

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 (1976).

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.

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State	Years program in Place	Current Program	L	Agencies and Organ. Worked for					Change	Agencies and Organ. Working for Change					Other	
				cur	EA	legislature	teacher	other		legislature	cur	EA	legislature	teacher		other
Alabama	19	N	D	Switched from CAT to SAT in 1984, emphasis on "needy systems" receiving attention of legislature and assistance from SE o Eliminated grade equivalence in the reporting in 1984, increased funding					Y	Currently Contemplated	Change	Y	Y	Y	Table II Table III Table V	
Alaska	10	Y	N	1981 from sample census						1985 - mandatory reporting by district		Y	Y		Tables IV, 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												
Arkansas	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 year 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 developed tests; use matrix sampling. 975-Reporting. Use comparison Score Based push for quality indicators and target dates for districts. 983-F34-More grades added; critical thinking added.					citizen's	Is	subtests. Science APP 85/86 Grade 8 85/36 Writing Grade 12 test, APP More critical thinking Add science and social studies to grade 6		APP			

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

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State	Years Program in Place	Current Program		Major Changes	Agencies and Organ. Worked for Change				Currently Contemplated Changes	Agencies and Organ. Working for Change					
		-	Change		EA	Legis.	Admin.	Other		SBE	SEA	Legisature	Teacher	Admin.	Other
California (Continued)				1984-85-Add social studies to grade 8; pilot writing, grade 8; introduced. 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 program underway						
Connecticut	14	Y	Y	1984-New mastery program added different than state assessment --Matrix sampling				Contractor advanced systems	Entire program being rethought 1986-Grades 4, 6 & 8 added in Mastery Test Program	Y					
Delaware	7	N	Y	Added writing this year; Changed tests from CAT to CTBS					Do not anticipate major changes may change test (security a big issue)						
District of Columbia	14	Y	Y	None					About to change N.R.T.	Y					
Florida - Combined with Minimum Competency Minimum Competency															
Georgia	14	N	Y	> Areas tested; adding writing > Changed in 1976 from N.R.T. to C.R.T. and have added grades > Changed reporting methods to reflect type of test	Y				Adding several grades of N.R.T. beginning next year		Y				

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				State	Local	Other	Other	Other	Other		Admin.	Organ.	Pl.	Other
Hawaii	10	N	Y	1975-Tests obsolete, high error rates, student attitude poor 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 1- science, social science decisionmaking; attitude tests optional now.						ofc. of Instruct Students				
Idaho - This is first year														
Illinois	9	N		In 1978 changed everything-evaluation and assessment merged: o Areas tested 1983 o Types of tests Reading changed 1981 Writing changed 1983 Science changed 1981 o Reporting methods changed, original just reported p vs u						Changes are anticipated after July 1	Y	Y	Y	Statewide Comissions
Indiana	9	N		19134-Legislature provided funds for remediation. Mandatory	Y					additional grades to be tested in 1986. No 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				
Mississippi - comb 1 with minimum competency no 9														

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state	Years program in Place	Current Program		Major Changes	Agencies and Organ.						Currently Contemplated Changes	Agencies and Organ.					
		First	Change		Th	Worked for			Chang	Working for Change							
						EA	Legislature	SEA		Admin.		PTA	Other	SEA	Legislature	SEA	Legislature
Kentucky	6	N	Y	1984-State policy changed, all grades tested (K-12) ; required curricula; type of test change possible sanctions.							1986-All 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 grades 6,8 6 11			Recommen- dations with Education				None						
Maryland	15	Y	I	None							None						
Massachusetts (no state prog)																	
Michigan	16	Y	I	1972-Switched to C.R.T ,changes in certification code 1974-Until then same were used, after 1974 school imp. plan 1977-grade 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	(98)	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	New legislation says to continue what SEA is doing. New for .985 are item bank and technical assistance						

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		First	Change		SEA	Legis.	Teacher organ.	Admin. organ.	PTA	Other		SEA	Legis.	Teacher organ.	Admin. organ.	PTA	Other		
Mississippi	2	Y	N	o Early childhood ed added o Curriculum more precise							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 assess change in instruction cultural bias to be included	1						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. 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																			

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		State	Agency		SEA	LEA	State	Other	Organ.	Admin.		Other					
New Mexico	13	Y	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						
New York	Since 1878	N	Y	Regents Exam. Program <u>in tests themselves</u> 0 # different subjects decreased over years 0 original were ESSAY , now use objective and essay question <u>method of development</u> o originally by SEA staff, now classroom teachers develop tests <u>amount of local latitude</u> o originally run from SEA, now LEA's do most of the scoring, record keeping and regents diploma; now							Minor realigning of subjects - nothing of great significance	Y				Regents	
North Carolina	8	N	Y	Areas tested expanded science 1984-85 writing 1983-84 Types of tests used changed Reporting methods changed when type of test changed							Annual test still Commission appointed by Governor advised by State of their support for it						
North Dakota	No state program no planned changes																
Ohio - No State program, no planned changes																	
Oklahoma - No state program no planned changes																	

There is no dated state-wide
fall, M A's test grades 3,5,7,9 and 11 At their option
66 percent of the students are tested. Most use SRA.

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

OH 1: Ohio apparently requires LEA's to test 1-12 in reading, 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.

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		First	Change		T	EA	L.S.	Teacher	Admin.		Other	BBE	SEA	Legislature	Teacher	Admin.	Other	
Oregon	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. Changed testing from grades 4,7 & 11 to grade 8 only.	Y					content	o To add more grade levels (3,5,8 & 10) o Change tests to match state goals o Make tests available to districts for full district testing							
Pennsylvania		Y	N	P A	Y				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-Identifies 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 studies	Y						
South Dakota	1	Y	N	Brand new program							Next year mandatory for all LEA's; will add interest and aptitude tests		Y					
Tennessee	Not available			Interview														

PA1: 1985 variables said Interpretation of data:

PA1: (Continued)

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

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

School variables

Grade enrollment
Low income
Tuition
School climate

"Condition variables"

Students perception of ability to homework
Students report amount of time to 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/social studies (grades 8 & 11)
Interest in school all grades
Percent academic college preparation students (grade 11)

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		First			SBE	SEA	Teacher	Admin.	Pia	Other	Currently Contemplated Changes	SBE	SEA	Teacher	Legislature	Admin.	Pia	Other										
Texas - No stat program				Exit level to be administered 1st to 11th grades in 1985-86								1966-will sample students and test with a normed test to compared with new TEAMS test and provide a comparison base for the future				Y												
Utah	10	N	Y	1978-dropped science added reading 1984-added language critical think & other Title IV money until 1981, then Legislature appropriated funds	Y							Desire to expand grades and subjects further, no firm plans		Y														
Vermont - No state program, no expected changes																												
Virginia	35	N	Y	1972-Changed to SRA 1980-Began financial provision for remedial ed.	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 1985 Census in 4, 8 & 10 Sample at grade 11 (4, 8 & 10-FIAT vs CAT) Adding more demographic data	Y	Y												WA Roundtable Committee		
West Virginia	23	N	Y	1973-Changed to CTBS 1985-Dropped cognitive abilities test	Y						LEA's	Pilot test 1985 for writing starting 1985 (analytic/holistic scoring)	Y	Y												LEA's		
Wisconsin	n o t			for interview																								
Wyoming		Y	N	None								None																