

**High School Mathematics and Science Assessments  
2011 Interim Project  
Senate Early Learning and K-12 Education Committee  
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As a 2011 interim project, Senate Education Committee staff researched state efforts in assessing student achievement in mathematics and science at the high school level. The following is a summary of information on the types of mathematics and science high school assessments being used; purposes and uses of high school assessments; the emerging trend of states using assessments to determine college readiness; and the Common Core State Standards (CCSS) assessments that are currently being developed. **The Appendix provides a chart summarizing this information for all 50 states.** Also, please refer to the 2011 Senate Education Committee interim project on Science, Technology, Engineering, and Mathematics (STEM) education for related information.

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## I. Types of High School Assessments

All states administer high school assessments for some purpose. There are two types of assessments used by states at the high school level for the purposes covered in this paper: comprehensive or summative assessments and End-Of-Course assessments (EOCs). (*This paper will not address diagnostic assessments.*) Most states have developed their own state assessments with assistance from commercial vendors -- although there are commercial vendors, such as the producers of the ACT and SAT, that have independently developed assessments that are used instead by some states.<sup>1</sup>

### A. Summative or Comprehensive Assessments

Summative or comprehensive assessments generally tend to be longer tests, assess multiple subjects at once, and are taken by all students at a specific grade level (*typically 10<sup>th</sup> or 11<sup>th</sup> grade*). Proponents for such assessments note that summative assessments encourage greater information retention instead of testing short-term memory and because they are administered less frequently than EOCs they generate less test anxiety.

### B. End-of-Course Assessments (EOCs)

EOCs assess specific course content and are administered to students as they complete the course. Proponents for EOCs argue that EOCs have a number of advantages over comprehensive assessments, including that EOCs are more closely aligned with the curriculum and instruction and are typically administered closer to when the curriculum is taught so as to directly inform curriculum development and instruction. Opponents of EOCs assert that since EOCs involve numerous tests they can impose logistical, funding, time, and scoring challenges.

#### 1. Washington

Washington's state mathematics and science high school assessments began as comprehensive assessments but Washington is transitioning to EOCs.

#### 2. Other States

**40 states administer only comprehensive assessments:** Alabama, Alaska, Arizona, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Michigan, Minnesota, Montana, Nebraska, Nevada, New

Hampshire, New Mexico, New York, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, West Virginia, Washington, Wisconsin, and Wyoming.

**9 states administer only EOC assessments:** Arkansas, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, Tennessee, and Virginia.

**2 states administer both comprehensive and EOC assessments** (*comprehensive math and science EOC*): Massachusetts, and New Jersey.

**14 states are transitioning from comprehensive assessments to EOCs:** Connecticut, Delaware, Florida, Georgia, Indiana, Iowa, Kentucky, Louisiana, New Jersey, Oklahoma, Pennsylvania, South Carolina, Texas, and Washington.

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## II. Purposes and uses of high school assessments

State implemented high school assessments can and do serve many different purposes, including as a factor in a federal or state accountability system, part of a state's graduation requirements, a method to determine college and career readiness, and as eligibility criteria to award post-secondary scholarships.

### A. Accountability

In 2002, federal accountability requirements for schools were created and are measured, in part, by student academic assessment results. Every state also has some state accountability requirements, many of which mirror the federal requirements.

Proponents of using student assessments for accountability purposes assert that the assessments will lead to improvement in the system of teaching and learning by providing valuable information to improve instruction in the assessed subject areas and courses. Opponents assert that the information is provided too late after the student takes the assessment to provide any diagnostic information identifying the strengths and areas of improvement for individual students and therefore the information provided for the system is not very valuable.

#### 1. Federal Accountability

In January 2002, Congress passed and the President signed the No Child Left Behind Act (NCLB) which, among other things, requires mathematics and science assessments be given at least once at the high school level.<sup>2</sup> The Act also requires that each state implement a statewide accountability system to ensure that all public schools make adequate yearly progress (AYP).<sup>3</sup> AYP is determined using only the mathematics and reading (*not science*) student assessments results<sup>4</sup> of all students<sup>5</sup>, such that all students will meet the state standards on the state assessments in 12 years, which is by 2014.<sup>6</sup> High schools must also use graduation rates in the equation.<sup>7</sup> Schools and districts receiving Title I dollars (*not all schools*) but not achieving AYP will be identified for accountability actions specified in the Act, if consistent with State law.<sup>8</sup>

In September 2011, the U.S. Department of Education (DOE) announced it would provide waivers of some of the accountability provisions of the NCLB, such as the 2014 timeline; how states set their annual targets for schools and student subgroups; the interventions required to be used to improve

schools; and some of the limitations on the use of federal funds.<sup>9</sup> However, a waiver will not be granted to suspend the annual testing of students. In October 2011, the DOE announced that 39 states have notified the DOE of their intent to seek a waiver, including Washington State.<sup>10</sup>

## 2. Washington State Accountability

In 1991, (*prior to Congress passing the NCLB Act*), the Governor's Commission on Education Reform and Funding (GCERF) was created and charged with developing a long-term action plan to reform the state's public schools and significantly improve student performance.<sup>11</sup> The GCERF final report (*issued in December 1992*) found shortcomings in state standardized achievement tests that were in current use in Washington.<sup>12</sup>

Subsequent Education Reform legislation enacted in 1992 (*SSB 5953*) and 1993 (*HB 1209*) created the Commission on Student Learning (CSL) and directed the CSL to develop a series of academic and performance-based assessments to determine if students have mastered the state student learning standards (Essential Academic Learning Requirements or EALRs). Washington's current state assessment system resulted from passage of the Education Reform law of 1993 and fulfills the accountability requirements of the federal NCLB.

The 1993 legislation also directed the CSL to, among other things, adopt criteria to identify successful schools and districts, those in need of assistance, and those in need of state-level intervention. The CSL expired on June 30, 1999, without such a system being created. During the 1999 legislative session, the Academic Achievement and Accountability Commission (A+ Commission) was created and given the same task. In 2001 the A+ Commission proposed an accountability system to the Legislature, including a voluntary focused assistance program. The legislation did not pass, but funds were provided (*and continued to be provided in the budget until 2011*) for a voluntary focused assistance and school improvement program based on state assessment results. In 2005 the Legislature abolished the A+ Commission and charged the SBE with identifying successful schools and districts, those in need of assistance, and those in need of state-level intervention.

In 2008 the State Board of Education (SBE) adopted an accountability framework that includes using an accountability index with multiple indicators to identify schools and districts for recognition, improvement, and additional state support.<sup>13</sup> The 2009 Legislature directed the SBE to continue to refine the framework, including a system to target schools and districts that have not demonstrated sufficient improvement through the voluntary system. In 2010, the Legislature passed legislation (2SSB 6696), which created the state accountability system in place today, which is based on student assessment results and includes an audit and a plan for improvement. Under the 2010 legislation, phase I of the accountability system is voluntary and uses federal funds to target the lowest 5 percent of persistently lowest achieving schools in the state that are eligible for federal Title I funds and requires those schools to implement one of four federal intervention models.<sup>14</sup> A required action process began in the 2011-12 school year using the three-year federal School Improvement Grants for those eligible schools that did not volunteer and have not improved student achievement.<sup>15</sup> **According to the Office of the Superintendent of Public Instruction (OSPI), it is unlikely that the federal funding will be available for the next cohort in the 2012-13 school year.** Phase II is to use state funds for a required action process in schools that are not Title I eligible, and is set in statute to begin in January 2013<sup>16</sup> (*However, this is not built into the state's maintenance-level operating budget.*)

## **B. Graduation Requirements**

In 2010, 26 states used high school examinations as a requirement for high school graduation, either as an exit exam, a factor to calculate a student's grade for a course that is necessary for graduation, or to determine which level of diploma or special endorsement on the diploma the student will receive. Those states using exit exams, including Washington, mandate the requirement from the state level, not the local level, and require students to meet a certain performance level to graduate.

Proponents of using high school assessments as a portion of the state high school graduation requirements assert that such a requirement provides an incentive for students to study; impacts the level of teacher effort; encourages more rigorous curriculum and pedagogy; and provides greater validity for a diploma with post-secondary institutions and employers. Critics of using high school assessments as a portion of the state high school graduation requirements express fear that the assessments narrow the scope of the curriculum; increase dropout rates, particularly for typically underserved student populations; cause a state to lower its standards to prevent a sharp decline in graduation rates; and do not permit measurement of important college and career skills, (such as writing a research paper, completing a lab-based experiment, or critiquing a source document), which are difficult to evaluate with traditional types of assessments.

### **1. Federal**

The federal law requires the same mathematics and science assessments to be administered across the state to all students at the high school level but does not require the assessments to be used as a requirement to graduate from high school.

### **2. Washington State**

#### **a) Mathematics.**

Washington State began implementing a tenth grade comprehensive mathematics assessment in 2001 but did not initially require it as a high school graduation requirement. Starting with the class of 2008, high school students were to be required to meet the state standard on the 10th grade state mathematics assessment to receive a Certificate of Academic Achievement (CAA) to graduate from high school, except for a small percentage of special education students who are not appropriately assessed using the state assessment. In 2007, the Legislature enacted a temporary exception through 2012 for students who do not meet the state standard on the statewide mathematics assessment to permit students to graduate without a CAA or CIA, if they have met all the other state and local graduation requirements and take additional mathematics credits designed to increase their mathematics proficiency. In 2008 the Legislature directed that the high school mathematics assessment be redesigned as a series of EOCs to be used as the high school graduation assessments. In 2011, legislation was passed that provided that as the state transitions from a comprehensive mathematics assessment to two mathematics EOCs (Algebra I/ Integrated Math I and Geometry/ Integrated Math II), the graduating classes of 2013 and 2014 will only be required to meet the state standards on one EOC assessment rather than both. Beginning with the class of 2015, students will have to meet the state standard on both mathematics EOCs to graduate from high school. Washington is participating in the multistate consortium that is currently developing the Common Core State Standards (CCSS) mathematics assessment.

### **b) Science.**

The high school science assessment began as a comprehensive assessment in grade ten in spring 2003. Washington's science EALRs were revised in 2009 and include content in life, physical, and earth and space sciences; and the study of systems, inquiry, and application that cuts across content areas. A proviso in the 2010 Supplemental Operating Budget directed the OSPI to develop a high school Biology EOC to be used as the statewide high school science assessment beginning in the 2011-12 school year. The proviso also required the OSPI to recommend whether additional science EOCs should be developed and to recommend an implementation schedule. In a report submitted in December 2010, the OSPI recommended development of two additional EOCs: Physical Science and Integrated Science. Additionally, the OSPI recommended that, for purposes of high school graduation, students be required to meet the state standard on any one of the science EOCs. (*Note: For the purposes of NCLB all students must take the same assessment.*) The report also recommended delaying the implementation of the graduation requirement in science to the class of 2017.

The 2011 Legislature passed legislation mandating that the state high school science assessment is a Biology EOC beginning in the 2011-12 school year. However, the Legislature also declared that it does not intend to narrow the statewide science assessment to only a Biology EOC and at the appropriate time intends to direct the OSPI to develop one or more EOCs in additional science subjects. The OSPI is also authorized to participate with consortia of multiple states as common science standards (*i.e., the Common Core State Standards*) and assessments are developed, and may adapt state high school science standards and assessments accordingly, as long as the legislative education committees have an opportunity to review any proposed modifications to the standards and assessments before they are adopted. Additionally, the requirement to pass the high school science assessment to graduate was delayed from beginning with the graduating class of 2013 to beginning with the graduating class of 2015.<sup>17</sup>

### **c) Alternative Assessments**

Since 2006, alternative assessments have been authorized by the Legislature to be used by students to meet the high school exit exam requirements in reading and mathematics if the student has not met the state standard on a state wide assessment. These include other approved tests (*ACT, SAT, AP and International Baccalaureate exams*), a collection of evidence (*classroom work samples submitted to a statewide panel for evaluation and scoring*), and a grades comparison (*compares a student's grades in English or mathematics courses with the grades of students in the same courses who passed the statewide assessment.*) Science alternative assessments (*ACT, SAT, AP science assessments*) were approved by the 2011 Legislature.<sup>18</sup>

## **3. Other States**

**25 states have high school exit exams: (10 in math but not science/15 in both math & science):**

- **Math:** Alaska, Arizona, Arkansas, California, Florida, Idaho, Indiana, Minnesota, South Carolina, and Washington.
- **Math & Science:** Georgia, Louisiana, Maryland, Massachusetts, Mississippi, Nevada, New Jersey, New Mexico, New York, North Carolina, Ohio, Tennessee, Texas, Virginia.

**Louisiana also uses the state exit exams to determine the level of endorsement displayed on the diploma. Virginia also uses the state exams to determine the level of differential diplomas awarded to students.**

**25 states do not use state exams for high school graduation:** Colorado, Connecticut, Delaware, Hawaii, Illinois, Iowa, Kansas, Kentucky, Maine, Michigan, Missouri, Montana, Nebraska, New Hampshire, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Utah, Vermont, West Virginia, Wisconsin, and Wyoming.

**2 states have temporarily suspended the science exit exam requirement:** New Jersey & New Mexico.

**3 states have high school exit exams but plan to eliminate them:** Georgia, North Carolina & Tennessee. *(Instead, each state will use the state exam results in both mathematics and science as a factor in determining the course grade: North Carolina in 2011; Tennessee in 2013; and Georgia in 2014.)*

**South Carolina uses science state exam results as a factor in determining the science course grade.** *(In addition to Georgia, North Carolina, and Tennessee beginning to use state exam results as a factor in a course grade, Pennsylvania will permit districts to use as a factor in course grade in both mathematics and science in 2015; and Connecticut will begin using the results as a factor in the grade for many courses in 2018.)*

**4 states plan to begin using exit exams:** Connecticut, Oklahoma, Oregon, & Rhode Island.

### ***C. College and Career Readiness Assessments (CCRA)***

An increasing number of states are beginning to consider the relationship between their state exams and college and career readiness.<sup>19</sup> A 2007 study of the alignment of state-developed high school assessments and the knowledge and skills necessary for university readiness concluded that the state high school assessments were aligned with basic readiness but do not align as well in areas requiring more sophisticated cognitive functioning.<sup>20</sup> The study concluded that this was expected since the state assessments are most commonly given in tenth or eleventh grade and were not designed with postsecondary standards as a reference point.<sup>21</sup> The areas of alignment were in computation and mathematical reasoning but other standards areas such as research skills, critical thinking, statistics, and trigonometry were found to be underrepresented or nonexistent in state tests.<sup>22</sup> Greater alignment occurs with AP and International Baccalaureate assessments that include performance tasks to measure complex cognitive processes and college readiness.<sup>23</sup> However, the study found that these programs are more costly and complex to construct and maintain and currently are restricted to only the highest achieving students.<sup>24</sup> The study also provides that given the scope of college-readiness standards and their cognitive complexity, it is unlikely state-developed high school assessments alone will ever capture information on the full range of content knowledge and cognitive skills essential to college success.<sup>25</sup>

Proponents of administering college readiness exams to high school students assert that these tests raise awareness and exposure to college among all students, rather than just those students who see themselves as college-bound and therefore will increase interest in and access to college. By enabling students to take these tests during a regular school day at their own high school means many test taking barriers otherwise encountered by students are eliminated, such as the cost of registration, lack of transportation to a test center, unfamiliarity with the test and how to prepare, and conflicts with job or family responsibilities. Additionally, these tests are said to promote educational and career planning by

demonstrating to students where their academic strengths and weaknesses lie so as to encourage students to take rigorous college and career focused coursework. The tests are said to be great predictors of success of first year postsecondary success and the results are comparable across states. A further benefit is that the results of college entrance exams are accepted for college admissions, course placement, and/or for scholarships at all four-year colleges and universities in the nation.

## 1. ACT and SAT

The ACT Corporation and the College Board are the producers of the most widely accepted college readiness assessments, entrance exams, and college placement tests. Some states are using these assessments in middle and high schools to determine whether students are on track to be college and career ready. Additionally, the College Board has created the AP program that includes assessments to earn college credits.

### a) The ACT Corporation<sup>26</sup>

The ACT Corporation offers the following assessments that are being used by some states to determine college and career readiness:

**The ACT EXPLORE.** The ACT EXPLORE is usually administered in grades 8 or 9 and includes four multiple-choice tests: English, reading, mathematics, and science. The EXPLORE Student Score Report gives a student information about the student's knowledge, skills, and interests to use as they plan their high school coursework and begin thinking about college and work.<sup>27</sup>

**The ACT PLAN.** The ACT PLAN is a curriculum-based educational and career planning program for 10th graders that measures achievement in English, mathematics, reading, and science.<sup>28</sup>

**The ACT.** The ACT is a national college entrance examination that consists of subject area tests in English, mathematics, reading, and science. The ACT Plus Writing includes the four subject area tests plus a 30-minute writing test.<sup>29</sup>

**The ACT WorkKeys.** The ACT WorkKeys system uses job profiling combined with applied and skill based assessments (*Reading for Information, Applied Mathematics, Business Writing, Writing, Locating Information, Teamwork, Observation, Listening, and Applied Technology*), instructional guidance, and reporting to help students identify their strengths and weaknesses.<sup>30</sup>

**The COMPASS and the ASSET.** The COMPASS (computer adapted) and the ASSET (paper & pencil) are both college placement assessments used by higher education institutions to place students in the appropriate course level. The assessments evaluate students' skill levels in reading, writing skills, writing essay, mathematics, and English as a Second Language.<sup>31</sup>

### b) The College Board<sup>32</sup>

The College Board offers the following assessments used by some states to determine college and career readiness:

**ReadiStep.** The ReadiStep assessment is administered to 8<sup>th</sup> graders to assess reading, writing, and mathematics knowledge and skills that students need to be on track to graduate high school be college ready.<sup>33</sup>

**The Preliminary SAT (PSAT).** The PSAT/National Merit Scholarship Qualifying Test is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It's a standardized test in reading, mathematics, and writing administered to 10<sup>th</sup> and 11<sup>th</sup> graders that provides firsthand practice for the SAT and gives students a chance to enter the NMSC scholarship programs and gain access to college and career planning tools.<sup>34</sup>

**The SAT.** The SAT is a national college entrance examination in mathematics, reading, and writing. These assessments are generally administered to 11<sup>th</sup> and 12<sup>th</sup> graders.<sup>35</sup>

**SAT Subject Tests.** The SAT Subject Tests are hour-long, content-based tests that allow students to showcase achievement in specific subject areas and can be used to augment a student's SAT scores and college admissions to show where the student excels. There are 20 SAT Subject Tests in five general subject areas: English, history, languages, mathematics and science. Some colleges also use SAT Subject Tests to place students into the appropriate courses.<sup>36</sup>

**Accuplacer.** The Accuplacer are computer adaptive assessments in English, reading, and mathematics to be used to help determine course placement.<sup>37</sup>

**The Advanced Placement (AP) Program.** The College Board offers the AP Program, which provides college-level course work in 33 different AP courses and their corresponding AP Exams for students to earn college credit or college placement while still in high school.<sup>38</sup>

## (1) Washington

Washington State does not require or provide at state expense a CCRA for high school students.

There currently is no state level placement assessment policy for Washington community and technical colleges. The specific placement tests used by the community colleges are determined by individual colleges; roughly 2/3 of the colleges use COMPASS, (*an assessment produced by ACT*), while the other 1/3 use ACCUPLACER (*from College Board*).<sup>39</sup> The local colleges determine the cut scores for student placement based on their curriculum in mathematics and English so, as a result, the cut scores vary across the system. In the area of mathematics, two community colleges have developed their own local placement tests and a few colleges offer multiple test options.<sup>40</sup>

There is a requirement at each Washington four-year baccalaureate public college and university to take a placement or admissions test. All of Washington's public, four-year institutions of higher education accept both the ACT and SAT scores for admission.<sup>41</sup>

In June 2008, the ACT Corporation conducted an alignment study of the Washington State K-12 EALRs and the ACT college entrance examination. The study found that the ACT covered 5 of the 5 mathematics EALRs and all of the Science and Science Process EALRs, (*although Washington has since updated the math and science EALRs.*)<sup>42</sup> The College Board has not conducted such an alignment study for Washington.<sup>43</sup>

In 2011, 13,677 Washington 12<sup>th</sup> graders took the ACT (*62% were white students, 11% Hispanic students, 10% Asian students, 4% African American, and 1% American Indian students; 43% were male, and 57% were female.*)<sup>44</sup> For the eighth straight year, Washington students scored above the national average on

the ACT exam -- Washington students had an average composite score (*for all four subject matter assessments of English, mathematics, reading, and science*) of 22.8, while the national average composite score was 21.1.<sup>45</sup> Washington's composite scores was the ninth highest of all the states, finishing behind students in Connecticut, Maine, Massachusetts, Minnesota, New Hampshire, New Jersey, New York and Rhode Island.<sup>46</sup>

In 2011, 13,972 Washington 12<sup>th</sup> graders took the SAT (*66 % were white students, 8% Hispanic students, 14% Asian students, 5% African-American, and 1% American Indian students; 46.1 were male, 53.9% were female.*)<sup>47</sup> For the seventh straight year, Washington students scored above the national average on the mathematics section of the SAT: Washington students had an average mathematics score of 529 while the national average was an average mathematics score of 514.<sup>48</sup> Washington students had an average composite score (*in all three subject matter assessments of reading, mathematics, and writing*) of 520, followed by New Hampshire with an average score of 519.6, Massachusetts with 516, Oregon with 513, Vermont 512.6 and Connecticut 511.6.<sup>49</sup>

Twenty-eight percent, which is 18,296 Washington students in the class of 2010 took at least one AP exam. Washington ranked 17th in the nation with the greatest number of 12th graders (*17.1 percent*) scoring three or greater on AP exams (*a score that usually qualifies for college credit*). Maryland was first at 26.4 percent. The national average was 16.9 percent.<sup>50</sup>

## **(2) Other States**

**Ten states either require schools to administer or students take a CCRA at state expense in addition to other state assessments required for graduation or accountability:**

- The ACT and/or the related ACT-developed exams: EXPLORE, PLAN, & WorkKeys: Alaska, Arkansas, Colorado, Kentucky, Michigan, Minnesota, North Dakota, and Wyoming.
- The SAT or PSAT: Delaware,
- ACT/SAT or COMPASS: Idaho

**At least four states use both the ACT and SAT as an alternative to the required state exit exam:** Florida, New York, Oregon, and Washington.

**Two states use CCRA for NCLB accountability purposes:** Illinois (ACT & ACT WorkKeys) & Maine (SAT).

**One state will use both the ACT and SAT to determine honors diplomas:** Tennessee.

**Two states are piloting in a few districts or only administering to low-income students in one grade:** Arizona (ACT EXPLORE) and New Mexico (PSAT).

**One state is tracking a cohort of students from middle school through high school using CCRA:** Alabama (ACT EXPLORE, PLAN, ACT & ACT WorkKeys).

**One state allows school districts to choose one CCRA to compare students with other students:** Nebraska (ACT EXPLORE, PLAN, ACT & ACT WorkKeys).

**One state formerly paid for the PSAT but has suspended payments:** Rhode Island.

**One state has announced a plan to implement a state funded CCRA:** Iowa.

## **D. Scholarship Eligibility**

While most merit-based scholarship eligibility is based on a student's grade point average, class rank, or ACT/SAT score, there are states that use or have used the results of the state assessment scores, at least in part, to determine eligibility for state scholarships.

Proponents use the same rationale for using state assessments for scholarship eligibility as those used for state exit exams, including an increased effort by students and teachers. Opponents disregard the idea that eligibility for scholarships is attractive to all students, especially those students who are unrepresented in higher education and therefore believe it does not act as an incentive for all students.

### **1. Washington<sup>51</sup>**

The GET Ready for Math and Science Conditional Scholarship program provided conditional scholarships to low-and-middle income high school students with top mathematics and science scores (*level 4*) on the high school state assessments. Recipients had to agree to obtain a bachelor's degree in a mathematics or science field, and work in a mathematics/science profession for three years after obtaining their degree. Funding for this scholarship was suspended in 2011.

### **2. Other States**

There are 11 states that use or have used the results of the state assessment scores, at least in part, to determine eligibility for state scholarships: Arizona, Delaware, Illinois, Maine, Massachusetts, Michigan (*funding suspended in 2009*), Nevada, New York, Wyoming, and Washington (*funding suspended in 2011*).

## **III. Common Core State Standards (CCSS) Assessments**

### **A. Language Arts and Mathematics<sup>52</sup>**

The CCSS Initiative was a state-led effort by The National Governors Association and the Council of Chief State School Officers to establish a shared set of educational standards for grades K-12 in English language arts and mathematics that states can voluntarily adopt. The standards were developed with feedback from teachers, school administrators, experts, and the general public. Forty-five states have formally adopted the CCSS, including Washington, and six states have not adopted them.

### **B. Science<sup>53</sup>**

The National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, and Achieve, Incorporated are working to develop a set of common science learning standards that multiple states could adopt. The framework for the standards was released in July 2011. The science standards are expected to be available for states to review by spring of 2012.

Proponents of using the CCSS argue that the inconsistent and varied state learning standards lead to disparity in the quality and quantity of instruction across the states, which results in a student's career and college readiness being dependent upon where a student lives. Therefore, CCSS will provide a shared set of standards that will result in equal access for students to college and career readiness and provide a way for states and parents to measure the progress of the state educational system and

individual students. Proponents also assert that the CCSS maintains local control because the CCSS do not prescribe curriculum or dictate how students should be taught but instead define what students should understand and be able to do by setting grade-specific targets, which will prevent duplication of effort and better leverage scarce resources. Opponents argue that learning standards should be locally controlled and the CCSS is merely a backdoor method to get national learning standards. Additionally, opponents are concerned about the cost of curriculum and professional development necessary to switch to new learning standards and assessments.

## 1. Federal<sup>54</sup>

Although the CCSS were not developed by the federal government the Obama administration has endorsed them. In September 2011, the federal Department of Education awarded Race to the Top Assessment Program grants to two state consortia to develop assessments systems that are, among other things, aligned with the CCSS. The assessments will assess students' knowledge of mathematics and English language arts from third grade through high school. The assessments are required to be ready for use by the 2014-15 school year. The grants (*a total of \$350 million*) were awarded to the SMARTER Balanced Assessment Consortium (SBAC) and the Partnership for Assessment of Readiness for College and Careers (PARCC). While each consortium takes a different approach, both are working on creating assessment systems and supporting tools to improve student readiness for college and careers. The SBAC and PARCC consortia are comprised of a total of 45 states. Montana has not adopted the CCSS but is a member of the SBAC. Alaska, Minnesota, Nebraska, Texas, and Virginia have not adopted the CCSS and have not joined either consortium.

This level of collaboration of state efforts in education policy is unusual. Education policy has traditionally been driven by individual state actions, which creates some questions about the future of the CCSS effort, including: Will states maintain the collaborative effort to oversee and update the standards and assessments, and the implementation and governance of them? Will it depend upon whether there is federal funding to do so?

### a) Smarter Balance Assessment Consortium (SBAC)<sup>55</sup>

The SBAC is a coalition of 29 states that includes Washington.<sup>56</sup> Washington State is the fiscal agent for SBAC. To continue in SBAC after December 31, 2011, a state must adopt the CCSS for English language arts and mathematics; and to continue as a member after the beginning of the 2014-15 school year a state must agree to use the SBAC's tests as its federal accountability assessments. The SBAC was originally going to only create a summative assessment but has received some additional federal funds to also create an EOC item bank.

### b) The Partnership for Assessment of Readiness for College and Careers (PARCC)<sup>57</sup>

The PARCC is a coalition of 24 states.<sup>58</sup> PARCC has created a Common Core Implementation Workbook with steps for the participating states to take to implement the CCSS.<sup>59</sup>

There are six states in both consortiums and 5 states in neither consortium.

## 2. CCSS Implementation by the States

To be prepared to implement the assessments in the 2014-15 school year states have had to create a crosswalk or comparison of the current state standards and assessments and the CCSS to determine

gaps and redundancies in order to inform instruction, plan professional development and determine necessary curriculum materials. States that have adopted CCSS have the option to add additional standards.

According to a Center on Education Policy report, about three-quarters (76%) of districts in CCSS-adopting states view adequate funding to implement all aspects of the CCSS as a major challenge. Districts anticipate a need for new curriculum materials and that the new standards would demand “fundamental changes” in instruction, which would require professional development.<sup>60</sup>

### **3. Washington<sup>61</sup>**

#### **a) Mathematics.<sup>62</sup>**

The 2010 Washington State Legislature directed the OSPI to conduct an analysis of the CCSS for English language arts and mathematics and report back to the Legislature. OSPI facilitated two comparative analyses to evaluate the match between the CCSS and Washington standards. The first analysis was completed by Hanover Research as an external comparison; the second was conducted by Washington educators.

Overall, both the Hanover and Washington educator reviews revealed a relatively strong alignment between Washington’s standards for Grades K–10 in reading, writing and communication and the CCSS for English language arts. The reviews for mathematics also found a strong degree of alignment between Washington’s mathematics standards and the CCSS.

In June 2010, the Thomas B. Fordham Institute used a set of criteria for each subject area to examine and evaluate the rigor and clarity of the CCSS and each state’s content standards in relation to the CCSS. The Institute found that the CCSS English language arts standards were superior to Washington’s current EALRs and Grade Level Expectations (GLEs). In mathematics, the Institute found that with some minor differences, the CCSS and the Washington EALRS both cover the essential content for a rigorous, K-12 mathematics program.

In June 2011, OSPI convened a bias & sensitivity committee that reviewed the English language arts and mathematics CCSS and provided implementation recommendations around instruction and instructional supports to ensure the success of traditionally underserved groups. The committee supported formal adoption of the CCSS.

OSPI has adopted the English language arts and mathematics CCSS. OSPI’s plan is that the state assessments of the state standards will not change until the 2014-2015 school year, so districts do not need to transition to the CCSS until 2013 – until then the existing EALRs remain in effect. Washington has not yet decided whether to add more standards to the CCSS, which is permitted under the Race to the Top grants.

In the 2011-13 biennial operating budget, the Legislature directed the OSPI to report to the legislature by January 1, 2012, an estimate of costs and a timeline implementation of the common core standards, and any recommendations for enhancing the standards.

### **b) Science<sup>63</sup>**

In 2011, the Washington Legislature authorized the OSPI to participate with a consortia of multiple states on common science standards (*i.e., the CCSS*) and assessments and to adapt state high school science assessments accordingly, as long as the legislative education committees have an opportunity to review any proposed modifications to the standards and assessments before they are adopted.

## **4. Other CCSS Efforts**

In addition to the actions being taken by the states and the two federal consortia there are some additional efforts being taken around the implementation of the CCSS.

### **a) Skills and Knowledge Review<sup>64</sup>**

The Educational Policy Improvement Center recently conducted a survey of instructors of entry-level college courses and concluded that the CCSS in language arts and mathematics are good reflections of the skills and knowledge students must master to be successful in post-secondary courses.

### **b) English Language Proficiency Resources<sup>65</sup>**

The Bill and Melinda Gates Foundation has pledged \$1 million to a Stanford University-led effort to develop English-language-proficiency resources for states' common-core academic standards. The project, launched in July 2011 with \$1 million from the Carnegie Foundation of New York, aims to create a framework of the English-language demands in the common-core standards for mathematics and English/language arts, and for the National Research Council's next-generation science standards.

### **c) Teacher Preparation<sup>66</sup>**

The Association of Public and Land-Grant Universities, with an initial planning year funded in part by a \$200,000 grant from the National Science Foundation, has launched an initiative to prepare new secondary math teachers to incorporate the CCSS into the classroom. The Mathematics Teacher Education Partnership aims to redesign teacher preparation programs through a collaborative approach that brings together colleges, middle and high schools, and other organizations.

### **d) Alignment of the CCSS to ACT and SAT assessments<sup>67</sup>**

Both the ACT Corporation and the College Board have conducted alignment studies of the standards tested on the ACT and SAT assessments and found that overall both the ACT and SAT assessments match well with the CCSS. The ACT study found that the ACT standards match 100% to the CCSS for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects. The study found that the ACT standards match closely with the CCSS in reading and mathematics, less closely in writing, and not at all in speaking/listening. The SAT study found strong alignment in reading, writing, mathematics, and language.

### **e) Alignment of the CCSS to selected AP courses<sup>68</sup>**

The College Board has conducted an alignment study to compare the CCSS to selected AP courses to identify the CCSS that prepare students to engage in selected AP courses. The College Board study found high alignment between the CCSS and the AP English Literature, AP English Language, and a lower concentration of alignment but still sufficient alignment in AP Calculus AB, AP Calculus BC, AP Statistics, and AP Computer Science A. The study found limited alignment between the Speaking and Listening CCSS and AP English Language.

**f) Social, Emotional and Physical Learning<sup>69</sup>**

The Council of Chief State School Officers, the New America Foundation, the National Association of Elementary School Principals (NAESP) and other groups have endorsed broadening the K-12 CCSS, generally, to include a comprehensive range of skills. NAESP recommends reforming the CCSS for all grades to “include additional child development domains that focus on social, emotional and physical learning.”

## IV. Appendix

The following chart is a summary of the information for the 50 states, with Global Challenge states noted.<sup>70</sup>

|  | Purposes of State High School Assessments  | High School Exit Exams <sup>71</sup><br>(First year diplomas withheld) <sup>72</sup> <ul style="list-style-type: none"> <li>Math subject &amp; type of test</li> <li>Science subject &amp; type of test</li> </ul>  | College and Career Readiness  | Common Core State Standards (CCSS) Consortia <ul style="list-style-type: none"> <li>SMARTER Balance (SBAC)</li> <li>The Partnership for Assessment of Readiness for College and Careers (PARCC)</li> </ul>   |
|--|--|---|---|--|
| U.S.   | <ul style="list-style-type: none"> <li><b>Graduation</b><br/><i>Exit exams, course grade, differentiated diploma or endorsement.</i></li> <li><b>Federal &amp; State Accountability</b><br/><i>NCLB requires a science assessment to be administered in high school but the results are not used in AYP<sup>73</sup></i></li> <li><b>Scholarships</b></li> </ul> | <p><i>The earliest exit exam was in 1979</i></p> <ul style="list-style-type: none"> <li><b>Number of states with state exit exams: 25</b> <ul style="list-style-type: none"> <li>In Math but not Science: 10</li> <li>In both Math &amp; Science: 15</li> </ul> </li> </ul> <p><i>Ending exit exams: GA, NC, TN<br/>Temporarily suspended: NJ, NM<br/>Starting exit exams: CT, OK, OR, RI</i></p> <ul style="list-style-type: none"> <li>Administer only Comprehensive Assessments: 19 states (<i>But changing to EOCs: WA, IN, LA, NJ, TX</i>)</li> <li>Administer only EOCs: 6 states <ul style="list-style-type: none"> <li>Algebra I</li> <li>Algebra/Data Analysis</li> <li>Algebra I, Geometry, Algebra II</li> <li>Biology</li> <li>Biology, Chemistry, Physics</li> <li>Biology, Earth Science, Chemistry</li> </ul> </li> <li>Administer Comprehensive Math assessments &amp; Science EOCs: 2 states</li> <li><b>SC uses state exams as part of the science course grade</b><br/><i>CN. planning to implement in 2018; GA planning to implement in 2014; NC implementing in 2011; PA implementing in 2015</i></li> <li><b>VA uses state exams to determine the level of diploma</b></li> </ul> | <ul style="list-style-type: none"> <li><b>10 states either require schools administer or students take a college readiness/entrance exam at state expense in addition to other state assessments required for graduation or accountability.</b></li> <li><b>4 states use these exams as an alternative to the required state exit exam.</b></li> <li><b>2 states use these exams for NCLB accountability purposes.</b></li> <li><b>3 states are piloting in a few districts or in one grade.</b></li> <li><b>1 state allows school districts to choose one of these tests to compare students with other students.</b></li> <li><b>1 state use to pay for the test but has suspended payments.</b></li> <li><b>2 states pay for the tests if the student wants to take them.</b></li> <li><b>1 state has announced a plan to implement them.</b></li> </ul> | <ul style="list-style-type: none"> <li><b>45 states are in a consortia</b></li> <li><b>16 states in only PAARC</b></li> <li><b>21 states in only SMARTER Balance</b></li> <li><b>8 states in both PAARC &amp; SMARTER Balance</b></li> <li><b>23 of the consortia states have exit exams</b></li> <li><b>5 states are not in either consortia</b></li> </ul> |
| Washington<br><i>Ranked 2<sup>nd</sup> as a Global Challenge State</i> | <ul style="list-style-type: none"> <li><b>Graduation<sup>74</sup></b></li> <li><b>Federal &amp; State Accountability<sup>75</sup></b></li> <li><b>Scholarships (unfunded 2011)<sup>76</sup></b></li> </ul>   | <p><b><u>Exit exam required for graduation:</u></b><br/><i>Since 2008</i></p> <ul style="list-style-type: none"> <li><b>Comprehensive Math</b><br/><i>Transitioning to EOCs: Algebra I or Geometry EOC in 2013 &amp; 2014. Both EOCs required for graduation in 2015 &amp; beyond.</i></li> <li><b>Biology EOC beginning in 2015.</b></li> </ul>  | <p><b>AP exams, ACT, &amp; SAT.</b> Alternative assessments for state exit exams.<sup>77</sup></p>  | <p><b>SMARTER Balance</b></p>  |
| Alabama  | <ul style="list-style-type: none"> <li><b>Graduation<sup>78</sup></b></li> <li><b>Federal &amp; State Accountability<sup>79</sup></b></li> </ul>   | <p><b><u>Exit exam required for graduation:</u></b><br/><i>Since 1985<sup>80</sup></i></p> <ul style="list-style-type: none"> <li><b>Comprehensive Math</b></li> <li><b>Biology EOC</b><br/><i>In 2006, changed from a comprehensive science assessment to a comprehensive Biology assessment<sup>81</sup></i></li> </ul>   | <p><i>Tracking a cohort of students beginning with 8<sup>th</sup> graders in 2009-10.<sup>82</sup></i></p> <p><b>ACT EXPLORE.</b> Administered to 8<sup>TH</sup> graders in 2009-10</p> <p><b>Act PLAN.</b> To be administered to the cohort in 10<sup>th</sup> grade in 2011-12</p> <p><b>ACT.</b> To be administered to the cohort in 11<sup>th</sup> grade in 2012-13</p> <p><b>ACT WorkKeys.</b> To be administered to the cohort in 12<sup>th</sup> grade in 2013-14.</p>  | <p><b>SMARTER Balance and PAARC</b></p>  |

|   | Purposes of State High School Assessments   | High School Exit Exams <sup>71</sup><br>(First year diplomas withheld) <sup>72</sup> <ul style="list-style-type: none"> <li>Math subject &amp; type of test</li> <li>Science subject &amp; type of test</li> </ul>  | College and Career Readiness   | Common Core State Standards (CCSS) Consortia <ul style="list-style-type: none"> <li>SMARTER Balance (SBAC)</li> <li>The Partnership for Assessment of Readiness for College and Careers (PARCC)</li> </ul> |
|---|---|---|--|--|
| Alaska  | <ul style="list-style-type: none"> <li>Graduation<sup>83</sup></li> <li>Federal Accountability<sup>84</sup></li> </ul>  | <p><b>Exit exam required for graduation:</b><br/>Since 2004<br/>Comprehensive Math</p>  | <b>ACT WorkKeys.</b> Tests are required for all high school juniors beginning with the 2010-2011 school year. <sup>85</sup>  | <b>Has not adopted the CCSS &amp; is not a member of either consortium.</b>  |
| Arizona   | <ul style="list-style-type: none"> <li>Graduation<sup>86</sup></li> <li>Federal &amp; State Accountability<sup>87</sup></li> <li>Scholarships<sup>88</sup></li> </ul>   | <p><b>Exit exam required for graduation:</b><br/>Since 2006<br/>Comprehensive Math</p>  | <b>ACT EXPLORE.</b> In the second year of a 2 year pilot giving the test to low income 8 <sup>th</sup> grades in 2010-11 & 2011-12 school years. <sup>89</sup>   | <b>PAARC</b>   |
| Arkansas <sup>90</sup>  | <ul style="list-style-type: none"> <li>Graduation<sup>91</sup></li> <li>Federal &amp; State Accountability<sup>92</sup></li> </ul>  | <p><b>Exit exam required for graduation:</b><br/>Since 2010</p> <ul style="list-style-type: none"> <li>Algebra I EOC (Only EOC required for graduation, other than English)<sup>93</sup></li> <li>Required to take but not pass Geometry, Algebra II, &amp; Biology EOCs<sup>94</sup></li> </ul>  | <p>Beginning with the 2010-11 school year:</p> <p><b>ACT EXPLORE.</b> Schools serving 8<sup>th</sup> grade students must administer.<sup>95</sup></p> <p><b>ACT PLAN or PSAT.</b> Schools serving 10<sup>th</sup> grade students administer PLAN or the PSAT.<sup>96</sup></p> | <b>PAARC</b>   |
| California<br>Ranked 7 <sup>th</sup> as a Global Challenge State  | <ul style="list-style-type: none"> <li>Graduation<sup>97</sup></li> <li>Federal &amp; State Accountability<sup>98</sup></li> </ul>  | <p><b>Exit exam required for graduation:</b><br/>Since 2006<br/>Comprehensive Math</p>  | --   | <b>SMARTER Balance</b>   |
| Colorado<br>Ranked 9 <sup>th</sup> as a Global Challenge State    | <ul style="list-style-type: none"> <li>Federal &amp; State Accountability<sup>99</sup></li> </ul>   | <p><b>Exit exam required for graduation:</b><br/>None.</p>  | <b>ACT (English, Math, Reading, &amp; Science).</b> Require all 11th grade students to take but not required to meet a certain proficiency score. <sup>100</sup>   | <b>SMARTER Balance and PAARC</b>   |
| Connecticut<br>Ranked 5 <sup>th</sup> as a Global Challenge State | <ul style="list-style-type: none"> <li>Graduation</li> <li>Federal &amp; State Accountability<sup>102</sup></li> </ul> <p>Results from the state comprehensive assessment that includes math &amp; science cannot be used as the sole criterion for graduation or promotion but a district may use the results when assessing whether students have the basic skills &amp; knowledge necessary for graduation. A Certification of Mastery will be awarded to students who achieve the state goal in any of the subjects tested.<sup>101</sup></p> | <p><b>Exit exam required for graduation:</b><br/>None.</p> <p>Planning to require students take EOCs in Algebra I, Geometry, Biology, American History, &amp; English beginning with the graduating class of 2018 on which students the exam results must count for at least 25% of the course grade and the student must score at least 70% to successfully complete the course.<sup>103</sup></p> | --   | <b>SMARTER Balance</b>   |

|          | Purposes of State High School Assessments  | High School Exit Exams <sup>71</sup><br>(First year diplomas withheld) <sup>72</sup> <ul style="list-style-type: none"> <li>• Math subject &amp; type of test</li> <li>• Science subject &amp; type of test</li> </ul>  | College and Career Readiness  | Common Core State Standards (CCSS) Consortia <ul style="list-style-type: none"> <li>• SMARTER Balance (SBAC)</li> <li>• The Partnership for Assessment of Readiness for College and Careers (PARCC)</li> </ul> |
|----------|--|---|---|--|
| Delaware | <ul style="list-style-type: none"> <li>• Federal &amp; State Accountability</li> </ul> <p><i>Previously used an abbreviated version of the SAT for part of the state exam. Beginning in the 2011-12 school year Algebra I/Integrated Math I &amp; Biology EOC exams will be administered for NCLB purposes but not as a high school exit exam.<sup>104</sup>)</i></p> <ul style="list-style-type: none"> <li>• Scholarships<sup>105</sup></li> </ul> | <p><b>Exit exam required for graduation:</b><br/>None<sup>106</sup></p>   | SAT. Beginning in 2011 and through 2014 Delaware is requiring all 11 <sup>th</sup> graders to take the SAT exam. <sup>107</sup>   | SMARTER Balance and PAARC  |
| Florida  | <ul style="list-style-type: none"> <li>• Graduation<sup>108</sup></li> <li>• Federal &amp; State Accountability<sup>109</sup></li> </ul>   | <p><b>Exit exam required for graduation:</b><br/><i>Since 1979<sup>110</sup></i><br/>Comprehensive Math<br/><i>Phasing in Algebra I, Geometry EOCs by 2014, and a Biology EOC by 2015.<sup>111</sup></i></p>  | ACT & SAT. Alternative assessments for state exit exams. <sup>112</sup>   | PAARC  |
| Georgia  | <ul style="list-style-type: none"> <li>• Graduation</li> <li>• Federal &amp; State Accountability<sup>113</sup></li> </ul>   | <p><b>Exit exam required for graduation:</b><br/><i>Since 1994<sup>114</sup></i></p> <ul style="list-style-type: none"> <li>• Comprehensive Math</li> <li>• Comprehensive Science</li> </ul> <p><i>Phasing out the exit exams<sup>115</sup>. Beginning with the graduating class of 2013-14 will have EOCs in Math I and II, Biology, and Physical Science that will count as 15% of the course grade &amp; for NCLB purposes.<sup>116</sup>)</i></p> | --  | PAARC  |
| Hawaii   | Federal & State Accountability <sup>117</sup>  | <p><b>Exit exam required for graduation:</b><br/>None</p>   | --  | SMARTER Balance  |
| Idaho    | <ul style="list-style-type: none"> <li>• Graduation<sup>118</sup></li> <li>• Federal &amp; State Accountability<sup>119</sup></li> </ul>   | <p><b>Exit exam required for graduation:</b><br/><i>Since 2006</i><br/>Comprehensive Math</p>   | ACT, SAT or COMPASS. Beginning with the graduating class of 2013 <u>must</u> also take one of these exams by the end of 11th grade to graduate, unless IEP recommends not taking exam. <sup>120</sup>   | SMARTER Balance  |
| Illinois | <ul style="list-style-type: none"> <li>• Federal &amp; State Accountability<sup>121</sup></li> <li>• Scholarship<sup>122</sup></li> </ul>  | <p><b>Exit exam required for graduation:</b><br/>None.</p>  | ACT & ACT WorkKeys. Beginning in 2011, 11 <sup>th</sup> graders must take the ACT Plus Writing, & two WorkKeys assessments ( <i>Applied Mathematics &amp; Reading for Information</i> ), and a state-developed science test. <sup>123</sup><br><b>Math &amp; reading scores <u>ARE</u> used for NCLB purposes</b> | PAARC  |
| Indiana  | <ul style="list-style-type: none"> <li>• Graduation</li> </ul> <p><i>Students may graduate without passing the exit exam)<sup>124</sup></i></p> <ul style="list-style-type: none"> <li>• Federal &amp; State Accountability<sup>125</sup></li> </ul>   | <p><b>Exit exam required for graduation:</b><br/><i>Since 1995<sup>126</sup></i><br/>Comprehensive Math<br/><i>Beginning 2011-12 transitioning to an Algebra EOC and 2011-12 adding a Biology I EOC.<sup>127</sup></i></p>  | --  | PAARC  |

|   | Purposes of State High School Assessments  | High School Exit Exams <sup>71</sup><br>(First year diplomas withheld) <sup>72</sup> <ul style="list-style-type: none"> <li>Math subject &amp; type of test</li> <li>Science subject &amp; type of test</li> </ul>  | College and Career Readiness  | Common Core State Standards (CCSS) Consortia <ul style="list-style-type: none"> <li>SMARTER Balance (SBAC)</li> <li>The Partnership for Assessment of Readiness for College and Careers (PARCC)</li> </ul> |
|---|--|---|---|--|
| Iowa  | Federal & State Accountability <sup>128</sup>  | <b>Exit exam required for graduation:</b><br>None<br><i>On October, 4, 2011, Iowa Governor announced a plan to administer EOCs in core subject areas.</i> <sup>129</sup>  | <i>On October 4, 2011, Iowa Governor announced a plan for all 11th graders to take a state-funded college-entrance exam.</i> <sup>130</sup>   | <b>SMARTER Balance</b>   |
| Kansas  | Federal & State Accountability <sup>131</sup>  | <b>Exit exam required for graduation:</b><br>None   | --  | <b>SMARTER Balance</b>   |
| Kentucky  | <ul style="list-style-type: none"> <li>Graduation<br/><i>School districts may use ACT EOCs to determine at least 20% of a student's course grade.</i><sup>132</sup></li> <li>Federal &amp; State Accountability<sup>133</sup><br/><i>Beginning in the 2011-12 school year, the ACT EOCs will be used for state accountability purposes.</i><sup>134</sup></li> </ul> | <b>Exit exam required for graduation:</b><br>None   | <b>ACT EXPLORE.</b> Given to all public school 8 <sup>th</sup> graders<br><b>ACT PLAN.</b> Given to all public school 10th graders<br><b>ACT (English, reading, math, science &amp; History EOCs).</b> Given to all public school 11 <sup>th</sup> graders. <sup>135</sup><br><i>ACT is also providing curriculum &amp; instruction support materials.</i> <sup>136</sup> | <b>SMARTER Balance and PAARC</b>   |
| Louisiana   | <ul style="list-style-type: none"> <li>Graduation<br/><i>May earn an endorsement on diploma.</i><sup>137</sup></li> <li>Federal &amp; State Accountability<sup>138</sup></li> </ul>  | <b>Exit exam required for graduation:</b><br><i>Since 2003</i> <ul style="list-style-type: none"> <li>Comprehensive Math</li> <li>Comprehensive Science</li> </ul> <i>Note: For the graduating class of 2014 transitioning to:</i> <ul style="list-style-type: none"> <li>Algebra I &amp; Geometry EOCs</li> <li>Biology EOC<sup>139</sup></li> </ul> | --  | <b>PAARC</b>   |
| Maine   | <ul style="list-style-type: none"> <li>Federal Accountability<sup>140</sup></li> <li>Scholarship<sup>141</sup></li> </ul>  | <b>Exit exam required for graduation:</b><br>None   | <b>PSAT.</b> Administered to all 10 <sup>th</sup> & 11 <sup>th</sup> graders. <sup>142</sup><br><b>Scores are <u>not</u> used for NCLB purposes</b><br><b>SAT.</b> Since 2006, all 11 <sup>th</sup> graders are required to take SAT tests in reading, writing, & mathematics. <sup>143</sup><br><b>Scores <u>ARE</u> used for NCLB purposes</b>                          | <b>SMARTER Balance</b>   |
| Maryland<br><i>Ranked 3<sup>rd</sup> as a Global Challenge State</i>      | <ul style="list-style-type: none"> <li>Graduation<sup>144</sup></li> <li>Federal &amp; State Accountability<sup>145</sup></li> </ul>   | <b>Exit exam required for graduation:</b><br><i>Since 2009</i> <sup>146</sup> <ul style="list-style-type: none"> <li>Algebra/Data analysis EOC</li> <li>Biology EOC</li> </ul>  | --  | <b>PAARC</b>   |
| Massachusetts<br><i>Ranked 1<sup>st</sup> as a Global Challenge State</i> | <ul style="list-style-type: none"> <li>Graduation<sup>147</sup><br/><i>Can graduate without meeting state standard on exit exam.</i><sup>148</sup></li> <li>Federal &amp; State Accountability<sup>149</sup></li> <li>Scholarships<sup>150</sup></li> </ul>  | <b>Exit exam required for graduation:</b><br><i>Since 2003</i> <ul style="list-style-type: none"> <li>Comprehensive math</li> <li>Science EOCs<br/><i>(Either Biology, Chemistry, Physics, or Technology/Engineering)</i><sup>151</sup></li> </ul>  | --  | <b>PAARC</b>   |

|  | Purposes of State High School Assessments  | High School Exit Exams <sup>71</sup><br>(First year diplomas withheld) <sup>72</sup> <ul style="list-style-type: none"> <li>• Math subject &amp; type of test</li> <li>• Science subject &amp; type of test</li> </ul>  | College and Career Readiness  | Common Core State Standards (CCSS) Consortia <ul style="list-style-type: none"> <li>• SMARTER Balance (SBAC)</li> <li>• The Partnership for Assessment of Readiness for College and Careers (PARCC)</li> </ul> |
|--|--|---|---|--|
| Michigan   | <ul style="list-style-type: none"> <li>• Federal &amp; State Accountability<sup>152</sup></li> <li>• Scholarships<sup>153</sup></li> </ul>                                     | <p><b>Exit exam required for graduation:</b><br/>None</p>   | <p><b>ACT PLUS WRITING</b> and <b>ACT WorkKeys</b> (<i>Applied Math &amp; Reading for Information tests</i>). All 11<sup>th</sup> graders must take.<sup>154</sup></p>  | <b>SMARTER Balance</b>   |
| Minnesota  | <ul style="list-style-type: none"> <li>• Graduation<sup>155</sup></li> <li>• Federal &amp; State Accountability<sup>156</sup></li> </ul>                                       | <p><b>Exit exam required for graduation:</b><br/><i>Since 2009</i><sup>157</sup><br/>Comprehensive Math</p>   | <p><b>ACT EXPLORE.</b> The cost is paid for by the state for any public school 8<sup>th</sup> grader that takes it<br/><b>ACT PLAN.</b> The cost is paid for by the state for any public school 10<sup>th</sup> grader that takes it.<sup>158</sup></p> | <b>Has not adopted the CCSS &amp; is not a member of either consortium.</b>  |
| Mississippi  | <ul style="list-style-type: none"> <li>• Graduation<sup>159</sup></li> <li>• Federal &amp; State Accountability<sup>160</sup></li> </ul>                                       | <p><b>Exit exam required for graduation:</b><br/><i>Since 2002</i><sup>161</sup></p> <ul style="list-style-type: none"> <li>• Algebra I EOC</li> <li>• Biology I EOC</li> </ul>   | --  | <b>PAARC</b>   |
| Missouri   | <ul style="list-style-type: none"> <li>• Federal &amp; State Accountability<sup>162</sup></li> </ul>   | <p><b>Exit exam required for graduation:</b><br/>None</p>   | --  | <b>SMARTER Balance</b>   |
| Montana  | <ul style="list-style-type: none"> <li>• Federal &amp; State Accountability<sup>163</sup></li> </ul>   | <p><b>Exit exam required for graduation:</b><br/>None</p>   | --  | <b>SMARTER Balance</b><br><i>Although has not adopted the CCSS. To continue in SBAC after December 31, 2011, a state must have adopted the CCSS English language arts and math.</i>                            |
| Nebraska   | <ul style="list-style-type: none"> <li>• Federal &amp; State Accountability<sup>164</sup></li> </ul>   | <p><b>Exit exam required for graduation:</b><br/>None</p>   | <p>School districts choose one national standardized test to compare their results to the performance of students across the country. The list includes<sup>165</sup>:<br/><b>ACT EXPLORE</b><br/><b>ACT PLAN</b><br/><b>ACT</b></p>                    | <b>Has not adopted the CCSS &amp; is not a member of either consortium.</b>  |
| Nevada   | <ul style="list-style-type: none"> <li>• Graduation<sup>166</sup></li> <li>• Federal &amp; State Accountability<sup>167</sup></li> <li>• Scholarships<sup>168</sup></li> </ul> | <p><b>Exit exam required for graduation</b><br/><i>Since 2003, added science in 2010</i><sup>169</sup>:</p> <ul style="list-style-type: none"> <li>• Comprehensive math</li> <li>• Comprehensive science</li> </ul>   | --  | <b>SMARTER Balance</b>   |
| New Hampshire  | <ul style="list-style-type: none"> <li>• Federal &amp; State Accountability<sup>170</sup></li> </ul>   | <p><b>Exit exam required for graduation:</b><br/>None</p>   | --  | <b>SMARTER Balance</b>   |
| New Jersey<br><i>Ranked 4<sup>th</sup> as a Global Challenge State</i> | <ul style="list-style-type: none"> <li>• Graduation<sup>171</sup></li> <li>• Federal &amp; State Accountability<sup>172</sup></li> </ul>                                       | <p><b>Exit exam required for graduation:</b><br/><i>Since 1981</i><sup>173</sup></p> <ul style="list-style-type: none"> <li>• Comprehensive math<br/><i>Transitioning to Algebra I EOC</i><sup>174</sup> <i>but suspending graduation requirement until CCSS Assessment implemented</i><sup>175</sup></li> <li>• Biology EOC<br/><i>This graduation requirement temporarily postponed.</i><sup>176</sup></li> </ul> | --  | <b>PAARC</b>   |

|                | Purposes of State High School Assessments   | High School Exit Exams <sup>71</sup><br>(First year diplomas withheld) <sup>72</sup> <ul style="list-style-type: none"> <li>Math subject &amp; type of test</li> <li>Science subject &amp; type of test</li> </ul>   | College and Career Readiness   | Common Core State Standards (CCSS) Consortia <ul style="list-style-type: none"> <li>SMARTER Balance (SBAC)</li> <li>The Partnership for Assessment of Readiness for College and Careers (PARCC)</li> </ul> |
|----------------|---|--|--|--|
| New Mexico     | <ul style="list-style-type: none"> <li>Graduation<sup>177</sup></li> <li>Federal &amp; State Accountability<sup>178</sup></li> </ul>  | <p><b>Exit exam required for graduation:</b><br/>Since 1990</p> <ul style="list-style-type: none"> <li>Comprehensive Mathematics</li> <li>Comprehensive Science</li> </ul> <p>Graduation requirement is temporarily <i>suspended</i> for the 2011-12 school year to eliminate the cost of retakes due to the state budget crisis.<sup>179</sup></p>                        | PSAT. Piloted in 17 districts in 2009–2010. <sup>180</sup>   | PAARC  |
| New York       | <ul style="list-style-type: none"> <li>Graduation<sup>181</sup></li> <li>Federal &amp; State Accountability<sup>182</sup></li> <li>Scholarships<sup>183</sup></li> </ul>                  | <p><b>Exit exam required for graduation:</b><br/>Since 1988<sup>184</sup></p> <ul style="list-style-type: none"> <li>Math Regents Exam</li> <li>Science Regents Exam</li> </ul> <p>Comprehensive Regent Exams used as exit exam &amp; to differentiate level of diploma awarded.<sup>185</sup></p>   | SAT. SAT Subject Test scores may be used to substitute for a Regents examination score. <sup>186</sup>   | PAARC  |
| North Carolina | <ul style="list-style-type: none"> <li>Graduation<sup>187</sup></li> <li>Federal &amp; State Accountability<sup>188</sup></li> </ul>  | <p><b>Exit exam required for graduation:</b><br/>Since 1998<sup>189</sup></p> <ul style="list-style-type: none"> <li>Algebra I EOC</li> <li>Biology I EOC</li> </ul> <p>Ended use of exit exams beginning with the graduating class of 2011<sup>190</sup> but EOCs must still be taken by students and will count for 25% of the student's course grade.<sup>191</sup></p> | The North Carolina State Board of Education & Department of Public Instruction are considering using the ACT as a part of North Carolina's future high school accountability model, to begin in 2012-13. <sup>192</sup>                  | SMARTER Balance  |
| North Dakota   | <ul style="list-style-type: none"> <li>Federal &amp; State Accountability<sup>193</sup></li> </ul>  | <p><b>Exit exam required for graduation:</b><br/>None</p>  | ACT or ACT WorkKeys (Applied Mathematics, Reading for Information, and Locating Information). 11 <sup>th</sup> graders are required to take either ACT or WorkKey assessments, which are paid for by the school district. <sup>194</sup> | SMARTER Balance and PAARC  |
| Ohio           | <ul style="list-style-type: none"> <li>Graduation<br/>Students may graduate without passing exit exam.<sup>195</sup></li> <li>Federal &amp; State Accountability<sup>196</sup></li> </ul> | <p><b>Exit exam required for graduation:</b><br/>Since 2007<sup>197</sup></p> <ul style="list-style-type: none"> <li>Comprehensive Math</li> <li>Comprehensive Science</li> </ul>  | --   | SMARTER Balance and PAARC  |
| Oklahoma       | Federal & State Accountability <sup>198</sup>   | <p><b>Exit exam required for graduation:</b><br/>None.</p> <p>But in 2012, phasing in exit exams: an Algebra I EOC plus 2 of the following EOCs: Algebra II, Geometry, English III, Biology or U.S. History.<sup>199</sup></p>   | --   | PAARC  |
| Oregon         | Federal & State Accountability <sup>200</sup>   | <p><b>Exit exam required for graduation:</b><br/>None.</p> <p>But phasing in math exit exam beginning with class of 2014. Reading phased in for class of 2012 &amp; writing for class of 2013.<sup>201</sup></p>   | SAT & PSAT.<br>ACT, ACT PLAN, & ACT WorkKeys.<br>COMPASS and Asset<br>All can be used as an alternative exit exam. <sup>202</sup>  | SMARTER Balance  |

|                | Purposes of State High School Assessments  | High School Exit Exams <sup>71</sup><br>(First year diplomas withheld) <sup>72</sup> <ul style="list-style-type: none"> <li>• Math subject &amp; type of test</li> <li>• Science subject &amp; type of test</li> </ul>  | College and Career Readiness  | Common Core State Standards (CCSS) Consortia <ul style="list-style-type: none"> <li>• SMARTER Balance (SBAC)</li> <li>• The Partnership for Assessment of Readiness for College and Careers (PARCC)</li> </ul> |
|----------------|--|---|---|--|
| Pennsylvania   | Federal & State Accountability <sup>203</sup>  | <b>Exit exam required for graduation:</b><br>None.<br><i>Plan to phase-in requiring high school students to demonstrate proficiency through local, state EOCs, or national assessments, beginning with the class of 2015. School districts will determine whether scores will be a portion of the student's course grade or need to meet minimum level of proficiency. These are not considered exit exams because determinations made at the local level.</i> <sup>204</sup>   | --  | <b>SMARTER Balance and PAARC</b>   |
| Rhode Island   | Federal & State Accountability <sup>205</sup>  | <b>Exit exam required for graduation:</b><br>None.<br><i>But implementing comprehensive reading &amp; math exit exam in 2012.</i> <sup>206</sup>  | <b>PSAT</b><br><i>State used to pay for but has not since 2009-10.</i> <sup>207</sup>   | <b>PAARC</b>   |
| South Carolina | <ul style="list-style-type: none"> <li>• Graduation<sup>208</sup></li> <li>• Federal &amp; State Accountability<sup>209</sup></li> </ul>   | <b>Exit exam required for graduation:</b><br><i>Since 2006</i> <ul style="list-style-type: none"> <li>• Comprehensive math</li> </ul> <i>Beginning in 2010, high school students must also take a Biology EOC but not required to meet a specified performance level; however the EOC will be 20% of the course grade.</i> <sup>210</sup>   | --  | <b>SMARTER Balance and PAARC</b>   |
| South Dakota   | Federal & State Accountability <sup>211</sup>  | <b>Exit exam required for graduation:</b><br>None.  | --  | <b>SMARTER Balance</b>   |
| Tennessee      | <ul style="list-style-type: none"> <li>• Graduation</li> <li>• Federal &amp; State Accountability<sup>212</sup></li> </ul> <i>Only Algebra, Biology, and English I &amp; II EOCs.</i> <sup>213</sup> | <b>Exit exam required for graduation:</b><br><i>Since 2005</i> <ul style="list-style-type: none"> <li>• Algebra I, Geometry, Algebra II EOCs</li> <li>• Biology I, Chemistry, Physics EOCs</li> </ul> <i>Ending use of the statewide EOCs as exit exams beginning with the graduating class of 2013 but EOCs will count for 25% of a student's final grade in the course.</i> <sup>214</sup>  | <b>ACT &amp; SAT</b><br><i>11th grade students will also take either the SAT or ACT.</i> <sup>215</sup> <i>Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with honors</i> <sup>216</sup> <i>Students' ACT scores sent to 4 colleges or scholarship agencies at no cost to the students.</i> <sup>217</sup> | <b>PAARC</b>   |
| Texas          | <ul style="list-style-type: none"> <li>• Graduation<sup>218</sup></li> <li>• Federal &amp; State Accountability<sup>219</sup></li> </ul>   | <b>Exit exam required for graduation:</b><br><i>Since 1986</i> <sup>220</sup> <ul style="list-style-type: none"> <li>• Comprehensive math</li> <li>• Comprehensive science</li> </ul> <i>Beginning in 2011, phasing out the comprehensive assessments and phasing in 12 EOCs, including Algebra I &amp; II, Geometry, Biology, Chemistry, and Physics to be used as high school graduation requirements.</i> <sup>221</sup> <i>A student must achieve a minimum score on each EOC and a cumulative score on tests in each of the 4 core areas: English, math, science, and social studies.</i> <sup>222</sup> <i>In addition, a student's score on each EOC assessment will be worth 15% of the student's final grade for that course.</i> <sup>223</sup> | --  | <b>Has not adopted the CCSS &amp; is not a member of either consortium.</b>  |
| Utah           | Federal & State Accountability <sup>224</sup>  | <b>Exit exam required for graduation:</b><br>None   | --  | <b>SMARTER Balance</b>   |
| Vermont        | Federal & State Accountability <sup>225</sup>  | <b>Exit exam required for graduation:</b><br>None   | --  | <b>SMARTER Balance</b>   |

|   | <p>Purposes of State High School Assessments</p>   | <p>High School Exit Exams<sup>71</sup><br/>(First year diplomas withheld)<sup>72</sup></p> <ul style="list-style-type: none"> <li>• Math subject &amp; type of test</li> <li>• Science subject &amp; type of test</li> </ul> | <p>College and Career Readiness</p>   | <p>Common Core State Standards (CCSS) Consortia</p> <ul style="list-style-type: none"> <li>• SMARTER Balance (SBAC)</li> <li>• The Partnership for Assessment of Readiness for College and Careers (PARCC)</li> </ul> |
|---|--|--|---|---|
| <p>Virginia<br/>Ranked 8<sup>th</sup> as a Global Challenge State</p> | <ul style="list-style-type: none"> <li>• Graduation<br/>Virginia has differential diplomas, which require differing amounts of verified credits that are achieved by passing EOCs: Standard Diploma, Advanced Studies Diploma, Modified Standard Diploma, Technical Diplomas, Special Education Diploma, and General Achievement Diploma.<sup>226</sup></li> <li>• Federal &amp; State Accountability<sup>227</sup></li> </ul> | <p><b>Exit exam required for graduation:</b><br/>Since 2004</p> <ul style="list-style-type: none"> <li>• Algebra I, Geometry, Algebra II EOCs</li> <li>• Biology I, Earth Science, Chemistry EOCs</li> </ul>                 |   | <p>Has not adopted the CCSS &amp; is not a member of either consortium.</p>   |
| <p>West Virginia</p>  | <p>Federal &amp; State Accountability<sup>228</sup></p>  | <p><b>Exit exam required for graduation:</b><br/>None</p>  | <p>--</p>   | <p>SMARTER Balance</p>  |
| <p>Wisconsin</p>  | <p>Federal &amp; State Accountability<sup>229</sup></p>  | <p><b>Exit exam required for graduation:</b><br/>None</p>  | <p>--</p>   | <p>SMARTER Balance</p>  |
| <p>Wyoming</p>  | <ul style="list-style-type: none"> <li>• Federal &amp; State Accountability<sup>230</sup></li> <li>• Scholarships<sup>231</sup></li> </ul>   | <p><b>Exit exam required for graduation:</b><br/>None</p>  | <p><b>ACT EXPLORE.</b> All 8<sup>th</sup> grade students have the opportunity to take at state cost.<br/><b>ACT or ACT WorkKeys.</b> All 11<sup>th</sup> grade students have the opportunity to take either the ACT tests or the WorkKeys (Applied Mathematics, Reading for Information, and Locating Information) assessments.<sup>232</sup></p> | <p>SMARTER Balance</p>  |

## ENDNOTES:

- <sup>1</sup> ACT website: <http://www.act.org/qualitycore/> and College Board website: <http://sat.collegeboard.org/about-tests/sat-subject-tests>
- <sup>2</sup> No Child Left Behind Act of 2001, Title I, Part A, Sec. 1111(b)(3)(C)(v), p. 35.
- <sup>3</sup> No Child Left Behind Act of 2011, Title I, Part A, Sec. 1111(b)(2)(A), p. 28.
- <sup>4</sup> No Child Left Behind Act of 2011, Title I, Part A, Sec. 1111(b)(2)(G), p. 31.
- <sup>5</sup> No Child Left Behind Act of 2011, Title I, Part A, Sec. 1111(b)(2)(C)(v), p. 29
- <sup>6</sup> No Child Left Behind Act of 2011, Title I, Part A, Sec. 1111(b)(2)(F), p. 31.
- <sup>7</sup> No Child Left Behind Act of 2011, Title I, Part A, Sec. 1111(b)(2)(C)(vi), p. 30.
- <sup>8</sup> No Child Left Behind Act of 2011, Title I, Part A, Sec. 1116(b)(1), p. 85, and Sec. 1116(b)(7), p. 91.
- <sup>9</sup> U.S. Department of Education website: <http://www.ed.gov/esea/flexibility>
- <sup>10</sup> U.S. Department of Education website: <http://www.ed.gov/esea/flexibility>
- <sup>11</sup> Washington State, Executive Order 91-04.
- <sup>12</sup> Washington was using the Iowa Test of Basic Skills in grades 3, 6, and 9.
- <sup>13</sup> Washington State Board of Education website: <http://www.sbe.wa.gov/documents/FAQ%20Achievement%20Index.pdf>
- <sup>14</sup> The 4 Federal School Improvement Grant Intervention Models for schools. Turnaround, Restart, Closure and Transformation.
- **Turnaround.** Includes replacing the principal and rehiring no more than 50% of the school's staff, adopting a new governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the state's academic standards.
  - **Transformation.** Includes replacing the principal, developing teacher and principal leader effectiveness, implementing comprehensive instructional reform strategies, extending learning time, creating community connections, providing operating flexibility, and sustained support.
  - **School Closure.** The district closes the school and enrolls the students who attended the school in other higher-achieving schools in the district.
  - **Restart Model.** The district converts the school or closes it and reopens it under the management of an education management organization (EMO) that has been selected through a rigorous review process.  
**Note :** While charter school operators and charter management organizations (CMOs) constitute a restart under the federal guidelines, these are not currently authorized by the Washington State Legislature.  
<http://www.k12.wa.us/Improvement/SIG/default.aspx>
- <sup>15</sup> For the 2011-12 school year (Cohort III): There are 4 Required Action Districts: Morton, Onalaska, Renton, & Soap Lake; and 6 additional districts: Burlington-Edison, Marysville, Oakville, Spokane, Toppenish, and Wapato. These are in addition to the first two cohorts in the previous two school years.
- <sup>16</sup> Engrossed Second Substitute Senate Bill 6696 (2009).
- <sup>17</sup> ESHB 1410 (2011): <http://wsldocs/2011-12/Pdf/Bills/Session%20Law%202011/1410-S.SL.pdf>
- <sup>18</sup> ESHB 1410: <http://wsldocs/2011-12/Pdf/Bills/Session%20Law%202011/1410-S.SL.pdf>
- <sup>19</sup> "Comparing State High School Assessments to Standards for Success in Entry-Level University Courses", Richard Brown and David Conley (2007).
- <sup>20</sup> "Comparing State High School Assessments to Standards for Success in Entry-Level University Courses", Richard Brown and David Conley (2007).
- <sup>21</sup> "Comparing State High School Assessments to Standards for Success in Entry-Level University Courses", Richard Brown and David Conley (2007).
- <sup>22</sup> "Comparing State High School Assessments to Standards for Success in Entry-Level University Courses", Richard Brown and David Conley (2007).
- <sup>23</sup> "Comparing State High School Assessments to Standards for Success in Entry-Level University Courses", Richard Brown and David Conley (2007).
- <sup>24</sup> "Comparing State High School Assessments to Standards for Success in Entry-Level University Courses", Richard Brown and David Conley (2007).
- <sup>25</sup> "Comparing State High School Assessments to Standards for Success in Entry-Level University Courses", Richard Brown and David Conley (2007).
- <sup>26</sup> ACT website: <http://www.act.org/aap/>
- <sup>27</sup> ACT website: <http://actstudent.org/explore/tests/index.html>
- <sup>28</sup> ACT website: <http://www.act.org/readiness/index.html>
- <sup>29</sup> ACT website: <http://actstudent.org/faq/answers/what.html>
- <sup>30</sup> The ACT website: <http://www.act.org/newsroom/factsheets/view.php?p=1495>
- <sup>31</sup> The ACT website: <http://www.act.org/compass/index.html> and <http://www.act.org/asset/>
- <sup>32</sup> The College Board website: <http://www.collegeboard.org/>
- <sup>33</sup> The College Board website: <http://readistep.collegeboard.org/>

- <sup>34</sup> The College Board website: <http://www.collegeboard.com/student/testing/psat/about.html>
- <sup>35</sup> The College Board website: <http://sat.collegeboard.org/about-tests/sat>
- <sup>36</sup> The College Board website: <http://sat.collegeboard.org/about-tests/sat-subject-tests>
- <sup>37</sup> The College Board website: <http://www.collegeboard.com/student/testing/accuplacer/index.html>
- <sup>38</sup> The College Board website: <http://www.collegeboard.com/student/testing/ap/about.html>
- <sup>39</sup> 2011 SBCTC Report: [Final Placement Assessment Report.docx](#)
- <sup>40</sup> 2011 SBCTC Report: [Final Placement Assessment Report.docx](#)
- <sup>41</sup> The Higher Education Coordinating Board website: <http://www.hecb.wa.gov/sites/default/files/MCAS-CADR-Educators%2003Aug2011.pdf>
- <sup>42</sup> The Act website: <http://www.act.org/education/statematch/>
- <sup>43</sup> The Act website: <http://www.act.org/education/statematch/>
- <sup>44</sup> The ACT website: <http://www.act.org/newsroom/data/2011/pdf/profile/Washington.pdf>, page 8 & Washington Office of the Superintendent of Public Instruction website: <http://www.k12.wa.us/Communications/PressReleases2011/ACTRelease.aspx>
- <sup>45</sup> The ACT website: <http://www.act.org/newsroom/data/2011/pdf/profile/Washington.pdf>, page 14 & Washington Office of the Superintendent of Public Instruction website: <http://www.k12.wa.us/Communications/PressReleases2011/ACTRelease.aspx>
- <sup>46</sup> Washington Office of the Superintendent of Public Instruction website: <http://www.k12.wa.us/Communications/PressReleases2011/ACTRelease.aspx>
- <sup>47</sup> The College Board website: [http://professionals.collegeboard.com/profdownload/WA\\_11\\_03\\_03\\_01.pdf](http://professionals.collegeboard.com/profdownload/WA_11_03_03_01.pdf), page 3, Table 9.
- <sup>48</sup> Washington Office of the Superintendent of Public Instruction website: <http://www.k12.wa.us/Communications/PressReleases2011/SATScores.aspx>
- <sup>49</sup> Washington Office of the Superintendent of Public Instruction website: <http://www.k12.wa.us/Communications/PressReleases2011/SATScores.aspx>
- <sup>50</sup> OSPI website: <http://www.k12.wa.us/Communications/PressReleases2011/APScores.aspx>
- <sup>51</sup> HECB website: <http://www.hecb.wa.gov/PayingForCollege/StateAid/GetReadyForMathAndScience>
- <sup>52</sup> <http://www.corestandards.org/> **Adopted:** Alabama, Arkansas, Arizona, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, New York, Nevada, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Washington, West Virginia, Wisconsin, Wyoming. **Not Adopted:** Alaska, Minnesota, Montana, Nebraska, Texas, and Virginia.
- <sup>53</sup> <http://www.achieve.org/next-generation-science-standards>
- <sup>54</sup> U.S. Department of Education website: <http://www.ed.gov/news/press-releases/us-secretary-education-duncan-announces-winners-competition-improve-student-asse>
- <sup>55</sup> Washington Office of the Superintendent of Public Instruction: <http://www.k12.wa.us/SMARTER/default.aspx>
- <sup>56</sup> <http://www.k12.wa.us/SMARTER/States.aspx> The SBAC states include: Alabama, California, Colorado, Connecticut, Delaware, Hawaii, Iowa, Idaho, Kansas, Kentucky, Maine, Michigan, Missouri, Montana, North Carolina, North Dakota, New Hampshire, Nevada, Ohio, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, Washington, Wisconsin, Wyoming, and West Virginia.
- <sup>57</sup> The Partnership for Assessment of Readiness for College and Careers (PARCC) website: <http://www.parcconline.org/>
- <sup>58</sup> <http://www.parcconline.org/about-parcc> The PARCC states include: Alabama, Arizona, Arkansas, Colorado, Delaware, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina and Tennessee
- <sup>59</sup> PARCC website: <http://www.parcconline.org/CommonCoreImplementationWorkbook>
- <sup>60</sup> "Common Core State Standards: Progress and Challenges in School Districts' Implementation", Center on Education Policy, September 2011. <http://www.cep-dc.org/>
- <sup>61</sup> Washington OSPI website: <http://www.k12.wa.us/CoreStandards/Transition.aspx> and 2ESHB 1087, section 501: <http://wsldocs/2011-12/Pdf/Bills/House%20Passed%20Legislature/1087-S.PL.pdf>
- <sup>62</sup> Washington OSPI website: <http://www.k12.wa.us/CoreStandards/Transition.aspx> and 2ESHB 1087, section 501: <http://wsldocs/2011-12/Pdf/Bills/House%20Passed%20Legislature/1087-S.PL.pdf>
- <sup>63</sup> ESHB 1410 (2011): <http://wsldocs/2011-12/Pdf/Bills/Session%20Law%202011/1410-S.SL.pdf>
- <sup>64</sup> "Reaching the Goal: The Applicability and Importance of the Common Core State Standards to College and Career Readiness", Conley, Drummond, de Gonzalez, Rooseboom, and Stout. (2011)
- <sup>65</sup> "Gates joins Stanford ELL Project.", Education Week, Vol. 31, Issue 1; August 24, 2011.
- <sup>66</sup> "Project Aims to Tie Teacher Prep to Common Math Standards", Education Week, Vol. 31, Issue 7, October 17, 2011.
- <sup>67</sup> The ACT website: <http://www.act.org/commoncore/pdf/CommonCoreAlignment.pdf> and the College Board website: [http://professionals.collegeboard.com/profdownload/pdf/10b\\_2901\\_Comm\\_Core\\_Report\\_Complete\\_WEB\\_101117.pdf](http://professionals.collegeboard.com/profdownload/pdf/10b_2901_Comm_Core_Report_Complete_WEB_101117.pdf)
- <sup>68</sup> The College Board website: <http://professionals.collegeboard.com/profdownload/pdf/RR2011-8.pdf>

- <sup>69</sup> The Pew Center on the States, “Transforming Public Education: Pathway to a Pre-K-12 Future”, [http://www.pewcenteronthestates.org/uploadedFiles/wwwpewcenteronthestatesorg/Initiatives/Pre-K\\_Education/Pew\\_PreK\\_Transforming\\_Public\\_Education.pdf](http://www.pewcenteronthestates.org/uploadedFiles/wwwpewcenteronthestatesorg/Initiatives/Pre-K_Education/Pew_PreK_Transforming_Public_Education.pdf)
- <sup>70</sup> In 1999, 2002, 2007, 2008, and 2010, a New Economy Index to assess states’ fundamental capacity to successfully navigate economic change. The first two reviews were conducted by the Public Policy Institute; this year’s report was conducted by The Information Technology and Innovation Foundation and the Ewing Marion Kauffman Foundation. The 2010 report uses 26 indicators to measure the extent to which state economies are knowledge-based, globalized, entrepreneurial, IT-driven and innovation-based to rank the degree to which state economies’ structures and operations match the ideal structure of the New Economy. Indicators include percent of the population online, fastest growing firms, exports, industry and state R&D among others. In 2010, the top ten ranked states are Massachusetts, Washington, Maryland, New Jersey, Connecticut, Delaware, California, Virginia, Colorado, and New York. Washington Learns, a committee created by the Washington State Legislature in 2005 and chaired by the Governor, identified such states as the Global Challenge states. [http://www.kauffman.org/uploadedfiles/snei\\_2010\\_report.pdf](http://www.kauffman.org/uploadedfiles/snei_2010_report.pdf)
- <sup>71</sup> Information in this column generally addresses only mathematics and science exit exams and not other tested academic subjects. *State High School Tests: Exit Exams and Other Assessments*, Center on Education Policy, December 2010.
- <sup>72</sup> Unless specifically cited differently the information in this column comes from the *State High School Tests: Exit Exams and Other Assessments*, Center on Education Policy, December 2010. <http://www.k12.wa.us/GraduationRequirements/default.aspx>
- <sup>73</sup> No Child Left Behind Act of 2011, Title I, Part A, Sec. 1111(b)(2)(G), p. 31.
- <sup>74</sup> Washington Office of the Superintendent of Public Instruction: <http://www.k12.wa.us/assessment/default.aspx>
- <sup>75</sup> Washington Office of the Superintendent of Public Instruction: <http://www.k12.wa.us/assessment/default.aspx>
- <sup>76</sup> GET ready for math or science scholarship: <http://www.hecb.wa.gov/paying/waaidprgm/getreadyformathscience.asp> Students were eligible if they scored a 4 on the math or science section of the high school state assessment. Funding for this scholarship was discontinued in 2011.
- <sup>77</sup> Washington Office of Superintendent of Public Instruction: <http://www.k12.wa.us/assessment/CAAoptions/Equivalency.aspx>
- <sup>78</sup> Alabama Department of Education website: <https://docs.alsde.edu/documents/91/Handbook%20of%20Administrative%20Procedures%20for%20the%20AHSGE%202009.pdf>
- <sup>79</sup> Alabama Department of Education website: <http://www.alsde.edu/Accountability/2011Reports/2011AYPAccountabilityFAQs.pdf?lstSchoolYear=9&lstReport=2011Reports%2F2011AYPAccountabilityFAQs.pdf> Only reading and mathematics assessments used for state accountability.
- <sup>80</sup> Alabama Department of Education website: <https://docs.alsde.edu/documents/91/Handbook%20of%20Administrative%20Procedures%20for%20the%20AHSGE%202009.pdf>
- <sup>81</sup> Alabama Department of Education website: <https://docs.alsde.edu/documents/91/Handbook%20of%20Administrative%20Procedures%20for%20the%20AHSGE%202009.pdf>
- <sup>82</sup> ACT website: <http://www.act.org/activity/winter2011/statetesting.html>
- <sup>83</sup> Alaska Department of Education website: <http://www.eed.state.ak.us/tls/assessment/HSGQE/GuidetoHSDiploma2008.pdf>
- <sup>84</sup> Alaska Department of Education website: <http://www.eed.state.ak.us/tls/assessment/accountability.html>
- <sup>85</sup> <http://www.careerready.alaska.gov/students.html#skills>
- <sup>86</sup> Arizona Department of education website: <http://www.azed.gov/wp-content/uploads/PDF/AIMSFAQs.pdf>
- <sup>87</sup> Arizona Department of Education website: <http://www.azed.gov/research-evaluation/>
- <sup>88</sup> Regents High Honors Tuition Scholarship, a.k.a. AIMS Scholarship: <http://www.ade.az.gov/asd/tuitionwaiver/parents-students.asp>
- <sup>89</sup> In 2010-11, Arizona through the 2010 federal College Access Challenge Grant (CACG) program administered the ACT EXPLORE assessment to 20,000+ low-income 8th graders in 132 public Title I schools, and subsequently, supported these students and their families in interpreting and using EXPLORE results to prepare students’ high school Education and Career Action Plans (ECAPs). <http://www.azed.gov/public-relations/files/2011/08/pr03-29-11.pdf>
- <sup>90</sup> Arkansas Department of Education website: <http://arkansased.org/testing/assessment.html>
- <sup>91</sup> Arkansas Department of Education website: [http://arkansased.org/testing/pdf/dtc\\_training\\_021611.pdf](http://arkansased.org/testing/pdf/dtc_training_021611.pdf)
- <sup>92</sup> Arkansas Department of Education website: [http://arkansased.org/smart\\_accountability.html](http://arkansased.org/smart_accountability.html)
- <sup>93</sup> Arkansas Department of Education website: [http://arkansased.org/testing/pdf/dtc\\_training\\_021611.pdf](http://arkansased.org/testing/pdf/dtc_training_021611.pdf)
- <sup>94</sup> Arkansas Department of Education website: [http://arkansased.org/testing/pdf/dtc\\_training\\_021611.pdf](http://arkansased.org/testing/pdf/dtc_training_021611.pdf)
- <sup>95</sup> Arkansas Department of Education website: [http://arkansased.org/about/pdf/current/ade\\_301\\_college\\_career\\_1110\\_current.pdf](http://arkansased.org/about/pdf/current/ade_301_college_career_1110_current.pdf)
- <sup>96</sup> Arkansas Department of Education website: [http://arkansased.org/about/pdf/current/ade\\_301\\_college\\_career\\_1110\\_current.pdf](http://arkansased.org/about/pdf/current/ade_301_college_career_1110_current.pdf)
- <sup>97</sup> California Department of Education website: <http://www.cde.ca.gov/ta/tg/hs/>
- <sup>98</sup> California Department of Education website: <http://www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf>
- <sup>99</sup> Colorado Department of Education website: Colorado administers a comprehensive math assessment. [http://www.cde.state.co.us/cdeassess/co\\_law.html#Bullet2](http://www.cde.state.co.us/cdeassess/co_law.html#Bullet2)
- <sup>100</sup> Colorado Department of Education website: [http://www.cde.state.co.us/cdeassess/co\\_law.html#Bullet6](http://www.cde.state.co.us/cdeassess/co_law.html#Bullet6)

- <sup>101</sup> Connecticut Department of Education website: [http://www.csde.state.ct.us/public/cedar/assessment/capt/resources/misc\\_capt/2011%20CAPT%20TCM.10.pdf](http://www.csde.state.ct.us/public/cedar/assessment/capt/resources/misc_capt/2011%20CAPT%20TCM.10.pdf) , page 4.
- <sup>102</sup> Connecticut Department of Education website: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2700&Q=322192&sdePNavCtr=1#45564>
- <sup>103</sup> Connecticut Department of Education website: <http://www.sde.ct.gov/sde/lib/sde/pdf/ssreform/ssreformbrochure.pdf>
- <sup>104</sup> Delaware Department of Education website: <http://www.doe.k12.de.us/news/2011/0125.shtml>
- <sup>105</sup> Delaware Department of Education website: [http://www.doe.k12.de.us/aab/DSTP\\_gen\\_info/Frequently\\_Asked\\_Questions.shtml](http://www.doe.k12.de.us/aab/DSTP_gen_info/Frequently_Asked_Questions.shtml)
- <sup>106</sup> Delaware Department of Education website: <http://regulations.delaware.gov/AdminCode/title14/500/505.shtml>
- <sup>107</sup> Delaware Department of Education website: <http://www.doe.k12.de.us/news/2011/0125.shtml> The contract with the College Board is reported to be \$1.8 million.
- <sup>108</sup> Florida Department of Education website: <http://www.fldoe.org/students/pdf/FloridaGradRequirements2011.pdf>
- <sup>109</sup> Florida Department of Education website: <http://fcat.fldoe.org/pdf/fcatfaq1.pdf>
- <sup>110</sup> Florida Department of Education website: <http://www.fldoe.org/asp/hsap/hsap7889.asp>
- <sup>111</sup> Florida Department of Education website: <http://www.fldoe.org/students/pdf/FloridaGradRequirements2011.pdf> The phase-in consists of the EOC counting for 30% of the student's course score; for math, must score at a Level 3 or higher on the Algebra EOC during the second year of the phase-in; must score at a Level 3 or higher on both the Algebra and Geometry EOCs during the third year; a Biology EOC is added in the fourth year.
- <sup>112</sup> Florida Department of Education website: <http://fcat.fldoe.org/pdf/fcatpass.pdf>
- <sup>113</sup> Georgia Department of Education website: [http://www.gadoe.org/sia\\_account.aspx](http://www.gadoe.org/sia_account.aspx)
- <sup>114</sup> Georgia Department of Education website: <http://public.doe.k12.ga.us/DMGetDocument.aspx/Final%20General%20Guidance%20for%20Rule%20Waivers%20and%20Variances%20of%20High%20School%20Graduation%20Assessments%20Vers1.pdf?p=6CC6799F8C1371F6792D06C2AE784022A18E37C43254EAFFAF755C6959D831C7&Type=D>
- <sup>115</sup> Georgia Department of Education website: [http://www.gadoe.org/ci\\_testing.aspx?PageReq=CI\\_TESTING\\_GHSGT](http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_GHSGT)
- <sup>116</sup> Georgia Department of Education website: [http://www.gadoe.org/ci\\_testing.aspx?PageReq=CI\\_TESTING\\_EOCT](http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_EOCT)
- <sup>117</sup> Hawaii Department of Education website: Hawaii uses a comprehensive assessment. <http://doe.k12.hi.us/nclb/>
- <sup>118</sup> Idaho Department of Education website: <http://www.sde.idaho.gov/site/assessment/ISAT/>
- <sup>119</sup> Idaho Department of Education website: <http://www.sde.idaho.gov/site/ssos/>
- <sup>120</sup> Idaho Department of Education website: [http://www.sde.idaho.gov/site/hs\\_grad\\_requirements/](http://www.sde.idaho.gov/site/hs_grad_requirements/)
- <sup>121</sup> Illinois Department of Education website: <http://www.isbe.net/ayp/default.htm>
- <sup>122</sup> Illinois Merit Recognition Scholarship is a merit-based program designed to reward the most academically talented students. There is no formal application for this program; participation in a high school standardized exam qualifies for consideration. <http://www.collegescholarships.org/states/illinois.htm> An Award is given to students in recognition of excellent performance on the PSAE. A student can earn an award in each of the 4 subjects that are tested. [http://www.isbe.state.il.us/assessment/pdfs/2011/psae/psae\\_parent\\_bro.pdf](http://www.isbe.state.il.us/assessment/pdfs/2011/psae/psae_parent_bro.pdf)
- <sup>123</sup> <http://www.act.org/workkeys/educators/statewide.html>
- <sup>124</sup> Indiana Department of Education website: <http://www.doe.in.gov/assessment/docs/ProgramManual.pdf> , page 9. Students may graduate without passing the exit exam if they take remediation, maintain a 95% attendance rate & a "C" average, & obtains a written recommendation from a teacher in the subject area supported by documentation that the student has attained the academic standard in the subject area based on other test or classroom work or takes specified courses.
- <sup>125</sup> Indiana Department of Education website: <http://www.doe.in.gov/communications/schoolaccountability.html>
- <sup>126</sup> Indiana Department of Education website: <http://www.doe.in.gov/assessment/docs/ProgramManual.pdf>
- <sup>127</sup> Indiana Department of Education website: <http://www.doe.in.gov/assessment/docs/ProgramManual.pdf> , page 16.
- <sup>128</sup> Iowa Department of Education website: Iowa administers a comprehensive math assessment. [http://www.educateiowa.gov/index.php?option=com\\_content&view=article&id=1087:assessment-of-learning-connections&catid=786:student-assessment&Itemid=3155](http://www.educateiowa.gov/index.php?option=com_content&view=article&id=1087:assessment-of-learning-connections&catid=786:student-assessment&Itemid=3155)
- <sup>129</sup> Iowa Department of Education: [http://www.educateiowa.gov/index.php?option=com\\_content&view=article&id=2524:one-unshakeable-vision-world-class-schools-for-iowa&catid=830:department](http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2524:one-unshakeable-vision-world-class-schools-for-iowa&catid=830:department)
- <sup>130</sup> Iowa Department of Education: [http://www.educateiowa.gov/index.php?option=com\\_content&view=article&id=2524:one-unshakeable-vision-world-class-schools-for-iowa&catid=830:department](http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2524:one-unshakeable-vision-world-class-schools-for-iowa&catid=830:department)
- <sup>131</sup> Kansas Department of Education website: Kansas administers a comprehensive math assessment. <http://www.ksde.org/Default.aspx?tabid=1694>
- <sup>132</sup> Kentucky Department of Education website: Kentucky administers a comprehensive math assessment <http://www.education.ky.gov/NR/rdonlyres/A3B57643-A702-4642-9DB6-5E48190E54DB/0/EOCFAQEdition120110627.pdf>
- <sup>133</sup> Kentucky Department of Education website: <http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/Reports/No+Child+Left+Behind+Reports/2010+No+Child+Left+Behind+ NCLB +Briefing+Packet+and+Reports.htm> and

<http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/Kentucky+School+Testing+System/Accountability+System/>

<sup>134</sup> Kentucky Department of Education website: <http://www.education.ky.gov/NR/rdonlyres/A3B57643-A702-4642-9DB6-5E48190E54DB/0/EOCFAQEdition120110627.pdf>

<sup>135</sup> Kentucky Department of Education website: <http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/Reports/2009+ACT+Tested+Juniors.htm>

<sup>136</sup> Kentucky Department of Education website: <http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/District+Support/End-of-Course+Information/>

<sup>137</sup> Louisiana Department of Education website: <http://www.doe.state.la.us/testing/> There are 4 achievement levels that students can score on the EOCs: Excellent, Good, Fair and Needs Improvement. Students are required to score *Fair* or above on EOC English II or English III, Algebra I or Geometry, and Biology or American History to be eligible for a standard high school diploma. If the student scores *Good* or *Excellent* they can earn an Academic or Career/Technical Endorsement on the diploma (if they meet other requirements.)

<sup>138</sup> Louisiana Department of Education website: [http://www.doe.state.la.us/topics/understanding\\_acct.html](http://www.doe.state.la.us/topics/understanding_acct.html) Students in 4th & 8th grade participate in the high stakes test that determines whether they will be required to attend summer school or be retained. Students in 3rd, 5th, 6th, and 7th grades take the state's test that is designed to measure student progress but does not determine whether they will be retained in their current grade. Students in 10th & 11th grade participate in the state's exit exam, which until 2013-14 is a comprehensive exam but will become EOCs. District and Schools receive performance scores and schools receive letter grades based upon student scores.

<sup>139</sup> Louisiana Department of Education website: <http://www.doe.state.la.us/topics/eoc.html> All incoming freshmen must pass three EOC tests in the following categories: English II or English III, Algebra I or Geometry, and Biology or American History.

<sup>140</sup> Maine Department of Education website: <http://www.maine.gov/education/lsalt/index.htm> All Maine high school juniors, take SAT tests in reading, writing, and mathematics (*prior to 2011, the math assessment was augmented to align with the state standards but new standards were recently adopted so now no augmentation is necessary*). Additionally, students must take the Maine High School Assessment in Science. These are not exit exams because there is no performance level that the student must meet but they are used for NCLB purposes.

<sup>141</sup> Maine Department of Education website: <http://www.maine.gov/education/lsalt/index.htm> The PSAT/NMSQT administered to all students in Maine in their second and third years of high school, also serves as the qualifying test for the National Merit Scholarship program.

<sup>142</sup> Maine Department of Education website: <http://www.maine.gov/education/lsalt/index.htm>

<sup>143</sup> Maine Department of Education website: <http://www.maine.gov/education/mhsa/index.htm>

<sup>144</sup> Maryland State Department of Education website: <http://hsaexam.org/about/overview.html>

<sup>145</sup> Maryland State Department of Education website: <http://marylandpublicschools.org/MSDE/divisions/planningresultstest/?WBCMODE=presen%25%3e%25%2cpresen%25%3e%25%2cpresen%25%3e%25%2cpresen%25%3e%25%25>

<sup>146</sup> Maryland State Department of Education website: <http://hsaexam.org/about/over/what.html>

<sup>147</sup> Massachusetts Department of Elementary & Secondary Education website: <http://www.doe.mass.edu/mcas/graduation.html>

<sup>148</sup> Massachusetts Department of Elementary & Secondary Education website: <http://www.doe.mass.edu/mcas/graduation.html> Students must either earn a scaled score of at least 240 on the grade 10 MCAS ELA and Mathematics tests, or earn a scaled score between 220 and 238 on these tests and fulfill the requirements of an Educational Proficiency Plan (EPP). Each EPP includes, at a minimum: A review of the student's strengths and weaknesses, based on MCAS and other assessment results, coursework, grades, and teacher input; the courses the student will be required to take and successfully complete in grades 11 and 12; and a description of the assessments the school will administer on a regular basis to determine whether the student is moving toward Proficiency.

<sup>149</sup> Massachusetts Department of Elementary & Secondary Education website: <http://www.doe.mass.edu/sda/>

<sup>150</sup> Massachusetts Department of Elementary & Secondary Education website: <http://www.doe.mass.edu/mcas/graduation.html> Two state scholarships are available based in part on student performance on the MCAS English Language Arts and Mathematics tests.

<sup>151</sup> Massachusetts Department of Elementary & Secondary Education website: <http://www.doe.mass.edu/mcas/graduation.html>

<sup>152</sup> Michigan Department of Education: [http://michigan.gov/mde/0,4615,7-140-22709\\_22875---,00.html](http://michigan.gov/mde/0,4615,7-140-22709_22875---,00.html) Federal AYP calculations include student results from the Michigan Merit Examination (MME), which assesses students in grade 11 and eligible students in grade 12 based on Michigan high school standards. It consists of the ACT Plus Writing college entrance examination, WorkKeys job skills assessments in reading, mathematics, and "locating information" and Michigan-developed comprehensive assessments.

<sup>153</sup> The State of Michigan website: [http://www.michigan.gov/mistudentaid/0,1607,7-128-38193\\_44522---,00.html](http://www.michigan.gov/mistudentaid/0,1607,7-128-38193_44522---,00.html) Beginning in 1999, students who performed exceptionally well on the state assessments received up to \$3,000 for higher education through the Michigan Promise Scholarship. In 2009, the program was discontinued due to lack of funding.

<sup>154</sup> Michigan Department of Education website: [http://michigan.gov/mde/0,4615,7-140-22709\\_35150---,00.html](http://michigan.gov/mde/0,4615,7-140-22709_35150---,00.html)

<sup>155</sup> Minnesota Department of Education website: [http://education.state.mn.us/MDE/Accountability\\_Programs/Assessment\\_and\\_Testing/Assessments/GRAD/index.html](http://education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/GRAD/index.html)

<sup>156</sup> Minnesota Department of Education website: [http://education.state.mn.us/MDE/Accountability\\_Programs/Assessment\\_and\\_Testing/Assessments/index.html](http://education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/index.html)

<sup>157</sup> Minnesota Department of Education website: [http://education.state.mn.us/MDE/Accountability\\_Programs/Assessment\\_and\\_Testing/Assessments/GRAD/index.html](http://education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/GRAD/index.html)

- 158 Minnesota Department of Education website:  
[http://education.state.mn.us/MDE/Accountability\\_Programs/Assessment\\_and\\_Testing/Assessments/EPAS/index.html](http://education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/EPAS/index.html)
- 159 Mississippi Department of Education website: <http://www.mde.k12.ms.us/acad/osa/quikgrad.htm>
- 160 Mississippi Department of Education website: <http://orshome.mde.k12.ms.us/ors/>
- 161 Mississippi Department of Education website: <http://www.mde.k12.ms.us/acad/osa/quikgrad.htm>
- 162 Missouri Department of Education website: <http://dese.mo.gov/divimprove/assess/staff.html> Algebra and Biology EOCs.
- 163 Montana Department of Education website: [http://opi.mt.gov/curriculum/MontCAS/#gpm1\\_2](http://opi.mt.gov/curriculum/MontCAS/#gpm1_2) Use comprehensive assessments.
- 164 Nebraska Department of Education: [http://www.education.ne.gov/assessment/pdfs/Accountability\\_Framework\\_November\\_2010.pdf](http://www.education.ne.gov/assessment/pdfs/Accountability_Framework_November_2010.pdf) and <http://www.education.ne.gov/assessment/>
- 165 Nebraska Department of Education: <http://reportcard.education.ne.gov/Page/PerfNAI.aspx?Level=st&TestID=2>
- 166 Nevada Department of Education: [http://www.doe.nv.gov/Resources\\_GradRequirements.htm](http://www.doe.nv.gov/Resources_GradRequirements.htm)
- 167 Nevada Department of Education: <http://nde.doe.nv.gov/APAC.htm>
- 168 Nevada Office of the State Treasurer website: <https://nevadatreasurer.gov/documents/millennium/Doc-FactSheet.pdf> The Millennium Scholarship specifically requires passing all content areas of the high school graduation exam and additional criteria.
- 169 Nevada Department of Education website: [http://www.doe.nv.gov/Resources\\_GradRequirements.htm](http://www.doe.nv.gov/Resources_GradRequirements.htm) Added science with the graduating class of 2010
- 170 New Hampshire Department of Education: <https://reporting.measuredprogress.org/nhprofile/>
- 171 New Jersey Department of Education website: [http://www.nj.gov/education/genfo/faq/faq\\_assess.htm](http://www.nj.gov/education/genfo/faq/faq_assess.htm)
- 172 New Jersey Department of Education website: <http://www.nj.gov/education/assessment/>
- 173 New Jersey Department of Education website:  
[https://www.measinc.com/nj/Downloads/NJHSPA/NJHSPA\\_Open\\_Ended\\_Questions\\_Scoring\\_manual\\_Math\\_2006.pdf](https://www.measinc.com/nj/Downloads/NJHSPA/NJHSPA_Open_Ended_Questions_Scoring_manual_Math_2006.pdf)
- 174 New Jersey Department of Education website: <http://www.nj.gov/education/assessment/updates/update100809.pdf> Phasing out the comprehensive math assessment and transitioning to Algebra I EOC.
- 175 New Jersey Department of Education website: <http://www.state.nj.us/education/assessment/041111algebra1.pdf>
- 176 New Jersey Department of Education website: [https://www.measinc.com/nj/Downloads/NJBCT/Your\\_Guide\\_to\\_the\\_NJBCT\\_2012.pdf](https://www.measinc.com/nj/Downloads/NJBCT/Your_Guide_to_the_NJBCT_2012.pdf)
- 177 New Mexico Public Education Department website:  
[http://www.ped.state.nm.us/GradReqs/dl11/Graduation\\_Unit\\_and\\_Exam\\_Requirements.pdf](http://www.ped.state.nm.us/GradReqs/dl11/Graduation_Unit_and_Exam_Requirements.pdf)
- 178 New Mexico Public Education Department website: <http://www.ped.state.nm.us/AssessmentAccountability/index.html>
- 179 New Mexico Public Education Department website:  
<http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/dl11/Assessment%20Changes%20Memo%20FAQ.20110616.pdf>
- 180 New Mexico Public Education Department website: [http://www.ped.state.nm.us/press/2010/NMPEDAR\\_2010.pdf](http://www.ped.state.nm.us/press/2010/NMPEDAR_2010.pdf)
- 181 New York State Education Department website: <http://www.p12.nysed.gov/cia/gradreq/intro.html>
- 182 New York State Education Department website: <http://www.p12.nysed.gov/irs/accountability/>
- 183 New York State Scholarships for Academic Excellence is a merit-based program. Students that have scored high on state "Regents Exams" may be considered. <http://www.collegescholarships.org/states/new-york.htm>
- 184 New York State Education Department website: <http://www.p12.nysed.gov/part100/pages/1005.html#a>
- 185 New York State Education Department website: <http://www.p12.nysed.gov/part100/pages/1005.html#a> To receive a regular high school diploma, students must pass 5 Regents Exams including Integrated Algebra (or Math A) & any one science Regents. To receive an Advanced Regents Diploma, students must also pass an additional Regents science exam, (Earth Science, Biology, Chemistry, or Physics), one or two additional math exams (Geometry and Algebra 2/ Trigonometry).
- 186 SAT website: <http://sat.collegeboard.org/about-tests/sat-subject-tests/faq>
- 187 North Carolina Department of Public Instruction website: <http://www.ncpublicschools.org/accountability/policies/highschoolexit>
- 188 North Carolina Department of Public Instruction website: <http://www.ncpublicschools.org/nclb/>
- 189 North Carolina Department of Public Instruction website:  
<http://www.ncpublicschools.org/docs/accountability/testing/competency/newcompetencyhdbk04-05.pdf>
- 190 Public Schools of North Carolina website: <http://www.ncpublicschools.org/accountability/policies/highschoolexit>
- 191 Public Schools of North Carolina website:  
<http://www.ncpublicschools.org/docs/accountability/policyoperations/exitstandards/gatewayfaq.pdf>
- 192 Public Schools of North Carolina website: <http://www.ncpublicschools.org/newsroom/news/2011-12/20110817-01>
- 193 North Dakota Department of Public Instruction website: <http://www.dpi.state.nd.us/testing/assess/index.shtm>
- 194 North Dakota Department of Public Instruction website: <http://www.dpi.state.nd.us/title1/targeted/general/facts/data.pdf>
- 195 Ohio Department of Education website:  
<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=216&ContentID=4904&Content=108877>

- <sup>196</sup> Ohio Department of Education website: <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=216&ContentID=4904&Content=108877>  
Students may graduate and receive a diploma without passing all five tests of the OGT if they meet the following requirements:
- Pass four of the five tests and have missed passing the fifth test by no more than 10 scale score points;
  - Have had a 97 percent attendance rate each of the last four years and must not have had an expulsion in the last four years;
  - Have a grade point average of 2.5 out of 4.0 in the subject area missed and have completed the curriculum requirement in the subject area missed;
  - Have participated in any intervention programs offered by the school and must have had a 97 percent attendance rate in any program offered outside the normal school day or year, including those offered by someone other than the school;
  - Obtain letters of recommendation from each teacher in the subject area not yet passed and the high school principal.
- <sup>197</sup> Ohio Department of Education website: [http://www.ohiodocs.org/OGT/2010\\_2011/2011%20Family%20Guide%20BW\\_merged\\_FB.pdf](http://www.ohiodocs.org/OGT/2010_2011/2011%20Family%20Guide%20BW_merged_FB.pdf)
- <sup>198</sup> Oklahoma Department of Education website: <http://sde.state.ok.us/AcctAssess/API.html>
- <sup>199</sup> Oklahoma Department of Education website: <http://www.ode.state.or.us/apps/faqs/index.aspx?=151>
- <sup>200</sup> Oregon Department of Education website: <http://www.ode.state.or.us/search/results/?id=172> Using the state assessment (Oregon Assessment of Knowledge and Skills or OAKS).
- <sup>201</sup> Oregon Department of Education website: <http://www.ode.state.or.us/search/page/?=2042>
- <sup>202</sup> Oregon Department of Education website: <http://www.ode.state.or.us/wma/teachlearn/diploma/diploma-ga.pdf#page=1>
- <sup>203</sup> Pennsylvania Department of Education website: [http://www.portal.state.pa.us/portal/server.pt/community/school\\_assessments/7442](http://www.portal.state.pa.us/portal/server.pt/community/school_assessments/7442)
- <sup>204</sup> Pennsylvania Department of Education website: [http://static.pdesas.org/Content/Documents/Pennsylvania\\_Graduation\\_Requirements\\_Frequently\\_Asked\\_Questions.pdf](http://static.pdesas.org/Content/Documents/Pennsylvania_Graduation_Requirements_Frequently_Asked_Questions.pdf)
- <sup>205</sup> Rhode Island Department of Elementary and Secondary Education website: <http://www.ride.ri.gov/assessment/accountability.aspx>
- <sup>206</sup> Rhode Island Department of Elementary and Secondary Education website: [http://www.ride.ri.gov/HighSchoolReform/DOCS/2011/2015\\_letter\\_Eng.pdf](http://www.ride.ri.gov/HighSchoolReform/DOCS/2011/2015_letter_Eng.pdf)
- <sup>207</sup> Rhode Island Department of Elementary and Secondary Education website: [http://www.ride.ri.gov/Assessment/PSAT\\_SAT.aspx](http://www.ride.ri.gov/Assessment/PSAT_SAT.aspx)
- <sup>208</sup> South Carolina Department of Education website: <http://ed.sc.gov/agency/ac/Assessment/HighSchoolAssessmentProgramHSAP.html>
- <sup>209</sup> South Carolina Department of Education website: <http://ed.sc.gov/agency/ac/Assessment/HighSchoolAssessmentProgramHSAP.html>
- <sup>210</sup> South Carolina Department of Education website: <http://ed.sc.gov/agency/programs-services/41/>
- <sup>211</sup> South Dakota Department of Education website: <http://doe.sd.gov/oats/documents/DSprfctst.pdf>
- <sup>212</sup> Tennessee Department of Education website: <http://www.tn.gov/education/nclb/ayp/index.shtml>
- <sup>213</sup> Tennessee Department of Education website: [http://www.tn.gov/education/assessment/doc/LEAD\\_2011EOCLAQUISHA.pdf](http://www.tn.gov/education/assessment/doc/LEAD_2011EOCLAQUISHA.pdf)
- <sup>214</sup> Tennessee Department of Education website: [http://www.tn.gov/education/assessment/doc/LEAD\\_2011EOCLAQUISHA.pdf](http://www.tn.gov/education/assessment/doc/LEAD_2011EOCLAQUISHA.pdf)
- <sup>215</sup> Tennessee Department of Education website: <http://www.tn.gov/education/TDP/Assessment.shtml>
- <sup>216</sup> Tennessee Department of Education website: <http://www.tn.gov/sbe/TDP%201-23-08.pdf>
- <sup>217</sup> Tennessee Department of Education website: [www.tn.gov/education/assessment/doc/2010\\_Spr\\_Regional\\_Slides.ppt](http://www.tn.gov/education/assessment/doc/2010_Spr_Regional_Slides.ppt)
- <sup>218</sup> Texas Department of Education website: <http://www.tea.state.tx.us/student.assessment/eoc/>
- <sup>219</sup> Texas Department of Education website: <http://www.tea.state.tx.us/ayp/>
- <sup>220</sup> Texas Department of Education website: <http://www.tea.state.tx.us/index4.aspx?id=7874>
- <sup>221</sup> Texas Department of Education website: <http://www.tea.state.tx.us/student.assessment/about/>
- <sup>222</sup> Texas Department of Education website: <http://www.tea.state.tx.us/student.assessment/eoc/>, "What is coming ahead?"
- <sup>223</sup> Texas Department of Education website: <http://www.tea.state.tx.us/student.assessment/eoc/>
- <sup>224</sup> Utah State Office of Education website: <http://www.schools.utah.gov/data/Educational-Data/Accountability-School-Performance.aspx>
- <sup>225</sup> Vermont Department of Education website: [http://education.vermont.gov/new/html/pgm\\_accountability.html#AYP](http://education.vermont.gov/new/html/pgm_accountability.html#AYP)
- <sup>226</sup> Virginia Department of Education website: <http://www.doe.virginia.gov/instruction/graduation/index.shtml>
- <sup>227</sup> Virginia Department of Education website: [http://www.doe.virginia.gov/support/school\\_improvement/index.shtml](http://www.doe.virginia.gov/support/school_improvement/index.shtml)
- <sup>228</sup> West Virginia Department of Education website: <http://wvde.state.wv.us/oaa/>
- <sup>229</sup> Wisconsin Department of Public Instruction website: <http://dpi.wi.gov/esea/topics.html>
- <sup>230</sup> Wyoming Department of Education website: [http://edu.wyoming.gov/Programs/statewide\\_assessment\\_system/paws.aspx](http://edu.wyoming.gov/Programs/statewide_assessment_system/paws.aspx)
- <sup>231</sup> Wyoming Department of Education website: [http://edu.wyoming.gov/Programs/college\\_career\\_readiness.aspx](http://edu.wyoming.gov/Programs/college_career_readiness.aspx) The ACT is required for the state Opportunity Scholarship program.  
[http://edu.wyoming.gov/Libraries/Publications/Hathaway\\_Scholarship\\_Program\\_Counseling\\_Unit.sflb.ashx](http://edu.wyoming.gov/Libraries/Publications/Hathaway_Scholarship_Program_Counseling_Unit.sflb.ashx)
- <sup>232</sup> Wyoming Department of Education website: [http://edu.wyoming.gov/Programs/college\\_career\\_readiness.aspx](http://edu.wyoming.gov/Programs/college_career_readiness.aspx)