Table VII

Effects of Program

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

- 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

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State	Change in State Education Policy	Examples of Changes Local Programs and Practices	n Changes in State Required Curriculum
Alabama	Emphasis on needy systems.	Instructional alignment of tedrawn into curriculum.	st N
Alaska	Reporting of results by distrimandatory grograms.	CLocal attempts to align curriculum with test.	N
Arizona	N	Y: in some LEA'S tests lead curriculum.	N
Arkansa8	Y: part of current legislaticame from test results.	Enon change of use of results: LEA's using results to analyze curriculum, summer schools (those who need remediation).	N
California	1983-84 mandate upgrading assessments, include moregrades 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
Delaware	N	-	
Florida	,	.	Combined with M.Csee M.C. cements.
	added standards for student achievement (note M.C. comments)	N	Combined with M.Csee M.C.
Florida	added standards for student		Combined with M.Csee M.C. cements. Y: curriculum guides changed to reflect inclusion of skills tested.
Florida Georgia	added standards for student achievement (note M.C. comments) Massive emphasis to change	N	Combined with M.Csee M.C. cements. Y: curriculum guides changed to reflect inclusion of skills tested. Appropriation Increased significantly
Florida Georgia Hawaii	added standards for student achievement (note M.C. comments) Massive emphasis to change curriculum.	N Basic skills emphasis.	Combined with M.Csee M.C. cements. Y: curriculum guides changed to reflect inclusion of skills tested. Appropriation Increased significantly in last five years. Too soon to tell.
Florida Georgia Hawaii Idaho	added standards for student achievement (note M.C. comments) Massive emphasis to change curriculum. Too soon to tell.	N Basic skills emphasis. Too soon to tell. Y: writing (analytical	Combined with M.Csee M.C. cements. Y: curriculum guides changed to reflect inclusion of skills tested. Appropriation Increased significantly in last five years:
Florida Georgia Hawaii Idaho Illinois	added standards for student achievement (note M.C. comments) Massive emphasis to change curriculum. Too soon to tell. Y: school size issue.	N Basic skills emphasis. Too soon to tell. Y: writing (analytical scoring scale) .	Combined with M.Csee M.C. cements. Y: curriculum guides changed to reflect inclusion of skills tested. Appropriation Increased significantly in last five years. Too soon to tell. Y: assessment is driving curriculum.
Florida Georgia Hawaii Idaho Illinois Indiana Iowa - No state	added standards for student achievement (note M.C. comments) Massive emphasis to change curriculum. Too soon to tell. Y: school size issue.	N Basic skills emphasis. Too soon to tell. Y: writing (analytical scoring scale) .	Combined with M.Csee M.C. cements. Y: curriculum guides changed to reflect inclusion of skills tested. Appropriation Increased significantly in last five years. Too soon to tell. Y: assessment is driving curriculum.
Florida Georgia Hawaii Idaho Illinois Indiana Iowa - No state program	added standards for student achievement (note M.C. comments) Massive emphasis to change curriculum. Too soon to tell. Y: school size issue. 1984 leqislation.	N Basic skills emphasis. Too soon to tell. Y: writing (analytical scoring scale) . N	Combined with M.Csee M.C. cements. Y: curriculum guides changed to reflect inclusion of skills tested. Appropriation Increased significantly in last five years. Too soon to tell. Y: assessment is driving curriculum.

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

State Assessment

Tablo VII Effects of Program

state	Changes in State Education Policy	Examples <i>of changes</i> in Local Programs and Practi	Changes in State ces Required Curriculum
Kentucky			
	Required annual performanc report.	е	
	Sanctions are now a poss	ibility.	
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 progr	_ am		
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.	a 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 program.	More precise.
Missouri	1985 - mandated program, regular assessment, Language Arts included.	Ā	N
Montana - No state program			
Nebraska - No state program			
Nevada - no state program			
New Hampshire - No state program			

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State Assesment

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Table VII Effects of Program

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		Changes in State
Changes in State Education Policy	Examples of Changes in Local Programs and Practices	Required Curriculum
N	Y: No specific details given.	N
I N	Teaching of writing now emphasized in schools as a result of test.	N
Y: previously no district comparisons for accountability; test results now routinely go home to parents (now a policy).	Y: test helped to bring a focus on curriculum-awareness level increased; however, no specific program changes.	N
Pending: census rather than sample testing.	Emphasis on writing resulting improved writing scores.	Have state curriculum now.
Y: refer to Table III.	Y: refer to Table III.	N
More active interest in promoting basic skills.	N	N
Mandated program in 1985. Every pupil tested across all subjects listed.		
School Improvement Plan added 2.5 Million in 1985.	N	N
NOW mandatory.		
Sample now universal		
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
	N Y: previously no district comparisons for accountability; test results now routinely go home to parents (now a policy). Pending: census rather than sample testing. Y: refer to Table III. More active interest in promoting basic skills. Mandated program in 1985. Every pupil tested across all subjects listed. School Improvement Plan added 2.5 Million in 1985. Now mandatory. Sample now universal State test is in Its first year.	N Y: No specific details given. Y: previously no district comparisons for accountability; test results now routinely go home to parents (now a policy). Pending: census rather than sample testing. Y: refer to Table III. More active interest in promoting basic skills. Mandated program in 1985. Every pupil tested across all subjects listed. School Improvement Plan added 2.5 Million in 1985. Now mandatory. Sample now universal Y: No specific details given. Y: test helped to bring a focus on curriculum-awareness level increased; however, no specific program changes. Y: refer to Table III. Y: refer to Table III. N N N N N State test is in Its first year. This year it is not mandatory.

State Aessesment

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	State and district graduation reguirements have been changed	N	Assessment showed poor math ability
Vermont - No state program	reguirements have been changed	••	lath curricula have been changed.
Virginia	Big shakeup in 1972. Caused mainly by improper administrati of norm-referenced tests.	Minor changes in response to object outcomes.	N
Washlnqton	Established remediation assistance program.	N	state guidelines currently being developed.
West Virginia	N	N	N
!41scone.in - NO1 available for Interview			
Wyoming	Not yet.	Not yet.	Not yet.