

Key State Education Policies on K-12 Education: 2000

Time and Attendance
Graduation Requirements
Content Standards
Teacher Licensure
School Leader Licensure
Student Assessment

**Results from the 2000 Policies and Practices Survey
State Departments of Education**



The Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity (DoDEA), and five extra-state jurisdictions. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public. Through its structure of standing and special committees, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

The State Education Assessment Center was established by chief state school officers to improve the information base on education in the United States, especially from a state perspective. The Center works to improve the breadth, quality, and comparability of data on education, including state-by-state achievement data, instructional data, indicators of education quality, and performance assessment of teachers and students.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

Peter McWalters, President
Suellen Reed, President-Elect
Ted Stillwill, Vice President

Gordon M. Ambach, Executive Director
Wayne N. Martin, Director, State Education Assessment Center
Rolf K. Blank, Director, Education Indicators Programs
Barbara C. Brathwaite, Project Associate

Copies of this report may be ordered for \$10 per copy from:

Council of Chief State School Officers
Attn: Publications
One Massachusetts Ave, NW, Suite 700
Washington, DC 20001-1431

Telephone
202.336.7016

Fax
202.408.8072

Copyright © 2000 by the Council of Chief State School Officers, Washington, D.C.

ISBN # 1884037-67-4

All rights reserved with the exception of reproduction for educational purposes.

Contents

| | |
|---|-----------|
| Introduction | 5 |
| Time and Attendance Policies, 2000 | 6 |
| Length of School Year..... | 9 |
| Date for Start of School..... | 10 |
| Length of School Day..... | 11 |
| Year-Round School..... | 12 |
| Kindergarten Programs..... | 13 |
| Student Attendance Requirements..... | 14 |
| State Pre-School Policies..... | 15 |
| Graduation Requirements, 2000 | 16 |
| State Course Credit Requirements for High School Graduation: | |
| Core Academic Subjects..... | 18 |
| Specific Courses Required in Mathematics and Science for Graduation..... | 19 |
| Credit Requirements in Health, Physical Education, Foreign Language..... | 20 |
| Advanced Diploma: State Course Credit Requirements..... | 21 |
| High School Exit Exam Requirement..... | 22 |
| Content Standards, 2000 | 23 |
| Status of State Content Standards in Academic Subjects..... | 25 |
| State Policies on Textbooks and Standards..... | 26 |
| State Policy Linking Professional Development with Content Standards..... | 28 |
| Teacher Preparation and Licensure, 2000 | 29 |
| State Standards for Teacher Licensure..... | 32 |
| Professional Development Requirements for Teacher License | |
| Renewal/Recertification..... | 34 |
| States Requiring Teacher Assessment for New License..... | 35 |
| Elementary Teachers: State Requirements in Academic Fields | |
| for Elementary License..... | 37 |
| Middle Grades Teachers: State Requirements in Academic Fields | |
| for Middle Grades License..... | 38 |
| Secondary Teachers: State Requirements for License in | |
| English/Language Arts, Mathematics, Science, Social Studies..... | 39 |
| College Major in Specific Academic Field Required for | |
| State Teacher Certification/License..... | 40 |
| School Leader/Administrator Licensure, 2000 | 41 |
| State Standards for School Leader/Administrator Licensure..... | 42 |
| State Assessment for School Leader/Administrator Licensure..... | 43 |
| Student Assessment, 1998-1999 | 44 |
| State Assessment Programs in Language Arts, Mathematics, | |
| Science, Social Studies, Arts and Foreign Languages..... | 45 |

INTRODUCTION

Key State Education Policies on K-12 Education

The purpose of this CCSSO report is to inform policymakers and educators about the current status of key education policies across the 50 states that define and shape elementary and secondary education in public schools. The report is part of a continuing series by the Council's State Education Assessment Center on state education indicators and state policies.

The Council began reporting on trends in state education policies and statistical indicators of the condition of education in the 1980s, when most state legislatures and boards of education approved policy initiatives aimed at improving the quality of K-12 education. When this series began, CCSSO collected and reported 50-state information on policies regarding teacher preparation and certification, high school graduation requirements, student assessment programs, school time, and student attendance. In the 1990s, other categories of policies were added to the report including state content standards and curriculum, teacher assessment, and school leader/administrator licensure.

The primary goal of the Council's work with education indicators is to assist national, state, and local policymakers and leaders in making informed decisions. In addition to reporting state-level indicators, the Council works with states on developing indicators at district and school levels. All of the information is collected and reported through the support and cooperation of the chief state school officers in each state and their staff.

Sources

This report provides policy information for the 50 states and DoDEA as of spring 2000. The current report is the sixth in the series (see also CCSSO 1987, '92, '95, '96, '98). State policy information was obtained from a variety of sources. State education staff reported on policies through a survey administered in spring 2000 by staff of the CCSSO State Education Assessment Center. The state Education Information Advisory Committee (EIAC) representatives approved the survey and served as the point of contact for each state. Other sources of information for this report are: *State Student Assessment Programs survey* (2000) and *Manual on the Preparation and Certification of Education Personnel* published by the National Association of State Directors of Teacher Certification (2000).

More Information

For more information on state education policies or education indicators, you may contact Rolf K. Blank, CCSSO Director of Education Indicators. To obtain a copy of this report, send email to info@ccsso.org, or call 202.336.7016. You may also find this report on the CCSSO web site (www.ccsso.org).

TIME AND ATTENDANCE POLICIES

Length of School Year.....Table 1

Since 1989, CCSSO has collected and reported information on states' time and attendance policies. Currently, 34 states require 180 days or more of school, and 9 states require between 175 and 179 days. In 1989, these totals were 34 and 13 respectively.

| Trends: | 1989 | 1995 | 1998 | 2000 |
|------------------|------|------|------|------|
| 180 or more days | 34 | 34 | 33 | 34 |
| 175-179 days | 13 | 9 | 10 | 9 |
| Other | 3 | 7 | 7 | 7 |

Nineteen states list requirements in both days and hours, which is up by 5 states from the previous report. Other notable changes since 1998 are: North Carolina, which lists its policy as 180 days and 1,000 hours; New Jersey now requires 180⁺ (plus) days; and Connecticut, where *hours after approved exceptions* applies only to kindergarten. Five states increased the number of days in the school year since 1998 (Hawaii, Kansas, Mississippi, Oklahoma, and Texas) ranging from one to 12 days.

Date for Start of SchoolTable 2

New questions in the 2000 survey asked about a state policy on the date when school starts and the average date when school started in Fall 1999. Most states started school in August, in Fall 1999, beginning with August 5 in Colorado. Fourteen states listed their start dates as ranging from August 26 to the *first Thursday following the first Monday of September*. A majority of states have not set a statewide policy.

Length of School DayTable 3

Currently, 37 states require five or more hours per day from elementary through high school. In grades 1-6, 36 states require at least five hours per day, while those same hours are required in 39 states for grades 7-8, and in 37 states for grades 9-12. All high school hours range from four to seven hours per day, with the exception of Missouri's policy which is three to seven hours per day.

Changes since 1998 were reported by South Dakota and Wisconsin, which both eliminated minimum length of school day. North Carolina now states its policy in terms of *the whole school year* versus hours per day.

Year-Round School: State Policies and District PracticesTable 4

Currently, 16 states have a policy regarding year-round school, while 34 states reported that one or more districts or schools operate year-round schools. In 1995, 29 states reported having districts with year-round schools in operation.

Among the 10 states submitting definitions for year-round school are: Oregon -- *12-month class schedule*; California and Hawaii -- *no more than 8 weeks vacation*; and New Jersey -- *greater than 180 days/year and instruction during traditional vacation time*.

| Trends: | 1995 | 1998 | 2000 |
|-----------------------------------|-------------|-------------|-------------|
| States with policy on year-round | 15 | 15 | 16 |
| Districts with year-round schools | 29 | 33 | 34 |

Across the states, the number of districts offering year-round school programs is small, and the numbers have not changed significantly since 1995. In most of the states, only a handful of districts are offering year-round school or several schools are experimenting with this schedule.

Kindergarten Programs: State PoliciesTable 5

The pattern across states is toward more full-day kindergarten programs. In 1995, only 10 states required that full-day kindergarten be offered, while 28 states had a half-day policy, and currently 15 states require full-day programs be offered. Nine states have no statewide policy regarding kindergarten, and local policies govern kindergarten programs. In five states, districts offering full-day programs also offer half-day programs.

| Trends: | 1995 | 1998 | 2000 |
|------------------|-------------|-------------|-------------|
| Half-day program | 28 | 27 | 26 |
| Full-day program | 10 | 14 | 15 |
| Local policies | 12 | 9 | 9 |

Student Attendance RequirementsTable 6

Age to Enter Kindergarten

All states require students to be age five to enter kindergarten. CCSSO collected information from each state on policies that define the date at which students must be five to enter kindergarten. In 2000, almost half (23) of all states set their kindergarten cut-off dates on or before September 1.

Kindergarten Cut-Off Date (Age 5), 2000

| | |
|------------------|----|
| Sep. 1 / before | 23 |
| Sep. 2 - Oct. 30 | 14 |
| Dec. 1 - Jan. 1 | 7 |
| Local policies | 4 |
| Not reported | 2 |

Age Students Must Enter School

All states have a policy requiring students to attend school by a defined age, from five to eight years old.

| Trends: | 1989 | 1995 | 1998 | 2000 |
|----------------|-------------|-------------|-------------|-------------|
| Age 5 | 4 | 7 | 7 | 7 |
| Age 6 | 19 | 19 | 22 | 21 |
| Age 7 | 24 | 20 | 19 | 18 |
| Age 8 | 3 | 2 | 2 | 2 |
| Not reported | - | 2 | - | 2 |

Age to Leave School

As of 2000, over half the states (28) require students to be enrolled in school to age 16. Since 1989 there is a trend toward more states with mandatory school until age 18.

| Trends: | 1989 | 1995 | 1998 | 2000 |
|----------------|-------------|-------------|-------------|-------------|
| Age 16 | 35 | 33 | 32 | 28 |
| Age 17 | 8 | 7 | 6 | 7 |
| Age 18 | 7 | 9 | 12 | 13 |
| Not reported | - | 1 | - | - |

Changes since 1998 include: Florida - piloting age 18 requirement (16 previously); Kansas - age 18 or waiver at 16; Louisiana - age 17 (up from 16); Minnesota - age 18 or waiver; and Wyoming - age 16 or complete grade 10.

Pre-School State PoliciesTable 7

In 2000, CCSSO began collecting information on state policies regarding pre-school programs statewide. Under federal law, all states must provide pre-school programs to disabled students. Seventeen states and DoDEA reported having a state pre-school policy. Several states require pre-school be offered for broader categories of students. In Kentucky, pre-school is provided for all low-income four-year-old students, i.e, eligible for free lunch. Louisiana offers pre-school to all at-risk four-year-olds, and in Texas districts are required to offer pre-kindergarten when 15 eligible children are identified.

Table 1

Length of School Year — State Policies in Number of Days or Total Hours, 2000

| STATE | In Days | In Hours | In Days After Approved Exceptions | In Hours After Approved Exceptions |
|-------------------|---------|---|-----------------------------------|------------------------------------|
| Alabama | 175 | - | - | - |
| Alaska | 180 | - | - | - |
| Arizona (1994) | 175 | - | - | - |
| Arkansas | 178 | - | - | - |
| California | 175 | - | 163 | - |
| Colorado | - | 968 | n/a | - |
| Connecticut | 180 | 900 | 180 | 450 (kindergarten) |
| Delaware | - | 1060 | - | - |
| DoDEA | 183 | - | 175 | - |
| Florida | 180 | - | 177 | 900 |
| Georgia | 180 | - | 176 | - |
| Hawaii | 184 | - | - | - |
| Idaho | 180 | 450 (K); 810 (1-3); 900 (4-8); 990 (9-12) | - | - |
| Illinois (1998) | 180 | - | - | - |
| Indiana | 180 | 900 (K-6); 1080 (7-12) | varies by waiver | varies by waiver |
| Iowa | 180 | - | - | - |
| Kansas | 186 | 1116 | 181 (gr. 12) | 1086 (gr. 12) |
| Kentucky | 175 | 1050 | - | - |
| Louisiana | 175 | 1050 | - | (360 mins/days) |
| Maine | 175 | - | 170 (gr. 12) | - |
| Maryland | 180 | 1080 (E); 1170 (S) | varies | - |
| Massachusetts | 180 | 900 (E); 990 (S) | 1 day with cause | - |
| Michigan | 180 | 1047 | 178 w/2 snow days | - |
| Minnesota | varies | varies | - | - |
| Mississippi | 180 | - | - | - |
| Missouri | 174 | 1044 | varies | 1032 |
| Montana | 180 | 360 (K); 720 (1-3); 1080 (4-12) | - | - |
| Nebraska | - | 400 (K); 1032 (E); 1080 (H) | varies by circumstance | - |
| Nevada | 180 | - | 165 | - |
| New Hampshire | 180 | - | varies | - |
| New Jersey | 180+ | - | 180 | - |
| New Mexico | 180 | 450 (K); 990 (1-6); 1080 (7-12) | 145 (4-day wk.) | - |
| New York (1996) | 180 | - | 175 | - |
| North Carolina | 180 | AND 1000 hrs | - | - |
| North Dakota | 173 | - | varies | - |
| Ohio | 182 | - | 177 | - |
| Oklahoma | 180 | 1080 | varies | varies |
| Oregon | - | 405 (K); 810 (1-3); 900 (4-8); 990 (9-12) | - | - |
| Pennsylvania | 180 | 900 (E); 990 (S) | - | - |
| Rhode Island | 180 | - | 170 | - |
| South Carolina | 180 | - | - | - |
| South Dakota | n/a | 875 (1-3); 962.5 (4-12) | hrs. per school term | - |
| Tennessee | 180 | - | - | - |
| Texas | 187 | - | varies | - |
| Utah | 180 | 990 | 172 | - |
| Vermont | 175 | - | - | - |
| Virginia | 180 | 990 | - | - |
| Washington (1998) | 180 | 450(K);2700 (1-3);2970(4-6);1980(7-8);4320 (9-12) | 177 | - |
| West Virginia | 180 | - | 178 | - |
| Wisconsin | 180 | 437 (K); 1050 (1-6); 1137 (7-12) | 175 | - |
| Wyoming | 175 | 1050 | - | - |

Note: "-" Indicates that a state does not have a requirement in this category.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 2

Date for Start of School, 2000

| STATE | Policy on Start Date | Common Start Dates for Fall 1999 semester* |
|----------------|---|---|
| Alabama | - | August 9 - 23 |
| Alaska | - | September 1 |
| Arizona | | |
| Arkansas | - | |
| California | | data not collected |
| Colorado | | August 5 - September 13 |
| Connecticut | - | between August 29 - September 2 |
| Delaware | - | August 30 - September 9 |
| DoDEA | - | August 30 |
| Florida | August 2 | August 7 - 16 |
| Georgia | July 1 | August 9 - 23 |
| Hawaii | End year by June 10 | July 1 - September 1 |
| Idaho | - | September 1 |
| Illinois | - | |
| Indiana | Earliest July 1; end year by June 30 | August 16 - 25 |
| Iowa | July 1 | August 23 - 27 |
| Kansas | - | |
| Kentucky | - | Mid-August (9 - 16) |
| Louisiana | - | August 10 - September 3 |
| Maine | | Mid-August - September 5 |
| Maryland | | August 24 - September 7 |
| Massachusetts | - | late August - mid-September |
| Michigan | - | August 23 - September 10 |
| Minnesota | September 1, with local exceptions | September 1 - October 1 |
| Mississippi | August 1; end year by June 15 | August (2nd week) |
| Missouri | After Labor Day, unless agricultural | |
| Montana | - | last week of August - first week of September |
| Nebraska | - | data not collected |
| Nevada | - | |
| New Hampshire | | |
| New Jersey | | two to three days after Labor Day |
| New Mexico | - | 3rd week in August |
| New York | | |
| North Carolina | July 1 | estimate August 15 - 30 |
| North Dakota | | last week in August |
| Ohio | | August 23 - September 7 |
| Oklahoma | - | 95% between August 9 - 20 |
| Oregon | - | last week of August - first week of September |
| Pennsylvania | July 1; end year by June 30 | August 23 - September 7 |
| Rhode Island | By first Thursday following first Monday of September | September 1 - 8 |
| South Carolina | | August 9 - 23 |
| South Dakota | - | August 23 - September 7 |
| Tennessee | - | Mid-August |
| Texas | - | August 16 |
| Utah | | August 21 - 28 |
| Vermont | | August 25 - September 1 |
| Virginia | After Labor Day, except with waiver | September 7 |
| Washington | | |
| West Virginia | August 26 | August 26 - 31 |
| Wisconsin | September 1, with local exceptions | August 18 - September 9 (most Aug 25) |
| Wyoming | - | August 23 - September 7 |

Notes: * What is the date or range of dates on which the majority of the public schools in your state began the fall 1999 semester?

"-" State does not have a policy.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 3

Length of School Day in Minimum Hours by Grade Level, 2000

| STATE | Pre-K | Half-Day Kindergarten | Full Day Kindergarten | Grades 1-6 | Grades 7-8 | Grades 9-12 |
|-------------------|-------|--------------------------|--------------------------|---|--------------|-------------|
| Alabama | - | - | 6 | 6 | 6 | 6 |
| Alaska | - | <4 hrs. | >4 hrs. | gr.1-3: 4; gr. 4-6: 5 | 5 | 5 |
| Arizona (1994) | 1.2 | 2 | - | 4.0-5.0 | 6 | - |
| Arkansas | - | - | 6 | 6 | 6 | 6 |
| California | - | 3.3 | - | gr. 1-3: 4.7; gr. 4-6: 5 | 5 | 6 |
| Colorado | - | - | - | - | - | - |
| Connecticut | - | - | - | - | - | - |
| Delaware | - | 2.5 | - | 6 | 6 | 6 |
| DoDEA | 2.5 | 2.5 | 6 | 5.5 | 6 | 6 |
| Florida | - | - | - | 5 | 5 | 5 |
| Georgia | 4.5 | - | 4.5 | gr. 1-3: 4.5; gr. 4-5: 5 | gr. 6-8: 5.5 | 5.5 |
| Hawaii | 6 | 6 | 6 | 6 | 6 | 6 |
| Idaho | - | 2.5 | 4 | 4 | 4 | 4 |
| Illinois (1998) | - | 2 | 4 | 5 | 5 | 5 |
| Indiana | - | 2.5 | - | 5 | 6 | 6 |
| Iowa | - | - | - | 5.5 | 5.5 | 5.5 |
| Kansas | - | 2.5 | 5 | 6 | 6 | 6 |
| Kentucky | - | 3 | 6 | 6 | 6 | 6 |
| Louisiana | 6 | - | 6 | 6 | 6 | 6 |
| Maine | - | 2.5 | 2.5 | 5 | 5 | 5 |
| Maryland | - | - | - | 6 | 6 | 6.5 |
| Massachusetts | - | - | - | - | - | - |
| Michigan | - | - | - | - | - | - |
| Minnesota | - | - | - | - | - | - |
| Mississippi | 5.5 | - | 5.5 | 5.5 | 5.5 | 5.5 |
| Missouri | - | 1.5 | 3.0-7.0 | 3.0-7.0 | 3.0-7.0 | 3.0-7.0 |
| Montana | | | | <i>annual aggregated hours requirement</i> | | |
| Nebraska | - | - | - | - | - | - |
| Nevada | - | - | 2 | 5 | 5.5 | 5.5 |
| New Hampshire | - | 2.5 | n/a | 6 | 6 | 6 |
| New Jersey | 2.5 | 2.5 | 6 | 6 | 6 | 6 |
| New Mexico | - | 2.5 | - | 5.5 | 6 | 6 |
| New York (1996) | - | 2.5 | 5 | 5 | 5.5 | 5.5 |
| North Carolina | - | - | 1000 hours | for the whole | school | year |
| North Dakota | - | 2.75 | 5.5 | 5.5 | 6 | 6 |
| Ohio | - | 2.5 | - | 5 | 5.5 | 5.5 |
| Oklahoma | 2.5 | 2.5 | 6 | 6 | 6 | 6 |
| Oregon | - | - | - | 6 (K-3) | 6.5 (4-8) | 7 |
| Pennsylvania | none | 2.5 | 5 | 5 | 5.5 | 5.5 |
| Rhode Island | 2.5 | 2.5 | 5 | 5 | 5-5.5 | 5.5 |
| South Carolina | 2.5 | 2.5 | 5 | 6 | 6 | 6 |
| South Dakota | | | | <i>no minimum hourly requirement in law</i> | | |
| Tennessee | 5.5 | 4 | 4 | 6.5 | 6.5 | 6.5 |
| Texas | - | - | 7 | 7 | 7 | 7 |
| Utah | - | 2 | - | 4 | 4 | 4 |
| Vermont | - | 2 | - | 4 (1-2) | 5.5 (3-10) | - |
| Virginia | - | 3 | 5.5 | 5.5 | 5.5 | 5.5 |
| Washington (1998) | - | 2 | 4 | 4 (1-3) | 5 (4-6) | 5 (7-12) |
| West Virginia | - | - | 5.25 | 5.25 (K-4) | 5.5 (5-8) | 5.75 |
| Wisconsin | | | | <i>no minimum length</i> | | |
| Wyoming | - | 2.5 | 5 | 5 | 6 | 6 |

Note: "-" Indicates that a state does not have a requirement in this category.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 4

Year-Round School — State Policies and District Practices, 2000

Question: Does your state have a policy regarding year-round school as of 2000? Are there now districts in your state that run year-round schools? If yes, how many?

| State Policy Regarding Year-Round School | | Districts with Year-Round Schools | |
|--|-------------------|-----------------------------------|-------------------------------|
| YES | NO | YES | Number of Districts |
| Arizona (1994) | Alabama | Alabama | a few |
| Arkansas | Alaska | Alaska | a few |
| California | Colorado | Arizona (1994) | — |
| Florida | Connecticut | Arkansas | 4 |
| Hawaii | Delaware | California | 180 |
| Illinois (1998) | DoDEA | Colorado | 4 |
| Iowa | Georgia | Florida | 10 |
| Kentucky | Idaho | Georgia | — |
| Minnesota | Indiana | Hawaii | — |
| Nevada | Kansas | Idaho | 4 |
| North Carolina | Louisiana | Illinois (1998) | 5 |
| Oklahoma | Maine | Indiana | 6 (in parts) |
| Pennsylvania | Maryland | Iowa | 5 |
| Texas | Massachusetts | Kentucky | 27 |
| Utah | Michigan | Louisiana | 2 |
| West Virginia | Mississippi | Maine | 2 |
| | Missouri | Maryland | 1 (elem.) |
| | Montana | Minnesota | 10 |
| | Nebraska | Missouri | 1 |
| | New Hampshire | Nevada | 6 |
| | New Jersey | New Jersey | school decision |
| | New Mexico | New Mexico | 2 |
| | New York (1996) | North Carolina | 32 (& 12 charter schools) |
| | North Dakota | Ohio | — |
| | Ohio | Oregon | 3 or 4 |
| | Oregon | Pennsylvania | select schools in 4 districts |
| | Rhode Island | South Carolina | — |
| | South Carolina | Tennessee | select schools in 8 districts |
| | South Dakota | Texas | 52 |
| | Tennessee | Utah (schools) | 7 |
| | Vermont | Virginia | 5 schools in 3 districts |
| | Virginia | Washington (1998) | 2 |
| | Washington (1998) | West Virginia | 2 |
| | Wisconsin | Wisconsin | 2 |
| | Wyoming | | |
| Total states | 16 | 34 | |

Notes:

State Definition of year-round school:

Arkansas: 12-month school with no more than 6 weeks vacation

California: No more than 8 weeks vacation

Florida: 11, 12-month calendar offering at least 180 days of instruction with shorter staggered vacation period throughout the year

Hawaii: No more than 8 weeks vacation

Louisiana: Breakup of 3-month vacation of traditional calendar; school in smaller instructional blocks with each followed by short vacation breaks

New Jersey: Greater than 180 days/year; instruction during traditional vacation time

New Mexico: 10, 11, 12-month calendar permitting attendance on a staggered schedule

Oklahoma: 11- or 12-month year in excess of 200 school days, of at least 6 hours each day

Oregon: 12-month class schedule

Pennsylvania: School year is extended to August 15 for students whose 180 days of instruction continue into the summer months.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.

Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 5

Kindergarten Programs — State Policies, 2000

Question: Does your state require districts to offer kindergarten? Full or half-day program? Are students required to attend?

| FULL-DAY PROGRAM | | HALF-DAY PROGRAM | |
|--------------------------------------|-----------------------------|--|-----------------------------|
| Districts Must Offer | Student Attendance Required | Districts Must Offer | Student Attendance Required |
| Alabama | Yes | Arizona (1994) | Yes |
| Arkansas | Yes | California | No |
| DoDEA | No | Connecticut | No |
| Florida | Yes | Delaware | Yes |
| Georgia | No | Illinois (<i>or full day</i>) - (1998) | No |
| Hawaii | No | Iowa (<i>or full day</i>) | No |
| Louisiana | No | Indiana | No |
| Mississippi | No | Kentucky | No |
| North Carolina | No | Maine | No |
| North Dakota (<i>and half day</i>) | No | Maryland | Yes/early entrance accom. |
| South Carolina | Yes | Massachusetts | No |
| South Dakota (<i>and half day</i>) | No | Minnesota (<i>or full day</i>) | No |
| Texas (<i>and half day</i>) | No | Missouri (<i>or full day</i>) | No |
| Vermont (<i>and half day</i>) | No | Montana | No |
| Virginia (<i>and half day</i>) | Yes | Nebraska (400 hrs.) | No |
| West Virginia | Yes | Nevada | No |
| | | New Mexico | Yes |
| | | Ohio (<i>or full day</i>) | Yes |
| | | Oklahoma | Yes |
| | | Oregon | No |
| | | Pennsylvania | No |
| | | Rhode Island | Yes |
| | | Tennessee | Yes |
| | | Utah | Yes |
| | | Wisconsin | No |
| | | Wyoming | No |
| Total states | 15 Offer | Total | 26 Offer |
| | 6 Yes | | 9 Yes |

NO STATE POLICY - LOCAL DISTRICT POLICY

Alaska
Colorado
Idaho
Kansas
Michigan
New Hampshire
New Jersey
New York (1996)
Washington (1998)

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 6

School Student Attendance Requirements, 2000

| STATE | KINDERGARTEN ENTRANCE | | Age Students | Age Students |
|-------------------|-----------------------|--------------|-------------------|--------------------------|
| | Age | Cut-Off Date | Must Enter School | Must Remain in School |
| Alabama | 5 | 9/1 | 7 | 16 |
| Alaska | 5 | 8/15 | 7 | 16 |
| Arizona (1994) | 5 | 9/1 | 6 | 16 or gr. 10 |
| Arkansas | 5 | 9/15 | 5 | 17 by 10/1 |
| California | legislation pending | | | |
| Colorado | n/a | | n/a | |
| Connecticut | 5 | 1/1 | 7 | 16 |
| Delaware | 5 | 8/31 | 5 by 8/31 | 16 |
| DoDEA | 5 | 10/31 | 6 | cannot exceed 21 |
| Florida | 5 | 9/1 | 6 | 18 (pilot prog.) |
| Georgia | 5 | 9/1 | 6 | 16 |
| Hawaii | 5 | 12/31 | 6 | 18 |
| Idaho | 5 | 9/1 | 7 | 16 |
| Illinois (1998) | 5 | 9/1 | 7 | 16 |
| Indiana | 5 | 6/1 | 7 | 16 |
| Iowa | 5 | 9/15 | 6 | 16 by 9/15 |
| Kansas | 5 | 8/31 | 7 | 18 or waiver at 16 |
| Kentucky | 5 | 10/1 | 6 by 10/1 | 16 |
| Louisiana | 5 | 9/30 | 7 | 17 |
| Maine | 5 | 10/15 | 7 | 17 |
| Maryland | 5 | 12/31 | 5 | 16 |
| Massachusetts | | LEA option | 6 | 16 |
| Michigan | 5 | 12/1 | 6 | 16 |
| Minnesota | 5 | 9/1 | 7 | 18 or waiver |
| Mississippi | 5 | 9/1 | 6 | 17 |
| Missouri | 5 | 8/1 | 7 | 16 |
| Montana | 5 | 9/10 | 7 | 16 & complete gr. 8 |
| Nebraska | 5 | 10/15 | 7 | 16 |
| Nevada | 5 | 9/30 | 7 | 17 |
| New Hampshire | | LEA option | 6 | 16 |
| New Jersey | | LEA option | 6 | 16 |
| New Mexico | 5 | 9/1 | 5 | 18 |
| New York (1996) | 5 | 12/1 | 6 | 16 & complete school yr. |
| North Carolina | 5 | 10/16 | 7 | 16 |
| North Dakota | 5 | 8/31 | 7 | 16 |
| Ohio | 5 | 9/30 | 6 | 18 |
| Oklahoma | 5 | 9/1 | 5 | 18 |
| Oregon | 5 | 9/1 | 7 | 18 |
| Pennsylvania | | LEA option | 8 | 17 |
| Rhode Island | 5 | 12/31 | 6 | 16 |
| South Carolina | 5 | 9/1 | 5 | 16 |
| South Dakota | 5 | 9/1 | 6 | 16 |
| Tennessee | 5 | 9/30 | 6 | 17 |
| Texas | 5 | 9/1 | 6 | 18 |
| Utah | 5 | 9/2 | 6 | 18 |
| Vermont | 5 | 1/1 | 7 | 16 |
| Virginia | 5 | 9/30 | 5 | 18 |
| Washington (1998) | 5 | 8/31 | 8 | 18 or waiver |
| West Virginia | 5 | 9/1 | 6 | 16 |
| Wisconsin | 5 | 9/1 | 6 | 18 |
| Wyoming | 5 | 9/15 | 6 | 16 or complete gr. 10 |

Note: n/a = no longer has a policy

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 7

State Pre-School Policies, 2000

Question: Does your state have a policy that requires districts to offer pre-school programs?

STATE POLICY

| | |
|----------------|--|
| Alaska | Districts must provide programs for disabled students. |
| Colorado | State law requires that students with disabilities receive educational services beginning at age three. Services for students without disabilities are optional. |
| DoDEA | Developmentally appropriate programs are offered. A free, partial or full-day program for eligible 4-year old children within school commuting area is available. <i>Sure Start</i> is an early intervention program (6 hours daily) for lower-income families. Pre-school special ed. services are provided for 3 to 5-year old children with special needs. |
| Hawaii | Pre-school classes are required for special education students. |
| Idaho | State statute requires students with disabilities, age 3 through 5, must be provided a free appropriate education. |
| Indiana | A school district is required to offer special needs students pre-school programs as determined by the IEP. |
| Kansas | Free Appropriate Education for 3 to 5 year old children with disabilities (IDEA). |
| Kentucky | Pre-school education programs are available for all four-year-old children who are eligible for free lunch; all three- and four-year-old children with developmental delays and disabilities regardless of income; and other four-year-old children as placements are available. |
| Louisiana | At-risk 4-year-old children are provided pre-school. |
| Maryland | Districts must provide programs for disabled students. |
| Massachusetts | Required for 3 and 4 year olds with disabilities. |
| Montana | Districts may establish free pre-school programs for children between the ages of 3 and 5 years (not from state equalization aid). Special education programs must be provided for each pre-school child 3 to 6 years old with a disability. |
| New Jersey | Abbott School Districts must offer Early Childhood Education to 3 and 4-year-old children. |
| Ohio | Districts must identify, evaluate and service pre-school children with disabilities. All children at or below 125% of the poverty level have access to Headstart programs and comprehensive services provided by either the school district or a private agency. |
| Oklahoma | Early childhood programs for 4 year-olds are state-funded voluntary programs, but school districts may offer the program and families may enroll their children. The programs may be full-day (6 hours) or half-day (2.5 hours). At present, nearly 50% of all 4 year olds within the state of OK attend a public school early childhood program. State funding provided for all early childhood students. |
| South Carolina | Child development programs are provided to 4 year olds. |
| Texas | If 15 or more eligible children are identified, districts are required to offer prekindergarten. |
| Utah | Districts are required to provide services to pre-school disabled children. |

Note: Under Federal law, all states must provide pre-school programs for disabled students.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

GRADUATION REQUIREMENTS

High School Course Credit RequirementsTable 8

Summing across states, we can examine the number of states with specific levels of Carnegie credits (i.e., academic year course of two semesters) required for high school graduation. We can also examine trends over time since 1987. As of 2000, a total of 36 states require 4 credits in English, 25 states require 2.5 or more credits in Math, 20 states require more than 2.5 credits in Science, and 35 states require 2.5 or more credits in Social Studies.

| Subject | Credits required | Number of States Per Year | | | |
|----------------|--------------------|---------------------------|------|-------|-------|
| | | 1987 | 1995 | 1998* | 2000* |
| English | 4 credits | 35 | 37 | 36 | 36 |
| | 3 credits | 9 | 7 | 7 | 7 |
| | Local | 6 | 6 | 5 | 5 |
| Mathematics | 4 credits | 0 | 0 | 1 | 4 |
| | 2.5 to 3.5 credits | 12 | 17 | 18 | 21 |
| | 2 credits or less | 31 | 26 | 23 | 18 |
| | Local | 7 | 7 | 5 | 5 |
| Science | 4 credits | 0 | 0 | 1 | 4 |
| | 2.5 to 3.5 credits | 6 | 11 | 13 | 16 |
| | 2 credits | 37 | 32 | 28 | 23 |
| | Local | 7 | 7 | 5 | 5 |
| Social Studies | 4 credits | 1 | 2 | 3 | 4 |
| | 2.5 to 3.5 credits | 24 | 24 | 26 | 31 |
| | 2 or less | 21 | 17 | 12 | 11 |
| | Local | 4 | 3 | 2 | 2 |

*Two states' graduation requirements are based on state content standards as of 1998 (Minnesota and Pennsylvania). Credit = Carnegie credit, i.e. completion of academic year course (2 semesters).

Trends: 1987 to 2000

From 1987 to 2000, the most notable policy changes occurred in mathematics and science credit requirements, with 13 states raising their requirements one or more credits in math, and 14 states raising their requirements one or more credits in science.

Arts Requirements

The 1998 survey asked states for the first time about their Arts credit requirements for graduation. Twenty-four states reported an Arts course requirement in 1998, and 25 states reported a requirement in 2000. The reported credit requirements by these states vary from .5 to 2 credits per state. California, Illinois and Oregon require 1 credit in Arts or Foreign Language for graduation.

Specific Courses in Mathematics and ScienceTable 9

For the 2000 survey, the graduation requirements question was expanded to specify math and science courses required for graduation. As the table shows, 16 states reported requiring specific math courses, and 20 states reported requiring specific science courses. The most reported specific math course was Algebra, and the most reported specific science course was Biology.

Health, Physical Education and Foreign LanguageTable 10

Twenty-five states reported high school course credit requirements for Health, 28 states for Physical Education, and nine states for Foreign Language. Health credit requirements vary from .5 (the most frequent requirement) to 2 credits. Of the nine states reporting a Foreign Language requirement, most require two credits.

Advanced DiplomaTable 11

Seventeen states report a state policy providing for an “advanced diploma” which requires students to complete additional course credits of specific advanced courses. Each state’s advanced diploma may have a specific title or name. The total is down by two states from the 1998 report. The total number of credits required ranges from 13 to 47 (core subjects plus electives). Most of the reporting states require credits in both Arts and Foreign Language courses.

High School Exit ExaminationsTable 12

Goal 5 of the National Education Goals states: “Every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.”

Nineteen states reported policies requiring students to take and pass an achievement test in order to qualify for high school graduation. The table identifies the states with a required graduating exam and lists the state assessment used. Nine states reported current work on developing an exam with effective dates ranging from 2001 to 2004.

More detailed information on the state tests and subject areas that students must pass for graduation is available in CCSSO’s annual report on State Student Assessment Programs (2000).

Table 8

**State Course Credit Requirements for High School Graduation
Core Academic Subjects, 2000**

| -----CREDITS FOR REGULAR DIPLOMA----- | | | | | | |
|---------------------------------------|---------------|----------------|------------------------------------|-----------------------|-------------------|---------------------------------------|
| STATE | Math | Science | English | Social Studies | Arts | Total Credits (core subjects & elec.) |
| Alabama | 4 | 4 | 4 | 4 | 0.5 | 24 |
| Alaska | 2 | 2 | 4 | 3 | - | 21 |
| Arizona (1994) | 2 | 2 | 4 | 2.5 | - | 20 |
| Arkansas | 3 | 3 | 4 | 3 | 0.5 | 21 |
| California | 2 | 2 | 3 | 3 | 1 (or For. Lang.) | 13 & L |
| Colorado | L | L | L | L | - | L |
| Connecticut | 3 | 2 | 4 | 3 | 1 | 20 |
| Delaware | 3 | 3 | 4 | 3 | - | 22 |
| DoDEA | 3 | 3 | 4 | 3 | 1 | 24 |
| Florida | 3 | 3 | 4 | 3 | 0.5 | 24 |
| Georgia | 3 | 3 | 4 | 3 | 1 | 19 |
| Hawaii | 3 | 3 | 4 | 4 | - | 22 |
| Idaho | 4 | 4 | 4 | 2.5 | 1 | 21 |
| Illinois (1998) | 2 | 1 | 3 | 2 | 1 (or For. Lang.) | 10.25 |
| Indiana | 4 | 4 | 4 | 4 | - | 22 |
| Iowa | L | L | L | 1.5 | - | 1.5 & L |
| Kansas | 2 | 2 | 4 | 3 | - | 21 |
| Kentucky | 3 | 3 | 4 | 3 | 1 | 22 |
| Louisiana | 3 | 3 | 4 | 3 | - | 23 |
| Maine | 2 | 2 | 4 | 2 | 1 | 16 |
| Maryland | 3 | 3 | 4 | 3 | 1 | 21 |
| Massachusetts | L | L | L | 1 | 1 | L |
| Michigan | L | L | L | 0.5 | L | L |
| Minnesota | | | <i>standards-based reform</i> | | | |
| Mississippi | 3 | 2 | 4 | 3 | 1 | 20 |
| Missouri | 2 | 2 | 3 | 2 | 1 | 22 |
| Montana | 2 | 2 | 4 | 2 | 1 | 20 |
| Nebraska | L | L | L | L | L | L |
| Nevada | 3 | 2 | 4 | 2 | 1 | 22.5 |
| New Hampshire | 2 | 2 | 4 | 2.5 | 0.5 | 19.75 |
| New Jersey | 3 | 3 | 4 | 3 | 1 | 22 |
| New Mexico | 3 | 2 | 4 | 3 | - | 23 |
| New York (1996) | 2 | 2 | 4 | 4 | - | 12 |
| North Carolina | 3 | 3 | 4 | 3 | - | 20 |
| North Dakota | 3 | 4 | 4 | 3 | - | 17 |
| Ohio | 2 | 1 | 3 | 2 | - | 18 |
| Oklahoma ⁽¹⁾ | 2 | 2 | 4 | 2 | 2 | 23 |
| Oregon | 2 | 2 | 3 | 3 | 1 (or For. Lang.) | 22 |
| Pennsylvania | | | <i>requirements under revision</i> | | | |
| Rhode Island | 2 | 2 | 4 | 2 | - | 16 |
| South Carolina | 4 | 3 | 4 | 3 | - | 24 |
| South Dakota | 2 | 2 | 4 | 3 | 0.5 | 20 |
| Tennessee | 3 | 3 | 4 | 3 | - | 20 |
| Texas | 3 | 2 | 4 | 2.5 | - | 18.5 |
| Utah | 2 | 2 | 3 | 3 | - | 24 |
| Vermont | | 5 combined | 4 | 3 | 1 | 12 |
| Virginia | 3 | 3 | 4 | 3 | 1 | 22 |
| Washington (1998) | 2 | 2 | 3 | 2.5 | 1 | 19 |
| West Virginia | 3 | 3 | 4 | 3 | 1 | 24 |
| Wisconsin | 2 | 2 | 4 | 3 | - | 13 & L |
| Wyoming | 3 | 3 | 4 | 3 | - | 13 & L |
| Total | Math | Science | English | Social Studies | Arts | L |
| | 2.5-4 credits | 2.5-4 credits | 4 credits | 2.5-4 credits | 25 states | 8 states |
| | 26 states | 20 states | 36 states | 35 states | | (local board determines) |

Notes: See following page for specific course requirements in math and science.

"Credits": Carnegie credit, i.e. completion of academic year course.

(1) New legislation increased graduation requirements for 2002-03 graduates.

"-" Indicates that a state does not have a requirement in this category.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 9

Specific Courses Required in Mathematics and Science for Graduation, 2000

| STATE | Specific Math Courses | Specific Science Courses |
|-------------------------|---|---|
| Alabama | Algebra and Geometry | Biology and a Physical Science |
| Alaska | - | - |
| Arizona | - | - |
| Arkansas | - | - |
| California | - | 2 credits include biology and physical science |
| Colorado | - | - |
| Connecticut | - | - |
| Delaware | Course offerings must meet state content standards | Course offerings must meet state content standards. |
| DoDEA | Algebra and Geometry | All courses must include laboratory |
| Florida | Algebra I, or courses equivalent | 2 of 3 credits must have laboratory component |
| Georgia | Algebra II | - |
| Hawaii | - | - |
| Idaho | - | 2 semester credits in lab science |
| Illinois | - | - |
| Indiana | - | 4 credits min. 2 fields: Life, Physical, Earth/Space science |
| Iowa | - | - |
| Kansas | - | - |
| Kentucky | Algebra 1 and Geometry | 1 credit in each: Life, Physical, Earth/Space science |
| Louisiana | Option I: Algebra I and Alg. II, Geom., App. Geom., Adv. Math., Calc., Cons. Math., or Bus. Math. Option II: Applied Math | Biology |
| Maine | - | 1 credit of laboratory science |
| Maryland | One algebraic concepts and one geometric concepts | Earth, Life, or Physical science with laboratory |
| Massachusetts | - | - |
| Michigan | - | - |
| Minnesota | Graduation Standards | Graduation Standards |
| Mississippi | 1 Algebra , 1 Geometry | Biology |
| Missouri | - | - |
| Montana | - | - |
| Nebraska | - | - |
| Nevada | - | - |
| New Hampshire | - | - |
| New Jersey | Local district Board of Ed. | Local district Board of Ed. |
| New Mexico | - | One with laboratory |
| New York | - | - |
| North Carolina | Algebra I | Biology and a Physical Science course |
| North Dakota | - | - |
| Ohio | - | - |
| Oklahoma ⁽¹⁾ | 3 units or sets of competencies | 2 units or sets of competencies |
| Oregon | - | - |
| Pennsylvania | Standards-based system - LEA identifies grad. req. | Standards-based system - LEA identifies grad. req. |
| Rhode Island | - | 2 units of laboratory science for college-bound students |
| South Carolina | - | - |
| South Dakota | - | - |
| Tennessee | Algebra I | - |
| Texas | Algebra I | One of 2 credits in Biology, Chemistry, or Physics |
| Utah | 2 units (Algebra 1, Geometry or Applied Math I & II) | 2 units (1 Biological, 1 Physical) |
| Vermont | - | - |
| Virginia | 3 credits at or above Algebra 1 | 3 credits in minimum of 2 fields: Earth Sciences, Biology, Chemistry, or Physics |
| Washington | - | - |
| West Virginia | Algebra 1 and one course above | Coordinated and Thematic Science, grade 9 and 10, and one course above |
| Wisconsin | - | - |
| Wyoming | - | - |
| Total states | 16 -- Math Courses | 20 -- Science Courses |

Notes: (1) Requirements for 2002-03 graduates.

"-" Indicates that a state does not have a requirement in this category.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 10

**State Course Credit Requirements for High School Graduation:
Health, Physical Education, Foreign Language, 2000**

| STATE | Health | Physical Ed. | Foreign Language |
|----------------|----------------------------|----------------------------|----------------------------|
| Alabama | .5 | 1 | 2 (adv. acad. endorsement) |
| Alaska | 1 Health/PE | - | - |
| Arizona | - | - | - |
| Arkansas | - | - | - |
| California | - | - | 1 yr. (or 1 yr. Art) |
| Colorado | - | - | - |
| Connecticut | - | 1 | - |
| Delaware | .5 | .5 | - |
| DoDEA | .5 | .5 | 2 |
| Florida | .5 | 1 | - |
| Georgia | .5 | .5 | 2 (college prep dip.) |
| Hawaii | .5 | 1 | up to 2 ⁽¹⁾ |
| Idaho | .5 | 1 | - |
| Illinois | - | - | - |
| Indiana | 1 | 1 | - |
| Iowa | - | 1 | - |
| Kansas | .5 | .5 | - |
| Kentucky | .5 | .5 | - |
| Louisiana | .5 | 1.5 | - |
| Maine | .5 | 1 | 2 |
| Maryland | .5 | .5 | 2 (or 2 adv. tech.) |
| Massachusetts | - | required | - |
| Michigan | - | - | - |
| Minnesota | - | - | - |
| Mississippi | .5 | - | - |
| Missouri | - | 1 | - |
| Montana | - 1 HE/PE - | - | 2 |
| Nebraska | - | - | - |
| Nevada | 0.5 | 2 | - |
| New Hampshire | - | - | - |
| New Jersey | 1.88 | 1.88 | 2 |
| New Mexico | - | 1 | - |
| New York | - | - | - |
| North Carolina | 1 Health/PE | combined with health | - |
| North Dakota | - | 1 | - |
| Ohio | .5 | .5 | - |
| Oklahoma | - | - | - |
| Oregon | 1 | 1 | - |
| Pennsylvania | standards-based - LEA req. | standards-based - LEA req. | standards-based - LEA req. |
| Rhode Island | - | - | - |
| South Carolina | - | 1 | - |
| South Dakota | - | - | - |
| Tennessee | .5 | .5 | - |
| Texas | .5 | 1.5 | - |
| Utah | 2 | - | 2 |
| Vermont | - | - | - |
| Virginia | - 2 total - | - | - |
| Washington | - | - | - |
| West Virginia | 1 | 1 | - |
| Wisconsin | .5 | 1.5 | - |
| Wyoming | - | - | - |
| Total | 25 | 28 | 9 |

Notes: "-" State has no requirement in this category.

(1) 2 credits req. in either For. Lang., Performing/Fine Arts or Voc. Ed.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.

Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 11

Advanced Diploma: State Course Credit Requirements for High School Graduation in Academic Subjects, 2000

| STATE | Math | Science | English | Social Studies | Arts | Foreign Language | Total Credits (core subjects & elec.) |
|-------------------------------|--|---------|---------|-------------------|-----------------------------|---------------------|--|
| Alabama | 4 | 4 | 4 | 4 | 0.5 | 2 | 24 |
| California | 2 | 2 | 3 | 3 | - 1 in either - | | 13 |
| Georgia | 3 | 3 | 4 | 3 | 1 | 2 | |
| Hawaii | | | | | | | |
| <i>Recognition Diploma</i> | 3 | 3 | 4 | 4 | - 2 in either or voc. ed. - | | 24 |
| Indiana | | | | | | | |
| <i>Academic Honors</i> | 4 | 3 | 4 | 3 | 2 | 3-4 | 47 |
| Kentucky | | | | | | | |
| <i>Commonwealth Diploma</i> | meet minimum req., plus 4 Adv. Placement (AP) or Int'l BA (IB) courses, plus take 3 AP exams | | | | | | |
| Louisiana | | | | | | | |
| <i>Scholars & Regents</i> | 4 | 3 | 4 | 3 | 1 | 2 (same) | 24 |
| Maryland | | | | | | | |
| <i>Certificate of Merit</i> | 12 credits in advanced instruction | | | | | | |
| Missouri | 3 | 3 | 4 | 3 | 1 | - | 24 |
| Nevada | 3 | 3 | 4 | 3 | 1 | - | 24 |
| New York (1996) | 2 | 2 | 4 | 4 | - | - | |
| Ohio | meet 7 out of 8 criteria (Honors program) | | | | | | |
| Oklahoma ⁽¹⁾ | | | | | | | |
| <i>Diploma of Honor</i> | 3 | n/a | 4 | 3 | 2 | Tech .5 | 24 |
| Rhode Island | 3 | 2 | 4 | 2 | 0.5 | 2 | |
| Tennessee | | | | | | | |
| <i>Honors (univ. path)</i> | 3 | 3 | 4 | 3 | 1 | 2 | 20 |
| <i>Honors (tech. path)</i> | 3 | 3 | 4 | 3 | | | 20 |
| Texas | 3 | 2 | 4 | 2.5 | 1 | 2 | |
| Virginia | 4 | 4 | 4 | 4 | 1 | 3 | 24 |
| Total | 17 Advanced Diploma States | | | | | | |

Notes: "Credits": semester credits unless otherwise specified

(1) OK: Certificate of Distinction replaced with requirements for Diploma of Honor, effective graduating class of 2003

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 12

High School Exit Exam Requirement, 2000

| State | Required Exit Exam | Name of Assessment |
|---------------------|--------------------|---|
| Alabama | Y | High School Basic Skills Exam & HS Graduation Exam |
| Alaska | D | AK High School Qualifying Examination (effective 2002). |
| Arizona | D | AZ's Instrument to Measure Standards (AIMS) will test standards in reading, writing, and math. |
| Arkansas | — | |
| California | D | Exit exam begins spring 2001 (graduating class of 2004) |
| Colorado | — | |
| Connecticut | — | Students receive certification of mastery on HS transcripts from CT Academic Perf. Test |
| Delaware | — | |
| DoDEA | — | |
| Florida | Y | High school competency test |
| Georgia | Y | GA High School Graduation Tests |
| Hawaii | Y | HI State Test of Essential Competencies (16 Competencies). |
| Idaho | — | |
| Illinois | D | Prairie State Achievement Examination for grade 11 students (begins 2001). |
| Indiana | Y | Tests competence in applied and basic skills in math and English/lang. arts. |
| Iowa | — | |
| Kansas | — | |
| Kentucky | — | |
| Louisiana | Y | Exams in math, English, science, social studies. (New exam LEAP 21 in M, E/La begins 2001). |
| Maine | D | Developing |
| Maryland | Y | Functional Skills Test in math, reading, writing, citizenship. (New content area exams field tested in 99/00) |
| Massachusetts | D | MA Comprehensive Assessment System in math and English (req. class of 2003). |
| Michigan | — | Tests in math, reading, writing, science to endorse local HS transcripts. |
| Minnesota | Y | Basic Standards tests in math, reading, written composition, and demonstrate knowledge in 10 learning areas (req. 2001) |
| Mississippi | Y | Functional Literacy Exam (under revision). |
| Missouri | — | |
| Montana | — | |
| Nebraska | — | |
| Nevada | Y | NV High School Proficiency Exam (developing test based on standards). |
| New Hampshire | — | |
| New Jersey | Y | Grade 11 High School Proficiency Test |
| New Mexico | Y | High School Competency Exam in grade 10. |
| New York | Y | Regents exams required in content areas. |
| North Carolina | Y | NC Competency Tests in math and reading; NC Computer Skills Tests. (New exam 2002) |
| North Dakota | — | |
| Ohio | Y | State Proficiency Tests in English, math, science, social studies. |
| Oklahoma | D | Content area tests begin 2000-01. |
| Oregon | D | Performance Based Admission System (2001-02). |
| Pennsylvania | — | |
| Rhode Island | — | |
| South Carolina | Y | Basic Skills Assessment Program. |
| South Dakota | — | |
| Tennessee | Y | Competency Test in math and language arts. |
| Texas | Y | TX Assessment of Academic Skills in math and English/lang. arts (new tests by 2002/03) |
| Utah | D | High school competency test |
| Vermont | — | |
| Virginia | Y | Standards of Learning exams in math, English, science and history (class of '01). |
| Washington | — | |
| West Virginia | — | Norm-ref test scores provides warranty for students entering workforce or higher education. |
| Wisconsin | — | |
| Wyoming | — | |
| TOTAL States | 19 = Y | |

Note: Y = Yes, required exit exam for graduation, D = Developing

Source: State Student Assessment Program Database, 1998-99 school year, CCSSO.

Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

CONTENT STANDARDS

State Content Standards in Academic SubjectsTable 13

In the 1990s, almost all states established statewide content standards documents that set out the statewide goals for what students should know and be able to do in core academic subjects in K-12 education. The standards are typically intended to provide the basis for state and local decisions on curriculum, texts, instructional materials, student assessments, teacher preparation and professional development, and other components of programs of instruction.

As of 2000, forty states have content standards in the four core subjects: English/Language Arts, Mathematics, Science, and Social Studies/History. The number of states with completed content standards has increased significantly since 1995, when only 18 states had standards in these four subjects.

| Subject | States with Content Standards | | |
|------------------------|-------------------------------|------|------|
| | 1995 | 1998 | 2000 |
| English/Language Arts | 20 | 37 | 49 |
| Mathematics | 25 | 42 | 49 |
| Science | 23 | 41 | 46 |
| Social Studies/History | 20 | 40 | 46 |

Questions concerning standards in the four areas of Arts, Foreign Language, Health, and Physical Education were added to the state survey in 1998. The data show that, as of 2000, a majority of states have standards in place for these subjects, and that increases have occurred in each area over the two years.

| Subject | States with Content Standards | |
|--------------------|-------------------------------|------|
| | 1998 | 2000 |
| Arts | 35 | 36 |
| Foreign Language | 25 | 30 |
| Health | 28 | 34 |
| Physical Education | 25 | 30 |

Some of the other subjects listed by one or more states as other areas where content standards were complete are: Civics, Computer Science and Technology, Economics, Government and Citizenship, Reading, Vocational and Technical Education, and Writing.

[Further information on state standards and frameworks is found in several CCSSO reports: Blank, et. al., (1997) *Mathematics and Science Content Standards and Curriculum Frameworks*; CCSSO State Leadership Center (2000) *Status Report, State Systemic Education Improvements*.]

Policies on Textbooks and StandardsTable 14

A total of 21 states reported a state policy regarding textbooks and curriculum materials for classrooms, as of Spring 2000. Among the total, 11 have a state policy defining state selection of textbooks and materials to be used, and another 10 recommend texts or materials to the local districts. Policies across the states have changed very little in the past decade. In 1992, thirteen states had a *selection* policy, and nine states had a policy on *recommendation*.

Some notable state policies on textbooks and standards include: Alaska and New Jersey, where the decision is up to the local boards; and the state of Nevada, which *reviews* the textbooks and materials. Hawaii reported that school selections must meet students' learning needs. In 2000, twenty of the 21 states with a policy use their state content standards to select or recommend the curriculum materials, the same as in 1998. Content standards for all of these states cover at least the areas of English/Language Arts, Mathematics, Science, and Social Studies.

Policy Linking Professional Development with Content StandardsTable 15

Beginning with the 1998 survey, states were asked about policies that linked teacher professional development and content standards for student learning. As of 2000, twenty-one states recognize the importance of this connection. This number has tripled from those reporting a policy in 1998.

Currently, three states and DoDEA have policies under development. The data indicate that states are increasingly restructuring their professional development programs to ensure alignment with the K-12 content standards. Indications of state attention to professional development and content standards linkage can be found, for example, in Indiana's language: "schools are required to develop and implement professional development programs tied to student needs and aligned with standards and state tests."

Table 13

Status of State Content Standards in Academic Subjects, 2000

| STATE | Content Standards Complete | Content Standards Under Development/Revision |
|---------------------|---|--|
| Alabama | M, E/LA, SSt, AR, FL, HE, PE, Computer App. | S |
| Alaska | M, S, E/LA, H, AR, FL, HE, Geog., Govt. & Citizenship | |
| Arizona (1994) | M, S, LA, SSt | AR, FL, HE |
| Arkansas | H/SSt, AR, FL, HE/PE; M, S, LA (1999) | M, E/LA (rev.) |
| California | M, S, E/LA, SSt | AR, FL, HE, PE |
| Colorado | M, S, H, LA, Geog., AR, FL, PE | |
| Connecticut | M, S, E/LA, SSt, AR, FL, HE, PE | |
| Delaware | M, S, E/LA, SSt, AR, FL | HE, PE |
| DoDEA | M, S, E/LA, SSt, AR, FL, HE, PE | |
| Florida | M, S, LA, SSt, AR, FL, HE/PE | |
| Georgia | M, S, E/LA, SSt (1999) | M, S, LA, SSt |
| Hawaii | M, S, E/LA, SSt, AR, FL, HE, PE | |
| Idaho | M, S, LA, SSt, HE (K-12) | Humanities (9-12) |
| Illinois (1998) | M, S, E/LA, SSt, AR, FL, HE, PE | |
| Indiana | M, E/LA, SSt (1999) | M, S, E/LA, SSt, AR, FL, PE |
| Iowa | | |
| Kansas | M, S, LA, SSt, AR, HE, PE | |
| Kentucky | M, S, SSt, AR, Prac. Living (inc. HE, PE), Voc. Studies, Writ., Read. | |
| Louisiana | M, E/LA; S, SSt (1999) | S, SSt |
| Maine | M, S, E/LA, SSt, AR, FL, HE, PE | |
| Maryland | M, S, E/LA, SSt, AR, FL, HE, PE | |
| Massachusetts | H/SSt, AR, FL, HE, PE; M, S, E (1999) | M, S, E |
| Michigan | M, S, E/LA, SSt, AR, FL, HE, PE | |
| Minnesota | M, S, LA, SSt, AR, FL, HE, PE | |
| Mississippi | M, S, LA, SSt, AR, HE/PE | |
| Missouri | M, S, LA, SSt, AR, HE, PE | |
| Montana | M, S, E/LA, SSt, AR, FL, HE, PE | |
| Nebraska | M, S, SSt, Reading/Writ (1999) | M, S, E/LA, SSt |
| Nevada | M, S, E/LA, SSt, AR, FL, HE, PE, Comp. Sci & Tech. | |
| New Hampshire | M, S, E/LA, SSt | AR |
| New Jersey | M, S, LA, SSt | AR, HE, PE |
| New Mexico | M, S, LA, SSt, AR, FL, HE, PE | |
| New York (1996) | M/S, E/LA, SSt, HE/PE | |
| North Carolina | M, S, E/LA, FL, HE, PE, Voc & Tech ed. | SSt, AR (rev.) |
| North Dakota | M, S, E/LA, AR, HE, PE | SSt, FL |
| Ohio | M, S, LA, SSt, AR, FL | HE, PE |
| Oklahoma | M, S, SSt, AR, FL, HE, PE | |
| Oregon | M, S, E, H, AR, FL, Civ., Geog., Eco. | PE |
| Pennsylvania | M, E/LA | S, H/SSt, AR, FL, HE, PE |
| Rhode Island | M, S, E/LA, AR, HE | |
| South Carolina | M, S, E/LA, SSt, AR, HE, FL, PE | |
| South Dakota | M, S, E/LA, SSt, AR, FL, HE, PE | |
| Tennessee | M, S, E, SSt, AR, FL, HE, PE | |
| Texas | M, S, E/LA, SSt, AR, FL, HE, PE | |
| Utah | M, S, E, SSt, AR, FL, HE, PE | |
| Vermont | M/S, LA, AR, H/SSt | |
| Virginia | M, S, E, H/SSt, AR, FL | HE, PE |
| Washington (1998) | M, S, LA, SSt, AR, HE | |
| West Virginia | M, S, SSt, AR, FL, HE, PE | E/LA (rev.) |
| Wisconsin | M, S, E/LA, SSt, AR, FL, HE, PE | E/LA |
| Wyoming | M, S, E/LA, SSt, FL, HE, PE | AR, Career/Voc. Ed. |
| Total states | 49 M 49 E/LA 46 S 46 SSt | |

Notes: M = Mathematics, S = Science, E = English, LA = Language Arts, H = History, SSt = Social Studies, AR = Arts, Visual & Performing, Fine Arts, FL = Foreign Lang, HE = Health Ed., PE = Physical Ed.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 14

State Policies on Textbooks and Standards, 2000

Question: Does your state have a policy by which the state *selects* textbooks or curriculum materials, or *recommends* textbooks or curriculum materials?

| State | State Policy | Use State Content Standards | Subject Areas | Grades |
|---------------------|------------------|--------------------------------|---|-----------------|
| Alabama | Select/Rcmnd | Yes | E/LA, M, S, SSt, AR, FL, HE, PE | K-12 |
| Alaska | Local board | | | |
| Arizona | | | | |
| Arkansas | Yes | Yes | E/LA, M, S, SSt, HE, PE, Fine Arts | |
| California | Select | Yes | E/LA, M, S, SSt, AR, FL, HE | K-8 |
| Colorado | No | | | |
| Connecticut | No | | | |
| Delaware | No | | | |
| DoDEA | Select/Rcmnd | Yes | E/LA, M, S, SSt, AR, FL, HE, PE | Varies by subj. |
| Florida | Select | Yes | E/LA, M, S, SSt, AR, FL, HE, PE, Voc. areas | K-12 (all) |
| Georgia | | | | |
| Hawaii | Other | | | |
| Idaho | Recommend | Yes | E/LA, M, S, SSt, AR, FL, HE, PE | K-12 |
| Illinois (1998) | Select | | | |
| Indiana | Recommend | Yes | E/LA, M, S, SSt, AR, FL, HE | 1-2, 7-12 (FL) |
| Iowa | No | | | |
| Kansas | No | | | |
| Kentucky | Yes | Yes | E/LA, M, S, SSt, AR, FL, HE/PE, Voc. Ed. | P-12 |
| Louisiana | Recommend | Yes | E/LA, M, S, SSt | Varies by subj. |
| Maine | No | | | |
| Maryland | No | | | |
| Massachusetts | No | | | |
| Michigan | No | | | |
| Minnesota | No | | | |
| Mississippi | Select | Yes | E/LA, M, S, SSt, AR, FL, HE, PE | K-12 |
| Missouri | No | | | |
| Montana | No | | | |
| Nebraska | No | | | |
| Nevada | State Review | Yes | E/LA, M, S, SSt, AR, FL, HE | K-12 |
| New Hampshire | No | | | |
| New Jersey | Local decision | | | |
| New Mexico | Select/Rcmnd | Yes | E/LA, M, S, SSt, AR, FL, HE, PE | K-12 |
| New York | | | | |
| North Carolina | Recommend | Yes | E/LA, M, S, SSt, AR, FL, HE | K-12 |
| North Dakota | No | | | |
| Ohio | No | | | |
| Oklahoma | Select | Yes | E/LA, M, S, SSt, AR, FL, HE, PE | K-12, 1-12 |
| Oregon | Select | Yes | E/LA, M, S, SSt, AR, FL, HE, PE | Varies by subj. |
| Pennsylvania | No | | | |
| Rhode Island | No | | | |
| South Carolina | Select | Yes | E/LA, M, S, SSt, AR, FL, HE, PE | K-12 |
| South Dakota | No | | | |
| Tennessee | Select | Yes | E/LA, M, S, SSt, AR, FL, HE, PE | K-12 |
| Texas | Select | Yes | E/LA, M, S, SSt, AR, FL, HE, PE | K-12 |
| Utah | Recommend | Yes | E/LA, M, S, SSt, AR, FL, HE, PE | K-12, 7-12 |
| Vermont | No | | | |
| Virginia | Recommend | Yes | E/LA, M, S, SSt, FL | K-12 |
| Washington (1998) | No | | | |
| West Virginia | Recommend | Yes | E/LA, M, S, SSt, AR, FL, HE, PE | K-12 |
| Wisconsin | No | | | |
| Wyoming | No | | | |
| Total states | 11 Select | 10 Recommend | | |

Table 14 (continued)

Notes:

No = No policy

Select = State SELECTS texts/materials

Recommend = State RECOMMENDS texts/materials

E/LA = English/Language Arts

M = Mathematics

S = Science

SSt = Social Studies/History

AR = Arts

FL = Foreign Lang.

HE = Health Ed.

PE = Physical Ed.

Alabama: Multiple choices for local selection

California: "Select list" means evaluation criteria based on the content standards/frameworks are used to "select" what materials will be adopted by the State Board of Education and recommended to school districts

Hawaii: School selections must meet learning needs of students

Illinois: Secular Textbook Loan Program: If a school district receives program it must purchase materials from a list compiled by the State Board of Education

Oklahoma: State Textbook List, from which 80% of allocated textbook funds must be spent

Oregon: Social Studies/History = Economics, Civics, Geography

Tennessee: State adopts an approved list then local board may choose from approved list in order to get state funds

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 15

State Policy Linking Professional Development with Content Standards, 2000

Question: Does your state have a policy that links or aligns teacher professional development programs with state content standards?

| | |
|-----------------|--|
| Alaska | The commissioner approves the number of district inservice days (up to 10) they intend to use during the school year. Districts are required to show the link between the inservice topics and the Alaska teacher standards. Those data will be used to develop technical assistance plans for schools designated as low-performing. |
| Florida | Statewide training programs in Classroom Managed Assessments and Connections: A Curriculum System for School Restructuring are being revised and updated to reflect changes in statewide curriculum assessment initiatives. |
| Idaho | Professional development required for elementary teachers and administrators in reading instruction; all teachers and administrators in basic technology competency; elementary reading standards and technology standards K-12 required. |
| Illinois (1998) | Schools required state to redesign the teacher certification system by 1/1/99. Changes in teacher preparatory programs will be aligned with the Illinois Learning Standards. |
| Indiana | Schools required to develop & implement professional development programs tied to student needs and aligned with standards and state tests. First year 2002-03. |
| Kansas | State in-service fund allowed to pay for noncontractual staff development. |
| Kentucky | Revised state statute established statewide professional development program for certified personnel (1999-2000). |
| Nebraska | No formal policy; federal Goals 2000 & Eisenhower program funds are targeted for professional development on content standards. |
| Nevada | The 1999 Nevada State Legislature appropriated funds and mandated the development of four regional Professional Development Programs. The primary purpose of the PDPs is to provide teachers and administrators development opportunities designed to meet the challenge of implementing standards. |
| New Mexico | Funding via 1999 legislature developed frameworks for professional development. |
| Ohio | Individual professional development plan for certification renewal or upgrade are sent to Local Professional Development Committee who reviews and approves the plan. |
| Oklahoma | Reading Sufficiency Act funds professional development in elementary reading. Professional development is aligned with the state-mandated curriculum: Priority Academic Student Skills (PASS). |
| Pennsylvania | Act 48 requires increased professional development of professional staff over five-year period to maintain active certification. |
| South Carolina | Education Accountability Act funds are provided to support professional development on curriculum standards implementation. All professional development on curriculum and instruction is aligned with the curriculum standards. |
| South Dakota | Local course guidelines must be implemented that are aligned with state standards in four areas: Math, Language Arts; Social Studies and Science. State provides eight days of staff development to teams from a district to assist them in this endeavor. |
| Tennessee | Policies related to school improvement and end of course testing require alignment of content standards and professional development. |
| Texas | State promotes the alignment of professional development programs for teachers with state K-12 content standards through Centers for Educator Development. These centers, for every curriculum area, have been established to provide educators with a thorough knowledge of state's content standards, increase educators' access to high quality teaching modes, and establish coordinated system of educator development to improve student learning and achievement. Various training initiatives like kindergarten and first grade training academies are funded. |
| Vermont | State has developed a statewide professional development system with five regional Teacher Quality Network sites to support local staff development. |
| Virginia | Language in the Appropriations Act, being considered by the General Assembly, would provide 100% state funding for professional development aligned with the K-12 content standards. |
| West Virginia | Current law requires that 12 of the 18 required hours in professional development be directly related to the professional's job placement. For teachers, this would be content specific. |
| Wisconsin | Re-design of teacher licensing requirements. |

Developing a Policy

DoDEA

Louisiana

Montana

Oregon

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

TEACHER PREPARATION AND LICENSURE

State Standards for Teacher LicensureTable 16

As of 2000, forty-two states and DoDEA license or certify their teachers based on state-approved teacher standards. The eight-state increase since 1998 at the state policy level reveals increasing state efforts to ensure quality education through approving standards that help define the content knowledge and skills needed by teachers.

| Trends: | 1998 | 2000 |
|-------------------------------|-------------|-------------|
| Teacher standards in place | 34 | 42 |
| Developing standards/proposed | 5 | 4 |

Arkansas and Kansas were developing standards in 2000, while Indiana's will become effective in 2002. Virginia will have standards proposed by Fall 2002. Several states listed the fields specific to the standards and included elementary and middle grades education in addition to English/Language Arts, Math, Science, Social Studies, Arts and Foreign Language. All of the state standards, with the exception of Iowa, New Hampshire, North Dakota, and South Dakota, apply to *all fields*.

Thirty states standards are based on the Interstate New Teacher Assessment and Standards Consortium (INTASC) standards, while Maine reported their standards as *consistent* with INTASC's.

Professional Development Requirements for Teacher License RenewalTable 17

In 2000, forty-seven states have a policy specifying requirements for professional development to renew teacher licenses. The list shows that a majority of states require six semester credit hours of professional development, and a majority of these require them every five years. Nebraska requires six hours every seven years, and North Dakota requires four hours every five years.

Updates of policies since 1998 include:

- Hawaii: program emphasizes application of training in classroom with students rather than contact time in class
- New Jersey: 100 hours of professional development every 5 years
- Texas: continuing professional education requires 150 clock hours every 5 years to renew standard teacher certification

Thirteen states submitted changes or updates to their policies including Massachusetts, which now requires a focus on academic studies/content knowledge, and New Hampshire, which will increase its requirement to 75 hours effective 2002 – a 50 percent increase over the current requirement. The number of states with policies in 2000 represents a three-state increase since 1998.

| Trends: | 1992 | 1995 | 1998 | 2000 |
|---|-------------|-------------|-------------|-------------|
| States requiring professional development | 41 | 42 | 44 | 47 |

States Requiring Teacher Assessment for New LicenseTable 18

State-mandated assessments of new teacher knowledge and skills continue to increase as an area of state policy setting. In 2000, forty-four states reported having a written test policy. This compares to 37 reported in 1998. Additionally, in 2000:

- 39 states require assessment of Basic Skills of teachers
- 30 states require a test of Subject Matter Knowledge in the field of teaching license
- 28 states require a test of Professional Knowledge of teaching

Twenty states use all three forms of assessment, and 12 use two of these assessment methods. The most frequently used tests are Praxis I and II.

The Performance Assessment portion of the table identifies 14 states with the portfolio and 19 states with the classroom observation forms of assessment. Several states including Florida, Louisiana, North Carolina, South Carolina, and Vermont use both forms of the performance assessment. Arkansas, Massachusetts, and Pennsylvania’s assessments are under development, while assessments are *pending* in California.

| Trends: | 1995 | 1998 | 2000 |
|------------------------|-------------|-------------|-------------|
| Written Test | 41 | 37 | 44 |
| Performance Assessment | 9 | 17 | 23 |

State Requirements in Core Fields for Elementary, Middle Grades and Secondary Teacher LicenseTables 19, 20, 21

The requirements listed focus on content area preparation, and not on other requirements teachers must complete for the license or certification.

For **Elementary** teacher license/certification (table 20) states require preparation in academic subjects under one of five different policy arrangements:

- a) Minimum credits in core fields as defined by state
- b) Total number of course credits across five to eight fields
- c) State-defined standards
- d) Minimum credits in one field
- e) Approved teacher education program

At the **Middle Grades** level (table 21), states require preparation in subjects in one of three ways: major or minor in subject; specific credits in subject; standards-based. A total of 37 states grant a middle grades teacher license, as compared to 30 states in 1995.

For **Secondary** teacher license/certification (table 22), state policies on subject content preparation are defined in several ways: major or minor; specific credits; standards-based; courses defined by higher education institutions.

College Major in Specific Academic Field Table 22

In 2000, nineteen states reported having a policy requiring a major in the subject content field of teaching, while another 13 states require either a major or minor in the field. In most states, the requirement applies to teachers applying for secondary certification, which usually covers grades 7-12.

| Trends: | 1995 | 1998 | 2000 |
|------------------------------|-------------|-------------|-------------|
| Major in content field | 19 | 21 | 19 |
| Major/minor in content field | 9 | 10 | 13 |

Many states have moved their policies on teacher licensure toward requiring teachers to have more subject knowledge preparation in the field they will be teaching. In the 1990s, states established policies that require new teachers to have an undergraduate or graduate major in their chosen teaching field. These states are acting to prevent a path to teaching with a bachelor's degree in education but without a major in a particular subject area.

The 2000 totals reveal a slight decrease in number of majors since 1998, when CCSSO found that 21 states required a major in the field of teaching, and a slight increase from 10 states which required a major or minor in the teaching field two years ago.

Table 16

State Standards for Teacher Licensure, 2000

Question: Does your state license, or certify, teachers based on state standards for teachers?

| STATE | Teacher Standards/ Date Approved | Standards | | Based on INTASC standards |
|---------------------|---|------------------------|--|------------------------------|
| | | apply to ALL fields | Standards specific to fields | |
| Alabama | Jan-97 | Yes | E/LA, M, SSt, S, AR, FL, EI Ed, M Ed, O | Yes |
| Alaska | 1994 | Yes | | Yes |
| Arizona | — | | | |
| Arkansas | ---Developing--- | | | |
| California | Various dates by field | Yes | E/LA, M, SSt, S, AR, FL, EI Ed, M Ed, O | No |
| Colorado | Jan-00 | Yes | O | No |
| Connecticut | Effective July-03 | Yes | E/LA, M, SSt, S, AR, FL, EI Ed, M Ed, O | Yes |
| Delaware | Jan-98 | Yes | | Yes |
| DoDEA | App. 1985; Amnd. '86; '88 | Yes | E/LA, M, SSt, S, AR, FL, EI Ed, M Ed, O | No |
| Florida | Jul-00 | Yes | | |
| Georgia | 1999 | Yes | Early Childhood Ed., M Ed | Yes |
| Hawaii | 2000 | Yes | O | Yes |
| Idaho | Sep-00 | Yes | | Yes |
| Illinois (1998) | ---Developing--- | Yes | Core standards and teaching fields | Yes |
| Indiana | 1999; Effective 2002 | Yes | E/LA, M, S, SSt, AR, FL, EI Ed, M Ed | Yes |
| Iowa | Fall 1998; Effective 2001 | | Early Childhood | Yes |
| Kansas | ---Developing--- | Yes | | Yes |
| Kentucky | Revised May-99 | Yes | ISTE Standard for Technology | Yes |
| Louisiana | Have | Yes | Apply to all fields; E/LA & M (under rev.) | Yes |
| Maine | Have | Yes | | Consistent |
| Maryland | Nov-95 | Yes | | Yes |
| Massachusetts | October 2000 vote | Yes | E/LA, M, SSt, S, AR, FL, EI Ed, M Ed, O | No |
| Michigan | 1999-2000 | Yes | E/LA, M, M Ed, O | Yes |
| Minnesota | April-99 | Yes | E/LA, M, SSt, S, AR, FL, EI Ed, M Ed, O | Yes |
| Mississippi | 1997 | Yes | | No |
| Missouri | Feb-97 | Yes | | Yes |
| Montana | Sep-00 | Yes | | |
| Nebraska | May-99 | Yes | Rule 24: specific fields | No |
| Nevada | — | | | |
| New Hampshire | Every 3 years | No | E/LA, M, SSt, S, AR, FL, EI Ed, M Ed, O | No |
| New Jersey | 1985 | Yes | | No |
| New Mexico | July-00 alternative licensure | Yes | E/LA, M, SSt, S, AR, FL, EI Ed, M Ed, O | Yes |
| New York | — | | | |
| North Carolina | May-98 | Yes | All teaching fields | Yes |
| North Dakota | For Teacher Education | | Apply to teacher education | Yes |
| Ohio | App. 1996; Implem. 1998 | Yes | E/LA, M, SSt, S, AR, FL, M Ed, O | Yes |
| Oklahoma | 1997 | Yes | E/LA, M, SSt, S, AR, FL, EI Ed, M Ed, O | Yes |
| Oregon | Jan-99 | Yes | E/LA, M, SSt, S, AR, FL, EI Ed, M Ed, O | No |
| Pennsylvania | 2000 | Yes | E/LA, M, SSt, S, AR, FL, EI Ed, O | No |
| Rhode Island | Oct-99 | Yes | Middle grades ed. | No |
| South Carolina | — | | | Yes |
| South Dakota | Sep-00 | No | E/LA, M, SSt, S, AR, FL, EI Ed, M Ed | Yes |
| Tennessee | For Teacher Education | Yes | | Yes |
| Texas | May-00 | Yes | E/LA, M, SSt, S, EI Ed, M Ed (AR&FL rev) | Yes |
| Utah | Jul-00 | Yes | NCATE & INTASC | Yes |
| Vermont | Revised 1999 | Yes | | Yes |
| Virginia | Proposed standards by Fall '02 | Yes | SSt | No |
| Washington (1998) | 1997-98 | Yes | | Yes |
| West Virginia | Jan-00 | Yes | E/LA, M, SSt, S, AR, FL, EI Ed, M Ed, O | No |
| Wisconsin | Jan-00 | Yes | | Yes |
| Wyoming | 1988 | Yes | | No |
| Total states | 46 Teacher Standards (42 in place, 4 in development) | | | |

Table 16 (continued)

Notes:

Approved = Yes, teacher standards approved:
date approved by state board
Developing = Yes, standards in draft or
developing
INTASC = Interstate New Teacher Assessment
and Support Consortium

E/LA = English/Language Arts
M = Mathematics
SSt = Social Studies
S = Science
AR = Arts

FL = Foreign Language
El Ed = Elementary Education
M Ed = Middle Grades Ed.
O = Other
— = None

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 17

**Professional Development Requirements for
Teacher License Renewal/Recertification, 2000**

| STATE | | STATE | |
|-----------------|---|-------------------|---|
| Alabama | 5 CEUs prof. dev. and 3 years experience or 6 semester credits | Mississippi | 10 CEUs or 5 CEUs and 3 semester hours or 6 semester hours every 5 years |
| Alaska | 6 semester cr., 3 in upper division or graduate levels | Missouri | 6 semester cr.; 30 clock hours of inservice, and 3 years teaching experience |
| Arizona | 180 clock hours of prof. growth every 6 years | Montana | 60 renewal units; class. 2 must include college course work |
| Arkansas | 6 semester cr. & NTE sub-area exam passing scores | Nebraska | 2 years experience, or 6 semester cr. every 7 years |
| California | 150 clock hours in an individual program of professional development every 5 years | Nevada | 6 semester cr. every 5 years |
| Colorado | Portfolio no longer required. Six semester hours or 90 clock hours of professional development every five years. | New Hampshire | 50 clock hours; 75 clock hours (effective 2002). |
| Connecticut | 90 contract hours of continuing education activities (9 CEUs) or 6 graduate level credits in each five-year period. For early child/elem. teachers, 15 credits reading. For elem/middle teachers, 15 credits use of computers over 5-year period. | New Jersey | 100 hours of professional development every 5 years |
| Delaware | 6 semester cr. refresher every 5 years or 3 years full-time teaching during 5-year period | New Mexico | — |
| DoDEA | 6 semester cr. every 6 years—3 of 6 must apply to current teaching category | New York | — |
| Florida | 6 semester cr. every 5 years or 120 staff dev. units | North Carolina | 15 credits every 5 years (3 credits must be in technology) |
| Georgia | 6 semester cr. or 10 staff development units every 5 years | North Dakota | 4 semester cr. every 5 years |
| Hawaii | New professional development credit program emphasizes application of training in the classroom with students rather than contact time in class | Ohio | Every five years, six semester hours or 180 contact hours CEUs or equivalent activities |
| Idaho | 6 semester cr. every 5 years, 3 of which may be inservice | Oklahoma | 75 staff development hours or 5 semester credits |
| Illinois (1998) | — | Oregon | 125 Continuing Professional Development units every five years (January 2002) |
| Indiana | 6 sem. cr. of approv. academic credit every 5 years or 90 continuing renewal units | Pennsylvania | Increased levels of on-going professional development to maintain current certificate. |
| Iowa | 6 semester cr. every 5 years | Rhode Island | 9 sem cr per 5 years; or successful completion of individual professional development plans (2002). |
| Kansas | 8 semester cr. (B.A), 6 semester cr. (M.A) every 5 years | South Carolina | 6 hours of certificate renewal credit every 5 years in content area |
| Kentucky | Meet adopted standards with subsequent renewals inc. 15 sem. Hrs. of grad. Credit applicable to fifth-year program, and complete prof. dev. lan | South Dakota | Combination of 6 semester credits, department renewal credit, and CEUs every 5 years |
| Louisiana | State statute mandated two additional work days for staff development or school improvement for all teachers. | Tennessee | 90 renewal points which may include course credits or other professional growth. |
| Maine | 6 semester cr. of approved study | Texas | Continuing professional education requires 150 clock hours every 5 years to renew standard teacher certification. |
| Maryland | 6 credits during first three years to move from Standard Professional Certificate level 1 to level 2; 6 additional credits in next 7 years to move from 2 to 3; 36 credits to move to advanced Professional Certificate. | Utah | 100 professional dev. points in 5 years req. for license renewal (level 2). 100 points in 7 years for level 3 license |
| Massachusetts | Focus on academic studies/content knowledge | Vermont | 9 credits per 7 years plus successful completion of their Individual Professional Development Plan. |
| Michigan | 6 semester cr. or 18 state board CEUs | Virginia | 180 professional development points every 5 years |
| Minnesota | 125 clock hours | Washington (1998) | 150 clock hours every 5 years |
| | | West Virginia | 6 semester crs. or MA + 30 salary classification |
| | | Wisconsin | 6 semester cr. every 5 years or 30 clock hrs professional development per 1 cr. |
| | | Wyoming | School Accreditation Regulations require districts to show how professional development activities are related to improving student performance against the standards |

Note: "—" No State Policy for Renewal or Recertification

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000. Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 18

States Requiring Teacher Assessment for New License, 2000

| STATE | WRITTEN TEST | | | PERFORMANCE ASSESSMENT | | | |
|-----------------|------------------------------------|------------------------------------|---|------------------------|-------------------------------------|-----------------------|-------------------------------------|
| | Basic Skills | Professional Knowledge of teaching | Subject Matter Knowledge (by institution) | Portfolio | At what point in licensure process? | Classroom Observation | At what point in licensure process? |
| Alabama | Yes | Yes | | | | | |
| Alaska | Praxis I | | | | | | |
| Arizona (1994) | | | | | | | |
| Arkansas | PPST | Praxis II | Praxis II | | — <i>Developing</i> — | | |
| California | CBEST | RICA | MSAT, SSAT Praxis | | <i>Pending</i> | | |
| Colorado | PLACE | PLACE | PLACE | Yes | Exit preservice | | |
| Connecticut | Praxis I-CBT | Praxis II | Praxis II | Yes | Initial 2 years | Yes | Initial 2 years |
| Delaware | Praxis I | | | | Initial 2 years | | |
| DoDEA | CS/PPST | Yes | | | | | |
| Florida | College-Level Academic Skills Test | Yes | Yes | Yes | | Yes | |
| Georgia | | | | | | | |
| Hawaii | Praxis I | Praxis II | Praxis Subject Assessments | | | | |
| Idaho | | Praxis II (out of state) | Praxis II | | Exit preservice | | |
| Illinois (1998) | Yes | | | | | | |
| Indiana | Praxis I -PRST | Praxis II | Praxis II | 7/2001 start | Initial 2 years | | |
| Iowa | | Pilot | Pilot | | | | |
| Kansas | PPST | Prof. Know./NTE | | | | | |
| Kentucky | ACT/SAT | | Praxis II | Yes | In-prep. Prog. & internship prog. | Yes | In-prep. Prog. & internship prog. |
| Louisiana | Praxis I | Praxis II | Praxis II | Yes | Pilot study during 1st yr. | Yes | During 1st yr. |
| Maine | National Teacher Exam | | | | | | |
| Maryland | Praxis I | Praxis II | Praxis II Subj. Assess. | | | | |
| Massachusetts | Mass. Teacher Test | Mass. Teacher Test | | | <i>Under development</i> | | |
| Michigan | MTTC | | MTTC | | — <i>None</i> — | | |
| Minnesota | Praxis I | | | | | | |
| Mississippi | | Praxis II PLT | Praxis II Subject Area | | | | |
| Missouri | College Basic Academic Subj. Exam | Praxis II Content Knowledge | | | | | |
| Montana | PPST/CBT | | | | | | |
| Nebraska | PPST or CBT or CMEE | | | | — <i>None</i> — | | |
| Nevada | Praxis I | Praxis II | 35 subject matter tests Praxis II | | | | |
| New Hampshire | Praxis I | | Praxis II | | | | |
| New Jersey | | | | | | 1-yr mentoring | Prior to standard license |
| New Mexico | NM Assess. of Teacher Basic Skills | NM Assess. of Teacher Competency | NM Assess. of General Knowledge | | | Yes | Renewal lic. |
| New York (1996) | | | | | | | |
| North Carolina | PPST | PLT | NTE/Praxis | Yes | Initial 3 years | Yes | Initial 2 years |
| North Dakota | (by institution) | | | | | | |

Table 18 (continued)

| | | | | | | | |
|---------------------|---|---|---|-----|--------------------------------------|----------------------------------|---|
| Ohio | | PLT Praxis II | PLT Praxis II | | | Yes | Start and end of entry yr using Praxis II |
| Oklahoma | Oklahoma General Education Test | Oklahoma Professional Teaching Exam | Oklahoma Subject Area Tests | Yes | Initial licensure | Yes | Teacher prep. |
| Oregon | CBEST | n/a | Praxis II | Yes | Perf. Assessment for con't licensure | Yes | Con't licensure |
| Pennsylvania | PPST | Principles of Learning & Teaching | Praxis Series | | Under development | | |
| Rhode Island | National Teacher Exam | Principles of Learning & Teaching | | | | | |
| South Carolina | Praxis I | PLT | Praxis II | | initial 3 yrs. | Yes | Prior to issuing prof. cert. (ADEPT) |
| South Dakota | No | | | | | | Teacher prep. |
| Tennessee | Praxis I | Praxis II | Praxis II | | | | |
| Texas | Texas Academic Skills Program (TASP) Test | Examination for Certification of Educators in Texas (ExCET) | Examination for Certification of Educators in Texas (ExCET) | | | Yes | |
| Utah | By institution | | | | | | Initial 3 years |
| Vermont | Praxis I | Praxis II | Praxis II | Yes | In-prep. | Yes | In-prep. |
| Virginia | Praxis I | | Praxis II | | | Yes | Student teaching |
| Washington (1998) | No | | | | | Yes | Classroom experiences |
| West Virginia | Praxis I | Praxis II | Praxis II | | | Yes | Student teaching |
| Wisconsin | Praxis I, PPST | | | | | | |
| Wyoming | No | | | Yes | | Yes | |
| Total States | | 44 Written Test | | | | 23 Performance Assessment | |

Notes:

Praxis I/PPST = Pre-Professional Skills Test
Praxis II/PLT = Principles of Learning and Teaching

Alabama: Test is designed by the preparing institution to cover the content of the program

California: Professional knowledge of teaching reading

Colorado: PLACE, Liberal Arts and Sciences

DoDEA: Test of Communication Skills (CS) or Pre-Professional Skills Test (PPST)
One year successful teacher experience at time of application

Illinois: Beginning January 1, 1999 the State Board of Education will design a new testing system for teachers. Assessments will be administered prior to issuing the initial certificate and prior to issuing the Standard certificate. The assessments may be performance-based.

Louisiana: Currently transitioning to PRAXIS I and PRAXIS II

North Dakota: Some ND institutions require NTE, many require the PPST. Many state institutions already require performance assessments including portfolios.

Table 19

**Elementary Teachers:
State Requirements in Academic Fields for Elementary License, 2000**

| State | Elementary License Grades | State Requirement | -----Course Credits by Field----- | | | | |
|-------------------|---------------------------|---|-----------------------------------|---------------|--------|--------|-------------------|
| | | | E/LA | M | Sci | SSt | Other |
| Alabama | 1-6 | State knowledge/ability standards | | | | | |
| Alaska | K-8 | Institution-specific/NCATE | | | | | |
| Arizona | K-8 | | 6 | 6 | 8 | | 18 Cr./1 Subj. |
| Arkansas | 1-6 | | 12 | 9 | 9 | 12 | |
| California | | Exam or Approved program/subject | | | | | |
| Colorado | K-6 | Approved program | | | | | |
| Connecticut | 1-6 | 39 cr. in 5 of 6 areas & Major | | | | | |
| Delaware | K-4, 5-8 | | 9 | 9 | 12 | 9 | 6 Arts |
| Dist. of Columbia | 1-6 | 60 hours in 7 areas | | | | | |
| Florida | | No specific state requirements | | | | | |
| Georgia | PreK-8 | 30 credits in 5 areas | | | | | |
| Hawaii | K-6 | Approved program | | | | | |
| Idaho | K-8 | 44 cr. in 7 areas | | | | | |
| Illinois | K-9 | | 12 | 6 | 12 | 12 | |
| Indiana | 1-6, 7/8 | | 15 | | | | 18 Cr./1 Subj. |
| Iowa | K-6 | Major/minor in 1 field or 12 cr. interdisp. | | | | | |
| Kansas | K-9 | Standards-based | | | | | |
| Kentucky | P-5 | | 3 | 6 | | 3 | 21 Cr./1 Subj. |
| Louisiana | | 55 cr. in gen. ed | | | | | |
| Maine | K-8 | | 6 | 6 | 6 | 6 | 60 cr. total |
| Maryland | K-8 | | 9 | 12 | 12 | 9 | |
| Massachusetts | 1-6 | 24 credits in 1 field | | | | | |
| Michigan | K-5/8 | Major and minor or 3 minors | | | | | |
| Minnesota | 1-6 | Approved program | | | | | |
| Mississippi | K-4 | | 12 | 21 (M & Sci.) | | 12 | 6 Arts |
| Missouri | 1-8 | Approved program | | | | 2 | |
| Montana | K-8 | Approved program | | | | | |
| Nebraska | K-8 | Approved program | | | | | |
| Nevada | K-8 | Elementary ed. degree | | | | | |
| New Hampshire | K-8 | Courses in each subject taught | | | | | |
| New Jersey | | 30 cr. in 1 field | | | | | |
| New Mexico | | 24-36 cr. in 1 field | | | | | |
| New York | | | 6 | 6 | 6 | 6 | 36 cr. in 1 field |
| North Carolina | | Competencies by subject | | | | | |
| North Dakota | 1-8 | No specific state requirements | | | | | |
| Ohio | 1-8 | 20 credits in 1 field | | | | | |
| Oklahoma | 1-8 | Subject competencies/NCATE | | | | | |
| Oregon | PreK-9 | | 18 qtr. | 12 qtr. | 9 qtr. | 9 qtr. | 3 qtr. H/PE, M |
| Pennsylvania | K-6 | Approved teacher ed. program | | | | | |
| Puerto Rico | K-6 | Not reported | | | | | |
| Rhode Island | 1-6 | Approved program | | | | | |
| South Carolina | 1-8 | Specific subject requirements | | | | | |
| South Dakota | K-8 | | 7 | 6 | 4 | 7 | |
| Tennessee | | Approved program | | | | | |
| Texas | K-8 | 18-24 cr. in 1 field | | | | | |
| Utah | 1-8 | 45 qtr/30 sem. cr. in teaching field | | | | | |
| Vermont | K-6 | Approved program | | | | | |
| Virginia | PreK-3, PreK-6 | Program approval standards | | | | | |
| Virgin Islands | K-6 | 36 credits in 1 field | | | | | |
| Washington | K-8 | Subject endorsements added | | | | | |
| West Virginia | K-8 | Competence verification in 8 fields | | | | | |
| Wisconsin | PreK-3, 1-6 | Minor in 1 field | | | | | |
| Wyoming | K-8 | Approved teacher ed. program | | | | | |

Notes: "Credits" = semester credits, unless quarter credits specified. States also require professional education credits.

E/LA = English/Lang. Arts, M = Math, Sci = Science, SSt = Social Studies.

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 1999-2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 20

**Middle Grades Teachers:
State Requirements in Academic Fields for Middle Grades License, 2000**

| State | Middle Grades Certification | State Requirement | -----Course Credits by Field----- | | | | |
|----------------|--------------------------------|--|-----------------------------------|----|-----|-----|--------------|
| | | | E/LA | M | Sci | SSt | Other |
| Alabama | 4-8 | State knowledge/ability standards | | | | | |
| Alaska | 6-9 | Institution-specific/NCATE | | | | | |
| Arizona | No | | | | | | |
| Arkansas | 5-8 | 18 cr. in 1 field | | | | | |
| California | No | | | | | | |
| Colorado | 5-9 | Major in subject | | | | | |
| Connecticut | 4-8 | 39 cr. in 5 of 6 areas & Major | | | | | |
| Delaware | 5-8 | | 9 | 9 | 12 | 9 | 6 Arts |
| Florida | No | | | | | | |
| Georgia | 4-8 | 30 credits in 2 subjects | | | | | |
| Hawaii | No | | | | | | |
| Idaho | No | | | | | | |
| Illinois | 5-8 | 18 cr. in subject assigned | | | | | |
| Indiana | 5-9 | 36 cr. in subject assigned | | | | | |
| Iowa | No | | | | | | |
| Kansas | 5-9 | Standards-Based | | | | | |
| Kentucky | 5-9 | 24 cr. in each of 2 fields | | | | | |
| Louisiana | Yes | 55 semester cr. in general education | | | | | |
| Maine | K-8 | | 6 | 6 | 6 | 6 | 60 cr. total |
| Maryland | No | | | | | | |
| Massachusetts | 5-9 | Major in 1 field (24 credits) | | | | | |
| Michigan | 6-8 | Major & minor or 3 minors | | | | | |
| Minnesota | 5-9 | Approved program & elem. or sec. license | | | | | |
| Mississippi | 4-8 | 18 semester cr. in each of 2 fields | | | | | |
| Missouri | No | | | | | | |
| Montana | No | | | | | | |
| Nebraska | No | | | | | | |
| Nevada | No | | | | | | |
| New Hampshire | Yes | Major for teaching math, science, social studies | | | | | |
| New Jersey | No | | | | | | |
| New Mexico | 5-9 | 24 to 36 sem. cr. in 1 field, 12 in upper div. | | | | | |
| New York | Yes | 36 semester cr. in subject | | | | | |
| North Carolina | 6-9 | 18 credits in subject | | | | | |
| North Dakota | No | | | | | | |
| Ohio | 5-9 | | 30 | 20 | 20 | 20 | |
| Oklahoma | 7-8 | Subject matter competencies/NCATE | | | | | |
| Oregon | 5-10 | Major in subject | | | | | |
| Pennsylvania | No | | | | | | |
| Rhode Island | No | | | | | | |
| South Carolina | 5-9 | Specific subject requirements | | | | | |
| South Dakota | 5-8 | | 15 | 12 | 12 | 12 | |
| Tennessee | 5-8 | Specific components | | | | | |
| Texas | No | | | | | | |
| Utah | Yes | Major or minor in subject taught | | | | | |
| Vermont | 5-8 | 2 academic minors (18 cr. each) | | | | | |
| Virginia | 6-8 | | 21 | 21 | 21 | 21 | |
| Washington | No | | | | | | |
| West Virginia | 5-9 | Competence on job-related objectives | | | | | |
| Wisconsin | 5-9 | Major or minor in subject taught | | | | | |
| Wyoming | 5-9 | Integrated program/competencies | | | | | |

Notes: *Credits* = semester credits, unless quarter credits specified. States also require professional education credits.

E/LA = English/Lang. Arts, M = Math, Sci = Science, SSt = Social Studies.

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 1999-2000.

Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 21

**Secondary Teachers: State Requirements for License
in English/Language Arts, Mathematics, Science, Social Studies, 2000**

| State | State Requirement | -----Course Credits by Field----- | | | | | | |
|----------------|--|-----------------------------------|---------|---------|------------------|-------|----------------|--|
| | | E/LA | M | Sci | B, C, P, ES | SSt | H, Ec, PS, Geo | |
| Alabama | State knowledge/ability standards | | | | | | | |
| Alaska | Institution-specific/NCATE | | | | | | | |
| Arizona | Major (24 credits) | | | | | | | |
| Arkansas | Major or minor in assigned subject | | | | | | | |
| California | | 45 | 45 | 60 | 30 | 45 | 45 | |
| Colorado | Major | | | | | | | |
| Connecticut | | 30 | 30 | 30 | 30 | 30 | 30(H) | |
| Delaware | | 36 | 36 | — | 42(b,es);45(c,p) | 48 | — | |
| Florida | Major (30 credits) | | | | | | | |
| Georgia | Major | | | | | | | |
| Hawaii | Major | | | | | | | |
| Idaho | Major or minor | | | | | | | |
| Illinois | | 32 | 32 | 32 | 32 | — | 32 | |
| Indiana | | 36 | 36 | 36 | 36 | — | 36 | |
| Iowa | | 24 | 24 | 24 | 24 | 24 | 15 | |
| Kansas | Standards-based | | | | | | | |
| Kentucky | Major or minor (30 credits) | | | | | | | |
| Louisiana | 15-50 sem. hrs. in subject area | | | | | | | |
| Maine | Major | | | | | | | |
| Maryland | Major | | | | | | | |
| Massachusetts | | 36 | 36 | 36 | 36 | — | 24 | |
| Michigan | Major (36) and minor (24) | | | | | | | |
| Minnesota | Major or minor in assigned subject | | | | | | | |
| Mississippi | Credits specific to field | | | | | | | |
| Missouri | | 30 | 30 | 30 | 20 | 40 | — | |
| Montana | | 30/20 | 30/20 | 40 | 30/20 | 40 | 30/20 | |
| Nebraska | | 30 | 30 | 59 | 24 | 60 | 36 | |
| Nevada | Major | | | | | | | |
| New Hampshire | Major in core subjects | | | | | | | |
| New Jersey | Major in subject | | | | | | | |
| New Mexico | | 24-36 | 24-36 | 24-36 | — | 24-36 | — | |
| New York | | 36 | 36 | — | 36 | 36 | — | |
| North Carolina | Approved program/Competencies in subject | | | | | | | |
| North Dakota | | 30 | 30 | — | 30 | — | 30 | |
| Ohio | | 30 | 30 | 60 | 30 | — | 30 | |
| Oklahoma | | 24-40 | 24-40 | 24-40 | 24-40 | 24-40 | 24-40 | |
| Oregon | Major | | | | | — | | |
| Pennsylvania | Approved program/Specific components | | | | | | | |
| Rhode Island | | 30 | 30 | 30 | 30 | — | 30 | |
| South Carolina | | 30 | 30 | 30 | 30 | 30 | 30 | |
| South Dakota | | 21 | 18 | 21 | 12(b,c,p);18(es) | 24 | 18 | |
| Tennessee | | 36 qtr. | 36 qtr. | 48 qtr. | 24 qtr. | — | 24 qtr. | |
| Texas | | 24 | 24 | 48 | 24 | 24 | 24 | |
| Utah | | 45 qtr. | 45 qtr. | — | 69(b,es);45(c,p) | 69 | 45 | |
| Vermont | Approved program/Competency-based | | | | | | | |
| Virginia | | 36 | 36 | — | 32 | 51 | — | |
| Washington | | 45/24 qtr. | 24 qtr. | 45 qtr. | 24 qtr. | 45 | 24 | |
| West Virginia | Competence on job-related objectives | | | | | | | |
| Wisconsin | | 34 | 34 | 54 | 34 | 54 | 34 | |
| Wyoming | Approved program & major | | | | | | | |

Notes: "—" No state requirement. 30/20 = major or minor. "Credits" = semester credits, unless quarter credits specified. States also require professional education credits. E/LA = English/Lang. Arts, M = Math, Sci = Broad Field Science, B = Biology, C = Chemistry, P = Physics, ES = Earth Science, SSt = Social Studies, H = History, Ec = Economics, PS = Pol. Sci., Geo = Geography.

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 1999-2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 22

**College Major in Specific Academic Field
Required for State Teacher Certification/License, 2000**

| State | Major in Academic Field Required* | Grade Level |
|----------------|--|-----------------------------------|
| Alabama | State knowledge/Ability standards | K-12 |
| Alaska | Institution-specific/NCATE | K-12 |
| Arizona | Major/Academic subjects | Secondary |
| Arkansas | Major or Minor | Secondary |
| California | Exam or Approved Program/subject | K-12 |
| Colorado | Major | Middle, Secondary |
| Connecticut | Major | K-12 (Elem: subject or interdis.) |
| Delaware | Major | Secondary |
| Florida | Major (30 sem. credits) | Secondary and select PK-12 |
| Georgia | Major | Secondary and select PK-12 |
| Hawaii | Major | 7-12 |
| Idaho | Major or Minor | 7-12 |
| Illinois | Major | Secondary |
| Indiana | Major or Minor | Secondary |
| Iowa | Major or Minor | Secondary |
| Kansas | Standards-based | K-12 |
| Kentucky | Major or Minor | Secondary |
| Louisiana | Credits in subject | Secondary |
| Maine | Major | Secondary |
| Maryland | Major | Secondary |
| Massachusetts | Credits by subject | Middle, Secondary |
| Michigan | Major and Minor | Secondary |
| Minnesota | Major or Minor | 7-12 |
| Mississippi | Credits by subject | 7-12 |
| Missouri | Credits by subject | Secondary |
| Montana | Major & Minor | Secondary |
| Nebraska | Major | Secondary |
| Nevada | Major | Secondary |
| New Hampshire | Major | Secondary |
| New Jersey | Major | Secondary |
| New Mexico | Credits by subject | 7-12 |
| New York | Major | Secondary |
| North Carolina | Competencies in subject | K-12 |
| North Dakota | Major or Minor | 7-12 |
| Ohio | Credits by subject | K-12 |
| Oklahoma | Major or Minor | 7-12 |
| Oregon | Major | Middle, Secondary |
| Pennsylvania | Specific components | Secondary |
| Rhode Island | Credits by subject | K-12 |
| South Carolina | Credits by subject | 9-12 |
| South Dakota | Major | Secondary |
| Tennessee | Credits by subject | Secondary |
| Texas | Major or Minor | Secondary |
| Utah | Major or Minor | 6-12 |
| Vermont | Competency-based | K-12 |
| Virginia | Competencies by subject and major | 9-12 |
| Washington | Credits by subject | Secondary |
| West Virginia | Competence on job-related objectives | 7-12 |
| Wisconsin | Major or Minor | Middle, High |
| Wyoming | Major | 7-12 |

*Major in Education only not permitted.

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 1999-2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

SCHOOL LEADER/ADMINISTRATOR LICENSURE

State Standards for School Leader/Administrator LicensureTable 23

In 2000, forty-three states reported policies for licensing school leaders or administrators based on state standards. Six states' policies are under development or in process. Dates of approval begin in 1986 and continue through 2004. Four states (Massachusetts, Montana, Pennsylvania and South Carolina) had their standards approved in 2000.

As the table shows, almost half of all states (23) base their standards on the ISLLC standards (Interstate School Leaders Licensure Consortium—another CCSSO project). Both New Mexico and North Dakota use NCATE (National Council for Accreditation of Teacher Education) in addition to ISLLC. Oklahoma reports their standards as *partially* based on ISLLC, and Iowa plans to base theirs on ISLLC.

These numbers reflect positive change since 1998, when this area was first covered in the survey. Then, 39 states reported having leader/administrator licensure policies in place or under development, with 18 states using ISLLC's standards as a model.

State Assessment for Leader/Administrator LicensureTable 24

Responding to the question about states' assessment requirements for school leader/administrator license, 28 states confirmed using an assessment. Nine use Praxis, and as many states use the ISLLC assessment. In 1998, twenty-two states used an assessment.

Connecticut and Ohio use other assessments in addition to ISLLC, including Praxis and NAESP (National Assessment of Education School Principals).

Table 23

State Standards for School Leader/Administrator Licensure, 2000

Question: Does your state license school leaders or administrators based on state standards?

| STATE | Leader Standards Date Approved* | Based on ISLLC standards | STATE | Leader Standards Date Approved* | Based on ISLLC standards |
|-----------------|---|-----------------------------|---------------------|------------------------------------|-----------------------------|
| Alabama | Jan-97 | Yes | Nevada | No | — |
| Alaska | 1997 | Yes | New Hampshire | Every 10 years | No |
| Arizona | — | — | New Jersey | Principal 1990 | No |
| Arkansas | 1990 (being revised) | No | New Mexico | Revised Fall 1997 | Yes, plus NCATE |
| California | 1994 | No | New York | — | — |
| Colorado | 1994 | No | North Carolina | 1997 | Yes |
| Connecticut | Effective Jul-03 | Yes | North Dakota | 5 years | Yes, plus NCATE |
| Delaware | Jan-98 | Yes | Ohio | Oct-96 | Yes |
| DoDEA | Mar-98 | No | Oklahoma | 1997 | Partial |
| Florida | Revised 1986, 1988 | No | Oregon | 1999 | No |
| Georgia | Revised 1999 | Yes | Pennsylvania | Sep 2000 poss. | No |
| Hawaii | Developing | Yes | Rhode Island | Jun-98 | Yes |
| Idaho | Approved | No (developing) | South Carolina | Developing | Developing |
| Illinois (1998) | Developing | Yes | South Dakota | Sep-00 | No |
| Indiana | Nov. 99 (district ad. May 98 bldg ad.) | Yes | Tennessee | 1999 | Yes |
| Iowa | Developing | Will be | Texas | Jan-99 | Yes |
| Kansas | Developing | No | Utah | 5-yr. renewal | Yes |
| Kentucky | Jul-98 | Yes | Vermont | Revised 1999 | No |
| Louisiana | Jun-95 | Yes | Virginia | Jan-98 | Yes |
| Maine | Jul-88 | No | Washington (1998) | Jan-97 | Yes |
| Maryland | Nov-95; Jan-98 | Yes | West Virginia | Dec-99 | No |
| Massachusetts | Oct-00 | No | Wisconsin | In process for 2004 | Yes |
| Michigan | - | No | Wyoming | 1988 | No |
| Minnesota | - | Yes | Total states | 43 | |
| Mississippi | Jun-91 | Yes | | | |
| Missouri | - | Yes | | | |
| Montana | Sep-00 | No | | | |
| Nebraska | Approved | No | | | |

Note: *Date Approved = Yes, standards approved; date approved by state board.

Developing = Yes, draft or developing standards

— = No response

ISLLC = Interstate School Leaders Licensure Consortium

NCATE = National Council for Accreditation of Teacher Education

Iowa: Under discussion

Louisiana: Developing standards

Montana: Use state's administrative rules and criteria

North Dakota: The ESPB develops the standards for graduate and undergraduate programs including those for educational leadership, and issues licensure based on those standards.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 24

State Assessment for School Leader/Administrator Licensure, 2000

Question: For school leader/administrator licensure, does your state require an assessment?

| STATE | Source/Name of Assessment | STATE | Source/Name of Assessment |
|-----------------|---|----------------|---|
| Alabama | University-designed | Missouri | ISLLC, SLLA |
| Alaska | ISLLC, SLLA (plan) | Montana | -- |
| Arizona | -- | Nebraska | -- |
| Arkansas | Praxis I (Ed. Leadership) | Nevada | PRAXIS-admin. |
| California | (Planning) | New Hampshire | -- |
| Colorado | PLACE (Plan) | New Jersey | PRAXIS (ETS admin) |
| Connecticut | ISLLC, Praxis; Portfolio (plan), Praxis I-CBT, School Leaders Licensure Assessment Test, CT Admin Test (2003) | New Mexico | -- |
| Delaware | Praxis | New York | -- |
| DoDEA | (Planning) | North Carolina | ISLLC |
| Florida | Educational Leadership Examination | North Dakota | -- |
| Georgia | -- | Ohio | ISLLC, NAESP, NASSP, Portfolio (ISLLC/ETS) |
| Hawaii | -- | Oklahoma | Oklahoma Subject Area Test |
| Idaho | Planning | Oregon | PRAXIS-admin. |
| Illinois (1998) | Illinois Certification Testing System | Pennsylvania | ISLLC |
| Indiana | ISLLC (pilot use in '02) , Portfolio (dev. w/ETS) | Rhode Island | Portfolio (Plan) |
| Iowa | -- | South Carolina | PRAXIS II - admin |
| Kansas | -- | South Dakota | -- |
| Kentucky | SLLA | Tennessee | ISLLC |
| Louisiana | NTE | Texas | ExCET for Administrators |
| Maine | Portfolio (an option) | Utah | -- |
| Maryland | School Leader Licensure Assessment (principals only) | Vermont | Praxis |
| Massachusetts | None, plan performance assessment | Virginia | ISLLC (School Leaders Assessment) |
| Michigan | -- | Washington | |
| Minnesota | -- | West Virginia | PRAXIS-admin. |
| Mississippi | ETS-SLLA | Wisconsin | -- |
| | | Wyoming | Interviews, on-site assessment |
| | | Total | 28 |

Notes:

ISLLC = Interstate School Leaders Licensure Consortium

NTE = National Teachers Exam

SLLA = State Leader Licensure Exam

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

STUDENT ASSESSMENT

Growth of State Assessment ProgramsTables 25 - 29

Results of the most recent CCSSO *Annual Survey of State Student Assessment Programs* for the 1998-99 school year show that 48 states have a statewide program in one or more subjects. Many states have administered statewide assessments of student learning since the 1970s. In the 1980s and continuing in the '90s, more states approved policies requiring statewide student testing, and the number of subjects and grades to be assessed increased. Important factors in the growth of state policies are: greater interest in accountability tied to student performance; needs for assessing learning growth related to policies and programs; and federally-funded programs linked to state assessments of learning, such as Title I and IDEA.

Trends

In 1999, forty-eight states required statewide assessments in mathematics and language arts, 33 states in science, and 29 in social studies.

| Trends: | Number of States | | |
|---------------------------------|------------------|------|------|
| | 1984 | 1994 | 1999 |
| Language Arts, Reading, Writing | 35 | 44 | 48 |
| Mathematics | 34 | 45 | 48 |
| Science | 13 | 30 | 33 |
| Social Studies | 12 | 27 | 29 |
| Arts; Foreign Language | n/a | n/a | 5; 3 |

Types of Exercises

Possibly the greatest changes in the nature of state student assessment programs have taken place in the 1990s, as more states have incorporated open-ended and performance exercises into their tests, moving away from reliance on only multiple-choice items. The number of states with assessments varies by types of exercises and are summarized below:

| | Types of Assessment Exercises, 1999 | | | | |
|----------------------------------|-------------------------------------|---------|-------------|---------|----------------|
| | Language Arts | | Mathematics | Science | Social Studies |
| | Reading | Writing | | | |
| Extended Response | 39 | 27 | 12 | 13 | |
| Short Answer | 27 | 26 | 12 | 8 | |
| Performance | 4 | 2 | 6 | 3 | |
| Portfolio | 2 | 2 | 1 | 1 | |
| Enhanced multiple choice or Grid | 2 | 5 | 0 | 0 | |
| Multiple-choice items | 48 | 48 | 33 | 29 | |

Most states administer standardized student assessments once per year in selected subjects and specific grades to all students. States assessed student knowledge and learning at a variety of different grades. The state-by-state information in the following five tables shows that three grades were assessed most often - grades 4, 8, 11. The tables also summarize the type of test (or more precisely how test results are scored), types of non-traditional exercises (all using multiple-choice to some extent), and the use of state-defined performance levels to report test results.

Table 25

Statewide Assessment Programs in LANGUAGE ARTS, READING,
and WRITING: 1998-1999

| | Name of Assessment | GRADES | | | Type of Test | Non-traditional Exercises | Perf. Levels |
|----------------|--|----------------|----------------------|-------------|--------------|---------------------------|--------------|
| | | Lang. Arts | Reading | Writing | | | |
| Alabama | Direct Assessment of Writing | | | 5, 7 | Writ. | Perf. | 4 levels |
| | HS Graduation Exam, 3rd ed. | 10 | 10 | | CRT | ----- | pass/fail |
| | HS Basic Skills Exit Exam | 11, 12 | 11, 12 | | CRT | ----- | pass/fail |
| | Stanford Achievement Test, 9th | 3-11 | 3-11 | | NRT | ----- | 3 levels |
| Alaska | California Achievement Test | 5, 7, 10 | 5, 7, 10 | | NRT | ----- | |
| | NRT | 4, 8, 11 | 4, 8, 11 | | NRT | ----- | 3 levels |
| American Samoa | Stanford Achievement Test, 9th ed. | 3, 5, 7, 8, 12 | 10-3, 5, 7, 8, 10-12 | | NRT | ----- | |
| Arizona | Stanford Achievement Test, 9th | 3-12 | 3-12 | | NRT | ----- | |
| Arkansas | CRT | | 4, 8 | 4, 8 | CRT | Sh. Ans., Ext. Resp. | 4 levels |
| | Stanford Achievement Test, 9th ed. | 5, 7, 10 | 5, 7, 10 | | NRT | ----- | |
| California | Golden State Exams | | 11, 12 | 11, 12 | St. Bsd. | Sh. Ans, Ext. Resp. | 4 levels |
| | Standardized Testing & Reporting Program | 2-11 | 2-11 | | NRT | ----- | |
| Colorado | Reading, Writing, & Math | | 3, 4, 7 | 3, 4, 7 | CRT | Sh. Ans., Ext. Resp. | 4 levels |
| Connecticut | CT Academic Perf. Test | 10 | 10 | 10 | CRT | Ext. Resp. | 4 levels |
| | CT Mastery Test (CMT) | 4, 6, 8 | 4, 6, 8 | 4, 6, 8 | CRT | Sh. Ans. | 3 levels |
| Delaware | DE Student Testing Prog.-Reading | | 3, 5, 8, 10 | | NRT | ----- | |
| | DE Testing Prog. - St. Bsd. | | 3, 5, 8, 10 | 3, 5, 8, 10 | CRT | Sh. Ans., Ext. Resp. | 5 levels |
| | Reading & Writing | | | | | | |
| Florida | FL Writing Assessment Program | | | 4, 8, 10 | Writ. | Ext. Resp. | |
| | FL Comp. Assessment Test | | 4, 8, 10 | | CRT | Sh. Ans., Ext. Resp. | 5 levels |
| | High School Competency Test | | 11 | 11 | CRT | ----- | pass/fail |
| Georgia | GA High Sch. Grad. Tests | 11, 12 | 11, 12 | | CRT | ----- | 2 levels |
| | ITBS, Complete Battery | | 3, 5, 8 | | NRT | ----- | |
| | Writing Assessments | | | 3, 5, 8, 11 | Writ. | Ext. Resp., Perf., Port. | pass/fail |
| Hawaii | HI State Test of Essential Competencies | 10-12 | 10-12 | 10-12 | CRT | Obs. | Pass |
| | Stanford Achieve. Test, 9th | 3, 5, 7, 9 | 3, 5, 7, 9 | | NRT | Sh. Ans. | |
| Idaho | NRT | 3-11 | 3-11 | | NRT | ----- | |
| | Writing Assessment | | | 4, 8, 11 | Writ. | Ext. Resp. | 5 levels |
| Illinois | ISAT-Reading, Mathematics, Writing | | 3, 5, 8, 10 | 3, 5, 8, 10 | NRT/CRT | Ext. Resp. | 4 levels |
| Indiana | Statewide Assessment | 3, 6, 8, 10 | 3, 6, 8, 10 | | NRT/CRT | Sh. Ans., Ext. Resp. | 2 levels |
| Iowa | (Local) ITBS & ITED | | 4, 8, 11 | | NRT | ----- | 3 levels |
| Kansas | KS Assessment Program | | 3, 7, 10 | 5, 8, 10 | CRT | EMC | 4 levels |
| Kentucky | Alternate Portfolio | | 4, 8, 12 | | Other | Obs., Port., Perf. | 4 levels |
| | KCCT On-Demand | | 4, 7, 10 | 4, 7, 12 | CRT | Ext. Resp. | 4 levels |
| | National NRT | | 3, 6, 9 | | NRT | ----- | |
| | Writing Portfolio Assessment | | | 4, 7, 12 | Writ. | Port. | 4 levels |
| Louisiana | Graduation Exit Examination | | 10 | 10 | CRT | Ext. Resp. | pass/fail |
| | LEAP 21 Grades 4 & 8 CRT | | 4, 8 | 4, 8 | CRT | Sh. Ans., Ext. Resp. | 5 levels |
| | NRT Program | | 3, 5-7, 9 | | NRT | ----- | |
| Maine | ME Educational Assessment | | 4, 8, 11 | 4, 8, 11 | CRT | Sh. Ans., Ext. Resp. | 4 levels |

Table 25 (continued)

| | | | | | | | |
|-----------------------|---|-------------|-------------|---------------|-------------------------|------------------------------|----------------------|
| Maryland | MD Functional Tests | | 6-12 | 6-12 | CRT | Ext. Resp. | pass/fail |
| | MD School Perf. Assessment Program | 3, 5, 8 | 3, 5, 8 | 3, 5, 8 | CRT | Sh.Ans, Ext.Resp. | 5 levels |
| Massachusetts | MA Comprehensive Assessment System | 4, 8, 10 | | | CRT | Ext. Resp. | 4 levels |
| Michigan | MI Education Assessment Program | | 4, 7 | 5,8 | CRT | Ext. Resp. | 3 levels |
| | MEAP High School Test | | 11 | 11 | CRT | Sh.Ans., Ex.Res. | 4 levels |
| Minnesota | Basic Standards Tests | | 8 | 8 | CRT | Sh. Ans. | pass/fail |
| | MN Comp. Assessments | | 3-5 | 3-5 | CRT | Sh.Ans., Ext.Resp. | 4 levels |
| Mississippi | Functional Literacy Exam | | 11 | 11 | CRT | Ext. Resp. | pass/fail |
| | NRT | 4-9 | 4-9 | | NRT | Sh.Ans., Ext.Resp. | |
| Missouri | MO Assessment Program | 3, 7, 11 | 3, 7, 11 | 3, 7, 11 | NRT/CRT | Sh. Ans., Ext.Resp. | 5 levels |
| Montana | Student Assessment Req. | 4, 8, 11 | 4, 8, 11 | | NRT | ----- | 4 levels |
| Nebraska | ----- | | | | | | |
| Nevada | Direct Writing Assessment | | | 4, 8 | Writ. | Ext. Resp. | 5 levels |
| | HS Proficiency Examination | | 11, 12 | 11, 12 | CRT | Ext. Resp. | 5 levels |
| | NRT | 4, 8, 10 | 4, 8, 10 | | NRT | ----- | |
| New Hampshire | NH Educational Improvement and Assessment Program | 3, 6, 10 | 3, 6, 10 | 3, 6, 10 | CRT | Ext. Resp. | 4 levels |
| New Jersey | High School Proficiency Test | | 11 | 11 | CRT | Ext. Resp. | pass/fail |
| | Gr. 8 Proficiency Assessment | 8 | | | CRT | Ext. Resp. | 3 levels |
| New Mexico | NM Achievement Assessment | 4, 6, 8 | 4, 6, 8 | | NRT/CRT | Sh.Ans., Ext.Resp. | 4 levels |
| | NM Hi Sch. Competency Exam | 10 | 10 | 10 | CRT | Sh.Ans., Ext.Resp. | pass/fail |
| | NM Writing Assess. Prog. Reading Assess., Gr.1 & 2 | | | 4,6,(8 opt'l) | Writ. (local option) | Ext. Resp. (local option) | 2 levels 3 levels |
| New York | NYS Testing Program | 4, 8 | 4, 8 | 4, 8 | CRT | Sh.Ans., Ext.Resp. | 4 levels |
| | Pupil Evaluation Program (PEP) | | | 5 | CRT | Ext. Resp. | |
| | Regents Competency Tests | | 11 | 11 | CRT | Sh.Ans., Exy.Resp. | |
| | Regents Examination Program | 11 | | | CRT | Ext. Resp. | 4 levels |
| North Carolina | NC Annual Testing Program | | 3-9 | 4, 7, 10 | CRT | Ext. Resp. | 4 levels |
| | NC Competency Testing | | 8-12 | | NRT/CRT | ----- | pass/fail |
| | NRT | 5, 8 | 5, 8 | | NRT | ----- | |
| North Dakota | TerraNova & Test of Cognitive Skills, 2nd ed. | 4, 6, 8, 10 | 4, 6, 8, 10 | | NRT | Sh. Ans. | 4 levels |
| Ohio | 4th-/6th-/9th/12th-Grade Proficiency Testing | | 4, 6, 9, 12 | 4, 6, 9, 12 | CRT | Sh.Ans., Ex.Res. | 3 levels |
| Oklahoma | ITBS - NRT Component | 3, 7 | 3, 7 | | NRT | ----- | |
| | OK Core Curric Tests | | 5, 8, 11 | | CRT | ----- | 2 levels |
| | OK Core CurricTests - Writing | | | 5, 8, 11 | Writ. | Ext. Resp. | 4 levels |
| Oregon | Reading, Writing, and Math Assessment | | 3, 5, 8, 10 | 5, 8, 10 | CRT, Write | ----- | 3 levels |
| Pennsylvania | Reading, Writing, Mathematics | | 5, 8, 11 | 6, 9 | NRT | Ext. Resp. | |
| Puerto Rico | Prueba Puertorriquena de Competencias Escolares | 3, 6, 9, 11 | 3, 6, 9, 11 | 3, 6, 9, 11 | CRT | Other | 3 levels |

Table 25 (continued)

| | | | | | | | |
|---|--|-------------|-------------|-------------|-----------|------------------------------|-----------|
| Rhode Island | English Lang. Arts & Math Perf. Assessment | | 4, 8, 10 | 4, 8, 10 | CRT | Sh. Ans., Ext. Resp. | 5 levels |
| | Writing Perf. Assessment | | | 3, 7, 10 | Writ. | Ext. Resp. | 5 levels |
| South Carolina | Basis Skills Assess. Program | | 3, 6, 8, 10 | 3, 6, 8, 10 | CRT | Ext. Resp. | pass/fail |
| | CRT - PACT | 3-8 | | | CRT | Sh. Ans., Ext. Resp. | pass/fail |
| | High School Exit | | 10-12 | 10-12 | CRT | | pass/fail |
| | NRT | 4, 5, 7 | 4, 5, 7 | | NRT | ----- | |
| South Dakota | Stanford Achievement Test, 9th | 4, 8, 11 | 4, 8, 11 | | NRT | ----- | 4 levels |
| | Stanford Writing Assess., 3rd | | | 5, 9 | Writ. | Ext. Resp. | |
| Tennessee | TCAP Achievement Test | 3-8 | 3-8 | | NRT | ----- | 3 levels |
| | TCAP Competency Test | 9 (by 12) | | | CRT | Sh. Ans. | pass/fail |
| | TCAP Writing Assessment | | | 4, 7, 11 | Writ. | Ext. Resp. | 5 levels |
| Texas | TX Assessment of Academic Skills | 4, 8, 10-12 | 3-8, 10-12 | 4, 8, 10-12 | CRT | ----- | |
| | TX End-of-course tests | | | | | | |
| Utah | Core Assessment CRT Program | | 1-6 | 1-6 | CRT | ----- | 4 levels |
| | Core Curriculum Testing | | 1-12 | 1-12 | Writ. | Ext. Resp. | |
| | NRT | 5, 8, 11 | 5, 8, 11 | | NRT | ----- | |
| Vermont | New Stand. Reference Exams (NSRE and VT Assmt) | | 2, 4, 8, 10 | 4, 8, 10 | CRT | Sh. Ans., Ext. Resp. | 5 levels |
| | VT Developmental Reading Assessment | | 2 | | CRT | Group perf. | 5 levels |
| Virginia | Standards of Learning (SOL) Assessment Program | 3, 5, 8, 11 | 3, 5, 8, 11 | 3, 5, 8, 11 | CRT | Ext. Resp. | 3 levels |
| | VA Literacy Testing Program | | 6-12 | 6-12 | CRT | Sh. Ans., Ext. Resp. | pass/fail |
| | VA State Assessment NRT Program | 4, 6, 9 | 4, 6, 9 | | NRT | ----- | |
| Virgin Islands | Terra Nova Assessments Series | 3, 6, 8, 11 | 3, 6, 8, 11 | | NRT | Ext. Resp. | 4 levels |
| Washington | NRT | 8 | 4, 8, 11 | 4, 8, 11 | NRT | ----- | |
| | Second Grade Reading | | 2 | | CRT | Obs. | 2 levels |
| | WA Assessment of Student Learning | 4, 7, 10 | 4, 7, 10 | 4, 7, 10 | CRT | Sh. Ans., Ext. Resp. | 4 levels |
| West Virginia | Stanford Achievement Test, 9th | 3-11 | 3-11 | | NRT | ----- | NA |
| | Writing Assessment | | | 4, 8, 10 | Writ. | Ext. resp. | |
| Wisconsin | WI Knowledge and Concepts of Examinations | 4, 8, 10 | 4, 8, 10 | 4, 8, 10 | NRT/CRT | Short. Ans., Ext. Resp., EMC | 4 levels |
| | WI Reading Comprehension | | 3 | | NRT/CRT | Sh. Ans. | 4 levels |
| Wyoming | WY Comprehensive Assessment System | | 4, 8, 11 | 4, 8, 11 | NRT/CRT | Sh. Ans., Ext. Resp. | 4 levels |
| TOTAL STATES | | 48 | 32 | 47 | 42 | | 45 |
| CRT=40; NRT=31; Writ.=13; Other=2 | | | | | | | |
| Ext. Resp.=39; Sh. Ans.=27; Perf.=3; Obs.=3; Port.=2; EMC=2; Group Perf.=1 | | | | | | | |

Notes: "--" = No state assessment

Name of Assessment: CRT = Criterion-referenced; NRT = Norm-references; Perf. = Performance Assessment; ed. = Edition; St. Bsd. = Standards-Based
Type of test: CRT = Criterion-referenced; NRT = Norm-references; Perf. = Performance Assessment; St. Bsd. = Standards-Based; Writ. = Writing Assessment
Non-traditional exercises: EMC = Enhanced multiple choice; Ext. Resp. = Extended response; Group Perf. = Group hands-on performance tasks; Perf = Individual hands-on performance tasks; Port. = Portfolio or learning record; Proj. = Projects, exhibitions, or demonstrations; Obs = Observation; Sh. Ans. = Short answer
Performance levels = state assessment results are reported according to levels of student performance set by the state.

Source: State Student Assessment Programs Database, 1998-1999 school year, CCSSO.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 26

Statewide Assessment Programs in MATHEMATICS: 1998-1999

| | Name of Assessment | Grades | Type of Test | Non-traditional Exercises | Report by Perf. Levels |
|-----------------------|--|------------------|--------------|--|------------------------|
| Alabama | High School Graduation Exam, 3rd ed. | 10 | CRT | ----- | pass/fail |
| | High School Basic Skills Exit Exam | 11, 12 | CRT | ----- | pass/fail |
| | Stanford Achievement Test, 9th ed. | 3-11 | NRT | ----- | 3 levels |
| Alaska | California Achievement Test | 5, 7, 10 | NRT | ----- | |
| | NRT | 4, 8, 11 | NRT | ----- | 3 levels |
| American Samoa | Stanford Achievement Test, 9th ed. | 3, 5, 7-8, 10-12 | NRT | ----- | |
| Arizona | Stanford Achievement Test, 9th ed. | 3-12 | NRT | ----- | |
| Arkansas | CRT | 4, 8 | CRT | Sh. Ans. | 4 levels |
| | Stanford Achievement Test, 9th ed. | 5, 7, 10 | NRT | ----- | |
| California | Golden State Exams High School Math | 9-12 | St. Bsd. | Ext. Resp. | 4 levels |
| | Golden State Exams (Algebra, Geo) | 7-12 | St. Bsd. | Ext. Resp. | 4 levels |
| | Standardized Testing and Reporting Program | 2-11 | NRT | ----- | |
| Colorado | Reading, Writing, and Mathematics | 5 | CRT | Sh. Ans., Ext. Resp. | 4 levels |
| Connecticut | CT Academic Perf. Test | 10 | CRT | Sh. Ans., Grid. | 4 levels |
| | CT Mastery Test | 4, 6, 8 | CRT | Sh. Ans. Grid. | 4 levels |
| Delaware | DE Student Testing Program | 3, 5, 8, 10 | NRT/CRT | Sh. Ans., Ext. Resp. | 5 levels |
| Florida | FL Comprehensive Assessment Test | 5, 8, 10 | CRT | Sh. Ans., Ext. Resp., Gridded | 5 levels |
| | High School Competency Test | 11 | CRT | ----- | pass/fail |
| Georgia | GA High School Graduation Tests | 11, 12 | CRT | ----- | 2 levels |
| | Iowa Tests of Basic Skills, Complete Battery | 3, 5, 8 | NRT | ----- | |
| Hawaii | Credit by Examination (Algebra) | | CRT | ----- | |
| | HI State Test of Essential Competencies | 10-12 | CRT | ----- | Pass |
| | Stanford Achievement Test 9th ed. | 3, 5, 7, 9 | NRT | ----- | |
| Idaho | Math Assessment | 4 and 8 | CRT | Sh. Ans., Ext. Resp., Port. | 5 levels |
| | NRT | 3-11 | NRT | ----- | |
| Illinois | ISAT-Reading, Mathematics, Writing | 3, 5, 8, 10 | NRT/CRT | Ext. Resp. | 4 levels |
| Indiana | Statewide Assessment | 3, 6, 8, 10 | NRT/CRT | Sh. Ans. | 2 levels |
| | (Local) Standardized Testing ITBS & ITED | 4, 8, 11 | NRT | ----- | 3 levels |
| Iowa | KS Assessment Program | 4, 7, 10 | CRT | EMC | 4 levels |
| Kentucky | Alternate Portfolio | 4, 8 and 12 | Other | Obs., Port., Perf | 4 levels |
| | KCCT On-Demand | 5, 8, 11 | CRT | Ext. Resp. | 4 levels |
| | National NRT | 3, 6, 9 | NRT | ----- | |
| Louisiana | Graduation Exit Examination | 10 | CRT | ----- | pass/fail |
| | LEAP 21 Grades 4 & 8 CRT | 4, 8 | CRT | Ext. Resp. | 5 levels |
| | NRT Program | 3, 5-7, 9 | NRT | ----- | |
| Maine | ME Educational Assessment | 4, 8, 11 | CRT | Sh. Ans., Ext. Resp. | 4 levels |
| Maryland | MD Functional Tests | 6 (by 12) | CRT | ----- | pass/fail |
| | MD School Perf. Program | 3, 5, 8 | CRT | Sh. Ans., Ext. Resp., Perf., Group Perf. | 5 levels |
| Massachusetts | MA Comprehensive Assessment System | 4, 8, 10 | CRT | Sh. Ans., Ext. Resp. | 4 levels |
| Michigan | MI Educational Assessment Program | 4, 7 | CRT | ----- | 3 levels |
| | MEAP High School Test | 11 | CRT | Sh. Ans., Ext. Resp. | 4 levels |
| Minnesota | Basic Standards Tests | 8 | CRT | ----- | pass/fail |
| | MN Comprehensive Assessments | 3-5 | CRT | Sh. Ans. | 4 levels |
| Mississippi | Functional Literacy Exam | 11 | CRT | ----- | pass/fail |
| | NRT | 4-9 | NRT | Sh. Ans., Ext. Resp. | |
| | Subject Area Testing: Algebra I (End of Course) | | CRT | Ext. Resp. | |
| Missouri | MO Assessment Program | 4, 8, 10 | NRT/CRT | Sh. Ans., Ext. Resp. | 5 levels |
| Montana | Student Assessment Requirement | 4, 8, 11 | NRT | ----- | 4 levels |
| Nebraska | ----- | | | | |
| Nevada | High School Proficiency Examination | 11, 12 | CRT | Ext. Resp. | 5 levels |
| | Terra Nova Tests | 4, 8, 10 | NRT | ----- | |
| New Hampshire | NH Educational Improvement and Assessment Program | 3, 6, 10 | CRT | Ext. Resp. | 4 levels |

Table 26 (continued)

| | | | | | |
|-----------------------|---|--------------------|---------|-------------------------------|-----------|
| New Jersey | Grade 11 High School Proficiency Test | 11 | CRT | Ext. Resp., Grid. | pass/fail |
| | Grade Eight Proficiency Assessment | 8 | CRT | Ext. Resp. | 3 levels |
| New Mexico | NM Achievement Assessment | 4, 6, 8 | NRT/CRT | Sh. Ans., Ext. Resp. | 4 levels |
| | NM High School Competency Exam | 10 | CRT | Sh. Ans. | pass/fail |
| New York | NYS Testing Program | 4, 8 | CRT | Sh. Ans., Ext. Resp. | 4 levels |
| | Regents Competency Tests | 9 | CRT | Sh. Ans. | pass/fail |
| | Regents Examination Program | 9-11 | CRT | Sh. Ans., Ext. Resp. | 4 levels |
| North Carolina | NC Annual Testing Program | 3-11 | NRT/CRT | Sh. Ans. | 4 levels |
| | NC Testing Program - Competency Testing | 8-12 | NRT/CRT | ----- | pass/fail |
| | NRT | 5, 8 | NRT | ----- | |
| North Dakota | TerraNova & Test of Cognitive Skills, 2nd ed. | 4, 6, 8, 10 | NRT | Sh. Ans. | 4 levels |
| Ohio | 4th, 6th Grade Proficiency Tests | 4, 6 | CRT | Sh. Ans., Ext. Resp., Gridded | 3 levels |
| | 9th Grade Proficiency Test (pass by 12th) | 9 (by 12) | CRT | ----- | pass/fail |
| Oklahoma | Iowa Tests of Basic Skills | 3, 7 | NRT | ----- | |
| | OK Core Curriculum Tests | 5, 8, 11 | CRT | ----- | 2 levels |
| Oregon | Reading, Writing, and Mathematics Assessment- Reading & Multiple-choice Math | 3, 5, 8, 10 | CRT | ----- | 3 levels |
| | Reading, Writing, and Mathematics Assessment- Writing & Math Problem Solving | 5, 8, 10 | CRT | Ext. Resp. | 4 levels |
| Pennsylvania | Reading, Writing, Mathematics | 5, 8, 11 | NRT | Ext. Resp. | |
| Puerto Rico | Prueba Puertorriquena de Competencias Escolares | 3, 6, 9, 11 | CRT | Other | 3 levels |
| Rhode Island | English Lang. Arts & Math Perf. | 4, 8, 10 | CRT | Sh. Ans., Ext. Resp. | 5 levels |
| South Carolina | Basic Skills, High School Exit Examination | 3, 6, 8, 10 | CRT | ----- | pass/fail |
| | PACT | 3-8 | CRT | Sh. Ans. | pass/fail |
| | NRT | 4, 5, 7, 9, 11 | NRT | ----- | |
| South Dakota | Stanford Achievement Test, Ninth ed. | 4, 8, 11 | NRT | ----- | 4 levels |
| Tennessee | TCAP Achievement Test | 3-8 | NRT | ----- | 3 levels |
| | TCAP Competency Test | 9 (by 12) | CRT | Sh. Ans. | pass/fail |
| | High School End of Course | Alg, Geom, Pre-Alg | CRT | ----- | |
| Texas | TX Assessment of Academic Skills | 3-8, 10-12 | CRT | ----- | 3 levels |
| | TX End-of-course tests | 10-12 | | | |
| Utah | Core Assessment CRT Program | 1-6 | CRT | ----- | 4 levels |
| | Core Curriculum Testing | 1-12 | CRT | Ext. Resp. | |
| | NRT | 5, 8, 11 | NRT | ----- | |
| Vermont | Standards Referenced Exams (NSRE and VT Assmt) | 4, 8, 10 | CRT | Sh. Ans., Ext Resp. | 5 levels |
| Virginia | Standards of Learning (SOL) Assessment | 3, 5, 8 | CRT | ----- | 3 levels |
| | Program Mathematics End of Course | | | | |
| | Standards of Learning (SOL) Assessment | Alg. I, Geom., | CRT | ----- | 3 levels |
| | Program Mathematics End of Course | Alg. II | | | |
| | VA Literacy Testing Program | 6-12 | CRT | ----- | pass/fail |
| | VA State Assessment NRT Program | 4, 6, 9 | NRT | ----- | |
| Virgin Islands | Terra Nova Assessments Series | 3, 6, 8, 11 | NRT | Ext. Resp. | 4 levels |
| Washington | NRT | 4, 8, 11 | NRT | ----- | |
| | WA Assessment of Student Learning | 4, 7, 10 | CRT | Sh. Ans., Ext. Resp. | 4 levels |
| Wisconsin | WI Knowledge and Concepts of Examinations | 4, 8, 10 | NRT/CRT | Sh. Ans. | 4 levels |
| West Virginia | Stanford Achievement Test, 9th ed. | 3-11 | NRT | ----- | NA |
| Wyoming | Carl Perkins Assessment | 9-12 | | | 4 levels |
| | WY Comprehensive Assessment System | 4, 8, 11 | NRT/CRT | Sh. Ans., Ext. Resp. | 4 levels |

| | | | |
|-------------------------------------|-----------------------|--|-----------|
| TOTAL STATES, Mathematics=48 | CRT=40; NRT=31 | Ext. Resp.=27; Sh. Ans.=26; Grid.=4; Perf.=2; | 46 |
| | Other=2 | Port.=2; Obs.=1; Group Perf.=1; EMC=1 | |

Notes: "----" = No state assessment

Name of Assessment: CRT = Criterion-referenced; NRT = Norm-references; Perf = Performance Assessment; ed. = Edition; St. Bsd. = Standards Based

Type of test: CRT = Criterion-referenced; NRT = Norm-referenced; St. Bsd = Standards Based; Writ.=Writing Assessment

Non-traditional exercises: EMC = Enhanced multiple choice; Ext. Resp. = Extended response; Grid.=Gridded response, e.g., graphing item; Group Perf. =

"hands-on performance tasks; Port. = Portfolio or learning record; Proj.=Projects, exhibitions, or demonstrations; Obs. = Observation; Sh. Ans. = Short answer

Performance levels = state assessment results are reported according to levels of student performance set by the state.

Source: State Student Assessment Programs Database, 1998-1999 school year, CCSSO.

Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 27
Statewide Assessment Programs in SCIENCE: 1998-1999

| | Name of Assessment | Grades | Type of Test | Non-traditional Exercises | Report by Perf. Levels |
|-----------------------|---|------------------|---------------------|---|-------------------------------|
| Alabama | High School Graduation Exam, Third ed. | 10 | CRT | ----- | pass/fail |
| | Stanford Achievement Test | 3-11 | NRT | ----- | 3 levels |
| Alaska | ----- | | | | |
| American Samoa | Stanford Achievement Test | 3, 5, 7-8, 10-12 | NRT | ----- | |
| Arizona | ----- | | | | |
| Arkansas | Stanford Achievement Test | 5, 7, 10 | NRT | ----- | |
| California | Golden State Exams | 9-12 | St. Bsd. | Sh. Ans., Perf. | 4 levels |
| | Standardized Testing and Reporting Program | 9-11 | NRT | ----- | |
| Colorado | ----- | | | | |
| Connecticut | CT Academic Perf. Test | 10 | CRT | Sh. Ans., Group Perf. | 4 levels |
| Delaware | ----- | | | | |
| Florida | ----- | | | | |
| Georgia | GA High School Graduation Tests | 11, 12 | CRT | ----- | 2 levels |
| | Iowa Tests of Basic Skills, Complete Battery | 3, 5, 8 | NRT | ----- | |
| Hawaii | ----- | | | | |
| Idaho | NRT | 3, 5, 7, 9 | NRT | ----- | |
| Illinois | IGAP-Science, Social Studies | 4, 7, 11 | NRT/CRT | ----- | 3 levels |
| Indiana | ----- | | | | |
| Iowa | ----- | | | | |
| Kansas | ----- | | | | |
| Kentucky | Alternate Portfolio | 4, 8 and 12 | Other | Obs., Port., Perf. | 4 levels |
| | KCCT On-Demand | 4, 7, 11 | CRT | Ext. Resp. | 4 levels |
| Louisiana | Graduation Exit Examination | 11 | CRT | ----- | pass/fail |
| | NRT Program | 3, 5-7, 9 | NRT | ----- | |
| Maine | ME Educational Assessment | 4, 8, 11 | CRT | Sh. Ans., Ext. Resp. | 4 levels |
| Maryland | MD School Perf. Program | 3, 5, 8 | CRT | Sh. Ans., Ext. Resp., Perf., Group Perf. | 5 levels |
| Massachusetts | MA Comprehensive Assessment System | 4, 8, 10 | CRT | Ext. Resp. | 4 levels |
| Michigan | Grade 5 and 8 Science, Social Studies and Writing | 5 and 8 | CRT | Sh. Ans., Perf. | 3 levels |
| | MEAP High School Test | 11 | CRT | Sh. Ans., Ext. Resp. | 4 levels |
| Minnesota | ----- | | | | |
| Mississippi | Subject Area Testing (End of Course): Biology | 9 (by 12) | CRT | Ext. Resp. | |
| Missouri | MO Assessment Program | 3, 7, 10 | NRT/CRT | Sh. Ans., Ext. Resp. | 5 levels |
| Nebraska | ----- | | | | |
| Nevada | NRT | 4, 8, 10 | NRT | ----- | |
| New Hampshire | NH Educational Improvement and Assessment Program | 6, 10 | CRT | Ext. Resp. | 4 levels |
| New Mexico | NM Achievement Assessment | 4, 6, 8 | NRT/CRT | Sh. Ans., Ext. Resp. | 4 levels |
| | NM High School Competency Exam | 10 | CRT | Sh. Ans. | pass/fail |
| New York | Program Evaluation Tests (PET) | 4 | CRT | Ext. Resp. | |
| | Regents Competency Tests | 9 | CRT | Sh. Ans. | pass/fail |
| | Regents Examination Program (Earth Science) | 9 | CRT | Sh. Ans., Ext. Resp. | 4 levels |

| | | | | |
|--|----|-----|----------------------|----------|
| Regents Examination Program (Biology, Chemistry) | 10 | CRT | Sh. Ans., Ext. Resp. | 4 levels |
| Regents Examination Program (Physics) | 11 | CRT | Sh. Ans., Ext. Resp. | 4 levels |

Table 27 (continued)

| | | | | | |
|-----------------------|--|------------------|---------|----------------------|--------------------|
| North Carolina | NC Annual Testing Program | 9-12 | NRT/CRT | ----- | 4 levels |
| North Dakota | TerraNova & Test of Cognitive Skills, 2nd ed. | 4, 6, 8, 10 | NRT | Sh. Ans. | 4 levels |
| Ohio | 4th, 6th Grade Proficiency Tests | 4 | CRT | Sh. Ans., Ext. Resp. | 3 levels |
| Oklahoma | 9th-Grade Proficiency Tests | 9 (by 12) | CRT | ----- | pass/fail |
| | Iowa Tests of Basic Skills - NRT Component | 3, 7 | NRT | ----- | |
| | OK Core Curriculum Tests - Multiple Choice | 5, 8, 11 | CRT | ----- | 2 levels |
| Oregon | ----- | | | | |
| Pennsylvania | ----- | | | | |
| Puerto Rico | Prueba Puertrorriquena de Competencias Escolares | 3, 6, 9, 11 | CRT | Other | 3 levels |
| South Carolina | ----- | | | | |
| South Dakota | Stanford Achievement Test | 4, 8, 11 | NRT | ----- | 4 levels |
| Tennessee | TCAP Achievement Test | 3-8 | NRT | ----- | 3 levels; 5 levels |
| Texas | TX Assessment of Academic Skills | 8 | CRT | ----- | 3 levels |
| | TX End-of-course tests | 10-12 | | | |
| Utah | Core Assessment CRT Program | 1-6 | CRT | ----- | 4 levels |
| | Core Curriculum Testing | 1-12 | CRT | Ext. Resp. | |
| | NRT | 5, 8, 11 | NRT | ----- | |
| Vermont | Standard's Referenced Exams (NSRE and VT Assmt) | 6 | CRT | Sh. Ans. | 5 levels |
| Virgin Islands | Terra Nova Assessments Series | 3, 6, 8, 11 | NRT | Ext. Resp. | 4 levels |
| Virginia | Standards of Learning (SOL) Assessment Program | 3, 5, 8 | CRT | ----- | 3 levels |
| | Standards of Learning (SOL) Assessment Program (End-of-course Science) | ES, Biol., Chem. | CRT | ----- | 3 levels |
| Washington | ----- | | | | |
| West Virginia | NRT | 3-11 | NRT | ----- | NA |
| Wisconsin | WI Knowledge and Concepts of Examinations | 4, 8, 10 | NRT/CRT | Sh. Ans. | 4 levels |
| | | | | | |
| Wyoming | Carl Perkins Assessment | 9-12 | | | 4 levels |

| | | | |
|---------------------------------|--|--|-----------|
| TOTAL STATES, Science=33 | CRT=23; NRT=19 Other=2; Writ.=1 | Ext. Resp.=12; Sh. Ans.=12; Perf.=4; Group Perf.=2; Port.=1; Obs.=1 | 28 |
|---------------------------------|--|--|-----------|

Notes: "----" = No state assessment

Name of Assessment: CRT = Criterion-referenced; NRT = Norm-references; St. Bsd = Standards Based

Type of test: CRT = Criterion-referenced; NRT = Norm-referenced; St. Bsd = Standards Based; Writ.=Writing Assessment

Non-traditional exercises: EMC = Enhanced multiple choice; Ext. Resp. = Extended response; Grid.=Gridded response, e.g., graphing item; Group Perf = Group hands-on performance tasks; Perf. = Individual hands-on performance tasks; Port. = Portfolio or learning record; Proj = Projects, exhibitions, or demonstrations; Obs. = Observation; Sh. Ans = Short answer

Performance levels = state assessment results are reported according to levels of student performance set by the state.

Source: State Student Assessment Programs Database, 1998-1999 school year, CCSSO.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 28

State Assessment Programs in SOCIAL STUDIES: 1998-1999

| | Name of Assessment | Grades | Type of Test | Non-traditional Exercises | Report by Perf. Levels |
|-----------------------|---|------------------|--------------|--|------------------------|
| Alabama | Stanford Achievement Test, 9th ed. | 3-11 | NRT | ----- | 3 levels |
| Alaska | ----- | | | | |
| American Samoa | Stanford Achievement Test, 9th ed. | 3, 5, 7-8, 10-12 | NRT | ----- | |
| Arizona | ----- | | | | |
| Arkansas | Stanford Achievement Test, 9th ed. | 5, 7, 10 | NRT | ----- | |
| California | Golden State Exams (Economics, History, and Gov't Civics) | 9-12 | St. Bsd. | Ext. Resp. | 4 levels |
| | Standardized Testing and Reporting Program | 9-11 | NRT | ----- | |
| Colorado | ----- | | | | |
| Connecticut | ----- | | | | |
| Delaware | ----- | | | | |
| Florida | ----- | | | | |
| Georgia | GA High School Graduation Tests | 11, 12 | CRT | ----- | 2 levels |
| | Iowa Tests of Basic Skills, Complete Battery | 3, 5, 8 | NRT | ----- | |
| Hawaii | | | | | |
| | HI State Test of Essential Competencies | 10-12 | CRT | ----- | Pass |
| Idaho | NRT | 3, 5, 7, 9 | NRT | ----- | |
| Illinois | IGAP-Science, Social Studies | 4, 7, 11 | NRT/CRT | ----- | 3 levels |
| Indiana | ----- | | | | |
| Iowa | ----- | | | | |
| Kansas | ----- | | | | |
| Kentucky | Alternate Portfolio | 4, 8, 12 | Other | Obs., Port., Perf | 4 levels |
| | KCCT On-Demand | 5, 8, 11 | CRT | Ext. Resp. | 4 levels |
| Louisiana | Graduation Exit Examination | 11 | CRT | ----- | pass/fail |
| | NRT Program | 3, 5-7, 9 | NRT | ----- | |
| Maine | ME Educational Assessment | 4, 8, 11 | CRT | Sh. Ans., Ext. Resp. | 4 levels |
| Maryland | MD School Performance Assessment Program | 3, 5, 8 | CRT | Sh. Ans., Ext. Resp., Perf., Group Perf. | 5 levels |
| Massachusetts | MA Comprehensive Assessment System | | | | |
| | | 8 | CRT | Ext. Resp. | 4 levels |
| Michigan | Grade 5 and 8 Science, Social Studies and Writing | 5, 8 | CRT | Sh. Ans., Ext. Resp. | 4 levels |
| | MEAP High School Test | 11 | CRT | Sh. Ans., Ext. Resp. | 4 levels |
| Minnesota | ----- | | | | |
| Mississippi | Subject Area Testing (End of Course): U.S. History fr. 1877 | 11-12 (by 12) | CRT | Ext. Resp. | |
| Missouri | MO Assessment Program | 4, 8, 11 | NRT/CRT | Sh. Ans., Ext. Resp. | 5 levels |
| Montana | Student Assessment Requirement | 4, 8, 11 | NRT | ----- | 4 levels |
| Nebraska | ----- | | | | |
| Nevada | ----- | | | | |
| New Hampshire | NH Educational Improvement and Assessment Program | 6, 10 | CRT | Ext. Resp. | 4 levels |
| New Jersey | ----- | | | | |
| New Mexico | NM Achievement Assessment | 4, 6, 8 | NRT/CRT | Sh. Ans., Ext. Resp. | 4 levels |
| | NM High School Competency Exam | 10 | CRT | Sh. Ans. | pass/fail |

Table 28 (continued)

| | | | | | |
|--|---|-------------|-------------------------|--|--------------------|
| New York | Program Evaluation Tests (PET) | 6, 8 | CRT | Ext. Resp. | |
| | Regents Competency Tests (Global Studies) | | | | |
| | | 10 | CRT | Ext. Resp. | |
| | Regents Competency Tests (US History) | | | | |
| | | 11 | CRT | Ext. Resp. | |
| | Regents Examination Program (Global Studies) | 10 | CRT | Ext. Resp. | 4 levels |
| | Regents Examination Program (US Hist./Govt) | 11 | CRT | Ext. Resp. | 4 levels |
| North Carolina | NC Annual Testing Program (ELPS 9, US Hist 11) | | | | |
| | | 9, 11 | NRT/CRT | ----- | 4 levels |
| North Dakota | TerraNova & Test of Cognitive Skills, 2nd ed. | | | | |
| | | 4, 6, 8, 10 | NRT | Sh. Ans. | 4 levels |
| Ohio | 4th, 6th Grade Proficiency Tests | 4, 6 | CRT | Sh. Ans., Ext. Resp. | 3 levels |
| | 9th-Grade Proficiency Test (Pass by 12th) | | | | |
| | | 9 (by 12) | CRT | ----- | pass/fail |
| Oklahoma | Iowa Tests of Basic Skills - NRT | 3, 7 | NRT | ----- | |
| | OK Core Curriculum Tests - Multiple Choice (U.S. History/Const./Govt., Geography, Arts, Oklahoma History [Grade 11 only]) | | | | |
| | | 5, 8, 11 | CRT | ----- | 2 levels |
| Oregon | ----- | | | | |
| Pennsylvania | ----- | | | | |
| Puerto Rico | Prueba Puertorriqueña de Competencias Escolares | | | | |
| | | 3, 6, 9, 11 | CRT | Other | 3 levels |
| Rhode Island | ----- | | | | |
| South Carolina | ----- | | | | |
| South Dakota | ----- | | | | |
| Tennessee | TCAP Achievement Test | 3-8 | NRT | ----- | 3 levels; 5 levels |
| Texas | TX Assessment of Academic Skills (TAAS) | | | | |
| | | 8 | CRT | ----- | |
| Utah | Core Curriculum Testing | 1-12 | CRT | Ext. Resp. | |
| | NRT | 5, 8, 11 | NRT | ----- | |
| Vermont | ----- | | | | |
| Virgin Islands | Terra Nova Assessments Series | 3, 6, 8, 11 | NRT | Ext. Resp. | 4 levels |
| Virginia | Standards of Learning (SOL) Assessment Program | | | | |
| | | 3, 5, 8, 12 | CRT | ----- | 3 levels |
| Washington | ----- | | | | |
| West Virginia | NRT | 3-11 | NRT | ----- | NA |
| Wisconsin | WI Knowledge and Concepts of Examinations | | | | |
| | | 4, 8, 10 | NRT/CRT | Sh. Ans. | 4 levels |
| Wyoming | ----- | | | | |
| TOTAL STATES, Social Studies=29 | | | CRT=21; NRT=17 | Ext. Resp.=13; Sh. Ans.=8; Perf.=2; | 23 |
| | | | Perf.=5; Other=2 | Group Perf.=1; Port.=1; Obs.=1 | |

Notes: "----" = No state assessment

Name of Assessment: CRT = Criterion-referenced; NRT = Norm-references; Perf = Performance Assessment; ed. = Edition; St. Bsd = Standards Based
 Type of test: CRT = Criterion-referenced; NRT = Norm-referenced; St. Bsd. = Standards Based; Writ.=Writing Assessment
 Non-traditional exercises: EMC = Enhanced multiple choice; Ext. Resp. = Extended response; Grid.=Gridded response, e.g., graphing item; Group Perf.= Group hands-on performance tasks; Perf. = Individual hands-on performance tasks; Port. = Portfolio or learning record; Proj.=Projects, exhibitions, or demonstrations; Obs. = Observation; Sh. Ans = Short answer
 Performance levels = state assessment results are reported according to levels of student performance set by the state.

Table 29

Statewide Assessment Programs in Arts, Foreign Languages: 1998-1999

| | Name of Assessment | Subject Area | Grades | Type of Test | Non-Traditional Items | Report by Perf. Levels |
|---|--|---|-------------|--------------------------------------|--|------------------------|
| California | Golden State Exams | For. Lan. | 9-12 | St. Bsd. | Ext. Resp. | 4 levels |
| Hawaii | Credit by Examination | For. Lan. | | CRT | ----- | |
| Illinois | Illinois Standards Achievement Test and Illinois Goal Assessment Program | Arts (Dance, Music, Theatre) | | | | |
| | | | | NRT | ----- | 4 levels |
| Kentucky | KCCT On-Demand | Arts & Hum. | 5, 8, 11 | Writ. | Ext. Resp. | 4 levels |
| Maine | Maine Educational Assessment | Arts & Hum., Visual Arts | | | | |
| | | | 4, 8, 11 | CRT | Ext. Resp. | 4 levels |
| Missouri | MO Assessment Program | Arts (Dance, Music, Theatre), Visual Arts | | | | |
| | | | 3, 7, 11 | CRT | Ext. Resp. | |
| New York | Regents Examination Program | For. Lan. | | | | |
| | | | 10 | CRT | Ext. Resp., Proj. | 4 levels |
| Puerto Rico | Prueba Puertorriquena de Competencias | Spanish | | | | |
| | | | 3, 6, 9, 11 | | | 3 levels |
| Utah | Core Curriculum Testing | Visual Arts | | | | |
| | | | 1-6 | CRT | Ext. Resp. | |
| TOTAL STATES, Arts=5 For. Lan.=3 | | | | CRT=5; NRT=1; Writ.=1 | Ext. Resp.=6; Proj.=1; St. Bsd.=1 | 6 |

Notes: "---" = No state assessment

Name of Assessment: CRT = Criterion-referenced; NRT = Norm-references; Perf = Performance Assessment; ed. = Edition; St. Bsd = Standards Based

Subject Area: Hum. = Humanities; For. Lan. = Foreign Language

Type of test: CRT = Criterion-referenced; NRT = Norm-referenced; St. Bsd. = Standards Based; Writ.=Writing Assessment

Non-traditional exercises: EMC = Enhanced multiple choice; Ext. Resp. = Extended response; Grid.=Gridded response, e.g., graphing item; Group Perf.= Group hands-on performance tasks; Perf. = Individual hands-on performance tasks; Port. = Portfolio or learning record; Proj.=Projects, exhibitions, or demonstrations; Obs. = Observation; Sh. Ans = Short answer

Performance levels = state assessment results are reported according to levels of student performance set by the state.

Source: State Student Assessment Programs Database, 1998-1999 school year, CCSSO.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.