No Child Left Behind

Standards and Assessments

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.

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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.

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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.

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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.

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Student Academic Achievement Standards

White House photo by Paul Morse

★ 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.

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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.

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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.

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Academic Assessments
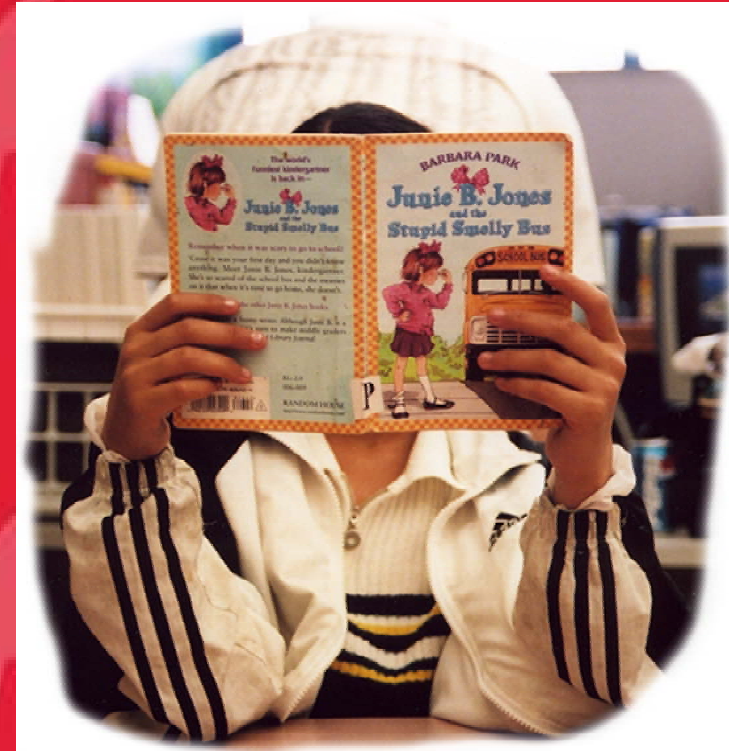
Assessment Timeline

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.

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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.

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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.
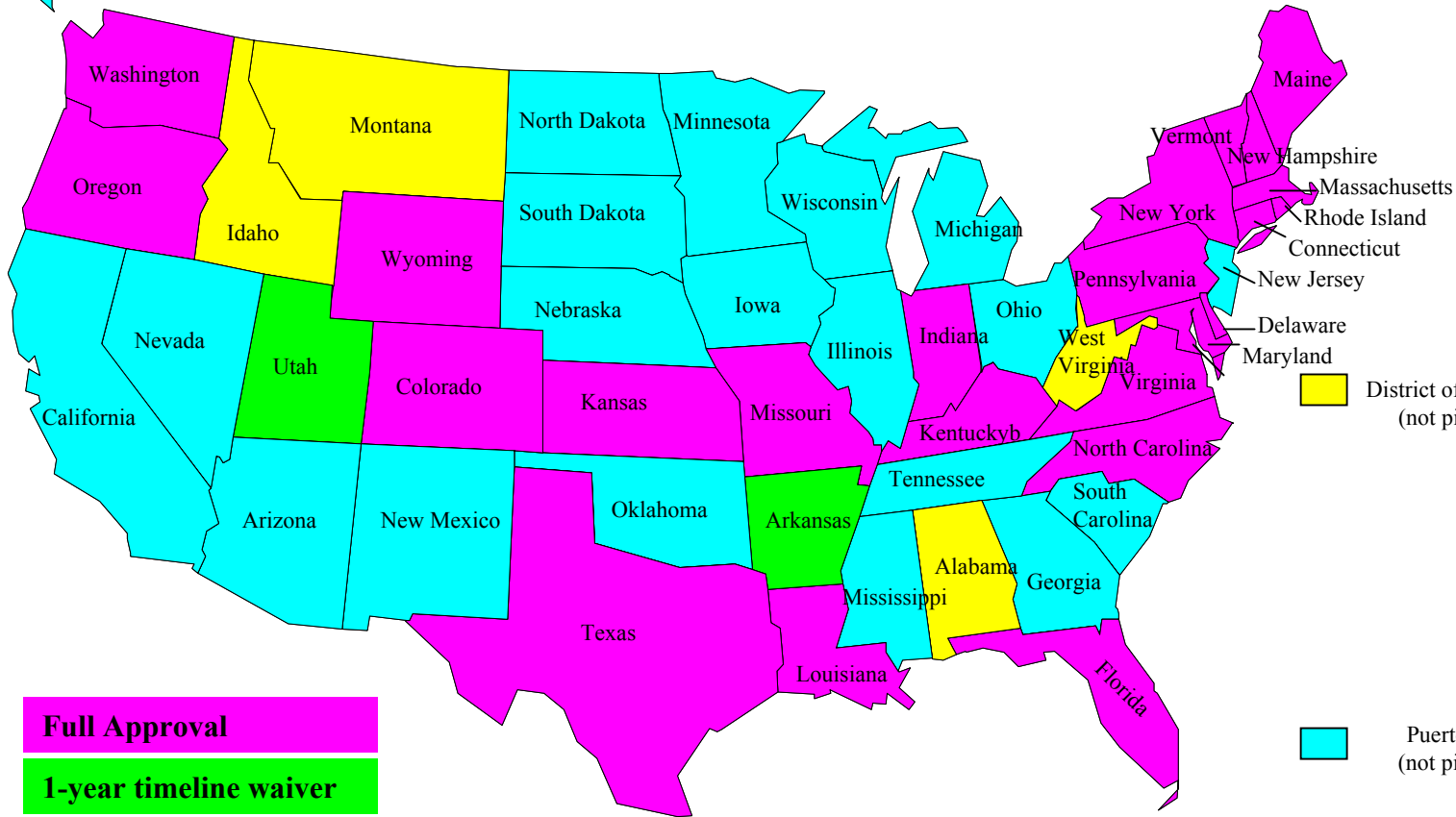
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1994 ESEA Status as of September 30, 2002
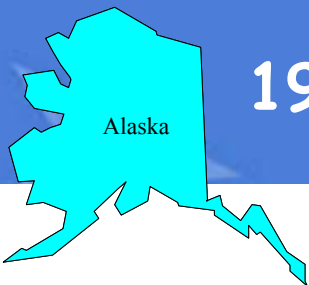
Full Approval

1-year timeline waiver

2-year timeline waiver

Compliance Agreement

District of Columbia (not pictured)

Puerto Rico (not pictured)

Alaska · Washington · Oregon · Montana · Idaho · North Dakota · Minnesota · Wisconsin · Michigan · Maine · Vermont · New Hampshire · Massachusetts · Rhode Island · Connecticut · New Jersey · New York · Pennsylvania · South Dakota · Wyoming · Nevada · Utah · Nebraska · Iowa · Illinois · Indiana · Ohio · Delaware · Maryland · West Virginia · Virginia · California · Colorado · Kansas · Missouri · Kentuckyb · North Carolina · Arizona · New Mexico · Oklahoma · Arkansas · Tennessee · South Carolina · Texas · Mississippi · Alabama · Georgia · Louisiana · Florida · Hawaii

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

★ Augmented norm-referenced assessments

And may -

★ Be composed of a uniform set of assessments statewide or a combination of State and local assessments.

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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

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Assessments Shall...

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

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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.

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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.

⋆ NPRM will be published in the Federal Register to allow a percentage of students with the most severe cognitive disabilities to take assessments based on a lower set of standards

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.

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Accommodations for LEP Students

Examples of accommodations for LEP students include:

- 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
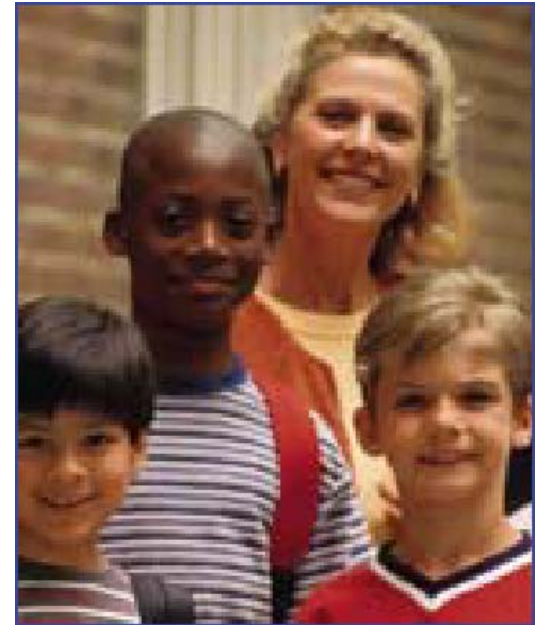
Native Language Assessments

- To the extent practicable, assessments written in the native language should be provided to LEP students until students have achieved English language proficiency.

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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.

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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

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Assessments of English Proficiency
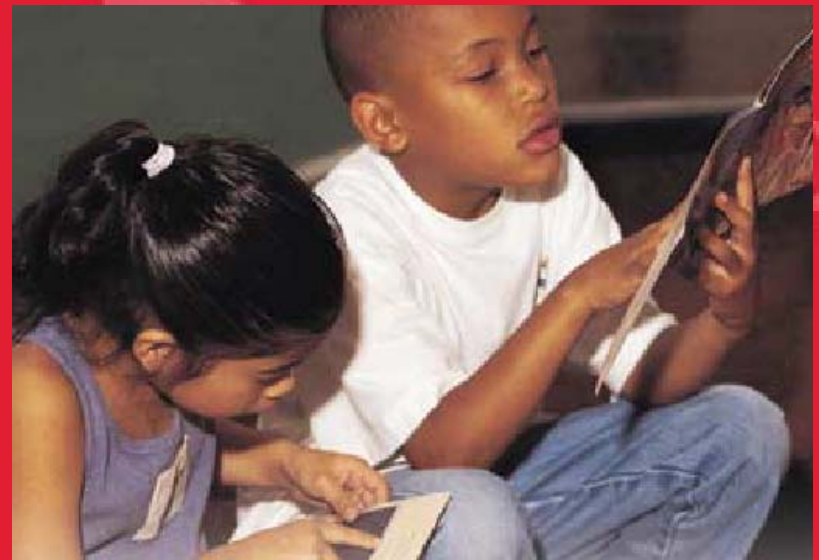
Assessments of English Language Proficiency

By the 2002-03 school year

★ States must ensure that districts provide annual assessments of English language proficiency

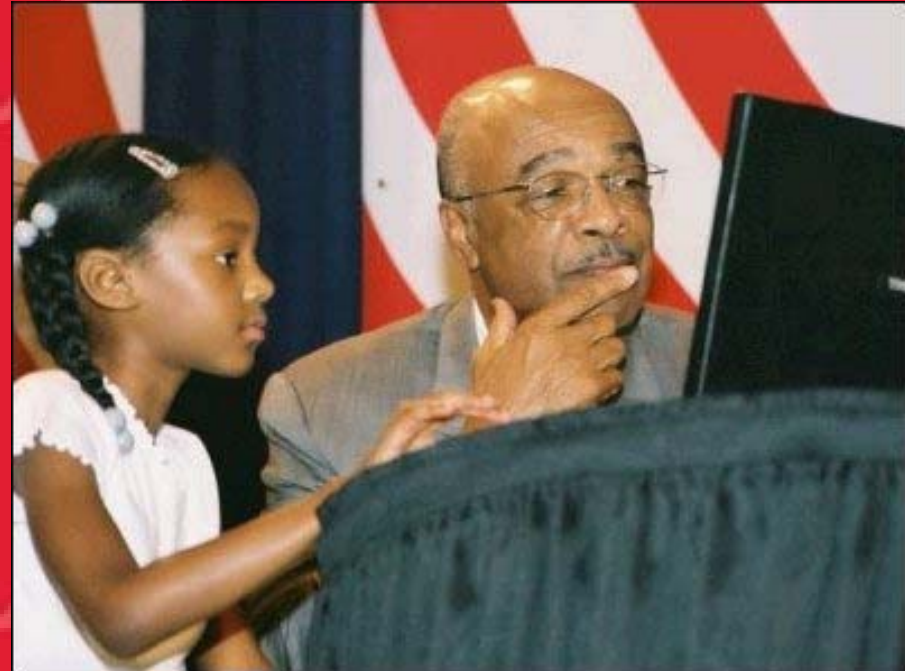★ Measure oral language, reading, and writing skills in English for all LEP students

English Proficiency Assessments

States may use a common assessment statewide or multiple assessments.
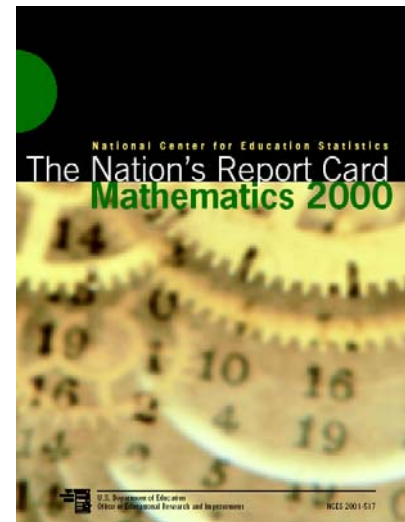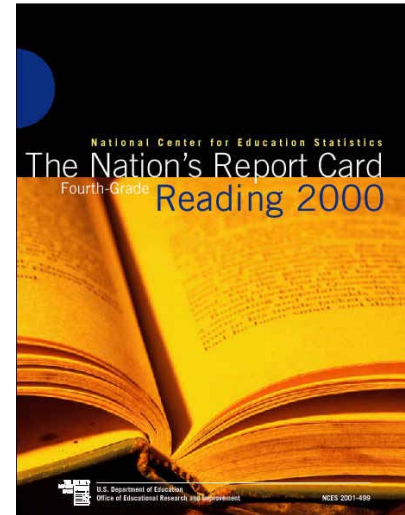
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National Assessment of Educational Progress

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.

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