Testing Systems In Most States Not ESEA-Ready

BY LYNN OLSON Washington

Most states will have to retool their testing programs to meet new federal mandates, a survey conducted by Education Week shows.

Based on a strict interpretation of the federal education legislation passed by Congress in December and set for signing by President Bush this week, few states currently meet its requirements for an unprecedented expansion of state testing systems.

systems.

The "No Child Left Behind" Act of 2001, a reauthorization of the Elementary and Secondary Education Act, will require states to give annual reading and mathematics tests to all students in grades 3-8 matics tests to all students in grades 3-8 no later than the 2005-06 school year. Under the legislation, states may select and design tests of their choosing, but they must be aligned with the states' re-spective academic standards. "I think it's going to be a big change for

Continued on Page 26

Grade-by-Grade Testing Policies

The following breakdown highlights the kinds of tests states sive in Finglish and main and the grades in vitic they give them. Only nine states currently administer English and math tests aligned with state standards in grades 5. Four more states are comparable across those grades, but they are not specifically designed, the massing wights studies that are comparable across those grades, but they are not specifically designed, the massing wights studies the standards in each grade.

Grade 8. Grade 8. Grade 8. Grade 8.

Alasemai English, Mallin Pilinghis, Mallin Pilin			Gráda a	Drade 4	Grade 5	Grade 6	Grade 7	Grade 8
Angele	Alabama	1.0	Foolier Main	Tank that	3.7.	· 高 本 1 - 4 - 5 - 5 - 5 - 5 - 5 - 5 - 5 - 5 - 5	The sta	
Arbonna Brydin, Mahip Richelin, Mahi Richelin			English italif	ti Enthian Man	English	4.4	-	•
Arbannaga Callorinda Englath, Mathi Callorinda Englath, Mathi Callorinda Callorinda Englath, Mathi Callorinda								
Calcarda Englan, Mahr Perplan,		\$5.	7 4 7 7 7 1 1					-
Colorado Epide Maria Connecticat Connecticat Concecticat Condendate Control Colorable Control Colorabl		, Tall 84			At 1 to 7 - 4 . 34 . 4.	1, 1 (-
Connectocal Debrows Englais, Maris District of Columbia District of Colu		ne yeldi		English, Math	English, Math	English, Math*		English, Math
Delevier of Columbia English, Main Englis		tuling	English	English	English, Math	Eriglish, Math	English, Math	
District of Columbia Findish English, Main Forughis, Main Forughis		16.16	福 化二酸素	Frighth Mathi	family or t		i - ,	English, Math
Ponda English, Maih Engl							M-1.	English, Malli*
Georgia English, Mail Engl		3414					English, Math	English, Math
Hawaii daho Bigilia Mahii daho B			Man 18 1 448 111118	\$ 1 Wa	30.	***** *	English, Math	English, Math*
Idaho Bright Mahi Brogles Mahi		· · · · · · · · · · · · · · · · · · ·	## . Tr. : 175 . Tr 14 d			English, Math	English, Math	English, Math*
Brooks Brooks Main Brooks Brooks Main Brooks Main Brooks Brooks Main B			English Math	# de la 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Land or service the	(表) ★ () U.P.		English, Math*
Indiding English, Math Iowa English, Math							·	English, Math
Towa Publish Mail Project Publish Mail		1,7 +	at a street of the B	建 有"是"	English, Math	1 (2) 2 (2)	•	English, Math
Kansas Kanucky English, Math Engl	•	and the second s	2	E na		English, Math		English, Math*
Kentucky English, Math Louislana English, Math Louislana English, Math Massachusetts English, Math Minesota Missachusetts English, Math English, Math English, Math English, Math English, Math Minesota Missachusetts English, Math English, Ma				letter all tall	1.35	Maria de la compansión		English, Math
Louislana English, Math Marie English, Math English, Mat		, , , , , , , , , , , , , , , , , , , ,				ni dani	Math	English
Manne Maryland Maryland Maryland Massachusetts English, Malin Malin Malin Massachusetts English, Malin Malin Malin Massachusetts English, Malin Ma	,		: ' .	English at	Mail	English, Math	English	Math
Maryland English, Malit English, Mal		i s	English, Math	a English, Malin	English, Maili.	English, Matti	English, Math	English, Math
Massachusetts Erigish Main Minnesota Erigish Main Main Massachusetts Erigish Main Main Minnesota Erigish Main Massasiph Erigish Main Erigish Main Erigish Main Erigish Main Erigish Main Massasiph Erigish Main Erigish Main Erigish Main Erigish Main Erigish Main Main Main Mortana Erigish Main Erigish Main Erigish Main Erigish Main Erigish Main Main Main Mortana Erigish Main Mortana Erigish Main			4 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	English, Malfi	ATTACK!			English, Math
Michigan Figlish, Malin Figlish, Mal			English, Math	English, Main	English, Math	English, Math	English, Math	English, Math
Minnesotia English, Math Mississippi English		e en.	Enhigh .	Eighth Main	學的學	Malh	English	. Math
Mississippi English, Math Missouri figglish, Math Missouri figglish, Math Montana Montana Mevada Montana Mevada Mewada Me		" 25°			學相關學	間1201	" English "	Math
Missouri Montana Montha Montana Montan		1 1	English, Math		Elmish Mail	作品。 1 0 20 cm		English, Math
Montana Nebraska Nevada English, Math New Hampshire English, Math New Jersey English, Math New Maxico English, Math New York North Dakota English, Math Crigon English, Math Crigon English, Math English, Math Crigon English, Math English, Ma	r ' *	383	English, Math	mark of a grant time, to	English, Math	English, Math	English, Math	English, Math
Nevada New Hampshire English, Mahl New Jersey English, Mahl New Jorsey English, Mahl New Maxico English, Mahl New York North Carolina English, Mahl Oregon English, Mahl E		र शंक्षी	Efiglish	Math de	建 重点温料。	F1.4	English	Math
New Hampshire New Jersey English, Math New Maxico English, Math North Carolina English, Math North Dakota Oklahoma English, Math			· · · · · · · · · · · · · · · · · · ·	English, Main	用的规律	the or the state of		English, Math
New Hampshire English, Math New Jersey English, Math English,				English 🖈	的代表學			
New Jersey English, Math New Moxico English, Math New York Inglish, Math North Carohna English, Math Othlo Oklahoma Chilo Oklahoma Chilo Oklahoma English, Math Cregon English, Math Eng			English Math	English, Math	Énglali, Matti	ne de		English, Math
New Moxico English, Math New York Portic Carolina English, Math North Dakota Childhoma Childho	New Hampshire	i,	English, Malit		接起法	English, Meth		
New York North Carolina Roglish, Math North Dakota Child Oktahoma Chama	New Jersey	1 5 5 5 5	Land Park	English, Malh	The latest	P ()	•.	· English, Math
North Carolina English, Math Porth Dakota English, Math	New Mexico		English, Math	English, Malhir	English, Math	English, Math	English, Malh	English, Math
North Dakota Chilo Cklahoma Challe, Main Chilo Cklahoma Challe, Main Chilo Cklahoma Challe, Main Challe Challe, Main Challe, Main Challe, Main Challe Challe, Main Challe, Ma	New York	H. M. T	心成性感情	i shulish, Milli		1		English, Math
North Dakota Oklahoma Cregilish, Math Oregon English, Math Cregon English, Math English, Math English, Math South Carolina South Carolina South Dakota English, Math Engli	North Carolina		English, Math	English, Math	English, Math	English, Math	English, Math	English, Math
Oklahoma Cregon English, Maih Pennsylvania Phode Island South Carolina English, Maih	North Dakota '	ः १५५३	是由海南美国	film Man	[[日本]]	\$ A		
Oregon Regilen Main English Mai	Ohlo	, 17		Eriglián, Malh	10000000000000000000000000000000000000	Eriglish, Math		
Pennsylvania Pennsylvania Pinde Island Pennsylvania Rhode Island Pennsylvania Rhode Island Pennsylvania Rhode Island Pennsylvania Pennsylvania Pinde Island Pinde Island Pennsylvania Pinde Island Pinde	Oklahoma	4 12 1	Éngilish, Main	Track.	English, Mail	楼 计	ı	English, Math
Pennsylvania Rhode Island South Carolina English, Math Found Fig. Fig. Math South Carolina English, Math Fig. Fig. Math Fig. Fig. Fig. Math Fig. Fig. Fig. Fig. Fig. Math Fig. Fig. Fig. Fig. Fig. Fig. Fig. Fig.	Oregon			接続組織	the state of the same			
English Math Engl	Pennsylvania		3.5 粉醇粉	TO PALE	A laboration . That I start a	Enulish		
South Carolina English, Math South Dakota English, Math Fighlish, Math Fighlish	Rhode Island		English:	English Matti	4 Edina		* English	
South Dakota Finglish, Math Finglis	South Carolina	11	English, Math	AND THE PER			_	
Tennessee Finglish, Math Tenglish, M	South Dakota	。 当成的	Endish Main	a RECUMPTED THE CARE	ほう かなといたじじゅき か	Page 12		
Texas English, Math Englis	Tennessee		1 121	1			English Mathy	-
Utah English, Math Uvrginia English, Math En	Texas	· .				4		
Vermont Ver	Utah			mar. Lake . to	WANG PLOTE COLUMN	1400		
Verginia English, Math English, Math English, Math English, Math English, Math English, Math Washington English, Math English, Math English, Math English, Math English, Math	Vermonf						Linguan, math	
Washington English, Math English, Math English, Math English, Math	Virginia							
West Vigida Foundation Control of the Control of th		1 1		1777 7 8 8 8 8 8	. 10. 1.6.6 1 121	- 1	English Mari	,⊏ng⊪sn, Malh
	West Virginia		English, Math	1 1 5 1 7 1 7 1 7 1	e e	er - Tail	-	Product As :
Wisconeln Section of the Control of				and the second of the	4 - A L. HAR	, g prignan, Main	English, Math	English, Math
Wyoming United States of the State of the St			THE STATE OF			ļ	, .	
HOTES Wellenberg William 1	•	Dia anabata ao 🗸 👵	د او الآرائي. التركيب موهمسوس	and the second	85 Th. 114 Th.	Ε		English, Math
HOTES Willing tests are included in the analysis as English tests Portfolio Assistance in the problem. KEY Thorn referenced tests in English and math are also administered in lines grants. Blandards-based test	"Horm referenced basis in English			s are not included.				

Thom referenced tests in English and multi are also administrated in tigets grade.

Standards based writing tests are also administrated in these grades.

SOURCE Education Works, 2002

SOURCE Education Works, 2002

Survey Indicates Just Nine States Administer Required Array of Tests

Continued from Page 1;

a lot of states," said Margaret E. Goertz, a co-director of the Con-sortium for Policy Research in sortium for Policy Research in Education, a federally financed research center at the University of Pennsylvania, "because they haven't been doing annual testing."

The tests also must produce

The tests also must produce individual interpretive and diagnostic reports on students-and itemized score analyses—that allow parents, teachers, and principals to understand and address specific academic needs. The tests must enable the results to be broken down by gender, racial and ethnic group, migrant status, English profi-ciency, disability, and income for each school and district.

It's the annual testing requirement in grades 3-8 that poses the most immediate

challenge for states But the law also requires that states test students at least once in grades 10-12 in, at a minimum, reading and math. And by 2007-08, states will have to give students a science test at least once in grades 3-5, 6-9, and 10-12.

States that do not comply risk losing some federal educa tion funding, although historically the Department of Education has been loath to withhold money

For Quality Counts 2002, released this week, Education Week sur-veyed all 50 states and the District of Columbia about their assessment practices for the cur-

rent school year. States reported what tests they give, the subjects the

tests cover, and the grades in which the tests are adminis-

They also noted whether the tests are "norm referenced," meaning designed to measure how students in the state perform compared with a national sample, or "criterion referenced," which means they're designed to measure whether students have mastered a body of knowledge-in this case, the state's academic standards.

In rating the states for its an nual Quality Counts report, Ed-ucation Week gave credit to a state for having a "standards-based test" if the test was crite-rion-referenced, or if the state added questions to customize a norm-referenced exam to reflect

the state's standards
Based on that analysis, 17 states give some type of English

and math test in each of the grades from 3rd through 8th. Fourteen of those states administer "comparable" norm-refer-enced or standards-based tests in English and math in those grades, meaning the results should be able to be uniformly compared across grades and across schools and districts within the state.

But only nine states administer standards-based tests in both subjects in every one of those grades, as the new law will mandaté

The law authorizes up to \$490 million a year in federal aid to help states develop and administer the mandated tests. If Con gress does not appropriate enough money in any given year—\$370 million in fiscal 2002, and escalating in \$10 million increments in each of the succeeding yearsthe other requirements in the

But Mr. Paige made it clear that states would have a difficult hurdle to jump. To ensure that local assessments were aligned with state standards angmed with state standards and were of acceptable technical quality, Mr. Paige wrote, a state would have to establish a pro-cess to review and approve local assessments to be included in the state testing surface. the state testing system.

"This process must ensure ra-tional, fair, and equitable determination throughout the state for identifying schools in need of improvement," Mr. Paige wrote. In addition, the secretary's letter noted, "Maine would need to be able to aggregate, with confi-dence, data from disparate local assessments."

The assessments also must include the participation of all stu-

based test, the Maryland School Performance Assessment Program, to produce individual scores for students, as the new law will require

The state gives the MSPAP in grades 3, 5, and 8, and a norm-referenced test, the Comprehensive Test of Basic Skills in grades 2, 4, and 6 It gives a separate, func-tional-literacy test in grade 7 "We really want to see, what are the requirements here," said

Ms Grasmick, "and we don't know that for sure yet 1 think it's through the regulations that we're going to see what the op-

The legislation requires that the federal secretary of education write final regulations for the standards and assessment provisions within a year of the mea-sure's enactment To do so, the secretary must establish a "nego sectedly into establish a nego-tiated rule-making process? that allows for the participation of various stakeholders, including parents, students, educators, and education officials across the country.

The secretary also must estab-

lish a peer-review process, made up of panels of individuals knowledgeable about testing and accountability to review each state's plan in those areas

Questions of Comparability

Wayne Martin, who is the director of the state education assessment center for the Washington-based Council of Chief State School Officers, said, "I think the assumption is that [the tests] are going to have to be comparable, although this is going to have to be spelled out in the regulations, because I could make an argument that there s nothing in the law that specifically says that "

Sandy Kress, Mr Bush's chief education adviser, said. "We be-lieve that states must show, in their plans, a testing system that is aligned with state stan-dards, that fairly and rationally evaluates schools across the state, and gives parents and teachers useful information on the annual progress of their chil-

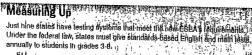
dren."
"It would be our view that the states need to show that their testing system meets the specific criteria that I just men-tioned," Mr Kress said. "Techni-cally, that may not need to be 'comparability'." 'comparability

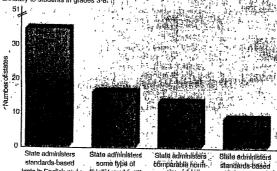
Comparability "But Amy Wilkins, a policy analyst for the Education Trust, a Washington-based group that works to raise the achievement of poor and minority students, said the failure to spell out in the law whether the tests must he comparable across grades and schools was a major weak-

"You want the 4th grade teacher to be able to interpret the 3rd

to be able to interpret the 3rd grade data, and you won't be able to with this mishmash of tests over time," she argued.

"Lack of geographic comparability is really damaging to bringing greater equity," Ms Wilkins added, because there's "no way to equate the scores across the districts"





releienced of

ålantlände kased

math in grades 3-8

NOTE: This analysis includes the 50 states plus the District of Columbia.

SOURCE Education Week, 2002

sts in English and

entary middle and high school

math at least once in

states may postpone the 2005-06 deadline for giving the tests, but they must continue to develop them.

tests in grades 3-8

Waiting for Clarification

One of the biggest questions state officials have is whether they will be able to use a combination of state and local assess-ments in different grades to meet the new testing requirements. Such flexibility could greatly reduce the number of new tests that states must devise and has been advocated by such groups as the Council of Chief State

School Officers.
In a Dec 18 letter to Sen.
Susan M. Collins, R-Maine, Secretary of Education Rod Paige wrote that the law "does not preclude a mixed state/local system like Maine operates, provided the system is able to meet dents, the secretary emphasized. including those with disabilities and limited proficiency in English, and the tests must produce individual student reports and itemized score analyses

Mr. Paige also wrote that President Bush supports annual tests because he wants teachers and parents to have data that show tudent progress against state standards.

"Data from 4th grade results need to be relevant and helpful. for example, to the 5th grade teachers," the secretary said in his letter to Sen. Collins. "So, a state that uses both local and state tests needs to assure the secre tary that the tests will be coordinated at least to that extent"

In Maryland, state schools Su-perintendent Nancy S. Gras-mick predicted that the state would have to do some "tweaking" of its existing standards