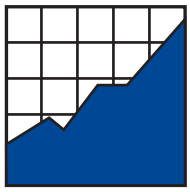
LEP Projects Report 3

1999-2000 Participation and Performance of English Language Learners Reported in Public State Documents and Web Sites

Debra Albus • Martha Thurlow • Kristin Liu

September 2002



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NCEO Staff

Deb A. Albus
John S. Bielinski
Jane L. Krentz
Kristi K. Liu
Jane E. Minnema
Michael L. Moore
Rachel F. Quenemoen
Dorene L. Scott
Sandra J. Thompson
James E. Ysseldyke

Martha L. Thurlow, Director

Additional copies of this document may be ordered for $15.00 from:

National Center on Educational Outcomes
University of Minnesota • 350 Elliott Hall
75 East River Road • Minneapolis, MN 55455
Phone 612/624-8561 • Fax 612/624-0879
http://education.umn.edu/NCEO

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Standards-based Reforms Create Need for ELL Test Data

Standards-based reform in education has had far reaching impact for many students, including English language learners (ELLs). These students, referred to as students with limited English proficiency (LEP) in federal law, have been included in federal efforts to ensure that adequate progress toward achieving state standards occurs for all students. One aspect of monitoring the extent to which school efforts are successful is the public reporting of all students' participation and performance on state assessments, including the disaggregation of ELL data. Disaggregation is specifically required by Title I of the No Child Left Behind Act, and is designed to ensure that ELLs are making progress in content areas.

The No Child Left Behind Act (NCLBA) includes a wide array of requirements for states and districts. The Title I requirements of NCLBA that specifically involve ELLs are:

> ELLs need to be assessed in the form "most likely to yield accurate data on what such students know and can do in academic content areas," including the provision of native language assessments if more appropriate.
>
> ELLs may receive a waiver to take native language assessments in content areas (except for Reading/Language Arts) for up to two additional years.
>
> ELLs must take an assessment in English after three years of attending a school in the United States, even if the student has been taking the test in another language prior to that time unless it has been determined that what a student knows and can do is best determined by being assessed in another language.

Although reporting data is important, it is not going to have the desired effect on improving education unless the information is made available in a way that encourages appropriate responses. Teachers and administrators should be able to identify what is working for students so that interventions and the effects of interventions can be identified and followed over time. For these analyses to be possible, data must be available in state reports as well as in those available locally. Staff at the National Center on Educational Outcomes (NCEO) and the Center for Equity and Excellence in Education (CEEE) conducted a study funded by the Office of English Language Acquisition that described *how* ELL data are reported nationwide (see Thurlow, Albus, & Liu, 2002). This report elaborates on the content of the first study by analyzing the specific data that were actually reported. The research questions guiding this report are:

> (1) What do participation rates look like for ELLs?
>
> (2) What does performance look like for ELLs?

Method

NCEO staff members contacted the assessment or accountability office in each of the 50 states and the District of Columbia. We requested, from each state, the most recent public reports that included state assessment data. We also searched the state education agency links via the Council of Chief State School Officers' online listing (http://www.ccsso.org/seamenu). All data found on state Web sites were considered public data. We also searched print reports mailed to NCEO between August 2000 and March 2001. Because we were collecting information during the 2000-2001 year, we hoped to find data for 1999-2000. The sources of the information used in analyses are listed and summarized in Appendices A and B. Explanations of state test acronyms are in Appendix C. States that did not have data for school year 1999-2000 were not included in the analyses.

Defining the ELL Population

States use many terms to describe the ELL population. Our analyses included any student group identified by the state as receiving language services, whether in English or in a native language. In some cases our report also includes mention of states that reported on transitioned students, advanced ESL (English as a Second Language) students, and so on, indicating that the students either were receiving services, or were being monitored or transitioned out of language services.

Maximizing Data Inclusion

Efforts were made to include the most complete and up-to-date data reported by each state. For example, a state that did not disaggregate ELL data in its current print report but did in a newer press release was counted as having disaggregated data, even though the larger and more formal report did not. Thus, states were given the benefit of the doubt as we searched for publicly reported assessment data for ELLs.

Data Verification

After an initial review of state reports and Web site documents, we sent a verification letter to assessment directors in each state department of education. These letters included a list of both print reports and Web site sources used in the analyses, along with an indication of whether we found disaggregated enrollment, assessment participation, and assessment performance data for ELLs. The letters asked the directors to check the information and provide us with any corrections or additional pieces of public data that were available.

Fifteen states responded with either a correction or additional data. Data from 13 of these states were included in our final analysis; the other two states did not send data that were from publicly available sources and were therefore excluded.

Criteria for Counting Participation and Performance Data

Not all of the public data we found gave specific details about the participation and performance of English language learners. It was often difficult to determine from available data what percentage of the total number of ELLs enrolled in a grade actually took the state test. Some state reports gave the number of ELLs tested in each grade, but never gave the total number enrolled in that grade. Other states had a column in a participation table titled "percent" but did not indicate whether the number represented the percent of ELLs tested, or the percent of all students tested who were ELLs.

We established criteria for determining whether print reports and Web-based reports actually gave a clear indication of the numbers of ELLs participating in the test and how those students performed. According to our criteria, participation was considered reported in the document if it (1) gave the number of ELLs tested, either in a performance chart or elsewhere in a report, or (2) could be calculated easily from other information provided (e.g., both the number of students enrolled and the number exempted were provided). Percentages of ELLs at specific performance levels (e.g., below basic, basic, intermediate, advanced) without the total number tested were not accepted as participation data. These criteria were the basis for all tables and figures on participation in this report.

We only included performance data that were disaggregated state level assessment data for English language learners. We did this regardless of participation information reported. Performance could be presented in a variety of ways, including specific scores, percentages of students at different proficiency levels, and so on. All of these variations were accepted as performance data.

Reliability Checks

An independent reviewer checked the data for every fifth state (20%) that had been classified as having disaggregated ELL data. Then a reliability reviewer checked the agreement of data found for the original reviewer and the independent reviewer. There were no disagreements, so the agreement rate was 100%.

Reporting Status of States

Figure 1 shows the participation and performance reporting status of the 50 states and the District of Columbia for 1999-2000 state assessments. Further, it shows for the 19 states that reported on the performance of ELLs for at least one regular state test, whether they reported both participation and performance or only performance. As is evident, 16 of the 19 states reported both participation and performance. Participation information is needed to make well-informed interpretations of the results – without knowledge of the proportion of students the results represent, it is impossible to understand the meaning of the percentage of students at various levels of performance.

Figure 1. States Reporting ELL Participation and Performance Data for at Least One Regular State Assessment Administered in 1999-2000

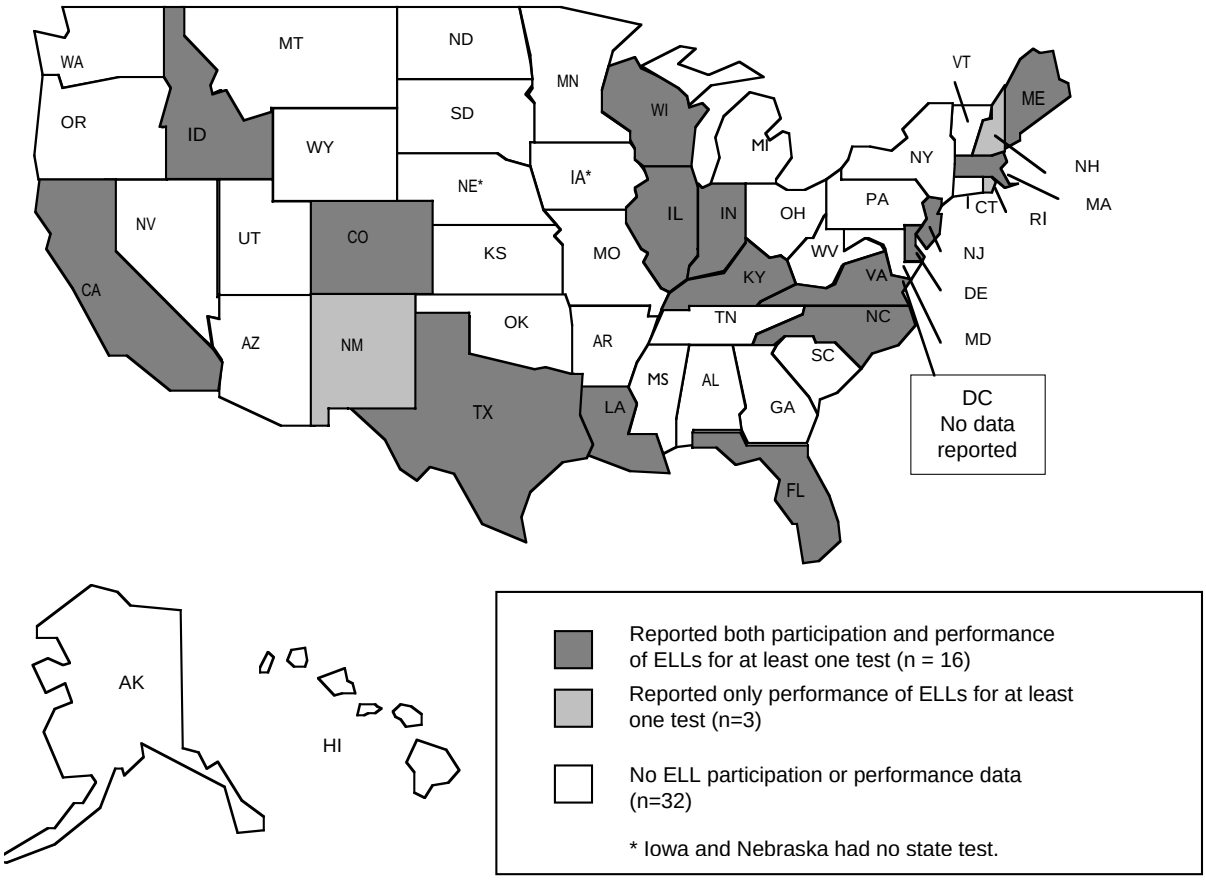


Table 1 shows that only seven states provided both participation and performance data on English language learners for every test in every grade on assessments administered in 1999-2000. These states, the ones without superscripts in the table, were: California, Colorado, Delaware, Indiana, Kentucky, Massachusetts, and Texas.

Table 1. States that Reported ELL Participation or Performance Data for at Least One Regular State Assessment for 1999-2000

State	1999-2000 Data		State	1999-2000 Data	
	Participation	Performance		Participation	Performance
Alabama			Montana		
Alaska			Nebraska	No State Test	
Arizona			Nevada		
Arkansas			New Hampshire		X[2]
California	X	X	New Jersey	X	X[1]
Colorado	X	X	New Mexico		X[1]
Connecticut			New York		
Delaware	X	X	North Carolina	X[1]	X[1]
DC			North Dakota		
Florida	X[1]	X[1]	Ohio		
Georgia			Oklahoma		
Hawaii			Oregon		
Idaho	X[1]	X[1]	Pennsylvania		
Illinois	X[2]	X[2]	Rhode Island		X[1,2]
Indiana	X	X	South Carolina		
Iowa	No State Test		South Dakota		
Kansas			Tennessee		
Kentucky	X	X	Texas	X	X
Louisiana	X[1]	X[1]	Utah		
Maine	X[1]	X[1]	Vermont		
Maryland			Virginia	X[1]	X[1]
Massachusetts	X	X	Washington		
Michigan			West Virginia		
Minnesota			Wisconsin	X[1]	X[1]
Mississippi			Wyoming		
Missouri					

Note: An 'X' indicates that a state has data.
[1] Not every regular state test had disaggregated ELL data.
[2] Not every grade tested had disaggregated ELL data.

ELL Data Reported for State Reading and Math Tests

Reading/English language arts and math are the most commonly tested areas for which data on ELLs are reported. Every state that reported 1999-2000 ELL data for one of these two content areas also reported it for the other (n = 19), and these states generally reported both participation and performance for the two content areas (n=16; 84%). The three states that did not report both participation and performance (New Hampshire, New Mexico, and Rhode Island) reported only performance data.

Participation Data for Reading/English Language Arts

Only four of the 16 states (Maine, Massachusetts, North Carolina, and Wisconsin) reported enrollment and number of students assessed in each grade level tested in reading/English language arts so that the percentage of students tested could be calculated. The reported percentage of ELLs participating in the regular reading or English language arts assessment (R/ELA) across states ranged from 22% to 64% (see Table 2). There was no clear pattern in the direction of these percentages.

Massachusetts reported the percentage of ELLs tested as well as the numbers, the clearest reporting of all of the states. In Wisconsin, calculations can be made because the report provided the number of ELLs enrolled and the percentage of students tested of those enrolled and eligible. North Carolina combines reading and math, so that it is not possible to determine the exact number in reading. In Maine, an assumption must be made that the number of "LEP students tested" plus the number of "LEP students excluded" equals the total enrollment; with this assumption, calculation of percentages tested is possible.

Exemption Data for Reading/English Language Arts

Eight states reported exemption data for ELLs (see Table 3). Only in Massachusetts, North Carolina, and Wisconsin was it possible to calculate an exemption rate because enrollment data were also available. Exemption rates in the three states ranged from 3% to 75% of the population of ELLs.

Performance Data for Reading/English Language Arts

State R/ELA tests vary in terms of whether they are criterion-referenced tests (CRTs) or norm-referenced tests (NRTs). Some states combine CRTs and NRTs. Because few states use exactly

Table 2. ELL Participation Information Reported for State 1999-2000 Reading/English/Language Arts Assessments

State	Grade	Enrollment	Number Tested	Percentage Tested	Results Reported
California					
SAT-9	2	----	137,235	----	Yes
	3	----	137,854	----	Yes
	4	----	121,682	----	Yes
	5	----	104,351	----	Yes
	6	----	90,163	----	Yes
	7	----	79,808	----	Yes
	8	----	72,407	----	Yes
	9	----	68,468	----	Yes
	10	----	56,070	----	Yes
	11	----	42,423	----	Yes
English	2	----	135,346	----	Yes
Language Arts	3	----	136,081	----	Yes
	4	----	121,829	----	Yes
	5	----	105,552	----	Yes
	6	----	89,645	----	Yes
	7	----	78,674	----	Yes
	8	----	71,754	----	Yes
	9	----	66,623	----	Yes
	10	----	54,231	----	Yes
	11	----	40,870	----	Yes
Colorado					
CSAP Reading	8	----	1,796	----	Yes
Delaware					
SAT 9	3	----	49	----	Yes
	5	----	21	----	Yes
	8	----	39	----	Yes
	10	----	37	----	Yes
Florida					
FCAT	Elementary	----	4,256	----	Yes
	Middle	----	3,422	----	Yes
	High	----	2,813	----	Yes
Idaho					
ITBS	3	----	773	----	Yes
	4	----	770	----	Yes
	5	----	679	----	Yes
	6	----	686	----	Yes
	7	----	512	----	Yes
	8	----	389	----	Yes
	9	----	446	----	Yes
	10	----	362	----	Yes
	11	----	316	----	Yes
Direct Reading	2	----	1,073	----	Yes
	3	----	956	----	Yes

Table 2. ELL Participation Information Reported for State 1999-2000 Reading/English Language Arts Assessments (continued)

State	Grade	Enrollment	Number Tested	Percentage Tested	Results Reported
Illinois					
ISAT	3	----	205	----	Yes
	6	----	327	----	Yes
	8	----	1,269	----	Yes
Indiana					
ISTEP	3	----	1,789	----	Yes
	6	----	1,757	----	Yes
	8	----	1,394	----	Yes
Kentucky					
CTBS/5	2	----	131	----	Yes
	6	----	89	----	Yes
	9	----	163	----	Yes
CTBS Core Rdg	4	----	161	----	Yes
	7	----	114	----	Yes
Louisiana					
LEAP 21 ELA	4	----	1,174	----	Yes
	8	----	1,392	----	Yes
GEE 21 ELA	10	----	305	----	Yes
Maine					
Reading	4	188	51	27	Yes
	8	199	85	43	Yes
	11	170	64	38	Yes
Massachusetts					
MCAS	4	3,415	1,940	57	Yes
	8	1,940	636	33	Yes
	10	2,067	451	22	Yes
New Hampshire					
NHEIAP ELA	3. 6. and 10	----	----	----	Yes
New Jersey					
ESPA	4	----	2,052	----	Yes
GEPA	8	----	1,463	----	Yes
HSPT	11	----	2,300	----	No
New Mexico					
HSCE	High	----	----	----	Yes
North Carolina					
Pretest	3	2,966	1,660	56	Yes
End of Grade	3	2,966	1,766	60	Yes
	4	2,548	1,407	55	Yes
	5	2,243	1,213	54	Yes
	6	1,911	976	51	Yes
	7	1,737	915	53	Yes
	8	1,613	876	54	Yes
End of Course	High School	----	736	----	Yes
HSCT	High School	----	585	----	Yes

Table 2. ELL Participation Information Reported for State 1999-2000 Reading/English Language Arts Assessments (continued)

State	Grade	Enrollment	Number Tested	Percentage Tested	Results Reported
Rhode Island					
NSRE ELA	4, 8, and 10	----	----	----	Yes
Texas					
TAAS	3	----	30,565	----	Yes
	4	----	26,274	----	Yes
	5	----	23,485	----	Yes
	6	----	22,453	----	Yes
	7	----	17,551	----	Yes
	8	----	15,078	----	Yes
	10	----	13,529	----	Yes
End of Course	12	----	11,726	----	Yes
Virginia					
SAT-9	4	---	527	---	Yes
	6	---	434	---	Yes
	9	---	160	---	Yes
Wisconsin					
WKCE	4	2273	1,381	61	Yes
	8	1276	782	61	Yes
	10	1032	663	64	Yes
Rdg Indicator	3	----	----	----	No

the same tests, and because definitions of proficiency levels also vary across states, performance data that are reported cannot be used to compare one state to another.

Seventeen states, of the nineteen that reported 1999-2000 R/ELA performance data for ELLs, did so in terms of some type of proficiency level. Table 4 presents the definitions of the specific terms used by these states to define performance. Louisiana is listed twice in this table because the proficiency levels that it uses are different for its two testing programs (LEAP and GEE); Idaho is represented here, but also in information on standard score reporting because it has both a proficiency measure (at grade level, near grade level, and below grade level) and a norm-referenced score for the ITBS.

Regardless of the variations in the content proficiency-level terms that states use, it is possible to identify, in each of the 17 states with proficiency-level scores, a level that is considered "proficient." This level is designated in some states by "passing" and in other states by "meeting standard" and all levels above that level. Table 5 presents the 1999-2000 R/ELA data reported by proficiency levels. Illinois did not provide state-level percentages, whereas the remaining 16 states reported in terms of the *percentage* of students showing certain levels of performance. For these 16 states, proficiency level data are reported at different grades, and sometimes by

Table 3. ELL Exemption Information Reported for Reading Tests

State	Grade									
	2	3	4	5	6	7	8	9	10	11
Colorado CSAP			285			663				
Kentucky CTBS		9			21			124		
KYCCT			193				166		161	
Massachusetts MCAS			1,475 (3,415)*				1,304 (1,940)*		1,616 (2,067)*	
North Carolina End of Grade			1,121 (2,548)*				45 (1,613)*			412
New Hampshire NHEIAP		57			50				31	
Texas[1] TAAS			3,351				4,228			
Virginia SAT-9			976		908		1,061			
Wisconsin WKCE			1,701 (2,273)				786 (1,276)		369 (1,032)	

* Numbers in parentheses are ELL enrollment by grade. These numbers allow exemption percentages to be calculated for Massachusetts (gr.4 - 44%; gr. 8 - 67%; gr. 10 - 78%), North Carolina (gr. 4 - 44%; gr. 8 - 83%), and Wisconsin (gr. 4 - 75%; gr. 8 - 62%; gr. 10 - 36%).

[1] Texas exemption numbers are the sum of Spanish speaking and "Other" language speaking students exempted.

level of schooling rather than grade. In addition, the specific tests are of different types; that is, some are end of course exams, others are general achievement tests in reading, and still others reflect the R/ELA portion of a graduation exam. Massachusetts reports the percentage of students proficient and advanced on the norm-referenced test that it uses (ITBS), as well as reporting on its standards based tests (MCAS). With all this variability and the fact that participation rates are either unknown or variable as well, it is difficult to draw conclusions about performance. Still we do note that performance ranged from the lowest possible (0% of ELLs meeting standard for the Rhode Island high school exam) to very high (94.8% of ELLs meeting standard for the New Mexico high school exam).

In the four states where both participation rate data and performance data are provided or can be calculated (Maine, Massachusetts, North Carolina, and Wisconsin), it is possible to examine the relationships between participation and performance (see Table 6). These data clearly indicate that there was no consistent relationship between percentages tested and the percentage of English language learners meeting the standard.

Table 4. Proficiency Level Terms Used in 18 States that Report Percentage of Students by Proficiency Level

State	Proficiency Levels	
	Indicate State Defined Standard Was Not Met	Indicate State Defined Standard Was Met
Colorado CSAP	Unsatisfactory, Partially proficient	Proficient, Advanced
Delaware DSTP	Well below the standard, Below the standard	Meets the standard, Exceeds the standard, Distinguished
Florida FCAT	Level 1, Level 2	Level 3, 4 and 5.
Idaho Direct Reading	Below grade level, Near grade level	At grade level
Illinois ISAT	Academic warning, Below standards	Meets standards, exceeds standards
Indiana ISTEP	Below standard	Above standard
Kentucky KCCT	Novice, Apprentice	Proficient, Distinguished
Louisiana LEAP	Unsatisfactory, Approaching Basic	Proficient, Advanced
Louisiana GEE	Not attaining	Pass (attaining)
Maine MEA	Partially meets, Does not meet	Meets standard, Exceeds standard
Massachusetts MCAS	Failing-tested, Failing-absent, Needs Improvement	Proficient, Advanced
New Hampshire NHEIAP	Novice, Basic	Proficient, Advanced
New Jersey	Partially proficient	Proficient, Advanced
New Mexico HSCE	Not passing	Passing
North Carolina	Level I, Level II	Level III, Level IV
Rhode Island	Not meeting standards	Meets standard
Texas TAAS	Did not meet minimum standard	Passing (met minimum standard)
Wisconsin	Minimal Performance, Basic	Proficient, Advanced

Five states that reported 1999-2000 reading or ELA performance reported scores from a norm-referenced test using normative scores. The types of scores that they used are shown in Table 7. The most frequently used type of normative score was a national percentile, which was used by five states (California, Delaware, Idaho, Kentucky, and Virginia) for 1999-2000 data. These data are shown in Table 8. No clear patterns emerge in these data; of course, the limited amount of data makes it difficult to see patterns that might exist.

Gaps in ELL and General Student Population R/ELA Performance

As noted previously, comparisons among states are inappropriate. Even if the same type of score is used, the meaning of the score may be very different from one state to the next. Another way to look at the data that we have on the R/ELA performance of ELLs is to examine the gap between the performance of all students and that of ELLs. Although gaps are not unexpected, it is informative to look at the extent of the existing gaps.

Figure 2 shows the gaps in performance between the general population of students and ELLs

Table 5. Percentage of ELLs Meeting Standards in States that Report Reading/English Language arts Proficiency Level Scores

State	Grade									
	1/2	3	4	5	6	7	8	9	10	11/12
Colorado CSAP		19.70	12.85			7.12				
Delaware DSTP		42.8		38.1			25.6		8.1	
Florida FCAT		18 (Elementary)			4 (Middle)			2 (High)		
Idaho[a] Direct Reading	27	20								
Illinois[b] ISAT11		*			*		*			
Indiana ISTEP		33.42			17.13		24.83			
Kentucky KCCT			12			3				
Louisiana LEAP 21			9				7			
GEE 21 ELA									53	
Maine MEA			24				21			17
Massachusetts MCAS			3				18		6	
ITBS		14								
New Hampshire NHEIAP				13					No data	
New Jersey ESPA			17.7							
GEPA							16.6			
HSPT										No data
New Mexico HSCE								94.8 (High)		
North Carolina Pretest		41.1								
End of Grade[c]		36.5	37.6	39.9	28.6	30.6	34.7			
End of Course								23.4 (High)		
HSCT								24.6 (High)		
Rhode Island NSRE ELA		36 (Elementary)			8 (Middle)			0 (High)		
Texas[d] TAAS		76	72	61	50	38	54		51	
End of Course										45
Wisconsin WKCE			54				38		23	
Rdg Indicator		No data								

[a] Idaho uses its Direct Measure of Reading at Grades 1 and 2. The percentage reported here is the average of the 31% of 1240 LEP students at grade 1 and 22% of 1171 LEP students at grade 2 that the state reports.

[b] Illinois provides percentages meeting standard for Chicago and downstate separately; it is not possible to calculate for the entire state because the total tested numbers are not clear.

[c] Percentage meeting proficiency standard in reading includes only those students who also met standard in math.

[d] In all states except Texas, the grade is 11. In Texas, the grade is 12.

Table 6. Reading/English Language Arts Participation and Performance in States with Percent Tested and Percent Meeting Standards for 1999-2000 Tests

State	Proficiency Levels	
	Indicate State Defined Standard Was Not Met	Indicate State Defined Standard Was Met
Colorado CSAP	Unsatisfactory, Partially proficient	Proficient, Advanced
Delaware DSTP	Well below the standard, Below the standard	Meets the standard, Exceeds the standard, Distinguished
Florida FCAT	Level 1, Level 2	Level 3, 4 and 5.
Idaho Direct Reading	Below grade level, Near grade level	At grade level
Illinois ISAT	Academic warning, Below standards	Meets standards, exceeds standards
Indiana ISTEP	Below standard	Above standard
Kentucky KCCT	Novice, Apprentice	Proficient, Distinguished
Louisiana LEAP	Unsatisfactory, Approaching Basic	Proficient, Advanced
Louisiana GEE	Not attaining	Pass (attaining)
Maine MEA	Partially meets, Does not meet	Meets standard, Exceeds standard
Massachusetts MCAS	Failing-tested, Failing-absent, Needs Improvement	Proficient, Advanced
New Hampshire NHEIAP	Novice, Basic	Proficient, Advanced
New Jersey	Partially proficient	Proficient, Advanced
New Mexico HSCE	Not passing	Passing
North Carolina	Level I, Level II	Level III, Level IV
Rhode Island	Not meeting standards	Meets standard
Texas TAAS	Did not meet minimum standard	Passing (met minimum standard)
Wisconsin	Minimal Performance, Basic	Proficient, Advanced

Table 7. Normative Scores Used in 5 States that Reported Norm-Referenced Test Scores

State	Types of Scores
California SAT-9	National Percentile Rank of "Student Score"
Delaware DSTP	National Percentile Rank of Scale Score
Idaho ITBS	National Percentile Rank of Average Scale Score
Kentucky CTBS	National Percentile of Normal Curve Equivalent
Virginia SAT-9	National Percentile Rank

Note: Table includes only those states that reported normative scores. For example, Massachusetts is not included here because it reports its ITBS data using performance levels.

Table 8. Mean Normal Curve Equivalent Percentile for ELLs on 1999-2000 Reading Tests

State	Grade									
	2	3	4	5	6	7	8	9	10	11
California[a] SAT-9 Reading	28	21	20	17	19	15	18	12	9	11
Delaware DSTP		43		38			25.6		8.1	
Idaho ITBS Reading		22	27	21	27	19	23	18	23	27
Kentucky CTBS		29			32			30		
Virginia SAT-9			25		30			25		

[a] California also reported the average % correct for its Content Standards in English Language Arts

in those states that had criterion-referenced test data. In these figures, the proficiency levels are those defined by the states. As is evident in the graphs in Figure 2, there were gaps in performance between ELLs and "all" students in all states. These gaps ranged from about 5 points difference to 60 points difference.

Figure 2. Gaps in 1999-2000 CRT Reading/English Language Arts Performance Between ELLs and Other Students

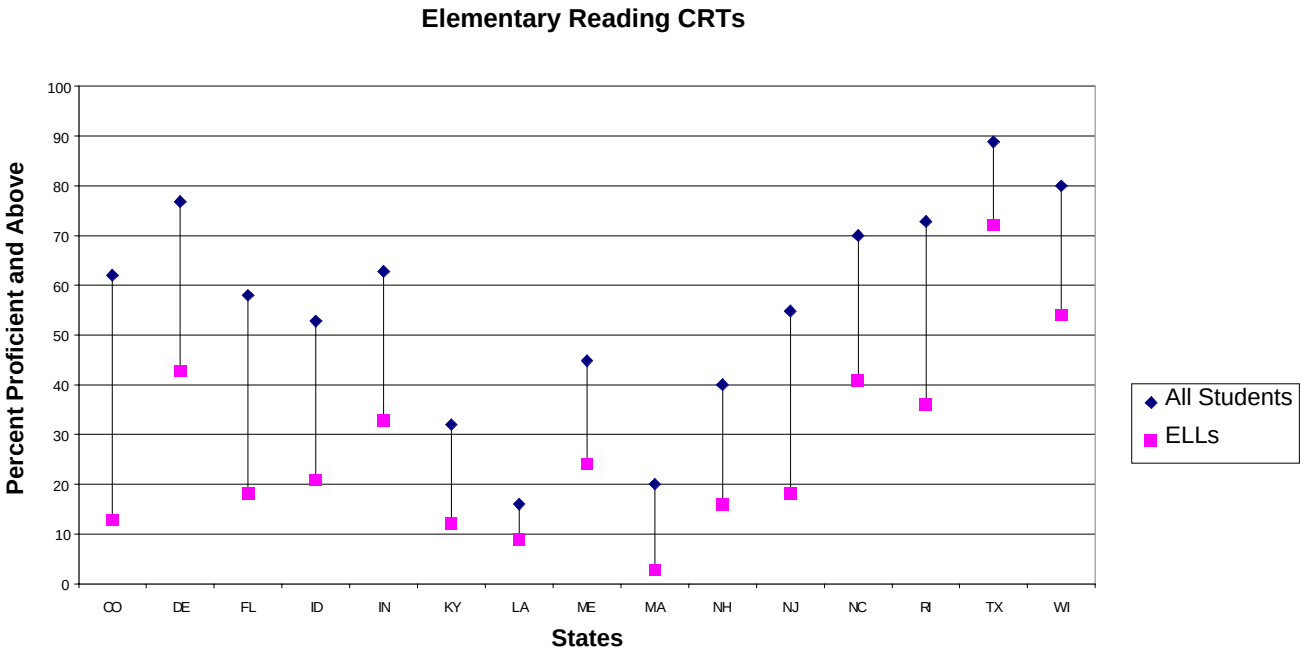
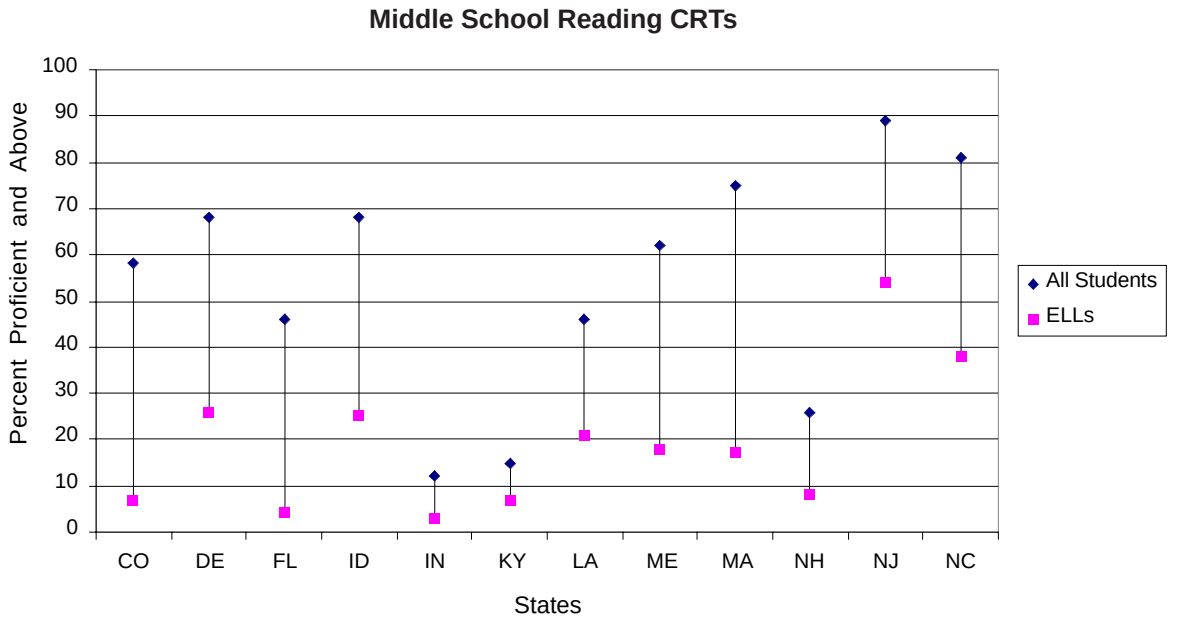
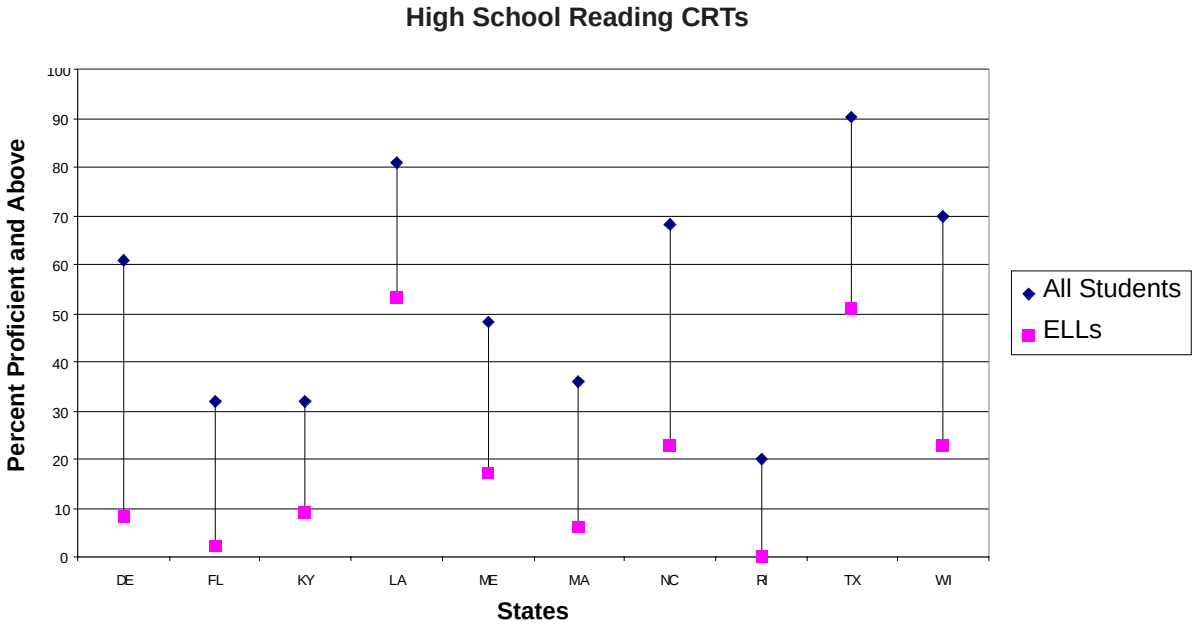


Figure 2. Gaps in 1999-2000 CRT Reading/English Language Arts Performance Between ELLs and Other Students (continued)





Similar graphs are presented in Figure 3 for states that had norm-referenced test data. In these graphs, the average national percentile ranks are portrayed. As with CRTs, there were gaps nationwide in the performance between ELLs and "all" students. For NRTs, the gaps in R/ELA performance ranged from about 20 points difference to 30 points difference. The number of students included in these tests is not reflected in the figure, but because of limitations in

Figure 3. Gaps in 1999-2000 NRT Reading/English Language Arts Performance of ELLs and Other Students

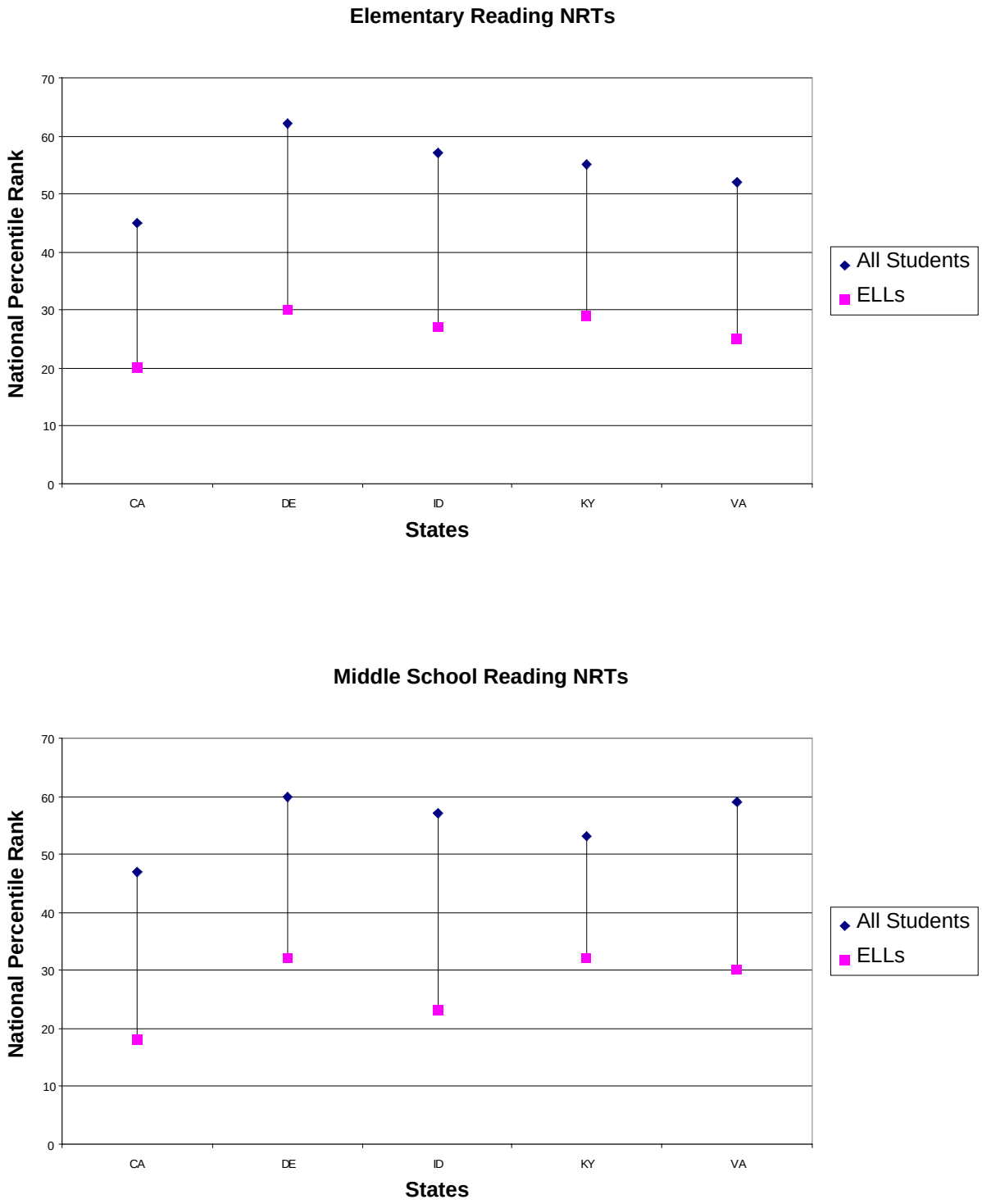
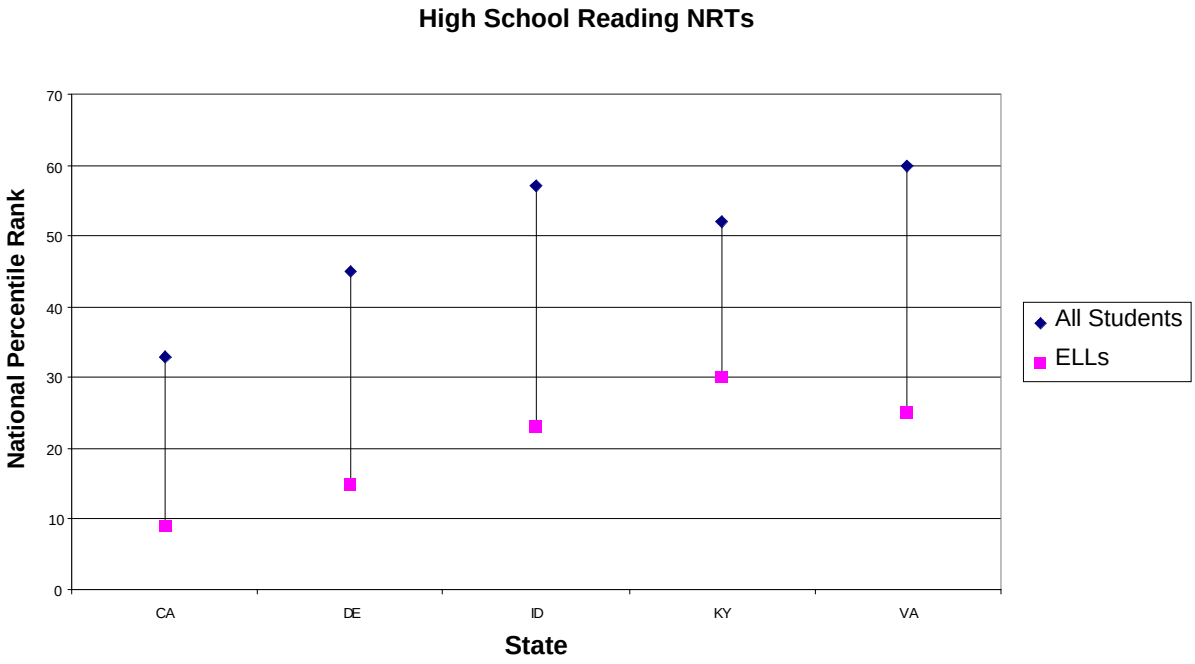


Figure 3. Gaps in 1999-2000 NRT Reading/English Language Arts Performance of ELLs and Other Students (continued)



accommodations allowed and the tendency to find higher performing ELLs in norm-referenced testing, the variation in scores would be expected to be smaller than for CRTs.

Summary of Reading/English Language Arts Data for ELLs

Despite the importance of reading and English language arts to ELLs, states are reporting relatively little data. Only four states (Maine, Massachusetts, North Carolina, and Wisconsin) provide enough information to determine the percentage of students taking the tests. Thus, even though 17 states reported proficiency level information on at least one of their tests, only those data from the 4 states with complete participation information really are appropriate for analysis.

The R/ELA proficiency levels of ELLs show extreme variability from state to state, as might be expected given the differences in the criteria and assessments among states. Looking at performance over time within states will be important, as will be monitoring the gap between ELLs and other students. The initial gap data presented here indicate that within states there is a significant gap between performance levels.

Participation Data for Math

As for reading, only Maine, Massachusetts, North Carolina, and Wisconsin reported enough information to know the percentage of ELLs participating in the regular mathematics assessment. These states' percentages of ELLs who participated ranged from 25% to 73% (see Table 9). There was no clear pattern in the direction of these percentages. However, they generally were higher than the comparable percentages in the same states for the R/ELA assessments.

Exemption Data for Math

Eight states reported math test exemption data for ELLs (see Table 10). All of these states also reported math test participation data, but similar to R/ELA, exemption data are not necessarily reported for the same grade levels or for the same tests as are participation data. Only in Massachusetts, North Carolina, and Wisconsin was it possible to calculate an exemption rate because enrollment data were also available. Exemption rates in the three states ranged from 27% to 59% of the population of ELLs. These percentages are lower than those observed for R/ELA tests.

Performance Data for Math

Although 19 states reported ELL mathematics performance, the ways in which they did so varied, just as it did for R/ELA assessments. Seventeen states reported math performance in terms of some type of proficiency level, generally presenting the percentage of students in specific levels or combinations of levels. The specific terms used to define proficient performance are the same as those used for R/ELA assessments (see Table 4).

Table 11 presents all the ELL proficiency level data for math reported by the 17 states with defined proficiency levels. Because Illinois did not provide state-level percentages, data on the percentages of students meeting the state-determined standards are available for only 16 states. For these 16 states, proficiency level data are reported at different grades, and sometimes by level of schooling rather than grade. In addition, the specific tests are of different types: some are end-of-course exams, others are general achievement tests in math, and still others reflect the mathematics portion of a graduation exam. Due to the variability and the fact that participation rates are unknown or variable as well, it is difficult to draw conclusions about performance. Still, we do note that performance ranged from the lowest possible (2% meeting standard on Rhode Island's Problem Solving Test) to very high (84.6% meeting standard in the New Mexico high school exam).

Among the four states that reported both participation rate and proficiency level performance

Table 9. ELL Participation Reported for State 1999-2000 Math Assessments

State	Grade	Enrollment	Number Tested	Percentage Tested	Results Reported
California					
SAT 9	2	----	145,789	----	Yes
	3	----	140,161	----	Yes
	4	----	126,873	----	Yes
	5	----	107,440	----	Yes
	6	----	92,168	----	Yes
	7	----	80,991	----	Yes
	8	----	73,240	----	Yes
	9	----	69,856	----	Yes
	10	----	56,920	----	Yes
	11	----	42,931	----	Yes
Colorado					
CSAP	8	----	1,796	----	Yes
Delaware					
SAT 9	3	----	50	----	Yes
	5	----	22	----	Yes
	8	----	39	----	Yes
	10	----	37	----	Yes
Florida					
FCAT	Elementary	----	4,256	----	Yes
	Middle	----	3,422	----	Yes
	High	----	2,813	----	Yes
HSCT	High School	----	----	----	----
Idaho					
ITBS	3	----	764	----	Yes
	4	----	762	----	Yes
	5	----	664	----	Yes
	6	----	681	----	Yes
	7	----	506	----	Yes
	8	----	382	----	Yes
	9	----	379	----	Yes
	10	----	330	----	Yes
	11	----	310	----	Yes
Direct Math	4	----	673	----	Yes
	8	----	428	----	Yes
Illinois					
ISAT	3	----	200	----	Yes
	6	----	327	----	Yes
	8	----	1,269	----	Yes
Indiana					
ISTEP	3	----	1,789	----	Yes
	6	----	1,757	----	Yes
	8	----	1,394	----	Yes
Kentucky					
CTBS/5	3	----	131	----	Yes
	6	----	89	----	Yes
	9	----	163	----	Yes
CTBS Core	4	----	129	----	Yes
	7	----	94	----	Yes

Table 9. ELL Participation Reported for State 1999-2000 Math Assessments (continued)

State	Grade	Enrollment	Number Tested	Percentage Tested	Results Reported
Louisiana					
LEAP 21 Math	4	----	1,175	----	Yes
	8	----	1,392	----	Yes
GEE 21 Math	10	----	305	----	Yes
Maine					
MEA Math	4	188	47	25	Yes
	8	199	95	48	Yes
	11	170	61	36	Yes
Massachusetts					
MCAS	4	3,415	2,483	73	Yes
	8	1,940	1,050	54	Yes
	10	2,067	852	41	Ye
New Hampshire					
NHEIAP Math	3, 6, and 10	----	----	----	Yes
New Jersey					
ESPA	4	----	2,058	----	Yes
	8	----	1,480	----	Yes
	11	----	2,276	----	No
New Mexico					
HSCE	High School	----	----	----	Yes
North Carolina					
Pretest	3	2,966	1,660	56	Yes
End of Grade	3	2,966	1,766	60	Yes
	4	2,548	1,407	55	Yes
	5	2,243	1,213	54	Yes
	6	1,911	976	51	Yes
	7	1,737	915	53	Yes
	8	1,613	876	54	Yes
EoC Algebra I	High School	----	522	----	Yes
EoC Algebra II	High School	----	160	----	Yes
HSCT	High School	----	585	----	Yes
Rhode Island					
NSRE Math	4, 8, and 10	----	----	----	Yes
Texas					
TAAS	3	----	31,529	----	Yes
	4	----	27,330	----	Yes
	5	----	24,455	----	Yes
	6	----	23,120	----	Yes
	7	----	18,080	----	Yes
	8	----	15,440	----	Yes
	10	----	13,600	----	Yes
End of Course	12	----	19,006	----	Yes
Virginia					
SAT-9	4	---	527	---	Yes
	6	---	434	---	Yes
	9	---	160	---	Yes
Wisconsin					
WKCE	4	2,273	1,443	63	Yes
	8	1,276	789	62	Yes
	10	1,032	676	66	Yes

Table 10. ELL Exemption Information Reported for Math Tests

State	Grade									
	2	3	4	5	6	7	8	9	10	11
Colorado CSAP							435			
Kentucky CTBS		9			21			124		
KYCCT			180				166		79	
Massachusetts MCAS			932 (3,415)*				890 (1940)*		1,215 (2,067)*	
North Carolina End of Grade			1,104 (2,548)*				704 (1,613)*			412
New Hampshire NHEIAP		50			48				33	
Texas[1] TAAS			3,351				4,228			
Virginia SAT-9			976		908		1,061			
Wisconsin WKCE			828 (2,273)				486 (1,276)		354 (1,032)	

* Numbers in parentheses are ELL enrollment by grade. These numbers allow exemption percentages to be calculated for Massachusetts (gr. 4 - 27%; gr. 8 - 46%; gr. 10 - 59%), North Carolina (gr. 4 - 43%; gr. 8 - 44%), and Wisconsin (gr. 4 - 36%; gr. 8 - 38%; gr. 10 - 34%).

[1] Texas exemption numbers are the sum of Spanish speaking and 'Other' language speaking students exempted.

data (Maine, Massachusetts, North Carolina, and Wisconsin), it is possible to examine the relationship between participation and performance (see Table 12). These data make it clear that there is no consistent relationship between percentages tested and the percentage of ELLs meeting the state-defined standard in mathematics.

As in R/ELA, states also reported NRT scores of different types (see Table 7). Five states reported 1999-2000 math data using percentile rank scores (see Table 13). As with other performance data, there were no clear patterns in these data other than the fact that no percentile rank is above 44%. Comparing the data in Table 13 to those in Table 8 confirms the general perception that ELLs perform better on math assessments than they do on R/ELA assessments.

Gaps in ELL and General Student Population Math Performance

Although, as noted previously, it is not possible to compare performance across states or assessments, it is possible to examine performance reported within states and describe the differences in the performance levels of ELLs and the general population of students. Figure 4

Table 11. Percentage of ELLs Meeting Standards in States that Reported Math Proficiency Level Scores

State	Grade									
	2	3	4	5	6	7	8	9	10	11
Colorado[a] CSAP							3.95			
Delaware[b] DSTP		50.0		27.3			23.1		8.1	
Florida[c] FCAT		19 (Elementary)			16 (Middle)				16 (High)	
Illinois[d] ISAT		*			*		*			
Indiana[d] ISTEP		45.56			28.91		25.75			
Kentucky[a] KCCT				13			24			
Louisiana LEAP21[a]			9				3			
GEE 21[h]									63	
Maine[d] MEA			25				13			8
Massachusetts[a] MCAS			10				8		10	
New Hampshire[a] NHEIAP		23		16					No data	
New Jersey[a] ESPA			28							
GEPA							19.9			
New Mexico[f] HSCE								84.6 (High)		
North Carolina[g] Pretest		63.7								
End of Grade		36.5	37.6	39.9	28.6	30.6	34.7			
End of Alg I								66.3		
End of Alg II								57.5		
HSCT								40.7 (High)		
Rhode Island[h] Skills		21 (Elementary)			16 (Middle)			16 (High)		
Problem Solving		5 (Elementary)			3 (Middle)			2 (High)		
Texas TAAS[g]		70	72	79	65	62	66		61	
End of Alg[e] I										19
Wisconsin[a] WKCE			54				15		8	

[a] Variation of Proficient and higher level: CO, NJ, WI, MA and LA – Proficient & Advanced; KS – Proficient & Excellent; KY – Proficient & Distinguished; NH – Proficient & Above
[b] Meets Standard, Exceeds Standard, and Distinguished
[c] Level 3 and above
[d] Met or Exceeded Standards: IL, IN and ME
[e] Percent Passing: NM and TX
[f] At or above Level III
[g] Meeting standard- RI and Percent attained- LA

Table 12. Math Participation and Performance in States with Both Kinds of Information for 1999-2000 Tests

State	Grade	Percentage Tested	Percent Meeting Standard
Maine			
Math	4	25	25
	8	48	13
	11	36	8
Massachusetts			
MCAS	4	73	10
	8	54	8
	10	41	10
North Carolina			
Pretest	3	56	63.7
End of Grade	3	60	36.5
	4	55	37.6
	5	54	39.9
	6	51	28.6
	7	53	30.6
	8	54	34.7
End of Course Alg I	High School	No data	66.3
End of Course Alg II	High School	No data	57.5
HSCT	High School	No data	40.7
Wisconsin			
WKCE	4	63	54
	8	62	15
	10	66	8

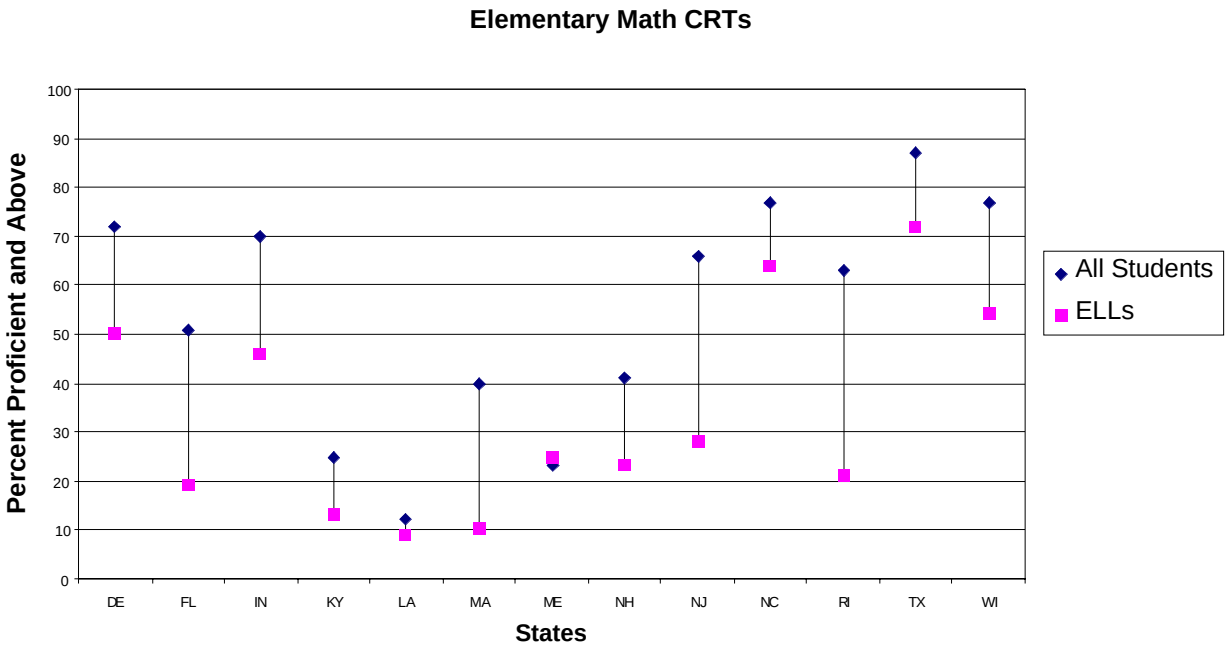
[a] The percentage tested for End-of-Grade test was calculated by subtracting the percentage excluded from 100%. Reading and math are combined and reported as one score.

Table 13. Mean Normal Curve Equivalent Percentile for ELLs on 1999-2000 Math Tests

State	Grade									
	2	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
California[a] SAT-9 Math	41	39	30	28	31	27	27	31	28	30
Delaware DSTP		41		33			41		36	
Idaho ITBS Math		29	25	25	33	28	33	28	32	35
Kentucky CTBS		41			30			30		
Virginia SAT-9			44		43			38		

[a] California also reported the average % correct for its Content Standards in Math.

Figure 4. Gaps in 1999-2000 CRT in 1999-2000 CRT Math Performance Between ELLs and Other Students



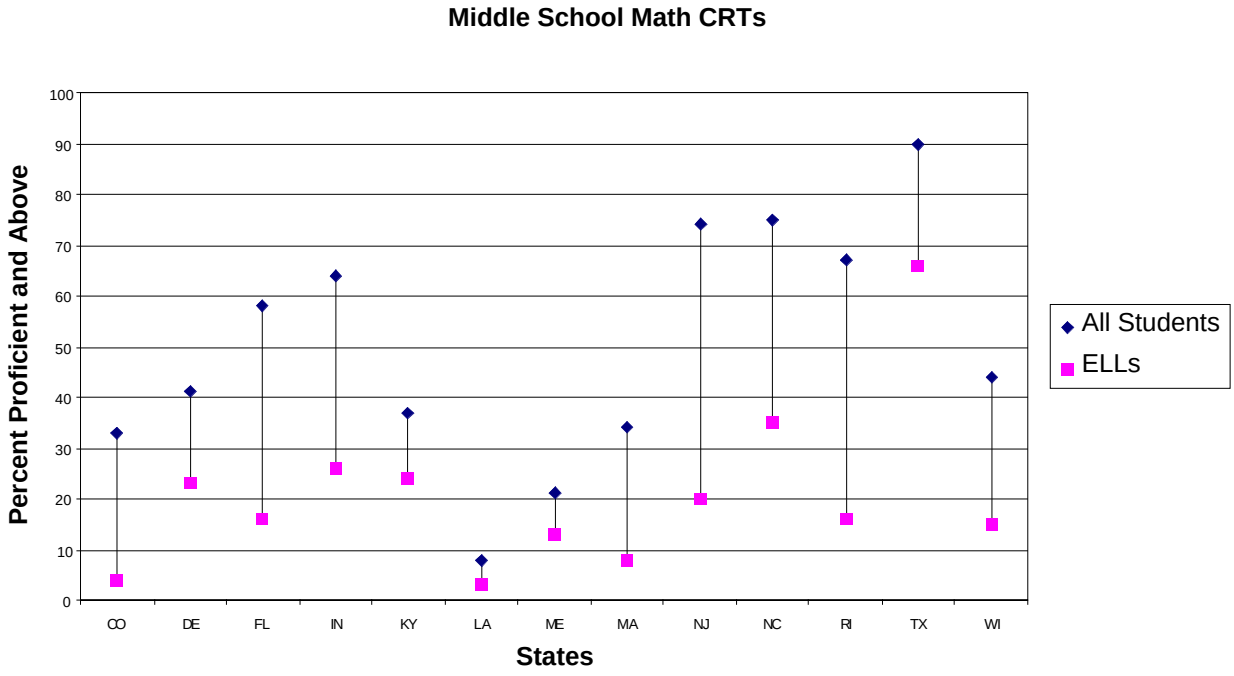
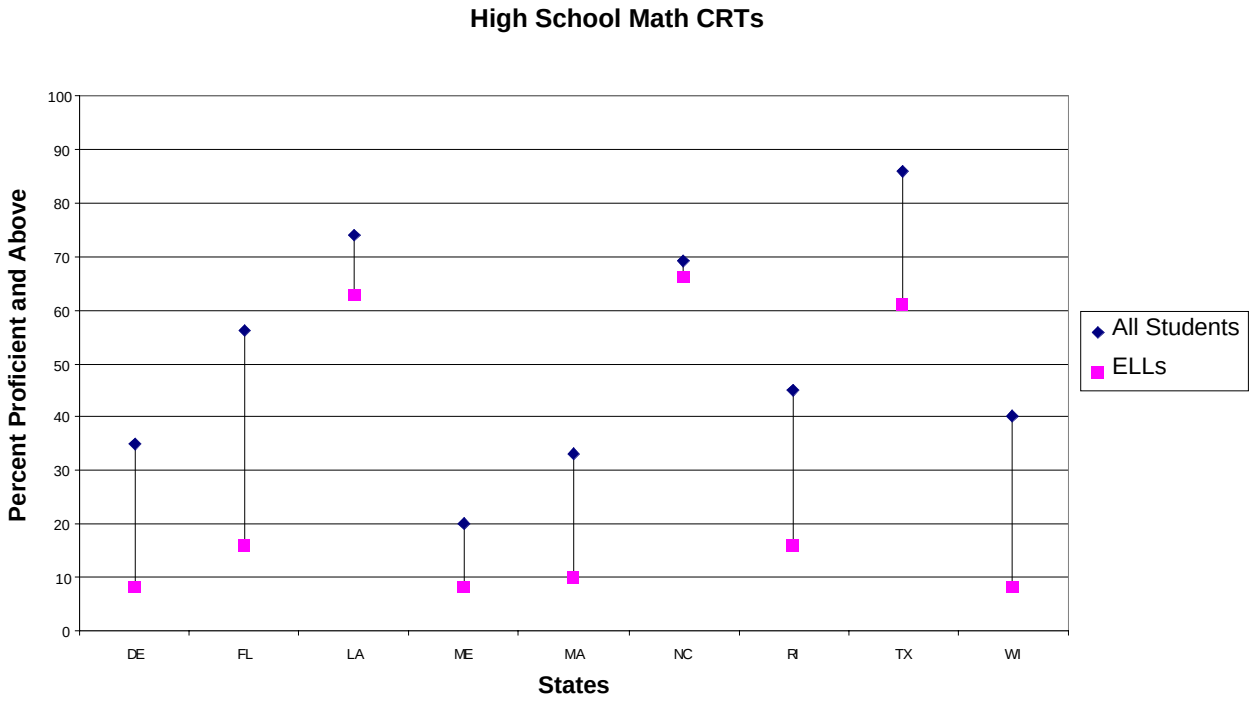


Figure 4. Gaps in 1999-2000 CRT in 1999-2000 CRT Math Performance Between ELLs and Other Students (continued)



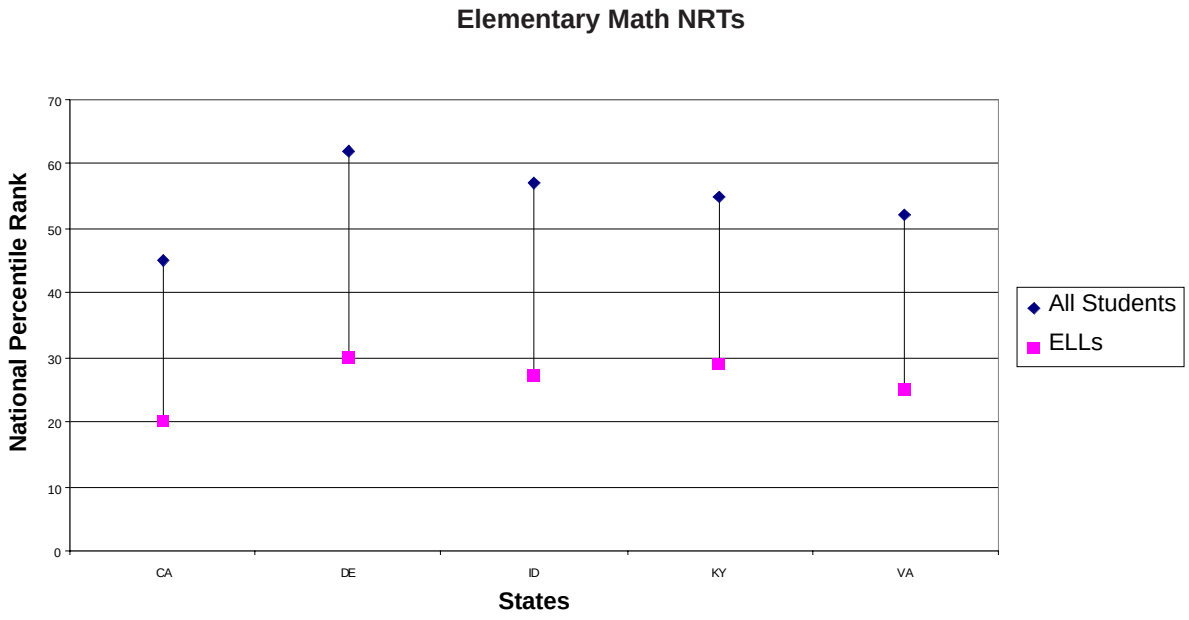
shows the gaps in performance between the general population and ELLs in those states that had math criterion-referenced test data for 1999-2000. In these figures, the proficiency levels are those defined by the states. The gaps between ELLs and "all" students ranged from less than 5 points to more than 50 points.

Figure 5 presents similar graphs for states that had norm-referenced test data. In these graphs, the national percentile ranks are portrayed. Again, there are gaps in performance between ELLs and "all" students in all states. For NRTs, the gaps in math performance ranged from just over 10 points difference to just over 30 points difference. As in reading, the participation rates are unknown. However, it is expected that they would be low, because the tendency is to find higher performing ELLs in norm-referenced testing, resulting in a smaller range of scores among students.

Summary of Math Data for ELLs

The information that states provide on the math performance of ELLs is similar to what they provide on these students' R/ELA performance. Only four states (Maine, Massachusetts, North Carolina, and Wisconsin) provided enough information to determine the percentage of students

Figure 5. Gaps in 1999-2000 NRT Math Performance Between ELLs and Other Students



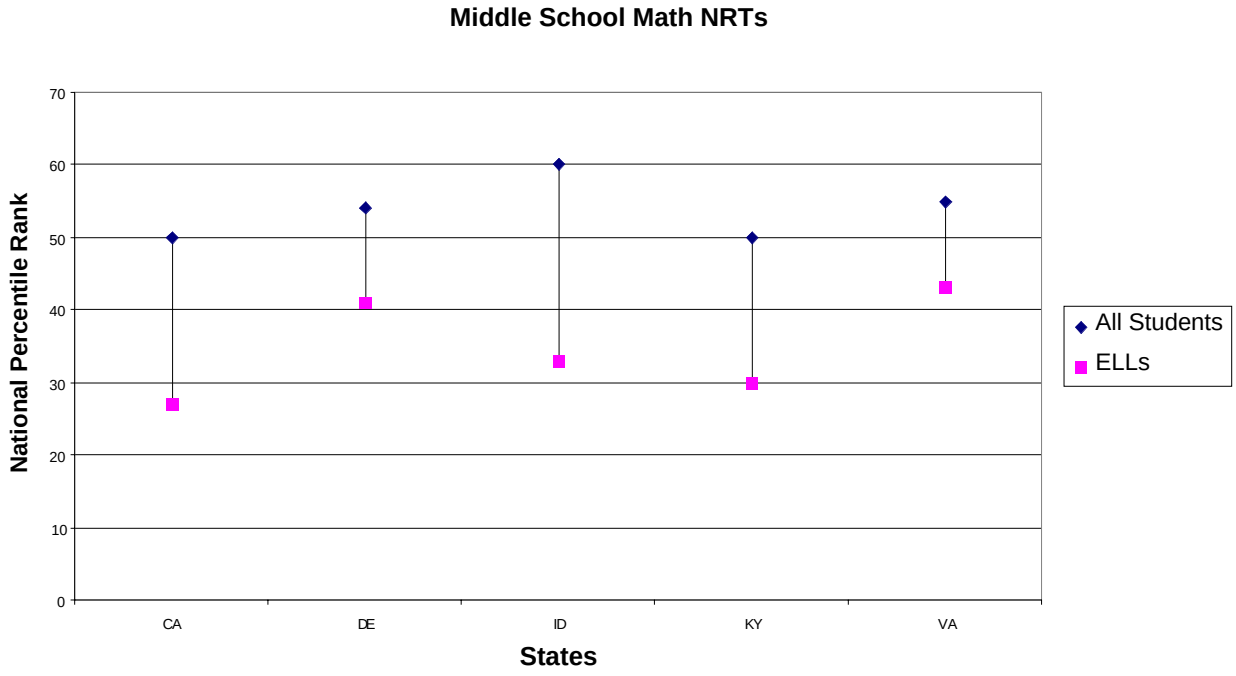
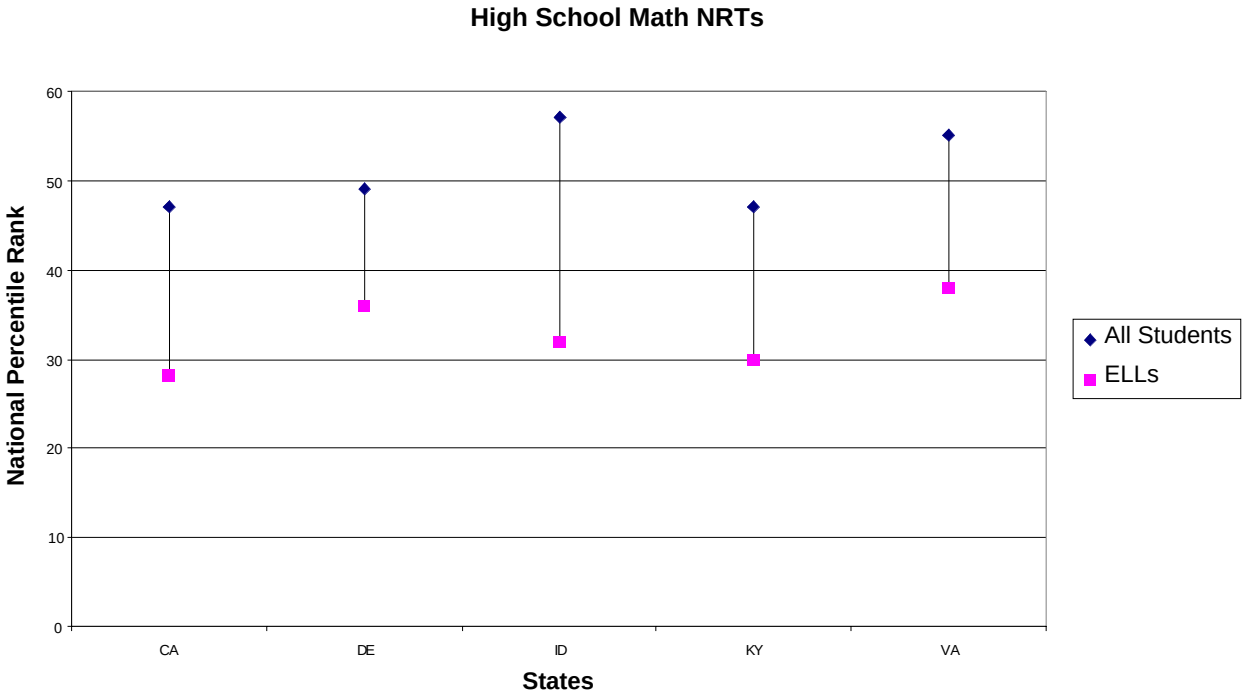


Figure 5. Gaps in 1999-2000 NRT Math Performance Between ELLs and Other Students (continued)



taking the tests. Thus, even though 17 states reported proficiency level information on at least one of their tests, only those data from the four states with participation information really are appropriate for analysis. Data that are reported on ELL math performance show the tremendous variability among states, a finding that is expected because of the differences in participation rates and the nature of the tests in different states. Also, within the limited number of states that reported the data, performance of ELLs was below that of the general student population.

ELL Data Reported for State Writing, Science, and Social Studies Tests

Many states have assessments in areas other than R/ELA and math. For 1999-2000, 13 states reported ELL results for writing, 13 states reported results for science, and 11 states reported results for social studies. All states that reported ELL data in these other content areas also reported reading and math data for ELLs. Overall, 14 states reported ELL data for content area tests other than R/ELA and math.

Participation Data for Writing

Eleven of the thirteen states that reported ELL data for writing reported both participation and performance data (see Table 14). As is evident in Table 14, there was some variability in what was reported. Some states reported data for two different writing tests (Idaho and Rhode Island), although Rhode Island did not report the number of students taking either one. One state (Kentucky) reported on two kinds of writing assessments within its KCCT testing system (Writing On-Demand and Writing Portfolio). Two states that reported performance data for ELLs did not report the number of students who took the test (New Mexico, Rhode Island).

Of the 11 states that reported writing assessment participation data, only one state (Maine) reported enrollment by grade for the writing test, thus making it possible to calculate the percentage of ELLs tested. For Maine, the participation rate ranged from 25% (grade 4) to 43% (grade 8).

Performance Data for Writing

Twelve states reported ELL writing performance data, with all but one of them (Idaho) reporting by proficiency levels. Idaho reported on a norm-referenced writing test (ITBS). The proficiency level data reported by the other 11 states are shown in Table 15. Because Illinois reported performance only in terms of the number of students who performed at each proficiency level (just as it did for other content areas), only 10 states have data on the percentages of students. Even among these 10 states, not all reported on all of their assessments (e.g., Rhode Island reported for only grade 7) even though the writing assessment was administered in grades 3, 7, and 10.

Overall, in those states that reported percentages of ELLs meeting the state's proficiency standard, from 1% (7th grade KCCT in Kentucky) to 83% (high school test in New Mexico) of ELLs were proficient. Still, only one state provided all the information necessary to really understand the data. Maine provided both a participation rate and proficiency level data. The participation rates in Maine are included in Table 15 along with the percentages of ELLs who met proficient status.

Only Idaho reported ELL writing performance on an NRT writing assessment. Idaho reported a national percentile rank of the average scale score for ELLs. These (from the ITBS) were 24 in grade 9, 26 in grade 10, and 23 in grade 11.

Table 14. ELL Participation Information Reported for 1999-2000 State Writing Assessments

State	Grade	Enrollment	Number Tested	Percentage Tested	Results Reported
Colorado					
CSAP Writing	4	----	1,946	----	Yes
	7	----	2,133	----	Yes
Delaware					
DSTP Writing	3	----	45	----	Yes
	5	----	23	----	Yes
	8	----	34	----	Yes
	10	----	28	----	Yes
Florida					
FCAT	Elementary	----	4,256	----	Yes
	Middle	----	3,422	----	Yes
	High School	----	2,813	----	Yes
Idaho					
ITBS	9	----	447	----	Yes
	10	----	364	----	Yes
	11	----	317	----	Yes
ID Direct	4	----	714	----	Yes
Writing	8	----	419	----	Yes
	11	----	268	----	Yes
Illinois					
ISAT	3	----	206	----	Yes
	6	----	327	----	Yes
Kentucky					
KCCT On-Demand	4	----	161	----	Yes
Writing Portfolio	4	----	161	----	Yes
On-Demand	7	----	114	----	Yes
Writing Portfolio	7	----	114	----	Yes
On –Demand	High School	----	No	----	Yes
Writing Portfolio	High School	----	No	----	Yes
Louisiana					
GEE 21	High School	----	287	----	Yes
Maine					
MEA	4	188	47	25	Yes
	8	199	86	43	Yes
	11	170	63	37	Yes
New Jersey					
HSPT	High School	----	2,280	----	No
New Mexico					
Composition	High School	----	----	----	Yes
North Carolina					
Writing	4	----	1,434	----	Yes
Assessment	7	----	913	----	Yes
	10	----	618	----	Yes

Table 14. ELL Participation Information Reported for 1999-2000 State Writing Assessments (continued)

State	Grade	Enrollment	Number Tested	Percentage Tested	Results Reported
Rhode Island					
NSRE ELA	4	----	----	----	Yes
	8	----	----	----	Yes
	10	----	----	----	Yes
RI Writing*	3	----	----	----	No
	7	----	----	----	Yes
	10	----	----	----	No
Texas					
TAAS	4	----	25,797	----	Yes
	8	----	15,046	----	Yes
	10	----	13,481	----	Yes

* Rhode Island RI Writing reported advanced ESL status and monitor/exit status student performance.

Gaps in ELL and General Student Population Writing Performance

Figure 6 shows the gaps between ELLs and the general population of all students for 1999-2000 CRT writing performance. The gaps ranged from 1 percentage point to more than 40 points difference. Norm-referenced test writing data are not graphed because only one state reported these data.

Participation Data for Science

Table 16 presents the participation data reported by the 13 states that reported on their science assessments. Ten of these states reported the number of ELLs who took state science assessments. Illinois, New Hampshire, and New Mexico did not report the number of ELLs tested even though they provided performance data. Three states (Massachusetts, North Carolina, and Wisconsin) reported either enrollment by grade for ELLs, or the percentage tested, or both. For these states, participation rates ranged from 41% (10th grade on MCAS in Massachusetts) to 94% (High School Chemistry End of Course test in North Carolina).

Performance Data for Science

Most states that reported science test results reported some kind of performance level rather than performance in terms of standard scale scores. Eleven states reported science performance by proficiency levels (see Table 17). Of these, Illinois reported performance only by the number in each achievement category. The remaining 10 states reported percentages of ELLs who met

Table 15. Percentage of ELLs Meeting Standards in States that Report Writing Proficiency Level Scores

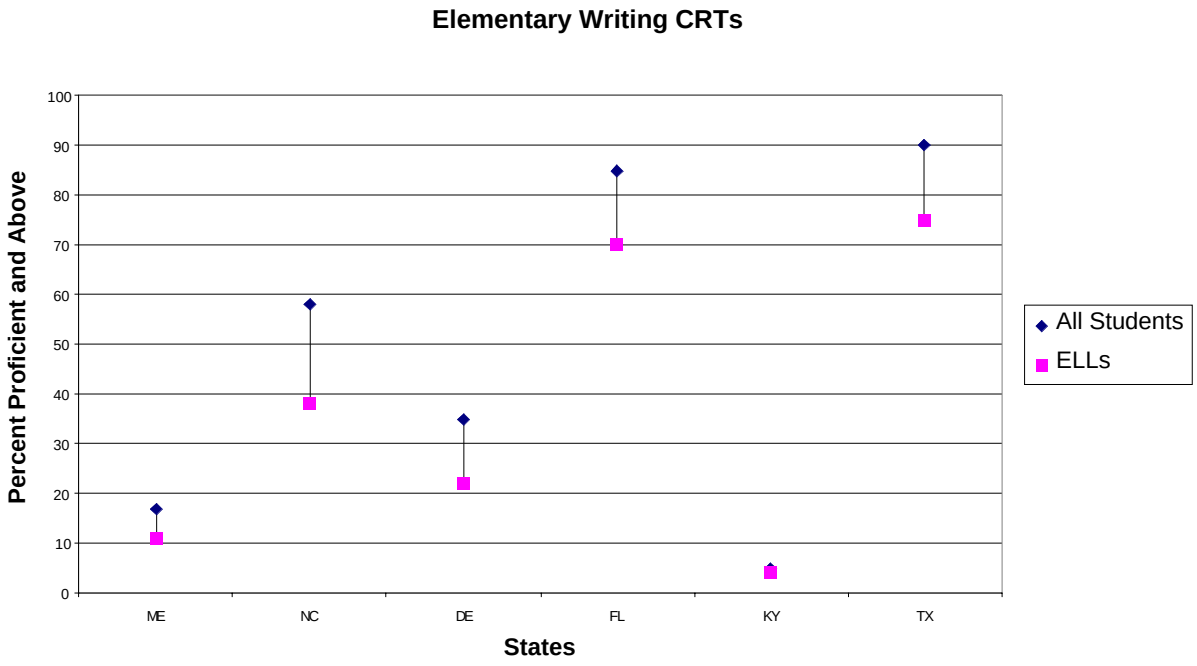
State	Grade									
	2	3	4	5	6	7	8	9	10	11/12
Colorado CSAP			4.36			3.32				
Delaware DSTP		33.3		21.7			26.5		7.1	
Florida FCAT	70+ (Elementary)				76+ (Middle)			59 (High)		
Illinois ISAT		# only			# only					
Kentucky KCCT On Demand			4			1		3 (High)		
KCCT Writing Portfolio			15			1		7 (High)		
Louisiana GEE 21								76 (High)		
Maine* MEA			(25%) 11				(43%) 21			(37%) 17
New Jersey HSPT										No data
New Mexico HSCE								82.8 (High)		
North Carolina End of Grade			38.1			42.7				
End of Course								30.6 (High)		
Rhode Island NSRE ELA	18 (Elementary)				22 (Middle)			2 (High)		
RI Writing						1				
Texas TAAS			75				42		53	

* Participation rate is indicated in parentheses. Maine is the only state that provided participation data with its performance data.

a state's set proficiency standard, which ranged from 0% (7th grade KCCT in Kentucky) to 78.2% (high school test in New Mexico).

Three states reported both the percentage of ELLs who were tested in science and their proficiency level (see Table 18). Despite the limited amount of data, it is still clear that there is no observable pattern for either the percentage tested or the percentage meeting standards.

Figure 6. Gaps in 1999-2000 CRT Writing Performance of ELLs and Other Students



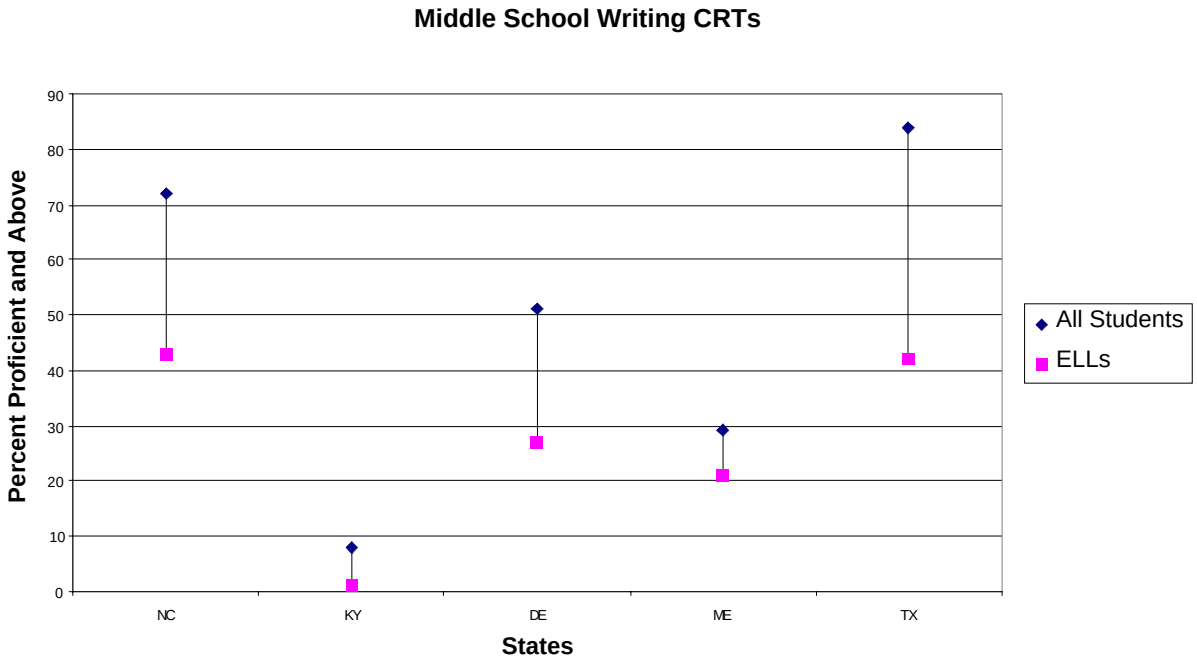
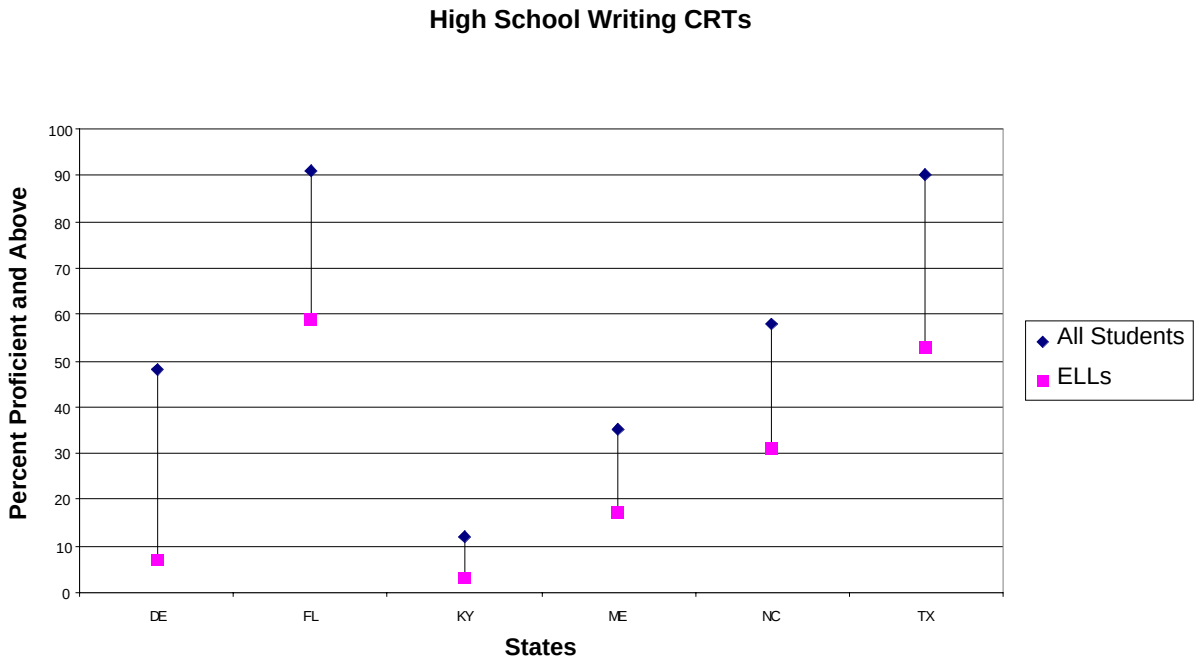


Figure 6. Gaps in 1999-2000 CRT Writing Performance of ELLs and Other Students (continued)



Both California and Idaho reported scores on writing from norm-referenced tests (not shown in Table 15), but California reported in terms of the percentage of students scoring above, at, or below the 75th national percentile rank and Idaho reported in terms of a national percentile rank of the average scale score. For Idaho, the percentile ranks for those ELLs tested in science were 33 for grade 3, 24 for grade 5, and 25 for grade 7.

Gaps in ELL and General Student Population Science Performance

Figure 7 shows the gaps between ELLs and all students for 1999-2000 CRT science performance. The gaps ranged from none to more than 50 percentage points. Due to the scant data for NRTs, these science data are not graphed.

Participation Data for Social Studies

Table 19 presents the 11 states that reported assessment data for social studies. Only 8 states reported the number of ELLs who took state social studies assessments. Three additional states (Illinois, New Hampshire, New Mexico) did not report the number of ELLs who took the social studies assessment, but did report performance information.

Table 16. ELL Participation Information Reported for 1999-2000 State Science Assessments

State	Grade	Enrollment	Number Tested	Percentage Tested	Results Reported
California					
SAT-9	9	----	69,462	----	Yes
	10	----	56,378	----	Yes
	11	----	42,632	----	Yes
Colorado					
CSAP	8	----	1,838	----	Yes
Idaho					
ITBS	3	----	736	----	Yes
	5	----	614	----	Yes
	7	----	509	----	Yes
Illinois					
ISAT	4	----	----	----	Yes
	7	----	----	----	Yes
Kentucky					
KCCT	4	----	161	----	Yes
	7	----	114	----	Yes
	HS (10-12)	----	----	----	Yes
Louisiana					
LEAP 21	4	----	1,175	----	Yes
	8	----	1,394	----	Yes
	High School	----	245	----	Yes
Massachusetts					
MCAS	4	3,415	2,479	73	Yes
	8	1,940	1,028	53	Yes
	10	2,067	841	41	Yes
New Hampshire					
NHEIAP	6	----	1% of no	----	Yes
	10	----	given number	----	No
New Jersey					
ESPA	4	----	2,058	----	Yes
GEPA	8	----	1,481	----	Yes
New Mexico					
HSCE	High School	----	----	----	Yes
North Carolina					
End of course					
Biology	High School	628	488	78	Yes
Chemistry	High School	124	116	94	Yes
Geometrey	High School	256	238	93	Yes
Phys.Science	High School	796	630	79	Yes
Physics	High School	41	38	93	Yes
Texas					
TAAS Science	8	----	15,314	----	Yes
EOC Biology	High School	----	14,719	----	Yes
Wisconsin*					
WKCE	4	2,273	1,436	63	Yes
	8	1,276	787	62	Yes
	10	1,032	667	65	Yes

*Wisconsin's data are by number eligible to be tested.

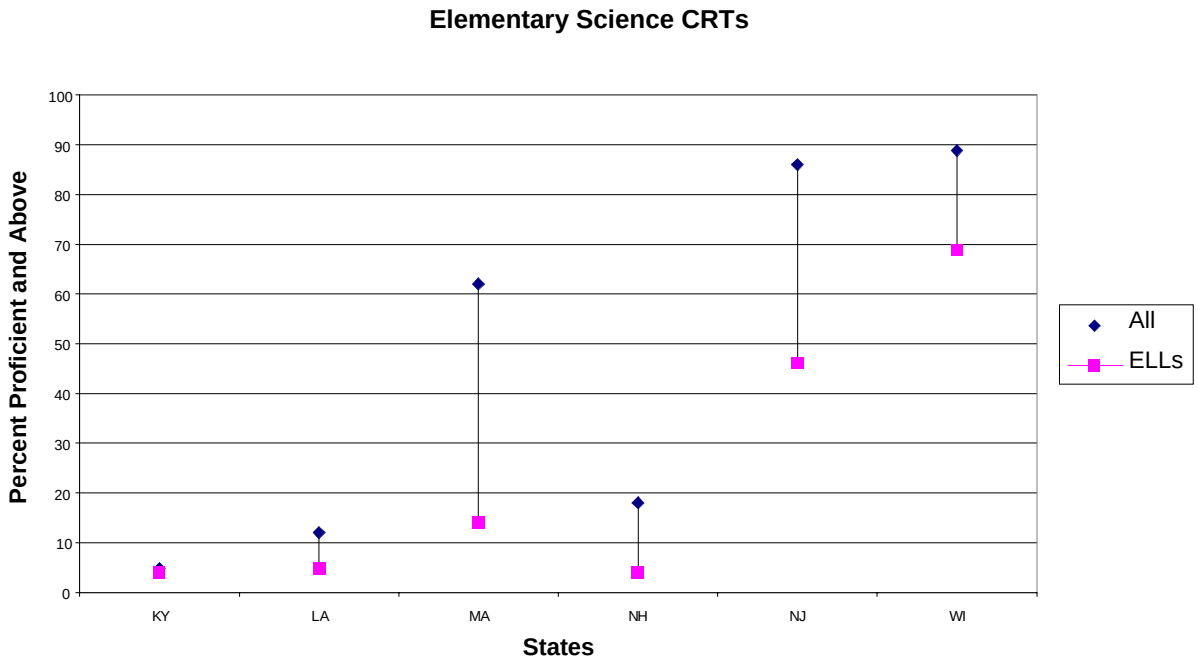
Table 17. Percentage of ELLs Meeting Standards in States that Report Science Proficiency Level Scores

State	Grade									
	2	3	4	5	6	7	8	9	10	11/12
Colorado CSAP							4.35			
Illinois ISAT			# only			# only				
Kentucky KCCT			4			0				6
Louisiana LEAP 21			36				32			62
Massachusetts MCAS			14				5		3	
New Hampshire NHEIAP					4				----	
New Jersey ESPA & GEPA			46				18.1			
New Mexico HSCE										78.2
North Carolina										
EOC Biology										19.7
Chemistry										49.1
Geometry										50.8
Physical Science										20.6
Physics										65.8
Texas TAAS & EOC							52			41
Wisconsin WKCE			69				29		11	

Table 18. Science Assessment Participation and Performance in States with Both Kinds of Information for 1999-2000 Tests

State	Grade	Percentage Tested	Percent Meeting Standard
Massachusetts			
MCAS	4	73	14
	8	53	5
	11	41	3
North Carolina			
End of course			
Biology	High school	78	19.7
Chemistry	High school	94	49.1
Geometrey	High school	93	50.8
Phys.Science	High school	79	20.6
Physics	High school	93	65.8
Wisconsin			
WKCE	4	63	69
	8	62	29
	10	65	11

Figure 7. Gaps in 1999-2000 CRT Science Performance of ELLs and Other Students



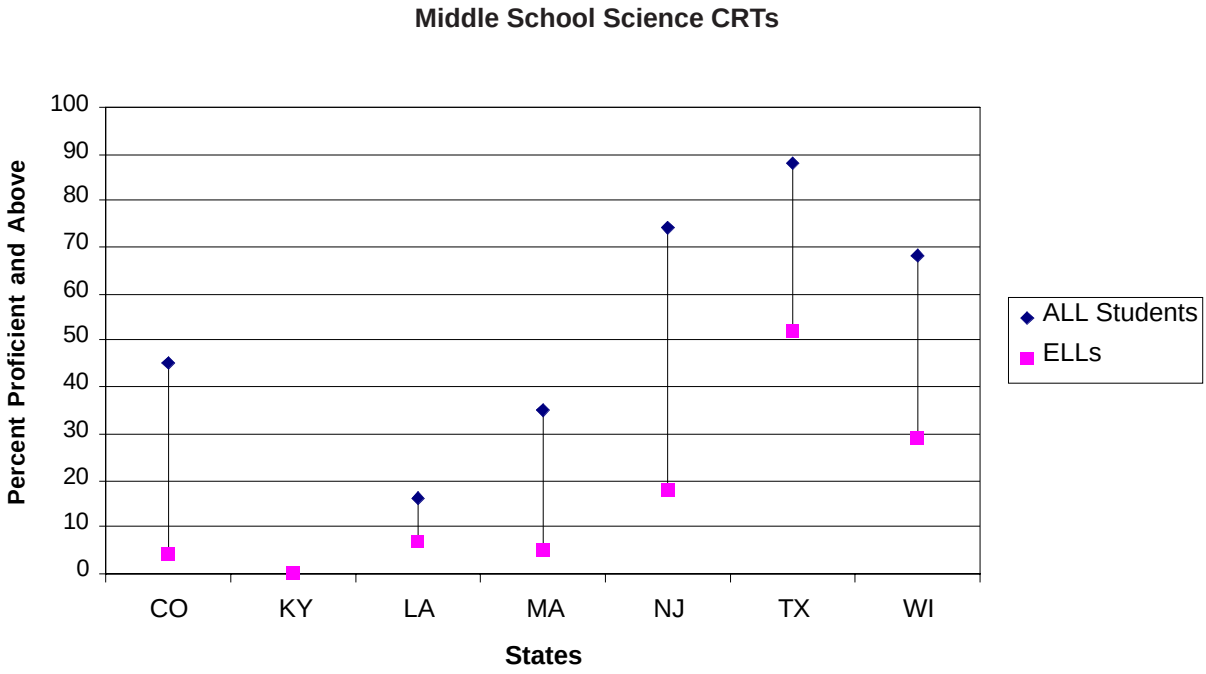
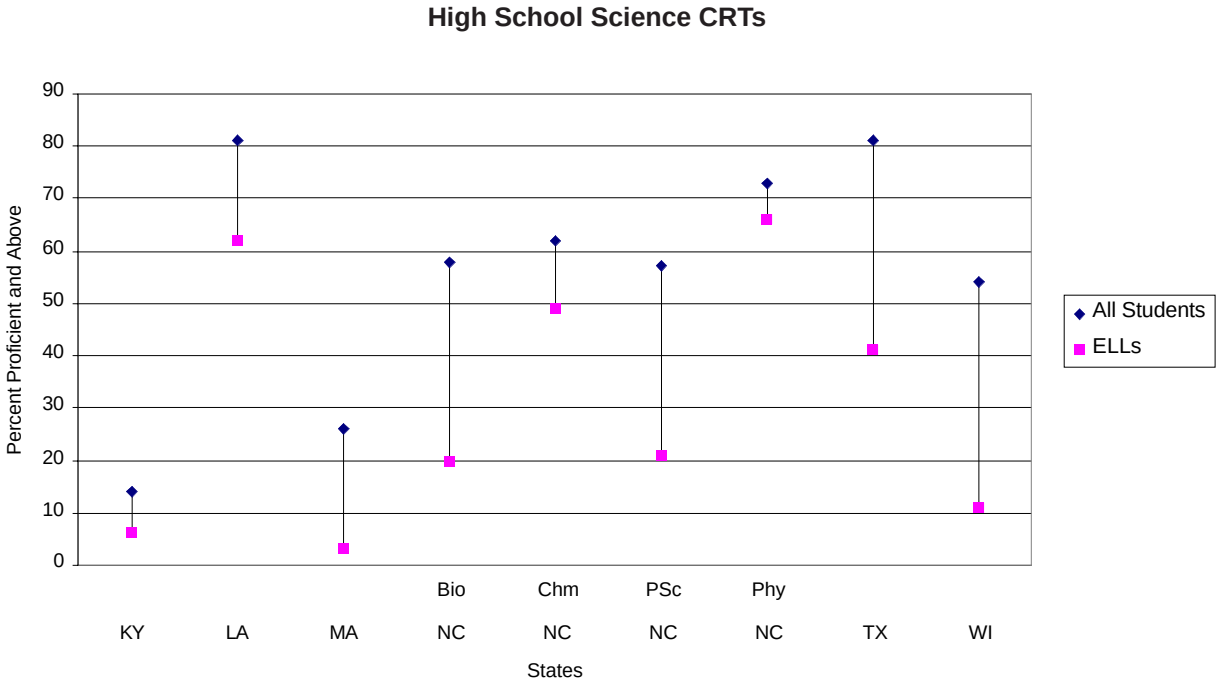


Figure 7. Gaps in 1999-2000 CRT Science Performance of ELLs and Other Students (continued)



Three states (Massachusetts, North Carolina, Wisconsin) reported enrollment by grade for ELLs so that the percentage tested could be calculated. For these states, participation rates varied between 49% (grade 10 Wisconsin WKCE) and 82% (End of Course History test in North Carolina).

Performance Data for Social Studies

Eleven states reported the performance of ELLs for their state social studies assessment. Similar to other content areas, the types of scores reported for these assessments varied, and because of this and other factors, performance comparisons of states are not appropriate. Table 20 presents the data for the 9 states that reported social studies performance in terms of proficiency levels. Of these 9 states, one state (Illinois) reported performance only by the number at each proficiency level. Another state, New Hampshire, reported performance for grade 6 but not for grade 10. Reported performance by grade level ranged from 1% proficient and above (8th grade MCAS test in Massachusetts) to 84.5% (high school test in New Mexico).

Only Massachusetts provided information on both participation rates for the social studies test and student performance. For the 53% of ELLs tested, 1% met the state-defined standard.

Table 19. ELL Participation Information Reported for 1999-2000 State Social Studies Assessments

State	Grade	Enrollment	Number Tested	Percentage Tested	Results Reported
California					
SAT-9	9	----	69,335	----	Yes
	10	----	56,444	----	Yes
	11	----	42,566	----	Yes
Idaho					
ITBS	3	----	741	----	Yes
	5	----	614	----	Yes
	7	----	513	----	Yes
	9	----	375	----	Yes
Illinois					
ISAT	4	----	----	----	Yes
	7	----	----	----	Yes
Kentucky					
KCCT	5	----	129	----	Yes
	8	----	94	----	Yes
Louisiana					
LEAP 21	4	----	1,176	----	Yes
	8	----	1,392	----	Yes
GEE 21	High School	----	245	----	Yes
Massachusetts					
MCAS	8	1,940	1,020	53	Yes
New Hampshire					
NHEIAP	6	----	(1% of no given number)	----	Yes
	10	----		----	Yes
New Mexico					
HSCE	High School	----	----	----	Yes
North Carolina					
End of Course					
History	High School	461	378	82	Yes
Econ/Poly Sci.	High School	870	648	74	Yes
Texas					
TAAS	8	----	15,383	----	Yes
End of Course	High School	----	9,050	----	Yes
Wisconsin					
WKCE	4	2273	1,318	58	Yes
	8	1276	715	57	Yes
	10	1032	506	49	Yes

Table 20. Percentage of ELLs Meeting Standards in States that Report Social Studies Proficiency Level Scores

State	Grade									
	2	3	4	5	6	7	8	9	10	11/12
Illinois ISAT			# only			# only				
Kentucky KCCT				4			6			
Louisiana LEAP 21, GEE 21			7				5			70
Massachusetts MCAS							1			
New Hampshire NHEIAP					7				----	
New Mexico HSCE										84.5
North Carolina History										22.5
Econ/Politic. Sci.										31.0
Texas TAAS & EOC							26			31
Wisconsin WKCE			59				51		31	

As for science, only two states (California and Idaho) reported a norm-referenced score for social studies (not shown in Table 20). The percentile ranks for California students in grades 9, 10, and 11 were 25, 17, and 30 respectively. The percentile ranks for those ELLs tested on the ITBS in Idaho were 30 in grade 3, 17 in grade 5, 25 in grade 7, and 24 in grade 9.

Summary for Writing, Science, and Social Studies

For the three content areas of writing, science, and social studies, relatively few states – no more than one-fourth in any one content area – reported the numbers tested. The actual performance reported for ELLs varied greatly in each content area, with perhaps the largest performance range differences being among those reported as proficiency levels rather than normative scores. All three content areas had ranges of approximately 1% to 78% of ELLs considered proficient or above. Other types of scores (e.g., percentile ranks) did not display as broad a range of performance, though there were fewer states reporting these other types of scores from which to draw a comparison. There were no observable patterns in performance ranges at different grade levels.

Few states reported performance data by proficiency levels for writing, science, and social studies (see Table 21). Very few states (and usually the same ones – Maine, Massachusetts, North Carolina, and Wisconsin) reported both the percentage of ELLS tested and their performance data (see Tables 6, 12 and 18).

Table 21. Summary of States Reporting for 1999-2000 Writing, Science, and Social Studies Assessments

	Number Reporting Proficiency Levels	Number Reporting Percent Tested AND Performance
Writing	13	1
Science	11	3
Social Studies	9	1

ELL Data for Native Language and Other State Tests

In addition to regular state tests that assess reading, math and other content areas in the English language, some state tests assess English language learners in their native language. These data, as well as data from "other state tests," are included in this section. "Other state tests" are defined in this report as state-developed alternate tests (that may or may not be designed specifically for ELLs), and other tests that are not specifically defined as an alternate by a state but do not fit neatly into the category of regular state tests because they are designed for ELLs and may primarily focus on gauging English language proficiency growth rather than a broader range of content standards usually assessed in regular and alternate tests.

Table 22 shows the extent to which states report for these different types of tests. Most states reported ELL data for regular tests and only a few reported in these other categories of tests: no state reported performance data for an alternate test, 2 states reported performance for "Other language tests," and 3 states reported performance for native language tests. One state did report participation information for its alternate assessment (Wisconsin), so this state is included in our analysis of participation and performance data.

Native Language Test Participation and Performance

Only three states (California, Colorado, and Texas) reported disaggregated information in their public education reports on state native language tests. Massachusetts includes its native language test data in with its regular test data. Table 23 provides brief descriptions of tests, primarily

Table 22. Types of State Tests for Which ELL Performance Data are Reported

State	Regular Tests	Standards-Based Alternate	Other State ELL Test	Native Language Regular Test
California	X			X
Colorado	X			X
Delaware	X			
Florida	X			
Idaho	X			
Illinois	X [a]		X	
Indiana	X			
Kentucky	X			
Louisiana	X			
Maine	X			
Massachusetts	X			Aggregated only [b]
New Hampshire	X			
New Jersey	X			
New Mexico	X			
North Carolina	X			
Rhode Island	X			
Texas	X		X	X
Virginia	X			
Wisconsin	X	Participation only [c]		
Total	**19**	**0**	**2**	**3**

[a] IL reported only transitioned ELL category for its regular state assessment.
[b] MA does not disaggregate translated test results for science and technology, but aggregates them with other scores. Number tested with translated versions is not given.
[c] WI reports participation of ELL students in alternate assessment, but does not report performance data.

quoting state documents. Only the MCAS (Massachusetts) and the Spanish TAAS (Texas) are clearly direct translations of the state tests.

Table 24 shows that the three states with performance data for native language tests (California, Colorado, and Texas) also provided participation data, but only gave the number tested without corresponding enrollment data that would allow participation rates to be calculated. Massachusetts provided enrollment data, which indicated that the students taking the native language versions of their state tests were aggregated with the number taking the regular nontranslated tests but did not provide information on the number tested with the native language version. The participation data that were reported showed that slightly more ELLs were taking native language reading versions than math versions and that there was a general tapering off of the number of ELLs taking native language tests in higher grades. Performance on native language tests (see Table 24) had no observable patterns.

Table 23. Native Language Statewide Assessments (1999-2000) Included in State Reports

State	Description of Native Language Assessments
California	**SABE/2**. The Spanish Assessment of Basic Education, Second Edition (SABE/2) is given in California. It is a separate native language achievement test required for Spanish speakers who have been in California public school less than 12 months. According to the state: Also, beginning in 1999, Spanish-speaking English language learners (LEP) who have been in California public schools fewer than 12 months must be administered the SABE/2. Both the California Content Standards tests and the SABE/2 were administered in 2000. (California Department of Education, 2001a) The SABE/2 is designed for students whose primary language is Spanish, and it was normed on a group of Spanish speaking students in bilingual classes in 12 states, including California, with substantial populations of Spanish-speaking students. Because the norming group was not a nationally representative sample, all the normed scores are called "reference" scores rather than "national" scores. Student scores are compared to the scores of students in the reference group in the same way that students who take the Stanford-9 are compared to a representative national sample. (California Department of Education, 2001b).
Colorado	**CSAP Lectura and Escritura**. These are Colorado's Spanish native language tests in reading and writing for grades 3 and 4 and are based on the English CSAP reading and writing tests at the same grades. The English CSAP is described as follows: CSAP stands for Colorado Student Assessment Program. It is designed to measure student achievement in relationship to the Colorado Model Content Standards. These standards are expectations that specify what students should know at particular points in their education. As a result, CSAP provides a series of snapshots of student achievement in reading, writing, math, and science as they move through grades 3–10. (Colorado Department of Education, 2001)
Massachusetts	**MCAS**. In Massachusetts, MCAS are available in Spanish translation for math, science, and history/arts tests. These tests are not reported in disaggregated form, but are aggregated with the English test form results for LEP students. **English-version Tests**. LEP students in the tested grades must take the MCAS tests in English in all content areas if they meet either of the following conditions: The student is recommended for regular education for the following school year or the student has been enrolled in school in the US for more than 3 years. **Spanish/English Tests.** Spanish-speaking LEP students enrolled in schools in the continental US for 3or fewer years must participate in the Spanish/English mathematics, science and technology/engineering, and history and social science MCAS tests if they meet the following criteria: The student will continue to receive either instruction in a Transitional Bilingual Education program or English as a Second Language support in the 2001-2002 school year. AND the student can read and write at or near grade level in Spanish. *If students do **not** satisfy the above criteria to take either the English-version or Spanish/English MCAS tests, they are not required to take MCAS tests, but may participate at their discretion. (Massachusetts Department of Education, 2001)*
Texas	**Spanish TAAS.** This is the Spanish translated test for Texas. TAAS measures the statewide curriculum in reading and mathematics at grades 3 through 8 and the exit level; in writing at grades 4, 8, and the exit level; and in science and social studies at grade 8. Spanish-version TAAS tests are administered at grades 3-6. Satisfactory performance on the TAAS exit level tests is prerequisite to a high school diploma. (Texas Education Agency, 2001)

Table 24. ELL Participation Data for Translated or Native Language State Tests

State	Grade	Enrolled	Number Tested	Percent Tested	Percent Proficient and Aboves
California					
SABE Reading	2	No	29191	No	28*
	3		23466		31
	4		14920		33
	5		11044		27
	6		6957		24
	7		6827		27
	8		5683		30
	9		8270		24
	10		4699		25
	11		2313		23
SABE Math	2	No	28916	No	38*
	3		23288		38
	4		14805		35
	5		10946		29
	6		6889		25
	7		6723		21
	8		5551		22
	9		8123		15
	10		4670		13
	11		2287		13
Colorado					
CSAP Lectura	3	No	1721	No	52
	4		1288		29
CSAP Escritura	4	No	1291	No	31
Texas					
TAAS Lectura	3	No	19161	No	75
	4		11079		58
	5		5464		52
	6		1257		27
TAAS Math	3	No	19003	No	75
	4		10798		76
	5		5272		75
	6		1240		50
TAAS Escritura	4	No	11540	No	73
Massachusetts					
MCAS Math	4	3415	No	No	No data
Translated	8	1940			
	10	2067			
MCAS Science	4	3415	No	No	No data
Translated	8	1940			
	10	2067			
MCAS History/Arts Translated	8	1940	No	No	No data

*California data reported here are the percent scoring above 75th National Percentile Rank, not "percent proficient and above."

Other State Tests Participation and Performance

No states reported ELL performance for a state alternate assessment for 1999-2000, though Wisconsin did report participation data for ELLs. Illinois and Texas reported performance on other English language tests (not described as alternate tests by the state) that were designed specifically for ELLs. Of these tests, Illinois reported on the Illinois Measure of Annual Growth in English (IMAGE) and Texas reported on the Reading Proficiency Tests in English (RPTE).

In examining the participation and performance of ELLs in state assessments designed for ELLs, we found that not all states reported the number of students who were eligible to be tested. Wisconsin was the only one to report the number of ELLs who were eligible to take the assessments. Only two states (Wisconsin and Texas) reported on the number or percent of students tested for each grade level.

Table 25 presents all of the information on ELL participation and performance that we found in the state reports from Wisconsin (Alternate Portfolio), Illinois (IMAGE), and Texas (RPTE). The Wisconsin Alternate Portfolio data could be improved by clarifying the number tested instead of reporting the percent of students at each proficiency level. Also, no performance data are reported. Participation rates for the alternate portfolio in 1999-2000 generally were about 36-37% of ELLs. A slightly greater percentage of students had alternate portfolios for reading than for math, science or social studies, though this difference between reading and the other content areas is less in 8th and 10th grades.

As indicated in the table, the data that are presented are not necessarily easy to interpret. For example, although Illinois reported enrollment figures by grade level, it reported performance by grade ranges, so the number and percent of students tested by grade is not available. Illinois identified four levels of proficiency, labeled Beginning, Strengthening, Expanding, and Transitioning. Table 25 considers the latter two (expanding and transitioning) as proficient. The Illinois data show that the percentage of students proficient and above tapered off in successive grade ranges. There were no clear differences between reading and writing, except that students in grades 3-5 and 9-11 scored slightly higher in the writing portion of the IMAGE than the reading portion.

The data for Texas in Table 25 are just some of the data that the state presented for the RPTE. It also reported data disaggregated by the number of years the students had been enrolled in U.S. schools. For the data that are presented in Table 24, it is apparent that the number tested decreases as the grade level increases. We do not know whether there is the same decrease in enrollment, although the data from Illinois and Wisconsin suggest that this is the case.

In Texas, the RPTE did not show a decrease in the percent of students scoring proficient and above in later grades. In fact, there does not appear to be any pattern of increasing or decreasing

Table 25. ELL Participation and Performance Data on Assessments Designed for English Language Learners

State	Grade	Enrolled	Number Tested	Percent Tested	Percent Proficient and Above	
Illinois IMAGE Reading & Writing[a]					**Reading**	**Writing**
	3	17,719	No	No	Gr 3-5: 4939 26%	Gr 3-5: 8161 48%
	4	13,334	No	No		
	5	10,570	No	No		
	6	9689	No	No	Gr 6-8: 1638 23%	Gr 6-8: 1401 22%
	7	7869	No	No		
	8	7105	No	No		
	9-11	14,057	No	No	Gr 9-11: 433 7 %	Gr 9-11: 697 11 %
Texas					Number	Percent
RPTE Reading[b]	3	No	60222	No	44,710	74%
	4	No	44893	No	34,593	77%
	5	No	36997	No	30,486	82%
	6	No	31066	No	23,862	77%
	7	No	25370	No	19,415	76%
	8	No	22163	No	17,618	79%
	9	No	25213	No	16,865	67%
	10	No	14461	No	11,941	83%
	11	No	7709	No	6,006	78%
	12	No	4363	No	3,842	88%
Wisconsin Alternate Portfolio						
Reading	4	2273	886	39	No data	
	8	1276	498	39	No data	
	10	1032	372	36	No data	
Math	4	2273	818	36	No data	
	8	1276	485	38	No data	
	10	1032	351	34	No data	
Science	4	2273	841	37	No data	
	8	1276	485	38	No data	
	10	1032	361	35	No data	
Social Studies	4	2273	841	37	No data	
	8	1276	485	38	No data	
	10	1032	361	35	No data	

[a] "Expanding" and "Transitioning" used as indicators of proficient and above.

[b] "Intermediate" and "Advanced" used as indicators of proficient and above. Texas numbers and percents were calculated as follows. We added ELL students as reported across five time categories for each grade for the total for each grade (not counting students with no data) and then calculated for percent at grade level using the number tested with data (not number enrolled).

performance across grades based on percent proficient and above. Although the enrollments did decrease in upper grades, the percent proficient and above was highest in 12th grade at 88%. The lowest percent at proficient or above was 67% in 9th grade.

Summary for Native Language and Other State Tests

In general, the participation data showed fewer ELLs taking native language tests in the higher grade levels. This may be due to a number of factors, including that students are taking regular English language tests by the time they reach higher grades. This scenario would be consistent with the reauthorization of ESEA's Title I requirements, which specify that English language learners must be assessed with native language or English tests, and that after three years must be assessed only in English.

Although 19 states reported data for their 1999-2000 regular state assessments, only 3 states reported data for alternate assessments or other state tests designed specifically for ELLs. Participation data that were reported generally were inadequate. The literature on reporting generally recommends that if a state reports a total eligible number, that state should also report who was not eligible, and include in the reporting table an explanation of who is included in the state's participation index (Bielinski, Thurlow, Callender, & Bolt, 2001).

Despite the variability of the participation data presented, it is possible to see some trends. For example, in Illinois, there is a general decrease in participation and enrollment in higher grade levels. In Texas, there is also a drop in the number of students taking the RPTE at the higher grades. Similarly, in Wisconsin, there were fewer ELLs enrolled and participating in the Alternate Portfolio in the middle and high school years. Also, in Wisconsin's data, we see that slightly more students per grade took the Alternate in reading compared to math, though the difference between reading and other subjects was less in 8th and 10th grades.

The ways in which participation data were reported were different for the three states. Performance for Illinois' test was not reported by grade, though grade range performance was given at four levels (Beginning, Strengthening, Expanding, and Transitioning). Texas did report performance data by grade and time in U.S. schools. For Illinois the number of students in "proficient and above" or similar categories decreased in higher grades, though this would be expected given the decreasing numbers of students participating overall in these grades. Wisconsin reported enough data to get a good sense of the participation rates; however, performance was not reported.

Summary

Overall, of the 19 states that reported performance for at least one state test, 16 reported both participation and performance for at least one state test. Of these 16, only 7 states provided both participation and performance data for every test in every grade on assessments administered in 1999-2000. These states were: California, Colorado, Delaware, Indiana, Kentucky, Massachusetts, and Texas. However, of the 16 states, only four reported the information needed to calculate the percentage of ELLs who participated in the state test. These states were Maine, Massachusetts, North Carolina, and Wisconsin. These states' data were the most appropriate for analysis, because the participation rates among ELLs within a state is needed to better understand the performance data.

Although comparisons across states are not appropriate because there is considerable variability between states in what type of tests are administered, the criteria for reaching proficiency, the extent of LEP student participation and how performance is reported, it was still important to look at performance data within states to see how ELLs were faring compared to their peers. For both CRT and NRT assessments, there were expected performance gaps between ELLs and all students. Some additional observations across content areas show considerable variability among states in the percentages of ELLs attaining the standards set by states (e.g., 2% to 84%). For NRTs, the gaps did not range so broadly. For example, the R/ELA performance showed only 20 to 30 points difference. Also, there were fewer ELLs scoring very high on these tests (e.g., no percentile rank above 45% for math). This restricted range is most likely due to the fact that higher performing ELLs tend to be included in these tests. Therefore, even though the participation rates for the NRTs were not reported, they are thought to be low.

Although there were no clear conclusions to be drawn about the performance of ELLs, in part because of the sparse data, a comparison of the reading and math scores did seem to confirm the perception that ELLs do better on math assessments than on R/ELA assessments. This perception is also supported by the fact that math exemption rates were lower than those observed for R/ELA tests.

For native language versions of state tests in 1999-2000, the participation data show that slightly more ELLs were taking the R/ELA versions than math versions. For alternate assessments, there were no states that reported performance of ELLs, though Wisconsin reported participation data (36-37% of ELLs participated). Similar to the trend in native language assessments, more ELLs took the alternate assessment in reading than in math and other content areas reported. However, this participation difference decreased in the high school grades.

One characteristic that the data for native language, alternate, and other tests for ELLs have in common is that participation and enrollment noticeably decrease in the higher grades. This

supports what other researchers (Fleischman & Hopstock, 1993) have already observed—most ELLs are concentrated in the younger grades.

Due to the limited data, conclusions about performance patterns could not be drawn. Instead, we note that states report in a variety of ways: by grade ranges, by specific grades, by time in U.S. schools, etc. Further, we note that some states with tests designed for ELLs have opted for reporting levels of development rather than using "proficient" based terminology, thus preventing confusion of performance on these assessments with performance on regular state tests.

Recommendations

Based on the collection and analysis of data that states publicly reported for their 1999-2000 assessments, we have identified several recommendations for the reporting of LEP data in the future:

- Percentage rates, as well as enrollment data for each grade, should be reported along with the number of ELLs who took a test, so that the reader may use this information when interpreting performance data.

- Future use of data would be better served by establishing a consistent way of reporting data each year, enabling one to follow results over time and across content areas.

- Participation rates in the areas of writing, science, and social studies that are much lower than rates for reading and math raise questions about access to the general curriculum. It looks as though students are not being encouraged to enroll in these other content areas, and that they therefore are not exposed to many content areas other than reading and math. It is important that the numbers be reported so that the extent to which this is happening can be determined.

- Consistency in reporting is important. The finding that some states have proficiency levels for some content areas (usually reading and math), but not for others (e.g., social studies and science) makes it difficult to examine ELL performance across the breadth of the curriculum. Of course, it is recognized that this discrepancy in reporting for reading and math compared to other areas may reflect the pressures of federal requirements.

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Appendix B

Summary of Disaggregated Data Availability in Reports Reviewed

The table on the next page shows the number of paper and Web reports collected by NCEO. The "Paper with ELL data" and "Web sites with ELL Data" columns show whether states reported ELL test performance data. Columns marked *none* indicate that there were no data reports found from that source. The comments column gives summary information about the source of documents collected from states (e.g., data only from Internet or only from paper copy, etc.). The analysis for this report did not include district or school-level reporting unless there were state disaggregated ELL data that were reported publicly in a document sent to us or found in our Web site search. Data for the analysis included only data in documents that were retrieved from public documents. Data received or posted after March 23, 2001 were not included.

State	Paper with ELL Data	Web Sites with ELL Data	Comments
Alabama	None	No	Data only from online, No ELL data
Alaska	No	No	
Arizona	No	No	
Arkansas	None	No	Data only from online, No ELL data
California	None	Yes	Data only from online
Colorado	Yes	Yes	
Delaware	Yes	Yes	
District of Columbia	None	No	Data only from online, No ELL data
Florida	No	Yes	
Georgia	None	No	Data only from online, No ELL data
Hawaii	None	No	Data only from online, No ELL data
Idaho	Yes	Yes	
Illinois	Yes	Yes	
Indiana	None	Yes	Data only from online
Iowa	------	------	No state test
Kansas	Yes	Yes	
Kentucky	Yes	Yes	
Louisiana	Yes	No	Data only from bound copy
Maine	None	Yes	Data only from online
Maryland	None	No	Data only from online, No ELL data
Massachusetts	None	Yes	Data only from online
Michigan	No	No	
Minnesota	None	No	Data only from online, No ELL data
Mississippi	None	No	Data only from online, No ELL data
Missouri	No	No	
Montana	No	None	
Nevada	None	Yes	Data only from online
Nebraska	------	------	No state test
New Hampshire	Yes	No	ELL data only on paper
New Jersey	Yes	No	ELL data only on paper
New Mexico	No	Yes	
New York	No	No	
North Carolina	Yes	Yes	Paper same as online report
North Dakota	None	Yes	Data only from online
Ohio	None	No	Data only from online, No ELL data
Oklahoma	No	No	
Oregon	None	No	Data only from online, No ELL data
Pennsylvania	No	No	
Rhode Island	Yes	Yes	Paper same as online report
South Carolina	No	No	
South Dakota	No	No	
Tennessee	None	No	Data only from online, No ELL data
Texas	Yes	Yes	
Utah	No	No	
Vermont	No	No	
Virginia	Yes	Yes	
Washington	No	No	
West Virginia	No	No	
Wisconsin	Yes	Yes	Paper same as online report
Wyoming	No	No	

Appendix C

List of Acronyms of State Tests Referenced in Report

Acronym	Test
CTBS/5	California Test of Basic Skills
ESPA	Elementary School Proficiency Assessment (NJ)
FCAT	Florida Comprehensive Assessment Test
GEE 21	Graduation Exit Exam for 21st Century (LA)
GEPA	Grade Eight Proficiency Assessment (NJ)
HSCT	High School Competency Test (FL)
HSPT 11	Grade 11 High School Proficiency Test (NJ)
IMAGE	Illinois Measure of Annual Growth in English
ISAT	Illinois Standards Achievement Test
ITBS	Iowa Test of Basic Skills
LEAP 21	Louisiana Educational Assessment Program for the 21st Century
LTP	Literacy Testing Program (VA)
MEA	Maine Educational Assessment
NC Pretest	North Carolina Pretest (end of grade 3 reading & math)
NM HSCE	New Mexico High School Competency Examination
RPTE	Reading Proficiency Tests in English (TX)
SABE	Spanish Assessment of Basic Education (CA)
SOL	Standards of Learning (VA)
Spanish TAAS	Spanish version of TAAS
TAAS	Texas's Assessment of Academic Skills
Terra Nova/CTBS	California Test of Basic Skills, 5th Ed.
VASP/SAT-9	Virginia State Assessment Program
WKCE	Wisconsin Knowledge and Concepts Examinations
WRCT	Wisconsin Reading Comprehension Test