

Key State Education Policies on PK-12 Education: 2002

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



*Results from the 2002 CCSSO Policies and Practices Survey
State Departments of Education*



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Council of Chief State School Officers
Washington, DC

Survey and report produced through cooperation of the State Departments of Education, and support of the U.S. Department of Education and National Science Foundation.



The Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit organization comprised of the public officials who head the departments of elementary and secondary education in the states, the District of Columbia, five U.S. extra-state jurisdictions, and the Department of Defense Education Activity.

CCSSO provides leadership, advocacy, and technical assistance services to its member to fulfill the organization's vision that all school systems will ensure high standards of performance for every student and that each child is prepared to succeed as a productive member of a democratic society.

The Council, established in 1927, represents the chief state school officers' view on federal education policy. The organization undertakes projects to help state education agencies understand, devise, and execute policy, adopt initiatives to promote educational reform efforts, and engage in collaborative exchanges to share best practices and model solutions. These endeavors result in the development of many resources, which are widely disseminated to CCSSO's state constituencies, other partner organizations, the education community, related federal agencies, and the U.S. Congress. The Council's work is supported by membership dues, the foundation community, and governmental agencies.

Members establish Council policy with leadership provided by a nine person Board of Directors, comprised of three officers and six directors. Each director serves a three-year term and elections for staggered terms are held at the Annual Policy Forum and Business Meeting. The Council employs a committee structure that allows chiefs to contribute their knowledge and to participate in various operational facets of CCSSO.

The Division of State Services and Technical Assistance supports state education agencies in developing standards-based systems that enable all children to succeed. Initiatives of the division support improved methods for collecting, analyzing and using information for decision-making; development of assessment resources; creation of high-quality professional preparation and development programs; emphasis on instruction suited for diverse learners; and the removal of barriers to academic success. The division combines existing activities in the former Resource Center on Educational Equity, State Education Assessment Center, and State Leadership Center.

2002

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Contents

Introduction	1
Time and Attendance Policies—2002	3
Length of School Year	4
Date for Start of School	5
Length of School Day	6
Year-Round School	7
Early Childhood Education—2002	8
Kindergarten Programs	9
Student Attendance Requirements	10
State Preschool Policies	11
Graduation Requirements—2002	12
State Course Credit Requirements for High School Graduation:	
Core Academic Subjects	14
Specific Courses Required in Mathematics and Science for Graduation	15
Additional Course Requirements for Graduation	16
State Course Credit Requirements for High School Graduation:	
Health, Physical Education, Foreign Language	17
Advance Diploma: State Course Credit Requirements	18
High School Exit Exam Requirement	19
Content Standards—2002	20
Status of State Content Standards	22
State Policies on Textbooks and Standards	23
State Policies Linking Professional Development with Content Standards	24
Teacher Preparation and Licensure—2002	25
State Standards for Teacher Licensure	27
States Requiring Teacher Assessments for New License	28
Elementary Teachers: State Requirements in Academic Fields	
for Elementary License	30
Middle Grades Teachers: State Requirements in Academic Fields	
for Middle Grade License	31
Secondary Teachers: State Requirements in Academic Fields	
for Secondary License	32
State Teacher Induction Programs	33
Professional Development Requirements for Teacher License Renewal/ Recertification	34
State Assessments of Teacher Education Programs	35
School Leader/Administrator Licensure—2002	36
State Standards for School Leader/Administrator Licensure	37
State Assessment for School Leader/Administrator Licensure	38
Student Assessment—2000-2001	39
State Assessment Programs in Language Arts, Mathematics, Science,	
and Social Studies	40
Appendix	
Sources of Information	51
Alternative Licensure Information	52

Introduction

Purpose of Survey and Report

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 Division of State Services and Technical Assistance.

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 of 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 policy makers and leaders in making informed decisions. The policies included in the 2002 report are based on advice from Council staff and users in states. 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, District of Columbia, Virgin Islands and the DoDEA as of spring 2002. The current report is the seventh in the series (see also CCSSO 1987, '92, '95, '96, '98, '00). State policy information was obtained from a variety of sources. State education staff reported on policies through a survey administered in the spring 2002 by staff of the CCSSO Division of State Services and Technical Assistance. 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 (2001–2002 school year), Manual on the Preparation and Certification of Education Personnel published by the National Association of State Directors of Teacher Certification (2002), and Title II Reports (www.title2.org).

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 e-mail to info@ccsso.org, or call 202-336-7016. You may also find this report on the CCSSO web site (www.ccsso.org).

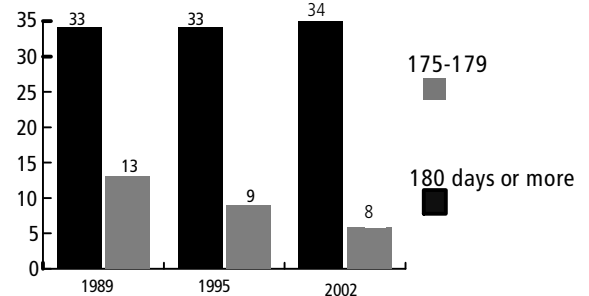
Time and Attendance Policies

This section of the report provides state level information on policies related to attendance requirements, length of school year, and date for start of school. CCSSO has been collecting information on state time and attendance policies since beginning the Key State Policies report series.

Time in School

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 8 states require between 175 and 179 days. In 1989 the totals were 33 and 13 respectively. The bar graph to the right shows the trend in state length of school year policies over a 13 year period. Table 1 shows 17 states list requirements in both days and hours (vary by grade level), an increase of 3 states from the 2000 report.



Date for Start of School

Table 2

A new question in the 2000 survey asked states to report on the dates the majority of schools started in Fall 2001. Most states started school in August, in Fall 2001. The earliest start date reported was July 1st in both Indiana and Hawaii. The majority of states listed their start dates as ranging from August 26 to the first Thursday following the first Monday of September. A majority of states, while reporting a common start date, have not set a statewide policy.

Length of School Day

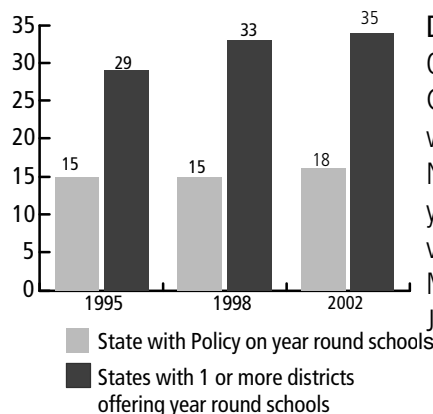
Table 3

Currently, 30 states require five or more hours per day from elementary through high school. In grades 1-6, 30 states require at least five hours per day, while those same hours are required in 36 states for grades 7-8, and in 34 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 and West Virginia's policy of 3.75 hours.

Year-Round School: State Policies and District Policies

Table 4

Currently, 18 states have a policy regarding year-round school, while 35 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. Across the states, the number of districts offering year-round school programs is small, and the number has not changed significantly since 1995.



Definition of Year-Round School

Oregon: 12 month class schedule.

California and Hawaii: no more than 8 weeks vacation.

New Jersey: greater than 180 days per year and instruction during traditional vacation time.

Mississippi: Schools operating July 1 to June.

Table 1
Length of School Year, State Policies in Number of Days or Total Hours—2002

State	In Days	In Hours	In Days After Approved Exception	In Hours After Approved Exceptions
Alabama	175	—		
Alaska	180	—		
Arizona	175			
Arkansas	178	—		
California	180		163	
Colorado	—	968		
Connecticut	180	900		
Delaware	—	440 (K); 1060 (1-11); 1032 (12)		
DoDEA	183	—	175	
District of Columbia	183	—		
Florida	180	—	177	
Georgia	180	—	waiver	varies
Hawaii	183	—		
Idaho	—	450 (K); 810 (1-3); 900 (4-8); 990 (9-12)		
Illinois	185	—	176	
Indiana	180	900 (K-6); 1080 (7-12)	varies by waiver	varies by waiver
Iowa	180	990	depends on waiver	—
Kansas	186	1116	181 (gr. 12)	1086
Kentucky	—	1050	1045	
Louisiana	175	1050		
Maine	175		170 (Gr. 12)	
Maryland	180	1080 Elementary	varies by request	varies by request
Massachusetts	at least 180	990	168 min (for seniors)	
Michigan	185	1104		
Minnesota	varies			
Mississippi	180	—		
Missouri	174	1044	varies	1032
Montana	180	360 (K); 720 (1-3); 1080 (4-12)		
Nebraska	—	400(K); 1032 (Elem.); 1080 (Sec.)	no minimum	
Nevada	180			
New Hampshire	180			
New Jersey	180+			
New Mexico	180	450 (K); 990 (1-6); 1080 (7-12)		
New York	180			
North Carolina	180			
North Dakota	173	—	varies	—
Ohio	182	—	—	910
Oklahoma	180	1080		
Oregon	—	405 (K); 810 (1-3); 900 (4-8); 990 (9-12)		
Pennsylvania	180			
Rhode Island	180	—	171 (for seniors)	—
South Carolina	180	—		
South Dakota	—	875 (1-3); 962.5 (4-12)		
Tennessee	180			
Texas	180	—	174	—
Utah	180	990	172	
Vermont	175			
Virginia	180	990		
Washington	180	450 (K); 1000 (1-12)	no maximum or minimum	waiver avail.: 180 days
West Virginia	180	—		
Wisconsin	180	437 (K); 1050 (1-6); 1137 (7-12)		
Wyoming	175			
Totals	175 Days: 6 states		11 states have policy	4 states have policy
	180 Days: 26 states			

Question: What is your state's policy on length of school year, i.e., annual number of instructional days (or hours) that a school must be in session each year?

Note: "—" indicates state does not have a requirement in this category
 Source: State Departments of Education, CCSO Policies and Practices Survey, 2002
 Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Table 2
Date for Start of School Year—2002

State	Start Date for Fall 2001	Earliest Allowable	Latest Allowable
Alabama	August 9 - August 23		
Alaska	September 1		
Arizona			
Arkansas	August 18 - August 26	No Earlier than August 18	No later than August 26
California	Data not collected		
Colorado	August 5 - September 13		
Connecticut	August 27 - September 4		
Delaware	August 20 - September 10		
DoDEA	August 13-31		
Dist. of Columbia	First week of September		
Florida	August 7 - August 16		
Georgia	August 1 - September 3	July 1	
Hawaii	July 1 - September 1		
Idaho	August 15 - September 6		
Illinois	August 5 - September 9		
Indiana	Earliest July 1	Earliest July 1	
Iowa	August 22 - August 28	No sooner than week of Sept. 1 (waiver available)	
Kansas	—		
Kentucky	August 1 - August 14		
Louisiana	August 10 - September 3		
Maine	Mid August - September 5		
Maryland	August 27 - September 4		
Massachusetts	Late August - Mid September		
Michigan	August 23 - September 10		
Minnesota	September 1 - October 14	September 1, with local exceptions	
Mississippi	August 7-17	August 1	
Missouri	Aug 15 - Sept 4	Sept 1, unless agricultural	
Montana	Mon. before Labor Day-Tues. After		
Nebraska	n/a		
Nevada	Late August-Early September		
New Hampshire	September 1		
New Jersey	Two to three days after Labor Day		
New Mexico	3rd week in August		
New York			
North Carolina	August 15-30		
North Dakota	Last week of August - 1st week of September		
Ohio	August 22 - September 7		
Oklahoma	August 9-August 20		
Oregon	Last week of August - 1st week of September		
Pennsylvania	August 23 - September 7		
Rhode Island	Locally determined, 2001 majority 8/29		First Thurs. following first Mon. in Sept.
South Carolina	August 12-26		
South Dakota	August 20 - September 4		
Tennessee	1st -3rd week of August	July 1	
Texas	August 16	No earlier than week of Aug. 21 (waiver avail.)	
Utah	August 20-29	Local Decision	Local Decision
Vermont	August 25-September 4		
Virgin Islands	Last full week in August		
Virginia	After September 3 (waiver: August)	After Labor Day unless waiver is granted	
Washington	Tues. or Wed. following Labor Day	Local Decision	
West Virginia	August 27 - August 28	August 26	
Wisconsin	August 20 - September 6	September 1, with local exceptions	
Wyoming	August 23 - September 7		

Question: What is the date or range of dates on which the majority of the public schools in your state began the Fall 2001 semester?

Note: "—" indicates state does not have a requirement in this category
 Source: State Departments of Education, CCSSO Policies and Practices Survey, 2002
 Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Table 3
Length of School Day in Minimum Hours by Grade Level—2002

State	Pre-	Half-Day	Full-Day	Grades 1-6	Grades 7-8	Grades 9-12
	Kindergarten	Kindergarten	Kindergarten			
Alabama	—	—	6	6	6	6
Alaska	—	<4 hrs.	>4 hrs.	4 (1-3); 5 (4-6)	5	5
Arizona	1.2	2	—	4.0-5.0	6	—
Arkansas	—	—	6	6	6	6
California	—	3.3	—	4.7(1-3); 5 (4-6)	5	6
Colorado	—	—	—	—	—	—
Connecticut	—	—	—	—	—	—
Delaware	—	2.5	—	6	6	6
Dist. of Columbia	—	—	—	6.5	6.5	6.5
DoDEA	2.5-5.5	2.5	5.5	5.5	6	6
Florida	—	—	—	5	5	5
Georgia	4.5	—	4.5	4.5(1-3); 5.0 (4-5)	5.5 (6-8)	5.5
Hawaii	6	6	6	6	6	6
Idaho	—	2.5	4	4	4	4
Illinois	—	2	4	5	5	5
Indiana	—	2.5	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	LEA	LEA	LEA	LEA	LEA	LEA
Michigan	none	none	none	none	none	none
Minnesota	—	—	—	—	—	—
Mississippi	5.5	—	5.5	5.5	5.5	5.5
Missouri	—	1.5	3-7	3-7	3-7	3-7
Montana	—	360 hrs./yr	720(1-3); 1080 (4-6)	1080 hrs./yr	1080 hrs./yr	—
Nebraska	—	—	—	—	—	—
Nevada	—	—	2	5	5.5	5.5
New Hampshire	—	2.5	—	6	6	6
New Jersey	2.5	2.5	6	6	6	6
New Mexico	—	2.5	—	5.5	6	6
New York	—	2.5	5	5	5.5	5.5
North Carolina	—	—	—	—	—	—
North Dakota	—	2.75	5.5	5.5	6	6
Ohio	—	2.5	—	5.0	5.5	5.5
Oklahoma	2.5	2.5	6	6	6	6
Oregon	—	405 hrs./yr	—	810 hrs./yr (1-3)	900 hrs./yr (4-8)	990 hrs./yr
Pennsylvania	none	2.5	5	5	5.5	5.5
Rhode Island	2.5	2.5	5.0	5.0	5.0-5.5	5.5
South Carolina	2.5	2.5	5	6	6	6
South Dakota	—	no minimum hourly requirement	—	—	—	—
Tennessee	—	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	—	450 hrs./yr	—	—	—	—
West Virginia	no minimum length	Not allowed	3.25	3.25 (1-4); 3.5 (5-8)	3.5 (5-8)	3.75 (9-12)
Wisconsin	no minimum length	—	—	—	—	—
Wyoming	—	2.5	5	5	6	6

Question: What is your state's policy on minimum length of school day in the following set of grades: pre-kindergarten, half-day kindergarten, full-day kindergarten, grades 1-6, grades 7-8, grades 9-12?

Note: "—" indicates state does not have a requirement in this category
 Source: State Departments of Education, CCSSO Policies and Practices Survey, 2002
 Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Table 4

Year-Round School: State Policies and District Practices—2002

<u>State Policy Regarding Year-Round Schools</u>		<u>Districts with Year-Round Schools</u>	
Yes	No	Yes	Number of Districts
Arkansas	Alabama	Alabama	A few
California	Alaska	Alaska	A few
Florida	Connecticut	Arkansas	4
Hawaii	Delaware	California	200
Illinois	DoDEA	Delaware	1
Iowa	Georgia	DoDEA	1
Kentucky	Idaho	Florida	9
Minnesota	Indiana	Georgia	6
Michigan	Kansas	Hawaii	
New Mexico	Louisiana	Idaho	4
Nevada	Maine	Illinois	9
North Carolina	Maryland	Indiana	6
Oklahoma	Massachusetts	Iowa	5
Oregon	Mississippi	Kentucky	27
Pennsylvania	Missouri	Louisiana	2
Texas	Montana	Maine	2
Utah	Nebraska	Maryland	1 (elem.)
West Virginia	New Hampshire	Michigan	2
Total: 18	North Dakota	Minnesota	10
	Ohio	Mississippi	1
	Oregon	Missouri	1
	Rhode Island	Nevada	5
	South Carolina	New Jersey	School Decision
	South Dakota	New Mexico	2
	Tennessee	North Carolina	32 (& 12 Charter Schools)
	Virginia	Ohio	
	Washington	Oklahoma	2
	Wisconsin	Oregon	1-2
	Wyoming	Pennsylvania	select schools in 4 districts
	Total: 29	Tennessee	select schools in 8 districts
		Texas	52
		Utah	7
		Virginia	40 schools in 12 districts
		Washington	10
		West Virginia	2
		Wisconsin	2
		Total	35

Time and Attendance

Question: Does your state have a policy regarding year-round schools as of 2002? Are there now districts in your state that run year-round schools? If yes, how many?

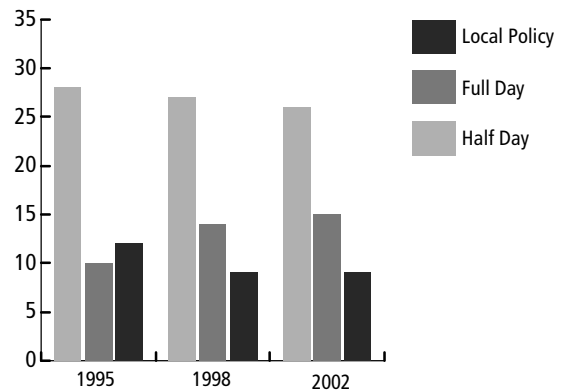
Early Childhood Education

This section is a new addition to the Key State Education Policies report, including indicators previously reported under the Time and Attendance sections, as well as additional information regarding preschool policies and early childhood education.

Kindergarten Programs: State Policies

Table 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. Currently 14 states require full-day programs be offered and 26 states require half-day kindergarten. Eight states have no statewide policy regarding kindergarten and local policies govern programs. The number of half-day programs is almost twice that of full-day programs. In four states, districts offering full-day programs also offer half-day programs. Two states' policies allow districts to offer either half-day or full-day programs.

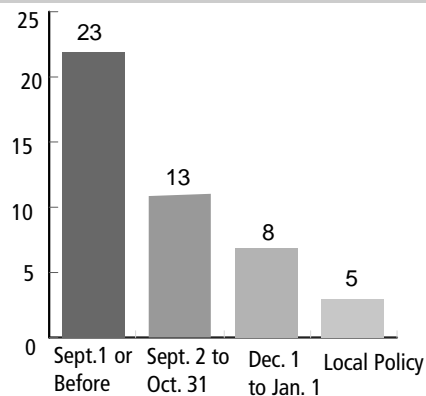


Student Attendance Requirements

Table 6

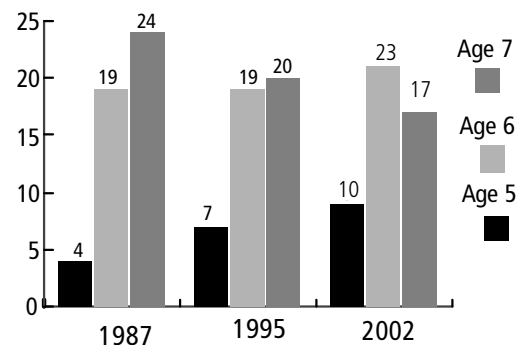
Cut-off Date for Kindergarten

All states require students to be five years old to enter kindergarten, with the exception of Rhode Island, 4 years 8 months. CCSSO collected information from each state on policies that define the date at which students must be five to enter kindergarten. In 2002, almost half (23) of all states set their kindergarten cut-off dates on or before September 1.



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. Over the past 15 years, state policies on age to enter school have remained relatively constant, with convergence towards ages five and six.



Pre-School State Policies

Table 7

States with Pre-School Policies

Alaska	Kentucky
California	Louisiana
Colorado	Massachusetts
Connecticut	Missouri
Delaware	Oklahoma
Florida	South Carolina
Georgia	Texas
Hawaii	Vermont
Idaho	Virginia
Indiana	Washington
Illinois	West Virginia
Kansas	Wisconsin

In 2000, CCSSO began collecting information on state policies regarding statewide pre-school programs. Under federal law, all states must provide preschool programs to disabled students. Twenty-five states and DoDEA reported having a state pre-school policy. Several states require pre-school to 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 Texas districts are required to offer pre-kindergarten when 15 eligible children are identified.

Table 5
State Kindergarten Programs—2002

State	States Require District to Offer Kindergarten?	Student Attendance Required	Full-Day Required	Half-Day Required
Alabama	YES	YES	YES	NO
Alaska	—			
Arizona	YES		—	YES
Arkansas	YES	YES	YES	NO
California	YES	NO	NO	YES
Colorado	—			
Connecticut	YES	NO	NO	YES
Delaware	YES	YES	NO	YES
District of Columbia	NO	NO	—	—
DoDEA	YES	NO	NO	YES
Florida	YES	NO	YES	NO
Georgia	YES	NO	YES	NO
Hawaii	YES	NO	YES	NO
Idaho	NO	NO		
Illinois	NO	—	—	—
Indiana	YES	NO	NO	YES
Iowa	YES	NO	NO	YES
Kansas	NO			
Kentucky	YES	YES	NO	YES
Louisiana	YES	NO		YES
Maine	YES	NO		
Maryland	YES	YES	NO	YES
Massachusetts	YES	NO		YES
Michigan	YES	NO	NO	YES
Minnesota	YES	NO	NO	YES
Mississippi	YES	NO	YES	NO
Missouri	YES	NO	NO	YES
Montana	YES	NO	NO	YES
Nebraska	YES	NO	Full Day or Half Day	
Nevada	YES	NO	NO	YES
New Hampshire	NO			
New Jersey	NO			
New Mexico	YES	YES	NO	YES
New York	YES	NO	YES	YES
North Carolina	YES	NO	YES	YES
North Dakota	NO	NO	NO	NO
Ohio	YES	YES	NO	YES
Oklahoma	YES	YES	Full Day or Half Day	
Oregon	YES	NO	YES	
Pennsylvania	YES	NO	NO	YES
Rhode Island	YES	YES	NO	YES
South Carolina	YES	YES	YES	NO
South Dakota	YES	NO	NO	NO
Tennessee	YES	YES	NO	YES
Texas	YES	NO	YES	NO
Utah	NO			
Vermont	YES	NO	NO	YES
Virginia	YES	NO	Full Day or Half Day	YES
Washington	YES	NO	NO	YES
West Virginia	YES	NO	YES	
Wisconsin	YES	NO	NO	YES
Wyoming	YES	NO	NO	YES
Totals	YES: 42, NO:8	YES: 11	YES:12	YES: 28

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

Note: " —" indicates does not apply; if no state requirements LEA determines kindergarten policy
 Source: State Departments of Education, CCSSO Policies and Practices Survey, 2002
 Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Table 6
Student Attendance Requirements—2002

Early Childhood Education

State	Age Students Must Enter School	Age Students Must Remain in School	Kindergarten Cut-Off Date	Kindergarten Entrance Age
Alabama	7	16	9/1	5
Alaska	7	16	8/15	5
Arizona	6	16 or complete gr. 10		
Arkansas	5	17 by 10/1	9/15	5
California	6	18	On or Before December 2	5
Colorado				
Connecticut	7	18 or waiver	1/1	5
Delaware	5 by 8/31	16	8/31	5
DoDEA	6	cannot exceed 21	10/31	5
District of Columbia	5	18	—	5
Florida	6	18(pilot program)	9/1	5
Georgia	6	16	9/1	5
Hawaii	6	18	12/31	5
Idaho	7	16	9/1	5
Illinois	7	16	9/1	5
Indiana	7	16	6/1	5
Iowa	6	16 by 9/15	9/15	5
Kansas	7	18 or waiver	8/31	5
Kentucky	6 by 10/1	16	10/1	5
Louisiana	7	17	9/30	5
Maine	7	17	10/15	5
Maryland	5	16	12/31	5
Massachusetts	6	16	LEA Option	LEA Option
Michigan	6	16	12/1	5
Minnesota	7	16	9/1	5
Mississippi	6	17	9/1	5
Missouri	7	16	8/1	5
Montana	7	16 & complete grade 8	9/10	5
Nebraska	7	16	10/15	5
Nevada	7	17	9/30	5
New Hampshire	6	16	LEA Option	LEA Option
New Jersey	6	16	LEA Option	LEA Option
New Mexico	5	18	9/1	5
New York	6	16	12/1	5
North Carolina	7	16	10/16	5
North Dakota	7	16	8/31	5
Ohio	6	18	8/1 or 9/30	5
Oklahoma	5	18	9/1	5
Oregon	7	18	9/1	5
Pennsylvania	8	17	LEA Option	LEA Option
Rhode Island	6	16	12/31	4 yrs. & 8 mo.
South Carolina	5	16	9/1	5
South Dakota	6	16	9/1	5
Tennessee	6	17	9/30	5
Texas	6	18	9/1	5
Utah	6	18	Born before 9/1	5
Vermont	6	16	LEA Option	5
Virginia	5	18	9/30	5
Washington	8	16 with parent consent	8/31	5
West Virginia	6	16	9/1	5
Wisconsin	6	18	9/1	5
Wyoming	6	16 or complete gr. 10	9/15	5

Note: "—": No longer has a policy; LEA=Local Education Agency

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2002

Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

**Table 7
State Preschool Policies—2002**

State	Policy/Funding	Description
Alaska		District must provide programs for disabled students.
California		Preschool is provided for special education students, ages 3-5. The California Department of Education, Child Development Division funds a State Preschool Program at \$314,000,183 annually. Entrance to the program is based on low income and family eligibility, but not family need.
Colorado		State law requires that students with disabilities receive educational services beginning at age three. Services for students without disabilities are optional.
Connecticut	State Funding	Preschool special education services are provided to all eligible students, ages 3-5. Connecticut supports a school readiness and child day care initiative for 3- and 4-year old children who reside in priority school districts and districts with a severe need.
Delaware		Programs for 4-year olds at 100% or less of poverty; state supplements Head Start (ECAP).
DoDEA		A free, partial or full-day program for eligible 4-year old children within school commuting area is available. Sure Start is an early intervention program (6 hours daily) for students-at-risk. Preschool special ed. services are provided for 3 to 5-year old children with special needs.
Florida	State Funding	The Florida Education Finance Program for students with disabilities; other preschool programs are funded by multiple state, federal and local dollar sources funneled through school readiness coalitions. Students with disabilities receive weighted funding.
Georgia	State Funding	Voluntary program funded with Lottery proceeds. Participation on the part of the school system is voluntary. Program is universally available to 4-year olds.
Hawaii	State Policy and State Funding	Pre-Kindergarten education is available for 3-5 year old children with disabilities under IDEA.
Idaho		State statute requires students with disabilities, age 3 through 5, must be provided a free appropriate education.
Illinois		Pre-Kindergarten, including a parent education component, is available to at-risk students, state funding at \$185 million. Targeted Groups: At-Risk students, ages 3-5.
Indiana	State Funding	Approximately \$25 million in state funds available for preschool programs. Targeted Groups: Special needs preschool students.
Kansas		Free appropriate education is provided for 3- to 5-year old children with disabilities under IDEA.
Kentucky	State Policy and State Funding	Districts required to assure services available to all four-yr. old children whose families meet income guidelines for free lunch. Districts required to make available a free, appropriate preschool education to all 3- & 4-yr. old children with disabilities. Districts allowed/encouraged to serve other 4-yr. old children. Programs operated directly by the district or non-public school preschool agency.
Louisiana		At risk 4-year-old children are provided preschool.
Massachusetts		Required for 3- and 4-year olds with disabilities.
Missouri		Preschool Project
Oklahoma	State Funding	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 program may be full day (6 hrs.) or half-day (2.5 hrs.). At present more than 50% of all 4 year-olds in Oklahoma attend a public school early childhood program.
South Carolina		Not required, but state provides funds for 4-year olds at risk of school difficulties.
Tennessee	State Funding	The goal of the Master Plan for Tennessee Schools: Preparing for the 21st century is to serve all low income eligible, 3-and 4-year-old children in pre-kindergarten. Currently, the preschool program funds 150 pilot preschool classrooms throughout the state.
Texas	State Policy and State Funding	The foundation school program is the vehicle that disperses money to schools based on attendance. Targeted Groups: 3- and 4-year olds that meet criteria.
Vermont		Vermont's Early Education Initiative, established in 1987, provides early education services to three- and four-year olds deemed to be at-risk of school failure; limited funds preclude state-wide implementation of the program.
Virginia		The Preschool initiative for at-risk four-year olds is optional for at-risk children. The program is also offered to five-year olds that qualify.
Washington		Washington funds a state preschool program called Early Childhood Education and Assistance program through the Department of Community Trade and Economic Development, targeting children in poverty.
West Virginia	State Law	State policy requiring preschool for 4-year old children. Full implementation by 2012-2013
Wisconsin	State Funding	Equalization aid for school districts is a major source of funding for four-year old kindergarten.

Total States: 25

Question: As of 2002 does your state have a policy requiring all districts to offer preschool programs and/or provide state funding for preschool programs? Are there specific groups targeted in your state policy or funding programs? Does your state have content standards for preschool programs?

Note: Under Federal law, all states must provide preschool programs for students with disabilities.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2002

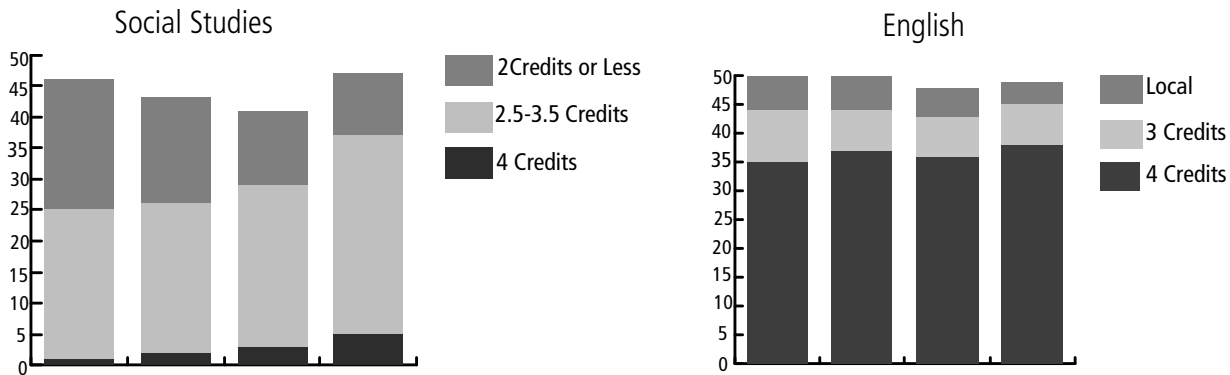
Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Graduation Requirements

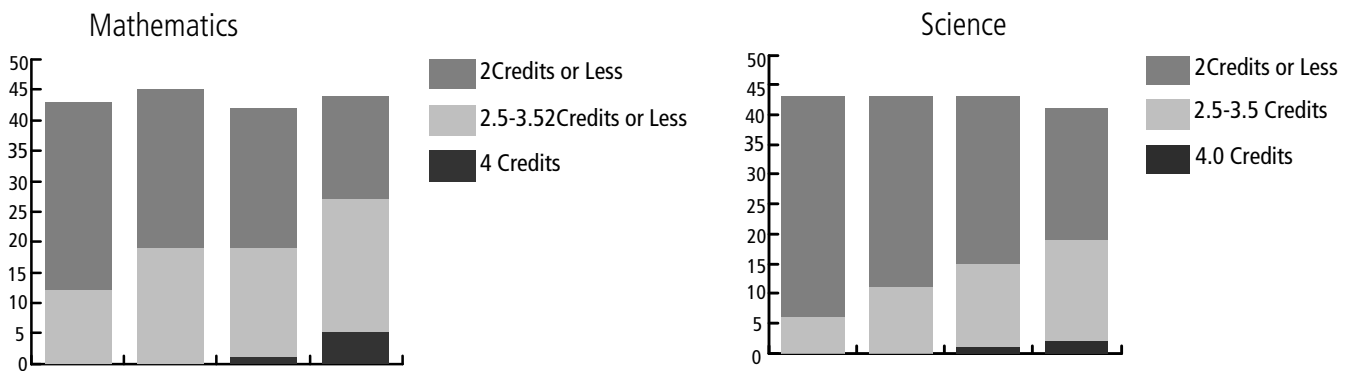
High School Course Credit Requirements

Table 8

The number of states with specific levels of Carnegie credits (i.e., academic year course of two semesters) required for high school graduation has remained consistent between 48-50 states. As of 2002, a total of 38 states require 4 credits in English, 25 states require 2.5 or more credits in Math, 22 states require 2.5 credits or more in Science, and 36 states require 2.5 or more credits in Social Studies.



English and Social Studies course requirements have followed similar consistent trends over the past fifteen years. Over two-thirds of the states require four credits in English, with little change since 1987. Social Studies requirements have remained relatively constant through the years, with the majority of the states requiring between 2.5 and 3.5 credits. In Social Studies, there has been a slight increase in the number of states requiring 4 credits for high school graduation.



Both Science and Mathematics course credit requirements have followed a similar trend over the past fifteen years. A larger proportion of the states currently require between 2.5 and 4 credits for graduation than in 1987. Over the past four years, 21 states have adopted policies requiring 3 or more credits in Science, and 27 states have required 3 or more credits in Mathematics.

Arts Requirements

In 2002, 27 states reported requirements in Arts, while 24 states reported an Arts requirement in 1998. The reported credit requirements by these states vary from 0.5 to 2.0 credits per state.

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

Graduation Requirements

Specific Courses in Mathematics and Science

Table 9

As table 9 shows, 18 states reported requiring specific Math courses, and 25 states reported requiring specific Science courses. The most reported specific Math course was Algebra, and the most reported specific Science course was Biology.

Science		Mathematics	
Biology	16	Algebra	16
Physical Science	13	Geometry	7
Lab. Requirement	6	Above Algebra I	3
Other	6	Applied Math	1

Additional Specific Course Requirements

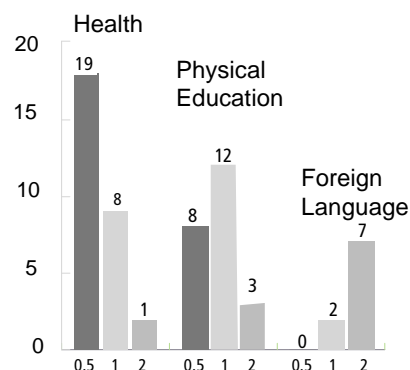
Table 10

Twenty-one states reported requiring additional courses for high school graduation. Social Studies, Economics and Computer Technology are the most common additional subject requirements for graduation. The number of credits varies from 0.5 to 3 credits, with most states choosing either 0.5 or 1. Only three education agencies required community service; Maryland, LEA determines specifics; the District of Columbia, requiring 100 hours of community service; and the Virgin Islands requiring voluntary service hours.

Health, Physical Education and Foreign Language

Table 11

Thirty-three states reported high school course credit requirements for Health, 34 states for Physical Education, and 9 states for Foreign Language. Health credits vary from 0.5 to 2 credits. Of the nine states reporting Foreign Language requirements, most require two credits. The majority of states reporting health requirements require 0.5 credits.



Advanced Diploma

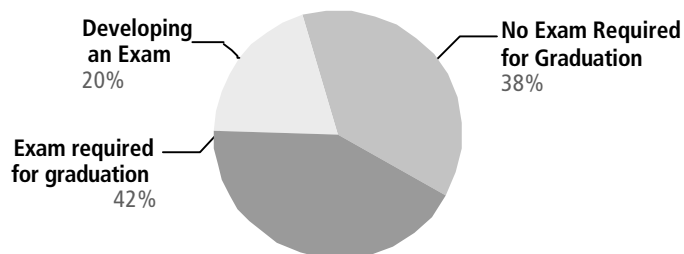
Table 12

Sixteen states report a policy for an “advanced diploma” which requires students to complete additional credits of specific advanced courses. Each state’s advanced diploma may have a specific name or title. The total has decreased by one state from the 2000 report. The total number of credits required ranges from 13 to 47 (core subjects plus electives). Most states reported requiring credits in both Arts and Foreign Language courses.

High School Exit Examinations

Table 13

Twenty states reported policies requiring students to take and pass an achievement test in order to qualify for high school graduation. This table identifies the states with a required graduating exam and lists the state assessments 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, www.ccsso.org/ssap00-01.html

Table 8
State Course Credit Requirements for High School Graduation
Core Academic Subjects—2002

Graduation Requirements	State	Math	Science	English	Social Studies	Arts	Total
	Alabama	4	4	4	4	0.5	24
	Alaska	2	2	4	3	—	21
	Arizona	2	2	4	2.5	1	20
	Arkansas	3	3	4	3	0.5	21
	California	2	2	3	3	1	13 min.
	Colorado	Local	Local	Local	Local	Local	Local
	Connecticut	3	2	4	3	1	20
	Delaware	3	3	4	3	—	22
	DoDEA	3	3	4	3	1	24
	Dist. of Colum.	3	3	4	3.5	1	23.5
	Florida	3	3	4	3	1	24
	Georgia	3	3	4	3	—	19
	Hawaii	3	3	4	4	—	22
	Idaho*	4	4	8	5	2	42*
	Illinois	2	1	3	2	1	10.25
	Indiana*	4	4	8	4	—	24*
	Iowa	Local	Local	Local	1.5	—	1.5 & Local
	Kansas	2	2	4	3	—	21
	Kentucky	3	3	4	3	1	22
	Louisiana	3	3	4	3	—	24
	Maine	2	2	4	2	1	16
	Maryland	3	3	4	3	1	21
	Massachusetts	Local	Local	Local	1	1	Local
	Michigan	Local	Local	Local	0.5 Civics	Local	Local
	Minnesota	3	2	3	4	2	Local, 24 Standards
	Mississippi	3	3	4	3	1	20
	Missouri	2	2	3	2	1	22
	Montana	2	2	4	2	1	20
	Nebraska	Local	Local	Local	Local	Local	Local
	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	2	2	4	4	—	12
	North Carolina	3	3	4	3	—	20
	North Dakota	—	—	—	—	—	—
	Ohio	3	2	4	3	1	21
	Oklahoma	3	3	4	3	2	23
	Oregon	2	2	3	3	1	22
	Pennsylvania						
	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	—	22
	Utah	2	2	3	3	—	24
	Vermont	5 combined	5 combined	4	3	1	12
	Virgin Islands	3	3	4	3	4	17
	Virginia	3	3	4	3	1	22
	Washington	2	2	3	2.5	1	19
	West Virginia	3	3	4	3	1	24
	Wisconsin	2	2	4	3	—	21.5, Local elect.
	Wyoming	3	3	4	3	—	13, Local
	Totals	2.5 -4: 25 states	2.5-4: 22 states	4: 38 states	2.5-4: 36 states	27 states	8 states local board determines

*Semester credits

Notes: "Local"=Local District Decision, "Credits"=Carnegie credit, i.e., completion of academic year course; "—"Indicates a state does not have a requirement in this category.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2002
 Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Table 9
Specific Courses Required in Math and Science for Graduation—2002

State	Science Courses	Math Courses
Alabama	Biology and Physical Science	Algebra I, Geometry
Alaska		
Arizona		
Arkansas	Biology, Physical Science	Algebra, Geometry
California	2 credits including Biology and Physical Science	—
Connecticut		
Delaware	3 credits that meet state content standards	Course offerings must meet state content standards
District of Columbia	—	Elementary Algebra
DoDEA	All courses must include a laboratory	Algebra and Geometry
Florida	2 of 3 credits must have laboratory requirement	Algebra I or course equivalent
Georgia	One Life Science and one Physical Science unit	Algebra I
Hawaii	—	—
Idaho	2 semester credits in lab science; content to include Applied, Earth, Space, Physical and Life Science	—
Illinois	—	Of the 2 courses required, one may be in computer technology
Indiana	4 credits minimum in 2 fields: Life, Physical, Earth/Space Science	—
Iowa	—	—
Kansas	one laboratory course	
Kentucky	1 credit each: Life, Physical, Earth/Space Science	Algebra I and Geometry
Louisiana		
Maine		
Maryland	Earth, Life, or Physical Science with laboratory requirement	One Algebraic concepts and one Geometric concepts
Massachusetts		
Michigan		
Minnesota		Local Determination, Standards based
Mississippi	Biology I	Algebra I, Geometry
Missouri	—	—
Montana	—	—
Nebraska	—	—
Nevada		
New Hampshire	1 Physical Science; 1 Biological Science	—
New Jersey		
New Mexico	One course with laboratory component	
New York		
North Carolina	Biology and Physical Science Course	Algebra I
North Dakota	—	—
Ohio	One unit of Biological Science; One unit Physical Science	—
Oklahoma	Biology and two higher level courses	Algebra I and two higher level courses
Oregon		
Pennsylvania		
Rhode Island	For College Bound: two units of lab science	—
South Carolina	—	—
South Dakota	—	—
Tennessee	Biology	Algebra I
Texas	Biology and Integrated Physics & Chemistry and/or Chemistry & Physics	Algebra I, Geometry
Utah	Any 2 units from 4 science courses: Earth Science, Biology, Chemistry, Physics	Either Algebra 1 and Geometry; or Applied Math 1 and Applied Math 2
Vermont		
Virginia	3 Credits in min. of 2 fields: Earth Sciences, Biology, Chemistry or Physics	Three credits at or above Algebra I
Washington	The essential Academic Learning Requirements guide instruction	The essential Academic Learning Requirements guide instruction
West Virginia	Coordinated and Thematic Science, grade 9 & 10	Algebra I and one course above
Wisconsin		
Wyoming		
Totals	Science Courses: 25 states	Math Courses: 18 states

Question: Does your state require the completion of any specific math courses? Does your state require the completion of any specific science courses?

Notes: "Credits"—Carnegie credit, i.e., completion of academic year course; "—"Indicates a state does not have a requirement in this category.
Source: State Departments of Education, CCSSO Policies and Practices Survey, 2002
Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Table 10
Specific Courses Required for Graduation—2002

Graduation Requirements	State	Subject Requirement	Course Requirements	Other Graduation Requirements
	Alabama		Computer Application (0.5)	
	Arkansas	Social Studies	World History; U.S. History; Civics/Government	
	California	Economics	1 semester	
	Delaware	Course offerings must meet state content standards	Computer Literacy (1 Credit); Career pathway (3 Credits)	
	District of Columbia	DC History & Government, U.S. History, U.S. Government	—	100 hrs. of community service
	Georgia	Social Studies and Language Arts	U.S. History (1 unit), Government (1/2 unit) Economics (1/2 unit), and American Literature (1/2 unit)	Technology/Career Preparatory Diploma: 4 units of Technology/Career preparatory courses
	Idaho	Communications	1 credit in speech or debate	
	Indiana	Technology competency	2 credits: Computer applications, keyboarding, programming, computerized accounting computer operations, graphics, processes, business technology labs, or others	Attendance of 7 semesters (9-12)
	Kentucky	English	English I, II, III, IV	Individual Graduation Plan
	Maryland			Community Service (LEA determined specifics)
	Mississippi	Social Studies, Business Technology, Health	World History, US History, US Government, MS Studies, Comprehensive Health	Keyboarding, Computer Applications
	Missouri	American Government	0.5 credit in local, state and federal government	
	New Hampshire	Basic Business and Economics	0.5 credits basic business & economics ed. 0.5 credits in computer education	
	Ohio	American History, American Government	1/2 unit American History, 1/2 unit American Government	
	Oklahoma	Social Studies	US History; US Government; OK History	
	South Carolina			Must Demonstrate Computer Literacy
	South Dakota	English/Language Arts and Social Studies	Writing, American Literature, Speech, U.S. History, U.S. Government, Geography	
	Tennessee	Health/P.E. Combination	Lifetime Wellness (Health & Physical Education)	
	Texas	English/Language Arts, Social Studies, Economics	English I, II, III; U.S. History; World History or World Geography; Government; Economics	
	Utah	Language Arts, Social Studies	Language Arts 9 (1), Language Arts 10 (1), Language Arts 11 (1), Geography (0.5), World Civilization (0.5), U.S. History (1), U.S. Government and Citizenship (0.5)	
	Virgin Islands	Community Service		Voluntary service hours
	Virginia	History and Social Science	U.S. and Virginia History, U.S. and Virginia Government	
	West Virginia	Reading and Language Arts, Social Studies	Reading and Language Arts, U.S. Studies to 1900, World Studies to 1900, 20th/21st Centuries Studies	4 career major courses; work based learning
	Total: 21 states	English/Language Arts: 6 states Social Studies: 9 states Economics/Business: 3 states	Computer Technology/Literacy: 5 states	Community service: 3 states

Question: Are there any other specific courses required in the core subject areas? What are the subject areas? The specific courses? Does your state have any other requirements for graduation?

Notes: "Credits"=Carnegie credit, i.e., completion of academic year course; "—" Indicates a state does not have a requirement in this category.
Source: State Departments of Education, CCSSO Policies and Practices Survey, 2002
Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Table 11
State Course Credit Requirements for High School Graduation:
Health, Physical Education, Foreign Language—2002

State	Health Requirements	Physical Education Requirements	Foreign Language Requirements
Alabama	0.5	1	—
Alaska			
Arizona			
Arkansas	0.5	0.5	—
California		2 years	1 year
Colorado			
Connecticut	required	1	
Delaware	0.5	1	—
DoDEA	1	1	2
Dist. of Columbia	0.75	0.75	2
Florida	0.5: Life Management Skills	1	—
Georgia	0.5 units	0.5: Personal Fitness	2 units (college prep)
Hawaii	0.5	1	
Idaho	0.5	4	—
Illinois	0.5	4	—
Indiana	1 course	1 course	—
Iowa	grades 1-12 taught	Local	4 units taught
Kansas	0.5	0.5	must offer
Kentucky	0.5	0.5	none
Louisiana	0.5	1.5	
Maine	0.5	1	2
Maryland	0.5	0.5	2 (or 2 Adv. Technology)
Massachusetts		required	
Michigan			
Minnesota	1	1	
Mississippi	1		
Missouri		1	—
Montana	1	1	2
Nebraska			
Nevada	0.5	2	
New Hampshire	0.25	1.0	
New Jersey	1.88	1.88	2
New Mexico			
New York			
North Carolina	1 combined	1 combined	
North Dakota			
Ohio	0.5	0.5	1 (elec.)
Oklahoma			
Oregon			
Pennsylvania	Local	Local	Local
Rhode Island	Total of 100 min./wk health and physical education	Total 100 min./wk health and physical fitness	—
South Carolina	1	1 (college prep)	1 (college prep)
South Dakota			
Tennessee	1	combined	2
Texas	0.5	0.5	—
Utah	0.5	1.5	—
Vermont			
Virgin Islands	1	1	2
Virginia	2 combined	2 combined	—
Washington	100 min./wk (1-8)	2	
West Virginia	1	1	
Wisconsin	0.5	1.5	—
Wyoming			
Totals	33 states	34 states	9 states

Notes: "Local"=Local District Decision, "Credits"=Carnegie credit, i.e., completion of academic year course; "—"Indicates a state does not have a requirement in this category.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2002
 Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Table 12

Advanced Diploma: State Course Credit Requirements for High School Graduation in Academic Subjects—2002

Graduation Requirements

State	Math	Science	English	Arts	Social Studies	Foreign Lang.	Total
Alabama							
Advanced Endorsement	4	4	4	0.5	4	2	24
Florida	3	3	4	1	3	2	24
Georgia	4	3	4	—	3	2	18
Hawaii							
Recognition Diploma	3	3	4	2 (AR, FL or V Ed)	4	2 (AR, FL or V Ed)	24
Indiana:							
Academic Honors	8	6	8	2	6	6-8	47(sem.)
Kentucky							
Commonwealth Diploma	3	2	4		2	1	22
Louisiana							
Scholars & Regents	4	3	4	3	1	2	24
Maryland							
Certificate of Merit	12 credits in advanced instruction						
Missouri	3	3	4	1	3	—	24
Nevada	3	3	4	1	3		24
Oklahoma							
Certificate of Distinction	4	4	4	2 (or 2 technology)	4	2	24
Ohio	3	3	4	1	3	3 of 1 or 2 of 2	21
Rhode Island	3	2	4	0.5	2		18
Tennessee							
Honors (univ. path)	3	3	4	1	3	2	20
Texas	3	3	4	1	3.5	2	24
Virginia							
Advanced Studies	4	4	4	1	4	3	24
* Semester Credits							
Total: 16 States							

Question: Does your state offer an advanced diploma for High School graduation? If yes, indicate the number of course credits required for the advanced diploma.

Notes: "Credits" =Carnegie credit, i.e., completion of academic year course; "—" Indicates a state does not have a requirement in this category. AR=Arts, FL=Foreign Language, V Ed=Vocational education.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2002
Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Table 13
High School Exit Exam Requirement—2002

State	Required Exit Exam	Name of Assessment, High School Student Accountability
Alabama	Y	Alabama High School Graduation Exam, 3rd ed., High School Graduation
Alaska		Criterion-Referenced Testing; Reported to the public
Arizona		
Arkansas		Criterion-Referenced Testing: Benchmark Exams and End of Level Exams; Required remediation
California	Y	California High School Proficiency Exam (CHSPE)
Colorado		
Connecticut	Y	Connecticut Academic Performance Test
Delaware		Delaware Student Testing Program; Individual Improvement Plans for students not meeting the standards
DoDEA		
Dist. of Columbia		Stanford Achievement Test, 9th Ed.; Required remediation
Florida	Y	Florida Comprehensive Assessment Test
Georgia	Y	Georgia High School Graduation Test (GHSGT), Writing Test
Hawaii		
Idaho		
Illinois		Illinois Standards Achievement Test (ISAT); Student promotion/retention, Required remediation
Indiana	Y	Statewide Assessment
Iowa		
Kansas		Kansas Assessment Program; Student classifications
Kentucky		
Louisiana	Y	Graduation Exit Examination (GEE 21)
Maine		
Maryland	Y	Maryland Functional Test
Massachusetts		Massachusetts Comprehensive Assessment System (MCAS); Certificate of mastery, required remediation
Michigan		MEAP High School Test; Endorses the locally issued high school transcript
Minnesota	Y	Basic Standards Tests
Mississippi	Y	Functional Literacy Examination
Missouri		
Montana		
Nebraska		School-Based Teacher-Led Assessment and Reporting System (STARS); Required remediation
Nevada	Y	Direct Writing Assessment, High School Proficiency Examination
New Hampshire		
New Jersey	Y	Grade 11 High School Proficiency Test (HSPT)
New Mexico	Y	NM High School Competency Exam
New York	Y	Occupational Education Proficiency Examinations, Regents Competency Tests, Regents Examinations Program
North Carolina	Y	North Carolina Annual Testing Program, Competency Testing, Test of Computer Skills
North Dakota		Terra Nova (CTB/5) and Test of Cognitive Skills, 2nd Ed.; Endorsed high school diploma, student promotion/retention, required remediation
Ohio	Y	9th Grade Proficiency Testing
Oklahoma		Oklahoma Core Curriculum tests; Must score a Satisfactory on 8th grade reading assessment to obtain a state drivers license
Oregon		Reading, Writing, Science, and Mathematics Assessment; Required remediation
Pennsylvania		Reading, Mathematics, Writing; Districts decide how to hold students accountable with scores on the PSSA
Rhode Island		
South Carolina	Y	Criterion-Referenced Tests, BSAP, High School Exit Examination
South Dakota		
Tennessee	Y	Competency Test
Texas	Y	Texas Assessment of Academic Skills (TAAS)
Utah		
Vermont		
Virgin Islands		
Virginia	Y	Standards of Learning (SOL) Assessment Program, Virginia Literacy Passport Testing Program
Washington		
West Virginia		Norm-Referenced Test; Endorsed high school, required remediation
Wisconsin		
Wyoming		

Y: 20 states

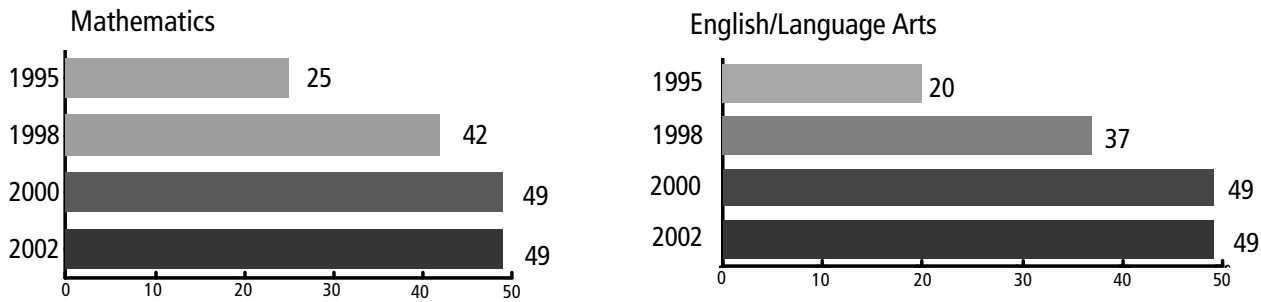
State Content Standards

State Content Standards in Academic Subjects

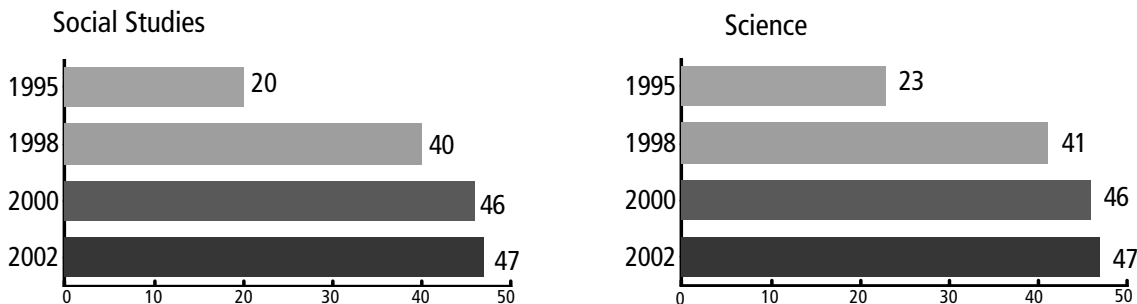
Table 14

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 instruction.

As of 2002, 47 states have content standards in four core academic 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.



Both English/Language Arts and Mathematics followed a similar trend over the seven-year period. By 1998, over two-thirds of the states had content standards in these subjects, a significant increase from the preceding years. Currently, 49 states have content standards in both English/Language Arts and Mathematics.



There has been a general increase in the number of states with content standards in Social Studies and Science over the past seven years, with the most significant increase during the time period 1995-1998. Currently, 47 states have content standards in Social Studies and 47 states have content standards in Science.

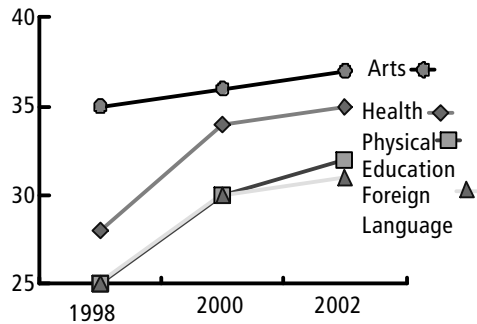
Some of the other subjects listed by one or more states as other areas where content standards were complete are: Civics, Computer Science and Technology, Economics, Government and Citizenship, Reading, Vocational and Technical Education, and Writing.

[For further information on state content standards, see CCSSO reports: Blank, R. et. al., Mathematics and Science Content Standards and Curriculum Frameworks (CCSSO, 1997); State Leadership Center (2000) Status Report, State Systemic Education Improvements (CCSSO, 2000); Making Standards Matter (2001), American Federation of Teachers; The State of State Standards (2000), Fordham Foundation; Council on Basic Education]

State Content Standards

State Content Standards: Arts, Health, Physical Education, Foreign Language Table 14

Questions concerning standards in the four areas of Arts, Foreign Language, Health and Physical Education were added to the state survey in 1998. The responses show that as of 2002, a majority of states have standards in place for these subjects, and that increases have occurred in each area over four years.

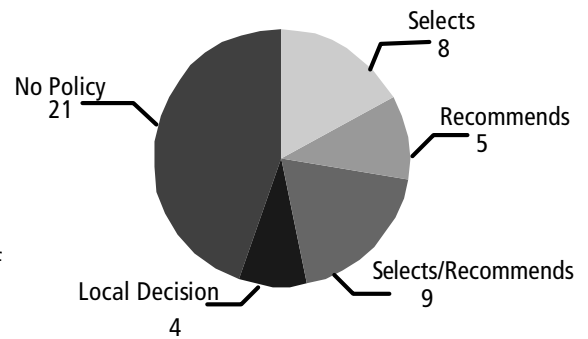


Since 1998, states have increasingly adopted content standards in Arts, Foreign Language, Health and Physical Education. In 1998, no states reported content standards in either Foreign Language or Physical Education. These two subjects are the fastest growing areas for adoption of state content standards.

Policies on Textbooks and Standards

Table 15

A total of 23 states reported policies regarding textbooks and curriculum materials for classrooms, as of Spring 2002. Among the total, 8 have a state policy defining state selection of textbooks and materials to be used, another 5 recommended textbooks and materials to the local districts, and 9 states either select or recommend textbooks and materials. Policies across the states have changed very little in the past decade. In 1992, 13 states had a selection policy, and 9 states had a policy on recommendation. All of the states with policies use state content standards for making decisions on texts and materials.



Policy Linking Professional Development with Content Standards

Table 16

Beginning with the 1998 survey, states were asked about policies that linked teacher professional development and content standards for student learning. As of 2002, twenty-four states have adopted professional development policies that align with state content standards. This number has tripled from those reporting in 1998.

Currently, two states and the 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 Texas's policy:

Texas promotes alignment of professional development programs with state K-12 content standards through Centers for Education Development. Centers, for every curriculum area, were established to provide educators with knowledge of state content standards, increase access to teaching models, and establish coordinated system of educator development to improve student learning and achievement.

Table 14
Status of Content Standards in Academic Subjects—2002

Content Standards	Content Standards Under	
	State	Development/Revision
Alabama	M, S, E, SSt, AR, FL, HE, PE	M
Alaska	M, E/LA, H, AR, FL, HE, PE, Computer Appl.	
Arizona	M, S, LA, SSt	
Arkansas	M, S, LA, H/SSt, AR, FL, HE/PE	
California	M, S, E, SSt, AR	FL, HE, PE
Colorado	M, S, E/LA, SSt	
Connecticut	M, S, E/LA, SSt, AR, FL, HE, PE	
Delaware	M, S, E, SSt, AR, FL, HE, PE	
DoDEA	M, S, E/LA, SSt, AR, FL, HE, PE	
District of Columbia	M, S, E, SSt, AR, FL, HE, PE	
Florida	M, S, LA, SSt, AR, FL, HE/PE	
Georgia	M, S, E/LA, SSt (1999)	
Hawaii	M, S, LA, SSt, AR, FL, PE, HE, Tech Ed.	
Idaho	M, S, LA, SSt, HE (K-12), Humanities	
Illinois	M, S, E/LA, SSt, AR, FL, HE, PE	
Indiana	M, S, E/LA, SSt	AR, FL, PE
Iowa	M, S, R (Local Decision)	
Kansas	M, S, LA, SSt (Kansas Assessment)	
Kentucky	M, S, SSt, AR, Prac. Living (incl. HE, PE), Voc. Studies, W	
Louisiana	M, S, E/LA, SSt	
Maine	M, S, E/LA, SSt, AR, FL, HE, PE	
Maryland	M, S, E/LA, SSt, AR, FL, HE, PE	
Massachusetts	M, S, E, H/SSt, AR, FL, HE, PE	
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, E/LA, SSt, Reading/Writing	
Nevada	M, S, E/LA, SSt, AR, FL, HE, PE, Comp. Sci & Tech.	
New Hampshire	M, S, E/LA, SSt	
New Jersey	M, S, LA, SSt	
New Mexico	M, S, LA, SSt, AR, FL, HE, PE	
New York	M, S, E/LA, SSt	
North Carolina	M, S, E/LA, FL, HE, PE, Voc. & Tech. Ed.	
North Dakota	M, S, E, SSt, AR, FL, HE, PE	
Ohio	M, E	S, SSt, AR, FL
Oklahoma	M, S, LA, 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, SSt, 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	SSt, AR, FL, HE	M, S, LA, PE
Vermont	M & S, LA, H/SSt, AR	
Virgin Islands	M, S, E/LA, SSt	AR, FL, PE, HE
Virginia	M, SSt, AR, FL, HE, PE	S, E
Washington	M, S, LA, SSt, HE, AR	R, M, S
West Virginia	M, S, E, SSt	AR, FL, HE, PE
Wisconsin	M, S, E/LA, SSt, AR, FL, HE, PE	E/LA
Wyoming	M, S, E/LA, SSt, FL, HE, PE	AR
Totals	M: 49 states, 1 under revision E/LA: 49 states, 1 under revision S: 47 states, 3 under revision/development	

Question: What is the status of your state's content standards in the following academic subjects?

Notes: M=Mathematics, S=Science, E=English, LA=Language Arts, H=History, SSt=Social Studies, AR=Arts, FL=Foreign Language, HE=Health Education, PE=Physical Education, W=Writing, R=Reading, O=Other, Voc. Ed=Vocational Education, Tech Ed=Technology Education

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2002

Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Table 15
State Policies on Textbooks and Standards—2002

State	State Policy	Use State		Grades
		Content Standards	Subject Areas	
Alabama	Selects/Recommends	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12
Alaska	Local decision			
Arizona				
Arkansas	Select	Yes	E/LA, M, S, SSt, HE, PE, Fine Arts	
California	Recommends	Yes	E/LA, M, S, SSt, AR, FL, HE	K-8
Colorado				
Connecticut	No			
Delaware	No			
DoDEA	Select/Recommends	Yes	E/LA, M, S, SSt, AR, FL, HE, PE, Voc.	Varies by subject
District of Columbia	Selects/Recommends	Yes	All	K-12
Florida	Selects	Yes	E/LA, M, S, SSt, AR, FL, HE, PE, Voc.	K-12 (all)
Georgia	Selects/Recommends	Yes	All Content Areas	All Grades
Hawaii	Other			
Idaho	Recommend	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12
Illinois	No			
Indiana	Recommends	Yes	E/LA, M, S, SSt, AR, FL, HE	1-2, 7-12, FL
Iowa	No-Local decision			
Kansas	No			
Kentucky	Selects/Recommends	Yes	E/LA, M, S, SSt, AR, FL, HE/PE, Voc. Ed.	P-12
Louisiana	Recommends	Yes	E/LA, M, S, SSt	
Maine	No			
Maryland	No			
Massachusetts	No			
Michigan	No			
Minnesota	No			
Mississippi	Select	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	
Missouri	No			
Montana	No			
Nebraska	Selects/Recommends	Yes	E/LA, M, S, SSt, AR, FL, HE	
Nevada	No			
New Hampshire	No			
New Jersey	Local decision			
New Mexico	Select/Recommends	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12
New York				
North Carolina	Recommends	Yes	E/LA, M, S, SSt, AR, FL, HE	
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 subject
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	Selects/Recommends	Yes	All subject areas	K-12
Vermont	No			
Virgin Islands	No			
Virginia	Recommends	Yes	E/LA, M, S, SSt, FL	K-12
Washington	No			
West Virginia	Selects/Recommends	Yes	All	K-12
Wisconsin	No-Local decision			
Wyoming	No			
Totals	Select: 8 states, Recommends: 5 states, Select/Recommends: 9 states			

Question: Does your state have a policy by which the state selects or recommends textbooks or curriculum materials? If yes, does your state use state content standards to select or recommend textbooks or curriculum materials? For which subjects and grades?

Notes: Select=Selects texts/materials, Recommends=State recommends texts/materials, No=No Policy; E/LA=English/Language Arts, M=Math, S=Science, SSt=Social Studies, AR=Art, FL=Foreign Language, HE=Health, PE=Physical Education

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2002

Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Table 16

State Policy Linking Professional Development with Content Standards— 2002

Content Standards

State	Professional Development Policy
Alaska	Commissioner approves the number of district in-service days (up to 10). Districts required to show link between the in-service topics and the Alaska teacher standards. Data are used to develop technical assistance plans for schools designated as low-performing.
Delaware	Aligned with National Standards.
Florida	Statewide training programs in Classroom Managed Assessments and Connections: A Curriculum System for School Restructuring are being revised/updated to reflect changes in statewide curriculum assessment.
Georgia	Georgia will adopt changes in professional development standards that link/align professional development with content standards in 2003.
Idaho	Professional development is required for elementary teachers and administrators in reading instruction; all teachers and administrators in basic technology competency.
Illinois	Requirements for professional development for licensure renewal and standards for changes in teacher preparation programs aligned with Illinois Learning Standards.
Indiana	Schools are required to develop and implement professional development programs tied to student needs and aligned with standards and state tests. First Year 2002-2003.
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).
Minnesota	There are no formally adopted standards for professional development in Minnesota. However, standards developed by the National Staff Development Council are promoted.
New Mexico	Funding was allocated in the 1999 legislature to develop frameworks for professional development.
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.
Ohio	Individual professional development plan for certification renewal or upgrade are sent to Local Professional Development Committee who reviews and approves 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 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.
Tennessee	Policies related to school improvement and end of course testing require alignment of content standards and professional development.
Texas	State promotes alignment of professional development programs with state K-12 content standards through Centers for Educator Development. Centers, for every curriculum area, were established to provide educators with knowledge of state content standards, increase access to high quality teaching models, and establish coordinated system of educator development to improve student learning and achievement.
Vermont	State has developed a statewide professional development system with five regional Teacher Quality Network sites to support local staff.
Virginia	The standard program for funding professional development for teachers was eliminated by the General Assembly. However, the General Assembly increased funding for professional development in the Standards of Quality, which is the program foundation for education in the Commonwealth.
Washington	Professional development standards are under development and will align to pre-service, in-service, and teacher leadership development.
West Virginia	Current law requires that 12 of the 18 required credit 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.
Total: 24 states	

Question: Does your state have professional development standards that link/align with content standards?

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2002

Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Teacher Preparation and Licensure

State Standards for Teacher Licensure

Table 17

As of 2002, 47 states and the DoDEA license or certify their teachers based on state-approved teacher standards. The five state increase since 2000 at the state policy level reveals increasing state efforts to ensure quality education through approving standards that help define content knowledge and skills needed by teachers.

Trends	Number of States		
	1998	2000	2002
Teacher standards in place	34	42	47
Developing standards/proposed	5	4	1

Thirty-five states' standards are based on the Interstate New Teacher Assessments and Standards Consortium (INTASC) standards.

Teacher Assessment for New License

Table 18

State-mandated assessments of new teacher knowledge and skills continue to increase. In 2002, 43 states reported having a written test policy. This is an increase from the 37 states reporting a written test policy in 1998. Additionally in 2002:

Trends	Number of States	
	2000	2002
Assessment of Basic Skills	39	41
Assessment of Subject Matter Knowledge in Field of Teaching License	30	30
Assessment of Professional Knowledge of Teaching	28	35
Written Test	44	43
Performance Assessment	23	22

Twenty-five states use all three forms of assessment, and 13 use two of these assessment methods. The most frequently used tests are Praxis I and II.

Subject Area Preparation Required for Teacher License

Table 19-21

In 2002, 24 states reported having a policy requiring a major in the subject content field of teaching, while another 11 states require either a major or minor in the field. In most states, the requirement applies to all teachers applying for secondary certification, which usually covers grades 7-12. Several states define subject area requirements according to their state content standards.

Trends	Number of States			
	1995	1998	2000	2002
Major in content field	19	21	19	22
Major/Minor in content field	9	10	13	12

Since 1989, CCSSO has reported on state requirements for teacher preparation in core academic subject area for certification or licensure as an elementary, middle grades, and secondary level teacher. The requirements listed in tables 19-21 focus on content area preparation, and not on other requirements teachers must complete for licensure or certification.

Teacher Preparation and Licensure

Subject Area Preparation Required for Teacher License

Table 19-21

Table 19: Elementary Level

For Elementary teacher license/certification, states require preparation in academic subjects under one of five different policy arrangements: (a) minimum credits in core fields as defined by the state; (b) total number of course credits across five to eight areas; (c) state-defined standards; (d) minimum credits in one field; or (e) approved teacher education program.

Table 20: Middle/Junior High Level

At the Middle Grades level, states require preparation in subjects in one of four ways: (a) major or minor in a subject; (b) specific credits in a subject; (c) standards-based; or (d) approved program. A total of 35 states grant a middle grades teacher license, as compared to 30 states in 1995.

Table 21: Secondary Level

For Secondary teacher license/certification, state policies on subject content preparation are defined in several ways: (a) major or minor; (b) specific credits; (c) standards-based; or (d) course defined by higher education institutions.

Teacher Induction Programs

Table 22

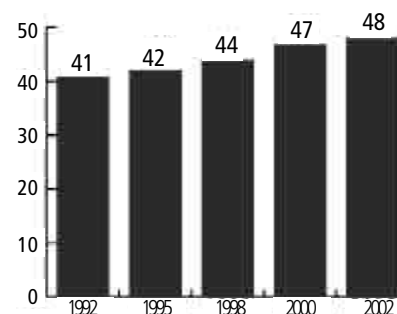
Questions regarding state teacher induction programs were added to the 2002 survey. Twenty-three states reported information on statewide induction programs for new teachers, with 2 states developing or planning induction programs for 2002 to 2004. Half of these programs are required by the states, and approximately one quarter involve consequences for failure to successfully complete the program, ranging from denying certification to requiring participant to go through the program for an additional year.

Professional Development Requirements for Teacher License Renewal

Table 23

In 2000, 48 states had a policy specifying requirements for professional development to renew teacher licenses. As the graph shows, a growing number of states have adopted professional development requirements, ranging from 41 states in 1992 to 48 states in 2002. The majority of these states require six semester credit hours of professional development, ranging from every 3 to seven years.

Number of States with Professional Development Requirements for Teacher License Renewal



State Assessments of Teacher Education Programs

Table 24

The 2002 CCSSO Policies and Practices Survey included questions related to state assessments of teacher education programs. States were asked to report on the status of statewide assessments and criteria for identifying low performing institutions of teacher preparation. Thirty-nine states reported a proposed or current assessment.

Table 17
State Standards for Teacher Licensure—2002

State	Teacher Standards Adopted	All Fields	Specific Fields	INTASC
Alabama	January 1997	Yes	All, plus Technology Competency	Yes
Alaska	1994	Yes		Yes
Arizona				
Arkansas	1995	Yes	All	Yes
California	Various dates by field	Yes	E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	No
Colorado				
Connecticut	May 1999	Yes	E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	Yes
Delaware	January 1998	Yes	All	Yes
DoDEA	1995, Amended 1988	Yes	E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	No
District of Columbia	—	Yes	All	Yes
Florida	July 2000	Yes	—	No
Georgia	Updated 2001	Yes	All	Yes
Hawaii	1998	Yes	Other	Yes
Idaho	September 2000	Yes	El Ed.; K-8; Ex. Child; K-12; 39 subject areas in Sec.; 6-12	No
Illinois	June 2000	Yes	Core Standards and Teaching fields	Yes
Indiana	1999	Yes	All	Yes
Iowa	Fall 1998, Effective	Yes	All	Yes
Kansas	September 11, 2001	Yes	All	Yes
Kentucky	Revised May 99	Yes	All	Yes
Louisiana	Revised 1998	Yes	All	Yes
Maryland	November, 1995	Yes	National SPA standards	Yes
Massachusetts	October 2000 vote	Yes	E/LA, M, S, SSt, AR, FL, El Ed, M Ed, O	No
Michigan	2001-2002	Yes	E/LA, M, M Ed, O	Yes
Minnesota	May 1999	Yes	E/LA, M, S, SSt, AR, FL, El Ed, M Ed, O	Yes
Mississippi	1997	Yes		Yes
Missouri	February 1997	Yes		Yes
Montana	September 2000	Yes		No
Nebraska	November 2000	Yes	Rule 24: Specific Fields	
Nevada		Yes	E/LA, M, S, SSt, AR, FL, HE, PE, ECE, El Ed, M Ed	
New Hampshire	Every 3 years	No	E/LA, M, SSt, AR, FL, El Ed, M Ed, O	Yes
New Jersey	1985	Yes		No
New Mexico	July 2000	Yes	E/LA, M, S, SSt, AR, FL, El Ed, M Ed, O	Yes
New York	Revised 1993	Yes	All	Yes
North Carolina	May 98	Yes	All	Yes
North Dakota	For Teacher Education	Yes	Apply to teacher education	Yes
Ohio	April 1996	Yes	E/LA, M, SSt, S, AR, FL, M Ed, O, ECE	Yes/NCATE
Oklahoma	1997	Yes	E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	Yes
Oregon	Jan 1999	Yes	E/LA, M, SSt, S, AR, FL, El Ed, M Ed	No
Pennsylvania	2000	Yes	E/LA, M, SSt, S, AR, FL, El Ed, O	No
Rhode Island	October 1999	Yes	Elementary, Middle and Secondary Education	Yes
South Carolina	May 2002	Yes	All	Yes
South Dakota	September 2000	Yes	Birth-PreSchool, K-8 El Ed, M Ed, Sec. Ed,	Yes
Tennessee	For Teacher Education	Yes	All	Yes
Texas	Ongoing	Yes	E/LA, M, SSt, S, El Ed., M Ed (AR & FL), Sp Ed, Tech, ESL	Yes
Utah	July 2000	Yes		Yes
Vermont	Revised 1999	Yes		Yes
Virgin Islands		Yes	Gr. 7-12: E/LA, M, S, SSt, FL, AR; K-12: HE, PE, El Ed, ECE	
Virginia	July 1, 1998	Yes	All licensing areas	No
Washington	1997-98	Yes	All	Yes
West Virginia	January 2000	Yes	All	Yes
Wisconsin	January 2000	Yes	E/LA, M, S, SSt, AR, FL, El Ed, M Ed, O	Yes
Wyoming	1988	Yes		No
Totals	47 states	Yes: 47 states		Yes: 35 states

Question: Does your state license or certify teachers based on state standards? In what fields? Are your teacher standards based on INTASC?

Notes: INTASC=Interstate New Teacher Assessment and Support Consortium, NCATE=National Council for Accreditation of Teachers, E/LA=English/Language Arts, M=Math, S=Science, SSt=Social Studies, AR=Art, FL=Foreign Language, ECE=Early Childhood Education, El Ed=Elementary Education, M Ed=Middle Grades Education, O=Other, "—"=none

Source: Title II Reports, www.title2.org (See website for state minimum passing scores for each assessment)
Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Table 18

States Requiring Teacher Assessments for New License—2002

Teacher Preparation and Licensure

State	Basic Skills	Professional Knowledge	Subject Matter	Portfolio	At what point in licensure process?	Classroom Observation	At what point in licens. process?
Alabama	Prospective Teacher Test	by institution	by institution	Optional	Prior to program completion		
Alaska	Praxis I/PPST						
Arizona	by institution	by institution	by institution	Yes	After employment		
Arkansas	PPST/CBT	Praxis II	Praxis II				
California	CBEST	RICA	Praxis II				Pending
Colorado	PLACE			Yes	Exit pre-service	Yes	
Connecticut	Praxis I/PPST		Praxis II ACTFL	Yes	Initial 2 years		
Delaware	Praxis I/PPST	Praxis II					
DoDEA							
Dist. of Columbia	Praxis I		Praxis II				
Florida	CLAST	FTCE /Praxis II	FTCE/Praxis II	Yes		Yes	
Georgia	PPST/CBT		Praxis II				
Hawaii	PPST/CBT	PLT	Praxis subject tests				
Idaho	by institution	Praxis II	Praxis II				
Illinois	Illinois Enhanced Basic Skills Test	Assess. of Prof. Teaching	State Subject Matter Test				
Indiana	Praxis I	Praxis II	Praxis II				
Iowa	by institution						
Kansas		PLT	Praxis II	Yes	Initial 2 years		
Kentucky	by institution	PLT	Praxis II	Yes	Prior to 2nd yr.	Yes	Prior to 2nd year
Louisiana	PPST	PLT	Praxis II	Yes		Yes	During 1st year
Maine	Praxis I/PPST						
Maryland	Praxis I	PLT/Praxis II	Praxis II	Yes	Prior to program completion		
Massachusetts	MA Teacher Test	MA Teacher Test	MA Teacher Test				
Michigan	MI Test for Teacher Certification	by institution	by institution				
Minnesota	PSST/CBT						
Mississippi	Praxis I	PLT	Praxis II				
Missouri	C-BASE	PLT	Praxis II				
Montana	PPST						
Nebraska	PPST						
Nevada	PPST	PLT	Praxis II				
New Hampshire	Praxis I/PPST	Praxis II		No			
New Jersey	by institution	PLT				1 yr mentoring	Prior to Standard Lic. Renewal Lic.
New Mexico	NM Teacher Assessments	NM Teacher Assessments	NM Teacher Assessments			Yes	
New York		Assessment of Teaching Skills	Content Specialty Test/Liberal Arts and Sciences Test				
North Carolina	PPST		Praxis II	No	Initial 3 years	Yes	Initial 2 years
North Dakota	PPST						
Ohio		PLT	Praxis II	No		Yes	Entry year
Oklahoma	OGET	OPTE	Oklahoma Subject Area Test	Yes	Initial Licensure	Yes	Teacher prep
Oregon	PPST/CBT/CB EST	Praxis: Math Ped.		Yes		Yes	Con't. licen.
Pennsylvania	PPST	PLT		Yes			

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2002
Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Table 18 Con't.

States Requiring Teacher Assessments for New License 2002

State	Basic Skills	Professional Knowledge	Subject Matter	Portfolio	At what point in licensure process?	Classroom Observation	At what point in licensure process?
Rhode Island		PLT					
South Carolina	Praxis I	PLT	Praxis II			Yes	Prior to ADEPT
South Dakota	PPST	PLT	Major Field Assessments (MFAT)	Yes	Pre-service		
Tennessee	PPST	PLT	Praxis II			Yes	3rd year prior to professional licensure
Texas	by institution	ExCET/ TExES	ExCET/ TExES			Yes	
Utah	by institution	PLT	by institution	Yes	1/1/03: To obtain Level 2 Licensure (1-3 yrs.)	Yes	1/1/03: To obtain Level 2 Licensure (1-3 yrs.)
Vermont	Praxis I		Praxis II				
Virgin Islands							
Virginia	Praxis I	Praxis II					
Washington	WEST-B	9/2003: 9/2005: Observ. in Student Teaching	9/2005:Praxis II			Yes	
West Virginia	Praxis I	PLT	Praxis II			Yes	
Wisconsin	Praxis I			Yes		Yes	
Wyoming							
	Written: 43				Performance: 21		

PRAXIS I/PPST: Pre-Professional Skills Test
 CBEST: California Basic Education Skills Test
 OGET: Oklahoma General Education Tests
 PLT: Principals of Learning and Teaching
 ACTFL: American Council on Teaching Foreign Languages
 TExES: Texas Examination of Educator Standards
 MFAT: Major Field Assessments Test
 WEST-B: Washington Educator Skills Test-Basic

PRAXIS II/PLT: Principles of Learning and Testing
 FTCE: Florida Teacher Certification Examination
 RICA: Reading Instructional Competence Assessment
 OPTE: Oklahoma Professional Teaching Exam
 C-BASE: College Basic Academic Subject Examination
 CLAST: College Academic Skills Test
 ExCET: Examination for Certification of Educators

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 2001-2002; State Departments of Education.
 Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Table 19

Elementary Teachers: State Requirements in Academic Fields for Elementary License—2002

State	Grades	Requirement	Major/Minor Required
Alabama	K-6	State knowledge/ability standards	—
Alaska	K-8	Institution-specific/NCATE Standards	Major/Minor
Arizona	K-8	Credits: 6 Eng/LA, 6 Math, 8 Science	—
Arkansas	1-6	State competency standards/NCATE standards	—
California		Subject matter examination/Approved Program	—
Colorado	K-6	Approved Program	Major
Connecticut	1-6	39 cr. in 5 of 6 areas: Eng., Sci., Math, Soc. St., For. Lang., Art, plus 3 US Hist.	Major
Delaware	K-4, 5-8	Credits: 9 Eng/SSt, 9 Math, 12 Sci, 6 Fine Arts/US History	—
DoDEA	1-8	U.S. citizen, 40 hr. gen. ed, 18 hrs. Elementary education	—
Dist. of Colum.	1-6	60 hrs: Math, Read., Lang. Arts, Soc. St., Sci., HE, PE, Fine Arts	Major
Florida	1-6	No specific state requirements, Major in Elem. ed. or 24 hrs.	—
Georgia	ECE-5	30 hrs: Comm. Arts, Social-Beh. Sci., Sci/M, Art and Humanities, HE and PE.	—
Hawaii	K-6	Education in Elementary Education.	—
Idaho	K-8	44 hrs. of gen. ed.: Hum., Soc. St., Art, Math, Phy, Sci, Bio. Sci, and Lang. Skills; 24 hr. teacher prep.	—
Illinois	K-9	State knowledge/ability standards; 16 hr. professional ed. courses	—
Indiana	1-6	70 hrs. minimum in general education, including 9 Eng, 6 Math, US Hist & Civics, Dev. & Diag. Rdg	Major/Minor
Iowa	K-6	Approved Program/field of specialization or Interdisciplinary of 12 hr.	—
Kansas	K-6	Subject matter is specified in terms of content to be included in curriculum of study.	—
Kentucky	P-5	Learned Society/S.P.A. & Praxis II, PLT	—
Louisiana	1-8	55 semester hours in general ed., plus 3 each Child. Lit., Art, Music, Speech, 2 Nutrition Ed., 4 PE	—
Maine	K-8	No specific state requirements	Major
Maryland	1-6	9 Eng/LA, 12 Math, 12 Sci, 9 Soc St, 12 Elementary Reading	—
Massachusetts	1-6	24 hrs/Experience in field of knowledge	—
Michigan	K-6	Mjr. (30-36 hr.) & Minor (20-24 hr.), or 3 Minors (20 hr.), plus 6 Teach. of Reading	Major/Minor
Minnesota	1-6	No specific state requirements	Major/Minor
Mississippi	K-4	12 Eng/LA, 21 Math/Sci, 12 SSt, 6 Reading, 3 SpEd, 6 Fine Arts	—
Missouri	1-6	Approved Program covering Humanities, Comm. Skills/Eng., M, SSt, Nat. Sci; 21 hrs. concentration	—
Montana	K-8	Approved Program; 30 hr. general ed.	—
Nebraska	K-6	No specific state requirements	Major
Nevada	K-8	Approved Programs or 30 hrs. prof. ed.	—
New Hampshire	K-8	Courses in subject area taught	—
New Jersey	N-8	60 hrs. gen. ed.: Art, Hum., M, Sci, Tech, SSt, 9 Beh. Sci, 30hrs.: coherent study in Art, SSt, M, S	—
New Mexico	K-8	54 hr. gen ed., 30-39 hr. prof. ed., 24-36 hrs in teaching field, 12-24 electives	—
New York	B-2, 1-6	Feb. 2004: Gen. Ed. Core, at least 6 each: Eng/LA, Math, Sci, Soc. St, FL, plus Con. Sci, Tech.	Major
North Carolina	K-6	Institution specific subject requirements	—
North Dakota	K-8	Approved Program; 34 hr. el. ed.	—
Ohio	PK-3	NAEYC	—
Oklahoma	1-8	Subject area concentrations	Major/Minor
Oregon	P-4, 3-8		Major
Pennsylvania	K-6		—
Rhode Island	1-6	No specific state requirements	—
South Carolina	1-8	Subject specific requirements, institution specific/NCATE standards	—
South Dakota	K-8		Major
Tennessee	K-8	State licensure standards	Major
Texas	1-8	18 - 24 hrs. in 1 of 36 appr. subj. areas	—
Utah	1-8	Approved Program	Major
Vermont	K-6	Approved Program/No specific state requirements	—
Virginia	PK-6	Specific program approval standards	—
Washington	K-8	Subject Endorsement added	—
West Virginia	K-8	Competence verification: Read., LA, M, S, SSt, HE, PE, Fine Arts	—
Wisconsin	1-6, 1-9	Minor in one field	Major/Minor
Wyoming	K-8	Approved Teacher Education Program: E/LA, S, SSt, AR, PE	Major

Source: Title II Report, www.title2.org (See website for state minimum passing score for each assessment)
 Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Table 20

Middle Grades: State Requirements in Academic Fields for Middle Grade License—2002

State	Grades	Requirement	Major/Minor Required	Teacher Preparation and Licensure
Alabama	4-8	State knowledge/ability standards	—	
Alaska	6-9	Requirements are specified by approved program	Major/Minor	
Arizona	5-9	Endorsement may be attached to elem. or sec. certificate; 6 hrs.: upper division or grad. course work	—	
Arkansas	5-8	State competency standards/NCATE standards	—	
California	No	Subject matter examination/Approved Program	—	
Colorado	5-9	Major in subject matter taught, specific components in program	Major	
Connecticut	4-8	39 hrs. in 5 of 6: E/LA, Nat. Sci., M, SSt, and For. Lang or Fine Arts, 24 cr. in one subject, 15 add. subject	Major	
Delaware	5-8	9 Eng, 9 Math, 12 Sci (B/P/E), 8 US Hist, 6: Fine Arts	—	
DoDEA		18 hrs. with appropriate distribution: English, Speech, Journalism, SSt, Gen Sci, HE, M	—	
Dist. of Colum.	5-8	Major in subject area taught	Major	
Florida	No	Specific min. no. of units in the subject area taught	Major/Minor	
Georgia	4-8	30 hrs. in at least two areas applicable to the mid. grades. Min. of 15 sem. hrs. in LA, S, SSt or M	—	
Hawaii	No	Requirements specified by approved program	—	
Idaho	No	No specific state requirements	—	
Illinois	5-8	18 hrs. in subject area. Mid. Grades Endorsement, 3: Mid. Gr. Phil., C & I, 3: Adol. psych. & role of teacher	—	
Indiana	1-9	Endorsement: Elem. plus 18 hr. in subject area, 6 hrs. profess. education (junior high)	Major/Minor	
Iowa	No	No specific state requirements	—	
Kansas	5-8	Subject matter specified in terms of content	—	
Kentucky	5-9	Learned Society/S.P.A. & Praxis II	Minor Equivalent	
Louisiana	1-8	55 hrs. Gen Ed., 3 each: Child. Lit, Speech, Sch. Music, Sch. Art, 2: Nut. Ed.	—	
Maine	K-8	60 hrs. liberal arts, including 6 each: Eng, Math, Sci, Soc. St.	Major	
Maryland	No	—	—	
Massachusetts	5-6	Major in the subject area taught; 24 hrs./Experience.	Major	
Michigan	6-8	Major (30-36 hr.) & Minor (20-24 hr.), or 3 Minors (20), and 18 hrs. planned program	Major	
Minnesota	5-9	Either Elem. or Sec. License, min. 24 qrt. hrs. Mid. Gr. Education, add'l 12 in field with elem lic. only	Major/Minor	
Mississippi	4-8	Mid. Schl Endorsement: K-4 End. plus 18 hrs. each: E, R, M, S, SSt, S/HE/PE, FA, Comp., FL, M/Comp., S/Comp.	—	
Missouri	5-9	Min. of 21 hrs. required in content area	—	
Montana	K-8	No specific state requirements	—	
Nebraska	4-9	No specific state requirements	Major	
Nevada	No	No information	—	
New Hampshire		Only three areas mathematics, social sciences and general education	—	
New Jersey	No	No specific state requirements	—	
New Mexico	5-9	24 -39 hrs. in at least one teaching field: M, S, LA, Read, SSt; 12 hr. upper level	—	
New York	5-9	Specialist: Major/Equiv. in subj. taught; Generalist: Major/Equiv. in lib. arts/sci.; State Learning Standards (2004)	Major	
North Carolina	6-9	License subject specific: min. 18 hrs. course work in subject	—	
North Dakota		Major/Minor in the subject area taught, specific components in program	—	
Ohio	4-9	NMSA-R/LA, M, S, SSt	—	
Oklahoma	5-9	Grades 7 & 8 M/S require cert. at Sec. level	Major/Minor	
Oregon	5-10	Major in the subject area taught	Major	
Pennsylvania	5-9		—	
Rhode Island	No	Major/Minor in the subject area taught; Specific components in program	Major/Minor	
South Carolina	5-8	Two areas of concentration in academic areas, meet institutional/NCATE standards	—	
South Dakota	5-8, 7-8/9	Specific min. no. of units in subject area taught; specific components included in the program	Major	
Tennessee	5-8	State licensure standards; two areas of concentration	Major	
Texas		Major in subject area taught	—	
Utah	6-9	Major/Minor in the subject area taught; specific minimum no. of units in subject area taught	Major/Minor	
Vermont	5-8	Two 18 hrs. minors plus course work in Mid. Grades Education	Minor	
Virginia	6-8	Specific components to be included in program	—	
Washington	No	Specific min. no. of units in subject area taught; specifies components included in program	—	
West Virginia	5-9	Verification of competence based on job-related objectives.	—	
Wisconsin	5-9	Major or minor in the subject area taught	Major/Minor	
Wyoming	5-8	Comp. in Mid. gr. mgmnt., char., content & methods. Emph. on major & supporting field of study	Major	

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 2001-2002; State Departments of Education. Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Table 21

Secondary Teachers: State Requirements in Academic Fields for Secondary License—2002

State	Grades	Requirement	Major/Minor Required
Alabama	6-12	State knowledge/ability standards	—
Alaska		Requirements are specified by the approved program	Major/Minor
Arizona		State board req. subject area: Major (24 hrs.); Others Subjects: District Decision	Major
Arkansas		State competency standards/NCATE standards	Major
California		Subject matter examination/Approved program	—
Colorado		Specifies components included in program	Major
Connecticut	7-12	Min. 30 hrs. in endorsement subject, min. of 9 hrs. in related subject	Major
Delaware	7-12	Requires a specific minimum number of units in the subject area taught	Major
DoDEA		24 hrs in subject area	—
Dist. of Col.	7-12	21 to 52 hrs. depending on subject area.	Major
Florida	6-12	Major/Minor, and/or specifies components in program	Major/Minor
Georgia	7-12	Specific min. number of units in subject area taught, specifies components in program	Major
Hawaii	7-12	Major or equivalent; specified by approved program	Major
Idaho	6-12	20 hr. prof. prep. in 2 fields, 30 hr. Major & 20 hr. Minor or 45 hr. composite	Major/Minor
Illinois	6-12	State knowledge/ability standards	Major
Indiana	9-12	36-52 hrs. Major in subject area; 24-36 hr. prof. prep.	Major/Minor
Iowa	7-12	Major/Minor; 30 hr. Major; specifies components in program	Major/Minor
Kansas	6-12	Subject matter is specified in term of content	—
Kentucky	8-12	Major; specifies components in program. Learned Society/S.P.A. & Praxis II	Major
Louisiana	7-12	15-50 hrs. in each subject area, with specific courses required within most areas.	—
Maine	7-12	36 hr. major in the subject area taught, plus 6 E, 6 M, 6 S, 6 SSt.	Major
Maryland	7-12	Major required in subject area taught	Major
Massachusetts	7-12	24 hrs. or experience addresses the field of knowledge competencies	—
Michigan	7-12	Major: min. 30 hrs./Group major 36 hrs; Minor: min 20 hrs./Group minor 24 hrs.; 3 hrs. teaching	Major
Minnesota		Major/Minor; specifies components in program	Major/Minor
Missouri		Approved Program plus 30 hrs in content area	—
Mississippi		44 hrs. general ed.; specifies courses in subject field; plus 12 E, 9 SSt, 3 FA, 3 Spch, 3 Ex. Child, 3 HE	Major
Montana	7-12	Major of at least 30 hrs. and a minor of at least 20 hrs. or an extended or broad field of at least 40 hrs.	—
Nebraska	7-12	Requires a min. number of units in the subject area taught; specifies components in program	Major
Nevada	7-12	Major in the subject area taught	Major
New Hampshire		Specifies components to be included in the program	—
New Jersey	N-12	Requires a specific min. no. of units in the subject area taught	Major
New Mexico	7-12	54 hrs. gen. ed; 24-36 hrs. in at least one teaching field; 12 hrs. in upper division courses; 12-24 Elec.	—
New York	7-12	Feb. 2004: Complete an approved program, [assthree New York State Teacher Certification Examinations	Major
North Carolina	9-12	Competencies for each specialty area in approved program	—
North Dakota	K-12	26 hrs. prof. prep.	Major/Minor
Ohio	7-12	SPA standards in each area	Major
Oklahoma	6-12	Major or equivalent in the subject area	Major/Minor
Oregon	7-12	Major in the subject area taught	Major
Pennsylvania	6-12	Spec. min. number of units in the subject area taught; specifies components to be included in program	—
Rhode Island	7-12	Major in the subject taught or its equivalent	Major
South Carolina	7-12	30 hours or a major in the subject area taught	Major
South Dakota	9-12	Requires a specific min. number of units in subject area taught; specifies component in program	Major
Tennessee	7-12	State licensure standards in major	Major
Texas	6-12	Four options in approved subject area; 24 hrs in a single area—48 hrs. in broad field/composite area	Major/Minor
Utah	6-12	Requires a specific min. no. of units in the subject area taught	Major/Minor
Vermont	7-12	Approved Program	—
Virginia	8-12	Requires a specific minimum no. of units in the subject area; specifies components in program	—
Washington	5-12	Requires a specific minimum no. of units in the subject area; specifies components in program	—
West Virginia	9-12	Competence based on job-related objectives.	—
Wisconsin	9-12	Specifies components in program	Major/Minor
Wyoming	7-12	Approved Program based on state standards	Major

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 2001-2002; State Departments of Education. Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Table 22

State Teacher Induction Programs—2002

State	How long does the Induction Program last?	What is the cost per new teacher supported by the state?	Who administers the program?	Consequences for failure to complete program?
Arkansas	1-3 years	\$2,000 per year	Department of Education	Non-issuance of standard license
California	2 years (fast track option of 1 year)	\$3,400 (state level)	CTC and CDE	Increased mentoring support
Connecticut	2 years; 3 if need to resubmit portfolio	\$550 per year per new teacher	CT State Department of Education	Not eligible for continued certification
Delaware	1-3 years, depending on progress of new teacher	Approximately \$1,200	State Department of Education	Will not be licensed beyond 3rd yr.
Georgia	Under development			
Idaho	3 years	\$450 per teacher	Local Schools	
Indiana	2 years, proposed	Approximately \$600 per mentor, contingent upon budget process	Indiana Professional Standards Board	Will not receive Proficient Practitioner Instructional License
Iowa	2 years	\$1,300	Local Schools	Not licensed by state
Kansas		State appropriated funds	Local Schools	
Kentucky	1 year	\$1,960	Education Professional Standards Board	2 year limit: Cannot achieve Professional License
Louisiana	2 years	\$466/yr. mentor stipend	State Dept. of Ed.	Not licensed by state
Massachusetts	1 year	unknown	Local Schools	Cannot achieve Professional License
Michigan	3 years	No funds allocated	State	
New Hampshire	Alt. 4 & 5: Mentor assigned			No consequence
New Mexico	1-3 years	Approx. \$600 annually	Local Schools	
North Carolina	3 years		District, State Assessment	Cannot achieve Continuing License
Ohio	1 academic school year	\$2,500	Local Schools	2 yrs. to successfully complete program under provisional license, passage of performance assessment under Praxis II required
Oklahoma	1 year with option of additional year	\$500 mentor teacher stipend	Local Schools	Committee recommends for certification or noncertification
South Carolina	1 year	\$740	Local Schools	Provisional Contract
Texas	2 years	varies	State, Local Education Agency	No consequence
Utah	3 years	No funds allocated	State Office of Education with Local Schools	Does not receive Level 2 Licensure
Virginia	Probationary teachers assigned mentor	Yearly 1.3 million		No consequence
Washington	1 year	\$800	Office of the Superintendent of Public Instruction	
West Virginia	1 year	\$600 paid to mentor + PD costs	Local Schools, Center for Professional Development	Allows for option to repeat program
Wisconsin	New Program Effective 7/1/04	n/a	Local Schools	No professional license
Total: 23 states, 2 Developing				

Question: Does your state require an induction program for new teachers? If yes, how many months or years is the induction or support program? What is the cost per new teacher in the induction program supported by the state? Are there consequences for failure to complete the program?

Table 23

Professional Development Requirements for Teacher License Renewal/Recertification—2002

State	Teacher Licensure Renewal/Recertification
Alabama	Three years experience and either 5 CEUs/50 clock hours of professional development or a 3 semester hour course; or 5 CEUs/50 clock hours of professional development and 3 semester hour course; or 6 semester hours of appropriate courses.
Alaska	6 semester credits, 3 in upper division or graduate levels
Arkansas	30 hours per year
California	150 hours every 5 years with area of concentration
Colorado	Six semester hours or 90 clock hours of professional development every 5 years
Connecticut	9 CEUs or 6 grad courses-5 years
Delaware	Delaware's continuing License will require 90 clock hours every 5 years
DoDEA	Six semester credits every 6 years, 3 of the 6 must apply to current teaching category
District of Columbia	6 Hours of College Credit or IS
Florida	6 semester hours or 120 staff development units every 5 years
Georgia	Six semester hours of course work; other renewal requirements include background checks; no more than 1 unsatisfactory performance appraisal in a three-year period; administrators serve 5 days in the classroom as an instructor.
Hawaii	Under development by Hawaii Teacher Standards Board, subject to public hearing and approval
Idaho	Completion of at least 6 semester hours of credit within a 5 year period
Illinois	8 semester hours of college course work; 24 continuing education units; 120 continuing professional development units
Indiana	Standard: 6 semester hrs. major, minor or professional education every 5 years. Master or Professional: 90 hours Continuing Renewal Credits (CRUs) or 6 semester hours major, minor or professional education every 5 years.
Iowa	Six credits every five years which may be composed of staff development activities.
Kansas	8 sem. Cr. (B.A.), 6 sem. Cr. (M.A.) every 5 years
Kentucky	1st 5-yr renewal: 15 grad hrs; 2nd 5-yr renewal: Approved Master's program or approved Fifth year program (32 graduate hrs); Subseq. 5-yr renewals: 3 yrs of classroom teaching during last 5-yr or 6 sem. hours of additional graduate credit.
Louisiana	State mandated 2 additional work days for staff development/school improvement for all teachers
Maryland	6 credits during the first five years to move from Standard Professional Certificate level 1 to level 2; 6 additional credits during subsequent 5 years to move from level 2 to level 3; 36 credits to move to Advanced Professional Certificate.
Massachusetts	Focus on academic studies/content knowledge. Please see: http://doe.mass.edu/
Michigan	Six semester hours or 18 SBCEU for renewal of professional certification
Minnesota	125 clock hours
Mississippi	10 CEUs or 5 CEUs and 3 semester hours or 6 semester hours every 5 years
Missouri	30 clock hours
Montana	60 units every five years
Nebraska	2 years experience, or 6 semester credits every 7 years
Nevada	6 semester hours for renewal period (5-6 years)
New Hampshire	75 clock hours
New Jersey	100 hours professional development every 5 years
New Mexico	—
New York	Feb. 2004: 175 hrs. for all professional certificate holders (5 year cycle)
North Carolina	15 credits every 5 years (3 credits in technology). K-8 teachers 3 credits in reading methods.
North Dakota	4 semester hours every 5 years
Ohio	Every five years, six semester hours or 180 contact hours CEUs or equivalent activities approved by local professional development committees. Second 5 yr. renewal requires master's degree or equivalent in graduate hrs.
Oklahoma	Teach 3 of 5 yrs and must have 75 professional development points every 5 years or 5 semester hrs or 75 professional development points or a combination may substitute for every 3 years of employment for renewal.
Oregon	125 Continuing Professional Development units every five years
Pennsylvania	Increased levels of on-going professional development to maintain current certificate
Rhode Island	Six to nine credit hours or the completion of an I-Plan (an individual professional development plan)
South Carolina	Six hours of certificate renewal credit every 5 years in content area
South Dakota	Six semester hours germane to their area of certification
Tennessee	Six semester credits or equivalent in professional development points
Texas	150-200 hours, 5 year standard certificate
Utah	Level 1: Professional development directed by the local school district. Level 2: three years experience and 100 professional development points over five yrs. Level 3: 3 yrs experience and 100 professional development points over 7 yrs.
Vermont	180 professional development points every 5 years
Virgin Islands	Requirements are currently being reviewed.
Virginia	Renewal required the accrual of 180 professional development points every five years. Refer to the following web site: http://www.pen.k12.va.us/VDOE/Compliance/TeacherEd/remanual.pdf
Washington	150 clock hours every 5 years
West Virginia	Six semester hours
Wisconsin	6 semester credits every 5 years or 180 clock hours professional development (30 hrs.=1 credit)
Wyoming	Local Decision

Notes: "—" Indicates state does not have a policy

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2002

Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Table 24
State Assessments of Teacher Education Programs—2002

State	Date Standards Approved	Criteria for Low Performing Teacher Education Programs
Alabama	January 1997	On the job performance of beginning teachers as assessed through implementation of the Alabama Professional Education Personnel Evaluation Program.
Arkansas	September 1986	Designated low performing by failing 3 of 6. 1: Summary pass rate of at least 80% on Praxis Series, 2: Content major required for secondary education, 3: 18 to 1 faculty-student ratio, 4: Student teaching not less than 12 weeks, 5: Annual comprehensive assessment of teacher preparation, 6: institution is not placed on probation by NCATE
California	September 2001	On-Site accreditation teams review standards
Connecticut	8/6/98-6/30/03	Program Standards and site visits
Delaware	1996	NCATE (optional), NASDTEC, DE approved standards
Dist of Col.	2000	NCATE
Florida	Since 1990	Based on State Standards for teacher preparation Programs; Educator Accomplishes Practices at the preprofessional level, a 90% passing rate on state basic skills, professional skills and subjects examinations; a 90% eligibility for rehire rate; compliance with all mandates in Florida Statutes and State Board Rules; increase in diversity of students enrolled in teacher preparation programs.
Georgia	July 1997	PRAXIS II
Hawaii	2001	State approval status, including passing rate of licensing tests
Idaho	September 2000	A plan is in the process of being developed
Illinois	Adopted NCATE 2000 standards in June	Institutions that are determined on probation are categorized as at risk. Failure by the institution to demonstrate appropriate remediation of the probationary status after three years classified the institution as low performing.
Indiana	Approved by IPSB in 2001	Approved Unit Assessment System: An institution must have an approved Unit Assessment System (UAS) in accordance with the previously established time lines.
Iowa	1998-1999	Based on State Board Approval of Programs.
Kansas	November 2001	NCATE standards used for all institutions. Low performing designation adopted.
Kentucky	NCATE partnership since 1990	A teacher education program is considered low performing when its accreditation has conditions. State is developing a Quality Performance Index score for each unit with accreditation consequences. (2003)
Maryland	2001	Institutional Performance Criteria that are based upon the major components of state teacher education policy.
Massachusetts	October 2000	Please see section 7.03 in our document on www.doe.mass.edu
Minnesota	Sept 2001	Identification of institutions of teacher preparation programs at risk of low performing will be based on an institution being "conditionally" approved under the Board approval process.
Mississippi	1986	Requires 80% passing rate on Licensure Exams over 3 year period.
Missouri	Dec 99	Missouri Standards for Teacher Education Programs
Montana	July 2000	NCATE and Board of Public Education Standards must be met
Nebraska	January 2001	Nebraska has only approved probation and not approved low performing criteria
New York		At risk of low performance: based on site visit, programmatic review and percent passing New York State Teacher Certification Examinations
North Carolina	1987	95% pass rate on Initial Licensure Program. 90% pass rate on Praxis II.
North Dakota	May 2000	NCATE 2000
New Mexico	2000	Criteria is based on passage rates on state teacher competency test.
Ohio	1998	At Risk of Low Performance: based on site visit and percent passing Praxis II. Low Performance: three years in the At Risk Category. Two years in the low results performance category: rescission of state approval
Oregon	1999	Performance criteria of students and program computed in the field.
Oklahoma	1997	Accreditation revoked by state or student aggregate pass rate is 75% or lower for 3 consecutive years, including year in which state accreditation decision is made.
Rhode Island	1990 (new Fall 2002)	Insufficient progress toward meeting Program Approval Standards.
South Carolina	Every Five Years	Praxis Scores, Accreditation Status, Evaluation
South Dakota	September 2000	Based on 7 criteria: Content major, student-faculty ratio, student teaching, NCATE probation, state probation, state administrative rules, annual survey. At Risk: 4 of 7 criteria. Low Performing: 3 of 7 criteria
Tennessee	1991, revised 2001	Based on NCATE 2000, state licensure standards, and Praxis II
Texas	1998	First year and cumulative pass rates for certification exams.
Utah	July	NCATE Standards for all institutions
Virgin Islands	Developing	Currently developing a set of state standards for assessment of teacher education programs.
Virginia	July 2001	Based on the five year accreditation review. The regulations governing approved programs for Virginia Institutions set standards. An institution will be designated low performing if improvements have not been made at the end of one year after receiving a recommendation of approval.
Washington	Adopted 1997-98, implemented 2000	Five phase approach is reviewed annually. Decision is based on first year teacher and principal survey, three year average of program completers to applicants ratio, student to teacher ratio, PEAB survey, and annual program reports.
West Virginia	January 2000	NCATE Standards for all public institutions
Wisconsin	January 2000	Conditional approval or "not met" on state standards.

Question: Has your state adopted standards for approval or assessment of teacher education programs? If yes, when were they approved by the state? What are the specific criteria your state uses to determine which teacher education programs are low performing?

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2002
Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

School Leader/Administrator Licensure

State Standards for School Leader/Administrator Licensure

Table 25

In 2002, 40 states reported policies for licensing school leaders or administrators based on state standards and three states are developing standards. Dates of approval range from 1986 and continue through 2004. Six states had their standards approved in 2000.

As the table shows, almost half of all states base their standards on the ISLLC standards (Interstate School Leader Licensure Consortium, CCSSO). Both New Mexico and North Dakota use NCATE (National Council for Accreditation of Teacher Education) in addition to ISLLC. Oklahoma reports their standards are partially based on ISLLC, and one plans to base them on ISLLC.

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

State Assessment for School Leader/Administrator Licensure

Table 26

In 2002, a total of 31 states reported using an assessment instrument for licensing school leaders and 4 are planning or developing assessments. In 1998, twenty-two states reported using an assessment.

Nine states used the Interstate School Leader Licensure Consortium, ISLLC, developed assessment. Arkansas, Connecticut, North Dakota and Oregon use other assessments in addition to ISLLC, including Praxis and National Assessment of Education School Principals, NAESP.

Table 25

Standards for School Leader/Administrator Licensure—2002

State	Date Approved	Based on ISLLC Standards
Alabama	March 14, 2002: The State Board of Education has adopted new standards that will require prospective administrators to be more competent in the use of technology.	Yes
Alaska	1999	
Arizona		
Arkansas	1995	Yes
California	January 2002	No
Colorado	1994	No
Connecticut	August 6, 1998 through June 30, 2003	Yes
Delaware	Non-instructional administrators no longer licensed; Standards for instructional school leaders are being changed and will focus on ISLLC standards	No (Developing)
District of Columbia		No
DoDEA	July 2002	Yes
Florida	As of July 1, 2001, state certification requirements changed.	No
Georgia	December 2001	Yes
Hawaii	In process	Yes
Idaho	Developing	No (Developing)
Illinois	1998	Yes
Indiana	November 1999	Yes
Iowa	2001	Yes
Kansas	Developing	No
Kentucky	1998	Yes
Louisiana	—	Yes
Maine	—	No
Maryland	November, 1995; January, 1998	Yes
Massachusetts	October 2000	No
Michigan	N/A	No
Minnesota	May 1996	No
Mississippi	1998	Yes
Missouri	—	Yes
Montana	June 2001	No
Nebraska	Nov. 2000	No
Nevada	—	
New Hampshire	Every 10 years	Yes
New Jersey	Principal 1990	No
New Mexico	Fall 1997	Yes, plus NCATE
New York	—	
North Carolina	1997	Yes
North Dakota	1999: ESPB develops standards for educational leadership, issues licensure based on stands.	Yes, plus NCATE
Ohio	October 1996	Yes
Oklahoma	1997	Yes, partial
Oregon	1999	No
Pennsylvania	2000	No
Rhode Island	June 1996	Yes
South Carolina	Summer 2002	Yes, Educational Leadership Constituency Council
South Dakota	—	No
Tennessee	1999	Yes
Texas	1998	Yes
Utah	—	Yes
Vermont	Revised 1999	No
Virgin Islands	Developing	No
Virginia	July 1, 1998	Yes
Washington	August 2002	Yes
West Virginia	January 2000	Yes
Wisconsin	2004	Yes
Wyoming	1998	No

Notes: ISLLC=Interstate School Leader Licensure Consortium, NCATE=National Council for Accreditation of Teachers
Source: State Departments of Education, CCSSO Policies and Practices Survey, 2002
Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Table 26

State Assessment for School Leader/Administrator Licensure—2002

School Leader/Administrator Licensure

State	Source/Name of Assessment
Alabama	University designed
Alaska	ISLLC, SLLA
Arizona	
Arkansas	ISLLC/ETS, Portfolio
California	Planning
Colorado	
Connecticut	ISLLC, ETS, CT Administrator Test (CAT)
Delaware	NASSP (2002-2003)
DoDEA	Planning
District of Columbia	—
Florida	—
Georgia	ETS, Praxis II
Hawaii	—
Idaho	Planning
Illinois	Illinois Certification Testing System
Indiana	ETS, 01/01/03: ETS Praxis II
Iowa	Developed by institutions
Kansas	—
Kentucky	SLLA
Louisiana	National Teachers Exam
Maine	Portfolio
Maryland	School Leader Licensure Assessment (Principals Only)
Massachusetts	Plan performance assessments
Michigan	—
Minnesota	—
Mississippi	ETS-SLLA
Missouri	ETS
Montana	—
Nebraska	—
Nevada	Praxis-Admin
New Hampshire	ETS
New Jersey	PRAXIS (ETS admin)
New Mexico	—
New York	
North Carolina	ISLLC
North Dakota	ISLLC, NASSP
Ohio	ISLLC, NAESP, NASSP, Portfolio
Oklahoma	Oklahoma Subject Area Tests
Oregon	PRAXIS-Admin
Pennsylvania	ISLLC
Rhode Island	Portfolio
South Carolina	ETS, State Principal Assessment Instrument-ADEPPI
South Dakota	—
Tennessee	ISLLC
Texas	ExCET for Administrators
Utah	—
Vermont	PRAXIS
Virgin Islands	—
Virginia	ISLLC (School Leaders Assessment)
Washington	—
West Virginia	Praxis II
Wisconsin	—
Wyoming	Interviews, on-site assessment

Notes: ISLLC=Interstate School Leader Licensure Consortium, NTE=National Teachers Exam, SLLA=State Leader Licensure Exam, ETS=Educational Testing Service
 Source: State Departments of Education, CCSSO Policies and Practices Survey, 2002
 Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, D.C.

Student Assessment

Growth of Student Assessment Programs

Table 27-30

Results of the most recent CCSSO Annual Survey of State Student Assessment Programs for the 2000-2001 school year show that 49 states have a statewide assessment program in one or more subjects. In the 1980s and continuing in the 1990s, 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.

Assessments by Subject

In 2001, 49 states required statewide assessments in mathematics and language arts, 36 states in science, 29 states in social studies.

Trends:	Number of States			
	1984	1994	1999	2001
Language Arts	35	44	48	49
Mathematics	34	45	48	49
Science	13	30	33	36
Social Studies	12	27	29	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 assessments, in addition to multiple choice items. The types of items used in assessments varies by the subject assessed.

	Number of Assessments			
	Language Arts*	Mathematics	Science	Social Studies
Extended Response	27, 55	35	15	15
Short Answer	32, 13	35	16	14
Fill in the Blank	7, -	5	3	3
Performance Tasks	3, 2	2	3	-
Multiple Choice	95, 24	100	57	44

*Reading, Writing Assessments

Type of Test

Statewide assessments are increasingly varied in 2001 by the type of test used to assess students. Criterion referenced test out number norm-referenced test in English/Language Arts assessments, and a growing number of states have adopted writing assessments. The type of test used to assess students again varies by the subject assessed.

	Number of Assessments			
	Language Arts*	Mathematics	Science	Social Studies
Norm-Referenced	44, 7	46	27	26
Criterion-Referenced	66, 29	67	34	34
Writing Assessment	3, 49	-	-	1
Performance Assessment	16, 8	12	7	7
Other	n/a	6	-	1

*Reading, Writing Assessments

Most states administer standardized 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, and 11. The tables also summarize the type of test, types of items used, and the use of state defined performance levels to report test results.

Table 27
Statewide Student Assessment: Mathematics, 2000–2001

State	Assessment	Grades	Test Types	Item Types	Performance Levels	
Student Assessment	Alabama	Alabama Early Learning Inventory	K	Criterion-Referenced	M.C.	3
		Alabama High School Graduation Exam, Third Edition	10,11	Criterion-Referenced	M.C.	2
		Stanford Achievement Test, 9th Ed.	3-11	Norm-Referenced	M.C.	3
	Alaska	Criterion-Referenced Testing (Standards-based Testing)	3, 6, 8, 10	Criterion-Referenced	M.C., Short Response Ext. Response	3
		Norm-Referenced Testing (CAT/5)	4, 7	Norm-Referenced	M.C.	3
	Am. Samoa	Stanford Achievement Test Ninth Ed.	4, 7, 8, 10, 12	Norm-Referenced	M.C.	n/a
	Arizona	Arizona's Instrument to Measure Standards (AIMS)	3, 5, 8, 10 high school	Norm-Referenced, Criterion-Referenced	M.C., Short Response Ext. Response	4
		Stanford Achievement Test, 9th Ed.	2-8	Norm-Referenced	M.C.	
	Arkansas	Benchmark Exams and End of Level Exams	4, 6, 8, 11	Criterion-Referenced	M.C., Short Response	4
		Norm-Referenced Testing (Stanford 9)	5, 7, 10	Norm-Referenced	M.C.	n/a
	California	California High School Exit Exam (CAHSEE)		Criterion-Referenced	M.C.	
		California High School Proficiency Exam (CHSPE)		Criterion-Referenced	M.C.	
		GED		Norm-Referenced	M.C.	
		Golden State Exams	7-12	Other	M.C., Ext. Response	4
		Standardized Testing and Reporting Program (STAR)	2-11	Norm-Referenced, Criterion-Referenced	M.C.	
	Colorado	Reading, Writing, Mathematics and Science	5, 8, 10	Criterion-Referenced	M.C., Fill Blank, Short Response, Ext. Response	4
	Connecticut	Connecticut Academic Performance Test (CAPT)	10	Criterion-Referenced	Short-Response, Gridded	4
		Connecticut Mastery Test (CMT)	4, 6, 8	Criterion-Referenced	M.C., Short Response, Extended Response, Gridded	
	Dist. of Colum.	Stanford Achievement Tests—9th Ed.	1-11	Norm-Referenced	M.C.	4
Delaware	Delaware Student Testing Program: Standards-Based Testing	3, 5, 8, 10	Norm-Referenced Norm-Referenced, Criterion-Referenced	M.C. M.C., Short Response Extended Response	5	
DoDEA	CTB TerraNova Multiple Assessment	3-11	Norm-Referenced	M.C., M.C. (3), Short Response		
Florida	Florida Comprehensive Assessment Test	3-10	Criterion-Referenced, Performance Assessment	M.C., Short Response Extended Response, Gridded	5	
	High School Competency Test	11, 12	Norm-Referenced	M.C.	2	
Georgia	Criterion-Referenced Competency Tests (CRCT)	4, 6, 8	Criterion-Referenced	M.C.	3	
	Georgia High School Graduation Tests (GHSGT)	11, 12	Criterion-Referenced	M.C.	3	
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	K	Performance Assessment	M.C., Observ. Indiv. tasks, Projects.	3	
	Stanford-9		Norm-Referenced	M.C.		
Guam	SAT9 Norm-Referenced Test		Norm-Referenced	M.C.		
Hawaii	Hawaii Content and Performance Standards II State Assessment	3, 5, 8, 10	Norm-Referenced Criterion-Referenced	M.C., Short Response Ext. Response		
Idaho	Direct Math Assessment	4, 8	Performance Assessment	Short Response, Ext., Response, Example		
	Norm-Referenced Test	3-11	Norm-Referenced	M.C.		
Illinois	Illinois Standards Achievement Test (ISAT)	3, 5, 8	Criterion-Referenced	M.C., Ext. Response	4	
	Prairie State Achievement Examination, incorporates ACT	11	Norm-Referenced, Criterion-Referenced	M.C.		

Source: State Student Assessment Programs Database, 2000-2001 school year, CCSSO Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, DC

Table 27 con't.
Statewide Student Assessment: Mathematics, 2000–2001

State	Assessment	Grades	Test Types	Item Types	Performance Levels
Indiana	Statewide Assessment	3, 6, 8, 10	Norm-Referenced, Criterion-Referenced	M.C., Short Response	2
Iowa	(Local) Standardized Testing ITBS and ITED	4, 8, 11	Norm-Referenced	M.C.	
Kansas	Kansas Assessment Program	4, 7, 10	Criterion-Referenced	M.C.	
Kentucky	KCCT On-Demand	5, 8, 11	Writing Assessment	M.C., Ext. Response	5
	National Norm-Referenced Test (CTBS/5)	3, 6, 9	Norm-Referenced	M.C.	4
Louisiana	Graduation Exit Examination (GEE 21)	10	Criterion-Referenced	M.C., Ext. Response	5
	LEAP 21 Grades 4, 8	4, 8	Criterion-Referenced	M.C., Ext. Response	5
	The Iowa Tests, Complete Battery	3, 5, 6, 7, 9	Norm-Referenced Ext. Response	M.C.	
Maine	Maine Educational Assessment	4, 8, 11	Criterion-Referenced Performance Assessment	M.C., Short Response Ext. Response	4
Maryland	High School Assessments	7-12	Criterion-Referenced Ext. Response, Gridded	M.C., Short Response,	
	Maryland Functional Tests	7-12	Criterion-Referenced	M.C.	2
	Maryland School Performance Assessment Program (MSPAP)	3, 5, 8	Performance Assessment	Short Response, Ext. Response, Indiv. Task, Group Task	5
	Massachusetts Comprehensive Assessment System (MCAS)	4, 6, 8, 10	Criterion-Referenced	M.C., Short Response, Ext. Response	4
Michigan	Grade 4 and 7 Reading and Mathematics	4, 7	Criterion-Referenced	M.C.	3
	MEAP High School Test	11	Criterion-Referenced	M.C., Short Response	4
Minnesota	Basic Standards Tests	8	Criterion-Referenced	M.C.	2
	Minnesota Comprehensive Assessments	3-5	Criterion-Referenced	M.C., Short Response	4
Missouri	MAP	4, 8, 10	Norm-Referenced, Criterion- Referenced, Perform Assess.	M.C., Short Response, Ext. Response	5
N. Mariana	Stanford Achievement Test, 9th Ed.	3-11	Norm-Referenced	M.C.	
Mississippi	Career Planning and Assessment System		Criterion-Referenced	M.C.	
	Functional Literacy Examination	11	Criterion-Referenced	M.C.	2
	Mississippi Curriculum Test	2-8	Criterion-Referenced	M.C., Short Response	4
	Norm-Referenced Testing (TerraNova CTBS/5)	3-8	Norm-Referenced	M.C.	
	Subject Area Testing Program (end-of-course tests)	8-11	Criterion-Referenced	M.C., Short Response	2
	Title I Grade 10 Mathematics Test (SAT-9)	10	Norm-Referenced	M.C.	4
Montana	Student Assessment Requirement	4, 8, 11	Norm-Referenced	M.C.	
Nebraska	School-Based Teacher-Led Assessment and Reporting System (STARS)	4, 8, 11	Norm-Referenced, Criterion-Referenced Writing Assessment Performance Assess, Portfolio	M.C., M.C. (2), M.C. (3), Fill Blank, Short Response, Ext. Response, Observ.	
Nevada	High School Proficiency Examination	high school	Criterion-Referenced	M.C.	2
	Norm-Referenced Testing at Grades	4, 8, 10	Norm-Referenced	M.C.	2
N. Hampshire	NH Educational Improvement and Assessment Program	3, 6, 10	Criterion Referenced	M.C., Ext. Response	4
New Jersey	Elementary School Proficiency Assessment (ESPA)	4	Criterion-Referenced	M.C., Ext. Response	3
	Grade 11 High School Proficiency Test (HSPT)	11	Criterion-Referenced	M.C., Ext. Response Gridded	2
	Grade Eight Proficiency Assessment (GEPA)	8	Criterion-Referenced	M.C. (1), Ext. Response	3
New Mexico	NMAchievement Assessment	3, 4, 5, 6, 7	Norm-Referenced Criterion-Referenced, Performance Assessment	M.C., Fill Blank, Short Response, Ext. Response	4

Student Assessment

Source: State Student Assessment Programs Database, 2000-2001 school year, CCSSO
Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, DC

Table 27 con't.

Statewide Student Assessment: Mathematics, 2000–2001

State	Assessment	Grades	Test Types	Item Types	Performance Levels
New Mexico	NM High School Competency Exam	10	Criterion Referenced, Performance Assessment	M.C., Short Response	2
New York	New York State Testing Program	4, 8	Criterion-Referenced	M.C., Short Response, Ext. Response	4
	Regents Competency Tests	9	Criterion-Referenced	M.C., Short Response	2
	Regents Examination Program	9-12	Criterion-Referenced	M.C., Short Response, Extended Response	4
North Carolina	NC Annual Testing Program	3-12	Norm-Referenced Criterion-Referenced	M.C., Short Response	4
	NC Testing Program—Competency Testing	8-12	Norm-Referenced, Criterion-Referenced	M.C.	2
	Norm-Referenced Testing Program	n/a	Norm-Referenced	M.C.	
North Dakota	North Dakota Mathematics and Reading Tests	4, 8, 12			
	TerraNova (CTBS/5) and Test of Cognitive Skills, Second edition (TCS/2)	4, 6, 8, 10	Norm-Referenced	M.C., Short Response	4
Ohio	4th-Grade Proficiency Testing	4	Criterion-Referenced	M.C., Short Response, Ext. Response	3
	6th-Grade Proficiency Testing	6	Criterion-Referenced	M.C., Short Response, Ext. Response	3
	9th-Grade Proficiency Testing	9	Criterion-Referenced	M.C.	2
	12th-Grade Proficiency Testing	12	Criterion-Referenced	M.C., Gridded	3
Oklahoma	Oklahoma Core Curriculum Test	5, 8	Norm-Referenced, Criterion-Referenced	M.C.	4
Oregon	Reading, Writing, Science, Mathematics Assessment-Multiple Choice	3, 5, 8, 10	Criterion-Referenced	M.C., Ext. Response	3
	Reading, Writing, Science, Mathematics Assessment-Writing and Math Problem Solving	5, 8, 10	Performance Assessment	M.C., Ext. response	4
Pennsylvania	Reading, Mathematics, Writing	5, 8, 11	Criterion-Referenced, Performance Assess., Portfolio	M.C., Ext. Response	
Puerto Rico	Pruebas Puertorriqueñas de Competencias Escolares	3, 6, 9, 11	Criterion-Referenced	M.C., Other	3
Rhode Island	English Language Arts and Math Performance Assessment (New Standards Reference Exams)	4, 8, 10	Criterion-Referenced	M.C., Short Response Ext. Response	5
South Carolina	Criterion-Referenced Tests — BSAP — High School Exit Examination	10, 11, 12	Criterion-Referenced	M.C.	2
	Criterion-Referenced Tests — PACT	3-8	Criterion-Referenced	M.C., Fill Blank Short Response	5
	Norm-Referenced Testing — TerraNova sample testing	n/a	Norm-Referenced	M.C.	1
South Dakota	Dakota Assessment of Content Standards	n/a	Criterion-Referenced	M.C. (2)	
	Stanford Achievement Test, 9th Ed.	4, 8, 11	Norm-Referenced	M.C.	4
Tennessee	Achievement Test (3-8)	3, 4, 5, 6, 7, 8	Norm-Referenced	M.C.	5
	Competency Test	Begin. 9	Criterion-Referenced	M.C.	2
	High School End of Course	n/a	Norm-Referenced	M.C.	
	Alg I, Alg II, Geometry	n/a	Norm-Referenced	M.C.	

Source: State Student Assessment Programs Database, 2000-2001 school year, CCSSO
Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, DC

Table 27 con't.

Statewide Student Assessment: Mathematics, 2000–2001

State	Assessment	Grades	Test Types	Item Types	Performance Levels
Texas	State-Developed Alternative Assessment (SDAA)	3-8	Criterion-Referenced	M.C.	3
	Texas Assessment of Academic Skills (TAAS) and end-of-course tests	3-12	Criterion-Referenced	M.C.	2
Utah	Curriculum Performance Assessment	n/a	Performance Assessment	Ext. Response	
	Norm-Referenced Testing	n/a	Norm-Referenced	M.C.	
	Utah Core Criterion-Referenced Tests (CRTs) Program	Gen. 1-11	Criterion-Referenced	M.C.	4
Vermont	New Standards Reference Exams (NSRE)	4, 8, 10	Criterion-Referenced	M.C., Short Response, Ext. Response	
Virginia	Standards of Learning (SOL) Assessment Program	3, 5, 8-12	Criterion-Referenced	M.C.	3
	Virginia Literacy Passport Testing Program	6	Criterion-Referenced	M.C. (1)	2
	Virginia State Assessment NRT Program	4, 6, 9	Norm-Referenced	M.C.	
Virgin Islands	Terra Nova Assessments Series	3, 6, 8, 11			4
Washington	Norm-Referenced Testing	n/a	Norm-Referenced	M.C.	
	Washington Assessment of Student Learning	4, 7, 10	Criterion-Referenced	M.C., Short Response, Ext. Response	4
Wisconsin	Wisconsin Knowledge and Concepts of Examinations (WKCE)	4, 8, 10	Norm-Referenced, Criterion-Referenced	M.C., Short Response	4
W. Virginia	ACT Explore	8	Norm-Referenced	M.C.	
	National Assessment of Educational Progress	4, 8, 12	Norm-Referenced	M.C.	
	Norm-Referenced Test		Norm-Referenced	M.C.	not in place 2000-2001
Wyoming	Wyoming Comprehensive Assessment System (WyCAS)	4, 8, 11	Norm-Referenced, Criterion-Referenced	M.C., Short Response, Ext. Response	4
	Wyoming Career Technical Assessment (WyCTA)	10-12	Performance Assessment	Example, Indiv. tasks, Group task	4

Student Assessment

Notes: M.C.=Multiple Choice, single correct answer; M.C. (2)=Multiple Choice, multiple correct answer; M.C. (3)= Multiple Choice, with student explanation; Fill Blank=Fill in the Blank or cloze; Short Response=Short constructed response; Ext. Response=Extended constructed response; Observ=Observation; Exmpl.=Example of student work; Indiv. task=Individual hands-on performance tasks; Group task=Group hands-on performance tasks, Proj.=Projects, exhibitions, or demonstrations; Gridded=An item where a student grids in a response into a numeric grid so that the response can be machine scored.

Source: State Student Assessment Programs Database, 2000-2001 school year, CCSSO Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, DC

Table 28
Statewide Student Assessment: English/Language Arts, 2000–2001

State	Assessment	Grades	Test Types	Item Types	Performance Levels
Student Assessment	Alabama Direct Assessment, Writing	5, 7	Writing Assessment	Indiv. Perf. Tasks	4
	Alabama Early Learning Inventory	K	Criterion-Referenced, Performance Assessment	M.C., Indiv. Perf. Task Other	3
	Alabama High School Graduation Exam	10, 11	Criterion-Referenced	M.C.	2
	Alabama Reading Assessment: Grade 1	1	Criterion-Referenced, Performance Assessment	M.C., Indiv. Perf. Task Other	3
	Alabama Reading Assessment: Grade 2	2	Criterion-Referenced, Performance Assessment	M.C., Fill Blank Indiv. Perf. Task	3
	Stanford Achievement Test, 9th Ed.	3-11	Norm-Referenced	M.C.	
Alaska	Criterion-Referenced Testing (Standards based Testing)	3, 6, 8, 10	Criterion-Referenced	M.C., Short Response, Ext. response	3
	Norm-Referenced Testing (CAT/5)	4, 7	Norm-Referenced	M.C.	3
Amer. Sa.	Stanford Achievement Test, 9th Ed.	4, 7, 8, 10, 12	Norm-Referenced	M.C.	
Arizona	CRT: Arizona's Instrument to Measure Standards (AIMS)	3, 5, 8, 10	Norm-Referenced, Criterion-Referenced	M.C., Short Response Ext. Response	4
	Stanford Achievement Test, 9th Ed.	2-8	Norm-Referenced	M.C.	
Arkansas	Criterion-Referenced Testing: Benchmark Exams and End of Level Exams	4, 6, 8, 11	Criterion-Referenced	M.C., Short Response, Ext. Response	4
	Norm-Referenced Testing (Stanford 9)	5, 7, 10	Norm-Referenced	M.C.	
California	California High School Exit Exam (CAHSEE)	9	Criterion-Referenced	M.C., Short Response	
	California High School Proficiency Exam Exam (CHSPE)		Criterion-Referenced	M.C., Short Response	
	Golden State Exams	11, 12	Other	M.C., Short Response, Ext. Response	6
	Standardized Testing and Reporting Program (STAR)	2-11	Norm-Referenced, Criterion-Referenced	M.C.	
Colorado	Reading, Writing, Mathematics and Science	3-10	Criterion-Referenced	M.C., Fill Blank, Short Response, Ext. Response	4
Connecticut	Connecticut Academic Performance Test (CAPT)	10	Criterion-Referenced, Writing Assessment	M.C., Short Response Ext. Response	4
	Connecticut Mastery Test (CMT)	4, 6, 8	Criterion-Referenced, Writing Assessment	M.C., Short Response Ext. Response	4
Dist. of Col.	Stanford Achievement Tests—9th Ed.	1-11	Norm-Referenced, Writing Assessment	M.C. Ext. Response	4
Delaware	Delaware Student Testing Program: Standards-Based Testing	3, 5, 8, 10	Criterion-Referenced, Writing Assessment	M.C., Short Response Ext. Response	5
DoDEA	CTB TerraNova Multiple	3-11	Norm-Referenced	M.C., M.C. (3), Short Response	
Florida	Florida Comprehensive Assessment Test	3-10	Criterion-Referenced, Performance Assessment, Writing Assessment	M.C., Short Response Ext. Response Other	5
	High School Competency Test	11, 12	Criterion-Referenced	M.C.	2
Georgia	Georgia High School Graduation Test	11, 12	Criterion-Referenced	M.C.	3
	Georgia Kindergarten Assessment Program-Revised (GKAP-R)	K	Performance Assessment	Projects, Exhibit., etc.	3
	Georgia Criterion-Referenced Test	4, 6, 8	Criterion-Referenced	M.C.	
	Stanford-9	1, 3, 5, 7, 9, 10, 11	Norm-Referenced	M.C.	
	Writing Test	5, 8, 11	Writing Assessment	Ext. Response	2
Guam	SAT9 Norm-Referenced Test	1, 3, 5, 7, 9, 10, 11	Norm-Referenced	M.C.	
Hawaii	Hawaii Content and Performance Standards II State Assessment	3, 5, 8, 10	Norm-Referenced, Criterion-Referenced	M.C., Short Response Ext. Response	4
Idaho	Direct Writing Assessment	4, 8, 11	Writing Assessment	Ext. Response	
	Idaho Reading Indicator	K-3	Criterion-Referenced, Performance Assessment	Indiv. Perf. Task	3

Source: State Student Assessment Programs Database, 2000-2001 school year, CCSO
Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, DC

Table 28 con't.
Statewide Student Assessment: English/Language Arts, 2000–2001

State	Assessment	Grades	Test Types	Item Types	Performance Levels
Illinois	Illinois Standards Achievement Test (ISAT)	3, 5, 8	Norm-Referenced Criterion-Referenced, Writing Assessment	M.C., Ext. Response	4
	Prairie State Achievement Examination, incorporates ACT	11	Criterion-Referenced	M.C., Ext. Response in writing and reading	
Indiana	Statewide Assessment	3, 6, 8, 10	Norm-Referenced, Criterion-Referenced Writing Assessment	M.C., Short Response Ext. Response	
Iowa	(Local) Standardized Testing ITBS and ITED	4, 8, 11	Norm-Referenced	M.C.	
Kansas	Kansas Assessment Program	5, 8, 11	Criterion-Referenced	M.C.	5
Kentucky	KCCT On-Demand	4, 7, 10	Writing Assessment	M.C., Ext. Response	4
	National Norm-Referenced Test (CTB/5)	3, 6, 9	Norm-Referenced	M.C.	4
	Writing Portfolio Assessment	4, 7, 12	Writing Assessment		4
	Graduation Exit Examination (GEE 21)	10, 11	Criterion-Referenced	M.C., Short Response, Ext. Response	
Louisiana	LEAP 21 Grades 4, 8	4, 8	Criterion-Referenced	M.C., Short Response, Ext. Response	5
	The Iowa Tests, Complete Battery	3, 5, 6, 7, 9	Norm-Referenced	M.C.	
Maine	Maine Educational Assessment	4, 8, 11	Norm-Referenced, Performance Assessment, Criterion-Referenced, Writing Assessment	M.C., Short Response Ext. Response	4
Maryland	High School Assessment		Criterion-Referenced	M.C., Short Response, Ext. Response	
	Maryland Functional Tests	7-12	Criterion-Referenced, Writing Assessment	M.C., Ext. Response	2
	Maryland School Performance Assessment Program (MSPAP)	3, 5, 8	Performance Assessment	Short Response, Ext. Response	5
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS)	3, 4, 7, 8, 10	Criterion-Referenced, Writing Assessment	M.C., Ext. Response	4
Michigan	Grade 4 and 7 Reading and Mathematics	4, 7	Criterion-Referenced	M.C.	3
	Science, Social Studies and Writing	5, 8	Writing Assessment	Ext. Response	2
	MEAP High School Test	11	Criterion-Referenced, Writing Assessment	M.C., Ext. Response	4
Minnesota	Basic Standards Tests	8, 10	Criterion-Referenced	M.C., Short Response	2
	Minnesota Comprehensive Assessment	3, 5	Criterion-Referenced, Writing Assessment	M.C., Short Response Ext. Response	4
Mississippi	Career Planning and Assessment System	12	Criterion-Referenced	M.C.	
	Functional Literacy Examination (high school exit exam)	11, 12	Criterion-Referenced, Writing Assessment	M.C., Ext. Response	2
	Mississippi Curriculum Test	2-8	Criterion-Referenced	M.C., Short Response	
	Norm-Referenced Testing: TerraNova	3-8	Norm-Referenced	M.C.	4
	Subject Area Testing Program	9-11	Criterion-Referenced	M.C., Short Response	
Missouri	MAP	3, 7, 11	Norm-Referenced, Criterion-referenced, Performance Assessment	M.C., Short Response Ext. Response	5
N.Mariana Isl.	Stanford Achievement Test, 9th Ed.	3, 4, 5, 8, 10	Norm-Referenced	M.C.	
Montana	Student Assessment Requirement	4, 8, 11	Norm-Referenced	M.C.	4
Nebraska	School-Based Teacher-Led Assessment and Reporting System (STARS)	4, 8, 11	Norm-Referenced	M.C., M.C. (2), M.C. (3) Fill Blank, Short Response, Ext Response	6

Student Assessment

Source: State Student Assessment Programs Database, 2000-2001 school year, CCSSO Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, DC

Table 28 con't.

Statewide Student Assessment: English/Language Arts, 2000–2001

Student Assessment

State	Assessment	Grades	Test Types	Item Types	Performance Levels
Nevada	Direct Writing Assessment	4, 8, 11, 12	Writing Assessment	Ext. Response	5
	Proficiency Examination at Grades 11/12 and Adult		Writing Assessment	Ext. Response	2
	High School Proficiency Examination	11, 12	Criterion-Referenced, Writing Assessment	M.C., Ext. Response	2
	Norm-Referenced Testing	4, 8, 10	Norm-Referenced	M.C.	2
New Hampshire	NH Educational Improvement and Assessment Program	3, 6, 10	Criterion-Referenced, Writing Assessment	M.C., Ext. Response	4
New Jersey	Elementary School Proficiency Assessment (ESPA)	4	Criterion-Referenced, Writing Assessment	M.C., Ext. Response	
	Grade 11 High School Proficiency	11	Criterion-Referenced	M.C., Ext. Response	2
	Grade Eight Proficiency Assessment	8	Criterion-Referenced, Writing Assessment	M.C., Ext. Response	
New Mexico	NM Achievement Assessment	3-9	Norm-Referenced, Criterion-Referenced, Performance Assessment	M.C., Fill Blank, Short Response, Ext. Response	4
	NM High School Competency Exam	10	Criterion-Referenced, Performance Assessment	M.C., Short Response	2
	Writing Assessment Program	4, 6, 8 (opt.)	Performance Assessment	Ext. Response	2
	Reading Assessments for Grades 1 & 2	1, 2	Performance Assessment	Ext. response	3
New York	New York State Testing Program	4, 8, 10	Criterion-Referenced	M.C., Short Response, Ext. Response	4
	Regents Competency Tests	11	Criterion-Referenced, Writing Assessment	Fill Blank	2
	Regents Examination Program	10, 11	Criterion-Referenced	Ext. Response	
North Carolina	NC Annual Testing Program	3-8, 9, 10, 11	Norm-Referenced, Criterion-Referenced, Writing Assessment, Performance Assessment	M.C., Short Response	4
	NC Testing Program — Competency Testing	9-12	Norm-Referenced, Criterion-Referenced	Ext. Response	
	Norm-Referenced Testing Program	5, 8	Norm-Referenced	M.C.	2
North Dakota	North Dakota Mathematics and Reading Tests	4, 8, 12			
	TerraNova (CTBS/5) and Test of Cognitive Skills, 2nd Ed. (TCS/2)	4, 6, 8, 10	Norm-Referenced	M.C., Short Response	4
Ohio	4th-Grade Proficiency Testing	4	Criterion-Referenced, Writing Assessment	M.C., Short Response	3
	6th-Grade Proficiency Testing	6	Criterion-Referenced, Writing Assessment	Ext. Response	
	9th-Grade Proficiency Testing	9	Criterion-Referenced, Writing Assessment	M.C., Short Response	3
	12th-Grade Proficiency Testing	12	Criterion-Referenced, Writing Assessment	Ext. Response	2
Oklahoma	Oklahoma Core Curriculum Tests	3-5, 8, 10, 11	Norm-Referenced, Criterion-Referenced, Writing Assessment	M.C., Ext. Response	
Oregon	Reading, Writing, Science, and Mathematics Assessment	3, 5, 8, 10	Criterion-Referenced, Writing Assessment	M.C., Ext. Response	3
Pennsylvania	Reading, Mathematics, Writing	5, 8, 11	Criterion-Referenced, Performance Assessment	M.C., Ext. Response	

Source: State Student Assessment Programs Database, 2000-2001 school year, CCSSO Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, DC

Table 28 con't.

Statewide Student Assessment: English/Language Arts, 2000–2001

State	Assessment	Grades	Test Types	Item Types	Performance Levels
Puerto Rico	Pruebas Puertorriqueñas de Competencias Escolares	3, 6, 9, 11	Criterion-Referenced, Writing Assessment	M.C., Other	
Rhode Isl.	English Language Arts and Math Performance Assessment (New Standards Reference Exams)	4, 8, 10	Criterion-Referenced	M.C., Short Response, Ext. Response	3
	Writing Performance Assessment	3, 7, 11	Writing Assessment	Ext. Response	5
S. Carolina	Criterion-Referenced Tests — BSAP — High School Exit Examination	10, 11, 12	Criterion-Referenced, Writing Assessment	M.C., Ext. Response	2
	Norm-Referenced Testing — TerraNova	5, 7, 10	Norm Referenced	M.C.	
S. Dakota	Stanford Achievement Test, 9th Ed.	2, 4, 8, 11	Norm-Referenced	M.C.	4
	Stanford Writing Assessment, 3rd Ed.	5, 9	Writing Assessment	Ext. Response	4
Tennessee	Achievement Test	3-8	Norm-Referenced	M.C.	3
	Competency Test		Criterion-Referenced	M.C.	
	TCAP Writing Assessment	4, 7, 11	Performance Assessment		6
Texas	Reading Proficiency Tests in English (RPTE)	3-12	Criterion-Referenced	M.C.	3
	State-Developed Alternative Assessment		Criterion-Referenced, Writing Assessment	M.C., Ext. Response	
	Texas Assessment of Academic Skills (TAAS) and end-of-course tests	3-12	Criterion-Referenced, Writing Assessment	M.C., Short Response	2
			Writing Assessment	Ext. Response	
Utah	Curriculum Performance Assessment	1-12	Performance Assessment	Ext. Response	
	Norm-Referenced Testing	3, 5, 8, 11	Norm-Referenced	M.C.	
	Utah Core Criterion-Referenced Tests	1-11	Criterion-Referenced	M.C., M.C. (3), Fill Blank	4
Vermont	New Standards Reference Exams (NSRE)	4, 8, 10	Criterion-Referenced, Writing Assessment	M.C., Short Response	5
	Vermont Developmental Reading Assessment (VT-DRA)	2	Performance Assessment	Ext. Response	5
Virginia	Standards of Learning (SOL) Assessment Program	3, 5, 8, 11	Criterion-Referenced, Writing Assessment	M.C., Ext. Response	3
	Virginia Literacy Passport Testing Program	9, 10, 11, 12	Criterion-Referenced, Writing Assessment	M.C., Fill Blank	2
	Virginia State Assessment NRT Program	4, 6, 9	Norm-Referenced	M.C.	
Virgin Islands	Terra Nova Assessments Series				
Washington	Norm-Referenced Testing	3, 6, 9	Norm-Referenced	M.C.	
	Second Grade Reading	2	Criterion-Referenced, Performance Assessment	Observation	
	Washington Assessment of Student Learning	4, 7, 10	Criterion-Referenced, Writing Assessment	M.C., Short Response	4
			Ext. Response		
Wisconsin	Wisconsin Knowledge and Concepts of Examinations (WKCE)	4, 8, 10	Norm-Referenced, Criterion-Referenced, Writing Assessment	M.C., Short Response	4
	Ext. Response				
	Wisconsin Reading Comprehension (WRCT)	3	Norm-Referenced, Criterion-Referenced	M.C., Short Response	4
West Virginia	ACT Explore	8	Norm-Referenced	M.C.	
	Norm-Referenced Test	3-11	Norm-Referenced	M.C.	
	Writing Assessment	4, 7, 10	Writing Assessment	Ext. Response	
Wyoming	Wyoming Comprehensive Assessment System (WyCAS)	4, 8, 11	Norm-Referenced, Criterion-Referenced, Writing Assessment	M.C., Short Response	4
				Ext. Response	

Student Assessment

Notes: M.C.=Multiple Choice, single correct answer; M.C. (2)=Multiple Choice, multiple correct answer; M.C. (3)= Multiple Choice, with student explanation; Fill Blank=Fill in the Blank or cloze; Short Response=Short constructed response; Ext. Response= Extended constructed response; Observ=Observation; Exmpl.=Example of student work; Individ. task=Individual hands-on performance tasks; Group task=Group hands-on performance tasks, Proj.=Projects, exhibitions, or demonstrations, Gridded=An item where a student grids in a response into a numeric grid so that the response can be machine scored.

Source: State Student Assessment Programs Database, 2000-2001 school year, CCSSO Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, DC

Table 29
Statewide Student Assessment: Science, 2000–2001

Student Assessment

State	Assessment	Grades	Test Type	Item Types	Performance Levels
Alabama	Alabama High School Graduation Exam, 3rd Ed.	10,11	Criterion-Referenced	M.C.	2
	Stanford Achievement Test, 9th edition	3, 4, 5, 6, 7, 8, 9,10,11	Norm-Referenced	M.C.	3
Amer. Samoa	Stanford Achievement Test Ninth Edition	4, 7, 8,10,12	Norm-Referenced	M.C.	
Arkansas	Norm-Referenced Testing (Stanford 9)	5, 7,10	Norm-Referenced	M.C.	
California	Standardized Testing and Reporting Program	9,10,11	Norm-Referenced	M.C.	
	Golden State Exams	9,10,11,12	Other	M.C., Short Response, Individual Performance Tasks	6
Colorado	Reading, Writing, Mathematics and Science	8	Criterion-Referenced	M.C., Fill Blank, Short Response	4
Connecticut	Connecticut Academic Performance Test (CAPT)	10	Criterion-Referenced, Performance Assessment	M.C., Short Response, Group Performance Tasks	4 5
Delaware	Delaware Student Testing Program: Standards-Based Testing	4, 6, 8,11	Criterion-Referenced	M.C., Short Response	
DoDEA	CTB TerraNova Multiple Assessment	3, 4, 5, 6, 7, 8, 9, 10,11	Norm-Referenced	M.C., M.C.(3), Short Response	
Georgia	Georgia High School Graduation Tests	11,12	Criterion-Referenced	M.C.	3
	Stanford-9	3, 5, 8	Norm-Referenced	M.C.	
Guam	SAT9	1, 3, 5, 7, 9,10,11	Norm-Referenced	M.C.	
Idaho	Norm-Referenced Test	3, 4, 5, 6, 7, 8, 9, 10,11	Norm-Referenced	M.C.	
Illinois	Prairie State Achievement Examination, incorporates ACT	11	Criterion-Referenced	M.C.	
	Illinois Standards Achievement Test (ISAT)	4,7	Norm-Referenced, Criterion-Referenced	M.C.	4
Iowa	(Local) Standardized Testing ITBS and ITED	8, 11	Norm-Referenced	M.C.	3
Kansas	Kansas Assessment Program	4, 7, 10	Criterion-Referenced	M.C.	5
Kentucky	KCCT On-Demand	4, 7, 11	Writing Assessment	M.C., Extended Response	
Louisiana	The Iowa Tests, Complete Battery	3, 5, 6, 7, 9	Norm-Referenced	M.C.	4
	LEAP 21 Grades 4, 8	4, 8	Criterion-Referenced	M.C., Extend. Response, Individual Perform. Tasks	5
	Graduation Exit Examination (GEE 21)	10,11	Criterion-Referenced	M.C.	5
Maine	Maine Educational Assessment	4, 8,11	Criterion-Referenced, Performance Assessment	M.C., Short Response, Extended Response	4
Maryland	Maryland School Performance Assessment Program (MSPAP)	3, 5, 8	Performance Assessment	Short Response, Extend. Response, Indiv. perform. Tasks, Group Performance Tasks	5
	High School Assessments	7, 8, 9, 10, 11,12	Criterion-Referenced	M.C., Short Response, Extended Response	
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS)	5, 8	Criterion-Referenced	M.C., Extended Response	4
Michigan	Grade 5 and 8 Science	5, 8	Criterion-Referenced	M.C., Short Response, Group Performance Tasks	3
	MEAP High School Test	11	Criterion-Referenced	M.C., Short Response	4
Missouri	MAP	3, 7,11	Norm-Referenced, Criterion-Referenced, Performance Assessment	M.C., Short Response, Extended Response	5
Montana	Student Assessment Requirement	4, 8, 11	Norm-Referenced	M.C.	4

Source: State Student Assessment Programs Database, 2000-2001 school year, CCSSO Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, DC

Table 29 con't.
Statewide Student Assessment: Science, 2000–2001

State	Assessment	Grades	Test Type	Item Types	Performance Levels
Nevada	Norm-Referenced Testing	4, 8, 10	Norm-Referenced	M.C.	4
New Hampshire	NH Educational Improvement and Assessment Program	6,10	Criterion-Referenced	M.C., Extended Response	4
New Jersey	Elementary School Proficiency Assessment (ESPA)	4	Criterion-Referenced	M.C., Extended Response	4
New Mexico	NM High School Competency Exam	10	Criterion-Referenced, Performance Assessment	M.C., Short Response	2
	NM Achievement Assessment	3, 4, 5, 6, 7, 8, 9	Norm-Referenced, Criterion-Referenced, Performance Assessment	M.C., Fill Blank, Short Response, Extended Response	4
New York	Regents Examination Program	9, 10, 11,12	Criterion-Referenced	M.C., Short Response, Extended Response	4
	Regents Competency Tests	9	Criterion-Referenced	M.C., Short Response	2
	Program Evaluation Tests (PET)	4	Criterion-Referenced	M.C., Extended Response	3
North Carolina	NC Annual Testing Program	9, 10, 11, 12	Norm-Referenced, Criterion-Referenced	M.C.	4
North Dakota	TerraNova (CTBS/5) and Test of Cognitive Skills, Second edition (TCS/2)	4, 6, 8, 10	Norm-Referenced	M.C., Short Response	4
N. Mariana Is.	Stanford Achievement Test, Ninth Edition	3, 4, 5, 8, 10, 11	Norm-Referenced	M.C.	
Ohio	6th-Grade Proficiency Testing	6	Criterion-Referenced	M.C., Short Response, Extended Response	3
	4th-Grade Proficiency Testing	4	Criterion-Referenced	M.C., Short Response, Extended Response	3
	9th-Grade Proficiency Testing	9	Criterion-Referenced	M.C.	2
Oklahoma	Oklahoma Core Curriculum Tests	3, 5, 8, 10,11	Criterion-Referenced	M.C.	2
Oregon	Reading, Writing, Science, & Math Assessment	5, 8, 10	Criterion-Referenced	M.C.	3
Puerto Rico	Pruebas Puertorriqueñas de Competencias Escolares	3, 6, 9,11	Criterion-Referenced	M.C., Other	3
South Dakota	Stanford Achievement Test, Ninth Edition	2, 4, 8,11	Norm-Referenced	M.C.	4
Tennessee	Achievement Test (3-8)	3, 4, 5, 6, 7, 8	Norm-Referenced	M.C.	3
Texas	Texas Assessment of Academic Skills (TAAS) and end-of-course tests	8, 9, 10,11,12	Criterion-Referenced	M.C.	2
Utah	Utah Core Criterion-Referenced Tests (CRTs)	4, 5, 6, 7, 8, 9	Criterion-Referenced	M.C.	4
	Norm-Referenced Testing	3, 5, 8, 11	Norm-Referenced	M.C.	
	Curriculum Performance Assessment	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,12	Performance Assessment	Extended Response	
Virginia	Standards of Learning (SOL) Assessment	3, 5, 8, 10, 11,12	Criterion-Referenced	M.C.	3
West Virginia	ACT Explore		Norm-Referenced	M.C.	
	National Assessment of Educational Progress	4, 8, 12	Norm-Referenced	M.C.	
	Norm-Referenced Test	3, 4, 5, 6, 7, 8, 9,10,11	Norm-Referenced	M.C.	
Wisconsin	Wisconsin Knowledge and Concepts of Examinations (WKCE)	4, 8,10	Norm-Referenced, Criterion-Referenced	M.C. (1), Short Response	4

Student Assessment

Notes: M.C. =Multiple Choice, single correct answer; M.C. (2)=Multiple Choice, multiple correct answer; M.C. (3)= Multiple Choice, with student explanation; Fill Blank=Fill in the Blank or cloze; Short Response=Short constructed response; Ext. Response= Extended constructed response; Observ=Observation; Exmpl.=Example of student work; Indiv. task=Individual hands-on performance tasks; Group task=Group hands-on performance tasks, Proj.=Projects, exhibitions, or demonstrations;Gridded=An item where a student grids in a response into a numeric grid so that the response can be machine scored.

Source: State Student Assessment Programs Database, 2000-2001 school year, CCSSO Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, DC

Table 30
Statewide Student Assessment: Social Studies, 2000–2001

State	Assessment	Grades	Type of Test	Type of Items	Performance Levels
Alabama	Stanford Achievement Test, 9th	3-11	Norm-Referenced	M.C.	3
Am. Samoa	Stanford Achievement Test 9th, Ed. 4, 7, 8, 10, 12		Norm-Referenced	M.C.	
Arkansas	Norm-Referenced Testing (Stanford 9)	5, 7, 10	Norm-Referenced	M.C.	
California	Golden State Exams Standardized Testing and Reporting Program (STAR)	9-12	Other Norm-Referenced	M.C., Extend Response M.C.	6
Delaware	Delaware Student Testing Program: Standards-Based Testing	4, 6, 8, 11	Criterion-Referenced	M.C., Short Response	5
DoDEA	CTB TerraNova Multiple Assessment	3-11	Norm-Referenced	M.C. (3), Short Response	
Georgia	Georgia High School Graduation Tests (GHS GT) Stanford-9	11, 12 3, 5, 8	Criterion-Referenced	M.C.	3
Guam	SAT9 Norm-Referenced Test	1, 3, 5, 7, 9-11	Norm Referenced	M.C.	
Idaho	Norm-Referenced Test	3-11	Norm Referenced	M.C.	
Illinois	Illinois Standards Achievement Test	11	Criterion-Referenced	M.C.	4
	Prairie State Achievement Examination (PSAE)		Criterion-Referenced	M.C.	
Kansas	Kansas Assessment Program	6, 8, 11	Criterion-Referenced	M.C.	5
Kentucky	KCCT On-Demand	4, 7, 11	Writing Assessment	M.C., Extend. Response	4
Louisiana	Graduation Exit Examination (GEE 21) LEAP 21 Grades 4, 8 The Iowa Tests, Complete Battery	3, 5-7, 9 4, 8 3, 5, 7, 9	Criterion-Referenced Criterion-Referenced Norm-Referenced	M.C. M.C., Extend Response M.C.	5
Maine	Maine Educational Assessment	4, 8, 11	Criterion-Referenced Performance Assessment	M.C., Short Response Extend Response	4
Maryland	High School Assessments	7-12	Criterion-Referenced	M.C., Short Response, Extend Response	
	Maryland School Performance Assessment Program (MSPAP)	3, 5, 8	Performance Assessment	Short Response, Extend Response	5
Michigan	Grade 5 and 8 Science, Social Studies and Writing MEAP High School Test	5, 8 11	Criterion-Referenced Criterion-Referenced	M.C., Short Response, Extend Response M.C., Short Response, Extend Response	4
Missouri	MAP	3, 7, 11	Norm-Referenced Criterion-Referenced	M.C., Short Response, Extend Response	5
N. Mariana	Stanford Achievement Test, Ninth		Norm-Referenced	M.C.	
Montana	Student Assessment Requirement	4, 8, 11	Norm-Referenced	M.C.	4
N. Hampshire	Educational Improvement and Assessment Program	6, 10	Criterion-Referenced	M.C., Extend Response	4
N. Mexico	Achievement Assessment	3-9	Norm-Referenced Criterion-Referenced Performance Assessment	M.C., Fill Blank Short Response, Extend Response	4
	NM High School Competency Exam	10	Criterion-Referenced Performance Assessment	M.C., Short Response	2

Source: State Student Assessment Programs Database, 2000-2001 school year, CCSSO
Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, DC

Table 30 con't.

Statewide Student Assessment: Social Studies, 2000–2001

State	Assessment	Grades	Type of Test	Type of Items	Performance Levels
New York	Regents Competency Tests	9	Criterion-Referenced	M.C., Extend Response	2
	Regents Examination Program	9-12	Criterion-Referenced	M.C., Extend Response	4
North Carolina	NC Annual Testing Program	9-12	Norm-Referenced Criterion-Referenced	M.C.	4
North Dakota	TerraNova (CTBS/5) and Test of Cognitive Skills, Second edition (TCS/2)	4, 6, 8, 10	Norm-Referenced	M.C., Short Response	4
Ohio	4th-Grade Proficiency Testing	4	Criterion-Referenced	M.C., Short Response, Extend Response	3
	6th-Grade Proficiency Testing	6	Criterion-Referenced	M.C., Short Response, Extend Response	3
	9th-Grade Proficiency Testing	9	Criterion-Referenced	M.C.	2
	12th-Grade Proficiency Testing	12	Criterion-Referenced	M.C.	
Puerto Rico	Pruebas Puertorriqueñas de Competencias Escolares	3, 6, 9, 11	Criterion-Referenced	M.C., Other	3
South Dakota	Stanford Achievement Test, 9th Ed.		Norm-Referenced	M.C.	4
Tennessee	Achievement Test (3-8)	3-8	Norm-Referenced	M.C.	
Texas	Texas Assessment of Academic Skills (TAAS) and end-of-course tests	8-12	Criterion-Referenced	M.C.	2
Utah	Curriculum Performance Assessment	1-12	Performance Assessment	Fill Blank	
	Norm-Referenced Testing	3, 5, 8, 11	Norm-Referenced	M.C.	
Virginia	Standards of Learning (SOL) Assessment Program	3, 5, 8, 10-12	Criterion-Referenced	M.C.	3
Wisconsin	Wisconsin Knowledge and Concepts of Examinations (WKCE)	4, 8, 10	Norm-Referenced Criterion-Referenced	M.C., Short Response	4
West Virginia	ACT Explore		Norm-Referenced	M.C.	
	Norm-Referenced Test	3-11	Norm-Referenced	M.C.	

Student Assessment

Notes: M.C.=Multiple Choice, single correct answer; M.C. (2)=Multiple Choice, multiple correct answer; M.C. (3)= Multiple Choice, with student explanation; Fill Blank=Fill in the Blank or cloze; Short Response=Short constructed response; Ext. Response= Extended constructed response; Observ=Observation; Exmpl.=Example of student work; Indiv. task=Individual hands-on performance tasks; Group task=Group hands-on performance tasks, Proj.=Projects, exhibitions, or demonstrations, Gridded=An item where a student grids in a response into a numeric grid so that the response can be machine scored.

Source: State Student Assessment Programs Database, 2000-2001 school year, CCSSO Council of Chief State School Officers, Division of State Services and Technical Assistance, Washington, DC

Sources of Information

Time and Attendance Policies

CCSSO Policies and Practices Survey, 2002

Early Childhood Education

CCSSO Policies and Practices Survey, 2002

Graduation Requirements

CCSSO Policies and Practices Survey, 2002

CCSSO Annual Survey of Statewide Student Assessment Programs, 2001-2002

Content Standards

CCSSO Policies and Practices Survey, 2002

Teacher Standards

CCSSO Policies and Practices Survey, 2002

NASDTEC Manual

Tables: B-10; Specific State Subject Matter Requirements:
Elementary, Middle Level/Junior High, Secondary, All Grades
State Summary Sections

Title II Reports

www.title2.org

School Leader/Administrator Standards

CCSSO Policies and Practices Survey, 2002

Student Assessment

CCSSO Annual Survey of Statewide Student Assessment Programs, 2001-2002

Alternative Teacher Licensure—2002

State	Web Site
Alabama	www.alsde.edu
Alaska	n/a
Arkansas	http://arkedu.state.ar.us/teachers/index.html
Arizona	no data exists for any alternative route cohorts for the 1999-2000 academic year.
California	n/a
Colorado	http://www.cde.state.co.us/cdeprof/lialternativeprogram.htm
Connecticut	www.ctdhe.org
Delaware	www.udel.edu/artc
Dist. of Colum.	http://www.k12.dc.us/dcps/teachdc/certification.html
Florida	http://www.altcertflorida.org/
Georgia	http://www.gapsc.com/
Hawaii	http://rrsc.k12.hi.us;
Idaho	http://www.sde.state.id.us/certification
Illinois	http://www.isbe.state.il.us/profdevelopment/alternative.htm
Indiana	n/a
Iowa	http://www.state.ia.us/boee/tilal.html
Kansas	n/a
Kentucky	http://www.kde.state.ky.us/otec/epsb/legislative/
Louisiana	http://www.doe.state.la.us
Maine	www.state.me.us/education/cert/cert.htm
Massachusetts	http://www.doe.mass.edu/educators/e_license.html
Maryland	https://constmail.gov.state.md.us/comar/dsd_web/default.htm
Michigan	http://www.michigan.gov/mde
Montana	n/a
Minnesota	http://www.revisor.leg.state.mn.us/stats/122A/24.html
Missouri	http://www.dese.state.mo.us/divteachqual/teached/index.html
Mississippi	http://www.mde.k12.ms.us/license/index.html
Nebraska	n/a
Nevada	http://www.leg.state.nv.us/nac/search/nacquery.cfm.
New Hampshire	http://www.title2.org/statereports/additional/NH6.htm
New Jersey	http://www.nj.gov/njded/educators/license/
New Mexico	http://www.state.sde.nm.us/
New York	http://www.highered.nysed.gov/tcert/wbgtttev.html
North Carolina	http://teach4nc.org/alternate_routes
North Dakota	http://www.state.nd.us/espb
Oklahoma	http://sde.state.ok.us
Ohio	http://www.ode.state.oh.us/tp/ctp/candl.htm
Oregon	http://www.tspc.state.or.us
Pennsylvania	http://www.pde.state.pa.us
Rhode Island	n/a
South Carolina	http://www.sctechners.org/sctechners/
South Dakota	http://www.state.sd.us/deca/account/certif.htm
Tennessee	http://www.state.tn.us/sbe/
Texas	http://www.sbec.state.tx.us/brdagenrule/sbecrules.htm
Utah	http://www.usoe.k12.ut.us/cert
Vermont	http://www.state.vt.us/educ/license/process.htm
Virginia	http://www.pen.k12.va.us/VDOE/newvdoe/teached.html
Washington	http://www.pesb.wa.gov/
Wisconsin	n/a
Wyoming	http://www.k12.wy.us/ptsb/regulations