



2011-2012 FCAT/FCAT 2.0/EOC and NAEP: What's the Connection?

For the academic year 2011-2012, Florida students are participating in assessment programs designed to measure student achievement of higher-order cognitive skills: the Florida Comprehensive Assessment Test (FCAT/FCAT 2.0), Florida End-of-Course (EOC) assessments, and the National Assessment of Educational Progress (NAEP).

The FCAT/FCAT 2.0 and EOC assessments are criterion-referenced tests in reading, writing, mathematics, and science based on Florida's Sunshine State Standards (SSS) and the Next Generation Sunshine State Standards (NGSSS).

The National Assessment of Educational Progress (NAEP), also called The Nation's Report Card, offers the following:

- Achievement information on nationally representative samples of students from Grades 4, 8, and 12 in reading, mathematics, science, writing, U.S. history, civics, geography, economics, and the Arts
- Achievement-level information on state-level samples of students from Grades 4 and 8 in reading, mathematics, science, and writing
- Achievement-level information for 21 Trail Urban Districts (TUDAs) on samples of students from Grades 4 and 8 in reading, mathematics, and science
- Long-term Trend Assessment results in reading and mathematics at ages 9, 13, and 17

The purpose of this document is to summarize and compare the roles of FCAT/FCAT 2.0, EOC assessments, and NAEP in Florida's comprehensive assessment program.

	Florida Comprehensive Assessment Tests (FCAT/FCAT 2.0) and Florida End-of-Course (EOC) Assessments	National Assessment of Educational Progress (NAEP) State Assessment
<i>Primary purposes</i>	<ul style="list-style-type: none"> • Satisfy federal and state accountability requirements • Assess the annual learning gains of each student toward achieving the SSS for the FCAT and the NGSSS for the FCAT 2.0 and EOC assessments • Provide data for making decisions regarding school accountability and recognition • Identify educational strengths and needs of students and readiness to be promoted to the next grade or to graduate from high school • Assess how well educational goals and curricular standards are met at the school, district, and state levels • Provide information to aid in the evaluation and development of educational programs and policies 	<ul style="list-style-type: none"> • Serves as a benchmark based on national levels of proficiency • Assesses student performance reflecting current educational and assessment practices • Reports representative state-level results in selected subject areas • Enables states and TUDAs to measure change in student performance <ul style="list-style-type: none"> ○ over time compared to the current year for Florida and TUDAs ○ over time compared to the current year for the nation and other jurisdictions ○ within subgroups over time compared to the current year for Florida and TUDAs ○ within subgroups over time compared to the current year for the nation and other jurisdictions ○ between subgroups over time compared to the current year for Florida and TUDAs ○ between subgroups over time compared to the current year for the nation and other jurisdictions
<i>Type of assessment</i>	Criterion-referenced tests (CRT) measuring student performance on selected benchmarks in mathematics, reading, science, and writing from the SSS and NGSSS	Criterion-referenced tests (CRT) that assess student performance on nationally developed frameworks
<i>Subject areas tested</i>	<p>FCAT/FCAT 2.0: Writing, Reading, Mathematics, and Science</p> <p>EOC: Algebra 1, Biology 1, Geometry, U.S. History (2012-2013), and Civics (2013-2014)</p>	Reading, Mathematics, Writing, Science, U.S. History, Civics, Economics, World History, Geography, the Arts, and Technology and Engineering Literacy

	Florida Comprehensive Assessment Tests (FCAT/FCAT 2.0) and Florida End-of-Course (EOC) Assessments	National Assessment of Educational Progress (NAEP) State Assessment
<i>Assessment subjects and grade levels</i>	<ul style="list-style-type: none"> • FCAT 2.0 Reading: Grades 3-10 • FCAT 2.0 Mathematics: Grades 3-8 • FCAT Mathematics Retake: Students who entered Grade 9 before 2009 who have not yet achieved a passing score • FCAT Reading Retake: Students who entered Grade 9 before 2009 who have not yet achieved a passing score • FCAT 2.0 Reading Retake: Students who entered Grade 9 in 2009 and beyond who have not yet achieved a passing score • FCAT 2.0 Science: Grades 5 and 8 • FCAT Writing: Grades 4, 8, and 10 • EOC: Students currently enrolled in courses for which EOC subject assessments are required 	<ul style="list-style-type: none"> • Grades 4, 8, and 12 for national, state, and TUDA NAEP in odd-numbered years • Grades 4, 8, and 12 for national NAEP in even-numbered years • Grade 12 for High School Transcript Study (HSTS) (every four years in odd-numbered years) • Students age 9, 13, and 17 for the Long-term Trend Assessment (LTT) (every four years in even-numbered years)
<i>School/Student participation</i>	Public school students on a regular high school diploma track must participate in the FCAT/FCAT 2.0/EOC assessments.	<ul style="list-style-type: none"> • A random sample of Grade 4, 8, and 12 students in fifty-two jurisdictions (the 50 states, the District of Columbia Public Schools, and the Department of Defense Education Activity schools) and 21 TUDAs participate in NAEP. • Each participating student takes only a small portion of the overall assessment. • In a combined national, state, and TUDA sample, approximately 4,500 Florida students from approximately 500 schools are selected to participate. • Parents/guardians must be notified and student participation is voluntary.

	Florida Comprehensive Assessment Tests (FCAT/FCAT 2.0) and Florida End-of-Course (EOC) Assessments	National Assessment of Educational Progress (NAEP) State Assessment
<i>Item types or formats</i>	<ul style="list-style-type: none"> ● FCAT/FCAT 2.0 Reading, Mathematics, and Science contain multiple-choice items. ● FCAT/FCAT 2.0 Mathematics assessments also contain gridded-response items at Grade 4-8 and Retake. ● FCAT Writing contains one Writing prompt that requires an essay in response. ● All EOC assessments contain multiple-choice items; Algebra 1 and Geometry EOC assessments also include fill-in response items. 	<ul style="list-style-type: none"> ● Reading, Mathematics, and Science <ul style="list-style-type: none"> ○ Multiple-choice and constructed response items, both short and extended, are used in Grades 4, 8, and 12 ○ Approximately half of a student’s testing time will be allotted to multiple-choice items, with the remaining half devoted to constructed-response items ○ Half of the students being assessed in Science will participate in hands-on tasks as well as the paper-and-pencil portion of the assessment ● Writing: two prompts are provided in Grades 4, 8, and 12
<i>How are assessments administered and how much time is given?</i>	<ul style="list-style-type: none"> ● FCAT 2.0 Reading: <ul style="list-style-type: none"> ○ Paper-based test at Grades 3-5 and 7-9 ○ Computer-based test at Grades 6, 10, and Retake ○ Grades 3-10 tests are divided into two 70-minute sessions administered over two days ○ Retake is administered in two sessions over two days, up to half a typical school day per session ● FCAT 2.0 Mathematics: <ul style="list-style-type: none"> ○ Paper-based test at Grades 3-8 ○ Two 70-minute sessions over two days ● FCAT Reading Retake: <ul style="list-style-type: none"> ○ Computer-based or paper-based test (format chosen by district) ○ One test session completed in one school day ● FCAT Mathematics Retake: <ul style="list-style-type: none"> ○ Computer-based test ○ One test session completed in one school day ● FCAT 2.0 Science: <ul style="list-style-type: none"> ○ Two 80-minute sessions ○ Grade 5 over two days; Grade 8 over one day ● FCAT Writing is administered in one 45-minute session. ● All EOCs administered in one 160-minute session. 	<ul style="list-style-type: none"> ● Two individually timed 25-minute sessions ● Each student only takes a small portion of the overall assessment ● Students spend approximately 10 minutes responding to background questions after completing the assessment sections ● NAEP Science hands-on task: Students are given 20 minutes at grade 4 and 30 minutes at grades 8 and 12 to conduct an investigation using provided materials and to record their observations and conclusions in their test booklets by responding to both multiple-choice and constructed-response items.

*Partly or completely computer-based assessments

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<i>Frequency of test administration</i>	<ul style="list-style-type: none"> FCAT/FCAT 2.0 Writing, Reading, Mathematics, and Science are administered annually in the spring. EOC assessments are administered in the winter and spring. Retakes are administered in the fall and spring. 	<ul style="list-style-type: none"> Biennial Reading and Mathematics in odd-numbered years; every four years for Science and Writing. U.S. History, Civics, Geography, the Arts, Economics, and World History are national assessments administered during even-numbered years on a schedule determined by NAGB. Long-term Trend is a national assessment administered during even-numbered years. The 13-year-old students are assessed in the fall, the 9-year-old students in the winter, and the 17-year-old students in the spring.
<i>Administration dates</i>	<ul style="list-style-type: none"> Fall FCAT/FCAT 2.0 Retakes: October 2011 Winter 2011-2012 Algebra 1 EOC: December 2011-January 2012 FCAT Writing: February-March 2012 FCAT/FCAT 2.0 Reading, Mathematics, and Science: April 2012 Spring 2012 EOCs: May-June 2012 	<ul style="list-style-type: none"> Main NAEP: late January-early March, every two years in the odd-numbered years. Long-term Trend NAEP is administered to 13-year-old students in the fall, 9-year-old students in the winter, and 17-year-old students in the spring every four years in the even-numbered years.
<i>Levels of reports</i>	<ul style="list-style-type: none"> State, district, school, individual students Populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students, Hispanic students) by school, district, and state 	<ul style="list-style-type: none"> National, state, and 21 Trial Urban Districts (TUDA) Populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students or Hispanic students) No individual, school, or district results are available, except for the 21 TUDAs

	Florida Comprehensive Assessment Tests (FCAT/FCAT 2.0) and Florida End-of-Course (EOC) Assessments	National Assessment of Educational Progress (NAEP) State Assessment
<i>Types of scores reported</i>	<ul style="list-style-type: none"> • Reading and Mathematics: scale scores¹, developmental scale scores², achievement levels, and raw scores by reporting categories • Science: scale scores³, achievement levels, and raw scores in content subcategories (equivalent scale scores will be reported for Spring 2012 FCAT 2.0 Science and scale scores thereafter) • Writing—essay is reported as a prompt score between 1 and 6 • District-Level Reports <ul style="list-style-type: none"> ○ Reading and Mathematics: mean scale scores¹, mean developmental scale scores², mean points earned by reporting category ○ Science: mean scale scores³, percent at each achievement level, mean points earned by reporting category ○ Writing: mean essay scores, percent at each score point • EOC assessments: t-scores and state mean reported in the first spring administration; scale scores and achievement levels reported by the following spring administration. 	<ul style="list-style-type: none"> • No individual student, school, or district reports (except for 21 TUDAs) • National, state, and TUDA report results by scale scores and achievement levels • Scale scores summarize the overall level of performance attained by a group of students. They indicate how much students <i>know and can do</i> in a particular subject • Achievement level percentages reflect the percentage of students within the total population, or in a particular group, who meet or exceed expectations of what students should know and be able to do in a particular subject • Student achievement is categorized as: <ul style="list-style-type: none"> ○ Advanced ○ Proficient ○ Basic • Below Basic is reported, but is not considered to be an achievement level

¹ Scale scores are used to report test results for each grade level test (not available for FCAT 2.0 Reading and Mathematics until 2012).

² Developmental scale scores are a type of scale score used to compare performance across grade level tests (not available for FCAT 2.0 Reading and Mathematics until 2012).

³ Scale scores are used to report test results for each grade level test (not available for FCAT 2.0 Science until 2013).

	Florida Comprehensive Assessment Tests (FCAT/FCAT 2.0) and Florida End-of-Course (EOC) Assessments	National Assessment of Educational Progress (NAEP) State Assessment
<i>How results are reported to the public</i>	<p>The Department has developed multiple ways for electronically communicating FCAT/FCAT 2.0 results for the state, district, and school levels. Schools are responsible for providing students with a hard copy of their individual reports.</p> <ul style="list-style-type: none"> • FCAT/FCAT 2.0 data are provided to the public via the following online resources: <ul style="list-style-type: none"> ○ FCAT Results Interactive Search by State, District, and School ○ FCAT 2.0 Results Interactive Search by State, District, and School (2012 and beyond) ○ FCAT/FCAT 2.0 Demographic Results Interactive Search by State, District, and School ○ State- and District-Level Excel Spreadsheets; School-Level Excel Spreadsheets ○ Annual Media Packets • EOC data are provided to the public via the following online resources: <ul style="list-style-type: none"> ○ State and District-Level Excel Spreadsheets (Overall in 2011) ○ State Demographic Spreadsheet (2011) ○ In 2012, all other types of resources will be available. 	<p>NAEP has developed a number of publications and web-based tools that provide direct access to assessment results at the national, state, and TUDA level.</p> <ul style="list-style-type: none"> • Written publications include a national results report, State Profiles, and TUDA Profiles. All are available online. • Web-based tools include the following: <ul style="list-style-type: none"> NAEP Data Explorer - http://nces.ed.gov/nationsreportcard/naepdata/ NAEP State Comparison Tool - http://nces.ed.gov/nationsreportcard/statecomparisons/ NAEP Questions Tool - http://nces.ed.gov/nationsreportcard/itmrlsx/landing.aspx NAEP Item Maps - http://nces.ed.gov/nationsreportcard/itemmaps/

	Florida Comprehensive Assessment Tests (FCAT/FCAT 2.0) and Florida End-of-Course (EOC) Assessments	National Assessment of Educational Progress (NAEP) State Assessment
<i>Achievement levels reported for reading and mathematics</i>	<p>FCAT¹ Achievement Levels:</p> <ul style="list-style-type: none"> • Level 5 indicates success with the content on the FCAT by answering most questions correctly. • Level 4 indicates success with the content on the FCAT by answering most questions correctly, except for the most challenging questions. • Level 3 indicates partial success with the content on the FCAT. • Level 2 indicates limited success with the content on the FCAT. • Level 1 indicates little success with the content on the FCAT. 	<p>Advanced: Superior performance.</p> <p>Proficient: Solid academic performance for each grade assessed. Students reaching this level have demonstrated competence over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.</p> <p>Basic: Partial mastery of prerequisite knowledge and skills that is fundamental for proficient work at each grade.</p>
<i>Students with disabilities (SD)</i>	Students with disabilities (SD) on the regular diploma track take the same FCAT/FCAT 2.0/EOC as other students but may use allowable accommodations as specified in their Individual Education Plan (IEP) or Section 504 Plan.	Students with disabilities (SD) who participate in the FCAT/FCAT 2.0/EOC in the subject being assessed are required to participate in NAEP, unless NAEP does not allow the accommodations specified in the student's Individual Education Plan (IEP) or Section 504 Plan.
<i>English language learners (ELL) assessment accommodations</i>	Districts are required to offer accommodations to ELLs who are currently receiving services in a program operated in accordance with an approved district ELL plan. ELLs with less than one year of English instruction may participate in an alternate assessment for reading and writing only.	An ELL is tested if the student has been receiving reading or mathematics instruction in English for more than 1 school year and the student can demonstrate his or her knowledge of reading or mathematics in English with or without allowed accommodations.

1 Achievement Levels for FCAT 2.0 Reading and Mathematics and Algebra 1 EOC Assessment will be available for Spring 2012 reporting.

	Florida Comprehensive Assessment Tests (FCAT/FCAT 2.0) and Florida End-of-Course (EOC) Assessments	National Assessment of Educational Progress (NAEP) State Assessment
<i>History of assessment program</i>	<ul style="list-style-type: none"> • In August 1978, the name of the Functional Literacy Test was changed to the State Student Assessment Test, Part II (SSAT-II), and the SSAT became the State Student Assessment Test, Part I (SSAT-I). In October, students in grades 3, 5, 8, and 11 were assessed on their achievement of basic skills in reading, writing, and mathematics on the SSAT-1 and the SSAT-II. • In 1981, the SSAT-II was moved from grade 11 to grade 10, and this grade 10 test administration cohort was the first cohort of students that would be required to pass the graduation test in order to earn a standard high school diploma. • In 1983-84, a new version of the graduation assessment was adopted: State Student Achievement Test-11/High School Competency Test (SSAT-11/HSCT). In 1990, moved assessment back to grade 11. • In 1992, grade 4 students participated in the Florida Writing Assessment Program (FWAP); FWAP was expanded to assess grade 8 students in 1993 and grade 10 students in 1994. • In 1992, the Grade 10 Assessment Test (GTAT) was first administered; it was discontinued in 1996. • In 1996, passing both the communications and mathematics sections of the HSCT. • The Florida Comprehensive Assessment Test (FCAT) was authorized and the Sunshine State Standards were adopted by the State Board of Education in 1996. • In February 1997, field testing of the FCAT began in grades 4 (reading), 5 (mathematics), and 8 and 10 (reading and mathematics). 	<ul style="list-style-type: none"> • In 1996, hands-on performance tasks such as science kits and mathematical manipulatives were added to the assessment. • NAEP began offering accommodations for SD and ELL in 1998. • In 1999, 2004, 2008, and 2011, the Long-term Trend assessment was administered to 9-, 13-, and 17-year-old students • In 2000, the NAEP Questions Tool was placed on-line in a public website, offering access to released questions, scoring guides, and performance data • The No Child Left Behind Act of 2001 (NCLB) requires states to participate in NAEP. If a school receives Title I funding and is selected for NAEP, it is required to participate. • Administration of the assessments by Westat staff began in 2002. Prior to that, school staff was responsible for administering the assessments. • In 2002, the Trail Urban District Assessment (TUDA) was initiated as a study to determine the feasibility of including urban districts as a regular component of NAEP. There were six large urban districts in the original sample: Atlanta, Chicago, District of Columbia Public Schools, Houston, Los Angeles, and New York City. • In 2003, a federally funded NAEP State Coordinator (NSC) position was created by the National Council on Education Statistics (NCES) to assist with the administration of a much-expanded assessment program initiated by NCLB. Also, Boston, Charlotte-Mecklenburg, Cleveland, and San Diego were added as TUDAs. Austin, TX, was added as a TUDA in 2005.

	Florida Comprehensive Assessment Tests (FCAT/FCAT 2.0) and Florida End-of-Course (EOC) Assessments	National Assessment of Educational Progress (NAEP) State Assessment
<i>History of assessment program, continued</i>	<ul style="list-style-type: none"> • In 1998, students in grades 4, 8, and 10 took the FCAT Reading assessment; students in grades 5, 8, and 10 took the FCAT mathematics assessment. Achievement Levels were established for the FCAT; and students were able to substitute FCAT scores for the required HSCT scores for graduation purposes. • In 1999, the Florida Legislature adopted the A+ Plan for Education which expanded the FCAT program to include reading and mathematics assessments for students in grades 3-10 (standards-based and norm-referenced tests for all grade levels), science assessments for grades 5, 8, and 10, and the use of FCAT for graduation as a system for calculating students' annual growth, and as a system for determining school performance. • In 2000, the FCAT Norm-Referenced Test (FCAT NRT) was administered to students in grades 3 through 10 for the first time; and FWAP became part of the FCAT program and was renamed FCAT Writing. • In 2001, all students in grades 3 through 10 participated in FCAT Reading and Mathematics assessments. • Since the 2002-03 graduation class, the Grade 10 FCAT Reading and Mathematics assessments have been required for graduation with a standard high school diploma. • In 2003, FCAT Science was first assessed in grades 5, 8, 10. • In 2005, FCAT Science was moved from grade 10 to grade 11; multiple choice items were added to the FCAT Writing assessment and the test was renamed FCAT Writing+. • In 2007, the Next Generation Sunshine State Standards (NGSSS) were adopted. 	<ul style="list-style-type: none"> • In 2009, eleven states participated in the Grade 12 State Pilot in Reading and Mathematics. Baltimore, Detroit, Fresno, Louisville, Miami, Milwaukee, and Philadelphia were added as TUDAs. • In 2010, NAGB issued a policy statement concerning the participation in NAEP of Students with Disabilities (SD) and English language learners (ELL). The proportion of all students excluded from any NAEP assessment is not to exceed 5 percent and not less than 85 percent of students classified as SD or ELL should be included in NAEP. • In 2011, Albuquerque, Dallas, and Hillsborough County (FL) were added as TUDAs. • The NAEP assessment schedule was changed to replace writing with science at grade 8 in 2011. The change was made to coordinate the administration of NAEP and the Trends in International Mathematics and Science Study (TIMSS) Science assessments.

	Florida Comprehensive Assessment Tests (FCAT/FCAT 2.0) and Florida End-of-Course (EOC) Assessments	National Assessment of Educational Progress (NAEP) State Assessment
<i>History of assessment program, continued</i>	<ul style="list-style-type: none"> • In 2008, the Florida Legislature eliminated the requirement for a norm-referenced test; therefore, the spring 2008 administration of the FCAT NRT was the last. • In 2009, the writing assessment no longer included multiple-choice items, and the name of the test reverted to FCAT Writing • The 2010 FCAT Science only included multiple-choice items; performance task items were eliminated from the assessment. • In 2011, the statewide assessment program began transitioning from the FCAT to the FCAT 2.0 and Florida End-of-Course (EOC) Assessments. FCAT 2.0 Reading (grades 3-10) and Mathematics (3-8), and the Algebra 1 EOC assessment were administered for the first time. • In 2011, the following assessments were only offered as computer-based assessments: Grade 10 FCAT Mathematics, FCAT Mathematics Retakes, Algebra 1 EOC Assessment, and Biology 1 and Geometry EOC Field Tests. Districts had the option to administer the Grade 10 FCAT Reading Retake on the computer. • In 2012, FCAT 2.0 Science will be administered to grades 5 and 8, and the Biology 1 and Geometry EOC Assessments will be administered; grade 11 students will no longer be assessed in science due to transition to EOC testing. • In 2012, Grades 6 and 10 FCAT 2.0 Reading, Grade 10 FCAT 2.0 Reading Retake, Biology 1 and Geometry EOC Assessments, and the US History EOC Field Test will be added to the list of computer-based assessments. • The rigor for the FCAT Writing assessment is increasing in 2012. 	

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<i>History of assessment program, continued</i>	<ul style="list-style-type: none"> • In 2013, Grades 7 and 9 FCAT 2.0 Reading, Grade 5 FCAT 2.0 Mathematics, the US History EOC Assessment, and the Civics EOC Field Test will be added to the list of computer-based assessments. The Grade 10 FCAT Reading Retake will be discontinued. • In 2013, FCAT 2.0 and the U.S. History EOC Assessment will be administered. • In 2014, the Civics EOC Assessment will be administered. 	
<i>Assessment development</i>	<ul style="list-style-type: none"> • Test item specifications based on the SSS/NGSSS provide a framework for the development and subsequent review of test items. • Test construction is supervised by FDOE personnel. • Numerous committees of Florida educators and committees of citizens review items for grade-level and content appropriateness, as well as for potential bias (gender, racial/ethnic, linguistic, religious, geographic, and socio-economic) and sensitivity to the community at large. 	<ul style="list-style-type: none"> • The National Assessment Governing Board (NAGB) is responsible for formulating policy for NAEP including the development of subject-area frameworks. • For each subject area, a framework provides recommendations on the content to be assessed, the types of assessment questions, and the administration of the assessment. • Content experts review items for technical/statistical quality, content quality, bias, and sensitivity.
<i>Assessment items released</i>	<p>2001—Reading (Grades 4, 8, and 10) and Mathematics items (Grades 5, 8, and 10)</p> <p>2005—Reading and Mathematics tests, Grades 4, 8, and 10</p> <p>2006—Reading and Mathematics tests, Grades 3, 7, 9, and 10</p> <p>2007—Reading and Mathematics tests, Grades 5 and 6; Science test, Grade 8</p> <p>Descriptions of FCAT Writing prompts for Grades 4, 8, and 10 are provided, along with anchor sets, each year after scores are reported.</p>	<p>1996—Mathematics items, Grades 4, 8, and 12</p> <p>1998—Civics, Reading, and Writing items, Grades 4, 8, and 12</p> <p>2000—Science items, Grades 4, 8, and 12 Reading items, Grade 4</p> <p>2001—Geography and History items, Grades 4, 8, and 12</p> <p>2002—Reading and Writing items, Grades 4, 8, and 12</p> <p>2003—Mathematics and Reading items, Grades 4 and 8</p> <p>2004—Reading and Mathematics items, ages 9, 13, and 17</p> <p>2005—Mathematics, Reading, and Science items, Grades 4, 8, and 12</p> <p>2006—Economics items, Grade 12; Civics and U.S. History and Civics items, Grades 4, 8, and 12</p>

	Florida Comprehensive Assessment Tests (FCAT/FCAT 2.0) and Florida End-of-Course (EOC) Assessments	National Assessment of Educational Progress (NAEP) State Assessment
<i>Assessment items released</i>		2007— Mathematics, Reading, and Writing items, Grades 4, 8, and 12 2008— Reading and Mathematics items, ages 9, 13, and 17 2009—Mathematics items, Grades 4, 8, and 12
<i>Setting student performance standards</i>	Modified Angoff Method A group of panelists think of a student who is minimally proficient in the content area being assessed. They then look through all of the items in the assessment and make a judgment of whether this student would get the item correct or not. Panelists rate each item and then, aggregating across all the items, a cut score is established for that level. Once that level is set, the panelists determine how many the minimally advanced and how many the minimally basic student would get correct and set those cut levels accordingly.	Modified Angoff Method A group of panelists think of a student who is minimally proficient in the content area being assessed. They then look through all of the items in the assessment and make a judgment of whether this student would get the item correct or not. Panelists rate each item and then, aggregating across all the items, a cut score is established for that level. Once that level is set, the panelists determine how many the minimally advanced and how many the minimally basic student would get correct and set those cut levels accordingly.