

Archived Information

No Child Left Behind



Standards and Assessments

Fulfilling Education Reform's Promise to Our Children



"This is education's moment. For the first time in years, our two major parties are in agreement on education. For these critical tasks, America's children depend on us. We must not thrust that burden onto our posterity. It is ours to bear."

- ★ The academic achievement gap must be closed.
- ★ All children in America must have the chance to learn and succeed.
- ★ No child should be left behind.

ACCOUNTABILITY

Raise Standards, Raise Hopes

"Accountability is an exercise in hope. When we raise academic standards, children raise their academic sights. When children are regularly tested, teachers know where and how to improve. When scores are known to parents, parents are empowered to push for change. When accountability for our schools is real, the results for our children are real."

- President George W. Bush



Overview of NCLB Standards and Assessment Requirements

- ★ Academic standards and assessments in reading/language arts and math for each of grades 3-8 and high school.
- ★ Academic standards and assessments in science for elementary, middle, and high schools.
- ★ Assessments of English language proficiency.
- ★ Participation in NAEP assessments for reading and math.

Academic Standards



High Academic Standards for ALL Children

- ★ States must hold ALL public elementary and secondary school students to the same challenging academic content and student achievement standards.
- ★ ALL children are expected to achieve to the same high levels of learning.



Academic Content Standards

Grades 3-8

- ★ By May 2003, States must have academic content standards in reading/language arts and math that cover each of grades 3-8.
- ★ Grades 3-8 content standards may be grade specific or cover more than one grade if grade-level content expectations are provided for each grade.

Academic Content Standards

High School

- ★ Content standards must define the knowledge and skills that all high school students are expected to know and be able to do by the time they graduate.
- ★ Content standards at the high school level may be grade-specific, cover more than one grade, or be course-specific.



Academic Content Standards

Science

- ★ By 2005-2006, States must have academic content standards in science that cover the grade spans 3-5, 6-9, and 10-12.
- ★ Science content standards may be grade-specific, cover more than one grade, and may be course-specific at the high school level.

Student Academic Achievement Standards

- ★ States must develop student academic achievement standards for every grade and subject assessed, even if a State's academic content standards cover more than one grade.



White House photo by Paul Morse

Student Academic Achievement Standards

- ★ By 2005-2006, States must implement their system of student academic achievement standards (levels, descriptions, cut scores) for each of grades 3-8 in reading/language arts and math.
- ★ By 2005-2006, States must develop achievement levels and their descriptions in science. Cut scores in science must be developed by 2007-2008.

Student Academic Achievement Standards

- ★ States must have at least 3 levels of academic achievement standards—basic, proficient, and advanced.
- ★ States have the flexibility to give different names to these 3 levels and to have more than 3 levels of achievement standards.

Academic Assessments



Assessment Timeline

Phase One

- ★ Through the 2004-2005 school year, a State must administer annual assessments in reading/language arts and math at least once during grades 3 through 5; grades 6 through 9; and grades 10 through 12.

Assessment Timeline

Phase Two

- ★ Beginning no later than the 2005-2006 school year, a State must administer annual assessments in reading/language arts and math in each of grades 3 through 8 and at least once in grades 10 through 12.

Assessment Timeline

Phase Three

- ★ Beginning no later than the 2007-2008 school year, a State must administer annual assessments in science at least once in grades 3 through 5; grades 6 through 9; and grades 10 through 12.

State Assessment System

For each grade and subject assessed

- ★ Must address the depth and breadth of the State content standards.
- ★ Be valid, reliable and of high technical quality.
- ★ Express student results in terms of State academic achievement standards.
- ★ Be designed to provide a coherent system across grades and subjects.

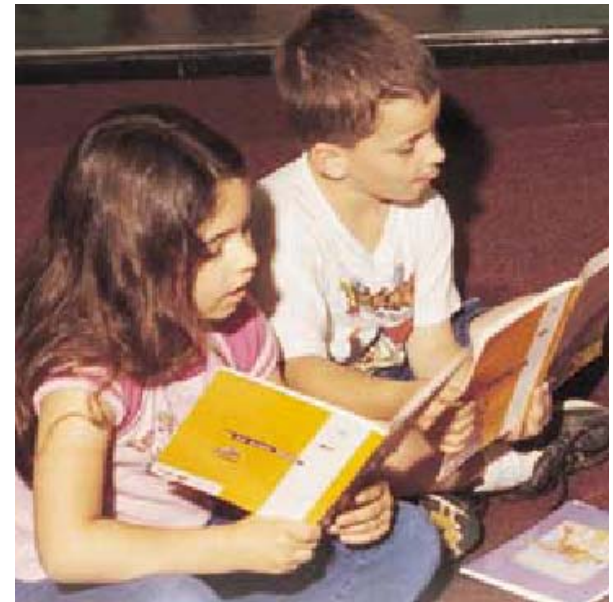
Assessment Types

States may include either or both

- ★ Criterion-referenced assessments
- ★ Norm-referenced assessments if-
 - The test is augmented with additional items as necessary to measure accurately the depth and breadth of the academic content standards, and
 - The results are expressed in terms of the State's academic achievement standards.

State and Local Assessments

★ A State's assessment system may employ either a uniform set of assessments statewide or a combination of State and local assessments.



Local Assessments

If local assessments are used, a State must:

- ★ Establish technical criteria to ensure local assessments address the depth and breadth of the State academic standards.
- ★ Review and approve each local assessment.
- ★ Aggregate with confidence data from local assessments to determine whether the State has made AYP.

Local Assessments

If local assessments are used, a State must:

- ★ Document that all local assessments used for school accountability
 - Are equivalent to one another in content coverage, difficulty and quality
 - Have comparable validity and reliability with respect to student subgroups
 - Provide unbiased, rational, and consistent determinations of annual progress of schools and districts



Assessments Shall Provide for...

- ★ Participation of all students
- ★ Reasonable adaptations and accommodations for students with disabilities
- ★ Inclusion of limited English proficient students with accommodations, including, if practicable, native-language versions of the assessment
- ★ Assessment in English of reading/language arts for any student in the US for 3 consecutive school years



Assessments Shall...



- ★ Produce individual student interpretive, descriptive, and diagnostic reports
- ★ Produce disaggregated results
- ★ Report itemized score analyses to districts and schools



Which students must be included in State assessments?

- ★ States, districts, and schools must assess ALL public school students—
- ★ Regardless of whether a student will be included for reporting or accountability purposes and
- ★ Regardless of the amount of time the student has been enrolled in the State, district, or school.

Accommodations for Special Education Students

- ★ Students with disabilities must be provided with appropriate accommodations, when necessary, to enable participation in State assessments.
- ★ Decisions regarding accommodations should be made on the basis of individual student needs, not on the basis of labels (such as category of disability).
- ★ The accommodations that students receive on State assessments should be similar to those routinely provided to students during classroom instruction.

Alternate Assessments

- ★ Alternate assessments are designed for students with the most significant cognitive disabilities who are unable to participate in a regular assessment, even when accommodations or modifications are provided.
- ★ States must establish guidelines to ensure that alternate assessments are used only when appropriate for students with the most significant cognitive disabilities and must require schools and LEAs to report the percentage of students taking an alternate assessment.



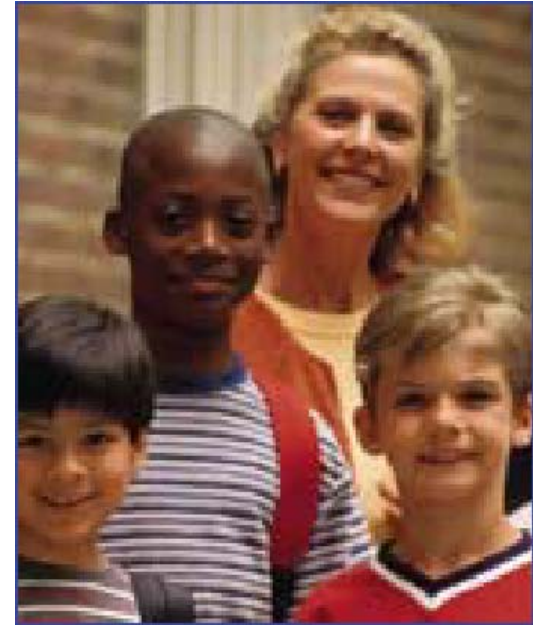
Out-of-Level Testing

- ★ Out-of-level testing is not an acceptable means for meeting either the assessment or accountability requirements of NCLB.
- ★ State assessment systems must provide appropriate accommodations so that IDEA and Section 504 students can be held to the content and achievement standards for the grade in which the student is enrolled.

Accommodations for LEP Students

Examples of accommodations for LEP students include:

- native-language assessments
- extra time
- small group administration
- flexible scheduling
- simplified instructions
- use of dictionaries
- providing audio-taped instructions in the native language
- providing clarifying information, e.g., synonyms for unclear or idiomatic words and phrases





LEP Students and reading/language arts assessments

- ★ LEP students who have been in the United States for 3 consecutive school years must be assessed in English for reading/language arts.

Disaggregated Data

Assessment results must be disaggregated and reported by:

- ★ Major racial and ethnic groups
- ★ English language proficiency status
- ★ Students with disabilities as compared to all other students
- ★ Economically disadvantaged students as compared to students not economically disadvantaged
- ★ Migrant status
- ★ Gender

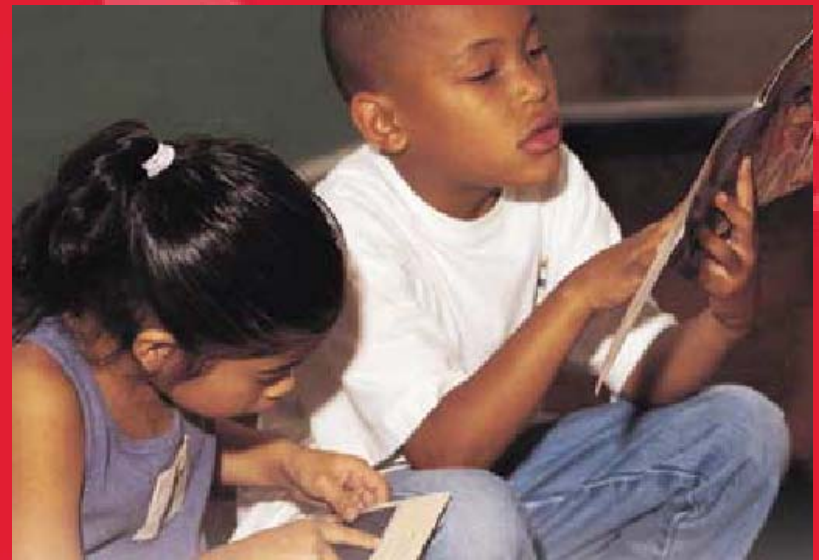


When do assessments results for subgroups not have to be disaggregated and reported?

Disaggregated assessment results for a subgroup should not be reported:

- ★ If the number of students is insufficient to yield statistically reliable information.
- ★ If the the results would reveal personally identifiable information about an individual student.

Assessments of English Proficiency



Assessments of English Language Proficiency

By the 2002-03 school year

- ★ States must ensure that districts provide annual assessments of English language proficiency
- ★ Measure oral language, reading, and writing skills in English for all LEP students

English Proficiency Assessments

States may use a common assessment statewide or multiple assessments. If multiple assessments are used, States must:

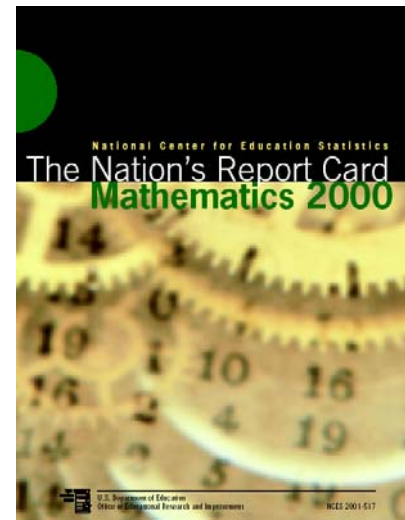
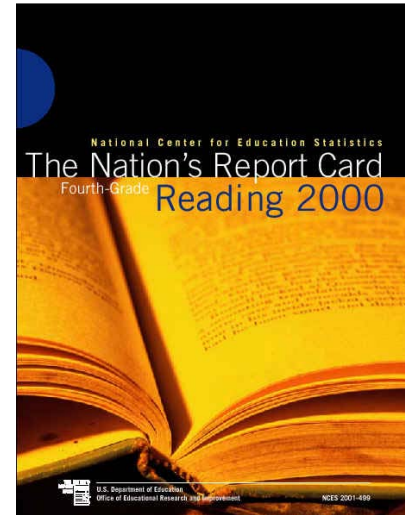
- ★ Set technical criteria for the assessments.
- ★ Ensure the assessments are equivalent to one another in their content, difficulty, and quality.
- ★ Review and approve each assessment.
- ★ Ensure that the data from all assessments can be aggregated for comparison and reporting purposes.

National Assessment of Educational Progress



NAEP Assessments

★ States and districts receiving Title I, A funds are required to participate in biennial 4th and 8th grade reading and math NAEP assessments.



NAEP Assessments

- ★ State reading and math assessments will be given in odd-numbered years, beginning with 2003.
- ★ NAEP will be responsible for the administrative costs incurred by States, districts, and schools.

Federal Funding for Standards and Assessments



White House photo by Paul Morse

Federal Funds for Standards and Assessments

- ★ Consolidated State Administrative Funds
- ★ Section 6111, Grants for State Assessments and Related Activities
- ★ Section 6112, Grants for Enhanced Assessment Instruments

Section 6111 Funds

- ★ For FY 02, Congress appropriated \$370 million for formula awards to States for standards and assessment development.
- ★ The primary purpose of Section 6111 funds is development of assessments.
- ★ After development, States may use their 6111 funds for a wide array of purposes.

Other Uses of 6111 Funds

- ★ Developing standards and assessments in subjects not required by NCLB.
- ★ Developing assessments of English language proficiency.
- ★ Ensuring validity and reliability of State assessments.
- ★ Refining assessments to improve alignment with State standards and improve alignment of curriculum and instructional materials.

Other Uses of 6111 Funds

- ★ Developing multiple measures to improve validity and reliability of assessments.
- ★ Providing professional development aligned with State achievement standards and assessments.
- ★ Expanding the range of accommodations for LEP and special education students.
- ★ Development and improvement of information and reporting systems.

Section 6112 Funds

- ★ For FY 02, Congress appropriated \$17 million for competitive awards to States or consortia of States to improve the quality, validity, and reliability of State assessments.
- ★ Applications were due September 2002.
- ★ Secretary established competitive criteria for applicants:
 - improving accommodations and alternate assessments for special education and LEP students
 - working in collaboration
 - disseminating findings to the field

Child Left Behind

Questions?

Zollie Stevenson, Group Leader, Standards, Assessments, and Accountability

zollie.stevenson@ed.gov

Celia Sims, Special Assistant to Assistant Secretary Susan B. Neuman

celia.sims@ed.gov