

State Assessments in Reading/Language Arts and Mathematics
School Year 2013-14

***EDFacts* Data Documentation**

November 2016

U.S. Department of Education

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Document Control

| | |
|--------------------|---|
| Title: | State Assessments in Reading/Language Arts and Mathematics School Year 2013-2014 EDFacts Data Documentation |
| Revision: | Version 1.0 |
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| Version Number | Date | Summary of Change |
|-----------------------|---------------|--|
| 1.0 | December 2015 | Initial documentation for SY2013-14. |
| 1.1 | November 2016 | Revisions to Appendix B – Identified Data Anomalies to clarify data quality issues with AL, FL, and IL |

1.0 Introduction

1.1 Purpose

The purpose of this document is to provide information necessary to appropriately use school and district level data files on SY 2013-14 state assessment results from *EDFacts*. It contains information that is crucial to take into consideration prior to conducting any analyses on the data.

1.2 *EDFacts* Background

EDFacts is a Department of Education (ED) initiative to govern, acquire, validate, and use high-quality elementary and secondary performance data in education planning, policymaking, and management decision making to improve outcomes for students. *EDFacts* centralizes data provided by the state education agencies (SEAs) at the SEA, LEA, and school levels, and provides the Department with the ability to easily analyze and report the data. Since its inception in 2004, this initiative has reduced reporting burden for SEAs and local data producers, and has streamlined elementary and secondary data collection, analysis, and reporting functions at the federal, state, and local levels.

All data in *EDFacts* are organized into data groups and reported to ED by SEAs using defined file specifications. The data on student achievement and participation in reading/language arts and mathematics are organized into the following four data groups:

Table 1. Data Groups Reported in *EDFacts* Achievement and Participation Files

| Data Group | Data Group Name | Data Group Definition | File Specification |
|-------------------|---|--|---------------------------|
| DG583 | Academic Achievement in Mathematics | The unduplicated number of students who completed the state assessment in mathematics for whom a proficiency level was assigned. | FS175 |
| DG584 | Academic Achievement in Reading/Language Arts | The unduplicated number of students who completed the state assessment in reading/language arts for whom a proficiency level was assigned. | FS178 |
| DG588 | Assessment Participation in Mathematics | The unduplicated number of students who were enrolled during the period of the state assessment in mathematics. | FS185 |
| DG589 | Assessment Participation in Reading/Language Arts | The unduplicated number of students who were enrolled during the period of the state assessment in reading/language arts. | FS188 |

When reporting C175/DG583 and C178/DG584, states provide the count of students on each type of assessment scoring in each performance level by subject, grade, full academic year status and by the following subgroups as required by law:

- Major Racial and Ethnic Groups
- Sex
- Disability Status
- LEP Status
- Economically Disadvantaged Status
- Migrant Status
- Homeless Enrolled Status

Beginning in the SY2011-2012 reporting year, data are reported to ED Facts by assessment administered as well as by the individual performance levels established by each state that are applicable to each assessment type..

Please visit www.ed.gov/edfacts to access the file specifications.

1.2.1 Special Note on Field Testing

In SY2013-14, 15 states received double testing flexibility due to the implementation of a field test aligned to college and career ready standards. Instead of testing students on both the state assessment and field test, the states were approved to only administer the field test to all or a sample of their students in grades 3-8 and HS. States were also exempted from reporting the field test results to ED Facts via C175/DG583 and C178/DG584. However, states were required to report the number of students who participated in a field test via C185/DG588 and C188/DG589. In SY2013-14, the following permitted values were added to DGs 588 and 589:

- FLDTSTREGPART: Participated in field test of regular assessment
- FLDTSTALTPART: Participated in field test of alternate assessment based on alternate achievement standards
- FLDTSTGRDPART: Participated in field test of alternate assessment based on grade-level achievement standards

For more information on field testing values, see *Section 2.1 Participation Data*.

1.3 Education Levels Reported

States submit data at three education levels: state, local education agency (includes school districts), and school. Each school district is assigned a 7 digit ID by the National Center for Education Statistics (NCES). The first two digits represent the state and the last 5 digits are unique within that state for the district. Each school is also assigned a unique ID by NCES. The school IDs are 12 digits. The first 7 digits represent the district that the school belongs to. The

remaining 5 digits are unique to that school within the district. The 5 digits are usually unique within the state but not always.

1.3.1 Zero/Not Applicable Requirements

Zeros

The file specifications provide states with guidance on when to report a zero versus leave the record out of the file. At the SEA level, states are required to report zero counts by every disaggregation required in C175, C178, C185, and C188. For example, if a state does not have any 3rd grade migrant students, the state is required to report a zero for that record in their SEA level files. At the LEA and School level, states may leave the zero records out of their files.

Not Applicable

If a state does not administer a certain assessment type to all grade levels or at all, the state should not report zero counts for those records. Similarly, if a state does not use all major racial and ethnic group permitted values, the state should not report zero counts for those permitted values. Reporting zero counts will be considered data quality issues.

1.4 Date of the data

Appendix A includes a table showing the date of the last school and LEA level submissions for each state at the time of the data pull. The table below indicates when the files were created and the data current as of.

Table 2. Date of Data

| File | File created on: | Data current as of: |
|-------------------------------------|---|--------------------------------------|
| Reading/Language Arts Achievement | December 7, 2015 (School) December 8, 2015 (LEA) | November 5, 2015 (School and LEA) |
| Mathematics Achievement | December 7, 2015 (School) December 8, 2015 (LEA) | November 5, 2015 (School and LEA) |
| Reading/Language Arts Participation | December 7, 2015 (School) December 8, 2015 (LEA) | November 5, 2015 (School and LEA) |
| Reading/Language Arts Participation | December 7, 2015 (School) December 8, 2015 (LEA) | November 5, 2015 (School and LEA) |

1.5 Privacy Protections Used

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. FERPA requires that when data are released on groups of students, certain steps are taken to ensure someone cannot ascertain a student's individual identity (i.e. the data do not disclose individual characteristics of a student). This may be possible, for example, if the number of students listed in an individual cell in the data table is small enough that certain characteristics of an individual student can be revealed. In order to protect students' privacy, the Department applied a combination of

disclosure avoidance techniques, including suppressing data for very small groups of students, and a modest “blurring” (described below) of the data reported for all other students. Together, these steps protect the information of all students by preventing someone from determining with any reasonable certainty how a specific student performed on the assessments.

The process by which the privacy protections were applied to the Public Use file is described below.

Step One: Protection of Data for Small Groups

Because it is often easy to identify specific individuals when data are presented for small numbers of students, the Department has suppressed all cells with 1-5 students. These suppressions are identified by ‘PS’.

Step Two: Blurring of Data for Medium-sized Groups

To further protect the privacy of students, and to prevent any data suppressed in Step One from being recalculated by subtracting other reported groups data from the reported totals, the Department has reported the percent proficient and percent participation for all medium-sized groups as a range (*e.g.*, <20% or 70-74%).

The magnitude of the reported ranges is determined by the size of the group whose data are being reported. For example, cells with the fewest students (6-15) are reported with the widest ranges (*e.g.*, <50% or ≥50%). As the number of students reported increases, the magnitude of the range decreases, until there are more than 300 students in a cell, at which point the percent proficient and percent participation are reported as a whole number. The ranges used for varying sized groups are presented below in Table 3 and an illustration of the privacy protection is displayed in Table 4.

Table 3. Ranges Used for Reporting Percent Proficient and Percent Participation

| Number of Students Reported in the Cell | Ranges Used for Reporting the Percent Proficient and Percent Participation for that Group |
|--|---|
| 6-15 | <50%, ≥50% |
| 16-30 | ≤20%, 21-39%, 40-59%, 60-79% ≥80% |
| 31-60 | ≤10%, 11-19%, 20-29%, 30-39%, 40-49%, 50-59%, 60-69%, 70-79%, 80-89%, ≥90% |
| 61-300 | ≤5%, 6-9%, 10-14%, 15-19%, 20-24%, 24-29%, 30-34%, 35-39%, 40-44%, 45-49%, 50-54%, 55-59%, 60-64%, 65-69%, 70-74%, 75-79%, 80-84%, 85-89%, 90-94%, ≥95% |
| More than 300 | ≤1%, 2%, 3%, . . . , 98%, ≥99% |

Because identification of specific individuals within the “All Students, All Grades” category is especially difficult, the percent proficient and percent participation for that group is reported as a whole number whenever there are more than 200 students, rather than 300 students, included that group.

ED has determined that this results in an increased risk of disclosure in districts with only two schools where one school has a very small student population ($n \leq 6$) and the second school has a student population between 200 and 300 students. In order to mitigate disclosure risks, ED has implemented an additional routine that removes whole number reporting for “All Students” in the larger school within these districts. As a result the reported percent proficient and percent participation for the larger school, which has between 200 and 300 students, will not be a whole number percentage, but will be presented as a 5 percent point range (i.e., 50-54% instead of 52%).

Table 4. - Illustration of Privacy Protections

| | 3 th Grade | | 4 th Grade | | 5 th Grade | | All Grades | |
|-------------------|-----------------------|--------------------|-----------------------|-----------------------|-----------------------|----------------------|-----------------|----------------------|
| | Number Students | Percent Proficient | Number Students | Percent Proficient | Number Students | Percent Proficient | Number Students | Percent Proficient |
| American Indian | . | . | . | . | . | . | . | . |
| Asian | . | . | . | . | 1 | PS (100%) | 1 | PS (100%) |
| Black | 78 | 75-79% (79%) | 100 | 75-79% (76%) | 101 | 85-89% (89%) | 279 | 80-84% (82%) |
| Hispanic | . | . | . | . | . | . | . | . |
| White | 5 | PS (80%) | 8 | $\geq 50\%$ (100%) | 6 | $\geq 50\%$ (83%) | 19 | $\geq 80\%$ (89%) |
| Two or More Races | . | . | . | . | . | . | . | . |
| All Students | 83 | 80-84% (80%) | 108 | 75-79% (78%) | 108 | 85-89% (89%) | 299 | 82% (82%) |

‘PS’ indicates that the percent proficient has been suppressed to protect student privacy

Parenthesized numbers in italics represent the actual percent proficient of the subgroup and are included solely for illustration purposes and are not reported in the data release.

2.0 State Academic Achievement and Participation Data

2.1 Academic Achievement Data

States are required to report achievement data on state assessments to ED under Title I, Part A of the *Elementary and Secondary Education Act* (ESEA). Student performance on state assessments is measured by assessing students against state content standards. Students are assessed annually in third through eighth grade and at least once in high school. The data are aggregated for all students and by the various subgroups. Data are typically presented as “the percent of students proficient or above on the state assessment,” with “proficient or above” defined as the number of students achieving at the “proficient” or “advanced” levels, as defined by each state.¹

For reporting purposes, states provide the counts of students by academic subject, by assessment type, by grade level, and by performance level for all students and the various subgroups. See Table 5 below for a list and description of the assessment types reported in File Specifications 175 and 178.

Table 5. Assessment Types and Definitions

| Assessment Type | Definition of Assessment |
|-----------------|--------------------------|
|-----------------|--------------------------|

¹ SEAs are required to complete an assessment metadata survey annually via EMAPS. The survey collects and stores information necessary to interpret the information received in C175, C178, C185, and C188. States provide the following information through their EMAPS Assessment Metadata Survey:

- Information on which circumstances students with disabilities may not take assessments, including whether states allow for medical exemptions for all students.
- Information on which assessment types, by grade and performance level, states implement to meet the assessment requirements under Section 1111(b)(3) of *ESEA* and at which performance level students are proficient.
- Information on whether state assessments changed between the current school year and prior school year.

The information provided through the EMAPS Assessment Metadata Survey must match exactly with the data provided through C175, C178, C185, and C188 in order to accurately interpret the data and calculate the percentage of students considered proficient

| Assessment Type | Definition of Assessment |
|--|--|
| Regular assessments based on grade-level achievement standards without accommodations (REGASSWOACC) | An assessment designed to measure the student's knowledge and skills in a particular subject matter based on academic achievement standards appropriate to the student's grade level. See ESEA, Section 111(b)(3). |
| Regular assessments based on grade-level achievement standards with accommodations (REGASSWACC) | An assessment designed to measure the student's knowledge and skills in a particular subject matter based on academic achievement standards appropriate to the student's grade level. See ESEA, Section 111(b)(3). |
| Alternate assessments based on grade-level achievement standards (ALTASSGRDLVL) | A way to measure the academic achievement of students with disabilities based on the same grade-level achievement standards measured by the State's regular assessments. Such assessments are available to students who the IEP team determines cannot participate in all or part of the State assessments under paragraph (a)(1) of 34 CFR §200.6, even with appropriate accommodations. These assessments must yield results for the grade in which the student is enrolled in at least reading/language arts, mathematics, and, beginning in SY 2007-08, science, except as provided in 34 CFR §200.6(a)(2)(ii)(B). |
| Alternate assessments based on modified achievement standards (ALTASSMODACH) | A way to measure the academic achievement of students with disabilities who access the general grade-level curriculum, but whose disabilities have precluded them from achieving grade-level proficiency and who (as determined by the IEP team) are not expected to achieve grade-level proficiency within the year covered by the IEP. See 34 CFR §200.1(e). |
| Alternate assessments based on alternate achievement standards (ALTASSALTACH) | A way to measure the academic achievement of students with the most significant cognitive disabilities. These assessments may yield results that measure the achievement standards that the State has defined under 34 Code of Federal Regulations (CFR) §200.1(d). |

The total number of students across all performance levels across all assessment types equals the total number of students who completed the state assessment and for whom a proficiency level was assigned. This is the denominator in our calculation of percent proficient and is represented in the "numvalid" fields of the data files.

The numerator is comprised of the number of students assigned to performance levels designated by the state to be at or above grade-level proficiency across all assessment types.

The reporting period is the testing window defined by the state. For most states, the testing window represents a period in the spring of each school year. A few states utilize a testing window in the fall.

2.1 Participation Data

In addition to achievement, states are required to report assessment participation data to ED under Title I, Part A of the *Elementary and Secondary Education Act (ESEA)*. Participation data are reported on third through eighth grade and at least once in high school, and the data are disaggregated by various subgroups. Data are typically presented as the “percent of students who participated in the state assessment.”

For reporting purposes, states provide the counts of students by academic subject, by grade level, and by participation status for all students and the various subgroups. See Table 6 for a list of the participation statuses reported in File Specifications 185 and 188.

Table 6. Participation Statuses and Definitions

| Participation Status | Definition |
|---|--|
| Participated – Regular assessment based on grade-level achievement standards without accommodations (REGPARTWOACC) | An assessment designed to measure the student’s knowledge and skills in a particular subject matter based on academic achievement standards appropriate to the student’s grade level. See ESEA, Section 111(b)(3). |
| Participated – Regular assessments based on grade-level achievement standards with accommodations (REGPARTWACC) | An assessment designed to measure the student’s knowledge and skills in a particular subject matter based on academic achievement standards appropriate to the student’s grade level. See ESEA, Section 1111(b)(3). |
| Participated – Alternate assessments based on grade-level achievement standards (ALTPARTGRADELVL) | A way to measure the academic achievement of students with disabilities based on the same grade-level achievement standards measured by the State’s regular assessments. Such assessments are available to students who the IEP team determines cannot participate in all or part of the State assessments under paragraph (a)(1) of 34 CFR §200.6, even with appropriate accommodations. These assessments must yield results for the grade in which the student is enrolled in at least reading/language arts, mathematics, and, beginning in SY 2007-08, science, except as provided in 34 CFR §200.6(a)(2)(ii)(B). |

| | |
|--|---|
| Participated – Alternate assessments based on modified achievement standards (ALTPARTMODACH) | A way to measure the academic achievement of students with disabilities who access the general grade-level curriculum, but whose disabilities have precluded them from achieving grade-level proficiency and who (as determined by the IEP team) are not expected to achieve grade-level proficiency within the year covered by the IEP. See 34 CFR §200.1(e). |
| Participated – Alternate assessments based on alternate achievement standards (ALTPARTALTACH) | A way to measure the academic achievement of students with the most significant cognitive disabilities. These assessments may yield results that measure the achievement standards that the State has defined under 34 Code of Federal Regulations (CFR) §200.1(d). |
| Participated – English language proficiency assessment (PARTELP) | <p>May be taken LEP students who have been in the U.S. less than 12 months <u>in lieu</u> of the reading/language arts assessment.</p> <p>Note: This status is only for the reading/language arts assessment and only when the state allows LEP students who have been in the U.S. less than 12 months to take an English language proficiency assessment <u>in lieu</u> of the reading/language arts assessment.</p> |
| Participated in field test of regular assessment (FLDTSTREGPART) | Students who participated in a field test of regular assessment in lieu of the current state assessment, pursuant to a double-testing flexibility waiver approved by the Secretary. |
| Participated in field test of alternate assessment based on alternate achievement standards (FLDTSTALTPART) | Students who participated in a field test of alternate assessment based on alternate achievement standards in lieu of the current state assessment, pursuant to a double-testing flexibility waiver approved by the Secretary. |
| Participated in field test of alternate assessment based on grade-level achievement standards (FLDTSTGRDPART) | Students who participated in a field test of alternate assessment based on grade-level achievement standards in lieu of the current state assessment, pursuant to a double-testing flexibility waiver approved by the Secretary. |
| Medical exemption (MEDEXEMPT) | Each state determines what constitutes a |

significant medical emergency. On March 29, 2004, the Department announced a policy that students who are unable to participate in the state assessment during the testing and make-up windows because of a significant medical emergency will not count against the school's participation rate. A May 19, 2004, "Dear Colleague" letter provided additional guidance acknowledging that there may be circumstances beyond an LEA's control when a student cannot be assessed at any time during the testing window due to a significant medical emergency (e.g., a student is hospitalized due to an accident). In these cases, the school or LEA should not be penalized for that student's absence due to the documented significant medical emergency. Therefore, when determining the percentage of students taking an assessment, states do not have to include a student with a significant medical emergency in the participation rate calculation.

Did not participate (NPART)

The total number of students across all participation statuses (excluding medical exemption) equals the total number of students who were enrolled during the period of the state assessment. This is the denominator in our calculation of percent participation.

The numerator is comprised of the number of students who participated in an assessment and is represented in the "numpart" fields of the data files.

The reporting period is the testing window defined by the state. For most states the testing window represents a period in the spring of each school year. A few states utilize a testing window in the fall.

3.0 File Structure

3.1 Variable Naming Convention

Variable names within the file are organized using the abbreviations listed below in the following structure:

[SUBGROUP]_[SUBJECT][GRADE][METRIC]_SCHOOL YEAR

[SUBGROUP]: Data are presented in the file for each of the subgroups in the following format (please see Appendix D for more information on 'major racial and ethnic groups'):

Table 7. Abbreviations for subgroups

| Abbreviation | Meaning |
|---------------------|---|
| ALL | All students in the school |
| | <i>Major racial and ethnic groups representing:</i> |
| MAM | American Indian/Alaska Native students |
| MAS | Asian/Pacific Islander students |
| MHI | Hispanic students |
| MBL | Black students |
| MWH | White students |
| MTR | Two or More Races |
| CWD | Children with disabilities (IDEA) |
| ECD | Economically disadvantaged students |
| LEP | Limited English proficient students |
| F | Female students |
| M | Male students |
| HOM | Homeless enrolled students |
| MIG | Migrant students |

[SUBJECT]: Data within each file are specific to only one subject. Across all available files there are two possible subjects:

- MTH = Mathematics
- RLA = Reading/Language Arts

[GRADE]: Data are presented in the file for each of the following grades:

Table 8. Abbreviations for grade levels

| Abbreviation | Meaning |
|---------------------|--------------------------------------|
| 00 ² | Results aggregated across all grades |
| 03 | Grade 3 |
| 04 | Grade 4 |
| 05 | Grade 5 |
| 06 | Grade 6 |
| 07 | Grade 7 |
| 08 | Grade 8 |

² Grade 00 = the number of students who participated in an assessment and received a valid score calculated by summing the students reported across grade level, full academic year status, assessment administered, and performance level.

| Abbreviation | Meaning |
|-----------------|----------------------------------|
| HS ³ | Grade(s) assessed in high school |

[**METRIC**]: All data are aggregated by subgroup and grade level. For each combination of subgroup and grade level within the file there are two metrics presented in the assessment achievement files:

Table 9. Abbreviations for metrics in achievement file

| Abbreviation | Meaning |
|--------------|---|
| numvalid | The number of students who completed the state assessment and for whom a proficiency level was assigned |
| pctprof | The percentage of students scoring at or above the state’s proficiency level on the assessment |

For each combination of subgroup and grade level within the file there are two metrics presented in the assessment participation files:

Table 10. Abbreviations for metrics in participation file

| Abbreviation | Meaning |
|--------------|--|
| numpart | The number of students who participated in a state assessment |
| pctpart | The percentage of students who participated in a state assessment |
| numfldtst | The number of students who participated in a field test (aggregated across the field testing permitted values—FLDTSTREGPART, FLDTSTGRDPART, and FLDTSTALTPART). In the files prepared by <i>EDFacts</i> , numfldtst is only published for the “All Students” category at the “00” grade level. Thus, for SY 2013-14, the number of all students across all grades who participated in a field test will be reported in the last column of the LEA and school participation data files. |

For example:

Table 11. Examples of variable names

| Variable name | Means |
|------------------------|--|
| ALL_MTH00numvalid_1314 | The number of all students who completed a state assessment in mathematics and for whom a proficiency level was assigned across all grades in SY 2013-2014 |
| MHI_RLA08pctprof_1314 | The percent of Hispanic students scoring at or above proficient on the reading/language arts assessment in the eighth grade in |

³ Grade ‘HS’= the number of students who participated in an assessment and received a valid score calculated by summing the students reported in grades 09, 10, 11, 12, and HS, across full academic year status, assessment administered, and performance level.

| Variable name | Means |
|-----------------------|---|
| | SY 2013-2014 |
| ALL_MTH00numpart_1314 | The number of all students participating in the mathematics assessment, across all grades in SY 2013-2014 |
| MHI_RLA08pctpart_1314 | The percent of Hispanic students who participated in a reading/language arts assessment in the eighth grade in SY 2013-2014 |

3.2 File Layout

The table layout for the school and district data is identical, with the exception that the district level table does not contain a school name or school NCES ID (NCESSCH).. Section 3.1

Variable Naming Convention provides the breakdown of the variable names.

The ## in the tables below indicates grade level: 00 (All Students), 03, 04, 05, 06, 07, 08, HS.

3.2.1 Reading/Language Arts Achievement File

Number of variables for each file:

- School – 230
- District - 228

Table 12. Table Layout for Reading/Language Arts Assessment Files

| Variable Name | Type | Length | Description |
|------------------------|-----------|--------|---|
| STNAM | Character | 250 | State Name |
| FIPST ⁴ | Character | 2 | The two-digit American National Standards Institute (ANSI) code for state |
| LEAID ⁵ | Character | 7 | District NCES ID |
| LEANM | Character | 60 | District Name |
| NCESSCH | Character | 12 | School NCES ID (Not in District file) |
| SCHNAM | Character | 250 | School Name (Not in District file) |
| ALL_RLA##numvalid_1314 | Number | 8 | Total number of students that completed an assessment and for whom a proficiency level was assigned |
| ALL_RLA##pctprof_1314 | Character | 8 | Percentage of students in the school that scored at or above proficient |

⁴ The state codes were previously Federal Information Processing Standard (FIPS) codes. The variable name uses the previous reference of FIPS.

⁵ Districts are a type of local education agency (LEA). The variable name uses the more generic term of LEA.

| Variable Name | Type | Length | Description |
|------------------------|-------------|---------------|--|
| MAM_RLA##numvalid_1314 | Number | 8 | Number of Native American students that completed an assessment and for whom a proficiency level was assigned |
| MAM_RLA##pctprof_1314 | Character | 8 | Percentage of Native American students that scored at or above proficient |
| MAS_RLA##numvalid_1314 | Number | 8 | Number of Asian/Pacific Islander students that completed an assessment and for whom a proficiency level was assigned |
| MAS_RLA##pctprof_1314 | Character | 8 | Percentage of Asian/Pacific Islander students that scored at or above proficient |
| MBL_RLA##numvalid_1314 | Number | 8 | Number of Black students that completed an assessment and for whom a proficiency level was assigned |
| MBL_RLA##pctprof_1314 | Character | 8 | Percentage of Black students that scored at or above proficient |
| MHI_RLA##numvalid_1314 | Number | 8 | Number of Hispanic students that completed an assessment and for whom a proficiency level was assigned |
| MHI_RLA##pctprof_1314 | Character | 8 | Percentage of Hispanic students that scored at or above proficient |
| MTR_RLA##numvalid_1314 | Number | 8 | Number of students with Two or More Races that completed an assessment and for whom a proficiency level was assigned |
| MTR_RLA##pctprof_1314 | Character | 8 | Percentage of students with Two or More Races that scored at or above proficient |
| MWH_RLA##numvalid_1314 | Number | 8 | Number of White students that completed an assessment and for whom a proficiency level was assigned |
| MWH_RLA##pctprof_1314 | Character | 8 | Percentage of White students that scored at or above proficient |
| F_RLA##numvalid_1314 | Number | 8 | Number of female students that completed an assessment and for whom a proficiency level was assigned |
| F_RLA##pctprof_1314 | Character | 8 | Percentage of female students that scored at or above proficient |

| Variable Name | Type | Length | Description |
|------------------------|-----------|--------|--|
| M_RLA##numvalid_1314 | Number | 8 | Number of male students that completed an assessment and for whom a proficiency level was assigned |
| M_RLA##pctprof_1314 | Character | 8 | Percentage of male students that scored at or above proficient |
| CWD_RLA##numvalid_1314 | Number | 8 | Number of children with disabilities that completed an assessment and for whom a proficiency level was assigned |
| CWD_RLA##pctprof_1314 | Character | 8 | Percentage of children with disabilities that scored at or above proficient |
| ECD_RLA##numvalid_1314 | Number | 8 | Number of economically disadvantaged students that completed an assessment and for whom a proficiency level was assigned |
| ECD_RLA##pctprof_1314 | Character | 8 | Percentage of economically disadvantaged students that scored at or above proficient |
| LEP_RLA##numvalid_1314 | Number | 8 | Number of limited English proficient students that completed an assessment and for whom a proficiency level was assigned |
| LEP_RLA##pctprof_1314 | Character | 8 | Percentage of limited English proficient students that scored at or above proficient |
| HOM_RLA##numvalid_1314 | Number | 8 | Number of homeless students that completed an assessment and for whom a proficiency level was assigned |
| HOM_RLA##pctprof_1314 | Character | 8 | Percentage of homeless students that scored at or above proficient |
| MIG_RLA##numvalid_1314 | Number | 8 | Number of migrant students that completed an assessment and for whom a proficiency level was assigned |
| MIG_RLA##pctprof_1314 | Character | 8 | Percentage of migrant students that scored at or above proficient |

3.2.2 Mathematics Achievement File

Number of variables in each file:

- School – 230
- District - 228

Table 13. Layout for Mathematics Assessment Files

| Variable Name | Type | Length | Description |
|------------------------|-------------|---------------|--|
| STNAM | Character | 250 | State Name |
| FIPST | Character | 2 | The two-digit American National Standards Institute (ANSI) code for state |
| LEAID | Character | 7 | District NCES ID |
| LEANM | Character | 60 | District Name |
| NCESSCH | Character | 12 | School NCES ID (Not in District file) |
| SCHNAM | Character | 250 | School Name (Not in District file) |
| ALL_MTH##numvalid_1314 | Number | 8 | Total number of students that completed an assessment and for whom a proficiency level was assigned |
| ALL_MTH##pctprof_1314 | Character | 8 | Percentage of students in the school that scored at or above proficient |
| MAM_MTH##numvalid_1314 | Number | 8 | Number of Native American students that completed an assessment and for whom a proficiency level was assigned |
| MAM_MTH##pctprof_1314 | Character | 8 | Percentage of Native American students that scored at or above proficient |
| MAS_MTH##numvalid_1314 | Number | 8 | Number of Asian/Pacific Islander students that completed an assessment and for whom a proficiency level was assigned |
| MAS_MTH##pctprof_1314 | Character | 8 | Percentage of Asian/Pacific Islander students that scored at or above proficient |
| MBL_MTH##numvalid_1314 | Number | 8 | Number of Black students that completed an assessment and for whom a proficiency level was assigned |
| MBL_MTH##pctprof_1314 | Character | 8 | Percentage of Black students that scored at or above proficient |
| MHI_MTH##numvalid_1314 | Number | 8 | Number of Hispanic students that completed an assessment and for whom a proficiency level was assigned |
| MHI_MTH##pctprof_1314 | Character | 8 | Percentage of Hispanic students that scored at or above proficient |
| MTR_MTH##numvalid_1314 | Number | 8 | Number of students with Two or More Races that completed an assessment and for whom a proficiency level was assigned |

| Variable Name | Type | Length | Description |
|------------------------|-------------|---------------|--|
| MTR_MTH##pctprof_1314 | Character | 8 | Percentage of students with Two or More Races that scored at or above proficient |
| MWH_MTH##numvalid_1314 | Number | 8 | Number of White students that completed an assessment and for whom a proficiency level was assigned |
| MWH_MTH##pctprof_1314 | Character | 8 | Percentage of White students that scored at or above proficient |
| F_MTH##numvalid_1314 | Number | 8 | Number of female students that completed an assessment and for whom a proficiency level was assigned |
| F_MTH##pctprof_1314 | Character | 8 | Percentage of female students that scored at or above proficient |
| M_MTH##numvalid_1314 | Number | 8 | Number of male students that completed an assessment and for whom a proficiency level was assigned |
| M_MTH##pctprof_1314 | Character | 8 | Percentage of male students that scored at or above proficient |
| CWD_MTH##numvalid_1314 | Number | 8 | Number of children with disabilities (IDEA) that completed an assessment and for whom a proficiency level was assigned |
| CWD_MTH##pctprof_1314 | Character | 8 | Percentage of children with disabilities (IDEA) that scored at or above proficient |
| ECD_MTH##numvalid_1314 | Number | 8 | Number of economically disadvantaged students that completed an assessment and for whom a proficiency level was assigned |
| ECD_MTH##pctprof_1314 | Character | 8 | Percentage of economically disadvantaged students that scored at or above proficient |
| LEP_MTH##numvalid_1314 | Number | 8 | Number of limited English proficient students that completed an assessment and for whom a proficiency level was assigned |
| LEP_MTH##pctprof_1314 | Character | 8 | Percentage of limited English proficient students that scored at or above proficient |
| HOM_MTH##numvalid_1314 | Number | 8 | Number of homeless enrolled students that completed an assessment and for whom a proficiency level was assigned |

| Variable Name | Type | Length | Description |
|------------------------|-----------|--------|---|
| HOM_MTH##pctprof_1314 | Character | 8 | Percentage of homeless enrolled students that scored at or above proficient |
| MIG_MTH##numvalid_1314 | Number | 8 | Number of migrant students that completed an assessment and for whom a proficiency level was assigned |
| MIG_MTH##pctprof_1314 | Character | 8 | Percentage of migrant students that scored at or above proficient |

3.2.3 Reading/Language Arts Participation File

Number of variables in each file:

- School - 231
- District – 229

Note: ‘Numpart’ and ‘pctpart’ fields are repeated within each reported grade—‘numfldtst’ is only reported once at the for the total number of students at the All Students level.

Table 14. Table Layout for Reading/Language Arts Assessment Files

| Variable Name | Type | Length | Description |
|-----------------------|-----------|--------|---|
| STNAM | Character | 250 | State Name |
| FIPST | Character | 2 | The two-digit American National Standards Institute (ANSI) code for state |
| LEAID | Character | 7 | District NCES ID |
| LEANM | Character | 60 | District Name |
| NCESSCH | Character | 12 | School NCES ID (Not in District file) |
| SCHNAM | Character | 250 | School Name (Not in District file) |
| ALL_RLA##numpart_1314 | Number | 8 | Total number of students who participated in an assessment |
| ALL_RLA##pctpart_1314 | Character | 8 | Percentage of students in the school who participated in an assessment |
| MAM_RLA##numpart_1314 | Number | 8 | Number of Native American students who participated in an assessment |
| MAM_RLA##pctpart_1314 | Character | 8 | Percentage of Native American students who participated in an assessment |
| MAS_RLA##numpart_1314 | Number | 8 | Number of Asian/Pacific Islander students who participated in an assessment |
| MAS_RLA##pctpart_1314 | Character | 8 | Percentage of Asian/Pacific Islander students who participated in an assessment |

| Variable Name | Type | Length | Description |
|-----------------------|-------------|---------------|---|
| MBL_RLA##numpart_1314 | Number | 8 | Number of Black students who participated in an assessment |
| MBL_RLA##pctpart_1314 | Character | 8 | Percentage of Black students who participated in an assessment |
| MHI_RLA##numpart_1314 | Number | 8 | Number of Hispanic students who participated in an assessment |
| MHI_RLA##pctpart_1314 | Character | 8 | Percentage of Hispanic students who participated in an assessment |
| MTR_RLA##numpart_1314 | Number | 8 | Number of students with Two or More Races who participated in an assessment |
| MTR_RLA##pctpart_1314 | Character | 8 | Percentage of students with Two or More Races who participated in an assessment |
| MWH_RLA##numpart_1314 | Number | 8 | Number of White students who participated in an assessment |
| MWH_RLA##pctpart_1314 | Character | 8 | Percentage of White students who participated in an assessment |
| F_RLA##numpart_1314 | Number | 8 | Number of female students who participated in an assessment |
| F_RLA##pctpart_1314 | Character | 8 | Percentage of female students who participated in an assessment |
| M_RLA##numpart_1314 | Number | 8 | Number of male students who participated in an assessment |
| M_RLA##pctpart_1314 | Character | 8 | Percentage of male students who participated in an assessment |
| CWD_RLA##numpart_1314 | Number | 8 | Number of children with disabilities (IDEA) who participated in an assessment |
| CWD_RLA##pctpart_1314 | Character | 8 | Percentage of children with disabilities (IDEA) who participated in an assessment |
| ECD_RLA##numpart_1314 | Number | 8 | Number of economically disadvantaged students who participated in an assessment |
| ECD_RLA##pctpart_1314 | Character | 8 | Percentage of economically disadvantaged students who participated in an assessment |
| LEP_RLA##numpart_1314 | Number | 8 | Number of limited English proficient students who participated in an assessment |
| LEP_RLA##pctpart_1314 | Character | 8 | Percentage of limited English proficient students who participated in an assessment |
| HOM_RLA##numpart_1314 | Number | 8 | Number of homeless enrolled students who participated in an assessment |

| Variable Name | Type | Length | Description |
|-------------------------|-----------|--------|---|
| HOM_RLA##pctpart_1314 | Character | 8 | Percentage of homeless enrolled students who participated in an assessment |
| MIG_RLA##numpart_1314 | Number | 8 | Number of migrant students who participated in an assessment |
| MIG_RLA##pctpart_1314 | Character | 8 | Percentage of migrant students who participated in an assessment |
| ALL_RLA00numfldtst_1314 | Number | 8 | Total number of students across all grades who participated in a field test |

3.2.4 Mathematics Participation

Number of variables in each file:

- School - 231
- District – 229

Note: ‘Numpart’ and ‘pctpart’ fields are repeated within each reported grade—‘numfldtst’ is only reported once at the for the total number of students at the All Students level.

Table 15. Table Layout for Mathematics Assessment Files

| Variable Name | Type | Length | Description |
|-----------------------|-----------|--------|---|
| STNAM | Character | 250 | State Name |
| FIPST | Character | 2 | The two-digit American National Standards Institute (ANSI) code for state |
| LEAID | Character | 7 | District NCES ID |
| LEANM | Character | 60 | District Name |
| NCESSCH | Character | 12 | School NCES ID (Not in District file) |
| SCHNAM | Character | 250 | School Name (Not in District file) |
| ALL_MTH##numpart_1314 | Number | 8 | Total number of students who participated in an assessment |
| ALL_MTH##pctpart_1314 | Character | 8 | Percentage of students in the school who participated in an assessment |
| MAM_MTH##numpart_1314 | Number | 8 | Number of Native American students who participated in an assessment |
| MAM_MTH##pctpart_1314 | Character | 8 | Percentage of Native American students who participated in an assessment |
| MAS_MTH##numpart_1314 | Number | 8 | Number of Asian/Pacific Islander students who participated in an assessment |

| Variable Name | Type | Length | Description |
|-----------------------|-------------|---------------|---|
| MAS_MTH##pctpart_1314 | Character | 8 | Percentage of Asian/Pacific Islander students who participated in an assessment |
| MBL_MTH##numpart_1314 | Number | 8 | Number of Black students who participated in an assessment |
| MBL_MTH##pctpart_1314 | Character | 8 | Percentage of Black students who participated in an assessment |
| MHI_MTH##numpart_1314 | Number | 8 | Number of Hispanic students who participated in an assessment |
| MHI_MTH##pctpart_1314 | Character | 8 | Percentage of Hispanic students participated in an assessment |
| MTR_MTH##numpart_1314 | Number | 8 | Number of students with Two or More Races who participated in an assessment |
| MTR_MTH##pctpart_1314 | Character | 8 | Percentage of students with Two or More Races who participated in an assessment |
| MWH_MTH##numpart_1314 | Number | 8 | Number of White students who participated in an assessment |
| MWH_MTH##pctpart_1314 | Character | 8 | Percentage of White students who participated in an assessment |
| F_MTH##numpart_1314 | Number | 8 | Number of female students who participated in an assessment |
| F_MTH##pctpart_1314 | Character | 8 | Percentage of female students who participated in an assessment |
| M_MTH##numpart_1314 | Number | 8 | Number of male students who participated in an assessment |
| M_MTH##pctpart_1314 | Character | 8 | Percentage of male students who participated in an assessment |
| CWD_MTH##numpart_1314 | Number | 8 | Number of children with disabilities (IDEA) who participated in an assessment |
| CWD_MTH##pctpart_1314 | Character | 8 | Percentage of children with disabilities (IDEA) who participated in an assessment |
| ECD_MTH##numpart_1314 | Number | 8 | Number of economically disadvantaged students who participated in an assessment |
| ECD_MTH##pctpart_1314 | Character | 8 | Percentage of economically disadvantaged students who participated in an assessment |

| Variable Name | Type | Length | Description |
|-------------------------|-----------|--------|---|
| LEP_MTH##numpart_1314 | Number | 8 | Number of limited English proficient students who participated in an assessment |
| LEP_MTH##pctpart_1314 | Character | 8 | Percentage of limited English proficient students who participated in an assessment |
| HOM_MTH##numpart_1314 | Number | 8 | Number of homeless enrolled students who participated in an assessment |
| HOM_MTH##pctpart_1314 | Character | 8 | Percentage of homeless enrolled students who participated in an assessment |
| MIG_MTH##numpart_1314 | Number | 8 | Number of migrant students who participated in an assessment |
| MIG_MTH##pctpart_1314 | Character | 8 | Percentage of migrant students who participated in an assessment |
| ALL_MTH00numfldtst_1314 | Number | 8 | Total number of students across all grades who participated in a field test |

4.0 Guidance for using these data-FAQs

Are state assessments comparable?

State assessments are designed by each state to measure the content the state has determined appropriate for that grade and subject. As a result, both the content on the tests and achievement standards students must meet to be considered “proficient” vary widely across states. Specific proficiency rates for schools in different states should not be considered comparable. Uses of the data to compare achievement across states could be done utilizing a school’s relation to their state mean or to a state target, but should be done with caution. For more information, the National Center for Education Statistics (NCES) has released a series of studies exploring state assessment comparability utilizing the National Assessment of Educational Progress (NAEP).

NCES studies on NAEP and state assessments can be accessed online here:

<http://nces.ed.gov/nationsreportcard/studies/statemapping/>

Are these data comparable from year to year?

Many states changed their standards and assessments at some point in the process of measuring their students, so it is often not possible to create a trend line that looks at changes in achievement across years, since a change could actually reflect a change in one or more of several aspects of the state’s assessment system. For example, states may change their academic standards, state-wide assessment, or the cut-points for creating proficiency levels. This could result in drastic increases or decreases in percent proficient from year to year.

NAEP conducted a survey assessing changes to state assessments between SY 2011-12 and SY 2012-13. This information should be considered while attempting to include both years' data in an analysis. The following list contains states that have significantly changed their state assessments, whether it is by changing cut scores, proficiency standards, an entirely new assessment, or realigning the assessment to new content standards.

For a list of states that changed their assessments between SY 2012-13 and SY 2013-14, see Appendix F.

For a list of states that received double testing waivers for SY 2013-14, see Appendix E.

Why are the major racial and ethnic groups reported differently by states?

Under the ESEA, a state education agency (SEA) has the flexibility to determine the major racial and ethnic groups it will use for reporting on the data included in its assessment and accountability system. The major racial and ethnic groups that an SEA uses are approved through its Accountability Workbook (the most recent copy of each state's workbook can be found here: <http://www2.ed.gov/admins/lead/account/stateplans03/index.html>). As a result, there is some variation in how SEAs report data by race and ethnicity. To create the data file, the major racial ethnic groups were crosswalked into six standard racial and ethnic groups. See Appendix D for the crosswalk.

Why doesn't the summation of the major racial and ethnic groups equal the "ALL" student count?

Due to flexibilities with states' implementation of the Elementary and Secondary Education Act, there may be instances where not all possible groupings of racial and ethnic identification are reported as individual major racial and ethnic groups. Therefore, some information may be missing and these counts by major racial and ethnic group will not include every student; however any students not included within an individual major racial and ethnic group would be included in the "ALL" student count.

Why doesn't the summation of the sexes equal the "ALL" student count?

In almost all cases, summing the male and female counts will equal the "ALL" student count. However, there may be instances where this is not the case. This could be due to missing information on an individual student's test record or an issue with the creation of the aggregate count reported to EDFacts.

Why are migrant data consistently missing for some states over the schools years?

Only states that apply for and receive a Migrant Education Program grant under Title I, Part C are required to provide data to ED on migrant students. The following states did *not* receive a Migrant Education Program (MEP) grant and were therefore not required to submit data on migrant students:

- Connecticut
- District of Columbia
- Puerto Rico
- Rhode Island
- Virgin Islands
- West Virginia

To review the list of states that received a MEP grant, please visit:
<http://www2.ed.gov/programs/mep/awards.html>.

Are there any known limitations within the data?

ED conducted various data quality checks, resulting in communication with states to verify the data or a resubmission of the entire file. These checks focused upon the presence or absence of categories within all submitted levels of the data, alignment of the school and district data with certified state-level data, and missing or questionable data on individual schools participating in key federal programs. Anomalies identified from the data quality checks are noted in Appendix A.

Other limitations (by affected state):

Georgia – Prior to SY11-12, the assessment and accountability system used by Georgia made use of two separate reading and language arts assessments given to each student. In order to report the results by one set of performance levels to *EDFacts*, the SEA used a formula to combine the student’s two independent scores and report one summarized score. Rounding within this formula caused the totals across all school levels to be higher than the state level information reported on the Consolidated State Performance Report for that year. However, beginning with SY11-12, ED provided guidance to Georgia to only submit data for one of the reading and language arts assessment. Due to this change in reporting, the assessment results may not be comparable to years prior to SY2011-12.

New York – Data for the New York City School District (NCES LEAID ‘3620580’) has been submitted as a supervisory union with 33 subordinate school districts. Each record within this file includes information about the local education agency (LEA) to which the school belongs. The schools included in this file are reported as they were submitted to *EDFacts*, with associations for all New York City being to these subordinate school districts. All but one of the subordinate school districts have the name “New York City Geographic District ##” where ## is a number between 1 and 32. If you are interested in aggregating the submitted school level data to the level of the New York City School District, use the names and LEA IDs in the Table 4 to identify the proper records within the data file.

Table 16. New York City School District’s Subordinate School Districts

| Subordinate District Name | LEA ID |
|----------------------------------|---------------|
|----------------------------------|---------------|

| Subordinate District Name | LEA ID |
|---------------------------------------|---------------|
| New York City Geographic District #1 | 3600076 |
| New York City Geographic District #2 | 3600077 |
| New York City Geographic District #3 | 3600078 |
| New York City Geographic District #4 | 3600079 |
| New York City Geographic District #5 | 3600081 |
| New York City Geographic District #6 | 3600083 |
| New York City Geographic District #7 | 3600084 |
| New York City Geographic District #8 | 3600085 |
| New York City Geographic District #9 | 3600086 |
| New York City Geographic District #10 | 3600087 |
| New York City Geographic District #11 | 3600088 |
| New York City Geographic District #12 | 3600090 |
| New York City Geographic District #13 | 3600091 |
| New York City Geographic District #14 | 3600119 |
| New York City Geographic District #15 | 3600092 |
| New York City Geographic District #16 | 3600094 |
| New York City Geographic District #17 | 3600095 |
| New York City Geographic District #18 | 3600096 |
| New York City Geographic District #19 | 3600120 |
| New York City Geographic District #20 | 3600151 |
| New York City Geographic District #21 | 3600152 |
| New York City Geographic District #22 | 3600153 |
| New York City Geographic District #23 | 3600121 |
| New York City Geographic District #24 | 3600098 |
| New York City Geographic District #25 | 3600122 |
| New York City Geographic District #26 | 3600099 |
| New York City Geographic District #27 | 3600123 |
| New York City Geographic District #28 | 3600100 |
| New York City Geographic District #29 | 3600101 |
| New York City Geographic District #30 | 3600102 |
| New York City Geographic District #31 | 3600103 |
| New York City Geographic District #32 | 3600097 |
| NYC Special Schools District 75 | 3600135 |

Should these data align with data reported on State websites and report cards?

Not necessarily. States may update their websites on different schedules than they use to report to ED. States may also build their websites and online report cards to utilize only the results for students who were present for the full academic year, and therefore were included within school

and district accountability determinations. The data in these files includes information on all students who received a valid score on the state assessment, regardless of their ‘full academic year status.’ Additionally, ED uses a method to protect the privacy of individuals represented within the data that could be different than the method used by an individual state. For more discussion of how privacy protections affect the presentation of data within the Public Use file, see Section 1.5 Privacy Protection FAQs.

Should these data align with other data published by ED?

Not necessarily. State-level data are finalized in each State’s Consolidated State Performance Report (CSPR), and also published on ED Data Express and in the ESEA Report to Congress. Data published in these locations are point-in-time data, and they reflect the official data for a particular school year. If states resubmit school or district level data after they finalize their CSPR, then school and/or district level data may not align when it is rolled-up to the state level.

Were proficiency rates reported by the SEAs within the files submitted to EDFacts?

No. Data groups 583 and 584 are reported to EDFacts by the individual performance levels established by the state. Each state identifies its performance levels as being below, at or above state definitions of grade level proficiency. Those proficiency mappings are reported to ED separately from the EDFacts data files. For example, State A may submit counts of students scoring in Level 1, Level 2, Level 3 and Level 4. State A also submits information regarding which of those levels are considered by the state to be at or above grade level proficiency. The submitted proficiency mappings are then used to convert the data reported to EDFacts by performance level into the percent proficient metric included within these files. The metric for number of valid scores within the file represents the aggregation of reported student counts across all performance levels. See Appendix E for each state’s mapping of the individual performance levels to proficiency used to generate the proficiency metric within these files.

When are state assessments typically administered?

States generally administer their statewide assessments during the spring. There are a small number of states that administer their assessments in the fall. Students who test in the fall are assessed on academic content from the previous school year. See state websites for detailed information about the timing of statewide assessments.

Is there a unique identifier that can be used to combine/merge these data with other federal data sets?

All rows of data include the NCES assigned school ID (variable name: NCESSCH). This 12-digit identifier is used within the Common Core of Data and other regular data releases from NCES. It can be used to merge these data with other ED data publications, or with state data publications. Anyone wishing to merge these data with data in files published by other agencies that do not utilize the NCES assigned school code may first need to match each NCES assigned school ID with a state assigned ID. The Common Core of Data (<http://nces.ed.gov/ccd>) includes

both NCES and state assigned ID numbers. It could be used to associate each of these records with a state assigned ID number.

What if I notice something unusual in the data?

Data concerns would need to be corrected by individual states through a resubmission of data files to ED*Facts*. However, rather than emailing states directly, if you notice something unusual in the data or something that you don't understand, send an e-mail to EDEN_SS@ed.gov. To assist us in responding to the concern, please format your e-mail as follows:

The subject line of the e-mail should be:

ED*Facts* Public Achievement and Participation Files

The following information needs to be included preferably in this order and with the captions:

- School Year – indicate which school year(s) have the issue(s)
- Academic subject – indicate whether the issue is with the data on mathematics or reading/language arts or both
- States – indicate which state(s) have the issue
- Description – describe the issue (what did you see, what were you expecting to see)

Appendix A - Date of the Last Submission for Each State

The table below contains the last data that an SEA submitted a file contain academic achievement data for SY 2013-14.

Table A-1. Date of Last Submission of Each State for Achievement Data

| State | SEA Level Submission Date | | LEA Level Submission Date | | School Level Submission Date | |
|--------------------------------|---------------------------|------------|---------------------------|------------|------------------------------|------------|
| | SY2013-2014 | | SY2013-2014 | | SY2013-2014 | |
| | C175 | C178 | C175 | C178 | C175 | C178 |
| ALABAMA | 3/5/2015 | 3/5/2015 | 3/5/2015 | 3/5/2015 | 3/5/2015 | 3/5/2015 |
| ALASKA | 12/8/2014 | 12/8/2014 | 12/5/2014 | 12/5/2014 | 12/5/2014 | 12/5/2014 |
| AMERICAN SAMOA | 12/17/2014 | 12/17/2014 | | | | |
| ARIZONA | 9/5/2014 | 9/5/2014 | 11/24/2014 | 11/24/2014 | 11/24/2014 | 11/24/2014 |
| ARKANSAS | 11/25/2014 | 12/15/2014 | 11/25/2014 | 11/26/2014 | 11/25/2014 | 11/26/2014 |
| BUREAU OF INDIAN EDUCATION | | | | | | |
| CALIFORNIA | 2/20/2015 | 2/20/2015 | 3/2/2015 | 3/2/2015 | 2/20/2015 | 2/20/2015 |
| COLORADO | 8/27/2014 | 8/28/2014 | 8/27/2014 | 8/28/2014 | 8/28/2014 | 8/28/2014 |
| CONNECTICUT | 4/15/2015 | 4/15/2015 | 3/4/2015 | 4/7/2015 | 3/4/2015 | 4/7/2015 |
| DELAWARE | 2/10/2015 | 2/10/2015 | 2/10/2015 | 2/10/2015 | 2/10/2015 | 2/10/2015 |
| DISTRICT OF COLUMBIA | 8/29/2014 | 8/29/2014 | 9/2/2014 | 9/5/2014 | 9/8/2014 | 9/8/2014 |
| FEDERATED STATES OF MICRONESIA | 2/22/2015 | 11/20/2014 | | | | |
| FLORIDA | 4/15/2015 | 2/27/2015 | 4/15/2015 | 2/27/2015 | 4/15/2015 | 2/27/2015 |
| GEORGIA | 3/4/2015 | 2/26/2015 | 3/4/2015 | 2/26/2015 | 3/4/2015 | 2/26/2015 |
| GUAM | 4/9/2015 | 4/9/2015 | | | | |
| HAWAII | 12/8/2014 | 12/8/2014 | 12/8/2014 | 12/8/2014 | 12/8/2014 | 12/10/2014 |
| IDAHO | 2/5/2015 | 4/3/2015 | 2/5/2015 | 4/3/2015 | 2/5/2015 | 4/3/2015 |
| ILLINOIS | 3/24/2015 | 3/24/2015 | 10/29/2014 | 10/29/2014 | 10/29/2014 | 10/29/2014 |
| INDIANA | 2/4/2015 | 2/4/2015 | 12/4/2014 | 12/4/2014 | 12/4/2014 | 12/4/2014 |
| IOWA | 1/28/2015 | 1/28/2015 | 1/28/2015 | 1/28/2015 | 3/3/2015 | 1/28/2015 |
| KANSAS | | | | | | |
| KENTUCKY | 12/1/2014 | 12/1/2014 | 12/1/2014 | 12/1/2014 | 12/1/2014 | 12/1/2014 |
| LOUISIANA | 12/15/2014 | 12/16/2014 | 12/8/2014 | 12/8/2014 | 12/5/2014 | 2/27/2015 |

| State | SEA Level Submission Date | | LEA Level Submission Date | | School Level Submission Date | |
|----------------------------------|---------------------------|------------|---------------------------|------------|------------------------------|------------|
| | SY2013-2014 | | SY2013-2014 | | SY2013-2014 | |
| | C175 | C178 | C175 | C178 | C175 | C178 |
| | 4 | 4 | | | | |
| MAINE | 12/8/2014 | 12/8/2014 | 12/8/2014 | 12/8/2014 | 12/8/2014 | 12/8/2014 |
| MARYLAND | 10/22/2014 | 10/22/2014 | 10/22/2014 | 10/22/2014 | 10/22/2014 | 10/22/2014 |
| MASSACHUSETTS | 12/2/2014 | 12/8/2014 | 12/9/2014 | 12/9/2014 | 12/12/2014 | 12/12/2014 |
| MICHIGAN | 11/18/2014 | 11/19/2014 | 11/19/2014 | 11/19/2014 | 11/19/2014 | 11/19/2014 |
| MINNESOTA | 3/3/2015 | 3/3/2015 | 3/3/2015 | 3/3/2015 | 3/3/2015 | 3/3/2015 |
| MISSISSIPPI | 3/4/2015 | 3/5/2015 | 3/5/2015 | 3/5/2015 | 3/5/2015 | 3/5/2015 |
| MISSOURI | 2/25/2015 | 2/25/2015 | 11/20/2014 | 11/20/2014 | 11/20/2014 | 11/20/2014 |
| MONTANA | 3/4/2015 | 3/4/2015 | 3/4/2015 | 3/4/2015 | 3/4/2015 | 3/4/2015 |
| NEBRASKA | 12/16/2014 | 12/16/2014 | 12/16/2014 | 12/16/2014 | 12/16/2014 | 12/16/2014 |
| NEVADA | 12/15/2014 | 12/15/2014 | 12/15/2014 | 12/15/2014 | 12/15/2014 | 12/15/2014 |
| NEW HAMPSHIRE | 11/4/2014 | 11/4/2014 | 11/4/2014 | 11/4/2014 | 11/4/2014 | 11/4/2014 |
| NEW JERSEY | 3/4/2015 | 3/4/2015 | 3/4/2015 | 9/22/2014 | 9/22/2014 | 9/22/2014 |
| NEW MEXICO | 3/3/2015 | 3/3/2015 | 3/3/2015 | 3/3/2015 | 1/23/2015 | 1/23/2015 |
| NEW YORK | 4/30/2015 | 4/30/2015 | 4/30/2015 | 4/30/2015 | 4/30/2015 | 4/30/2015 |
| NORTH CAROLINA | 2/27/2015 | 2/27/2015 | 9/29/2014 | 9/30/2014 | 9/30/2014 | 9/30/2014 |
| NORTH DAKOTA | 3/4/2015 | 3/4/2015 | 11/13/2014 | 11/13/2014 | 11/13/2014 | 11/13/2014 |
| NORTHERN MARIANAS | 2/22/2015 | 2/22/2015 | | | | |
| OHIO | 10/6/2014 | 10/6/2014 | 10/6/2014 | 10/6/2014 | 10/6/2014 | 10/6/2014 |
| OKLAHOMA | 3/4/2015 | 3/4/2015 | 3/4/2015 | 3/4/2015 | 3/4/2015 | 3/4/2015 |
| OREGON | 2/6/2015 | 2/6/2015 | 2/6/2015 | 2/6/2015 | 2/6/2015 | 2/6/2015 |
| PENNSYLVANIA | 2/10/2015 | 2/10/2015 | 11/13/2014 | 11/13/2014 | 11/13/2014 | 11/13/2014 |
| PUERTO RICO | 1/30/2015 | 1/30/2015 | 1/30/2015 | 1/30/2015 | 1/30/2015 | 1/30/2015 |
| REPUBLIC OF PALAU | 12/11/2014 | 12/11/2014 | | | | |
| REPUBLIC OF THE MARSHALL ISLANDS | 12/15/2014 | 12/15/2014 | | | | |
| RHODE ISLAND | 3/3/2015 | 3/3/2015 | 9/18/2014 | 9/18/2014 | 9/18/2014 | 9/18/2014 |
| SOUTH CAROLINA | 3/3/2015 | 3/3/2015 | 3/3/2015 | 3/3/2015 | 3/3/2015 | 3/3/2015 |

| State | SEA Level Submission Date | | LEA Level Submission Date | | School Level Submission Date | |
|----------------|---------------------------|------------|---------------------------|------------|------------------------------|------------|
| | SY2013-2014 | | SY2013-2014 | | SY2013-2014 | |
| | C175 | C178 | C175 | C178 | C175 | C178 |
| SOUTH DAKOTA | 12/15/2014 | 12/15/2014 | 12/15/2014 | 12/15/2014 | 12/15/2014 | 12/15/2014 |
| TENNESSEE | 4/14/2015 | 4/15/2015 | 4/14/2015 | 4/15/2015 | 4/14/2015 | 4/15/2015 |
| TEXAS | 10/14/2014 | 10/14/2014 | 10/14/2014 | 10/14/2014 | 10/14/2014 | 10/14/2014 |
| UTAH | 3/19/2015 | 3/18/2015 | 3/19/2015 | 3/18/2015 | 3/19/2015 | 3/18/2015 |
| VERMONT | 12/15/2014 | 12/16/2014 | 12/3/2014 | 12/3/2014 | 12/3/2014 | 12/3/2014 |
| VIRGIN ISLANDS | 12/12/2014 | 12/12/2014 | 12/12/2014 | 12/12/2014 | 12/12/2014 | 12/12/2014 |
| VIRGINIA | 12/9/2014 | 2/25/2015 | 12/9/2014 | 12/9/2014 | 12/9/2014 | 12/9/2014 |
| WASHINGTON | 12/2/2014 | 12/31/2014 | 12/2/2014 | 12/31/2014 | 12/2/2014 | 12/31/2014 |
| WEST VIRGINIA | 3/19/2015 | 3/19/2015 | 3/19/2015 | 3/19/2015 | 3/19/2015 | 3/19/2015 |
| WISCONSIN | 9/18/2014 | 9/18/2014 | 9/18/2014 | 9/18/2014 | 9/18/2014 | 9/18/2014 |
| WYOMING | 3/4/2015 | 3/4/2015 | 12/3/2014 | 11/18/2014 | 12/3/2014 | 2/4/2015 |

The table below contains the last data that an SEA submitted a file contain participation data for SY 2013-14.

Table A-2. Date of Last Submission of Each State for Participation Data

| State | School Level Submission | | District Level Submission | |
|----------------------------|-------------------------|------------|---------------------------|------------|
| | File 185 | File 188 | File 185 | File 188 |
| ALABAMA | 4/15/2014 | 4/15/2014 | 4/15/2014 | 4/15/2014 |
| ALASKA | 12/9/2013 | 12/9/2013 | 12/9/2013 | 12/9/2013 |
| ARIZONA | 11/26/2013 | 11/26/2013 | 11/26/2013 | 11/26/2013 |
| ARKANSAS | 2/12/2014 | 4/1/2014 | 2/12/2014 | 4/1/2014 |
| BUREAU OF INDIAN EDUCATION | Did not submit | | | |
| CALIFORNIA | 2/27/2014 | 2/27/2014 | 2/27/2014 | 2/27/2014 |
| COLORADO | 11/22/2013 | 11/22/2013 | 11/22/2013 | 11/22/2013 |
| CONNECTICUT | 3/5/2014 | 4/10/2014 | 3/5/2014 | 4/9/2014 |
| DELAWARE | 3/31/2014 | 3/31/2014 | 3/31/2014 | 3/31/2014 |
| DISTRICT OF COLUMBIA | 11/26/2013 | 4/15/2014 | 11/25/2013 | 4/15/2014 |
| FLORIDA | 10/11/2013 | 10/11/2013 | 10/11/2013 | 10/11/2013 |
| GEORGIA | 12/13/2013 | 12/13/2013 | 12/13/2013 | 12/13/2013 |
| HAWAII | 2/21/2014 | 2/21/2014 | 10/8/2013 | 10/8/2013 |
| IDAHO | 4/14/2014 | 4/14/2014 | 4/14/2014 | 4/14/2014 |

| State | School Level Submission | | District Level Submission | |
|----------------|-------------------------|------------|---------------------------|------------|
| | File 185 | File 188 | File 185 | File 188 |
| ILLINOIS | 11/14/2013 | 11/15/2013 | 11/14/2013 | 11/15/2013 |
| INDIANA | 4/3/2014 | 4/3/2014 | 4/3/2014 | 4/3/2014 |
| IOWA | 12/13/2013 | 12/13/2013 | 12/12/2013 | 12/12/2013 |
| KANSAS | 12/13/2013 | 12/13/2013 | 12/13/2013 | 12/13/2013 |
| KENTUCKY | 4/2/2014 | 4/2/2014 | 4/2/2014 | 4/2/2014 |
| LOUISIANA | 4/14/2014 | 4/14/2014 | 4/14/2014 | 4/14/2014 |
| MAINE | 12/10/2013 | 12/10/2013 | 12/10/2013 | 12/10/2013 |
| MARYLAND | 9/24/2013 | 9/24/2013 | 9/24/2013 | 9/24/2013 |
| MASSACHUSETTS | 12/12/2013 | 12/12/2013 | 12/12/2013 | 12/12/2013 |
| MICHIGAN | 3/3/2014 | 3/3/2014 | 3/3/2014 | 3/3/2014 |
| MINNESOTA | 11/14/2013 | 11/14/2013 | 11/14/2013 | 11/14/2013 |
| MISSISSIPPI | 12/11/2013 | 12/13/2013 | 12/11/2013 | 12/11/2013 |
| MISSOURI | 11/20/2013 | 11/20/2013 | 11/20/2013 | 12/3/2013 |
| MONTANA | 12/9/2013 | 12/9/2013 | 12/5/2013 | 12/5/2013 |
| NEBRASKA | 4/11/2014 | 4/11/2014 | 4/11/2014 | 4/11/2014 |
| NEVADA | 11/5/2013 | 11/5/2013 | 11/5/2013 | 11/5/2013 |
| NEW HAMPSHIRE | 9/18/2013 | 9/19/2013 | 9/18/2013 | 9/19/2013 |
| NEW JERSEY | 11/26/2013 | 11/22/2013 | 11/8/2013 | 11/22/2013 |
| NEW MEXICO | 12/12/2013 | 12/12/2013 | 12/12/2013 | 12/12/2013 |
| NEW YORK | 2/23/2015 | 2/23/2015 | 2/23/2015 | 2/23/2015 |
| NORTH CAROLINA | 12/17/2013 | 12/12/2013 | 12/17/2013 | 12/12/2013 |
| NORTH DAKOTA | 4/15/2014 | 4/15/2014 | 10/21/2013 | 10/21/2013 |
| OHIO | 11/25/2013 | 11/25/2013 | 11/25/2013 | 11/25/2013 |
| OKLAHOMA | 2/11/2014 | 2/11/2014 | 12/18/2013 | 12/18/2013 |
| OREGON | 11/27/2013 | 12/2/2013 | 11/27/2013 | 12/2/2013 |
| PENNSYLVANIA | 3/3/2014 | 12/7/2013 | 3/3/2014 | 3/3/2014 |
| PUERTO RICO | 4/14/2014 | 4/14/2014 | 4/14/2014 | 4/14/2014 |
| RHODE ISLAND | 10/2/2013 | 4/2/2014 | 10/2/2013 | 4/2/2014 |
| SOUTH CAROLINA | 1/3/2014 | 1/3/2014 | 1/3/2014 | 1/3/2014 |
| SOUTH DAKOTA | 2/28/2014 | 12/19/2013 | 2/28/2014 | 12/19/2013 |
| TENNESSEE | 11/19/2013 | 11/19/2013 | 11/19/2013 | 11/21/2013 |
| TEXAS | 12/13/2013 | 12/13/2013 | 12/13/2013 | 12/13/2013 |
| UTAH | 12/6/2013 | 12/6/2013 | 12/6/2013 | 12/6/2013 |
| VERMONT | 7/29/2013 | 7/17/2013 | 7/29/2013 | 7/17/2013 |
| VIRGIN ISLANDS | 12/16/2013 | 12/16/2013 | 12/16/2013 | 12/16/2013 |
| VIRGINIA | 12/3/2013 | 12/3/2013 | 12/3/2013 | 12/3/2013 |
| WASHINGTON | 11/25/2013 | 11/25/2013 | 11/25/2013 | 11/25/2013 |
| WEST VIRGINIA | 12/16/2013 | 12/19/2013 | 4/14/2014 | 4/14/2014 |
| WISCONSIN | 2/26/2014 | 2/26/2014 | 2/26/2014 | 2/26/2014 |

| State | School Level Submission | | District Level Submission | |
|---------|-------------------------|------------|---------------------------|------------|
| | File 185 | File 188 | File 185 | File 188 |
| WYOMING | 12/18/2013 | 12/19/2013 | 12/18/2013 | 12/19/2013 |

Appendix B - Identified Data Anomalies

The table below lists known data anomalies. Blank cells means that there are no known data anomalies.

Table B-1. Identified Data Anomalies

| | SY 13-14 Mathematics | | SY 13-14 Reading/Language Arts | |
|-----------------------------------|--|---|--|------------|
| | C175/DG583 | C185/DG588 | C178/DG584 | C188/DG589 |
| ALABAMA | Regular assessments changed for all grades since prior school year; data are not comparable. | LEA level counts are approximately 120 percent greater than the SEA and school levels. Due to significant data quality issues with these data, ED strongly cautions against using these data for analysis purposes. | Regular assessments changed for all grades since prior school year; data are not comparable. | |
| ALASKA | | | | |
| ARIZONA | | | | |
| ARKANSAS | | | | |
| BUREAU OF INDIAN EDUCATION | No data submitted. | | No data submitted. | |

| | SY 13-14 Mathematics | | SY 13-14 Reading/Language Arts | |
|-----------------------------|---|---|---|---|
| | C175/DG583 | C185/DG588 | C178/DG584 | C188/DG589 |
| CALIFORNIA | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. California was a census field test state. As a result, their data are not comparable to prior years. LEA level counts are approximately 6 percent less than the SEA and school levels due to charter school reporting. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. California was a census field test state. As a result, their data are not comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. California was a census field test state. As a result, their data are not comparable to prior years. LEA level counts are approximately 6 percent less than the SEA and school levels due to charter school reporting. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. California was a census field test state. As a result, their data are not comparable to prior years. |
| COLORADO | | | | |
| CONNECTICUT | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Connecticut was a census field test state. As a result, their data are not comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Connecticut was a census field test state. As a result, their data are not comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Connecticut was a census field test state. As a result, their data are not comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Connecticut was a census field test state. As a result, their data are not comparable to prior years. |
| DELAWARE | | | | |
| DISTRICT OF COLUMBIA | | | | |

| | SY 13-14 Mathematics | | SY 13-14 Reading/Language Arts | |
|-----------------|---|--|---|---|
| | C175/DG583 | C185/DG588 | C178/DG584 | C188/DG589 |
| FLORIDA | <p>School level counts are approximately 60 percent greater than the SEA and LEA levels.</p> <p>Due to significant data quality issues with these data, ED strongly cautions against using these data for analysis purposes.</p> | | | |
| GEORGIA | | | | |
| HAWAII | Regular assessments changed for all grades since prior school year; data are comparable to prior year. | | Regular assessments changed for all grades since prior school year; data are comparable to prior year. | |
| IDAHO | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Idaho was a census field test state. As a result, their data are not comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Idaho was a census field test state. As a result, their data are not comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Idaho was a census field test state. As a result, their data are not comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Idaho was a census field test state. As a result, their data are not comparable to prior years. |
| ILLINOIS | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Illinois was a sample field test state. As a result, their data may not be comparable to prior years. | <p>Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Illinois was a sample field test state. As a result, their data may not be comparable to prior years.</p> <p>School level field test participation counts are approximately 95 percent less than the SEA and LEA levels.</p> <p>Due to significant data quality issues with these data, ED strongly cautions against using these data for analysis purposes.</p> | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Illinois was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Illinois was a sample field test state. As a result, their data may not be comparable to prior years. |

| | SY 13-14 Mathematics | | SY 13-14 Reading/Language Arts | |
|------------------|---|---|---|---|
| | C175/DG583 | C185/DG588 | C178/DG584 | C188/DG589 |
| INDIANA | | | | |
| IOWA | | | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Iowa was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Iowa was a sample field test state. As a result, their data may not be comparable to prior years. |
| KANSAS | No data submitted due to a cyber-attack. | No data submitted due to a cyber-attack. | No data submitted due to a cyber-attack. | No data submitted due to a cyber-attack. |
| KENTUCKY | | | | |
| LOUISIANA | LEP counts are approximately 10 percent greater in C175 than in C185. | LEP counts are approximately 10 percent greater in C175 than in C185. | LEP counts are approximately 10 percent greater in C178 than in C188. | LEP counts are approximately 10 percent greater in C178 than in C188. |
| MAINE | | | | |
| MARYLAND | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Maryland was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Maryland was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Maryland was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Maryland was a sample field test state. As a result, their data may not be comparable to prior years. |

| | SY 13-14 Mathematics | | SY 13-14 Reading/Language Arts | |
|----------------------|--|--|---|--|
| | C175/DG583 | C185/DG588 | C178/DG584 | C188/DG589 |
| MASSACHUSETTS | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Massachusetts was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Massachusetts was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Massachusetts was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Massachusetts was a sample field test state. As a result, their data may not be comparable to prior years. |
| MICHIGAN | | | | |
| MINNESOTA | Regular and alternate assessments changed for HS grades since prior school year; data are not comparable. | | | |
| MISSISSIPPI | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Massachusetts was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Massachusetts was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Massachusetts was a sample field test state. As a result, their data may not be comparable to prior years. Alternate assessments changed for HS grades since prior school year; data are not comparable. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Massachusetts was a sample field test state. As a result, their data may not be comparable to prior years. |
| MISSOURI | | | | |
| MONTANA | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Montana was a census field test state. As a result, their data are not comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Montana was a census field test state. As a result, their data are not comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Montana was a census field test state. As a result, their data are not comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Montana was a census field test state. As a result, their data are not comparable to prior years. |

| | SY 13-14 Mathematics | | SY 13-14 Reading/Language Arts | |
|----------------|---|---|---|---|
| | C175/DG583 | C185/DG588 | C178/DG584 | C188/DG589 |
| NEBRASKA | | | | |
| NEVADA | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Nevada was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Nevada was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Nevada was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Nevada was a sample field test state. As a result, their data may not be comparable to prior years. |
| NEW HAMPSHIRE | | | | |
| NEW JERSEY | | | | |
| NEW MEXICO | | | | |
| NEW YORK | Regular assessments changed for HS grades since prior school year; data are not comparable. Alternate assessments changed for all grades since prior year; data are not comparable. | | Regular assessments changed for HS grades since prior school year; data are not comparable. Alternate assessments changed for all grades since prior year; data are not comparable. | |
| NORTH CAROLINA | | | | |
| NORTH DAKOTA | | | | |

| | SY 13-14 Mathematics | | SY 13-14 Reading/Language Arts | |
|-----------------------|---|---|---|---|
| | C175/DG583 | C185/DG588 | C178/DG584 | C188/DG589 |
| OHIO | | | | |
| OKLAHOMA | | | | |
| OREGON | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Oregon was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Oregon was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Oregon was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Oregon was a sample field test state. As a result, their data may not be comparable to prior years. |
| PENNSYLVANIA | | | | |
| PUERTO RICO | | | | |
| RHODE ISLAND | | | | |
| SOUTH CAROLINA | | | | |

| | SY 13-14 Mathematics | | SY 13-14 Reading/Language Arts | |
|---------------------|--|--|--|--|
| | C175/DG583 | C185/DG588 | C178/DG584 | C188/DG589 |
| SOUTH DAKOTA | <p>Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. South Dakota was a census field test state. As a result, their data are not be comparable to prior years.</p> <p>Reported counts under 'HS' in C175 and C185; Metadata uses grade 11. As a result, the counts reported under 'HS' cannot be accurately interpreted.</p> | <p>Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. South Dakota was a census field test state. As a result, their data are not be comparable to prior years.</p> | <p>Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. South Dakota was a census field test state. As a result, their data are not be comparable to prior years.</p> <p>Reported counts under 'HS' in C178 and C188; Metadata uses grade 11. As a result, the counts reported under 'HS' cannot be accurately interpreted.</p> | <p>Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. South Dakota was a census field test state. As a result, their data are not be comparable to prior years.</p> |
| TENNESSEE | <p>Regular and alternate assessments changed for all grades since prior school year; data are not comparable for HS grades.</p> <p>Grade 11 counts are approximately 10 percent greater at school level than at the SEA and LEA levels.</p> | <p>Grade 12 counts are approximately 5 percent greater at the school level than at the SEA and LEA levels.</p> | <p>Regular and alternate assessments changed for all grades since prior school year; data are not comparable for HS grades.</p> | |
| TEXAS | | | | |
| UTAH | <p>Regular assessments changed for all grades since prior school year; data are not comparable.</p> | | <p>Regular assessments changed for all grades since prior school year; data are not comparable.</p> | |
| VERMONT | <p>Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Vermont was a sample field test state. As a result, their data may not be comparable to prior years.</p> | <p>Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Vermont was a sample field test state. As a result, their data may not be comparable to prior years.</p> | <p>Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Vermont was a sample field test state. As a result, their data may not be comparable to prior years.</p> | <p>Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Vermont was a sample field test state. As a result, their data may not be comparable to prior years.</p> |

| | SY 13-14 Mathematics | | SY 13-14 Reading/Language Arts | |
|----------------------|---|---|---|---|
| | C175/DG583 | C185/DG588 | C178/DG584 | C188/DG589 |
| VIRGINIA | | | Reported counts under ALTASSGRADELVL at the LEA and school levels, but did not report under that assessment type at SEA level. | Reported counts under ALTPARTGRADELVL at the LEA and school levels, but did not report under that assessment type at SEA level. |
| WASHINGTON | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Washington was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Washington was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Washington was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Washington was a sample field test state. As a result, their data may not be comparable to prior years. |
| WEST VIRGINIA | School level counts are approximately 7 percent greater than the SEA and LEA levels. | | | |
| WISCONSIN | | | | |
| WYOMING | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Wyoming was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Wyoming was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Wyoming was a sample field test state. As a result, their data may not be comparable to prior years. | Use caution when using and interpreting the data due to the implementation of field testing during SY2013-14. Wyoming was a sample field test state. As a result, their data may not be comparable to prior years. |

Appendix C - State Assessment Changes between SY2012-13 and SY2013-14

Table C.1. State Assessment Changes in Mathematics

| | Mathematics | | | |
|----------------|--------------------|----------------------------|--|---------------------------------|
| State | Grade(s) | Assessment Type(s) | Type of Change | Comparable to prior year |
| Alabama | ALL | REGASSWACC, REGASSWOACC | <ul style="list-style-type: none"> • Changed cut scores • Changed proficiency standards • Changed assessment items • Used new assessment • Discontinued Alabama High School Graduation Exam | No |
| American Samoa | ALL | REGASSWACC, REGASSWOACC | <ul style="list-style-type: none"> • Tested grades 4, 8, and 12 only in SY2013-14 | No |
| Hawaii | ALL | REGASSWACC, REGASSWOACC | | Yes |
| Illinois | Grades 3-8 | REGASSWACC, REGASSWOACC | <ul style="list-style-type: none"> • Realigned to new content standards | No |
| | ALL | ALTASSALTACH | <ul style="list-style-type: none"> • Changed cut scores • Realigned to new content standards | No |
| Minnesota | HS | ALL | <ul style="list-style-type: none"> • Changed cut scores • Changed proficiency standards • Changed assessment items • Used new assessment (ALTASSALTACH, ALTASSMODACH) | No |
| Mississippi | ALL | ALTASSALTACH | <ul style="list-style-type: none"> • Used new assessment | No |
| New York | HS | REGASSWACC, | <ul style="list-style-type: none"> • Changed cut scores | No |

| | Mathematics | | | |
|-------------------|--------------------|---------------------------|--|---------------------------------|
| State | Grade(s) | Assessment Type(s) | Type of Change | Comparable to prior year |
| | | REGASSWOACC | <ul style="list-style-type: none"> • Changed proficiency standards • Changed assessment items • Used new assessment • Realigned to new content standards | |
| | ALL | ALTASSALTACH | <ul style="list-style-type: none"> • Changed cut scores • Changed proficiency standards • Realigned to new content standards | No |
| Northern Marianas | ALL | REGASSWACC, REGASSWOACC | <ul style="list-style-type: none"> • Changed cut scores • Changed proficiency standards • Changed assessment items • Used new assessment • Realigned to new content standards | No |
| Ohio | ALL | REGASSWACC, REGASSWOACC | | Yes |
| Oklahoma | ALL | ALTASSMODACH | <ul style="list-style-type: none"> • Phased out the Oklahoma Modified Alternate Achievement Program at the end of SY2012-13 | No |
| Tennessee | ALL | ALL | <ul style="list-style-type: none"> • Only reported on Algebra 1 for the high school grades | Yes (grades 3-8); No (HS) |
| Utah | ALL | REGASSWACC, REGASSWOACC | <ul style="list-style-type: none"> • Changed cut scores • Changed proficiency standards • Changed assessment items • Used new assessment • Realigned to new content standards | No |

| | Mathematics | | | |
|--------------|--------------------|----------------------------|---|---------------------------------|
| State | Grade(s) | Assessment Type(s) | Type of Change | Comparable to prior year |
| Wyoming | ALL | REGASSWACC, REGASSWOACC | <ul style="list-style-type: none"> • Changed cut scores • Changed proficiency standards • Realigned to new content standards (grades 3-8 only) | No |

Table C.2. State Assessment Changes in Reading/Language Arts

| | Reading/Language Arts | | | |
|----------------|------------------------------|----------------------------|--|---------------------------------|
| State | Grade(s) | Assessment Type(s) | Type of Change | Comparable to prior year |
| Alabama | ALL | REGASSWACC, REGASSWACC | <ul style="list-style-type: none"> • Changed cut scores • Changed proficiency standards • Changed assessment items • Used new assessment • Discontinued Alabama High School Graduation Exam | No |
| American Samoa | ALL | REGASSWACC, REGASSWOACC | <ul style="list-style-type: none"> • Tested grades 4, 8, and 12 only in SY2013-14 | No |
| Hawaii | ALL | REGASSWACC, REGASSWOACC | | Yes |
| Illinois | Grades 3-8 | REGASSWACC, REGASSWOACC | <ul style="list-style-type: none"> • Realigned to new content standards | No |
| | ALL | ALTASSALTACH | <ul style="list-style-type: none"> • Changed cut scores | No |

| State | Reading/Language Arts | | | |
|-------------------|-----------------------|----------------------------|--|---------------------------|
| | Grade(s) | Assessment Type(s) | Type of Change | Comparable to prior year |
| | | | <ul style="list-style-type: none"> Realigned to new content standards | |
| Mississippi | HS | ALTASSALTACH | <ul style="list-style-type: none"> Used new assessment | No |
| New York | HS | REGASSWACC, REGASSWOACC | <ul style="list-style-type: none"> Changed cut scores Changed proficiency standards Changed assessment items Used new assessment Realigned to new content standards | No |
| | ALL | ALTASSALTACH | <ul style="list-style-type: none"> Changed cut scores Changed proficiency standards Realigned to new content standards | No |
| Northern Marianas | ALL | REGASSWACC, REGASSWOACC | <ul style="list-style-type: none"> Changed cut scores Changed proficiency standards Changed assessment items Used new assessment Realigned to new content standards | No |
| Ohio | ALL | REGASSWACC, REGASSWOACC | | Yes |
| Oklahoma | ALL | ALTASSMODACH | <ul style="list-style-type: none"> Phased out the Oklahoma Modified Alternate Achievement Program at the end of SY2012-13 | No |
| Tennessee | ALL | ALL | <ul style="list-style-type: none"> Only reported on English II for the high school grades | Yes (grades 3-8); No (HS) |
| Utah | ALL | REGASSWACC, REGASSWOACC | <ul style="list-style-type: none"> Changed cut scores Changed proficiency standards | No |

| | Reading/Language Arts | | | |
|--------------|------------------------------|----------------------------|---|---------------------------------|
| State | Grade(s) | Assessment Type(s) | Type of Change | Comparable to prior year |
| | | | <ul style="list-style-type: none"> • Changed assessment items • Used new assessment • Realigned to new content standards | |
| Wyoming | ALL | REGASSWACC, REGASSWOACC | <ul style="list-style-type: none"> • Changed cut scores • Changed proficiency standards • Realigned to new content standards (grades 3-8 only) | No |

Appendix D - Major Racial and Ethnic Groups

The table explains how the major racial and ethnic groups used in the file specifications are converted into the six race ethnic variables used in these files.

| Race Ethnicity used in this file | | Major Racial and Ethnic Groups used in reporting to ED <i>Facts</i> | |
|----------------------------------|----------------------------------|---|---|
| Abbreviation | Description | Abbreviation used in files submitted by SEAs | Description of abbreviation from file specification |
| MAS | Asian/Pacific Islander | MA | Asian |
| | | MAP | Asian / Pacific Islander |
| | | MF | Filipino |
| | | MNP | Nat Hawaiian / Other Pacific Islander or Pacific Islander |
| MAM | American Indian or Alaska Native | MAN | American Indian / Alaska Native or Native American |
| MHI | Hispanic / Latino | MHL | Hispanic / Latino |
| | | MHN | Hispanic (not Puerto Rican) |
| | | MPR | Puerto Rican |
| MBL | Black or African American | MB | Black (Not Hispanic) or African American |
| MWH | White | MW | White (Not Hispanic) or Caucasian |
| MTR | Two or more races | MM | Multicultural or Multiethnic or Mulitracial |

Appendix E – Proficiency Level Mappings for SY 2013-14

The following tables show the proficiency levels reported for each grade level and assessment type within each state. A “Y” indicates the levels that are considered proficient or above. An “N” indicates the levels that are considered not proficient. Blank cells indicate that the state did not report metadata for that particular assessment type, grade level, and proficiency level combination.

Table E-1. Mapping of Performance Levels to Proficiency for Each State-Math Grades 3-8

| State | Assessment Type | Grade 3 | | | | | Grade 4 | | | | | Grade 5 | | | | | Grade 6 | | | | | Grade 7 | | | | | Grade 8 | | | | |
|----------|-----------------|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 |
| ALABAMA | ALTASSA LTACH | N | N | Y | Y | | N | Y | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | Y | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | Y | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | Y | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | Y | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | Y | Y | Y | |
| ALASKA | ALTASSA LTACH | N | N | Y | Y | | N | Y | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | Y | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | Y | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | Y | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | Y | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | Y | Y | Y | |
| ARIZONA | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| ARKANSAS | ALTASSA LTACH | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y |
| | REGASS WACC | N | N | Y | Y | | N | Y | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |

| State | Assessment Type | Grade 3 | | | | | Grade 4 | | | | | Grade 5 | | | | | Grade 6 | | | | | Grade 7 | | | | | Grade 8 | | | | |
|----------------------|-----------------|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 |
| | REGASS WOACC | N | N | Y | Y | | N | Y | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| CALIFORNIA | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | | | | | | |
| | REGASS WOACC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | | | | | | |
| COLORADO | ALTASSA LTACH | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| CONNECTICUT | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | ALTASS MODACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WACC | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |
| | REGASS WOACC | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |
| DELAWARE | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| DISTRICT OF COLUMBIA | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |

| State | Assessment Type | Grade 3 | | | | | Grade 4 | | | | | Grade 5 | | | | | Grade 6 | | | | | Grade 7 | | | | | Grade 8 | | | | |
|----------|-------------------|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| FLORIDA | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WACC | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |
| | REGASS WOACC | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |
| GEORGIA | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | ALTASSA MODACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WOACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| HAWAII | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| IDAHO | ALTASSA LTACH | N | Y | Y | Y | | N | Y | Y | Y | | N | Y | Y | Y | | N | Y | Y | Y | | N | Y | Y | Y | | N | Y | Y | Y | |
| | REGASS WACC | N | Y | Y | Y | | N | Y | Y | Y | | N | Y | Y | Y | | N | Y | Y | Y | | N | Y | Y | Y | | N | Y | Y | Y | |
| | REGASS WOACC | N | Y | Y | Y | | N | Y | Y | Y | | N | Y | Y | Y | | N | Y | Y | Y | | N | Y | Y | Y | | N | Y | Y | Y | |
| ILLINOIS | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |

| State | Assessment Type | Grade 3 | | | | | Grade 4 | | | | | Grade 5 | | | | | Grade 6 | | | | | Grade 7 | | | | | Grade 8 | | | | |
|-----------|-----------------|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| INDIANA | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | ALTASS MODACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WOACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| IOWA | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WOACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| KENTUCKY | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| LOUISIANA | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | ALTASS MODACH | | | | | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |
| | REGASS WOACC | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |
| MAINE | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |

| State | Assessment Type | Grade 3 | | | | | Grade 4 | | | | | Grade 5 | | | | | Grade 6 | | | | | Grade 7 | | | | | Grade 8 | | | | |
|---------------|-----------------|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| MARYLAND | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | ALTASS MODACH | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASS WACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WOACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| MASSACHUSETTS | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | ALTASSG RADELVL | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| MICHIGAN | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | ALTASS MODACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| MINNESOTA | ALTASSA LTACH | N | N | Y | Y | | N | Y | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | ALTASS | | | | | | | | | | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |

| State | Assessment Type | Grade 3 | | | | | Grade 4 | | | | | Grade 5 | | | | | Grade 6 | | | | | Grade 7 | | | | | Grade 8 | | | | |
|-------------|-----------------|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 |
| | MODACH | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MISSISSIPPI | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| MISSOURI | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| MONTANA | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| NEBRASKA | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WOACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| NEVADA | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| NEW | ALTASSA | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |

| State | Assessment Type | Grade 3 | | | | | Grade 4 | | | | | Grade 5 | | | | | Grade 6 | | | | | Grade 7 | | | | | Grade 8 | | | | |
|----------------|-----------------|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 |
| HAMPSHIRE | LTACH | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| NEW JERSEY | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WOACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| NEW MEXICO | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| NEW YORK | ALTASSA LTACH | N | N | Y | Y | | N | Y | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | Y | N | N | Y | Y | Y |
| | REGASS WACC | N | N | Y | Y | | N | Y | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | Y | N | N | Y | Y | Y |
| | REGASS WOACC | N | N | Y | Y | | N | Y | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | Y | N | N | Y | Y | Y |
| NORTH CAROLINA | ALTASSA LTACH | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y |
| | ALTASS MODACH | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y |
| | REGASS WACC | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y |
| | REGASS WOACC | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y |
| NORTH | ALTASSA | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |

| State | Assessment Type | Grade 3 | | | | | Grade 4 | | | | | Grade 5 | | | | | Grade 6 | | | | | Grade 7 | | | | | Grade 8 | | | | |
|--------------|-----------------|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 |
| DAKOTA | LTACH | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ALTASS MODACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| OHIO | ALTASSA LTACH | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |
| | REGASS WACC | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |
| | REGASS WOACC | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |
| OKLAHOMA | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | ALTASS MODACH | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| OREGON | ALTASSA LTACH | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y |
| | REGASS WACC | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y |
| | REGASS WOACC | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y |
| PENNSYLVANIA | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |

| State | Assessment Type | Grade 3 | | | | | Grade 4 | | | | | Grade 5 | | | | | Grade 6 | | | | | Grade 7 | | | | | Grade 8 | | | | |
|----------------|-----------------|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 |
| | WOACC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PUERTO RICO | ALTASSA LTACH | N | N | Y | Y | | N | Y | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | Y | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | Y | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | Y | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | Y | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | Y | Y | Y | |
| RHODE ISLAND | ALTASSA LTACH | N | N | Y | Y | | N | Y | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | Y | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | Y | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | Y | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | Y | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | Y | Y | Y | |
| SOUTH CAROLINA | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WOACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| SOUTH DAKOTA | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| TENNESSEE | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | ALTASS MODACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |

| State | Assessment Type | Grade 3 | | | | | Grade 4 | | | | | Grade 5 | | | | | Grade 6 | | | | | Grade 7 | | | | | Grade 8 | | | | |
|------------|-----------------|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 |
| | WOACC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TEXAS | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | ALTASS MODACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WOACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| UTAH | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| VERMONT | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| VIRGINIA | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | ALTASS MODACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| WASHINGTON | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |

| State | Assessment Type | Grade 3 | | | | | Grade 4 | | | | | Grade 5 | | | | | Grade 6 | | | | | Grade 7 | | | | | Grade 8 | | | | |
|------------------|------------------|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 |
| | WACC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| WEST VIRGINIA | REGASS WACC | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |
| | REGASS WOACC | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |
| | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| WISCONSIN | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| WYOMING | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |

Note. REGASSWOACC=Regular assessments based on grade-level achievement standards without accommodations; REGASSWACC=Regular assessments based on grade-level achievement standards with accommodations; ALTASSGRADELVL=Alternate assessments based on grade-level achievement standards; ALTASSMODACH=Alternate assessments based on modified achievement standards; ALTASSALTACH=Alternate assessments based on alternate achievement standards; L1, L2, L3, L4, & L5 represent the performance levels (i.e., L1=Performance Level 1).

Table E-2. Mapping of Performance Levels to Proficiency for Each State-Math High School Grades

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|------------|------------------|-------------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| ALABAMA | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| ALASKA | ALTASSALT ACH | | | | | | N | N | Y | Y | | N | N | N | Y | | | | | | | | | | | |
| | REGASSWA CC | | | | | | N | N | Y | Y | | N | N | N | Y | | | | | | | | | | | |
| | REGASSWO ACC | | | | | | N | N | Y | Y | | N | N | N | Y | | | | | | | | | | | |
| ARIZONA | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| ARKANSAS | ALTASSALT ACH | N | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| CALIFORNIA | ALTASSALT ACH | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| COLORADO | ALTASSALT ACH | | | | | | N | N | N | Y | Y | N | N | N | Y | Y | | | | | | | | | | |

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|----------------------|------------------|-------------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| O | ACH | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | | | | | | N | N | Y | Y | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWO ACC | | | | | | N | N | Y | Y | | N | N | Y | Y | | | | | | | | | | | |
| CONNECTICUT | ALTASSALT ACH | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | ALTASSMOD ACH | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | N | Y | Y | Y | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | Y | | | | | | | | | | | | | | | | | | | | |
| DELAWARE | ALTASSALT ACH | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| DISTRICT OF COLUMBIA | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| FLORIDA | ALTASSALT ACH | | | | | | N | Y | Y | | | N | Y | Y | | | | | | | | | | | | |
| | REGASSWA CC | | | | | | N | N | Y | Y | Y | N | N | Y | Y | Y | | | | | | | | | | |
| | REGASSWO ACC | | | | | | N | N | Y | Y | Y | N | N | Y | Y | Y | | | | | | | | | | |
| GEORGIA | ALTASSALT | | | | | | | | | | | | | | | | N | Y | Y | | | | | | | |

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|----------|------------------|-------------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| | ACH | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ALTASSMOD ACH | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | | | | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASSWO ACC | | | | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| HAWAII | ALTASSALT ACH | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| IDAHO | ALTASSALT ACH | N | Y | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | Y | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | Y | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| ILLINOIS | ALTASSALT ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| INDIANA | ALTASSALT ACH | | | | | | | | | | | N | Y | Y | | | | | | | | | | | | |
| | ALTASSMOD ACH | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | N | Y | Y | | | | | | | | | | | | |
| | REGASSWO | | | | | | | | | | | N | Y | Y | | | | | | | | | | | | |

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|-----------|------------------|-------------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| | ACC | | | | | | | | | | | | | | | | | | | | | | | | | |
| IOWA | ALTASSALT ACH | | | | | | | | | | | | | | | | N | Y | Y | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | Y | Y | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | Y | Y | | | | | | | |
| KENTUCKY | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| LOUISIANA | ALTASSALT ACH | | | | | | | | | | | N | Y | Y | | | | | | | | | | | | |
| | ALTASSMOD ACH | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| MAINE | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| MARYLAND | ALTASSALT ACH | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | ALTASSMOD ACH | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|---------------|------------------|-------------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| | CC | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MASSACHUSETTS | ALTASSALT ACH | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | ALTASSGRA DELVL | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| MICHIGAN | ALTASSALT ACH | | | | | | | | | | | | | | | | N | Y | Y | | | | | | | |
| | ALTASSMOD ACH | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| MINNESOTA | ALTASSALT ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | ALTASSMOD ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| MISSISSIPPI | ALTASSALT ACH | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWO | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|---------------|------------------|-------------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| | ACC | | | | | | | | | | | | | | | | | | | | | | | | | |
| MISSOURI | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| MONTANA | ALTASSALT ACH | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| NEBRASKA | ALTASSALT ACH | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| NEVADA | ALTASSALT ACH | | | | | | | | | | | | | | | | N | Y | Y | Y | | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | Y | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | Y | Y | Y | | | | | | |
| NEW HAMPSHIRE | ALTASSALT ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| NEW JERSEY | ALTASSALT ACH | | | | | | | | | | | | | | | | N | Y | Y | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | Y | Y | | | | | | | |
| | REGASSWO | | | | | | | | | | | | | | | | N | Y | Y | | | | | | | |

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|----------------|------------------|-------------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| | ACC | | | | | | | | | | | | | | | | | | | | | | | | | |
| NEW MEXICO | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| NEW YORK | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | N | Y | Y | Y | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | Y | | | | | | | | | | | | | | | | | | | | |
| NORTH CAROLINA | ALTASSALT ACH | | | | | | | | | | | N | N | N | Y | Y | | | | | | | | | | |
| | ALTASSMOD ACH | | | | | | | | | | | N | N | N | Y | Y | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | N | N | N | Y | Y | | | | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | N | N | N | Y | Y | | | | | | | | | | |
| NORTH DAKOTA | ALTASSALT ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | ALTASSMOD ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | N | Y | | | | | | |
| OHIO | ALTASSALT ACH | | | | | | | | | | | N | N | Y | Y | Y | | | | | | | | | | |
| | REGASSWA | | | | | | | | | | | N | N | Y | Y | Y | | | | | | | | | | |

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|--------------|------------------|-------------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| | CC | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | N | N | Y | Y | Y | | | | | | | | | | |
| OKLAHOMA | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | ALTASSMOD ACH | | | | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| OREGON | ALTASSALT ACH | | | | | | | | | | | | | | | | N | N | N | Y | Y | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | N | N | Y | Y | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | N | Y | Y | | | | | |
| PENNSYLVANIA | ALTASSALT ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| PUERTO RICO | ALTASSALT ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| RHODE ISLAND | ALTASSALT ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWA | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|----------------|------------------|-------------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| | CC | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOUTH CAROLINA | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| SOUTH DAKOTA | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| TENNESSEE | ALTASSALT ACH | | | | | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | ALTASSMOD ACH | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | | | | | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASSWO ACC | | | | | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| TEXAS | ALTASSALT ACH | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | ALTASSMOD ACH | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| UTAH | ALTASSALT | | | | | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | | | | | |

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|---------------|------------------|-------------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| | ACH | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | | | | | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | | | | | |
| VERMONT | ALTASSALT ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| VIRGINIA | ALTASSALT ACH | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | ALTASSGRA DELVL | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | ALTASSMOD ACH | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| WASHINGTON | ALTASSALT ACH | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| WEST VIRGINIA | ALTASSALT ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | N | Y | Y | Y | | | | | |
| | REGASSWO | | | | | | | | | | | | | | | | N | N | Y | Y | Y | | | | | |

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|-----------|------------------|-------------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| | ACC | | | | | | | | | | | | | | | | | | | | | | | | | |
| WISCONSIN | ALTASSALT ACH | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWACC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWOACC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| WYOMING | ALTASSALT ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWACC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWOACC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |

Note. REGASSWOACC=Regular assessments based on grade-level achievement standards without accommodations; REGASSWACC=Regular assessments based on grade-level achievement standards with accommodations; ALTASSGRADELVL=Alternate assessments based on grade-level achievement standards; ALTASSMODACH=Alternate assessments based on modified achievement standards; ALTASSALTACH=Alternate assessments based on alternate achievement standards; L1, L2, L3, L4, & L5 represent the performance levels (i.e., L1=Performance Level 1).

Grades 3-8

[illegible]

| State | Assessment Type | Grade 3 | | | | | Grade 4 | | | | | Grade 5 | | | | | Grade 6 | | | | | Grade 7 | | | | | Grade 8 | | | | |
|----------------------|-----------------|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 |
| | REGASS WOACC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | | | | | | |
| COLORADO | ALTASSA LTACH | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| CONNECTICUT | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | ALTASS MODACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WACC | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |
| | REGASS WOACC | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |
| DELAWARE | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| DISTRICT OF COLUMBIA | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| FLORIDA | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WACC | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |

| State | Assessment Type | Grade 3 | | | | | Grade 4 | | | | | Grade 5 | | | | | Grade 6 | | | | | Grade 7 | | | | | Grade 8 | | | | |
|----------|-----------------|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 |
| | REGASS WOACC | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |
| GEORGIA | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | ALTASS MODACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WOACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| HAWAII | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| IDAHO | ALTASSA LTACH | N | Y | Y | Y | | N | Y | Y | Y | | N | Y | Y | Y | | N | Y | Y | Y | | N | Y | Y | Y | | N | Y | Y | Y | |
| | REGASS WACC | N | Y | Y | Y | | | | | | | N | Y | Y | Y | | N | Y | Y | Y | | N | Y | Y | Y | | N | Y | Y | Y | |
| | REGASS WOACC | N | Y | Y | Y | | | | | | | N | Y | Y | Y | | N | Y | Y | Y | | N | Y | Y | Y | | N | Y | Y | Y | |
| ILLINOIS | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| INDIANA | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | ALTASS MODACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |

| State | Assessment Type | Grade 3 | | | | | Grade 4 | | | | | Grade 5 | | | | | Grade 6 | | | | | Grade 7 | | | | | Grade 8 | | | | |
|-----------|-----------------|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 |
| | REGASS WACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WOACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| IOWA | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WOACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| KENTUCKY | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| LOUISIANA | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | ALTASS MODACH | | | | | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |
| | REGASS WOACC | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |
| MAINE | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| MARYLAND | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |

| State | Assessment Type | Grade 3 | | | | | Grade 4 | | | | | Grade 5 | | | | | Grade 6 | | | | | Grade 7 | | | | | Grade 8 | | | | |
|---------------|-----------------|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 |
| | ALTASS MODACH | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASS WACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WOACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MASSACHUSETTS | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | ALTASSG RADELVL | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| MICHIGAN | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | ALTASS MODACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| MINNESOTA | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | ALTASS MODACH | | | | | | | | | | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| MISSISSIPPI | ALTASSA | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |

| State | Assessment Type | Grade 3 | | | | | Grade 4 | | | | | Grade 5 | | | | | Grade 6 | | | | | Grade 7 | | | | | Grade 8 | | | | |
|---------------|-----------------|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 |
| PPI | LTACH | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| MISSOURI | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| MONTANA | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| NEBRASKA | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WOACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| NEVADA | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| NEW HAMPSHIRE | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| NEW | ALTASSA | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |

| State | Assessment Type | Grade 3 | | | | | Grade 4 | | | | | Grade 5 | | | | | Grade 6 | | | | | Grade 7 | | | | | Grade 8 | | | | |
|----------------|-----------------|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 |
| JERSEY | LTACH | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASS WACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WOACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| NEW MEXICO | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| NEW YORK | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| NORTH CAROLINA | ALTASSA LTACH | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y |
| | ALTASS MODACH | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y |
| | REGASS WACC | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y |
| | REGASS WOACC | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y |
| NORTH DAKOTA | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | ALTASS MODACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |

| State | Assessment Type | Grade 3 | | | | | Grade 4 | | | | | Grade 5 | | | | | Grade 6 | | | | | Grade 7 | | | | | Grade 8 | | | | |
|--------------|-----------------|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 |
| | WOACC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OHIO | ALTASSA LTACH | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |
| | REGASS WACC | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |
| | REGASS WOACC | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |
| OKLAHOMA | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | ALTASS MODACH | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| OREGON | ALTASSA LTACH | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y |
| | REGASS WACC | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y |
| | REGASS WOACC | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y | N | N | N | Y | Y |
| PENNSYLVANIA | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| PUERTO RICO | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |

| State | Assessment Type | Grade 3 | | | | | Grade 4 | | | | | Grade 5 | | | | | Grade 6 | | | | | Grade 7 | | | | | Grade 8 | | | | |
|----------------|-----------------|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 |
| | WOACC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RHODE ISLAND | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| SOUTH CAROLINA | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS WOACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| SOUTH DAKOTA | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | Y | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | Y | Y | Y | |
| TENNESSEE | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | ALTASS MODACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| TEXAS | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | ALTASS MODACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASS | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |

| State | Assessment Type | Grade 3 | | | | | Grade 4 | | | | | Grade 5 | | | | | Grade 6 | | | | | Grade 7 | | | | | Grade 8 | | | | |
|------------|--------------------|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | WACC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASS WOACC | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| UTAH | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| VERMONT | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| VIRGINIA | ALTASSA LTACH | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | ALTASSG RADELVL | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | ALTASS MODACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| WASHINGTON | ALTASSA LTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASS WOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |

| State | Assessment Type | Grade 3 | | | | | Grade 4 | | | | | Grade 5 | | | | | Grade 6 | | | | | Grade 7 | | | | | Grade 8 | | | | |
|---------------|-----------------|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|---------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 | L1 | L2 | L3 | L4 | L5 |
| WEST VIRGINIA | ALTASSALTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASSWACC | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |
| | REGASSWOACC | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y | N | N | Y | Y | Y |
| WISCONSIN | ALTASSALTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASSWACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASSWOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| WYOMING | ALTASSALTACH | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASSWACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASSWOACC | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |

Note. REGASSWOACC=Regular assessments based on grade-level achievement standards without accommodations; REGASSWACC=Regular assessments based on grade-level achievement standards with accommodations; ALTASSGRADELVL=Alternate assessments based on grade-level achievement standards; ALTASSMODACH=Alternate assessments based on modified achievement standards; ALTASSALTACH=Alternate assessments based on alternate achievement standards; L1, L2, L3, L4, & L5 represent the performance levels (i.e., L1=Performance Level 1).

Table E-4. Mapping of Performance Levels to Proficiency for Each State-Reading/Language Arts

High School Grades

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|------------|------------------|-------------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| ALABAMA | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| ALASKA | ALTASSALT ACH | | | | | | N | N | Y | Y | | N | N | N | Y | | | | | | | | | | | |
| | REGASSWA CC | | | | | | N | N | Y | Y | | N | N | N | Y | | | | | | | | | | | |
| | REGASSWO ACC | | | | | | N | N | Y | Y | | N | N | N | Y | | | | | | | | | | | |
| ARIZONA | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| ARKANSAS | ALTASSALT ACH | N | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| CALIFORNIA | ALTASSALT ACH | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|----------------------|------------------|-------------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| | REGASSWO ACC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| COLORADO | ALTASSALT ACH | | | | | | N | N | N | Y | Y | N | N | N | Y | Y | | | | | | | | | | |
| | REGASSWA CC | | | | | | N | N | Y | Y | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWO ACC | | | | | | N | N | Y | Y | | N | N | Y | Y | | | | | | | | | | | |
| CONNECTICUT | ALTASSALT ACH | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | ALTASSMOD ACH | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | N | Y | Y | Y | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | Y | | | | | | | | | | | | | | | | | | | | |
| DELAWARE | ALTASSALT ACH | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| DISTRICT OF COLUMBIA | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| FLORIDA | ALTASSALT ACH | | | | | | N | Y | Y | | | N | Y | Y | | | | | | | | | | | | |
| | REGASSWA CC | | | | | | N | N | Y | Y | Y | N | N | Y | Y | Y | | | | | | | | | | |

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|----------|------------------|-------------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| | REGASSWO ACC | | | | | | N | N | Y | Y | Y | N | N | Y | Y | Y | | | | | | | | | | |
| GEORGIA | ALTASSALT ACH | | | | | | | | | | | | | | | | N | Y | Y | | | | | | | |
| | ALTASSMOD ACH | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | | | | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| | REGASSWO ACC | | | | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | | N | Y | Y | | |
| HAWAII | ALTASSALT ACH | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| IDAHO | ALTASSALT ACH | N | Y | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | Y | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | Y | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| ILLINOIS | ALTASSALT ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| INDIANA | ALTASSALT ACH | | | | | | | | | | | N | Y | Y | | | | | | | | | | | | |
| | ALTASSMOD ACH | | | | | | | | | | | | | | | | | | | | | | | | | |

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|-----------|------------------|-------------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| | REGASSWA CC | | | | | | | | | | | N | Y | Y | | | | | | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | N | Y | Y | | | | | | | | | | | | |
| | ALTASSALT ACH | | | | | | | | | | | | | | | | N | Y | Y | | | | | | | |
| IOWA | REGASSWA CC | | | | | | | | | | | | | | | | N | Y | Y | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | Y | Y | | | | | | | |
| | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| KENTUCKY | REGASSWA CC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | ALTASSALT ACH | | | | | | | | | | | N | Y | Y | | | | | | | | | | | | |
| LOUISIANA | ALTASSMOD ACH | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| MAINE | REGASSWA CC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | ALTASSALT ACH | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| MARYLAND | ALTASSALT ACH | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|---------------|------------------|-------------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| | ALTASSMOD ACH | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MASSACHUSETTS | ALTASSALT ACH | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | ALTASSGRA DELVL | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| MICHIGAN | ALTASSALT ACH | | | | | | | | | | | | | | | | N | Y | Y | | | | | | | |
| | ALTASSMOD ACH | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| MINNESOTA | ALTASSALT ACH | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | ALTASSMOD ACH | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| MISSISSIPPI | ALTASSALT ACH | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|---------------|------------------|-------------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| | REGASSWA CC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| MISSOURI | REGASSWA CC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | ALTASSALT ACH | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| MONTANA | ALTASSALT ACH | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| NEBRASKA | REGASSWA CC | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | ALTASSALT ACH | | | | | | | | | | | | | | | | N | Y | Y | Y | | | | | | |
| NEVADA | REGASSWA CC | | | | | | | | | | | | | | | | N | Y | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | Y | Y | Y | | | | | | |
| | ALTASSALT ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| NEW HAMPSHIRE | REGASSWA CC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | ALTASSALT ACH | | | | | | | | | | | | | | | | N | Y | Y | | | | | | | |
| NEW JERSEY | ALTASSALT ACH | | | | | | | | | | | | | | | | N | Y | Y | | | | | | | |

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|----------------|------------------|-------------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | Y | Y | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | Y | Y | | | | | | | |
| | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| NEW MEXICO | REGASSWA CC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| NEW YORK | REGASSWA CC | N | N | Y | Y | Y | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | Y | | | | | | | | | | | | | | | | | | | | |
| | ALTASSALT ACH | | | | | | | | | | | N | N | N | Y | Y | | | | | | | | | | |
| NORTH CAROLINA | ALTASSMOD ACH | | | | | | | | | | | N | N | N | Y | Y | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | N | N | N | Y | Y | | | | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | N | N | N | Y | Y | | | | | | | | | | |
| | ALTASSALT ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| NORTH DAKOTA | ALTASSMOD ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | N | Y | | | | | | |
| | ALTASSALT ACH | | | | | | | | | | | | | | | | | | | | | | | | | |

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|--------------|------------------|-------------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| OHIO | ALTASSALT ACH | | | | | | | | | | | N | N | Y | Y | Y | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | N | N | Y | Y | Y | | | | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | N | N | Y | Y | Y | | | | | | | | | | |
| OKLAHOMA | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | ALTASSMOD ACH | | | | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| OREGON | ALTASSALT ACH | | | | | | | | | | | | | | | | N | N | N | Y | Y | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | N | N | Y | Y | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | N | Y | Y | | | | | |
| PENNSYLVANIA | ALTASSALT ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| PUERTO RICO | ALTASSALT ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|-------------------|---------------------|-------------|--------|--------|--------|--------|---------|--------|--------|--------|--------|----------|--------|--------|--------|--------|----------|--------|--------|--------|--------|----------|--------|--------|--------|--------|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| RHODE ISLAND | ALTASSALT ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| SOUTH CAROLINA | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| SOUTH DAKOTA | ALTASSALT ACH | N | N | Y | Y | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| TENNESSE E | ALTASSALT ACH | | | | | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | ALTASSMOD ACH | | | | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | | | | | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| | REGASSWO ACC | | | | | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | |
| TEXAS | ALTASSALT ACH | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | ALTASSMOD ACH | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|---------------|------------------|-------------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| | REGASSWO ACC | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| UTAH | ALTASSALT ACH | | | | | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | | | | | |
| | REGASSWA CC | | | | | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | N | N | Y | Y | | N | N | Y | Y | | N | N | Y | Y | | | | | | |
| VERMONT | ALTASSALT ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| VIRGINIA | ALTASSALT ACH | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | ALTASSGRA DELVL | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ALTASSMOD ACH | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWA CC | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| | REGASSWO ACC | N | Y | Y | | | | | | | | | | | | | | | | | | | | | | |
| WASHINGTON | ALTASSALT ACH | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWA CC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| WEST VIRGINIA | ALTASSALT ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |

| State | Assessment Types | High School | | | | | Grade 9 | | | | | Grade 10 | | | | | Grade 11 | | | | | Grade 12 | | | | |
|-----------|------------------|-------------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|
| | | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 | L 1 | L 2 | L 3 | L 4 | L 5 |
| | REGASSWA CC | | | | | | | | | | | | | | | | N | N | Y | Y | Y | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | Y | Y | Y | | | | | |
| | ALTASSALT ACH | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| WISCONSIN | REGASSWA CC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | N | N | Y | Y | | | | | | | | | | | |
| | ALTASSALT ACH | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| WYOMING | REGASSWA CC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | REGASSWO ACC | | | | | | | | | | | | | | | | N | N | Y | Y | | | | | | |
| | ALTASSALT ACH | | | | | | | | | | | | | | | | | | | | | | | | | |

Note. REGASSWOACC=Regular assessments based on grade-level achievement standards without accommodations; REGASSWACC=Regular assessments based on grade-level achievement standards with accommodations; ALTASSGRADELVL=Alternate assessments based on grade-level achievement standards; ALTASSMODACH=Alternate assessments based on modified achievement standards; ALTASSALTACH=Alternate assessments based on alternate achievement standards; L1, L2, L3, L4, & L5 represent the performance levels (i.e., L1=Performance Level 1).

Appendix F. States that received a double testing waiver in SY 2013-14

| State | Grades waiver applied to | Assessment type(s) the waiver applied to | Census or Sample |
|---------------|--------------------------|--|------------------|
| California | Grades 3-8 | Regular assessments | Census |
| Connecticut | All grades | Regular assessments | Census |
| Idaho | All grades | Regular and alternate assessments | Census |
| Illinois | All grades | Regular and alternate assessments | Sample |
| Iowa | All grades | Regular assessments (Reading/Language Arts only) | Sample |
| Maryland | All grades | Regular assessments | Sample |
| Massachusetts | All grades | Regular assessments | Sample |
| Mississippi | All grades | Alternate assessments | Sample |
| Montana | All grades | Regular assessments | Census |
| Nevada | All grades | Regular and alternate assessments | Sample |
| Oregon | All grades | Regular assessments | Sample |
| South Dakota | All grades | Regular and alternate assessments | Census |
| Vermont | All grades | Regular assessments | Sample |
| Washington | All grades | Regular assessments | Sample |
| Wyoming | All grades | Alternate assessments | Sample |