State. They determine the objectives and the test built around objective[2] Early warning system to find students having difficulties in reading and/or math and providing remed. program for those students
Rhode Island	No program																			

Minimum Competency

Table I
Characteristics of Programs

	Responsibility for Administering		Combined with S.A.	Definition of Competencies Specific		Purposes and Implementation Dates				Standards Set By		Measurement Instruments Used					Subjects and Grades				
	SEA	LEA		SEA	LEA	Gr. 8 Prom.	Gr. 12 Grad.	Rem./ Diag.	Monitor LEA Program	SEA	LEA	State Prescribed	State Produced	LEA Produced (Mand.)	LEA Produced (Optional)	Other	Reading	Math	Language Arts	Writing	Other/Notes
South [illegible]	Y	N	N[1]	Y	Y	N	1988 for 10th grade graduation	1979	N	Y	N	Y	N	N	N	N	1,2, 3,6, 8,11	1,2, 3,6, 8,11		6,8, 11	[1]Organizationally combined with state assmt. but separate testing times. [2]Beginning in 1986, 10th grd. test will apply to 1989-90 graduation; sciences in spring 1988 for grades 3,6,8.
South Dakota No program																					
Tennessee	No[illegible] availab		r int [illegible]iew																		
Texas	Y	N	N	Y	N		N	Y		Y	N	Y	Y	N	N	N	3,5, 9	3,5, 9		3,5,9	TX1

Texas Assessment of Basic Skills (TABS) started in 1980 under legislative mandate, testing grades 5 and 9. Grade 3 was added in 1981. Retests are available in grades 10, 11 and 12. Retesting was first available in 1982. It was not mandatory until 1984.

Table I
Characteristics of Programs

State	Responsibility for Administering SEA	Responsibility for Administering LEA	Combined with S.A.	Definition of Competencies Specific SEA	Definition of Competencies Specific LEA	Purposes and Implementation Dates Gr. 8 Prom.	Gr. 12 Grad.	Rem./ Diag.	MLE		Awards By LEA	Measurement Instruments Used State Prescribed	State Produced	LEA Produced (Mand.)	LEA Produced (Optional)	Other	Subjects and Grades Reading	Math	Language Arts	Writing	Other/Notes
Utah	N	Y	N	Y	N	N	1977	1977			N	N	N	N	Y	N	8	8		8	
Vermont	Y	Y	N	Y	N	N	1977	N		N	Y	N	N	N	Y	N	K-	K-12	K-12	K-12	VT1
rginia						N	N	Y			Y	N	Y	N	Y	N	1-(	1-6			
	Y	N	N	Y	N	N	Y	N	N		Y	Y	N	N	N	N	10	10			
	N	Y	N	Y	N	N	N	Y	N		Y	N	Y	N	Y	N				1-6	
	N	Y	N	N	Y	N	Y	N			Y	N	N	Y	N	N					10 (social studies & Ed./Empl. skill
Wash ngton No program																					
West Virginia No program ye see Table VII	n plac	,																			
W sconsin	ot ava	lable for interview																			
Wyoming No program, d required to a	rict ss																				

VT1: Students can take test at any time that LEA wishes between kindergarten and graduation. Test and standards are totally at local discretion.

Table Il

Testing Programs

States rely more heavily on their own tests for minimum competency programs than is true for state assessment programs. Twenty-one states reported writing items for their own tests, sometimes using item banks. Some of these banks were built by the states themselves, and others were secured from test publishers. Criterion-referenced tests are most often used, with nationally standardized tests and national norms being used by relatively few states. The task of setting standards for the minimum competency tests was undertaken by the state board of education in eight states, the state education agency ”in six, testing specialist/state education agency contractor in five, subject matter specialists in five, and educator/citizen committees in four states. In cases where the state education agency or state board of education set the standards, it was usually with input from groups mentioned above.

As would be expected with criterion-referenced programs, the type of standard normally set was a percent right of items attempted, sometimes by total tests, sometimes by specific competencies; or the number correct of number attempted based on predetermined acceptable performance levels. Five states reported use of IRT scale score cut-off points, usually in combination with professional judgment relating to the performance level desired in scale score terms. Only two states reported use of norm-referenced scale cut-off scores. Seven states reported linking their standards to holistic writing ratings (e.g., New York specifies a 65 percent rating based on a model answer for a given topic).

Race and bias reviews are reported for tests used in all but a very few States. Statistical analysis of items used in tests is also reported by all but a few.

The fact that most states have developed their own tests, and that these tests are criterion-referenced measures employing standards arrived at by a variety of procedures, suggests that the rigor with which these tests have been constructed and the quality of the tests varies widely with the competence and experience of the state education agencies developing them, and with the procedures by which standards are set and student results evaluated.

Minimum Competency

Table II
Testing Programs

State	Type of Instr: Custom: Wrote items	Type of Instr: Custom: Used bank	Type of Instr: Published standardized test	Type of Instr: Other (Specify)	Who Set Standards: Test specialists/ contractor	Who Set Standards: Subject matter specialists	Who Set Standards: Educators/ citizens committee	Who Set Standards: SEA	Who Set Standards: Other (Specify)	Type of Standard: Percent items right	Type of Standard: Cut-off score, norm-ref. scale	Type of Standard: Cut-off score, IRT scale	Type of Standard: Other (Specify)	Bias Reviews: Sex	Bias Reviews: Race	Item Selection: Stat. analyzed	Item Selection: IRT calibrated	Significant Changes
Alabama	Y	N	N	With local help, writing sample done locally, very informal	Grd. 11	Grd. 11	N	Y		N	N	N	3,6,9: Mastery 11: combined Angoff and empirical method.	Y	Y	Y	N	None
Alaska - No program																		
Arizona	*	*	*	*	N	N	N	N	LEA	**	**	**	*	**	**	**	*	*Varies according to LEA **Varies according to LEA and test used

SOURCE: Compiled for Office of Technology Assessment by Northwest Regional Educational Laboratory, 1985.

Minimum Competency

Table II
Testing Programs

State	Type of Instrument: Custom: Wrote items	Type of Instrument: Custom: Used bank	Type of Instrument: Other (Specify)	Who Standards: Contractor	Who Standards: Subject matter	Who Standards: SEA	Who Standards: Other (Specify)	Type of Standard: Percent items right	Type of Standard: Cut-off score, norm-ref. scale	Type of Standard: Cut-off score, IRT scale	Type of Standard: Other (Specify)	Bias Reviews: Sex	Bias Reviews: Race	Item Selection: Stat analy	Item Selection: IRT calibrated	Significant Changes
Arkansas	Y: teachers write them	N	N	M S	Y	N	[1] Worked with contractor; curriculum specialists made recommendations	N	N	Y	N	Y: using meas' statistics	Y: using meas' statistics	Y: field test items	Y: [2] field test, analyze p values, calibrate	ARI
California	Y	Y	N	N	N	N	N	N	N	N	Y	N	N	N	N	
Colorado	N	N	Locally developed tests	N	N	N	Local district option	N	NA	NA	NA	NA	NA	NA	NA	
Connecticut	Y	N	Holistic writing sample	N	N	Y	N	Math L.A.	N	ORP-reading level	Holistic writing	Y	Y	Y	Y	None

ARI: Test Construction
In process now of developing item specification.

Score Reporting
Reporting overall score; used to report by objective only

Minimum Competency

Table II
Testing Programs

State	Type of Instrument: Custom: Wrote items	Custom: Used bank	Publisher's standardized test	Other (Specify)	Who Set Standards: Test specialists/ contractor	Subject matter specialists	Educators/ citizens committee	SEA	Other (Specify)	Type of Standard: Percent items right	Cut-off score, norm-ref. scale	Cut-off score, IRT scale	Other (Specify)	Bias Reviews: Sex	Bias Reviews: Rac	Item Selection: Stat. analyzed	Item Selection: IRT calibrated	Significant Changes
Delaware	1	1	1	1 Up to LEA's; Delaware made item bank available for each of the areas	Doesn't apply; made recommendations for people who wanted to use item bank, consequence great variability throughout State					*	*	*	*	*	*	*	*	*Doesn't apply because decision left up to LEA's
trict of lumbia	N	Y	N	N	Y	N	N	N	N	CRT by competency	N	N	N	N	N	Y		None
Florida	Y	N	N	N	N	N	N		State Board of Education	Y	N	N	FL1	Y FL2	Y FL2	NA	NA	None

FL1 SSAT1: There is also a cutoff score for each objective.

SSAT2: There is also a cutoff for each objective plus overa l passing score.

FL2: o Training of item writers and reviewers

o Statistical analyses, performance on items for each racia group, p values by ethnic group

o Scatter plots by item by each ethnic group

Minimum Competency

Table II
Testing Programs

State	Type of Instrument: Custom: Wrote items	Type of Instrument: Custom: Used bank	Type of Instrument: Published standard test	Type of Instrument: Other (Specify)	Who Set Standards: Test specialists/ contractor	Who Set Standards: Subject matter specialists	Who Set Standards: Educators/ citizens committee	Who Set Standards: SEA	Who Set Standards: Other Specify	Type of Standard: Percent items right	Type of Standard: Cut-off score, norm-ref. scale	Type of Standard: Cut-off score, IRT scale	Type of Standard: Other (Specify)	Bias Reviews: Sex	Bias Reviews: Race	Item Selection: Stat. analyzed	Item Selection: IRT calibrated	Significant Changes
Georgia	C.R.T. (Used both)	State item bank (Used both)			N	N	St.Bd. set cutoff scores based on recommen of committe			N	N	R,M		*	*	Y	Y: Rasch	*Special bias review panels are assembled to review test items an measurement procedures employed.
Hawaii	N	N	N	Writing sample 3)	Y	Y	N	N	N	Y	N	N	Holistic writing; grade 3 different fractional pt.	Y	Y	Y	Y	1979-More sensitive to racial/sexual bias; analysis of data 1975-More detailed score reporting; class and school item analysis

Minimum Competency

Table II
Testing Programs

State	Type of Instrument: Custom: Wrote items	Type of Instrument: Custom: Used bank	Type of Instrument: Publisher's standardized test	Type of Instrument: Other (Specify)	Who Set Standards: Test specialists/ contractor	Who Set Standards: Subject matter specialists	Who Set Standards: Educators/ citizens committee	Who Set Standards: SEA	Who Set Standards: Other (Specify)	Type of Standard: Percent items right	Type of Standard: Cut-off score, norm-ref. scale	Type of Standard: Cut-off score, CRT	Type of Standard: Other Specify)	Bias Reviews: Sex	Bias Reviews: Race	Item Selection: Stat. analyzed	Item Selection: IRT calibrated	Significant Changes
Idaho	N	Pub.	SCORE	Score writing sample holistical	Y	N	N	N	N	Y	N	N	N	Y	Y	Y	N	Test Construc. Test originally administered at grd. 9 thus a different test Norming Went with published C.R.T.
														Publisher's specifications.				
Illinois	Not applicable																	
Indiana - No program																		
Iowa - No program																		
Kansas	Y	N	N	N	N	N	N		State Board of Education	N	Y	N	N	N	N	Y	N	None

Table II
Testing Programs

State	Type of Instrument: Custom Wrote items	Type of Instrument: Custom Used bank	Type of Instrument: Publisher's standardized test	Type of Instrument: Other (Specify)	Who Set Standards: Test specialists/ contractor	Who Set Standards: Subject citizens committee	Who Set Standards: Other Specify)	Type of Standard: Percent items right	Type of Standard: Cut-off score, norm-ref. scale	Type of Standard: Cut-off score, IRT scale	Type of Standard: Other (Specify)	Bias Reviews: Sex	Bias Reviews: Race	Item Selection: Stat. analyzed	Item Selection: IRT calibrated	Significant Changes
Kentucky	Y for CRT	Y	3 parts CTBS 1986-phase out of CTBS	N	N	N	N	N	Y	N	M	Y	Y	Y	N	CRT and norming.
Louisiana	Y	N	N	N	N	N	Y	N	Y	N	N	Y	Y	Y	N	None
Maine - No program																
Maryland	Y	Y	N	N	N	Y	N	N	N	Rdg. math citizens		Y	Y	Y	Y	1985-Score reports are more elabora= to help teachers and parents; holistic writing score
Massachusetts	LEA's ma=		do whatever want to		N	Within ea. district	N	Depends on LEA & te=				Office of Equal Oppor. screens all tests used		Y	N	

Table II
Testing Programs

State	Type of Instrument: Custom: Wrote items	Type of Instrument: Custom: Used bank	Type of Instrument: Publisher's standardized test	Type of Instrument: Other (Specify	Who Set Standards: Test specialists/ contractor	Who Set Standards: Subject specialists	Who Set Standards: Educators/ citizens committee	Who Set Standards: SEA	Who Set Standards: Other (Specify	Type of Standard: % items right	Type of Standard: Cut-off score, norm-ref. scale	Type of Standard: Cut-off score, IRT scale	Type of Standard: Other (Specify)	Bias Reviews: Sex	Bias Reviews: Race	Item Selection: Stat. analyzed	Item Selection: IRT calibrated	Significant Changes
Michigan No program																		
Minnesota No program																		
Mississippi	Y	Y	N	Writing: holistic, 40% in 198' analytic	N	N	N	Y	State Board	Y Standard has			adopted	Y	Y	Y	N	Too recent
[illegible]	Y	N	N	Writing scored by local district	N	N	N	N	Y	75% Must pass 1 item per objective	N		N	Y	Y	Y	Y	
Montana - No program																		
Nebraska	NA	NA	NA	NA	NA	NA	NA	NA	NA	Y	N	N	N	NA	NA	NA	NA	NES

NES: Choice of test is local option, but it must be criterion-referenced and mastery based (100% correct for passing).

Minimum

Table II
Testing Programs

State	Type of Instrument: Custom: Wrote items	Type of Instrument: Custom: Used bank	Type of Instrument: Publisher's standardized test	Type of Instrument: Other (Specif	Who Set Standards: Test specialists/ contractor	Who Set Standards: Subject matter specialists	Who Set Standards: Educators/ citizens committee	Who Set Standards: SEA	Who Set Standards: Other (Specify)	Type of Standard: right	Type of Standard: Cut-off score, norm-ref. scale	Type of Standard: Cut-off score, IRT scale	Type of Standard: Other (Specify)	Bias Review: Sex	Bias Review: Ra	Item Selection: Stat. analyzed	Item Selection: IRT calibrated	Significant Changes
Nevada	Y for 9 readi[illegible]g, math [illegible]nd writi[illegible]g	Y & 11	3,6 SAT Reading, math and language arts	N	N	N	N	Y	Dir. of Planning & Evaluation and State Superintend[illegible] State Board[illegible] of Educatio[illegible]	N	N	Y High school testing only	Holistic writing	Y	Y	Y	Y: Using P & B values	Changed from % correct to IRT in Spring 1985
New Hampshire No program																		
New Jersey	Y	N	N	N	N	Y	N	N	N		N	N	Scale equated to previous years	Y	Y	Y	N	None
New Mexico	Y	N	N	Holistic scored writing [illegible]	N	Y	Y	Y	N		N	N	Holistic writing	Y	Y	Y	Y	None

Table II
Testing Programs

State	Type of Instrument: Custom: Wrote items	Custom: Used bank	Publisher's standardized test	Other (Specify)	Who Set Standards: Test specialists/ contractor	Subject matter specialists	Educators/ citizens committee	SEA	Other (Specify)	Type of Standard: Percent items right	Cut-off score, norm-ref. scale	Cut-off score, IRT scale	Other (Specify)	Bias Reviews: Sex	Bias Reviews: Race	Item Selection: Stat. analyzed	Item Selection: IRT calibrated	Significant Changes
New York	Y	N	N	Writing sample scored holistically; Degrees of Reading Power used in reading program	N	N	When prog. first started	N	Testing & subject matter specialists recommended cutoff scores	Math	N	N	Reading: readability of textbooks Writing: holistic judgement std. is 65% of model answer	*	*	Y	Reading items	*Exam review committee goes over each exam
North Carolina	Y NC1			Writing sample: SEA set the criterion for passing; test is scored on a pass/fail basis	N	N	N	N	Comp. Test Commission. Appointed by Governor for a 4 year term to advise State Board of Education regarding Selection test and cutoff scores	N	N	N	NC2	NC3	NC3	Y	N	None
North Dakota - No program																		

NC1: Initial legislation specified that students were administered in grade 11; new legislation for 1985-86 moves it to grade 10 items written by people within the State.

NC2: Commission decided not to require 100 percent for passing so they reviewed items and came up with a number that represented minimum competency and calculated what percent these were of total number of items on test.

Bias reviews:

Test development

- Bias committees made up of minority groups conducted workshops on what to look for
- Statistical analyses--average difference between biased pop. of questions and looked at items that exceeded difference

Field Test

- Examined performance level of all groups on every item regarding difficulty of achievement

Minimum Competency

Table II
Testing Programs

State	Type of Instrument: Custom: Wrote items	Type of Instrument: Custom: Used bank	Type of Instrument: Publisher's standardized test	Type of Instrument: Other (Specify)	Who Set Standards: Test specialists/ contractor	Who Set Standards: Subject matter specialists	Who Set Standards: Educators/ citizens committee	Who Set Standards: SEA	Who Set Standards: Other (Specify)	Type of Standard: Percent items right	Type of Standard: Cut-off score, norm-ref. scale	Type of Standard: Cut-off score, IRT scale	Type of Standard: Other (Specify)	Bias Reviews: Sex	Bias Reviews: Race	Item Selection: Stat. analyzed	Item Selection: IRT calibrated	Significant Changes
Ohio	N	NA	NA	N	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Oklahoma - No program																		
Oregon	Y	N	N	N	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Pennsylvania		Chas. Merrill Co; items selected by testing staff			N	N	N	N	Committee of classroom teachers, took them through modified Angroff method item by item for establishing cutoff scores; had no field data				See note in "Other" under Who Set Standards	Items in item bank had gone through this		Had been field tested nationally	Y	Moving to spring testing
Rhode Island No program																		

Table II
Testing Programs

State	Type of Instrument: Custom: Wrote items	Type of Instrument: Custom: Used bank	Type of Instrument: Publisher's standardized test	Type of Instrument: Other (Specify)	Who Set Standards: contractor	Who Set Standards: subject matter specialists	Who Set Standards: educators/ citizens committee	Who Set Standards: SEA	Who Set Standards: Other (Specify	Type of Standard: Percent items right	Type of Standard: Cut-off score, norm-ref. scale	Type of Standard: Cut-off score, IRT scale	Type of Standard: Other (Specify)	Bias Reviews: Sex	Bias Reviews: Rac	Item Selection: Stat. analyzed	Item Selection: IRT calibrated	Significant Changes
South Caroli	Y	Y	N	Writing: modified holistic on 4 pt. scale; mod analytic f papers bel standard	Y ed	Y	Y		N	Cutoff score based on items right as percent of total test	N	N	N	Y	Y	Y	Y	Change to I.R.T.
South Dakota - No Program																		
Tennessee	Not available for interview																	
Texas	Y	Y	N	TX2	N	N	N	N	State Board	N	N	Y	Focused holistic with cutoff score for writing	Y	Y	Y	Y	None
Utah	NA	N	NA	NA	NA	NA	N	NA	NA	NA	NA	NA	NA	N	NA	NA	NA	NA

TX2: TABS is based on items developed on contract from Psych. Corp., CTBS, and other contractors, as well as State personnel. About 1/2 of all items are replaced each year, yielding an item pool from which to draw future items.

Minimum Competency

Table II
Testing Programs

State	Type of Instrument: Custom: Wrote items	Type of Instrument: Custom: Used bank	Type of Instrument: Publisher's standardized test	Type of Instrument: Other (Specify)	Who set standard: specialists/ contractor	Who set standard: Subject matter specialists	Who set standard: Educators/ citizens committee	Who set standard: SEA	Who set standard: Other (Specify)	Type of Standard: Percent right	Type of Standard: Cut-off score, norm-ref. scale	Type of Standard: Cut-off score, IRT scale	Type of Standard: Other (Specify)	Bias Reviews: Sex	Bias Reviews: Race	Item Selection: Stat. analyzed	Item Selection: IRT calibrate	Significant Changes
Vermont	NA	NA	N	NA	NA	NA	N	NA	NA	N	NA	NA	NA	NA	NA	NA	NA	N
Virginia (10th grade reading & math)	Y	N	N	N	N	N	N	Y	Board approv	N	N	Y	N	Y	Y	N VA3	Y	Initially used Jaeger procedure, now use Rasch.
Washington - No program																		
West Virginia No program	See Table I .																	
Wisconsin	Not avail. l for inte iew																	
Wyoming - No state data, district required to assess																		

VA3: Tenth grade reading and math test was developed by combining a test purchased from a contractor and one test available from a Virginia school district. The SBA did no item analyses, but item statistics were already available for most items.

Table III

Reporting Practices of Testing Programs

The methods of reporting minimum competency test results also reflect the diversity of testing practices in the states. Seventeen states report using pass/fail data, 13 use raw scores, 15 use percent correct. Among states that report derived scores, 9 use IRT scale scores, 3 use percentiles, and 2 states report standard scores. Most states report a mix of these types of scores, and within a given state that mix may vary depending on the subjects being tested.

Reports of test results are distributed to teachers and students in 25 states, principals in 25, superintendents in 25, state education agency curriculum personnel in 22, state boards of education in 22, media and public through state education agency reports in 20, legislatures in 21, and the public on request in 20 states. In general, the reports to students and teachers are individual score reports, while the reports made available to the other parties named are summary reports.

The common use of minimum competency test information for remedial purposes suggests that most tests yield information on specific objectives within the tests, and a number of states yield information on specific objectives within the tests, and a number of states explicitly point to the fact that pass/fail requirements were set for each objective within the tests. The trend, however, appears to be away from criterion-referenced standards for each objective toward pass/fail standards based on overall IRT scale score, with added diagnostic information for specific objectives.

Table 111
Reporting Practices of Testing Programs

State	Types of Information: Raw scores	Pass/fail	Grade level equivalent	Derived scores	Results Made Available to: Students, teachers	Principals	Superintendents	SEA curriculum personnel	State Board of Education	Media & public (SEA report)	Legislature	performance	Notes/ changes
Alabama	,6,9	N	11	N	N	y.	y*	Y*	y*	y*	Y*	y*	• Did not lndlcate L f IS or GS .
Alaska - No proper													
Arizona	N	N	aw	Rule	N	tile Law	Rule	Rule	N	N	N	N	N • Parents-Law; did not indicate if IS or GS.
Arkansas	By Obj.	N	ext ear	N	Y	y	y*	Y*	Y*	y*	Y*		y* • Did not Lndicate Lf IS or GS.
California	N	N	N	N	N	N	N	N	N	N	N	N	N N
Colorodo - No data													
	Y	Y	Y	N	D. R. P	y.	y.	Y*	y*	y+	Y*	y,	y. • Dld not indicate if IS or GS.
Delaware	N	N	Y*	N	N	.*	.*	**	.*	.*	**	.*	,* • Has been qathered twice not requl red; number I> f studerks at talnl nq minimum compete ncles requirement available to SEA. .* Every LEA has 3 different pollcy.
District Of Columbia	N	N	Y	N	CRT obj . mastered Each com petency must be passed.	y*	y*	Y*	N	y*	N	N	N •Dld not lndlcate Lf IS or GS .
	Y	Y	Y	N	Y	Y	y.	Y*	,{*	y*	Y*		y. •Dld not lndlcate lf IS or GS.
Georgia	N	N	Y	N	Y	Y*	y	Y*	y.	y*	Y*	y*	y* ' Dld not In{llcate if IS or GS. Open records law in Georgia.

SOURCE: Data Compiled for the Office of Technolo~ Assessment >y Northwest Reqional Educational Laboratory, 1985.

Minimum Competency

Table III
Reporting Practices of Testing Programs

State	Type of for ... Reported: Raw scores	Percent correct	Pass/fail	Grade level equivalent	Derived scores	Results Made Available to: Students, teachers	Principals	Superin-tendents	Sc...	...es, G... State Board of Education	Group Media & public (SEA report)	Performance	permance al	Notes/ changee
Hiwiaa	Y	Y	N	N	Y	Y*	Y*	Y*	y*	N	N		N	•Did not Lndicate IS or GS.
Idaho	N	Y	Y	N	N	Y*	Y*	Y*		Y*	Y*	y*	y*	•Dld not ~ndlcate IS or GS.
Illlnols - Not applicable														
Indiana - No progr$														
Iowa - No program														
K,III>.i>	Y	Y	N	N	Y	Y*	Y*	Y*	y*	Y*	Y*	y*		Did not nd cate KS or GS
·,,,· i k;,	Y	Y	N	N	y'	Y*	Y*	Y*		Y*	Y*	Y*	Y*	Did not nd cate Is or GS
	'J	t	Y	N	N	IS	GS	GS	GS	GS	GS	,;s		None
Maine - No program														
Maryland	Y	Y	N	N	Y	Y*	Y*	Y*	y.	Y*	Y*	y*		• Did not indicate IS or GS.
Massachusetts	N	Y	N	N	N	*	*	*	•	*	*	•	•	• *These are* an LEA however, Leas re SEA: 1) standard: and 2) percentage students that do meet standard,
Michigan - No program														
Minnesota - No program														
Mississippi	Y	Y	Y	N	Y	Y*	Y*	Y*	y*	Y*	Y*	y,	Y*	Did not indicate is or GS.
Missouri	N	"	Y	N	N	Y*	Y*	Y*	y*	Y*	Y*	y.	Y*	Did not indicate IS or GS.

Table III

Reporting Practices of Testing Program

State	Type	f	for	tio	Reported	Results Made Available to: IS		ivi	al Sc	es, G	Group	erf	mance	Notes/ changes
	Raw score	correct		Grade level equivalent	Derived scores			Superin-tendent	SEA curriculum personnel	State Board of Education	Media & public (SEA report)	Legislature		
Montana - No program														
Nebraska	*NA*	A	NA	NA	*NA*		GS	GS	N	N	N	N		None
Nevada	*N*		N	N	: High school only	y*	*y**	Y*	Y*	y	Y*	Y*	y*	Until Spring 1985 percent correct *on number of items* right. •Did not indicate if IS *or GS.*
New Hampshire - No	prog													
New Jersey	*N*		N	N	N Other scale	Is	GS	GS	GS	GS	GS	GS	GS	None
New Mexico	N		Y	N	Y	Is	GS	GS	GS	GS	GS	GS	GS	None
New York	Y		Y	N	N	GS	GS	GS	GS	GS	GS	GS	Gs	
North Carolina	•	*	Y	N	N	Y	Y •*	Y**	Y***	Y	Y***	Y***	y***	•Adjusted raw score to a common scale. •* On sub-tests. •** Did not IS or
North Dakota - No prog														
Ohio	*NA*	A	*NA*	NA	NA	*NA*	NA	NA	NA	NA	NA	NA	NA	Results Of tests *are* not provided to the state (including pass/fail *rates* on an annual basis. SEA evaluates 1/5 of all dirstricts each year for accreditation (All districts *every* 5 years.) Part of evaluation is to check to see that mimum standards of competency are in compliance. This evaluation includes examining test results. program is too new for any useful data from accreditation reviews.

Table 111
Reportinq Practices of Testinq Programs

	Types of Inferences				Report		Results Made Available to:					
				Grade level equivalent	Derived scores	Students, teachers	Superin-	SEA curriculum	State Board of	Media & public	Legislature	Public (On request)
Oklahoma - No program												
Oregon				NA	NA	NA	NA	NA	NA	NA	NA	NA
Pennsylvania			Y	N	N		y*	y*	y*	y*	y*	y*
Rhode Island - No program												
South Carolina	N		Y	N	flag objectives on which student needs work		y*	y*	y*	y*	y*	y*
North Dakota-No program												
Not available for interview												
t	Y	N	Y 9th Graded Test	N	N	IS	GS	GS	GS	GS	N	GS	GS
Utah	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Vermont	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Y		Y	N	Y	Is	Gs	GS	GS	GS	GS	N	

	Notes/ changes
Oklahoma - No program	
Oregon	State does not co data .
Pennsylvania	Test not used agair it is administered •Did not Indicate IS or GS.
Rhode Island - No program	
South Carolina	•Did not indicate IS or GS.
North Dakota-No program	
Not available for interview	
t	The state does not publish a state-wide report. Information provided to district school and district he data must be resented at an offi school board meetinq These meetings are p News media make a ha attendinq as many 10 board meetings as po and thereby forming own "state-wide" rep,
Utah	NA
Vermont	NA

Table III
Reporting Practices of Testing Programs

State	Types of Information Reported: Raw scores	Percent correct	Pass/fail	Grade level equivalent	Derived scores	Results Made Available to: Students, teachers	Principals	Superintendents	SEA curriculum personnel	State Board of Education	Media & public (SEA report)	Legislature	Public (On request)	Notes/changes
Washington - No program														
West Virginia - No program yet in place; see Table VIII														
Wisconsin - Not available for Interview.														
Wyoming - No state data; district Let required to assess.														

Table IV

Examples of Changes in State and Local Educational Programs and Practices Resulting from State Minimum Competency Programs

Reports of changes in state education policy attributed to minimum competency programs range from the general comment of the Connecticut office that results have been used constantly to improve programs, to the listing of extensive changes by states such as Florida and Georgia. Florida attributes these changes to the minimum competency program: a 1976 Educational Accountability Act resulting in improvements in kindergarten through postsecondary education — including initiation of a state compensatory education program, a college sophomore testing program, increased high school graduation requirements, a new primary education program, a new middle school education program, and changes in the principal and teacher certification examinations. Georgia cites the adoption of policies dealing with changes in certification and staff development and the establishment of public school standards by the state board of education as direct consequences of this program. North Carolina states that students simply no longer graduate without minimum competencies.

Examples provided of changes in school programs and practices include greater emphasis on writing in the schools, examination and restructuring of curricula and programs, increased attention to remedial education, improved student performance as measured by achievement tests, use by school districts of state-developed support materials such as spelling lists, more local curriculum development and evaluation, and improved methods of diagnosing student needs in school systems.

The few states that report an impact of the minimum competency program on state curriculum and instructional support cited better definition of the basic skills and developmental skills required in the minimum competencies program and their incorporation into the curriculum frameworks and guides of state departments.

Table IV
Examples of Changes in State and Local Educational Programs and Practices Resulting From Stat. Minimum Competencies Program

State	Type of Change Noted: State Education Policy	School Programs, Practices	State Curriculum, Instructional Support
Alabama	First grade graduation requirements in 1983 for 1985.	Redeveloped curriculum often becomes part of school policy.	N.C. were incorporated into course of study.
Alaska - No program			
Arizona	N	N	N
Arkansas	Y Law went into effect in 1983 and must be implemented by 1987-88; 85% of students must be achieving mastery or need to be involved in a school achievement program; students have 2 years to show improvement.	Y	Y: Course content guides required through educational standards; they specify core curriculum in all subject areas (Includes basic skills. developmental skills, and extensions for brighter students) .
california	N	Y: Parent conference required to tie curriculum to assessment.	N
Colorado	N	N	N
	Constant use of resykts to improvement of programs		
Delaware	No	No concrete evidence	No concrete evidence
District of Columbia	N	N: Already tied to curriculum	N
Florida	Y: In 1976 Education Accountability, Act; once implemented, started a long-term series of improvements from Kinderarten thru post-secondary , e.g. , initiation of a state compensatory education program, initiation of college sophomore testing program Increased high school graduation requirements; new primary education proqram; new middle school education program; principals certification exam: teachers certification exam.	Y	Y: Curriculum frameworks which establish content for all h.s. courses.
Georgia	Y: Policies added dealing with chanqes in certification and staff development based on need identfied by lower test scores in some grades; pubilc school standards established by board - added. Schools having to meet new standards as a result of test scores.	Y: More curriculum development and evaluation.	Y: Just adopted because of testing all qrade levels in all subjects - specified a minimum of what objectives must be tauqht.

SOURCE: Data Complied for the Office of Technology Assessment by Northwest Regional Educational Laboratory, 1985.

Table IV
Examples of Changes in Stat. and Local Educational
Programs and Practices Resulting From State Minimum Competencies Program

State	Type of Change Noted		
	State Education Policy	School Programs, Practices	State Curriculum, Instructional Support
Hawii	undergoing serious review.	N	N
Idaho	N	Y	N
Illinois - Not applicable			
Indiana - Noproqram			
Iowa - No program			
Kansas	N	N	N
Kentucky	Same as for state assessment		
Louisiana	N	N	Chanqe reported, example not reco
Maine - No program ram			
	1. Special Education limited English proficiency are included unless specified. 2. More instructional support.	Consideration of proqram requirments.	Development of state framework
Massachusetts	N	N	N
Michigan - No program			
Minnesota - No proqram			
Mississippi	N	teachinq of writing and cope and sequence of subject.	N
Missouri	Changes made in 1984 and 1985. 1986 - grades will be withheld at 9th grade if failed.	Look at currculum	N
Montana - No proqram			
Nebraska	N	Some spellinq proqrams now use liSt from state developed spelling test. Schools report v d work from lower half of students.	
	N	Morwre courses offered for remedial math, writinq. Writinq test has ifluenced writinq curriculum -- better results.	N

Table IV
Examples of Changes in State and Local Educational
Programs and Practices Resulting From State Minimum Competencies Program

State	Type of Change Noted: State Education Policy	School Programs, Practices	State Curriculum, Instructional Support
New Hampshire - No program			
New Jersey	Several policies changed.	State certification based on results. Compulsory education funding based on results.	Graduation requirements were revised.
New Mexico		Despite secure items, changed each year, scores have improved. This implies changed school practices.	N
New York		Teaching of writing now emphasized in schools as a result of competency test.	N
North Carolina	Students no longer graduate without *minimum* competencies Specific funding for remediation was provided (average $8 million a year to work on progam) .		N
Notrh Dakota - No program			
	N: New program)	N	N
Oklahoma No program			
	Pending a movement toward minimum competency testing.	N	
Pennsylvania	N	Y: Many districts have hired additional teachers in reading and math since they had to create remedial programs (had to create new or different programs) ; some districts have creative preventive programs and others have begun to review reading and math programs to see how they reflect objectives being tested.	
Rhode Island - No program			
South Carolina	1984: Shifting of 11th grade tests to 10th grade in 1906. Science is an additional area to be tested. Diploma requirement.	Because of funds for compensatory education and tests based on objectives defined by legislature, Specific objectives and skills are given by grade to teachers and students with Sample test items.	

Table IV
Examples of Changes in State and Local Educational
Program and Practices Resulting From State Minimum Competecies Program

State	Type of Change Noted: State Education Policy	School Programs, Practices	State Curriculum, Instructional Support
South Dakota - No program			
Tennessee - Not available for interview			
Texas	Legislature has changed requirements.	Accreditation change affected local programs.	Same bill that changed accreditat. chanqed state curriculum.
Utah		Remedial help increased due to test. Consequently bottom 50 has improvedtheir scores.	N
Vermont	NR	NR	NR
Virginia	Emphasis used to be on pupils with lower scores, now shifting away from that.	Many schoolsgive a pre-test to screen thoseto receive special tutoring before 10th grade test.	N
Washington - No proqram			
West Virginia - No program yet in place; see Table VIII			
Wisconsin - Not available for interview			
Wyoming - No state data; district required to assess.			

Table V

Functions of Technical Staff and Failure Rates

The staffing of minimum competency offices in state education agencies follows the pattern of state assessment offices and often includes the same personnel. Thirteen states reported technical staff employed to upgrade tests, and 10 employed testing personnel to provide local assistance. Technical assistance is provided to local school districts in interpreting test scores and using the results by 26 states, and in the administration of tests by 22 states.

Local education agency personnel receiving assistance from the state agency include principals (19 states), local education agency administrators (24 states), and teachers (17 states). The Texas Education Agency reported that its personnel give workshops to regional educational service center personnel, who in turn provide in-service and other assistance to local or local education agency personnel.

Table V
Functions of Technical Staff and Failure Rates

Part: Functions of Technical Staff

State	Technical Staff Employ to: Upgrade tests	Provide local assistance	Local Assistance Given Groups Receiving Assistance: Administer tests	Interpret scores using results	Teacher	Principals	LEA admin.	11th Grade Part 11 : Failure Rates Overall Initial	Overall 1984-85	1984-85 Minority	1984-85 Non-minority
Alabama	Y	Y	Y	Y	Y	Y	Y	2%	2%	4%	1%
								Of a possible four attempts			
Alaska - No program											
Arizonia	N	N	N	Y: Law	N	N	Y: Law	NA	NA	NA	NA
Arkansas	Y	Y	Y : Test Cordinator	Y Workshops	Y	Y	Y Usaually test coordi - nator's principals and counserlors	NA	NA	NA	NA
California	N	N	Y Primarily during 1977-78	N	N	N	N	NR	NR	12th : 9% 11th : 78% 9th : 64% 6th : 28% (1983)	6% 64% 54% 14%
Colorado	NA	NA	NA	NA	NA	NA	NA	No data - - -			
Connecticut	Y	Y	Y	Y	Y	Y	Y	Reading : 4% Math : 17% Writing : 8% Lanquaq Arts: 6%	N	N	N
Delaware	Does not apply		Provide suggestion on how to use item bank in puttinq together test	N	N	N	hen tern bank first came out	NA	NA	NA	NA
District of Columbia	N	N	Y	Y	N	Y	N	50%	50%	N	N

SOURCE : Data Compiled for the Office of Technology Assessment by Northwest Reqional Educat xonal Laboratory, 1985.

Table V

Functions of Technical Staff and Failure Rates

State	Part I: Functions of Technical Staff — Technical Staff Employed to: Upqrade tests	Technical Staff Employed to: Provide local assistance	Local Assistance Gi: Administer tests	Local Assistance Gi: Interpret scores using results	Groups Receiving Assistance			Part II: Failure Rates — Overall Initial	Overall 1984-85	Minority	Non-minor i
						Trailing workshops		I			
Florida (Communication reading and writing combined)	N	N	Y	Y				communicaton: 8% Math: 3 6	12% Math: 1 6 reflect a new test with higher standards	Communi-cation: White 7 Black 26 Hisp. 20	Math : White 10 hack 32 Hisp. 22
	SEA staff may only be hired i f the legislature authorized positions; the legislature has authorized positions, but not with specific charge to do either of these.										
Georgia	Y	Y	Y Workshops	Y	Y	Y	Y	Reading 8 Math 13%	Reading 5% Math 119	Reading 16% Math 29%	Reading 2 Math 4
Hawaii	Y	N	Y	Y	Y	Y	Y	N	N	N	N
Idaho	Y	Y	Y	Y	‘ : Also counselors	N	: Test adminis raters	NA	NA	NA	NA
illinois - Not applicable											
Indiana - No program											
Iowa - No program											
Kansas	N	Y	N	Y	Y	Y	Y	Will possibly collect this data ne: ear; at present they only report percentage o f students who meet and exceed standard in two subject are.			
Kentucky	Y:Chanqed	Y	Y	Y	N	N	Y	NA	NA	NA	NA
Louisiana	N	N	Y	Y	Y	Y	Y	NR	NR	NR	NR
Maine - No program											
Maryland	Y	Y	Y	Y	Y	Y	Y	NR	NR	NR	NR
Massachusetts	Y	N	N	Y Workshops	Y	Y	Y	NA	NA	NA	NA

Minimum Competency

Table V
Functions of Technical Staff and Failure Rates

State	Part I: Function of Technical Staff — Technical Staff Empl to: Upqrade tests	Provide local assistance	Meal Assistance Given: Mdnubuster tests	n t e r scores being results	Groups Receiving Assustance: Teachers	Principals	LEA admin	Part II: Failure Rates — Overall: Initial	1904-85	1984-85: Minority	bon-minority
Michigan - No program											
Minnesota - No program											
Mississippi	N	N	Y	Y	N	N	N	Too soon for data - -- - --- --			
Missouri	Y: Has tapered off as need decline	N	N	Y conferences--- - --- --	Y	Y	N	36$	23%	NR	NR
Montana - No program											
Nebraska	N	N	Y	Y	Y	Y	Y	NA	NA	NA	NA
Nevada	Y: 5-6 years ago. Review by ACT, panel of experts	N	N	Y	Y	Y	Y	Writing 18% Reading has changed although test more dificult	Writing 2-3% Math 3: 20% lath 11: 10%	No data	No data
New Hampshire - No program											
New Jersey	N	N	Y	Y	N	N	Y	NR	8%	NR	NR
New Mexico	Y	Y	Y	Y	N	Y	Y	24%	10%	1 4 %	2
New York	N	N	N	f: If LEA's Request it.	N	N	Y	Pupil Evaluation Test (Gdes 3,5,6,8/9) lot Very different Regents Cometency , Test Slight- Reading better Writing Math 30 Regents Exams Stayed the same	25% 10% 20% Math 30 English & Math 20%		

(1) Minority figure is unweighted average of figures for Blacks, Hispanics, and Native Americans (14%, 9a, 21% respectively) . "Other" minority groups failure rate is 110.

Table V
Functions of Technical Staff and Failure Rates

Part I: Function, of Technical Staff

State	Technical Staff Employed to: Provide local assistance	Technical Staff Employed to: Administer tests	Local Assistance Given using results	Groups Receiving Assistance: Teachers	Groups Receiving Assistance: Principals	Groups Receiving Assistance: LEA admin.	Part II: Failure Rates Overall Initial	Overall 1984-85	1984-85 Minority	1984-85 Non-minority
North Carolina	N	Y	Y	Y	Y	Y	17%	10%	NA	NA
North Dakota - No program										
Ohio	N	Y	Y	N	N	Y	(1)	(1)	(1)	(1)
Oklahoma - No program										
Oreqon	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Pennsylvania	N	Y	Y	Y	Y	Y	Available from State Summary of Results 1984, Tables 7-18			
Rhode Island - No program										
South Carolina	Y	Y	Y	N	Y	Y	Grade 1 Reading 30% Math: 32%	Grade 1 leading 20% Math: 19%	NR	NR
south Dakota - No program										
Tennessee - Not available for Interview										
Texas	N	Y	Y	Y	Y	Y	34%	24%[1]	32%	10%

(1) Results of tests are not provided to the state (including pass/fail rates) on an annual basis. Part , evaluates 1/5 of all districts each year for accreditation. (All districts every 5 years.) This evaluation is to check to see that minimum standards of competency are in compliance. Includes examining test results. Program is too new for any useful data from accreditation review

Support materials and workshop; 8-10 workshops; also intermediate units provided assistance - SEA trains then

Workshops are given for ESC representatives . These people then are available to help LEA personnel.

(11 Failure rates reported are for 9th grade only. Other grades are not scored pass/fail. Minority figure is estimated averging Hispanic and Black scores across reading and math. Minority scores for writing were not available. Average of readinq and math failure rates in 1985 for Blacks was 35, for Hispanics 29%. Steady improvement has been shown In all races, the qreatest improvement beinq amonq blacks. In 1980 Blacks scored 409 below whites. Now the difference is 25\. Overall scores showed a drop In 1985. This was attributed to the simultaneous pilot testing of next year's test (which is harder). The combined affects of a harder test and a longer test probably resulted In lower scores on the TABS portion.

Table V
Functions of Technical Staff and Failure Rates

State	Part I: Functions of Technical Staff Employed to: Upgrade tests	Provide local assistance	Local Assistance Given: Administer test	interpret scores using results	Groups Receiving Assistance: Teachers	Principals	LEA admin.	Part II: Failure Ratee Overall: Initial	1984-85	1984 I-es: Minorlty	Non-minority
Utah	N	N	Y	N	N	N	Y	NA	NA	NA	NA
Vermont	N	N	NR	NR	NR	NR	NR	NA	NA	NA	NA
Virginia (10th Grade)	Y	N	N	N	NA	NA	NA	18%	5%	10%	3%
Washington - No program											
West Virginia - No program yet in place; see Table VIII											
Wisconsin - Not available for interview											
Wyoming - No state data; district required to assess											

Table VI

Testing Time Required (Minutes per Student)

There is little uniformity of practice from state to state in the amount of time devoted to minimum competency testing. In general, the time devoted to these tests is greater than that devoted to state assessment for the pupils involved. Tests of 90-minutes in length are not uncommon, and few require less than an hour to perform. Whereas state assessment tests normally devote more time to writing than to the other basic skills, minimum competency tests tend to devote more time to reading and mathematics. New York's writing test, North Carolina's reading and math tests, and Georgia's reading and math tests require the greatest amounts of student time.

Table VI
Testing Time Required (Minutes per Student)

State		Math	Language Arts	Writing	Science	Social Studies	Critical Thinking	Other/Notes
A1abama	90	90	90	45	N	N	N	This is an average. May take longer at grade 11 and less time at grade 3.
Alaska - No stat proqram								
Arizona	NA	NA	NA	NA	NA	NA	NA	Up to each LEA; Information not available
Arkansas	Y	Y'	Y[1]	N	Y[1]	Y	N	[1] Tests are not timed; rec. give over 4 mornings for total test
California	NA	NA	NA	NA	NA	NA	NA	Locally done
Colorado	NA	NA	NA	NA	NA	NA	NA	
Connecticut	60	60	30	40	N	N	N	
	VA	NA	NA	NA	NA	NA	NA	Does not apply
District of Columbia	N	N	N	N	N	N	N	60 - life skills
Florida	NA	NA	NA	NA	NA	NA	NA	rests are untimed estimate 45 seconds per item; tests are lot the same length for each grade, although there are approximately 250 items/grade level
Georgia	135	135	N	N	N	N	N	
Hawaii	NA	NA	NA	NA	NA	NA	NA	Comprehensive Graduation Test - 90 min 'performance Testing - 150 min. Grade 3 - 150 ,min,
Ohio	701	9 0	90[1]	120[1]	N	N	N	Tests are power tests and are open-ended with recorded time constraints; figures are recorded testing times
Illinois	Not							

SOURCE: Data Couplied for the office of Technology Assessment by Northwest Regional Educational Laboratory, 1985.

Table VI
Testing Time Required (Minutes per Student)

State	Reading	Math	Language Arts	Writing	Science	Social Studies	Critical Thinking	Other/Notes
Indiana - No program								
Iowa - No proqram								
Kansas	-IO	N	N	70	N	N	N	
Kentucky	NA	NA	NA	NA	NA	NA	NA	
Louisiana	N	120	120	N	N	N	N	LanguageArts test covers reading, wr and other language
Maine - No proqram								
Marylands	NA	NA	NA	NA	NA	NA	NA	Test untimed; vari reatly
Masachusetts	NA	NA	NA	NA	NA	NA	NA	Depends on test elected; in Jener. 80 minutes total
Michigan - No program								
Minnesota - No proqram								
Mississippi	70 100-qr. 11	70 150-gr. 11	70	100-qr. 1	N	N	N	
Missouri	50	50	NA[1]	NA[1]	NA[1]	NA[1]	NA[1]	lot a timed test
Montana - No proqram								
Nebraska	NA	NA	NA	NA	NA	NA	NA	sting time depend test chosen by L ate developed tes take between 2 minu d 30 minutes per kill." There are skills in the se 1 sections have n time limit.

Table VI
Testing Time Required (Minutes per **Student**)

State	Reading	Math	Language Arts	Writing	Science	Social Studies	Critical Thinking	Other/Notes
	s: 75 Elem: S. A. 45	HS 45 Elem: S.A.T 45	Elem: S.A. I 45	S: 60	N	N	N	
New Hampshire - a m								
New Jersey	90	90	N	N	N	N	N	
New Mexico	40	40	40	Y	40	40	N	Varies by LEA.
New York	90	90	N.	120-180	N	N	N	Other 5 areas total 90 minutes. Test times are averages. Test is not treed.
North Carolina	150	150	60	60	N	N	N	
North Dakota - No program								
	NA	NA	NA	NA	NA	NA	NA	
Oreqon	NA	NA	NA	NA	NA	NA	NA	District determined.
Pennsylvania	NA	NA	NA	NA	NA	NA	NA	Not a timed test; at least 4 hours at each grade level for readinq and math combined
Rhode Is land - No proq ram								
South Carolina	90	90	N	90	N	N	N	
South Dakota - No program								
Tennessee	Not available	for	reveiw					
Texas	60	55	N	55	N	N	N	
Utah	NA	NA	NA	NA	NA	NA	NA	
vermont	NA	NA	NA	NA	NA	NA	NA	

Minimum Competency

Table **VI**

Testing Time Required (Minutes per Student)

State	Reading	Math	Language Arts	Writing	Science	Social Studies	Critical Thinking	Other/Notes
Virginia	60	*60*	**N**	**N**	N	60[1]	**N**	[1] **10th grade test** **60 Other;** **No time limit, figu** **are estimated avera**
Washington - No proqram								
West Virqinia - o proqram yet in lace; see Table VIII								
Wisconsin	**Not available,**	e for interview						
Wyming - No state data: **district required to as**	e							

Table VI

Testing Time Required (Minutes per Student)

Reading	*Math*	*Language Arts*	*Writing*	
o-9				
10-19				
20-29				
30-39		*1*		
40-49 2	*1*	*1*	1	
5 0 - 5 9 1	*2*		*1*	
60-69 3	*2*	1	*2*	
70-79 4		1	*1*	
80-89				
90-99 4	*5*	*2*	*2*	
100-109	*1*			*1*
110-119				
120-129		*1*	1	*2*
130-139	*1*	*1*		
140-149				
150-159	*1*	*2*		

Table VII

Changes in Minimum Competency Program

State minimum competency testing programs have been in effect for as long as 12 years in Oregon to only within the last year in Ohio. Four states have programs ten years old or more (Arizona, Florida, Nebraska, and Oregon). Most changes in minimum competency testing reported are simply addition of new subjects to be tested, shifts from norm-referenced testing to criterion-referenced testing and back, introduction of reporting that assists remediation efforts in the schools, shifting of emphasis from high school graduation standards to minimum standards covering a period of years and sometimes culminating at the eighth grade, and changes in the years in which tests are administered.

Plans for future changes in minimum competency testing programs were mostly the addition of new areas of testing and some changes in standards. Two states indicate they were considering moving to norm-referenced tests, and another is considering a move from twelfth grade graduation emphasis to eighth grade and fifth grade promotion emphasis. Connecticut has added a mastery testing program for grades 4, 6 and 8, and plans to phase out its minimum competency program in 1987. Addition of science is being considered by two or three states, and writing in two or three states. There is a trend away from norm-referenced tests, toward the use of criterion-referenced tests or criterion-referenced mastery tests, and toward the use of IRT scales in establishing cut-off standards.

Minimum Competence

Table VII
Changes in Minimum Competency Program

State	Years Progra in Place	current Program	Change	Major Changes	Agencies and Organ. Worked r Change: EA	Teacher	Admin. organ.	PTA	Other	Currently contemplated Changes	Agencies and Organ. Working fo Change: BE	EA	Teacher	Admin. organ.	PTA	Other
Alabama	s	Y	N	Grade 11 grad. added in '83. Firs class: '85.		N	N		N	N		N	N	N		N
Alaska - No program	m															
Arizona	10	N	N	None		N	N		N	Anticipated to change to more stringent guideline due to legislation passed last year requiring promotion and retention guidelines. Also developing essential skills list that students in grades 9&12 must pass--do not know when will go into effect.		Y	N	N		N
Arkansas	3	N	Y	o Obj's added In Science and L.A. in certain grades o Overall test score added. o Remedial component added: plan to ensure students attain mastery.		N	N		omm	s e None		N	N	I		N
California	8	Y	N	None		N	V			None		V	N			N
Colorado	9	Y	N	lost districts do not test. District which does is moving away from M.C. (phasing out).		N	V			None		V	N			N
Connticut	6	Y	N	None		V	I			Phasing out of M.c. 1987 to substitute Mastery testinq at 4,8			N	I		N

SOURCE: Data Compiled for the Office of Technology Assessment by Northwest Regional Educational Laboratory, 1985.

Minimum Competency

Table VII
Changes in Minimum Competency Program

State	Years Progrm in Place	Current Program	Change	Major Changes	Agencies and Organ. Th Wo ed f hange: SBE	EA	Legislature	C.	Admin.	PTA	Other	Currently Contemplated Changes	Agencies and Orqan. Wo ing fo Change: SBE	SEA	Leg	Teacher organ.	Admin. organ.	PTA	Other
Dlaware	5	N	Y	**When M.C. first specified by board it was for graduation only; now only at grade 8 Also, because responsibility has** always been at LEA **level changes could have occurred without SEA knowing specifics.**	[illegible]		[illegible]	N	N	N	N	**Instructional dept. putting together course requirements; may be spin-off of item bank being developed** for assessing these-- result of **Governor"s** Task Force **requiring Mastery** ***Testing.*** Change in specifying in more detail -student perf. req's in terms of content and -assessment	[illegible]	[illegible]		•	•		**Against concept of** ***mastery*** **testing** at ***SEA level;*** instead rec'd item ***bank*** **being developed. Both erg's agreed.**
D.C.	3	Y	N	None	[illegible]		[illegible]	N	Y	N	N	None	N	N		N	N		N
Florida	10	Y: Ba the	cal Sam	None	[illegible]		[illegible]	N	N	[illegible]	N	Y: **legislature asked for full-scale eval. of program 2 years aqo and came out with set of** reconsnendations: 1) enhancement changes 2) merging SSAT 1 & ***2 at grade 10.***	N	N		N	N		DOE
Georgia	Grade ***10: 4 3: beg***	Y J.	N	**Note: initial leg. did not specify comp. level; in** ***1980*** **they did;** also **in 1980 state assumed responsibil. for testing--prlor to that, Leqislatiol very vaque.**	[illegible]		[illegible]	N	N	N	N	Grade **10:** 1 **passinq scores w1ll be** raised beginning Fall '86 2 writing assmt. to be added Fall '87.	[illegible]	N		N	N		N
Hawaii	***6***	Y	N	add **Life-skills.**	[illegible]		[illegible]	N	N	[illegible]	N	**None**	[illegible]	N		N	N		N

o m p e t e n c y

able VII

Changes in Minimum Competency Program

State	Years Program in Place	Current Program: First	Current Program: Change	Major Changes	Agencies and Organ. Th[illegible] Wo[illegible]ed f[illegible] change: [illegible]	SEA	Legislature	Teacher [illegible]	Admin.	PTA	other	Currently Contemplated Changes	Agencies and Organ. Wo[illegible]ing fo[illegible] Change: BE	EA	Legislature	Teacher [illegible]	[illegible]dm[illegible] organ.	PTA	other
Idaho	6	N	Y	o Min.-std . levels adjusted in 1984 in preparation for change to grade 8. 0 Types of cut off scores changed to grade 8.	[illegible]	Y	N	N	Y	[illegible]	N	looking at norm-ref'd std'd. achievement tests.			N	N	[illegible]		with endorseme of teachers admin's.
Illinois - Not Applicable																			
Indiana - No State program																			
Iowa - No program				SEA to do the same model proqrams but counsel	[illegible]	[illegible]	[illegible]	81	me[illegible] di[illegible]	[illegible]	s for n to be	state assessment provided.							
Kansas	N	N	N	Legislature did not require testing each year; they required test in 79,81,82 84. Some LEA's may have opted to administer tests in other year Leg. in 1984 stipulated that tests be given 5 consecutive years Prior to 1984 tested in qrades 2,4,6,8,1 begining An 1984 and for next 5 years will test at grades 2,4,6 8,10 with SEA support	[illegible]	N	Y	N	N	N	N	None				N	N		N

Table VII
Changes in Minimun Competency **Program**

State	Years Program in Place	Current Prcrgr.sm: First	Current Prcrgr.sm: Change	Major Changes	Agencies and Organ. That Worked for Ch: SBE	SEA	Legislature	Teacher organ.	Admin. organ.	PTA	Other	Currently Contemplated changes	Agencies and Organ. Working for Change: SBE	SEA	Legislature	Teacher organ.	Admin	PTA	Other
Kentucky	6	N	Y	‹ Same as for state assessment. ‹ Last '79 program was not considered *M.C.*, merely diagnostic. 1984 program is now MCT.	N	Y	N	N	N	N	N	1986 legislature expected to make recommendation regarding promotion.	N	Y	N	N	N		N
Louisiana	4	N	Y	‹ Original plan was to add a new grade each year. Did that from 1981 to 1984, then stopped.	N	N	Y	N	N	N	N	Upgrade standards Add 8th grade to test Add a norm-refrncd. portion to test. All will be implemented in 1986.	N N N	Y N N	N Y Y	N N N	N N N		N Governor Governor
Maryland	9	N	Y	o 1982 IRT models adopted. o Reading added. o De'pt. of state framework.	N	Y	N	N	N	N	N	1989: Math and writing added 1988: Citizenshlp added	N	Y	N	N	N		N
Massachusetts	4	Y	N	None	N	N	N	N	N	N	N	Poss. of statewide stud. test and standards.	N	N	Y	N	N		N
Michigan - No program																			
Minnesota - No program																			
[illegible]	2	Y	N	More $ for MCT than for state assmt.	N	N	Y	N	N	Y	N	o Minimum standards to be adopted by Fall '85. o Grade 12 grad. for 1982.	Y	Y	N	N	N		N

Table VII.
Changes in Minimum Competency Program

State	Years program in Place	Current Program: First	Current Program:	Major Changes	Agencies and Organ. That Worked:	Agencies and Organ. That Worked:	Agencies and Organ. That Worked:	Agencies and Organ. That Worked:	Agencies and Organ. That Worked:	Agencies and Organ. That Worked: Other	Currently Contemplated Changes	Agencies and Organ. Working for Change:	Agencies and Organ. Working for Change:	Agencies and Organ. Working for Change:	Agencies and Organ. Working for Change:	Agencies and Organ. Working for Change:	Agencies and Organ. Working for Change: other
Missouri	8	Y	N	None			N	N		N	As of 1986 grades withheld of 9th graders until passed.			N	N		N
Montana - No program																	
Nebraska	10	Y	N	None			N	N		N	None			N	N		N
Nevada	6	Y	N	Tests more difficult Spring '85 change in standards and scoring from correct to IRT.			N	N		N	None			N	N		N
New Hampshire - program				No changes expected													
Jersy	8	Y	N	None			N	N		N	1986--add writing and new tests in reading and math.			N	N		Governor
New Mexico	7	N	Y	1983--added L.A., reading and math. 1984--added science and social studies.			N	N		N	Hope to have test validly measure the "Exit Competencies."			N			N
New York	6	N	Y	elementary o Added 5th grade writing. o Went from NRT to CRT H.S. Comp. Tests Life-skills test to academic skills test In 1979 Introduced Degrees of Reading Power.							Testing program will be changed: additional areas will be tested, e.g., World and American History, science.			N			N

Minimum Competency

Table VII

Change in Minimum Competency **Program**

State	Years Program in Place	Current Program	Change	Major Changes	Agencies and Organ. That Worked for Change: SEA	GEA	Legislature	Teacher	Admin.	PTA	Other	Current 1 y Contemplated Changes	Agencies and Organ. Working for Change:	Leg	Teacher organ.	Adm... organ.	PTA	Other
North Corolina	7	N	Y	Areas tested: Expanded content an grade level tested; uin effect 85-86.	N	N	N	N	N		Testir comission change support	None on everyone ported it.		N	N	N	N	N
North Dakota - No Program																		
ohio	1	Y	N	None	-	-	-	NA-	--		----	No			NA-	--		-----
Oklahoma - No program																		
Oregon	12	Y	N	None	N	N	N	N	N		N	Pending: movement toward minimum competency testinq.	h	N	N	N	N	N
Pennsylvania	First year	N	N	None	N	N	N	N	N		N	Shift to testing Spring "86 instead of Fall with new Instrument to reflect F to S content; still a math and reading test w/same, object			N	N	N	n
Rhode Island - N program																		
South Carolina	6	Y	N	1984 legislation for compensatory ed. provides funds for imparied school:	N	N	N	N	N		N	Science added in '86 at grades 3,6,9. In '86 test for diploma will begin at 10th grade (now llth) to apply to 89/90 graduation. Science 3,6,8 added in '88.	N a	N	N	N	N	N
South Dakota - program																		
Tennessee- Not availabe for interview interview																		
Texas	[illegible]	N	Y	Added grade 3 in 1981.	Y	N	N	N	N		N	Totally new test next year. Grades 1,3,5, 7,9 and 12. 1-9 will be same subjects Grade 12 will be L.A. All will be objective based, mastery test=..		N	Y	N	N	N

Table VII

Changee in Minimum Competency program

State	Years Program in Place	Current Program: First	Current Program: Change	Major Changes	Agencies and Organ. That Wo: ed for change: SBE	SEA	Legislature	Teacher organ.	C organ.	PTA	Other	Currently Contemplated changes	Agemcies and Organs Working for Change: SBE	SEA	Legislature	Teacher organ.	Admin. organ.	PTA	Other
Utah	7	Y	N	None	---	---	---	---	NA	---	---	Class of 1989 will have to take new test Covers grades 3,6, 10 and 12. Not min. comp." but "objectives based." Involves changes in state curriculum, as well as testing.	Y	N	N	N	N	N	N
Vermont	8	N	Y	1978--"other" (reasoninq) added.	N	Y	N	N	N	N	N	In 1989 it will become an 8th grade promotion test (not 12th grade graduation). Ruling was in 1985. Competencies will be re-written.	Y	N	N	N	N	N	N
Virginia	7	Y	N	None	---	---	---	---	NA	---	---	1980 began development of 7-12 objectives and *assmt.*. Hope to replace grade 10 test with K-12 objective-based education. Also adding subjects to form a full currlculum.	Y	Y	N	N	N	N	n
Washington - No Prgram	program																		
West Virginia	0	--	---	---------NA ----------								see WV(2)	N	N	N	N	N	N	Jud
Wisconsin - Not ,	availble	for		review.															
- No state	data:			required to assess.															

WV2: A lawsuit was brought in 1978 or 1979 *against* one county (school district) claiming that school was not proding quality education. 1983 court decision said that state formulas for funding were inequitable and required major changes. In 1984 the SEA developed a "Plaster Plan" in response to the court. Policy statements in the plan require "learning outcoms" *K-12.* Objectives were written to define the outcomes. Pupils are required to show *progrees" toward 100 percent mastery of the objectives.

Twelve or 13 areas have been defined for curriculum objectives. For example, math is one area. 450 outcones were written for K-12 math, with 1400 objectives. Each objective has about 10 items for measurement. Items are being written by a large committee of teachers. In *essence, a very* large and widely varied item bank is beinq developed.

Testting will be done by teachers by selecting items appropriate to their curricula. Teachers are required to teach to the objectives, but may choose different objectives to reach that outcome.

TESTING

SNAPSHOTS OF EIGHT STATES

Over the past 10 years, forces seeking reform in education have worked to require increased state and/or local testing. In many places, this movement followed widespread dissatisfaction with the quality of education as personified by perceived ability levels of graduates. In response, public and community leaders began to seek "accountability" from schools — specific statements of what is being attempted and specific measure ments of what is being accomplished. Often, the Governor or the state legislature became a critical player in this movement. Concerned over the need for a well-educated work force in the national competition for jobs and industry, states have increasingly turned to testing.

Educators, often initially alarmed by demands for increased testing, have in most instances moved from opposition to cooperation, and have worked to design tests and test environments conducive to learning. Two forms of testing have increased; these are minimum competency testing and assessment testing.

Minimum competency testing seeks to determine whether or not students are learning the information defined in that system as basic. Minimum competency testing normally comes in tandem with opportunities for help to those failing the tests and opportunities for re-testing. In time, pass rates for minimum competency tests rise substantially over initial levels.

Assessment testing is quite different, in that it seeks to measure the effectiveness of various school programs. Assessment testing is more informative to educators and cheaper than the traditional standardized tests. Using specific modern quantitative techniques, assessment testing can be accomplished using a relatively small number of students. Thus, money is saved in test instruments and processing, and substantial time is saved by leaving most students in class. Assessment testing is generally thought to be

a useful comparison between programs in different schools, because it is designed to measure program or school effectiveness, not simply the comparative ability levels of students.

In order to accurately convey the various forces behind the current testing movement, OTA asked individuals in eight states to describe, in their own words, the recent history of testing in their state. The following papers are presented unedited, and are intended to give a flavor of the many ideas and circumstances at work in different states, and the various approaches that states have adopted.

A BRIEF HISTORY OF STATE TESTING POLICIES IN CALIFORNIA

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The Office of Technology Assessment
Congress of the United States

A BRIEF HISTORY OF STATE TESTING POLICIES IN CALIFORNIA

Origins of State Testing: 1961-1964

Statewide achievement testing in California originated in 1961 with the recommendation of a citizens' advisory commission. The commission recommended that the Legislature set a level of instruction through the State Board and the "mandatory statewide examinations be utilized to establish this standard" (Joint Interim Committee, 1961, p. 38). The assessment program first implemented in 1962 embodies the concept mandated in 1961 and implemented for the first time in 1962 embodied the concept of accountability, but did not set standards in a literal or uniform sense More than a million students — the entire student population at grades 5, 8, and 11 — were tested annually from 1962-1964 in reading, language, mathematics, and intelligence ("scholastic aptitude"). Districts selected standardized instruments from lists of state-approved tests for each grade level

1965-1973

The establishment of a statewide reading improvement program in 1965 (Miller-Unruh Basic Reading Act) was accompanied by substantial modifications in the scope of content assessed and in the grade levels tested. The new legislation required districts to administer a uniform test to all students in grades 1, 2, and 3 to provide data for selecting those districts most in need of reading specialists. The legislation also instructed the State Board to adopt uniform tests at the upper grade levels; to change the grade levels tested from 5, 8, and 11 to 6 and 10; and to restrict achievement testing to a single content area: reading. An explicit proscription on public release of test results included in the 1961 testing law was reversed in 1968 when new legislation mandated that results be reported annually on a district-wide basis. Further

modification of the law in 1969 (California School Testing Act) changed the upper grade level to be tested from 10 to 12 and expanded the content tested to include basic skills in language and mathematics as well as reading. During this period districts purchased, administered, and scored the standardized test adopted for each grade level by the State Board. They returned the results to the State Department of Education to be summarized and reported to schools, districts, and to the State Board.

1973-1978

Widespread dissatisfaction with the statewide testing program — especially the resentment among district personnel of what they perceived as unfair comparisons based on commercially-produced tests that were poorly matched to the skills taught in California — led to a complete restructuring of the testing program. New law in 1973 incorporated detailed recommendations of a legislative advisory committee on testing chaired by Lee Cronbach. Foremost among the committee's recommendations was the separation of local and statewide testing into distinct programs, with the statewide program mandated to provide data for evaluating instructional programs at the school, district, and state levels, but not to provide data for individual students or classes. Multiple-matrix sampling was recommended to provide reliable data on a broad array of curricular objectives while reducing the time required for testing from three or four hours to approximately 35 minutes.

The new state-level testing program, the California Assessment Program (CAP), was first fully implemented in 1974-75 with all testing costs absorbed by the state. The design, development, and procedures of the new program were unique in the nation. CAP tests were developed for grades 1, 2, 3, 6, and 12 with the full participation of statewide committees of content area experts and classroom teachers. Each test was designed to assess specific objectives representing the full breadth of content that should be taught in each content area at the appropriate grade level. The newly-developed tests included

a grade 1 entry level test of prereading skills (to replace the end-of-year reading achievement test), a single test of reading achievement to be administered in grades 2 and 3; and tests of reading, mathematics spelling, and language for grades 6 and 12. Following the multiple-matrix design recommended by the legislative advisory committee, large numbers of items were distributed over 10-18 nonoverlapping forms for three of the new tests: the grade 2 and 3 reading test and the surveys of basic skills for grades 6 and 12. Each student at these grade levels completed a single form of the appropriate test and the results were then aggregated to provide a wide variety of program diagnostic scores for each content area and for subskills within each content areas. Scores were aggregated and reported at the school, district, and statewide levels.

The new approach to statewide achievement testing, with its focus on the assessment of school-level programs rather than the needs or progress of individual students, relegated testing for other purposes to a variety of district-level testing programs. Thus, local districts assumed full responsibility for standardized achievement testing to satisfy program evaluation requirements, to compare local performance with national norms, and to report student-, class-, and school-level scores to parents and local school boards. Legislation in 1976 and 1977 also made districts responsible for conducting proficiency (minimum competency) testing in reading, writing and computation and for developing or selecting appropriate tests to do so. Performance indicators and examples of minimum standards for testing once between grades 7-9 and twice between grades 10-11 were set by the State Board, with minimal course requirements for graduation prescribed by law. Individual districts set their own graduation standards. (Further legislation in 1981 mandated that summer school be required for all students in grades 7 to 12 who failed to meet their district's standards.) District-conducted proficiency testing was also required once between grades 4-6 to identify students in need of remediation.

Legislation in 1975 also mandated an early exit" proficiency test, the California High School Proficiency Examination (CHSPE). The CHSPE is an optional, four-hour examination that provides the opportunity for students who are 16 years old or second-term sophomores to verify their competency in basic reading, writing, and arithmetic skills. Candidates with passing scores are awarded a Certificate of Proficiency that is equivalent by State law to a high schooi diploma. Although the State Department of Education is officially responsible for the development and content of the CHSPE, it is administered by a private testing service. The CHSPE is related to CAP, the statewide testing program, only peripherally — normative data on the CAP twelfth-grade test are used as a partial basis for setting and monitoring the passing score (Carison, 1979).

1979-1982

A number of changes to CAP recommended by the 1977 Assembly Advisory Committee on Statewide Testing became law in 1978. The most significant of the changes ended testing in grade 2 and shifted resources to grade 3 to measure skills in written language, mathematics, and reading, with a heavy emphasis on comprehension. The new Survey of Basic Skills: Grade 3 was developed by staff of the State Department of Education with extensive involvement by advisory committees of content area specialists and by teachers throughout the state. First administered in 1979-80, the new test consists of more than 1,000 items operationalizing objectives found in the statewide curriculum frameworks, state-adopted textbooks, and skill areas commonly taught in California schools. Following a multiple-matrix design, items in each content area were assigned to 30 unique forms, each comprised of 34 items and requiring no more than 35 minutes for a student to complete.

A scaled score system based on item response theory was introduced for reporting the results of the new Grade 3 Survey. The new system permitted year-to-year comparisons independent of statewide performance or item changes and also permitted

direct comparisons of performance across content areas without translation into normative scores. Beginning in 1980, grade 3 school reports have included scale scores for each of the three content areas and 90 specific skill areas presented in a program diagnostic format that encourages the use of information on relative strengths and weaknesses for modifying local instructional programs.

CAP staff begin developing a new, more demanding Survey of Basic Skills: Grade 6 in 1980 following the same procedures as were followed in constructing the grade 3 test. The new Grade 6 Survey was administered for the first time in 1981-82. Each student completes one of 40 unique matrix forms consisting of 31 questions in 30-35 minutes. The new grade 6 school reports, like the grade 3 reports, provide program diagnostic information indicating relative strengths and weaknesses as shown by scale scores for the three content areas of reading, written expression, and mathematics, as well as for numerous subskills within each content area.

1983-1986

California's new Superintendent of Public instruction, Bill Honig, was elected in November, 1982, on a reform platform calling for a return to a traditional academic curriculum and to instructional practices — including rigorous testing — that represent "what we know works in education" (Honig, 1985, p. 6.). Excellence in education, as envisioned by Mr. Honig, involves preparing all students — both college- and noncollege-bound — to compete successfully for jobs that require brains rather than brawn, and eIevating them intellectually and morally through exposure to a common, irreducibie core of knowledge in the arts and sciences.

To initiate the long-term process of reform required to operationalize this vision of quality education, the Department of Education requested additional funding from the legislature and proposed a number of statutory changes. The educational reform measure passed by the California legislature and signed by Governor Deukmejian in 1983 provided

$850 of the $950 million dollars in the Department of Education's original request along with a package of 65 reforms (Hughes-Hart Educational Reform Act), including mandated graduation requirements for all students, a longer school day and year, money for textbooks and summer school, tighter discipline and dismissal procedures, and definition of statewide curriculum standards. To provide for systemwide quality control, the reform measure mandated modification of the existing statewide assessment program to emphasize higher-order academic skills and to assess additional grade levels and content areas. It also established a new end-of-course examination program to measure and reward high-level achievement in critical high school courses.

The changes in statewide testing by Hughes-Hart in 1983 reflect a general policy that standardized tests aligned with statewide curriculum objectives should be used to the greatest possible advantage to achieve the goals of curriculum reform with students of all types. More specific policy goals clarify several separate, but related, ways in which standardized tests are expected to promote curriculum reform.

1) *Standardized tests are expected to focus the attention of educators" and policy makers at all levels on the knowledge, skills, concepts, and processes which are essential for success in the more demanding high-tech job market of the future, for responsible citizenship, and for personal fulfillment. The core of content and skills to be spotlighted represents a rigorous curriculum in the humanities, natural sciences, and math and emphasizes higher-order skills such as those required to analyze complex relationships, draw inferences, and reason deductively. Although it is assumed that in practice, the scope and pace of the curriculum will reflect differences in aptitude and intelligence (Honig, p.202), it is also assumed that the majority of students are not working up to their potential, and that it is the responsibility of the schools to challenge them to do so — both for their own good and for the good of the society.*

2) *Scores on standardized tests (along with indices of performance such as enrollment in selected academic courses, the amount of homework completed on a nightly basis, and the frequency of writing assignments) provide baselines against which schools are encouraged to set targets for improvement and to complete with themselves and with other schools serving similar populations, thus tcheting the whole system upward over time toward the goal of academic excellence" (Honig, 1985, p.124).*

3) *By helping to clarify a sense of common purpose, by focusing attention on the challenging academic objectives of the reform movement, by raising expectations, and by providing feedback on improvements in achievement, standardized tests are expected to contribute — along with the curriculum they represent, more interesting and challenging textbooks, and other key components of the reform package — to rekindling a sense of excitement and enthusiasm for learning in teachers and student alike.*

4) *Standardized testing is expected to provide measures of accountability that are essential to gaining and maintaining cooperation and support for the educational reform movement from parents, educators, policy makers, the business community, and other important segments of the public. Evidence of continuing i reprove ments in student performance is expected to sustain enthusiasm over the anticipated 5-10 year period needed to fully implement the goals of curriculum reform.*

Unlike the testing reforms that have been instituted in other states in the past several years, the revisions, expansions, and additions to California's statewide testing program do not include an emphasis on minimum competency testing. On the contrary, the recent changes in statewide testing indicate a commitment to go beyond narrowly-focused tests of basic skills or minimum competencies to instruments that will truly embody the objectives of a challenging academic curriculum, measuring the full range of higher-order academic skills and using testing approaches other than the traditional multiple-choice format wherever possible.

Consistent with the legislative mandate, statewide testing has been expanded to focus instruction on the most important objectives of the reform movement and to provide accountability to the public for a more rigorous instructional program. One major component of the expansion involves additions to the California Assessment Program. CAP has added to its survey series since 1983 by developing the Survey of

Academic Skills: Grade 8, first administered in 1983-84. A matrixed test of 36 70-item forms, the grade 8 test consists of reading questions based on passages from literature, science, and social science emphasizing higher-level comprehension; questions on written expression based on student essays related to the reading passages; mathematics questions assessing computational abilities, problem solving, prealgebra, and pregeometry skills; history-social science questions emphasizing critical thinking skills as well as content knowledge; and science questions requiring knowledge of process as well as content. Tests of history-social science and science will also be developed to supplement the existing CAP surveys of reading, written expression, and mathematics at grade 6 and other grade levels as the legislature makes funds available. Other anticipated additions to the statewide testing program include a Grade 10 Surveey with grade-appropriate content paralleling that of the new grade 8 test (not yet funded by the legislature), and a direct (essay) assessment of writing skills, now in its second year of development and scheduled to be added to the Grade 8 Survey in 1987 and to the grade 12 and grade 6 tests in subsequent years.

Current efforts to upgrade the California Assessment Program's survey series also focus on the development of a completely new, expanded, and more demanding grade 12 test to replace the instrument that has been in use since 1974. The new Survey of Academic Skills: Grade 12 will be a multiple-matrix test with content in reading, written expression, mathematics, history-social science, and science. The items will assess important higher-level thinking skills and competencies identified in each of these subject areas by the Model Curriculum Standards: Grades Nine through Twelve adopted by the State Board of Education in 1985. The new grade 12 test is scheduled for partial implementation (three content areas) in 1987-88 and full implementation (including tests of history -social science, science, and a written essay) in 1988-89. The CAP surveys for grades 3, 6, and 8 will be reviewed for consistency with statewide curriculum objectives and revised as needed after the Model Curriculum Guides for kindergarten through grade 8 are completed in 1986-87.

The Golden State Examination Program (GSEP) is a second major component of the plan for expanding statewide testing to focus instruction on the curriculum objectives of the educational reform movement. Golden State Exams will be developed to measure achievement in 17 academic subjects under statewide standards of competency and to identify students qualifying for a special honor designation on their high school diplomas. Students will be tested on a voluntary basis upon completion of courses in mathematics, laboratory sciences, United States history, English literature and composition, foreign languages, and health sciences. The first two GSEP exams in beginning algebra and geometry will be field tested in 1985-86 and fully implemented in 1986-87. GSEP exams" in United States history and biology are now in the initial stages of development, The full series of tests will be developed and operationalized as funds are available.

A third component of the plan for modifying statewide testing to better meet California's educational objectives involves development of a comprehensive assessment system that will provide student-level scores to meet proficiency requirements and specialized local needs as well as provide the school-, district-, and state-level results needed for program evaluation by CAP. The proposed system would consolidate CAP'S statewide testing program with district testing programs in order to reduce the overall costs of testing, reduce the amount of instructional time devoted to testing, and ensure that testing is focused on the priorities of California's curriculum. Preliminary work has been completed, but full development of the system will require further legislative initiative.

Use and Impact of Statewide Testing

The statewide testing program, as required by the legislation that established CAP in its present form in 1973, provides group-level information to school districts, to the legislature, and to the public to be used in each of three major ways: 1) to evaluate the

effectiveness of school programs, 2) to allocate resources to schools with the greatest educational needs, and 3) to identify successful practices. This is done annually through a series of reports including school-level and composite district-level reports, a four-year school and district sum mary, and an annual report of statewide results.

In practice, CAP data are used by school personnel, the legislature and State Department of Education staff, and the public in a great variety of ways. The following are examples of some of the most common uses by each of these audiences:

1) *Educators in districts and schools typically use CAP data to evaluate strengths and weaknesses in particular content and skill areas, at specific grade levels, in particular subgroups of students, and in particular schools. Trends across years, trends across grades, and comparisons with statewide performance and with the performance of other schools serving similar students populations are also frequently emphasized.*

   Results of a survey of more than 4,600 elementary principals in 1979 indicate that most of them were using CAP results to examine curricula more closely, to develop instructional strategies to correct problem areas, to call attention to problem areas not previously noted, and/or to develop or focus teacher in-service activities. The changes principals most frequently related to CAP results include modifications in the goals and objectives of instructional programs, articulation of curriculum and teaching activities within and across grade levels, modifications in the amount of time devoted to teaching various skills, and development of new instructional materials (California, 1980). Local educators also frequently use CAP data to document the need for special funds or for participation in special projects. Recent comments by local and district administrators, both in the press and in conversation with CAP staff, indicate that they continue to use CAP data in all of the ways documented by the 1979 survey.

2) *Legislators and State Department of Education staff typically use CAP data to evaluate instructional programs and practices by examining yearly achievement in major content areas and by making comparisons of trends across content areas, across grades, across years, and across subgroups of students (classified by gender, mobility level, English language fluency, socioeconomic level, and ethnicity, as well as by supplementary information on reading outside of school, homework assignments, writing assignments, TV exposure, etc). Statewide results are also compared with national performance based on studies equating CAP tests to various nationally standardized tests as well as to NAEP.*

Statewide CAP scores indicating curriculum weaknesses have prompted intervention at the state level. For example, the relative weakness in computational skills apparent in statewide CAP results in the late '70s led to revisions of state Curriculum Frameworks and to the adoption of new, more balanced textbooks. More recently, a decline in eighth grade CAP scores in 1985 (as well as the students' below-average standing relative to national norms) has led to the formation of a Middle Grade Task Force composed of students, parents, educators, and representatives of business and industry. The Task Force, formed in January, 1986, will hold hearings throughout the state to address issues including students' maturation patterns, teacher credentialing, grade level configurations, and effective teaching strategies in order to develop a plan for improving the quality of middle grade education in California.

3) *Legislators and staff of the State Department of Education also typically use CAP data to evaluate the impact of special state and federal programs, to document need and allocate resources, to study funding models and effective schools, and to identify promising practices. Recent examples include: CAP scores in reading and mathematics (1979-1984) used as indicators of program effectiveness in comparing elementary and secondary school participants and nonparticipants in the School Improvement Program (California, 1985); CAP achievement scores used to identify exemplary schools (California, 1977; Fetler Carlson,1985); CAP twelth grade data ' used to identify low-performing high schools and their characteristics as a basis for proposing further legislation to assist such schools (California, 1984); and year-to-year improvements in CAP twelfth grade scores used to determine cash rewards to schools under the Education Improvement Incentive Program begun in 1984.*

4) *Since CAP data at the school-, district-, and statewide levels and comparisons of state results with national norms are widely reported in the press, they are major contributors to the general public's evaluation of California's schools. Parents typically use such data to make comparisons between schools and districts and realtors typically use them to argue the merits of investment in areas with high assessment scores (Powell, 1981).*

Consistent with the policies of California's educational reform movement and the accountability plan instituted in early 1984, standardized test data have been given greater influence in the past several years. In addition to the detailed information on achievement scores in CAP'S annual school, district, and statewide reports, CAP scores in reading and mathematics are now also reported at all levels of the school performance report first issued by the Department of Education in fall 1984. The high school performance report includes CAP scores as well as information on students' SAT scores, College Board Advanced Placement examination scores of 3 or above, and College Board

achievement test scores on selected examinations. These test data along with other statewide performance indicators are now being used to recommend California schools for the Federal School Recognition Program. They will also serve as the primary basis for selecting schools for the new California School Recognition Program, the next phase of the accountability program to be implemented.

California's Education Improvement Incentive Program (EIIP) has also increased the emphasis on standardized test data in the past several years by offering a cash incentive for improvement achievement on the CAP twelfth grade test. Enacted as a part of the Hughes-Hart educational reform bill in 1983, EIIP is not a part of the Department of Education's accountability program. Nonetheless, by distributing awards of over $14.6 million to more than half of the high schools in California, EHP has focused a great deal of attention on statewide testing at grade 12. New legislation has recently been introduced to extend the incentive program to the sixth grade level.

Summary

It would be premature to attempt to assess the impact of the changes in statewide testing mandated by California's 1983 educational reform legislation at this point. Major test development efforts are underway on the new grade 12 test, direct assessment of writing skills, and the Golden State end-of-course examination program (see above), but the first of these new assessment instruments will not be implemented until 1986-87, and the full set of Golden State Examinations may not be finalized for a number of years. Parts of the grade 8 test — the first of the new tests to be completed — have been in place since 1984, but the science component will be added for the first time in spring 1986. In California, as in the other states that are now beginning to implement educational reform, the appropriate time to look for improvements in achievement attributable to expanded testing programs and to the variety of other reform measures instituted concomitantly is still a year or two down the road (Kirst, 1985).

In the meantime, California's state testing program is contributing to the goals of the educational reform movement by focusing attention on statewide curriculum objectives, by providing a basis for schools to set targets and better their performance from year to year, and by providing accountability to the public. The California Assessment Program is, by design, well suited to perform these roles and has been doing so for a number of years by reporting broad and comprehensive program diagnostic information to educators at all levels, to the legislature, and to the public. Publicity surrounding the educational reform movement in general, the new statewide curriculum standards, the accountability program with its performance reports, the new tests being developed, and the Educational Improvement Incentive Program, have all heightened awareness of the existing testing program. Evidence provided by newspaper reports throughout the state, orders for rationale and content documents" for the CAP tests, and attendance at workshops held to introduce the new grade 8 tests and to assist teachers in using program diagnostic data to evaluate strengths and weaknesses in their instructional programs indicate that educators are seriously concerned about their performance on the CAP tests. One consequence of this concern is that districts are taking steps to incorporate higher-level thinking skills and other competencies identified by the statewide curriculum standards in their local programs.

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A BRIEF HISTORY OF STATE TESTING POLICIES IN COLORADO

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A Brief History of State Testing Policies in Colorado

BACKGROUND

To better understand Colorado's policies toward state testing, some general background information about Colorado's public education system is needed.

Colorado is a strong local control" state. This is especially true in the area of education. For example, Colorado has no state curriculum or curricular objectives. The 176 local school boards each determine the curriculum to be used in their individual school districts. The concept of local control has generally had support from the public, local district staff and school board members, the Colorado General Assembly, the Colorado State Board of Education, the Commissioner of Education, and the Department of Education.

The need for local control is also supported by the diversity that exists within the state. The majority of Colorado school districts are located in rural mountainous or agricultural settings while the majority of students (78%) attend urban or suburban school districts. The imposition of strong state control in the area of education appears to be neither practical nor desirable in Colorado.

The State of Colorado guarantees that each school district will receive a certain amount of funds to educate its students. This is accomplished through the annual establishment of an Authorized Revenue Base (ARB) by the state legislature. The ARB is the dollar amount per pupil that represents the district's level of support for equalization purposes. The minimum ARB for 1985 was $2,550, triple the ARB for 1975.

The revenue for the allowed ARB is generated through a shared formula using local school district property taxes and the state general fund. The shared formula includes a guaranteed tax base method (i.e., every mill of tax is guaranteed to raise an amount of revenue per pupil) to ensure equalization. Between 1975 and 1985, the guaranteed tax base increased from $27 to $63.41 per pupil. The state share of the ARB has changed

relatively little between 1975 and 1985; the state general fund provides approximately half of the ARB each year.

Governor Richard D. Lamm was a strong proponent of educational reform, serving on several different national task forces dealing with public education. Governor Lamm also worked with a legislature controlled by the opposition party since his initial election in 1974. Beginning with the 1985 legislative session, the Governor faced with a veto-proof" Colorado General Assembly.

In November 1986, State Treasurer Roy Romer was elected to succeed Governor Lamm. During the campaign and since taking office, Governor Romer has stressed the importance of education — elementary, secondary, and postsecondary — in building for Colorado's economic future. Like Lamm, he must work with a "veto-proof" legislature controlled by the opposition party.

It is against this background that the past and current state testing policies must be considered.

COLORADO POLICIES, 1970-1985

During this time period, there were no mandatory state testing programs. Given the general support for local control of schools, other alternatives were pursued by the Colorado General Assembly. The first alternative was the Educational Accountability Act of 1971. This represented Colorado's response to the assessment/testing programs being set up by other states during the early 1970s to institute accountability measures.

The Educational Accountability Act of 1971 established the State Accountability Committee, which is an advisory body for the State Board of Education, and mandated the creation of local accountability committees within each school district. The purposes of the legislation are as follows:

> *22-7-102. <u>Legislative declaration.</u> (1) The general assembly declares that the purpose of this article is to institute an accountability program to define and measure quality in education and thus to help the public schools of Colorado to*

achieve such quality and to expand the life opportunities and options of the students of this state; further, the purpose is to provide to local school boards assistance in helping their school patrons to determine the relative value of their school program as compared to its cost.

(2) The general assembly further declares that the educational accountability program developed under this article should be designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools. The program should begin by developing broad goals and specific performance objectives for the educational process and by identifying the activities of schools which can advance students toward these goals and objectives . The program should then develop a means for evaluating the achieve merits and performance of students. (Colorado Revised Statutes, 1985)

The Educational Accountability Act of 1971 is still in effect within Colorado. The Colorado State Board of Education has adopted rules and regulations to implement the law, and Colorado Department of Education staff verify that local districts are in compliance with the rules and regulations. Approximately one-third of the districts are reviewed each year for accountability and accreditation purposes.

During the mid-1970s, states across the country began to mandate minimum competency or proficiency testing programs through either legislative or state board of education action. The general purpose of such programs was to verify that all students possessed a certain core of skills and abilities before leaving the public education system. Because Colorado does not have a state curriculum or state curricular objectives, the Colorado General Assembly passed the following legislation, revising the duties of local boards of education, in 1975 to address the question of competency or proficiency testing.

22-32-109.5. Board of education — specific duties — testing requirements. (1) In carrying out its duties under section 22-32-109 (1) (t) in determining educational programs, if a board of education imposes any special proficiency test for graduation from the twelfth grade beyond the regular requirements for satisfactory completion of the courses and hours prescribed for graduation, the results of such tests shall be used by school districts to design regular or special classes to meet the needs of all children as indicated by overall test results. If a board determines to impose such a proficiency test, such test shall be given at least twice during each school year, and initial testing shall take place in the ninth grade.

> *(2) Any child who does not satisfactorily fulfill the requirements of a special proficiency test imposed under the provisions of subsection (1) of this section shall be provided with remedial or tutorial services during the school day in the subject area which the test indicates deficiencies for graduation purposes. Such child shall be provided with these services from the time of initial testing until such time as the results of the special proficiency test are satisfactory. Parents of children not satisfactorily fulfilling the requirements of a special proficiency test shall be provided with all special proficiency test scores for their child, a minimum of once each semester. (Colorado Revised Statutes, 1985)*

This provision for proficiency testing is still in effect within the State of Colorado. The Denver Public School System has been the principal user of this legislation, though the school system has announced publicly its intention to move away from the use of proficiency testing for graduation purposes.

Nearly all Colorado school districts test students with a standardized achievement test battery during any given school year. Because of the requirement for the Commissioner of Education to report annually on the status of K-12 public education, the Colorado Department of Education has required school districts to report reading and mathematics scores from their standardized achievement testing program. The purpose of collecting the information was to be able to report on the achievement of Colorado students.

Unfortunately, the information has had limited utility because of the problems associated with aggregating the data. Because the districts use different test batteries, different forms of the same test battery, test different grades at different times of the year, and use different reporting metrics, the Department of Education has not been able to report more than the percentage of districts at, above, or below the expected test norm in reading and mathematics for elementary and secondary students.

LEGISLATIVE ACTIVITIES, 1985

Between the 1984 and 1985 legislative sessions, the Interim Committee on School Finance met to deal with a variety of issues facing public education as it entered the mid-1980s. Though the state's share of the ARB had remained relatively stable (approximately 50%) over the past ten years, the dollar amount continued to increase and accounted for more and more of the state general fund. Members of the Interim Committee began to raise questions about the quality of the public education offered in Colorado as they struggled with the issues of financing elementary, secondary, and higher education. Also, the recent national reports on public education and the need for reform, such as Nation At Risk, had raised a healthy skepticism among the public and the legislature about the current status of education. There was general agreement among the members of the Interim Committee that some statewide testing was needed.

During the 1985 legislative session, two major testing bills were introduced by House members. The first bill called for testing all public school students in grades 3, 6, and 9 using a standardized achievement test battery to be selected by the State Board of Education. In effect, the bill would have established an ongoing Colorado testing program with the Colorado State Board of Education having the option of annually selecting the standardized achievement test battery to be used to carry out the testing. The second bill called for all 12th grade students to pass a proficiency test covering, but not limited to, reading, language arts, and mathematics as a graduation requirement. This bill would have established a Colorado minimum competency testing program. Both bills generated a great deal of debate statewide and at the statehouse.

The testing program bill was generally opposed by the local education community. The principal arguments offered against the bill were as follows. Districts already test students using standardized achievement test batteries to gauge accomplishment of curricular goals and to improve instruction. The test batteries selected at the district level are considered to be the best measures of the curriculum taught. The addition of a

state program would result in a loss of instructional time for students. The state program might or might not measure what is being taught by the district, and would probably have limited utility at the district or teacher levels. The cost of a state program would be large and would represent a waste of limited resources. The ultimate arguments were that the imposition of a state testing program would result in a loss of local control, that the content of the achievement test battery would begin to dictate curriculum at the local level, and that a state testing program would lead to the establishment of a state curriculum.

Although concerned about the potential loss of local control and the specter of a state curriculum, the Colorado PTA was further concerned about whether a state testing program could be made meaningful for students and parents. An amendment was passed requiring that the results be reported to the student and his/her parents. Its main concern addressed, the Colorado PTA assumed a position of limited support for the testing program.

The main questions asked by local educators included what was the purpose of such a program and how would the results be used by the legislature. There was great concern that the results would be used to compare individual districts, buildings, or classrooms. There was also concern that the test results would somehow be used to adjust state support of individual school districts. The responses from the House Education Committee were that a statewide profile of student achievement was very desirable and that the results could possibly be used to support special funding of categorical education programs.

The 12th grade proficiency testing bill produced a great deal of emotion. There was general agreement by all segments of the education community with support from business and industry spokespersons that no student should leave school without a minimal core of skills. Strong supporters of the bill gave impassioned pleas that schools not be allowed to graduate students who lack the skills needed to become a productive

member of society. This appeal was based on both the subsequent effects upon the individual and the cost to society of supporting such individuals. Supporters also demanded that remediation be provided to all students who did not pass the test.

The education community argued that attempting to provide remediation in 12th grade might be too late, while expressing the fear that a testing program based on minimums might have the effect of lowering standards and expectations for all students. Concern about how such a program might establish a state curriculum also arose. The most effective argument offered against the bill was that it might end up penalizing the very students it was attempting to help and could result in encouraging such students to become dropouts.

After public testimony was accepted on the proficiency testing bill, the bill was amended by the House Education Corn mittee. The amended bill required that all 1 lth grade students be required to take a proficiency test. The results of the test were to become part of the student's permanent record; the results were not to be used as a graduation requirement.

The Colorado State Board of Education expressed its support for the establishment of a statewide testing program, though the Board wished to see the testing program bill expanded to include students in grade 11. The Board generally felt that the information gained from statewide testing would be useful as it established its priorities for the work of the department. The State Board did not support the proficiency testing bill. After that bill was amended, the Board expressed its desire to see the bill broadened to test achievement rather than proficiency for students in grade 11. The State Board of Education also was very concerned that a proficiency test would allow minimums to become the goal for high school students.

The Commissioner of Education presented the Board's position to the House Education Committee. Department staff provided technical information to the Committee on the bills, possible amendments and/or alternatives, and the potential costs

of implementing proposed programs. The Commissioner also supported a third testing bill which was introduced in the Senate by the Chairman of the Senate Education Committee. This bill would have allowed the department to establish a statewide testing program without having the exact design mandated. The design of the program would have been based upon input from the education community with final approval of the design resting with the State Board of Education. Unfortunately, this was part of a larger bill which was aimed at reform of Colorado school finance. The General Assembly chose not to deal with the issue of financing education during its 1985 session.

Both of the House testing bills were passed by the House Education Committee and were forwarded to the Appropriations Committee after brief hearings by the Senate Education Committee. Colorado state law prohibits deficit spending by the state, and the General Assembly did not want to undertake any revenue raising programs during the 1985 session. As a result, the testing program bill did not leave the Appropriations Committee because of the large amount of new funding it would require. The proficiency test bill did leave the Appropriations Committee with a provision to conduct a feasibility study of the program for $20,000; it was later defeated on the floor of the legislature. Although there was general grumbling and skepticism about the status of Colorado education, the General Assembly chose not to fund the testing bills or other education bills during the 1985 session.

At this point, the Colorado education community proposed to the legislature that it fund pilot programs in student testing and other education areas of expressed concern by transferring $2 million of the state's support of local school districts to the Department of Education for the next two years. The intent of the coalition group, which included the Colorado Association of School Boards, the Colorado Association of School Executives, the Colorado Education Association, the Colorado Federation of Teachers, the Colorado Council of Deans of Education, the Colorado Parent and Teacher Association, the Colorado State Board of Education, and the Colorado Department of

Education, was to demonstrate that it could address a number of important education issues in this manner. The 2 + 2 concept, as it quickly became known, was endorsed by the Colorado Association for Commerce and Industry and the Office of the Governor.

The Chairman of the House Education Committee accepted the challenge of the education community and introduced House Bill 1383. Co-sponsored by the Speaker of the House, the President of the Senate, the Chairman of the Senate Education Committee and other key legislators in the General Assembly, the bill transferred $2 million to the Department of Education for the next two years and required the department to conduct pilot programs in the following areas: student testing, dropout reduction, education of gifted and talented students, training of education staff evaluators, and teacher and administrator quality and training.

Percentages of the $2 million were allocated to the areas in the bill, with student testing being allocated $500,000 per year. House Bill 1383 was passed by the Colorado General Assembly in May. It has since become known as the Educational Quality Act of 1985.

COLORADO POLICIES, 1986 and 1987

The Educational Quality Act of 1985 specified that during the first year of student testing (1986) all public school students in grades 3, 6, 9, and 11 be tested with a standardized achievement test battery. This design reflects the two major testing bills introduced in the House and the State Board of Education's preferred testing program.

At its December meeting, the Colorado State Board of Education selected the Iowa Tests of Basic Skills/Tests of Achievement and Proficiency, Form G as the test battery to be used. The State Board also required that a complete test battery (including social studies and science) be administered to students. Because it is a pilot program, the Board decided to lease rather than purchase the test booklets. All students in the specified four grades were tested in April 1986. Student and classroom results were

returned to local school districts before the end of the school year. To allow for further analysis, the state and individual district results were not released until mid-July.

At the state level, results were reported in terms of national percentile ranks for pupils at each grade for the state as a whole and by sex, race/ethnicity, district size, and district setting. The goal was to profile the achievement of the "average" Colorado student or groups of students for the different learning areas measured by the test battery. Composite scores, based on student achievement across the various learning areas, were not used. Though the reporting was based on the national percentile ranks for the average scores of students, emphasis also was placed on the percent of students with achievement in the upper and lower quartiles and the top and bottom deciles.

Because of Colorado's Open Records Law, the achievement scores for individual school districts had to be made available to anyone requesting them. To provide a better context for understanding the individual district scores, district profiles also were prepared. The profile identified the district's size and setting categorization and presented current district information plus the state average for variables such as fall membership (in terms of racial/ethnic groups) for the four grades tested, dropout rate, number of graduates, pupil-teacher ratio, average teacher salary, average years of teaching experience for teachers, total district revenue per pupil, and total district expenditure per pupil. The profile also included information from the 1980 census pertaining to the district such as per capita income, median income, family income, household and education attainment characteristics, and poverty status.

The design of the second year of student testing (1987) was left open in the legislation. The goal for the second year of the program was to look at a number of alternative testing models based upon input from the education community. It was reflective of the testing bill introduced in the Senate. To maximize the number of alternative measures examined, it was decided that samples, rather than every student, would be tested.

In November 1986, the readiness skills of nearly 11,000 Colorado grade 1 students (approximately 25%) were tested with the Early primary Battery of the Iowa Tests of Basic Skills, Form G. The purpose of this effort was to describe the skills and abilities of students as they begin Colorado's public school system. Kindergarten is not mandatory in Colorado, though every school district offers a free kindergarten program. When the results were released in February, the national percentile rank for students of the average score for the different learning areas tested was reported as well as the percent of students in the upper and lower quartile and top and bottom decile. In addition to the standard reporting variables (state as a whole, sex, race/ethnicity, district size, and district setting), prior school experience (no prior schooling, kindergarten only, or pre-school and kindergarten) was also used as a reporting variable.

In March 1987, a five percent sample of Colorado public school students in grades 3, 6, 9, and 11 (approximately 2,000-2,500 students per grade) participated in a writing assessment based on the National Assessment of Educational Progress (NAEP) model. Students in grades 3 and 6 were asked to respond to a narrative writing topic; students in grades 9 and 11 were asked to respond to an expository writing task. Because grade 6 is considered to be a pivotal point in writing instruction, the expository writing task was also administered to the grade 6 student sample. Following the NAEP model, student papers are being professionally scored in terms of the primary trait; secondary traits were also developed for use with the Colorado papers. Results will be reported in summer 1987.

During April 1987, a five percent sample of Colorado public school students in grades 3, 6, 9, and 11 (approximately 2,000-2,500 students per grade) participated in an ability-and-achievement testing program. To provide continuous data from the previous year, the Iowa Tests of Basic Skills/Tests of Achievement and Proficiency, Form G and its companion ability test, the Cognitive Abilities Test, Form 4 were administered to all students participating in the sample. In addition to demonstrating a different testing

model by adding the ability test, this program is designed to show the type of data that would result from a yearly statewide administration of a standardized achievement test battery and to compare results from testing a sample of students (by applying the 1987 sample of schools to the 1986 data) to testing every student (the 1986 data). Results will be reported in summer 1987.

The health-related physical fitness of a five percent sample of students in grades 1, 3, 6, and 8 will be surveyed in October 1987 as a part of the pilot testing program. Originally scheduled for May 1987, revisions in the planned measures and the late point in the school year necessitated delaying this survey until fall.

The purposes for both years of student testing have been to provide a number of state portraits of student achievement and to provide results that are as useful as possible to local school districts. At this point, exactly how the test results are used by the local school districts and the Colorado General Assembly is only partially known. A number of school districts have used the 1986 achievement results to re-examine their curricular approaches. The Colorado General Assembly found some assurance from the first statewide achievement test results as it struggles with the budget and school finance issues during its 1987 session. The readiness test results were used in consideration and support of a bill dealing with funding for early childhood education. The legislature also has indicated support for continuing student testing on a pilot basis for a third year — if the state's budget problems can be resolved.

The State Board of Education has used the results in preparing its priorities. The achievement results were also used for a special study of school district efficiency and effectiveness conducted by a State Board appointed committee. Indeed, the Efficiency and Effectiveness Committee recommended to the State Board that the every-student, every-district acheivement testing program be conducted at least every other year. The Department of Education has used the results to identify areas where it can best provide technical assistance to local school districts.

The Colorado education community, as reflected by the coalition group responsible for the 2 + 2 concept, will also use the results to recommend to the Colorado General Assembly what type of ongoing student testing program (if any) will best serve the State of Colorado.

ACHIEVEMENT TESTING IN FLORIDA

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Introduction

In 1973, the Governor's Citizens' Committee on Education issued a report on needed improvements in Florida's public education system. The report, entitled Improving Education in Florida (1973), contained several recommendations addressing the need for accurate information on students' achievement. The Committee believed that a quality educational system could be implemented only if student achievement was closely monitored. In the Committee's words, Florida educational policy decisions should be based on "research, not merely on tradition."

Since then, the Florida Legislature has moved with considerable speed to create an educational accountability program which uses student achievement tests as one of its cornerstones. The Florida testing program has been documented previously by Fisher (1978), Burlington (1979), and Pinkney and Fisher (1978).

Briefly, the Florida approach to student achievement testing as authorized by the 1976 Educational Accountability Act (Chapter 76-223, Laws of Florida) depends upon measuring student mastery of certain high priority learner objectives at grades three, five, eight, and ten. School, district, and state summary reports reveal how many students have attained the objectives. For high school graduation purposes, students must pass a state minimum competency test. Unless the test is passed, the student cannot be given a regular diploma from a public high school. The acceptability of this policy has been demonstrated repeatedly in both the public and legal arenas. The Debra P. v. Burlington case challenged the use of the graduation test, but, when the last appeal was decided, the State was permitted to continue the requirement.

The Florida Legislature has been the most visable force behind the testing program in Florida. Individual legislators can be identified who were enthusiastic supporters of

the concept and who worked diligently to convince their fellow legislators to vote for the proposed laws. Implementation of the program was the responsibility of the Commissioner of Education who was unswerving in his commitment despite legal challenges and attempts to delay it.

The State Board of Education also was supportive of the testing program and worked with the Department of Education and the Commissioner to adopt rules which were necessary for implementation. In 1981, the Board exerted its own initiative in passing a resolution calling for Florida's educational system to be of no less quality than that of the upper one-fourth of the states. This "upper quartile goal," as it became known, led to the creation of a set of indicators to be used in determining the progress being made toward the "upper quartile." The indicators, of course, included test scores.

Generally, the testing and accountability laws in Florida have been enacted because citizens demanded them. Citizens believed students needed clear statements of expectations and believed the schools were promoting students who lacked even the most rudimentary skills. Educators did not initiate the movement toward increased educational accountability; however, since the laws have been enacted, they have become supportive of the requirements and have cooperated in successfully implementing them.

Florida continues to expand its testing and accountability programs, with improvements and additional requirements being enacted by almost each session of the legislature. The requirements have the effect of strengthening the state database and providing greater consistency in academic requirements.

The 1983 Educational Reform Act

In 1983, the Florida legislature enacted a series of laws collectively known as the Educational Reform Act (Chapter 83-327, Laws of Florida). The Act requires the state *Board of Education to adopt minimum student performance standards in science and computer literacy in addition to those previously authorized in reading, mathematics, and writing. Further, the Board is authorized to adopt student standards of excellence. These standards are intended to set goals for the very capable students.*

In regard to the first of these two new requirements, the Department of Education convened working panels of district educators to draft the proposed minimum student performance standards in science and computer literacy. The draft standards were reviewed by all of the school districts. After revisions were made, the State Board of Education considered the standards and adopted them. The Department recently issued a Request for Proposals for the development of the test specifications which will guide the work of future test development contractors. School districts and universities were encouraged to submit proposals for the specification development project as the Department believes that the tests should be developed with the close involvement of local district educators. After the specifications have been developed and reviewed by all school districts, the test items will be constructed. The Department anticipates that the assessment of student skills in these subject areas will begin in about two years.

In regard to the standards of excellence, the Department proceeded in a similar manner. Panels were convened, the standards were reviewed, and revisions were made prior to consideration by the Board. The Department engaged the Dade County School Board to develop the test item specifications and test item pools. The assessment of standards of excellence will probably be done on a sampling basis with the data used for instructional planning rather than for determining individual student progress in school.

The 1984 FACET Act

In 1984, the Florida legislature passed the Omnibus Education Act (Chapter 84-336, Laws of Florida) which again strengthened and broadened the testing programs. These provisions collectively are known as the Florida Accountability in Curriculum, Educational Instructional Materials, and Testing Act (FACET) of 1984. The stated purpose of the law is to "enhance quality education and upgrade student achievement [through] a coordinated effort. . to ensure that the diverse needs of our public school students are met with the best available instructional materials and assessment instruments and procedures." It is clear that the legislature intends for testing and instruction to be closely linked.

The FACET Act strengthens previous language in the 1976 Accountability Act specifying that the testing programs will include comparisons between Florida and the nation. Interest in these comparisons dates back to the work of the Governor's Citizens' Committee report, previously cited, which mentioned the need to include elements of the " National Assessment of Educational Progress in the statewide assessment. Legislators believed that state learner objectives should be pursued but, at the same time, it is worthwhile to monitor the achievement of Florida students compared to that of students across the nation.

FACET requires the Department to determine and report norm-referenced test results no later than the 1989-90 school year. Comparisons between schools, districts, regions, and states are to be made public through a series of reports. In implementing this requirement, it will be necessary for the Department to consider the movement toward a national indicators project currently being advocated by the Council of Chief State School Officers (Council, 1985). Obviously, state-by-state comparisons will be available only to the extent that states cooperate in the design and collection of the same data.

At this time, the Department is working on the design of its norm-referenced testing procedures. A set of general criteria and characteristics of the norm-referenced program has been endorsed by the Board of Education. These criteria require the Department to use testing procedures which will produce the most accurate data from which the comparisons required by the law are to be made.

A second major provision of FACET is the requirement that curriculum frameworks be established for selected curricular areas. These frameworks are to consist of broad guidelines for individual course content. They will ensure consistency across the curricular offerings in the public schools.

The Board of Education is required to adopt student performance standards derived from the curriculum frameworks. The Department then is to develop assessment instruments and procedures to permit the determination of student proficiency in the selected courses no later than 1988-89. The Department is currently working toward implementation of these requirements.

FACET contains specific requirements for public reporting of the test results. The state level data is to be included in the annual report on public education issued by the Commissioner of Education. Comparative test scores are to be included with rankings of the districts and analyses revealing how Florida compares to other states.

Each school district is to report annually on the status of education in the district. These reports are to include the results of the FACET tests. Likewise, each school is to issue annual reports of a similar nature. The reports are to include consideration of student socioeconomic status, aptitude, and prior achievement.

Lastly, FACET recognizes that educators need more training in the selection and administration of tests and in the use of test results. The Department is required to develop standards and procedures for these activities as well as model training procedures. Further, the Department is to develop criteria and procedures for determining those school programs which are the most deficient in student

performance. These procedures are to take into account the results of the various tests specified in the Accountability Act and the provisions of FACET.

In summary, FACET represents a comprehensive addition to the statewide assessment program established originally by the 19761 legislature. Prior to FACET, the assessment program concentrated on certain minimum skills in reading, writing, and mathematics. Testing now has been extended to specific high school courses. The curricular offerings in the state's schools are being made more consistent. The public reporting of test results has been strengthened. Clearly, this is a significant legislative action affecting the public schools.

Uses of Test Data in Florida

Test data are used in a variety of ways in Florida. This is possible because of the different aggregations of test results which are made available. Generally, test results are used for (1) allocation of certain resources, (2) as performance goals for students, (3) for public accountability, and (4) as an incentive for improvement.

When the 1976 Educational Accountability Act was initiated with its requirement for a high school graduation test, it became evident that the State had an obligation to assist those students who were not adequately prepared to pass the test. Thus, the State Compensatory Education Program, funded at about $35 million annually, was initiated. Funds are distributed according to need — those districts which have the most students performing inadequately on the statewide assessment program receive the most money. The program is widely accepted and is very important in providing remedial instruction to students with academic needs.

The statewide assessment tests measure required performance standards, and, in that sense, are important elements in decisions about promotion from grade to grade.

However, the state tests at grades three, five, and eight do not determine by themselves whether a student will be promoted. The information is advisory only, and the teachers have the final decision. In contrast, high school students must pass the state test if they are to qualify for a high school diploma. The schools must incorporate the state standards into the local curriculum, and teachers are obligated to provide instruction in these skills. Since graduation is ultimately tied to student performance, the standards serve as a powerful incentive for individual students to perform well.

As has been mentioned, the statewide assessment test results are public information. The data consistently have been made public in various reports and news releases. Schools with low test scores are identified and are expected to improve their students' performance. The Department of Education has implemented a sophisticated system for auditing all school districts in a cyclical fashion. Particular attention is paid to the educational programs in the schools which have low test scores.

The test scores also serve to create a climate of academic competition among the schools and school districts. The State has been divided into regions based upon the circulation areas of the major metropolitan area news media coverage. Test results are aggregated and released by region thus making it possible for the citizens and parents to see how their area schools are performing. Furthermore, each district is required to submit an annual plan and evaluation report which shows its progress toward improvement in student performance. This requirement is part of the State Board of Education's goal of moving Florida to a higher quality educational system. The general feeling is that educational competition is perfectly acceptable and can be used as a vehicle for motivating students, teachers, and administrators to strive toward higher achievement.

Summary and Conclusions

In summary, it is clear that Floridians believe in the collection and use of student achievement test data. Programs already implemented provide information about students' fundamental skills. Programs authorized but not yet implemented will provide information about student skills in individual school courses. The data are used by educators, administrators, legislators, parents, and citizens. The data are used for making individual student instructional planning decisions as well as for broader, policy decisions by the legislature. Clearly, the new programs are having an impact in the K-12 grades. But, the use of tests extends beyond high school to new testing requirements for college sophomores and the use of tests for determining teacher and administrator academic expertise.

Certainly, no one in Florida believes tests can measure everything, and they are not a perfect solution for all of education's difficulties. But, tests do provide incentives and do permit public accountability. These factors are so strong in Florida that the use of tests is likely to continue.

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MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM: HISTORY AND DEVELOPMENT

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Michigan Educational Assessment Program:

History and Development

Introduction

During the early- and mid- 1960s, growing concern about the educational attainments of the nation's children and youth and rising costs of education combined to create a new concept in education — accountability. Rather than being solely concerned whether our children could read or whether the best college or university would admit our sons and daughters, we began to ask ourselves more fundamental questions about our public schools. While people looked to public schools to further social advancement and stressed the importance of a good education in finding a rewarding job and attaining the "good life," serious questions about the quality of our schools were being raised.

Increasing concern over the products of schooling was natural. We asked ourselves: what can students do? Surprisingly, little information was available. Although local testing programs had been around for years, little data was available about students across Michigan. This lack of information led to the development of a state assessment program in Michigan.

The Creation of the Michigan Model

By State Board action and request, funds were provided in fiscal year 1969 to begin a statewide program (for implementation by the end of January 1970) to conduct an annual testing of all fourth and seventh graders. Without adequate time to create the measures to be used and hardly time to decide what measures could be used, the Michigan Department of Education (MDE) contracted with Educational Testing Service to develop the first tests. Measures in mathematics, reading, mechanics of written expression, word relationships (a hybrid "aptitude" measure), a socioeconomic status

(SES) scale and an attitude scale were prepared. All of these measures were norm-referenced. Data on school buildings, districts and the state as a whole would be released to school district personnel only; public release of data would not occur, by promise of MDE. While district and school norms were prepared and percentile ranks released, none of the data was made "public."

Obviously, such a large-scale program could not be implemented without controversy and if the state assessment program was strong on anything, it was strong on generating controversy! Teachers disliked the achievement measures. Low scoring districts disliked the percentile ranks. Parents and students were offended by the questions in the SES measure and turned off by the attitude scales. Administrators were defensive about potentially unfair comparisons, while teachers were worried about evaluation based on these test results.

Despite (or perhaps because of) this controversy, the program was continued through legislative mandate and funding (Public Act 38 of 1970). The second year of the program was even more controversial. Several large cities threatened to withold their answer sheets from scoring if they were required to administer the SES and attitude scales.

The clincher came on Valentine's Day, 1971, when the State Superintendent, at a news conference well attended by the press, released a report of achievement results for every school district in Michigan. Although this seemed contradictory to the earlier promise of not releasing the results, the Department had been required by a state Attorney General's opinion not only to make the data public, but also to publish the data and disseminate it. Several newspapers in the state published the assessment scores; one paper (with statewide circulation) did so for all Michigan districts. That infamous day became known within MDE as the St. Valentine's Day Massacre: educator outrage and concern about the program reached its peak.

Efforts were begun in 1971 to work with mathematics and communication skills educators to refine the tests. For the first time, Michigan educators were writing test items. Items written by teachers appeared to be better measures of achievement of Michigan students and were better accepted. At the same time, two other fundamental changes occurred: 1) a model was developed that tied the state assessment program to statewide curriculum improvement and 2) the seeds of a new program were sowed.

In 1971, the six-step accountability was proposed and adopted by the State Board of Education in 1972. The model called for 1) the development of Common Goals, 2) the statement of explicit student expectations in the form of student performance objectives, 3) a needs assessment to determine specific student needs, 4) an analysis and modification of the instructional system where student needs are shown to exist, 5) an evaluation of the effectiveness of these changes in meeting students' needs, and 6) recommendations for future action.

As the efforts to develop the Accountability Model and the components of it were under way, the Assessment Program continued the annual administration of the norm-referenced tests in 1972 and 1973. Due to the continued controversy surrounding their use, the attitude scale and SES inventory were withdrawn.

Substantial item tryouts were held in 1971-72 to validate the teacher-written items for the achievement tests. New items were substituted into the achievement tests in 1972-73, marking the introduction of the first "nonprofessional-i tern-writer" items in Michigan.

The final year of normative testing drew to a close in January 1973, with barely a whimper, for a far more exciting and innovative program lay ahead — the first use of objective-referenced tests on a statewide basis. 1972-73 was overshadowed by the new program.

Michigan's New Assessment Program

During 1971 and 1972, as the controversy surrounding the Assessment Program continued and as the misuses of the norm-referenced data mounted, a basic shift in the Assessment Program occurred. A decision was made by the State Superintendent and the State Board of Education to shift the Assessment Program to the measurement of objectives developed in Michigan. Tests would be developed for the minimum performance objectives in mathematics and reading.

Based on the previous successful experience of using classroom teachers to write and try out test items, a test development program was begun in 1972 with five school districts representative of the state, as well as a testing company to edit the items. Teachers, after receiving training in item writing, worked for several months to produce the needed items. The testing company then was responsible for editing a selection of the items and putting them together in tryout packages. The items were tried out. After tryouts, extensive reviews of the objectives and test items were conducted and the final fourth and seventh grade tests were assembled.

In the fall of 1973, the first objective-referenced assessment of students was conducted in Michigan. This was the first use of an objective-referenced test on such a wide-scale basis. Results were reported back for each student (and the student's parents), classroom teachers, building principals and central office staff. Considerable emphasis was placed on using the results to provide remedial instruction to the students tested, using the results to review and improve the school curricula, and reporting results to the parents, school board and the public, via the news media. The results were not used in promotion/retention decisions about students, nor were they tied in any way to high school graduation. The data have been used, though, as the basis for allocating state-level compensatory education funds (around $30 million per year) to local districts. The switch from norm-referenced to objective-referenced tests was not without problems, however. First, the objective-referenced tests were longer, with

students needing up to four or five hours to finish the test. Second, because the tests were untimed, some educators did not know what to do with students who finished early. Third, the concept of a "minimal" objective was new — could all students attain all of the "minimal" performance objectives? Finally, there was concern over proper use of the results. Because of the number of performance objectives tested, and because of the decision to return results in a form useful to classroom teachers, assistance had to be provided in person and in writing to help teachers and administrators throughout the state to understand what the test data could (and could not) be used for.

Expansion of the Michigan Educational Assessment Program (MEAP)

When the mathematics and reading performance objectives were first written, they were divided into three sets: grades 1-3 (tested at grade 4), grades 4-6 (tested at grade 7) and grades 7-9. Tenth grade assessment was seen as a logical extension of the fourth and seventh grade program. Test development began in 1974 and the tests were piloted in 1975 and 1976 on a voluntary basis. Even though the State Board of Education acted in 1977 to expand the assessment program to include a tenth grade assessment, it was not until 1979 that the Legislature funded the program. While the Legislature was originally not convinced of the value of the expanded MEAP, the large percentage of districts volunteering to participate in 1977 and 1978 convinced them to mandate the program in 1979.

Assessment of Other Subject Areas

While mathematics and reading are important basic skills (some would argue the most important skills), schools should and do teach students other subjects. MDE, recognizing this, developed objectives in other areas. Test development has occurred in most of these areas and by now, statewide samples of students have been tested in these areas. The original plans called for the assessment of two subject areas each year (in

addition to mathematics and reading) at grades four, seven and ten through statewide sampling to produce an overall picture of the state. Assessment in each area then would follow a four-year cycle continuing to assess all subject areas.

Forces For Change

The MEAP has continued from 1979 to 1985 to assess all fourth, seventh and tenth graders annually in mathematics and reading. In addition, one or two subject areas were selected for sample testing each year. While achievement has risen in mathematics and reading, there have not been appreciable changes in student performance in the areas where only samples of students were tested. Considerable support was evident for MEAP and for changing the program to support instructional improvement in all subject areas tested.

A major force for change of MEAP, of course, has been the spate of reports on the condition of education nationally and in Michigan. A number of these have proposed using testing not only as vehicle to monitor student achievement but also as stimulus for educational reform. In Michigan, for example, a special report written by State Senator Sederburg and Michigan State University Professor Rudman, was prepared that examined changes in performance for various subgroups of students, particularly at the high school level, where comparative data on students in Michigan and the nation is available using college-entrance tests such as the SAT. This report was written in response to A Nation At Risk and the Michigan State Board of Education plan for the future (A Blueprint for Action, 1984), which included recommendations made by the Michigan High School Corn mission. The following is taken from the summary of the Sederburg and Rudman report:

Over the past few years, state and federal educational policy has targeted the lower achieving student. This targeting of funds and effort has yielded results. However, it is apparent that, at the same time, we may have neglected the better achieving student. In contrast to the prevailing belief, the brightest students have not succeeded regardless of the educational system.

Consequently, we are calling for a shift in educational policy. We must create an educational system that challenges all young people and develops students to the best of their abilities. Emphasis on testing for basic skills for high school graduation and grade promotion reinforce the attitude that teachers and administrators should be most concerned with the lower achieving student. While it is worthwhile to insure that all students possess "essential" skills before graduation, we must not overlook the student who is not challenged by such minimal objectives.

The recent proposals made by the State Board of Education go a long way toward accomplishing the goals outlined here. However, the entire focus must be shifted away from minimal skills which tend to bring high achievers down while trying to bring everyone up to the highest level possible. The State Board and the legislature will need to clarify their philosophical direction as well as set specific goals for whatever educational reform they wish to achieve in the 1980s.

Proposals for Change in MEAP

The Sederburg and Rudman paper contained the first proposals for developing a higher-level test. Although the State Board of Education's report included changes for the assessment program, such changes dealt only with broadening the scope of MEAP to include periodic, every-pupil testing of other subject areas including health, science, career development, and social studies. The State Board of Education has approved the voluntary testing of Health in 1985 and the every-pupil testing of science for 1986.

The Sederburg-Rudman article, however, dealt specifically with higher-level assessment by suggesting, among other things, that:

1. *The testing program of the State Board of Education should be changed to adequately measure all Michigan students, not just those below the achievement level determined by the State.*

2. *The State Board of Education set achievement goals to be attained by all achievement classifications by a specific date. In their "Blueprint for Action" the State Board calls on local boards to initiate a 3-5 year plan to improve achievement. Similarly, the Board should set State goals to improve all categories of Michigan youngsters.*

3. *State policy should reflect an effort to pressure local school districts to provide programming for the entire spectrum of students. The State testing program should be used to validate or accredit local school diplomas for all students.*

a. Achievement tests administered as early as the tenth grade should point to areas for potential remediation. The 10th grade test should emphasize reading, language, and basic math skills.

b. An 11th grade exam should include physical science, biological science, and social science. The 12th grade year would be used to assist students who did not meet essential skills in the 10th and 11th grade exams.

c. The State Board of Education should use these tests as the basis for accrediting high school diplomas.

A response to the Sederburg and Rudman paper by the MDE suggested other possible directions for the MEAP, including expanding the program to periodically assess a third subject area at grades four, seven and ten. In addition, the MDE proposed:

The other way in which MEAP may change in coming years is to assess students beyond the basic skill level. This discussion presumes that (1) testing basic skills is valid and will still be carried out, (2) testing higher-level skills should emphasize the same purposes as the regular MEAP program (i.e., individual student assistance, curricula review and revision, reporting to various audiences), (3) students should be identified based on their basic skill achievement, (4) such higher-level skills are either more difficult subject matter content, critical reasoning skills or higher-level thinking skills (e.g., analysis, synthesis and evaluation from Bloom's Taxonomy), and (5) the students identified can be offered a school program which meets their educational needs, even as schools are helping students who have not as yet achieved the minimums. The presumption is that schools (and the State) can emphasize both "basic" skills and "advanced" skills and not have to choose one over the other (Roeber, 1984).

MEAP staff proposed a plan that included a two-tier approach, with all fourth, seventh, and tenth grade students taking the basic skill level and those that passed, the higher-level examination. It was proposed that advanced tests be developed at three levels (grades 4-6, given in seventh grade; grades 7-9, given in tenth grade; and grades 10-12, given in grades 10, 11, and 12). Staff also developed a list of technical and policy issues for testing beyond the basic skills.

The Department plan was presented to the State Board of Education in early 1985. After considerable discussion, the State Board approved the MEAP staff plan that a study group be convened to examine issues and to develop a tentative assessment plan.

Developing the Plan for the New Assessment Program

Since late 1984, Department staff have been meeting with a planning group consisting of local and intermediate district educators, college and university specialists and others. Represented on the group are gifted educators, assessment and curriculum specialists, content area specialists (e.g., science, reading), and administrators.

The group has spent a considerable amount of time discussing methods to address student needs, particularly those of students who already pass the current basic skills tests. Very early in these discussions it was apparent that there were sharp differences of opinion regarding the direction MEAP should take. Some members of the advisory group, for example, proposed toughening the current content standards tested in MEAP. Others suggested that tests of critical thinking, critical reasoning, or thinking skills be used.

The group pursued both options. Discussions have focused on what "tougher" standards really mean, how higher-order thinking could be tested and how this program could mesh with the current basic skills program. Others have been examining various approaches to teaching thinking skills, looking particularly at how thinking skills are defined and the implications for testing. While viewed originally as an alternative to the current basic skill program (or, at least, a more difficult extension of it), thinking skills are now viewed as a logical complement to the current program, plus any new program which might be developed.

Recommendation for Change

The planning group agreed that there is a need to assess subject content from a conceptual point of view and to include a broader range of subject matter content. In order to encourage the development of students' thinking skills, the committee also felt that thinking skills should be assessed within each subject content area. Also, the **group** *felt that MEAP should be broadened to include an every-pupil writing assessment, and*

subjects other than mathematics and reading should be assessed each year rather than on the current cyclic program. Taken as a whole, the group recommended:

1. *Basic skills assessment — continuation and revision of the every-pupil essential skills assessments at grades 4, 7, and 10 in reading and mathematics. The revisions should include the assessment of thinking skills, a broader range of (i.e., algebra in ninth grade mathematics test) and the focus on understanding the concept as opposed to a "right answer."*

2. *An every-pupil writing assessment be given;*

3. *Health, science, social studies, and career development be assessed on an every-pupil matrix-sampling basis. It is recommended (2 and 3) be implemented in grades 5, 8, and 11.*

4. *Thinking skills should be assessed in all content areas.*

The planning group's recommendations will be presented to the State Board of Education in early 1986. If action was favorable, it would take years to develop the needed testing materials. It would also take time to prepare local districts to test several subject areas at grade levels not previously assessed. Most importantly, staff would need to define higher order thinking skills, both in general terms and also for each subject area in which it will be tested.

Counterforces Against Change

Following the completion of the planning group's work, the recommendations were presented to the State Board of Education in March, 1986. They received the planning group's report and referred it to the State Board of Education-appointed advisory council for the service area of the Department in which MEAP is located. This advisory council — the Office of Technical Assistance and Evaluation (OTAE) Advisory Council — is comprised of official representatives of major professional groups such as teachers, principals, administrators, school boards, curriculum groups, as well as technical specialists. The purpose of the OTAE Advisory Council is to advise staff and the State Board of Education on the major issues facing the Office.

The OTAE Advisory Council reviewed the planning group's recommendations and, in May, 1986, voted to oppose the plan and, instead, support a plan that would call for MEAP to develop item banks which local districts could use, in addition to available tests and MEAP tests in the five areas covered by the plan to test one or more of them on a voluntary basis. MEAP would develop, with the assistance of technical groups, standards for equivalence among the various measures used in any subject area. However, testing would not be mandatory.

During the summer, MEAP staff convened an ad hoc group comprised of a subset of the planning group and the OTAE Advisory Council to attempt to develop a compromise which all groups could support. The planning group's recommendations were particularly opposed by four groups: the Michigan Education Association and the .Michigan Association of School Boards, both of which feared loss of control of schools, the Michigan Association for Supervision and Curriculum Development, which felt testing was not the proper vehicle for curriculum change and the Middle Cities Association, which felt that state testing duplicated local testing and that the latter was preferable. These groups and others were asked to serve on the ad hoc group.

The group met four times during the summer of 1986 and held several stormy sessions to arrive at the compromise. This compromise was that local districts would be required to give the expanded testing at grades 5, 8 and 11 in writing, health, science, social studies and career development once every four years (but volunteer on off-years) and financial incentives would be sought for participating schools to use for school improvement activities.

During the fall, 1986, the compromise plan was re-submitted to the OTAE Advisory Council, with the interest of sending it to the State Board of Education. Each Advisory Council member was asked to discuss the compromise plan with the organization they represented. In October, 1986, the Advisory Council took formal action on the compromised plan and rejected it. Most major organizations continued to oppose it, even

though the representatives that had served on the ad hoc group had (personally) agreed to the compromise. "Mandatory" testing was the key to the rejection of the compromise.

Final Plan for the Future Approval

Following the vote of the Advisory Council, MEAP staff were informed by the State Superintendent that, with the opposition of about all groups to mandated expansion, he would not put any plan mandating expansion before the State Board of Education, MEAP staff than rewrote the plan for the future to delete any mandated expansion. Instead, the plan calls for the development of tests in health, science, career development and social studies, grades 4, 7 and 10, which are to be offered annually on a voluntary, state-paid basis to local districts. In addition, a writing test will be developed for grades 5, 8 and 11 and offered on the same basis. Staff will continue to develop a program of financial incentive to encourage schools to give the tests and to use the information to review curricula and improve instruction.

This plan was presented to the State Board of Education in March, 1987, and approved unanimously. Tests in the areas of health, science and career development will be offered to districts in the fall, 1987 MEAP; tests in social studies and writing are in development and will be added when ready.

Summary

The MEAP has been in operation since 1969. During that time, it has shifted from a norm-referenced to an objective-referenced program. While the program was controversial in its early years, the emphasis on providing data helpful to i reproving student learning has helped to improve the support for the program. Grade 10 assessment was added in 1979 to the original grade 4 and 7 programs. In more recent years, periodic, every-pupil tests in other areas, such as science, were proposed. The first area of such testing is science scheduled for 1986.

The cent reports on education have led to a number of suggestions for changing MEAP. se include toughening the basic skills tests, adding measures of critical thinking, increasing the number of subject areas tested. Staff plans to implement these ide were presented to the State Board of Education in 1986 and referred to the State Bo/ of Education appointed Advisory Council. The plans were rejected by the Advisory uncil. A compromise plan, which contained an element of mandatory testing, was also ected by the Advisory Council. Consequently, a plan to expand MEAP on a voluntary- tate-paid basis was proposed by staff and approved by the State Board of Education The plan will be implemented beginning in the fall of 1987.

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STATEWIDE TESTING IN NEW JERSEY

Steven Koffler

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Statewide Testing in New Jersey

The focus of statewide testing in New Jersey has changed three times since 1972 to meet the changing demands of society. During the past fourteen years, the program has changed from statewide assessment (1972-1977) to minimum competency testing (1978-1985) to the current more rigorous competency testing (1984 -). The purpose of this paper is to explain the changes in statewide testing in New Jersey, with particular emphasis on the rationale for the different programs, the components of each program and the curricular and policy implications of each.

Educational Assessment Program

Statewide testing in New Jersey began with the first administration of the Educational Assessment Program (EAP) tests in 1972. The EAP measured reading and mathematics skills which had been identified as being taught in a majority of the public school classrooms in New Jersey. Students in grades four, seven and ten were tested annually; students in grade twelve were tested every three years.

The impetus for the EAP came from New Jersey Governor William Cahill who, in his 1972 State of the State address, lamented that there was no 'reliable scientific test on a statewide basis to determine reading ability and reading growth of our youth. ' A bill to create a statewide assessment program died in the legislature; however because New Jersey statutes provide the Commissioner of Education with the power to create such programs, Commissioner Carl Marburger ordered that a statewide assessment program be developed.

The primary purpose of the EAP was to assist districts to identify programmatic needs and provide direction for program design, improvement and evaluation. Results were returned to the districts in the form of item-by-item summary reports. Those

reports identified the percent of students correctly responding to each item for every class, building and district. Districts were required to analyze and make public the test results. However, the districts only had to do so for the subset of items which in their judgment measured the skills which had been taught prior to the test's administration.

No total or other aggregated scores were reported at any level. As a result, the EAP results had little effect on policy. The test results also did not affect students or schools. The EAP was intended for statewide and district assessment, not for measuring individuals' or groups' competency. The EAP monitored the education system and measured the status quo. It served a limited, but important, role: focusing on the districts' curricular needs and monitoring the changes in the needs.

Minimum Basic Skills Program

By the mid 1970's, the continuing trend of declining test scores and increasing costs for education led to the loss of public confidence in the professional educators' ability to resolve the problems of education. This loss of confidence led to the public's decision that external forces had to impose and raise standards in the schools. And, testing was to play a prominent role in that decision.

Statewide assessment programs, like the EAP, were considered insufficient to satisfy the public's new demand. Instead of tests which provided information about the status of the education system, the public wanted a program which would serve as a catalyst to cause the system to change. As a result, minimum competency testing programs were initiated in state after state.

A 1976 New Jersey law resulted in the end of the EAP and the creation of the Minimum Basic Skills (MBS) test, a statewide minimum competency program designed to measure pupils' proficiency in minimum reading and mathematics skills at grades 3, 6, 9 and 11. The skills to be measured by the MBS were identified based on input from educators, students and the general public and were those which students needed to

master at a minimum by spring of the tested grades. The tests were criterion-referenced tests developed by the Department.

In spring 1978, the MBS tests were administered for the first time. Approximately 21% of the students failed at least one of those tests that year. In one urban area approximately 84% of the students failed the sixth grade mathematics test and 81% failed the ninth grade mathematics test. In 1978 many students, especially in the urban areas, did not have a mastery of those skills considered to be minimum and basic.

By 1982 there were dramatic improvements in student performance. By that spring, only 9% of the students were failing; there was substantial improvement, especially in the urban areas. The improvement was both expected and logical. After five years, school curriculums had been modified to reflect the tested skills, the teaching staff was teaching the skills, and, as the results indicate, students were learning the skills.

While the EAP program assumed a passive, monitoring role, the MBS served an active role in changing the education system. This difference in roles in exemplified by the manner in which the results were reported to the public. The EAP reporting was left to the districts and was on an item by item basis for selected items. The MBS reporting took on new and more important meaning because district by district aggregated results (i.e., percent passing) based on all of the items were reported to the public by the Department. Districts could be compared and the public sought answers as to why their district's students were not performing at the same level as students elsewhere. The public's demand provided the pressure that contributed to the teaching of the MBS skills.

While the EAP's effect upon the districts' curriculum was negligible, the MBS's effect was far reaching. The EAP skills were included in the districts' curriculums; however, MBS skills were not necessarily part of it. Total scores and public reporting were based on all of the items. Thus, teaching had to reflect all of the skills. Certainly, districts did not have to alter their programs so that sufficient instruction in the tested

skills occurred prior to the testing dates. Yet, if they did not, their students' performance might be lower than those of neighboring districts. In this manner, the tests dictated a portion of each district's curriculum and the impetus for curricular change shifted to the Department of Education.

The MBS also became a critical factor in shaping many areas of educational policy. Unlike the EAP, sanctions were now i reposed as a result of the test. The MBS results influenced high school graduation policies and became a method of identifying students who needed remediation and a mechanism for distributing funds, certifying districts and evaluating teachers. As a result, there was even greater pressure to improve performance.

In summary, because its results affected and effected policy and were reported publicly each year, the MBS became a catalyst that changed education in New Jersey. The MBS was a successful program; students in New Jersey mastered the minimum skills. Yet, the program's success caused its demise — and properly so.

High School Proficiency Test

The MBS was a key issue in the 1981 New Jersey gubernatorial election. The Republican candidate, former state Assemblyman Thomas Kean, was the author of the 1976 MBS law. However, by 1981 he believed that the state's focus on minimum skills was too narrow. Kean was elected and appointed Saul Cooperman, a New Jersey district superintendent, as his Corn missioner of Education.

Cooperman agreed that the MBS had to be eliminated. He concluded that the education system had moved beyond the minimums because students had mastered the minimums. Most students were not only passing the test, but most were correctly answering almost all of the items. Further, because the MBS focused on minimum skills, it could not identify deficiencies in higher level cognitive skills — and the need to measure the higher level skills was becoming increasingly evident.

A 1979 law mandated statewide graduation requirements, including passing the ninth grade statewide test, beginning with the ninth grade class of 1981-82. Cooperman believed that a 'cruel hoax was being perpetrated on the students' because although they could be awarded a diploma by passing the MBS, many of them did not have the skills which would prepare them for the work force or college.

Cooperman was convinced that higher standards were necessary and that the state's graduation test had to reflect the level of skills and difficulty that was needed by ninth graders in order to become 'productive members of society'. He believed that since students had mastered the minimum basic skills, it was the proper time to take the next step and require a mastery of a set of higher level skills.

In August 1982, Cooperman recommended to the State Board of Education that the MBS program be eliminated and that it be replaced by a new statewide testing system which would better reflect the current needs of students in the state. Cooper man indicated that he would recommend the components of the new program in January 1983.

There were eight principles which Cooperman decided must be satisfied by the new statewide testing system.

1. *The new tests had to provide a measure of <u>accountability</u> which would restore public confidence in education.*

2. *The new testing system had to be <u>fiscally economical</u> and relatively independent of funding fluctuations.*

3. *The new tests had to be <u>more rigorous</u> than the MBS and emphasize more than just minimum basic skills.*

4. *Tests were needed in the elementary grades as an Early Warning System to insure that students were mastering the prerequisite skills they needed to pass the graduation test.*

5. *The new system had to avoid or minimize duplicative or overtesting. Thus, the tests used had to be as efficient as possible and serve state and local purposes, where appropriate.*

6. *The tests had to satisfy rigorous professional standards.*

7. *The new system had to satisfy New Jersey law which required that the Department of Education establish 'uniform proficiency standards' in the basic skills. It also required a test for high school graduation to be initially administered to students in the ninth grade.*

8. *The new system had to satisfy the Debra P. v. Burlington judicial decisions which required that:*

   a. *graduation tests had to reflect the material taught;*

   b. *students had to be provided fair warning and opportunity to prepare for a graduation test.*

In January 1983, Coaperman recommended to the State Board of Education the components of the new statewide testing system. Many alternatives had been considered including the use of commercially-developed normed-referenced tests, state-developed criterion-referenced tests, and combinations of the two. The recommended program

included a state developed ninth grade graduation test, called the High School Proficiency Test (HSPT). The HSPT would consist of reading, mathematics and writing criterion-referenced tests and would be designed to measure a higher level set of skills than did the MBS.

There would be no state-developed tests in other grades. Rather, districts would continue to be required to select and use in grades 3-11 the test which was most appropriate for their curriculum and satisfied technical criteria established by the Department. The Department would identify specific passing scores for each commercial test and would annually collect and make public each district's test results (percent passing) in grades three and six.

The use of both a state-developed test in grade nine and commercially-developed tests at all other grades had many persuasive advantages and best met the established principles. The advantage of the commercial tests were as follows:

1. *The tests districts chose would best match their curricula.*

2. *Commercial tests measure higher level skills than the MBS test and can be administered at every grade level, providing for a continuous assessment of student progress.*

3. *Commercial tests allow districts to compare their students' performance with that of students at the national level.*

4. *The use of commercial tests avoids overtesting or duplicative testing. It also reduces costs to the state without increasing costs to the districts.*

5. *In 1978 when the MBS program began, state-developed tests were needed at multiple grade levels because many districts did not have sophisticated testing programs which could be relied upon to provide valid and reliable data. Today, however, local programs do provide such information.*

;

While the arguments for using commercial tests in the elementary grades were persuasive, there were equally compelling arguments for using a state-developed test for grade nine. The major factor was the high school graduation law. It would be unfair to permit students to take different graduation tests because they attended different schools.

Many wanted the HSPT to immediately replace the MBS as the graduation requirement. However, the 'due notice' decision from the Debra P. v. Burlington case required that before a test was used to deny students a diploma, there had to be sufficient time for the students to be taught the skills. Because of this, Commissioner Cooperman and the State Board of Education agreed that although the HSPT would be administered beginning in 1983-84, it would not count for graduation until the 1985-86 administration. Thus, during school years 1983-84 and 1984-85, the MBS and HSPT were administered to all ninth grade students.

The major distinction between the MBS and the HSPT was in the skills measured by each. While the MBS measured rote learning, the HSPT measures skills students need to interpret what they read, solve practical math problems and write coherently. By contrast, the MBS reading test stressed literal comprehension while the HSPT measures inferential comprehension. The MBS math test required simple computation and one-step word problems while the HSPT math test requires students to respond to three- and four-step word problems, prealgebra and geometry. While there was no writing component to the MBS, there is one for the HSPT. The writing component of the HSPT consists of both a multiple choice section and, more importantly, an essay.

At the December 1985 State Board of Education meeting, Commissioner Cooperman recommended to the Board passing scores for the HSPT. More important than the actual passing scores are the anticipated i replications of the scores. In 1986, approximately 86,500 students will take the HSPT. It is estimated that about 42,000 students (48.5%) will fail at least one part of the test. However, as with the MBS test, students have four opportunities to pass the HSPT (in grades 9-12). It is expected that each year as the districts' curricula become more aligned with the HSPT-tested skills, the percent of students passing the tests will dramatically increase.

Considerable effort is now being directed to prepare students for the HSPT both at the state and district levels. As part of its HSPT initiative, the Department did not stop with developing a new, more rigorous statewide testing system. Rather, the Department went beyond its traditional regulating role and is now working with districts to develop and offer new programs to help prepare students for the HSPT. The Department has developed a variety of programs, training institutes, resource guides, pilot programs, demonstration projects, model programs and instructional materials for districts directed toward helping students improve their basic skills measured by the HSPT. Further, it has developed programs to improve student attendance, strengthen job training programs, discourage students from dropping out and offer alternatives to those who do drop out and reduce disruption in the classroom. Approximately $13 million has been committed for this effort, one of the largest of its kind in the country.

Although virtually no organization opposes the movement toward higher standards, certain groups are opposed to various aspects or implications of the program. The statewide organizations representing the principals and supervisors, school boards and teachers have expressed concern about the effect the program will have on dropouts, the need for increased funds for compensatory education programs, and the length of the 'due notice' period. The following points are pertinent to those concerns:

1. *That the test will lead to an increased high school dropout rate is speculative and not supported by the MBS experience. The state's dropout rate remained stable during the MBS years.*

2. *Students who fail tests at all grade levels (MBS, HSPT, commercial test) are to be provided with compensatory education programs. In 1985-86, the Department is providing districts $106 million in state compensatory education aid for remedial programs. In 1986-87, the total is expected to exceed $110 million. The Commissioner has requested an additional $49 million, for a total of $159 million, to address the increased needs anticipated during the transition from MBS to HSPT.*

3. *The organizations did not favor postponing the HSPT; rather they wanted to gradually increase the passing scores, arguing that there has not been sufficient time for the students to have been taught the skills. However, districts and students have now had a two and a half year preparation time before the first meaningful administration of the HSPT, and a six year delay before the test would affect the first graduating class (1988-89). Further, to lower the passing score from the recommended levels would serve to graduate students who were not as prepared as they should be.*

it is clear that the HSPT will parallel the MBS as a catalyst to reform education in New Jersey. It will be used for essentially the same policy and curricular purposes as was the MBS. However, the impact of the HSPT may be even greater than the MBS because of its increased rigor.

Conclusion

The concept of statewide testing changed significantly in New Jersey as the demands of the public changed. It is clear that the public is convinced that statewide competency programs are a legitimate means of effecting reform. Their confidence is apparent by the support for the movement in New Jersey toward a more rigorous form of program rather than an abandoning of statewide testing. Finally, even though the HSPT is still in its initial stages of implementation, plans are already being developed to someday replace the HSPT with a new graduation test at the eleventh rather than the ninth grade level. Thus, it is likely, at least in New Jersey, that statewide competency testing will continue to be an important component of the education system for many years.

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NEW YORK STATE TESTING POLICIES

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New York State Testing Policies

In 1985 New York celebrated the bicentennial of the University of the State of New York, which the name given to the totality of the State's schools, colleges, libraries, and museums, all regulated by the Board of Regents. Perhaps in no other State does the States board of education have such sweeping and enduring power over the State's educational and cultural institutions. The Rules of the Board of Regents and the Regulations the Commissioner of Education have the force and effect of law, and they are so extenive that there are few aspects of education, particularly elementary and secondary educ ation, that go unregulated.

Thus, was not surprising when, in 1865, the Regents created a system of State examination: n English grammar, spelling, arithmetic, and geography "to determine which schola in each academy are entitled, under the provisions of law, **to be** *counted in the annual apportionment of the literature fund" (Murray, 1881, p. 462). It appears that the acamies had been claiming enrollments that included large numbers of pupils who were yepared for academic study, and these numbers were reduced sharply by the impositilibies of the "Regents examinations. "*

The active "preliminary" had to be added to the name of the Regents examinations in 187 when a series of advanced examinations made its debut. The advanced exam i nation were designed, in the language of Chapter 425 of the Law of 1877, to "furnish a s able standard of graduation from said academies and academic departments of un schools, and of admission to the several colleges of the State" (Bradley, 1883, p. 36) The advanced Regents examination program still continues with examinations in mol than twenty high school subjects, but the preliminary examinations were discontinue 1959 because the literature fund had disappeared and the examinations, administered the end of grade eight, no longer served any useful purpose. Had they been retain they could possibly have made the introduction of competency tests unnecessary scant fifteen years later.

It is interesting to note that the State Legislature was involved in the creation of the advanced or high school Regents examination program. Perhaps the 1877 legislation was introduced at the request of the Board of Regents because, as a general rule, the Legislature does not interfere with the Regents, who preappointed by the Legislature, in matters pertaining to educational programs such as the recommended curriculum or the State testing program. Exceptions are made when the Regents take actions that are clearly unpopular.

Many testing programs have been introduced by the Board of Regents or by the Board's administrative agency, the State Education Department, since 1877. Some of these programs have disappeared and some continue. Among those that have disappeared are a variety of norm-referenced tests, first in reading and then in mathematics, science, and social studies. The tests were administered in elementary and junior high schools on an optional basis. Another test that has disappeared is the Regents Scholarship Examination, which was used to select the winners of undergraduate scholarships. Now the SAT and ACT are used for this purpose. The Regents Scholarship Examination was eliminated by the Legislature as a result of lobbying by the guidance counselors association. The association argued correctly that the same individuals would be identified as winners by the SAT and ACT, which all college-bound students take, so the State's examination is not needed.

Among the programs that continue is the Pupil Evaluation Program, which consists of reading and mathematics tests in grades three and six and a writing test in grade five. The tests are administered annually to every pupil in every public and nonpublic elementary school. Introduced in 1965 as a general assessment program, it now serves to identify pupils who are in need of remediation, which is mandated by the Regulations of the Commissioner. In the 1970s, a competency testing program was introduced, consisting of reading, writing, and mathematics tests that are administered in the high schools and preliminary competency tests in reading and writing that are administered in

grade eight or grade nine. Every student who receives a high school diploma must demonstrate competency in reading, writing, and mathematics. About one-half of each graduating class demonstrates competency by passing the competency tests, and the other half (the college-bound) do so by passing Regents examinations in English and mathematics or by attaining designated scores on the SAT or ACT.

This paper deals with elementary and secondary school testing programs, but it should be noted that other testing programs have been introduced by the Regents or the State Education Department and continue to function. These include a series of college-level examinations that allow individuals to earn college credits and eventually, if they choose, to be awarded a college degree by the Board of Regents. Also included are professional licensing examinations, graduate scholarship and fellowship examinations, and a high school equivalency testing program.

All this is by way of saying that the Regents and the State Education Department have a long and elaborate history of introducing examination programs to meet specific needs or to accomplish specific purposes. The tests that have disappeared have been, for the most part, tests that have been provided as a service to schools. Those that remain serve a regulatory function.

With a few exceptions, the State tests are developed by the State Education Department with the aid of consultants. Two separate testing offices (one in the elementary and secondary branch and the other in the postsecondary branch), the offices of subject-matter specialists, and professional licensing boards are involved in test development activities. Tests are clearly an important priority for the Board of Regents.

The current importance of testing was made apparent in the 1970s when the Regents competency testing program was introduced, and this importance has **been** *dramatically highlighted during the past few years. In 1984, the Board of Regents adopted the New York State Board of Regents Action Plan to Improve Elementary and Secondary Education Results in New York, on which work had begun well in advance of*

the flurry of reports criticizing the nation's schools. The Action Plan increased high school. diploma requirements? added to the elementary and middle school curriculum, and took other steps to "reform" the State's elementary and secondary schools. Not surprisingly, these other steps include a significant increase in the number of tests to be taken by New York State students. In a few years, students will be required to demonstrate competency in science and social studies as well as in reading, writing, and mathematics to receive a high school diploma. Three new competency tests will be added, one in science and two in social studies. In addition, a new science test will be administered in grade six, and new social studies tests will be administered in grades six and eight. Foreign language proficiency examinations will be administered in the middle grades. Tests in as many as 40 occupational education courses will be added, and there will be two high school Regents examinations in social studies where there is now only one.

From the beginning of the high school Regents examination program in 1877, the State has issued a Regents high school diploma to students who pass certain of the Regents examinations and earn several more units of credit than are required for a local diploma. The Regents diploma has always been seen as more prestigious than a local diploma, although there is no practical difference between the two types of credentials. No college requires a Regents diploma for admission. Under the Action Plan regulations, the number of Regents examinations that a student must pass to receive a Regents diploma has been greatly increased.

Perhaps the most unique feature of the Action Plan is the Comprehensive Assessment Report. Each fall the State Education Department will provide public school districts and nonpublic schools with a compilation of its State test results for the past three-years, coupled with other statistics such as dropout and attendance rates, average class size, enrollment by race or ethnic origin, socioeconomic indicators, pupil mobility rate, and similar items. All of the data are reported routinely to the State Education Department during the course of the school year, but the Comprehensive Assessment

Report organizes the data together with explanatory text. Under the Action plan regulations, the superintendent of each public school district must present the district's Comprehensive Assessment Report to the board of education at a public meeting. The reports serve as a public record of accountability, and the Regents believe that the debate and discussion stemming from the school board's review of the report is the best means of bringing about programmatic changes.

In the past, many newspapers have obtained test results, particularly for the Pupil Evaluation Program, in order to publish stories comparing school districts. Now, however, a tremendous amount of data is readily available. (The first Comprehensive Assessment Reports were prepared in October 1985 and had to be presented to school boards prior to December 15.) Many more newspapers are publishing comparative data, and the articles are far more extensive than they have ever been before. This is clearly what the Regents intended.

The Comprehensive Assessment Report by itself would have been an effective means of stimulating local school improvement efforts. Linked to the report, however, is a requirement that the Commissioner of Education identify 600-900 low performing schools that will be required to develop and submit comprehensive school improvement plans. It is the intent of the State Education Department to work with these schools in the development of their plans and in their improvement efforts. The names of these schools were widely publicized by the media, as anticipated.

It is apparent from the Action Plan that the Board of Regents and the State Education Department view the State testing program as a powerful tool for insuring compliance with the Commissioner's Regulations, for bringing about change, and for improving the quality of education in New York's schools. There are, after all, few other tools available and none so effective.

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OREGON STATE TESTING POLICIES
PAST AND PRESENT

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Oregon State Testing Policies Past and Present

Over the past twelve years educational policy in the State of Oregon has had a strong emphasis on the use of testing information. In the early 1970s Oregon was the first state to require students to demonstrate minimum competence in basic skills in order to graduate from high school. A state-administered testing program has also been in place since 1974. This program has conducted an assessment of reading, writing and mathematics at Grades 4, 7 and 11. The assessment has been conducted with about a 15 percent sample on a 2-4 year cycle. Finally, since the mid-1970s the state has required local districts to assess individual students in the basic skills to determine their instructional needs and to evaluate instructional programs. Appendix A contains the standards that describe the requirements for minimum competence compliance, individual student assessment, instructional program assessment and the state policy for the state testing program. The emphasis of these policies was on a strong local determination of the outcomes to be assessed and the particular assessment tools to be used. The state's assessment program was more focused on looking at state performance trends on consensus educational goals.

The policy orientation outlined above was the state's official stance until the fall of 1983 when Verne Duncan, the State Superintendent of Public Instruction, proposed a series of new policies. They included:

- *Establish a state-required curriculum in all basic academic programs, kindergarten through grade 12.*
- *Assessing all students in grades 3, 6 and 10 in basic skills.*
- *Establishing a state 8th grade examination for all students as they complete their grade school program with an individual program designed for students not passing the test.*

These proposals were presented to the State Board of Education, which is responsible for setting educational policy and requirements or standards for local districts. The State Board and Superintendent commissioned a series of task forces to review the Superintendent's proposals. These task forces consisted of teachers, administrators, university professors, business leaders, and school board members. Fro m the recommendations of the task forces, the State Board generated the Oregon Action Plan for Excellence, which. was adopted on June 28, 1984. A copy of the plan is included in Appendix B. This plan parallels the State Superintendent's initial proposal on testing but changed the grade levels to 3, 5, 8 and 11, and did not require an individual plan for students not passing the grade 8 test.

The initial challenge to this plan came when funds were requested for its implementation from the 1985 state legislature. Although the Governor supported the plan and its funding, the legislature was less impressed. There appeared to be a number of groups influencing the decision. The first key influence came when the Senate Education Committee recommended to the Ways and Means Committee that no funding be allocated for the testing portion of the plan. They listed as their reasons that the plan was not thought out well enough and they opposed the potential use of state testing information to compare local schools and districts. The groups that gave input to the Senate Education Committee included representatives from local school districts, the Oregon School Boards Association, the Confederation of Oregon School Administrators and the Oregon Education Association. The hearings before the Ways and Means Committee indicated that the attitude of the members of this committee were similar to the Senate Education Committee. The Ways and Means Committee also seemed to be committed to providing additional funding to higher education and there did not appear to be any funds left for additional elementary and secondary 'programs.

The inability of the Oregon Department of Education to obtain funds for their state testing program postponed the implementation of the Oregon Action Plan for Excellence. However, the Department was able to reallocate funds to support the development of the common curriculum goals proposed by the State Superintendent. In addition, the testing requirements for local districts are under review with changes to reflect local testing programs addressing individual students and programs related to the state's common curriculum goals. These changes could impact local testing programs, even if a state testing program was not implemented. These proposed new requirements are included in Appendix C.

Oregon has long had a reputation of strong local option in education. The state has played the role of providing broad general direction with local districts having many options for implementation of these requirements. This orientation has led to a wide variation in the programs that have been implemented by local districts. The larger districts have more consistently developed extensive testing programs. For example, the two largest districts, Portland and Salem, have developed their own tests to meet the requirements of the state. One of the big concerns by these districts is that the state's testing program will replace their own programs, taking away their control. On the other hand, small districts, which is the vast majority of districts in the state, have testing programs that are limited to publishers' tests. (There are six or seven publisher tests used in the state with no one test having a majority of use.) In a survey taken by the Department in the Spring of 1985, 85 percent of the larger districts opposed a state testing program that required the testing of all students at selected grade levels. However, 76 percent of the smaller districts supported the establishment of such a state testing program. There is an obvious split between smaller and larger districts in their support for a change in the state's testing proposals. However, the larger districts have more influence with the legislature.

The State Superintendent and State Board of Education have continued to work on furthering their intention to implement a state testing program. Since the legislature refused to fund the testing program, they have been active in preparation for the next session. The two major activities have been to develop anew policy for the state testing program and to revise their long range plan (see Appendix D). One change in their plan has been to include in their program a state minimum competency testing program for graduation for high school. Many local districts questioned the relationship between the state test at the high school level on the state's common curriculum goals and the requirements that local districts must assess student competence for graduation. The Superintendent and State Board have resolved the problem by recommending that the state's common curriculum goals should be the basis for determining if students have the necessary skills for graduation.

Another change in the plan was to allow local districts to administer a test from a list of approved tests at grades 3 and 5. The tests on the approved lists would represent major tests available to school districts that match reasonably well the state's common curriculum. This would allow local districts to continue to use the major tests being used by districts now. This approach was recommended by representatives from local districts and received support from some of the educational political organizations such as the Oregon School Boards Association and Confederation of Oregon School Administrators. The tests on this list would be scaled to a common scale, allowing for the results from these different tests to be combined. This approach was recently recommended by the Center for the Study of Evacuation as a means to compare test results among states.

Another development since the last legislative session has been the formation of an interim legislative committee to study educational reform in the state. This committee will be meeting during the spring of 1986. One *of the topics possibly under consideration is the state testing program. The leaders of the House of Representatives and the Senate have expressed a concern over the Oregon legislature's lack of action on educational*

reform issues. This committee will make recommendations to the next legislative session which meets again in the spring of 1987.

The course of the future of state testing in Oregon is yet to be determined. There are obviously a lot of political groups that can influence the future direction. However, the state legislature with its control over funds has the biggest impact on the State Department of Education's proposed testing program. Until all the pieces fall into place, it will be impossible to predict what will happen.

Oregon — Appendix A

Standard 316(2)	*Competence Requirements*
Standard 602	*Individual Student*
Standard 606	*Instructional Program*
Board Policy 3125 Improvement (Old Policy)	*Assessment and Program*

Appendix A

Standard 316(2)

(2) Competence Requirements
- *(a) Each student shall demonstrate competence in:*
  - *(A) Reading*
  - *(B) Writing*
  - *(C) Mathematics*
  - *(D) Speaking*
  - *(E) Listening*
  - *(F) Reasoning*
- *(b) Student Competence:*
  - *(A) Shall be verified by measurement of student knowledge and skills or measurement of student ability to apply that knowledge and skill;*
  - *(B) May be verified through alternative means to meet individualized needs; however, the school district's standard of performance must not be reduced; and*
  - *(C) When verified in courses, shall be described in planned course statements; challenge tests and/or other appropriate procedures for verification of competencies assigned to courses must also be available.*
- *(c) In developing curriculum and criteria for verification, school districts should be guided by levels of performance required in life roles.*
- *(d) Competence in reading, writing, mathematics, speaking, listening and reasoning shall be recorded on students' high school transcripts. Competence, when verified prior to grade 9, shall be recorded on high school transcripts.*

Standard 602 Individual Student

The school district shall assure that educational programs and services support all students as they progress through school. It shall:

(1) *Identify each student's educational progress, needs, and interests related to:*
- *(a) Basic skills attainment of the knowledge and skills expected of students at each grade, K/l through 8,*
- *(b) Completion of graduation requirements, and*
- *(c) General educational development;*

(2) Provide instruction consistent with the desired achievement considering the needs and interests of each student;

(3) Maintain student progress records; and

(4) Report educational progress to parents and students at least annually and as appropriate in
- *(a) Basic skills attainment,*
- *(b) Achievement toward the fulfillment of graduation requirements, and*
- *(c) General educational development*

Standard 606 Instructional Program

The school district shall maintain a process for evaluating and improving instructional programs. It shall:

(1) Assess student performance annually in reading, writing and mathematics in at least two elementary grades and one secondary grade;

(2) Assess student performance on selected program goals in at least language arts, ma the matics, science and social studies in two elementary grades and one secondary grade, prior to the selection of district textbooks and other instructional materials under rule 581-22-520 of these standards;

(3) Utilize appropriate measurement procedures in making such assessments and report results to the community;

(4) Identify needs based on assessment results and establish priorities for program improvement; and

(5) Make needed program improvement as identified in the needs identification process.

Board Policy 3125 Assessment and Program Improvement

To determine the status of student achievement in areas related to State Board goals, student performance shall be assessed statewide and other types of data shall be reviewed. These data are to be analyzed for discrepancies between actual and expected levels of performance. If significant discrepancies exist, they will become a basis for Board priorities. Statewide assessment also is designed to provide information useful to school districts in making needed program improvements.

Oregon — Appendix B

Oregon Action Plan for Excellence

Oregon Action Plan for Excellence

Adopted by
State Board of Education
June 28, 1984

Introduction. . .

Americans live in a world characterized by accelerating social change which carries profound implications for education. While we Oregonians are justifiably proud of our public school system, we cannot afford to rest on what has been achieved to date. If we do, we can no longer assert *that we* are doing the job of preparing our children to cope with the demands they will encounter as adults in the 21st century. The schools of Oregon must equip students to be adaptable and self-motivated learners, able *to* acquire new knowledge and skills long after formal schooling is completed. The Oregon Action Plan has been *developed* in response to these concerns.

Why Make Changes Now?

Recent studies have shown that students in Oregon perform better than students nationally on basic skills tests, have higher levels of achievement as they leave high school, and those entering higher education are better prepared than students nationally. Students in Oregon who have prepared to enter the labor market directly also get gpod grades on their performance as new workers. The general level of education in the state is greater than the average across the country. Students in *the* schools tend to feel good about the education they are receiving and find schools to be an enjoyable and safe place to be.

Although schools in the state should be proud of such accomplishments, there is room for improvement. The future will demand that Students be lifelong learners, adapting to new job requirements, technological developments, and societal changes. A recent national study indicates that high *school* graduates who enter the work force directly need virtually the same skills and abilities as those going on to college. The fundamental skills of oral and written communication, problem solving and comprehension of written and mathematical information are needed for success in adulthood.

In Oregon, evidence points to similar conclusions. Employers have indicated that employees will need to be retrained as many as five times while working in one company. Furthermore, Oregon employers feel that schools must help all students in applying their school experience to real life situations and In developing skills and knowledge which enable them to solve problems on the job.

Another indicator of the need for school improvement is the concern that Schools are losing too many students before they graduate. Also of concern is the percentage of Oregon students entering college who must take remedial courses in math and English. Adapting instruction to the learning needs and characteristics of individual students must be educators' highest priority if such problems are to be alleviated.

Excellence for Every Student

The goal of the Oregon Action Plan for Excellence is to bring about the highest levels of performance and satisfaction of all students. Excellence is possible when learners are challenged to go beyond assumed limits and develop their talents and abilities to the utmost. Educators and parents must set high expectations for learning and, in turn, provide learning opportunities and support necessary for each student to meet those expectations.

Our student population has changed dramatically over the past 30 years. Family mobility, cultural diversity, and the need to serve the handicapped have increased the complexity of the schools' responsibility. However, when education is truly excellent, it does not vary in quality because of such variables. The State Board and Superintendent believe the goal of excellence for every student represents the highest form of commitment to equity in education.

Empowering the Schools

Actions to bring about excellence in education must focus on empowering schools to adapt instruction to the needs, learning styles and learning rates of individual students. Furthermore, such instruction should be directed toward mastery of understood and agreed-upon goals for learning. The energy and efforts of both teachers and *students* must be primarily oriented around achieving the fundamental learning skills and knowledge which establish a foundation for academic, occupational. and life success.

Skillful, competent teachers are the key persons in the schooling process. Actions on the part of school principals and others must support and enhance *the* capabilities of teachers to develop the

talents and abilities of all learners. The principal's role is to provide school leadership, to coordinate the instructional program, and to create the climate and Capacity for the self-direction and self-renewal necessary to achieve excellence.

The school board administrators. other district personnel (certlficated and classified), and community groups all play important roles to support the key partners in the learning process-the student, the parent and the teacher. State, regional and local agencies need to assist local schools in doing their job by providing guidelines, models, research information, technical assistance, Support networks and financial resources.

Underlying Commitment

The Oregon Action Plan for Excellence establishes a framework for responding to the problems and challenges described above, building upon the existing strengths of the school system.

The State Board of Education, the State Superintendent of Public Instruction and the Department of Education are committed to support educational excellence and effective stewardship of public funds in partnership with focal efforts. Incentives, assistance, encouragement, resources and flexibility will be provided to the maximum extent possible. Meanwhile, a stable and adequate system of school finance is essential. The commitment of the State Superintendent and the State Board to work with the Governor, Legislature and others toward this end is set forth as a primary strategy in this plan.

From the 1970s to the 1990s

More Than a Decade of Progress

Since 1972. the State Board and Department of Education have been moving toward a system which focuses on student learning as opposed to he earlier emphasis on methods and means. The Oregon Action Plan for Excellence fits into a logical progression toward a student-based educational system that evolves through cycles of self-correcion and improvement. Simply stated, the system will specify the results to be expected, periodically measure performance, take corrective action and begin the process again.

Setting Goals for 1990

While excellence is a worthwhile goal in the abstract, the Action Plan has been developed with he expectation of specific results which can be been by our citizens and through which the performance of the state's educational system can be judged. These goals will specify, for example," that by 1990 there will be significant improvement in:

. school productivity

- student achievement in the basic skills

. employer and community satisfaction with students and schools

- student and parent satisfaction with schools

- school climate, as evidenced by less vandalism, class interruptions and absenteeism

- a reduced student dropout rate

The success of the Action Plan will be measured by how well these and other results are achieved.

Agreeing on Policies which Support the Goals

To *guide* Oregon schools in achieving the goals specified above. the State Board of Education has established the following policies for the Action Plan—

It is the policy of the State Board of Education and the Department of Education to:

- Establish standards for public schools designed to enable all students to successfully prepare for adult life after high school.

- Establish clear and high learning expectations for all students, allowing flexible means for students to achieve these expectations.

- Increase the capacity, incentives, and support for school and program improvement to ensure the best possible learning situation for students.

. Assure Oregonians of the quality of their public schools.

"The Department will assemble a task force to develop these goals, and acquire *baseline data* to ascertain progress toward the goals.

A Framework for Action

Initial efforts to implement the Board's broad policies have been recommended by eight task forces which represent all major "stakeholder groups" in Oregon education. The work of these task forces was grounded in research on school effectiveness and organizational behavior tested by the practical experiences of teachers, administrators and community representatives. The action statements—which describe the work to be done–are set forth in the following pages.

The Oregon Action Plan for Excellence establishes basic expectations for all Oregon schools. Where excellent programs already exist, they will be encouraged to continue and grow. At the same time, the plan establishes a framework for action to encourage local school districts to move far beyond basic requirements to provide excellence in education for all students.

Actions for Excellence

1.0 Defining What Oregon Students Should Learn

1.1 Define the State Common Curriculum

The Oregon Department of Education, working with local school districts and higher education institutions, shall define the required common curriculum goals for elementary and secondary schools in terms of the learning skills and knowledge students are expected to possess as a result of their schooling experience. Goals will be specified at selected checkpoints.

Curriculum goals for all students shall be specified in:

(a) Learning skills: reading, writing, speaking, listening, mathematics, critical thinking, scientific method, and study skills.

(b) Knowledge and skills in: art, health education, language arts, mathematics, science, music, physical education, social studies, career development, personal finance, economics, and computer literacy.

Local school districts, with assistance from the Oregon Department of Education, shall be responsible for organizing the curriculum and delivering instruction to achieve the common curriculum goals.

1.2 Provide a Comprehensive Curriculum

Local school districts, with assistance from the Oregon Department of Education, shall provide a comprehensive instructional program beyond the common curriculum to advance each student's personal, educational and career goals.

The program will include opportunities for experiences in the visual and performing arts, foreign languages, vocational education and other applied arts, and advanced courses in the areas covered by the common curriculum.

Rationale

The statutory responsibilities of the State Board of Education are clear with respect to its role in establishing "'a sound comprehensive curriculum. with particular emphasis on the highest practical scholarship standards . . ." (ORS 326.051). **The guarantee of a high quality educational program for all students forms the cornerstone of the state's role in public education.**

By taking a stronger role in defining expectations for student learning, the State Board and Department intend to: (1) provide leadership in establishing educational standards commensurate with the challenges today's students will encounter in the future; (2) focus public attention on the essential outcomes of schooling that are expected of all students; and (3) mobilize the energies of Oregon educators to provide learning experiences that motivate and engage all students.

It is recognized that an overly prescriptive approach to curriculum policy would deny schools the flexibility and capacity to capitalize on the **inventiveness of teachers, principals and other instructional leaders. As research on effective schooling practices indicates, a strong commitment to school improvement depends in large part on the degree of local "ownership" of curriculum decisions and instructional practices. Thus, the intent is to define learner expectations in ways that allow for a variety of instructional approaches and options for local curriculum design. Nevertheless, the state will test students' attainment of the skills and knowledge expected at the major transition points in schooling to assure that learning expectations are being met.**

Suggested Timeline

1984435 ***Develop*** **common** ***learning skills***

1985-87 ***Develop common curriculum in language arts, math, science, health, and foreign language***

1987 & ***beyond Continue*** **to** ***develop*** **comprehensive** ***curriculum guidelines in advance of state textbook selections***

2.0 Increasing Expectations and Incentives for Student Achievement

2.1 Increase Graduation Requirements

The State Board of Education shall raise the standards for graduation from high school by increasing the units of credit required of all students from 21 to 23 in the following areas of study:

4 units of. English

2 units in mathematics

2 units in science

1 unit in United States history

1 unit in government and **economics**

1 unit in world history, geography and culture

1 **unit in health**

1 unit in physical education

1/2 unit in career development

1/2 **unit in personal finance**

2 units of required electives in: vocational education/applied arts, visual and performing arts or foreign language

7 additional electives

With expectations of increased performance levels, schools must be increasingly prepared to meet individual learning needs and abilities. Alternative methods for meeting graduation requirements may be planned for the individual student. Methods to *be* **considered by local school districts include:**

(a) Challenge tests for specific courses

(b) Demonstrating achievement of specific goals through other educational and life experiences.

2.2 Establish an Honors Diploma

In order to challenge students to strive for educational excellence the state shall award an "honors" diploma to high school graduates meeting the following criteria:

(a) A grade point average which indicates superior achievement

(b) Demonstrated excellence in achievement in one or more of the following:

(1) academic areas

(2) vocational/applied arts

(3) visual or performing arts.

Rationale

Raising the number of units required for high school graduation signifies that more effort is expected of high school students, particularly in the subject areas of English, math and science. The complaints of employers and college officials that high school graduates lack skills in writing, mathematics and logical thinking adds legitimacy to increasing course requirements in these areas. Also, findings of the National Assessment of Educational Progress for 17-year-olds indicate that many high school students are poorly prepared in the fundamentals of literacy and numeracy, as well as in higher-order reasoning skills. "

Strengthened graduation standards must not lead to accelerated dropout rates, however. The challenge to Oregon's secondary schools is to employ instructional practices and use new technologies to help all students succeed in meeting the revised graduation requirements.

In establishing a state honors diploma, the intent is to motivate students to strive for higher levels of educational achievement, recognizing not only superior performance in traditional academic subjects, but also in vocational and artistic areas.

Suggestad Timeline

1984-85	***Consider and adopt changes in high shool graduation requirements***
	. Establish state honors diploma for the class of 1985
1985437	***Provide*** **assistance** ***with optional ways to meet requiremants***
1987 & beyond	***Evaluate impact of changes in graduation requirements***

3.0 Measuring and Assessing Student Performance

3.1 Establish Standards and Measure Performance

The State Board of Education, with the help of local districts, shall establish standards and measure student performance at grades 3, 6, 8 and 11 on selected goals in the learning skills and knowledge specified in the common curriculum.

Most school districts currently have a local testing program in place. Every effort will be made to build the statewide testing program on existing excellent programs.

3.2 Require Local Testing Programs

Local school districts **shall develop and implement programs for continuous monitoring of student progress toward the learning skills and knowledge specified in the common curriculum so that students can be assisted in making steady progress toward meeting the curriculum goals.**

Models will be developed by the Oregon Department of Education for districts needing assistance in establishing the local testing program.

3.3 Assess Performance of Eighth Grade Students

The test to be administered to all 8th graders will assess students' success in mastering the skills and knowledge necessary to be successful in high school.

All tests used by the state in assessing student performance will be developed or selected cooperatively with representatives from local districts.

3.4 Monitor Academic Performance of Oregon Students

The Oregon Department of Education will monitor the academic performance of Oregon students by gathering assessment data from local school districts and reporting statewide results to the public.

Rationale

Accurate information on student achievement of the learning goals defined by the state serves a number of purposes: (1) such test results reinforce the common curriculum, particularly when publicly reported; (2) **information on the general pattern of student strengths and weaknesses provides guidance for improving curriculum and instruction;** *(3) data on individual student* **performance informs decisions on meeting learning needs, such as placement in programs designed to alleviate skill deficiencies; and (4) test results provide the public with an accurate accounting of how well students are achieving.**

The proposed **approach to statewide assessment will have a direct impact on education in Oregon because it will** send **a clear message to local boards and educators about expectations for learning, while allowing districts the freedom to determine how students progress toward them. Districts should begin to align curriculum 'and instruction with these standards, continuous monitoring of student performance should occur (beginning in the primary grades), and students should be assured of learning necessary skills as they progress toward the standards.**

Suggested Timeline

1984-85	***Field test basic skills test for all 8th grade*** **students, Spring 1985**
1985-87	***Annually test 8th*** *grade* ***students and field test assessment instruments at other grade levels***
1987 & ***beyond***	***Conduct annual testing in areas of common /earning and provide tests for program evaluation matching*** the ***curriculum revision and textbook selection schedules***

4.0 **Improving the Effectiveness of Teachers and Administrators**

4.1 Develop Performance Evaluation Systems

Local school districts shall improve the effectiveness of performance evaluation systems for all teachers and administrators.

4.2 Establish Staff Development Programs

Local school districts shall develop and implement effective staff development programs related to district evaluation systems and school improvement plans.

4.3 Provide Assistance

The Oregon Department of Education shall provide assistance in efforts to improve the effectiveness of teachers and administrators by:

(a) developing models for staff compensation which recognize contributions to improved program and school performance, or assumption of increased responsibilities (e. g., career ladder plans)

(b) developing models for staff evaluation and staff development

(c) providing workshops, training and other staff development efforts

(d) developing a plan for seeking funding for scholarships and subsidies to encourage outstanding graduates to enter the teaching profession

(e) working with higher education to strengthen teacher and administrator training programs

(f) supporting research, development and dissemination activities focused on effective instruction.

Rationale

The quality of teachers is a concern that surfaces frequently in surveys of public perceptions of the schools. For example, in the 1983 annual Gallup poll on education, "difficulty getting good teachers" and "teachers' lack of interest" ranked fifth and sixth among the major problems confronting public schools. Quality of teaching was given a grade of C or below by 45 percent of the national sample. The survey also indicates public dissatisfaction with the level of teachers' salaries and the predominant compensation system. By nearly a two-to-one margin, the public favored basing a teacher's pay on the quality of his or her work, compared with paying all teachers on a standard-scale basis. Clearly, public regard for education hinges in large part on the perceived effectiveness of school personnel.

Many effective teachers and administrators in Oregon are committed to increasing their professional knowledge and skills. While these persons should be saluted, the State Board and Superintendent also believe the quality of instruction and school administration throughout the state can be enhanced by providing greater direction and opportunities for improvement.

The actions listed above address the following issues and concerns:

. Nonsystematic or incomplete planning of evaluation and staff development.

. Cursory or formalistic evaluation rituals which result in no improvement in personnel performance.

. Unclear definitions of quality teaching or effective administration.

. All personnel not being evaluated, with many having little or no expectation of being helped by the process.

. Requests for help from teachers seen as admissions of weakness by some colleagues and administrators.

. The general feeling, supported by an inadequate compensation system and lack of growth opportunities for individuals, that an educational career will not *be* rewarding or worthwhile.

Solutions to these problems are not sought through formal mandates; they're more likely found in strong local evaluation systems, continued staff development *and* adequate compensation systems. The state's role is to provide leadership to promote high standards of quality in teaching and to assist districts in developing and implementing systematic evaluation and staff development programs.

suggasted Timeline

1984-85	*Begin to develop and field teat model evaluation, compensation and staff* development programs
1985-87	*Develop,* evaluate and provide *models, guidelines assistance*
1987 & beyond	*Continue* to provide technical assistance and update *models* and *guidelines*

5.0 Improving School Effectiveness

5.1 Establish Educational Standards

The State Board of Education shall redefine the educational standards used to evaluate schools and districts, with an emphasis on student performance.

5.2 Monitor State Standards

The Department of Education shall monitor the performance of Oregon school districts in meeting state standards and provide technical assistance to those districts needing help in meeting standards.

5.3 Develop School Profiles

In addition to the standardization program, the Department of Education shall furnish each school district with periodic school profile to assist the district in its efforts for improvement. Profile information shall describe the school 'and its performance. The state will describe the basic format and content with opportunities given to districts to add information of local interest.

5.4 Give Recognition for Excellence

The Department of Education shall develop a plan for recognition and awards to schools and districts for outstanding and exemplary educational programs which contribute to excellence for Oregon students.

The Department of Education shall develop a plan for recognition and awards to individuals throughout Oregon who have made outstanding contributions to student achievement and educational excellence.

5.5 Encourage Local District Initiative

In order to encourage local district initiative in striving for excellence, the Department of Education shall:

. Develop plans for freeing districts from the constraints of standards which may inhibit creativity and initiative in developing innovative plans of action.

• Provide incentive, assistance and encouragement to a few districts willing to probe the frontiers of knowledge and practice.

Rationale

A commitment to continuing self-renewal and improvement is the hallmark of effective schools. A major ingredient in school improvement is the systematic monitoring of information on key performance variables, using such data to detect potential problems and taking corrective action. The intent of the actions listed above is to increase the capacity for local improvement by providing tools (e.g., school profiles), technical assistance and incentives.

The State Board and Superintendent recognize that meaningful efforts to improve school effectiveness originate from within the local system, as opposed to being externally directed or mandated. Thus, the Department will focus its efforts on assisting districts to make effective use of school performance data and providing incentives and support for innovative practices.

Suggested Timeline

1984-85	*Revise state standards* to be *consistent with Action Plan*
	Develop and test profile, evaluation and school improvement models
1985%7	*Recognize* and reward excellence *and improve profile, evaluation and school Improvement models*
1987 & beyond	*Substitute school and program performance evaluation for much of the traditional evaluation* of the *means of schooling as the basis* for *standards compliance and school improvement*

6.0 Increasing the Use of Educational and Communications Technology

6.1 The Department of Education shall plan and direct statewide activities to:

(a) Provide technology-based instructional materials by locating and distributing existing materials through a clearinghouse on educational" technology and through the development of high priority new materials. Also, provide guidelines to assist schools in evaluating software designed for instructional delivery and management.

(b) **Establish a comprehensive, readily-accessible, statewide communications network for education.**

(c) Encourage the establishmentof partnerships among individuals, industries, school districts, and community college districts to pursue appropriate uses of technology in education.

(d) **Develop guidelines for evaluating new technologies and providing models and training for educators to better understand the appropriateness of technology, and how it may be incorporated with other media in the instructional program.**

(e) Assure that all students in Oregon have equal access to all available technology-based instruction, including instructional television and computer-based instruction.

6.2 The State Board of Education, working with all other appropriate state agencies, shall establish a council on educational technology to coordinate efforts to apply educational technology in Oregon schools.

Rationale

The use of technology in education can substantially contribute to educational excellence in Oregon by assuring the development of human potential: by providing equitable access to educational resources across the state; by providing equal opportunity for all races, ethnic groups, economic groups, and both sexes; and by freeing staff and administrative personnel to attend to what is educationally essential. However, introduction of technology into education requires the simultaneous development of three interdependent aspects: compatible hardware; effective, relevant software; and skillful staff. Any one of these alone is useless without the others. It is important to ensure that harmony, balance, human values, and equity are included as we develop these new tools for education.

However, in the fall of 1963, there was approximately one computer for every 75 students in grades kindergarten through 12 in the state. Although this ratio may be sufficient to provide students with an experience using the computer, it does not allow students and teachers to incorporate technology into the classroom. In addition, only about 30 percent of the teachers in the state feel literate in the use of technology. These factors, along with the need for more and better software, make the use of technology for delivery and management of instruction a long-term goal that will require continued cooperative efforts in supplying the technology and developing skills to use it.

Suggested Timeline

1984-85	*Take initial steps to establish an electronic network and clearinghouse for* **technology**
1985-87	*Provide models. guidelines and training and increase courseware available for use with technology*
1987 & beyond	*Assure* ***all students use*** **and** ***understand the impact of technology in their personal,*** **social** ***and work lives***
	Assure teachers are able to use technology to manage and deliver instruction

7.0 Improving the Use of Instructional Time

7.1 Use Existing Time More Effectively

The Department of Education shall provide leadership, incentives, assistance and regulatory flexibility to encourage school districts to use existing instructional time more efficiently and effectively.

It is the mutual responeibililty of local and state agencies to free classrooms of interruptions and find creative approaches to more productive daily, weekly and annual school schedules and calendars.

7.2 Establish Minimum Instructional Days

The school district shall provide a minimum of 175 days of instruction annually. Time lost for temporary closures must be rescheduled by the school district.

Guidelines for length of the instructional day will be developed by the state.

Rationale

Several research studies in education have shown that the amount of time spent instructing students has a direct effect on how much students learn. This simple relationship has very significant implications for schools. Unnecessary interruptions rob students of the opportunity to increase their knowledge or skill.

In addition, studies have indicated that the relevance of what is learned and the quality of presentation contribute to learning. Consequently, it is imperative that schools protect the time available for instruction and ensure it is quality time as well. Through an analysis of current practices, schools should be able to identify where potential problems exist. Also, the sharing of effective practices can assist schools to find better ways of allocating and utilizing instructional time.

Suggested Timeline

1984-85	*Develop awareness guidelinas and assessment tools for increasing productive use of time*
1985-87	*Consider rule changes for the* **175** *day school year* **and** *continue to work for reduction of classroom interruptions*
1987 & **beyond**	*Find, share* **and promote creatuve ways to** *use time*

Strategy for Action

To carry out the plan, we propose a long-range, three-part strategy. The rationale for each strategy is presented below, along with some suggested next steps. The strategies are:

1. Providing Stability in School Finance

The most important ingredient necessary to enable schools to focus energy and resources to the achievement of excellence is a stable financial structure. Students, parents, teachers and administrators must not have their energy and time drained wondering whether school will open. No Oregon school should have to close its doors because of an unstable finance system. Incentives for effectiveness and productivity, however, would assure prudent stewardship of public funds.

Next Steps Include:

- Request the Governor to establish a blue ribbon committee to examine and recommend improvements in state policies and practices for financing schools and the tax structure to support such improvements.

2. Supporting Excellence

2.1 Assistance for Excellence

Many schools will require technical assistance, incentives and encouragement in striving toward excellence. The state has an important role in seeing that this support is available and accessible at a reasonable cost.

The state must also recognize and provide incentives to schools willing to introduce and test improvements which demonstrate cost-effective ways to obtain higher student and school performance.

Sufficient kinds of assistance and access to them will be possible only if we carefully use state and local resources, both public and private. Tax incentives, nonprofit foundations and cost-recovery enterprises all have the potential to multiply available and new resources to provide for the information, training and material needs of the schools.

Next Steps Include:

- Clarify the Department's role in providing leadership, direction and coordination of assistance for school improvement.

- Determine me feasibility of establishing • n Oregon foundation for excellence to obtain private funds for research, development and evaluation related to me improvement of school effectiveness and productivity.

- Determine me feasibility of • stablishing as a nonprofit public corporation, art Oregon center for instructional technology.

2.2 Partnerships for Excellence

Special bonds of cooperation must be fostered between schools • nd their communities to serve ma best interests of students. me schools • nd ma community as a whole. Groups • t the local, regional, • nd state levels must join forces in to achieve • xceffenca.

The state can recognize • nd support technical assistance centers in providing information snd assistance directly to schools or through districts, ESDs OT consortiums.

Regional and state consortiums and networks can emerge or be organized to provide fiscal, moral or technical support to meet school problems in the most effective and • c$ant way

Next Steps Include:

- Involve existing advisory committees In the planning and implementation of me action plan • nd create new advisory committees • s appropriate.

- Establish state • nd local education • nd work Councils

- Establish state policies which support the development and maintenance of technical assistance centers and regional school improvement consortiums.

- Establish a telecommunications network to reduce paperwork and enable educators to gain access to technical information files pertaining to curriculum, test items, and textbook and computer software evaluations.

2.3 Removing Barriers to Excellence

The Oregun Action Plan for Excellence holds a vision for assuring a quality education for all. That vision is referenced to what students must learn and what school should be like as we prepare for the next decade and approach the 21st century. (The graduating class of 2000 will enter kindergarten in 1987).

If schools are to be centers for improvement, all others at the local and state level must be certain that unnecessary constraints are eliminated. Until the elements of the proposed action plan are in place and operating, however, the state and local school districts may need to maintain the current level of control over the means of schooling. As the plan unfolds, those controls can be modified, reduced or eliminated to release the creativity, ingenuity and initiative of the students, staff and community of each school to reach excellence.

Next Steps Include:

- Examine all existing and proposed statues and rules to eliminate barriers to effectiveness and productivity improvement.

2.4 Financing Proposals for Excellence

Some of the proposed improvements can be accomplished by reordering priorities for the use of existing local and state human and fiscal resources. Where new mandates require start-up or continuing costs, new state funds will be necessary. In addition, appropriate existing state and federal funds must be used to supplement local efforts.

The plan will require new partnerships to multiply resources. Efforts must be made to provide appropriate tax incentives for business and industry or to establish foundations and cost-recovery enterprises

Next Steps Include:

- Submit special budget requests for the 1985 legislative assembly.

- Structure Department staff and budget to meet needs of the Action Plan.

- Plan for and recognize the significant in-kind contributions of state, regional and local agencies.

- Propose legislation authorizing tax incentives for business and industry to provide equipment, for training personnel, and for teachers to gain industrial experience.

3. Planning and Guiding Programs for Excellence

State and local educators as well as public members must join in monitoring and adjusting plans as the actions are developed, tested and implemented. Broad involvement will be needed to assure that the interests of the education community and the public are served. State programs for school evaluation will be managed to enhance local achievement and to organize regional and state resources to solve local problems.

Progress will be reported periodically to school districts, state policymakers and the public. The state must recognize schools, programs and individuals for their contributions to excellence. Schools and districts unable to reach expectations will be expected to work with ESDs, the state and others in building joint improvement efforts.

Next Steps Include:

- Revise the state standardization process to provide assistance for school and program improvement while assuring compliance with state standards for quality, equity and safety

- Establish an Oregon council for excellence to assist the State Board and Department of Education in managing the Oregon Action Plan for Excellence

Oregon— Appendix C

Proposed Standard 602

Proposed Standard 606

Proposed Standard 602 Individual Student

To ensure each student's educational success in school, school districts shall pay constant attention to individual student progress. Each district shall:

(1) Use test *results,* classroom work, **grades, attendance, behavior and other evaluative information** *for identifying each student's educational progress, related to:*
(a) Attainment of the Essential Learning Skills adopted by the State Board of Education,
(b) Attainment of the common knowledge and skills in instructional programs adopted by the State Board of Education,
(c) General educational progress in personal, social and career development, and
(d) Completion of graduation requirements;

(2) Record and maintain student records which allow for the review of test information, classroom information and other evaluative information to determine the instructional needs of each student;

(3) Adapt instruction and curriculum when the needs, interests and learning styles of each student indicates an adaptation is needed; and

(4) Report educational progress *to* parents and students at lest annually on:
(a) Attainment of the Essential Learning Skills, **and the** common knowledge and skills adopted by the State Board of Education,
(b) Achievement toward the fulfillment of graduation requirements, if appropriate, and
(c) General educational progress in personal, social and career development.

(5) Identify students who are having extreme difficulties in school, as indicated by:
(a) Erratic attendance;
(b) Academic problems leading to grade or credit deficits;
(c) Conduct or behavioral problems in school or out;
(d) Poor relationships with school personnel;
(e) Lack of good peer relationships; or
(f) Lack of self-esteem.

(6) Design educational programs or propose placement in alternative education programs to meet the needs of students identified as having extreme difficulties in school.

(7) Report at least annually to the local school board on the status and progress of students identified under section (5) of this rule.

(8) Report to the Department of Education in the annual School Level Fall Report (Form No. 581-3174) the number of students who are identified as dropouts under the following definition: "A pupil who leaves a school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school or educational program leading to a high school diploma or alternative certificate. "

Proposed Standard 606 Instructional Program

To ensure continual improvement of instructional programs, *school districts shall review test results and other evaluative information to identify levels of performance. to recognize deficiencies, and to plan needed improvement. Each district shall:*

(1) Identify district, school and program needs by:

(a) Annually reviewing test results and other evaluative information collected for purposes of OAr 581-22-602;

(b) Conducting program evaluations periodically in language arts, mathematics, science, health education, social studies and vocational education. These evaluations should be consistent with state curriculum development and textbook selection timelines, and include the measurement of student performance on the appropriate common curriculum goals adopted by the State Board of Education;

(2) Implement district, school and program improvements as identified;

(3) Provide appropriate related staff development activities;

(4) Annually report test results to the community; and

(5) Annually report test results and progress on improvement plans to the Department of Education.

POLICY FOR TESTING IN OREGON

3125 Assessment

The basic purpose of educational assessment is to provide information that will help individuals make informed choices regarding educational alternatives. Assessment information is relevant to decisions made by students, parents, teachers, school and district administrators, state level decision makers, and citizens. The following policy is *put forth to guide state and local education agencies in their assessment activities.*

I. *Underlying Principles*

The assessment policy of the State Board of Education is based on the following principles:

A. Educators at the classroom, school, district and state levels need adequate information to identify students' instructional needs and to guide instructional program efforts.

B. In order to inform decisionmakers, assessment information must be timely, relevant to the decision, and easy to understand.

c. The responsibility for interpreting and using assessment results belongs *at* the level at which decisions are made (i. e., individual student, classroom, school, district or state).

D. Citizens of the state should be informed about the performance of schools in order to be informed participants in resolving education issues.

II. Student Assessment

In the elementary grades the educational experience of most students is based on a fairly common and uniform curriculum. This experience begins to differ among students as they progress through school. At the high school level this differentiation begins to increase dramatically, when students pursue courses that relate to their personal and career goals and interests. *Nevertheless. there is a* core body of knowledge and skills that all students should learn through a K-12 schooling experience. Any student assessment program should recognize and accommodate both the common learning goals expected of students and their differing needs and interests.

In carrying out its role to insure that the state maintains a system of modern schools, the State Board of Education will establish the common learning goals that all students must achieve in order to graduate from high school. These outcomes will specify the knowledge, skills and abilities necessary to function as productive adults. The Board will also specify assessment procedures and the standards students must meet. In addition, students must meet unit of credit requirements for high school graduation, allowing for the differentiation *in student needs and interests.*

As students progress toward attaining the common knowledge, skills and abilities necessary for high school graduation, it is important that checkpoints be established to monitor students' progress. Teachers check on **a** student's progress

on a regular and frequent basis. Recognizing this ongoing monitoring system in schools, the state will establish several key points where a common system will be used to check students' progress.

A critical checkpoint is at the transition -from the elementary program to high school. At this point is is exceedingly important that students possess the requisite knowledge and skills to be successful in high school. The state will establish a performance standard at the eighth grade to identify students who may not be prepared for high school.

III. Program Assessment

To determine the effectiveness of instructional programs related to the Board's adopted common curriculum goals, student performance will be assessed statewide. These data will be used to identify curriculum strengths and weaknesses on a statewide basis and set targets for program improvement.

Information from the assessment of the state's common curriculum goals will be reported to policy makers and the public to inform them of educational achievement in the state.

In addition, local school districts will use assessment data in making needed program improvements and to convey to their public and the state *the status of student achievement in their schools.*

Iv. State Standards

In order to insure that districts carry out their assessment responsibilities, the State Board of Education will adopt standards for public schools. These standards will be based on the most current research and knowledge of effective practices.

v. State Support

The Superintendent of Public Instruction will develop and maintain an ongoing program to assist local districts implement the assessment standards for elementary and secondary schools. This support will include sample assessment instruments, guidelines for their use and technical assistance in implementing a sound assessment program.

Oregon — Appendix D

Revised Board Policy 3125

Long Range Testing Plan

PROPOSED STATE TESTING P AN

Purpo-e	Fun- t-on Se- -ed	De- - -p- -on o- P-og-am	U-e of Da-a
Assure that all students receiving high school diploma possess required skills	Certify individual students' mastery of the essential skills required for graduati (581-22-316)	State-developed tests of reading, math, writing and reasoning administered to all 10th graders in fall. (Skills in speaking and listening certified with locally-developed measures.) State establishes passing score in each skill area assessed by the state. Secure testing program, with items changed on every test administration (twice per year). New tests and passing scores equated to scale established in year 1 of program. Student must be re-tested in areas not passed (five opportunities). Local districts may assess skills beyond the state's assessment.	Student must pass tests in all skill areas before receiving h gh school diploma. Schools use test results to design instructional programs for students needing academic assistance.
Assure that students who are not making satisfactory progress receive needed assistance.	Assist in the identification of students needing special academic assistance (581-22-602)	State-developed tests of reading, math, writing and reasoning administered to to all 8th graders. District-selected tests (from state-approved list equated to a common achievement scale) in reading, math, writing/language usage administered to all 3rd and 5th graders. State sets performance level at grades 3, 5 and 8 to predict whether students are making adequate progress towards passing the state test at grade 10. At grades K, 1, 2, 4, 6, 7 and 9, district selects tests/methods for identification of students who are not making expected progress.	School must determine if a special instructional program is needed for student who does not meet performanc criteria.

Purpose	Information Needed	Description of Program	Use of Data
Improve instructional programs in each school.	Identify for teachers, administrators and local and state policymakers any instructional program deficiencies affecting the acquisition of essential learning skills (581-22-606)	State-developed tests of reading, math, writing and reasoning administered to all 8th graders. District-selected tests (from state-approved list equated to a common achievement scale) in reading, math and writing/language usage administered to all 3rd and 5th graders. Local assessment devices may also be used to determine program effectiveness.	Test results analyzed by skill area determine pattern of strengths and weaknesses in school's instructiona programs.
Improve instructional programs on a statewide basis.	Identify specific strengths and weaknesses in student performance statewide.	State-developed tests of reading, math, writing and reasoning administered to all 8th and 10th graders and representative samples of 3rd and 5th graders. State-developed tests related to the common curriculum goals in instructional programs will also be administered to a sample of 3rd, 5th, 8th and 11th graders.	Interpretive panels identify strengtl and weaknesses in student performance and possible causal factors. Department curriculum specialists implement curriculum improvement and training and technical assistance strategies to improve student performance.
Provide information to the public and state policymakers regarding the effectiveness of all public schools in the state.	Identify the level of student performance in each school.	State-developed tests of reading, math, writing and reasoning administered to all 8th and 10th graders and samples of 3rd and 5th graders. State collects local test results for students in grades 3 and 5 who are not tested with state-developed tests. These data are then transformed to a common achievement scale.	School test results are reported in school profile, including percentage students not meeting performance criteria in each skill area. Test results for students in Oregon reported to public, legislature, and other policymakers.

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11/15/85

SUMMARY OF PROPOSED STATE TESTING PLAN

STATE TESTING RESPONSIBILITIES	PURPOSE SERVED
State-developed high school completion tests administered, beginning in grade 10	Assure that all students receiving high school diploma possess required skills Improve instructional programs on a school and statewide basis Provide information to the public and state policymakers regarding the effectiveness of all public schools in the state
State tests administered to all 8th graders	Assure that all students who are not making satisfactory progress receive needed assistance Improve instructional programs in each school Improve instructional program on a statewide basis Provide information to the public and state policymakers regarding the effectiveness of all public schools in the state
State tests administered to samples of students in grades 3, 5 and 11	Improve instructional programs on a statewide basis Provide information to the public and state policymakers regarding the effectiveness of all public schools in the state.

DISTRICT TESTING RESPONSIBILITIES	PURPOSE SERVED
Districts required to administer state-approved tests in grades 3 and 5; results reported to state	Assure that students who are not making satisfactory progress receive needed assistance Improve instructional programs in each school Provide information to the public and state policymakers regarding the effectiveness of all public schools in the state
District determines measures/methods for identifying students not making expected progress in grades K, 1, 2, 4, 6, 7 and 9	Assure that students who are not making satisfactory progress receive needed assistance
District determined measures for assessing program effectiveness	Improve instructional programs in each school

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TIMELINES FOR STATE TESTING

Activity	Timeline
1. Establish a state achievement scale at grades 3 and 5 for equating publishers' test Information to state achievement scale.	Spring 1986
2. Adminsster state-developed tests of Essential Learning Skills in reading, writing, mathematics and reasoning to a sample of 3rd, 5th and 8th graders.	Spring 1987
3. Collect local test data from all schools at grades 3 and 5.	Spring 1987 Annually thereafter
4. Administer state-developed high school completion test in reading, writing, mathematics and reasoning to a sample of 12th graders to establish criteria for passing.	Spring 1987
5. Administer state-developed test of Essential Learning Skills in reading, writing, mathematics and reasoning to a sample of 3rd and 5th and all 8th graders.	Spring 1988 Annually thereafter
6. Administer state-developed high school completion test to all 1Oth graders to go Into effect with the class of 1992.	Fall 1988 Semi-annually thereafter
7. Begin to add additional curriculum areas to state developed tests to be given to samples of 3rd and 5th and 11th graders, and all 8th graders according to the following schedule:	
English/Language Arts	Spring 1989
Math/Science	Spring 1991
Health	Spring 1991
Social Studies	Spring 1993

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POLICY FOR TESTING IN OREGON

3125 Assessment

The basic purpose of educational assessment Is to provide Information that will help individuals make Informed choices regarding educational alternatives. Assessment Information is relevant to decisions made by students, parents, teachers, school and district administrators, state level decisionmakers, and citizens. The following policy is put forth to guide state and local education agencies in their assessment activities.

I. Underlying Principles

The assessment policy of the State Board of Education is based on the following principles:

A. Educators at the classroom, school, district and state levels need adequate Information to identify students' instructional needs and to guide Instructional program efforts.

B. In order to Inform decisionmakers, assessment information must be timely, relevant to the decision, and easy to understand.

C. The responsibility for interpreting and using assessment results belongs at the level at which decisions are made (I.e., individual student, classroom, school, district or state).

D. Citizens of the state should be Informed about the performance of schools in order to be Informed participants in resolving education issues.

II. Student Assessment

In the elementary grades the educational experience of most students is based on a fairly common and uniform curriculum. This experience begins to differ among students as they progress through school. At the high school level this differentiation begins to Increase dramatically, when students pursue courses that relate to their personal and career goals and Interests. Nevertheless, there is a core body of knowledge and skills that all students should learn through a K-12 schooling experience. Any student assessment program should recognize and accommodate both the common learning goals expected of students and their differing needs and Interests.

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IV. State Standards

In order to insure that districts carry out their assessment responsibilities, the State Board of Education will adopt standards for public schools. These standards will be based on the most current research and knowledge of effective practices.

v. State Support

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A BRIEF HISTORY OF TESTING POLICIES IN THE STATE OF TEXAS

Keith L. Cruse
December 31, 1985

Prepared Under Contract For
The Office of Technology Assessment
Congress of the United States

A Brief History of Testing Policies in the **State of Texas**

In the middle and late 1960's, the Texas Governor appointed a "blue ribbon" committee to study public education in the state and to develop policy statements which would provide a basis for i reproving the state system of public education. One aspect of the Texas Educational Development Study conducted by the Governor's Committee on Public School Education in Texas (1967) was a statewide assessment using the American College Testing (ACT) Program.

While Texas was reviewing the state system of public education, the Federal Government was in the midst of educational reform which was expressed in the Elementary and Secondary Education Act of 1965. This national legislation provided the impetus for states to install educational planning units in their state departments of education. Thus, the Texas Education Agency created the "Office of Planning" which included the "Division of Assessment and Evaluation. "

One predictable outcome of the interaction of the state and national educational efforts was that the new planning unit would conduct a study based on the Governor's Committee's previous work. In May of 1972, the Texas Education Agency released a report on the 1971 Texas Achievement Appraisal Study. The "Preface" of that report summarizes the beginning status of a developing state testing policy:

> The Texas Achievement Appraisal Study was conducted as a part of the continuing effort of the Texas Education Agency to assess the educational needs of Texas pupils. Although patterned after the 1967 study of the Governor% Committee on Public School Education, this activity was the first of its kind to be accomplished by the State agency.
> Based on a replication study of 69,000 Texas high school seniors, the report describes demographic information and test scores on the American College Test. The report was designed to assist educational leaders in improving the quality of Texas elementary and secondary public schools.

Immediately after reporting the ACT results, the state department of education began working cooperatively with a commercial testing company to explore potential benefits of standardized criterion referenced tests for use in large scale assessments. Primary motivation of the managers of the Texas Education Agency and the test company was to find an economical method of obtaining student performance data which was more useful for improving the quality of education. The traditional norm referenced tests in use were helpful in evaluating how well a student, or a group of students, was compared to one another and the nation, but seemed to lack the precision necessary to evaluate the achievement of specific learner objectives of priority concern to teachers, administrators, and policymakers and thereby define the needed improvements in educational programs.

In 1973 and 1974, the state department conducted statewide assessments in reading and mathematics using criterion referenced tests. *Multiple outcomes were achieved:*

1. Statewide student performance data were available on specific learner objectives which were judged important by Texas educators.

2. Information was obtained on the usefulness of criterion referenced tests.

3. Discrepancies in student achievement between various subpopulations were quantified in specific learning areas.

4. **Educators in Texas began to communicate about how (and** where) specific learner objectives were taught, at both the local and state levels.

The remaining years in the 1970's offered more opportunities for the Texas Education Agency to explore assessment strategies for a state testing policy. In 1975, the Agency conducted a statewide assessment of the status of career education. This study was largely a result of the combination of national concerns in career education and the state level interests in the area of testing. The unique features of this program provide some insights on the emerging state policies on testing:

1. A funding plan was designed by *Texas* Education Agency managers which used both state and federal resources.

2. A commercial contractor developed unique tests to measure career education outcomes (objectives) which were developed for Texas students through an extensive "grass roots" program conducted across *the* state.

3. The *work of selecting learner outcomes and building criterion referenced tests was accomplished cooperatively by the state department of education, selected regional education service centers, several urban school districts, and a paid contractor.*

4. The *primary objectives sought through these assessment activities related to diagnosing student learning deficiencies, identifying educational program weaknesses, and evaluating statewide student performance. A sampling approach* was used which provided no district or campus information.

As a *result of the first decade of student testing activities (initiated and conducted by the Texas Education Agency) and an increasing awareness on the part of the state legislature that there was little empirical evidence of the effectiveness of public*

education in Texas, the legislature appropriated $3,000,000 *to* the state department for the development of a better management information base. Some of the funds were used to plan and develop a computerized database for education. The remaining resources were used to conduct statewide student performance assessments.

In 1978 and 1979, the Texas Education Agency requested that school districts cooperate in seven separate statewide student testing programs. Participation was consistently close to 100 percent in the Texas Assessment Project. Custom built criterion referenced tests were administered in mathematics and reading. Released test items from the National Assessment of Educational Program program were used to develop tests in writing, economics education, and citizenship. Commercial norm referenced tests in reading and mathematics were also administered. By 1979, the Texas Education Agency had a separate division with full-time responsibility for providing student performance data. More information on student achievement was available to educators and the public than ever before in the history of public education in Texas.

As one reviews the history of student testing in Texas, the benefits of an early start and a wide variety of assessment experiences become evident. Throughout all the previous assessment activities, the state department was making comprehensive reports to all school districts, the press, the public, and the state legislature. In 1979, an informed Texas legislature passed a law to establish the first state mandated testing program. Although no specific “line item” in the budget provided funding for the program, the State Board of Education and the managers of the department developed a funding plan. The law was implemented in a manner to comply with the full intent of the legislature. Criterion referenced tests in the basic skills of mathematics, reading, and writing were administered to all students in grades 3, 5, and 9. Students in grades 10, 11, and 12 who did not master the tests were offered the opportunity to retake the tests each time they were administered.

From 1980 to 1985, the state mandated testing program, the Texas Assessment of Basic Skills (TABS), used criterion referenced tests to provide information on student achievement. The TABS program offered the first opportunity for students across the state to take the same test. Individual students, parents, and teachers received mastery information of each basic skill (8 to 12 per test). The program avoided classroom summaries but provided data on campuses and districts which, by law, were made public. Comparisons between districts were made. Attention of the public was focused on student learning to an unprecedented degree. The results were dramatic. Local school officials identified successful instructional strategies and employed them in such a manner that they increased student achievement statewide. Not only did overall student performance increase, but the differences in student performance between minority and majority subpopulations decreased. During the six year period, the state legislature amended the law to make it mandatory for students in grades 10, 11, and 12 to retake the tests if they had not demonstrated mastery in grade 9. In 1980, only 70 per cent of the grade 9 students mastered the mathematics test, while in 1985 the mathematics tests was mastered by 84 per cent of grade 9 students. Mastery on the reading test improved from 70 to 78 per cent over the same time period.

The TABS program did not begin without the usual resistance to change associated with such large scale educational efforts. Some teacher groups resisted the idea of a "state program" meeting the needs of different types of students. Supporters of the program responded by pointing out that these were "basic" skills, necessary for all students in the opinion of **a cross section** of Texas educators. Some school administrators resisted the idea of comparing schools because of diverse student populations in terms of ethnic composition, family wealth, and limited English proficiency. The reporting strategies used for TABS always included demographic information as a part of reporting student performance. Standard reports for each school district included three separate aggregations: (1) all students, (2) limited English proficient students, and (3) non-limited

English proficient students. Minority organizations monitored the program carefully. Every effort was made to ensure that the TABS tests were free from bias, and the results of those efforts were made public. As the results of minority groups improving at a faster rate than majority students became apparent, little opposition was left.

If the TABS program is to be judged successful, why was it so widely accepted? There is no simple answer, but it is important to understand that the entire program was tied to state compensatory efforts. State compensatory funds were given to school districts on the basis of eligibility for free or reduced priced lunches, but the law required those districts to use the funds to develop and implement appropriate remedial programs for students who did not master the basic skills measured by the TABS program. Thus, the testing program was put in the perspective of a "needs assessment" strategy for state compensatory efforts. *The supporters of the program were those educators and public policy makers who wanted documentation of educational needs and empirical evidence of educational improvement if it occurred. At the end of the* program, there **was** no organized group which offered public opposition to the program. The true evaluation of the program should probably be based on what happened to it.

In 1984, the Texas Legislature, in special session, passed one of the most comprehensive educational reform laws in the history of public education. House Bill 72 changed the construction of the State Board of Education, altered the way that education was financed, required students to make 70 to pass a course, implemented a "no pass, no play" rule in Texas schools, required teachers to pass competency tests, and revised the *TABS program. The TABS language was moved from the compensatory education section of the Texas Education Code to a separate section of its own. The law changed the student assessment program from the "largest" to twice that size. The new program, the Texas Educational Asessment of Minimum Skills (TEAMS) tests every student in grades 1, 3, 5, 7, 9, and 11, approximately 1.6 million students annually.*

If there is a central theme to this history of testing policies, it is the concept of a "policy evolution." In fact, a proper title would be the "The Evolution of Student Testing Policies in Texas." Obviously, the complexity of any government/society function such as that *of* a state educational system for public education makes it impossible to identify simple cause-effect relationships. However, several factors should be listed for their contribution to the present testing policy in Texas:

1. A national "report card" for education repeatedly ranks Texas low.

2. *The current Texas Governor* based much of his campaign on improved quality *of* education in the state.

3. A *"blue ribbon" committee appointed by the Governor recommended sweeping reforms for the state system of public education.*

4. *The* chairman of the Governor's Committee was a very influential citizen who *was* committed to higher standards for education in Texas.

5. State policy makers had over a decade of experience to inform their state *policy* decisions in the area of student testing.

In October of 1985, the first TEAMS tests were administered to over 191,000 high school juniors. A review of the new state testing program reveals some significant changes from the TABS program:

1. *The State Board of Education is required to set passing standards for the total test* at all grades.

2. High school students must pass an Exit Level test (first administered in grade 11) in order to receive a high school diploma. The opportunity for retesting is provided for students failing the test.

3. Students are now tested at each odd numbered grade — 1, 3, 5, 7, 9, and 11.

4. The Texas Education Agency is directed to provide national comparative data on the TEAMS tests in order to monitor the state's rank in the nation.

5. Texas school districts must provide remedial instruction to those students not passing the TEAMS tests.

The Chairman of the State Board of Education and the Texas Commissioner of Education have both repeatedly made public statements to the fact that the TEAMS program will be the primary basis for evaluating the education reforms called for in House Bill 72. A public policy has evolved, in the light of a concern for Texas to compete successfully in the world market place, which indicates a desire to provide adequate resources for a quality system of public education along with an accountability y component which includes a state testing program to monitor the progress of educational reform in Texas.